TEMPLATE
TECHNOLOGY – PLURILINGUALISM – TEACHING

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Guidelines for teacher trainers

Technology-Mediated PLurilingual

Activities for (language) Teacher Education

UNIVERSITÀ DEGLI STUDI DI TORINO

UCLouvain

PH Schwäbisch Gmünd University of Education

Vilniaus universitetas

UJI UNIVERSITAT JAUME I

SUMMARY

UNIVERSITÀ DEGLI STUDI DI TORINO — UCLouvain — PH Schwäbisch Gmünd University of Education — Vilniaus universitetas — UNIVERSITAT JAUME I

Our objective

to promote pluralistic practices including task-based and technological components among pre- and in-service teachers.

Teachers' learning outcomes

Format: 3 times 1h30 webinars

:

- teachers taking part in the webinar(s) will learn about pluralistic practices including task-based and technological components and become part of a European community of practices;
- teachers will be able to use/discuss/critically assess/adapt pedagogical materials that will be shared with them during the webinars.
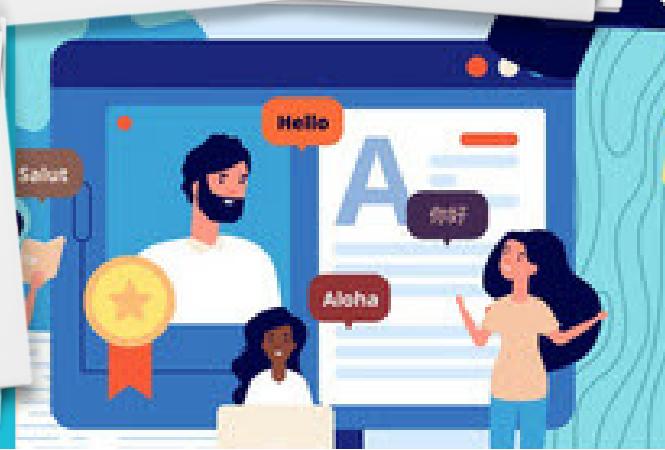
the webinars

1 Communicate, Connect and Collaborate: Practical Ideas on How to Design and Implement Telecollaboration in Foreign Language Education

2 Plurilingual Computer Assisted Language Learning in Modern Foreign Languages

3 Digital tools for the CLIL Plurilingual classroom: make the most of your language teaching

OVERALL SHARED STRUCTURE

please note that we recommend that within this commonly shared structure, each organizer be free to tailor their presentation in accordance with the contents and specificities of their theme, and their personal preferences too.

💭 corresponds to the elements of the shared structure

💡 corresponds to an illustration or suggestion

1 Pre-task (self-paced discovery): 💭

teachers are encouraged to browse the contents of the output that will be presented in the seminar(s) they are planning to attend. They should be informed that they will need approximately 1 hour to complete the pre-task.

Webinar in itself: 2

💭 A 5-minute icebreaker

e.g. welcoming participants, (re-)explaining how the webinar will take place/will be structured

💭 30 minutes presentation

💡 as teachers will have browsed the contents of the module we advise the webinar organizers to adopt an inductive bottom-up approach. In other words: starting from concrete examples and invite teachers to take notes of - for instance -

- the pedagogical outcomes yielded
- the targeted approach
- the links with the technology
- the task-based elements
- the transferability to their own context.

Those notes will be useful to them after the presentation when they interact with other teachers.

3 Q&A time:

10 minutes before sending teachers to breakout rooms for collaborative work. They might have questions related to the pre-task and/or presentation

Collaborative tasks: **4**

Send teachers to breakout rooms after assigning a task

- Task 1: (5 mins) Review of simplified worksheet (or description of tasks) assigned to the group. (teachers go through the description and review the task individually, even though they already read them in the pre-task phase)

- Task 2: (20 min) Discussion on guided questions:
1. Do you see potential transferability to your own teaching context?
2. Do you think you may face any obstacles when implementing these tasks (approaches) in your school? Which ones?
3. Can you propose any adaptations of the tasks to your own context?

- Task 3: (20 min) Discussion on the guided questions

optional: post-task and networking – depending on teachers' and countries' needs

Good practices for a successful training

1

Prepare the pre-tasks (flexible and adaptable to each module):
- 5 half-page worksheets (descriptions of tasks) (students will work on them during the second part of the webinar)
- Distribution of students in groups (to be shown to students after first part)
- Prepared Padlet (one Padlet only for all participants) for uploading students' profile (to be completed by students during pre-task time)
- Prepared padlet (with instructions and questions) for uploading comments on the questions (students will fill this up during the second part of the webinar before general conclusion)

2

Prepare the presentation

3

Prepare Kahoot or Mentimeter to make the presentation more lively

4

Prepare questions so that participants can take notes during the presentation (ONLY IN CASE IT IS NECESSARY)

Communicate, Connect and Collaborate

Practical Ideas on How to Design and Implement Telecollaboration in Foreign Language Education

The aim of the webinar is to help teachers to develop digital and pedagogical competencies to design and implement plurilingual-inspired telecollaboration for their learners.

During the practical session, teachers will be working collaboratively with other language teachers in Europe. They will be guided in their analysis of illustrative examples of telecollaborative tasks and reflect on the applicability of these tasks in their own contexts.

Teachers will improve their expertise in the following areas:

- international cooperation
- project-based language learning
- developing plurilingual language learning tasks
- using different digital technologies.

WS SEQUENCE
1. 30-minute presentation
2. 60-minute collaborative work in breakout rooms

Worksheets and Activities

Case Studies

GUIDELINES FOR DISCUSSION

Do you see potential transferability to your own teaching context?

Do you think you may face any obstacles when implementing these tasks (approaches) in your school? Which ones?

Can you propose any adaptations of the tasks to your own context?

Can you propose any adaptations of the tasks to your own context?

Worksheets and Activities

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Case Studies

'Connecting across borders. Schools and personal lives '

ⓘ Teaching context

- **Target language**: English
- **School language**: German/Italian
- **Technology used**: laptops, tablets, Microsoft Teams, Padlet
- **Duration**: two months
- **Age range**: 6-8
- **Language level**: A1
- **Subjects**: English as a Foreign Language
- **Objectives**: to enhance language proficiency through authentic target language use, to foster intercultural understanding, to raise cross-linguistic awareness.

✏️ Activity 1

- **Task 1:** students exchange basic information about themselves (i.e. name, age, favourite colour etc.) using worksheets or flashcards.
- **Task 2 (plurilingual element)**: students select their favourite word along with an image in a language other than English.

💬 Activity 2

- **Task:** students introduce themselves in small groups to the partner class during a live session. The teacher serves as a moderator.
- **Main technology:** Microsoft Teams

✏️🎤 Activity 3

- **Task 1:** student showcase their school using photos and audio recordings on Padlet.
- **Task 2:** students look at the partner school information on Padlet, leave comments and ask questions.
- **Main technology:** Padlet

💬 Activity 4

- **Task:** students use the Padlet for the second live session with the partner class and talk about their school day in small groups. Also, they discuss their favourite subjects and places in the school building.
- **Main technology:** Padlet and Microsoft Teams

💡 Activity 5

- **Task**: students reflect on their learning and compare and contrast the various languages and cultures involved in the project.

Erasmus+

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Worksheets and Activities

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Case Studies

'Exploring Education Systems and Personal Lives'

ℹ️ Teaching context

- **Target languages**: English
- **School language**: German/Italian
- **Technology used**: tablets, whiteboard, GoogleMeet, PowerPoint, Padlet, Flip, emails, iServ
- **Duration**: there months
- **Age range**: Germany (13-14), Italy (13-15)
- **Language level**: B1
- **Subjects**: English as a Foreign Language
- **Objectives**: to enhance language proficiency through authentic target language use, to foster intercultural understanding, to raise cross-linguistic awareness.

💻 Activity 1

- **Task:** students create a PowerPoint presentation to introduce their school and education system to the other class.
- **Main technology:** PowerPoint

💬 Activity 2

- **Task 1:** students present their PPT presentation in a live session to the partner class.
- **Task 2:** students engage in a Q&A session with the other class.
- **Main technology:** GoogleMeet

✏️ Activity 3

- **Task 1:** students introduce themselves and add photos to a shared Padlet. They are assigned partners.
- **Task 2:** students have a look at their partner's profiles and write down three questions they would like to ask them. The teacher forwards the questions to the partner class.
- **Main technology:** Padlet

💬 Activity 4

- **Task:** students answer their partner's questions by making a short video with the app Flip.
- **Main technology:** Flip

✏️ Activity 5

- **Task:** students write at least two emails to their partner using their official school email address. They put their teachers in CC.
- **Main technology:** emails, iServ

💬 Activity 6

- **Task:** students use their tablet to engage in a live conference with their partner. They talk about the project and ask personal questions.
- **Main technology:** tablets, GoogleMeet

💡 Activity 7

- **Task:** students reflect on their learning and compare and contrast the various languages and cultures involved in the project.

Worksheets and Activities

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Case Studies

'Multimodal Presentations: School and Personal Lives'

ℹ️ Teaching context

- **Target languages**: English
- **School language**: German/Italian
- **Technology used**: Moodle, Keynote, iMovie (iOS), Memo Call, Google Translator, WWW
- **Duration**: two months
- **Age range**: Germany (7-8), Italy (7-9)
- **Language level**: A1
- **Subjects**: English as a Foreign Language
- **Objectives**: to enhance language proficiency, through authentic target language use, to foster intercultural understanding, to raise cross-linguistic awareness.

👁️ 💬 Activity 1

- **Task:** students have a look at the information (provided by the teacher) about the location of the partner school, pictures of the town and the school website.

💬 Activity 2

- **Task 1:** students participate in a live session with the partner class. They take turns, come to the computer in pairs and introduce themselves. They use a worksheet for assistance. Their teacher acts as moderator and provides support if necessary.
- **Task 2:** students ask each other predetermined questions (e.g. name, age, favourite colour, spoken languages) and complete corresponding identity cards. (e.g. his/her name is...).
- **Task 3 (optional)**: students ask more questions based on their interests (e.g. favourite music, animals or sports).

🎬 Activity 3

- **Task:** students create multimodal video presentations about their school. Their teacher uploads them to a shared online platform.
- **Main Technology:** Moodle, Keynote, iMovie

💡 Activity 4

- **Task**: students reflect on their learning and compare and contrast the various languages and cultures involved in the project.

Worksheets and Activities

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Case Studies

'Getting to Know Another Culture and School'

ℹ️ Teaching context

- **Target languages**: English
- **School language**: German/Spanish
- **Technology used**: tablets, pons online, iMovie, Microsoft Teams, Padlet, TaskCard
- **Duration**: three months
- **Age range**: Germany (9-10), Spain (7-10)
- **Language level**: A1
- **Subjects**: English as a Foreign Language
- **Objectives**: to enhance language proficiency through authentic target language use, to foster intercultural understanding, to raise cross-linguistic awareness.

🎬 Activity 1

- **Task 1 (plurilingual element):** students watch the partner teacher's introductory video about the project and answer questions. (e.g. What other languages does the teacher use in the video?)
- **Task 2**: students work in groups and choose their favourite room in school. They prepare a short video and choose one object each from that room to present. The teacher helps them with the recording.
- **Main technology**: tablets, pons online

👁 Activity 2

- **Task:** students watch the video from the partner class and answer questions (e.g. What is similar and what is different from your school?)

✏️ Activity 3

- **Task 1:** students present themselves on Padlet/TaskCard and write a short text (e.g. name, age, hobbies). They also add photos.
- **Task 2 (plurilingual element):** students choose their favourite word in German/Spanish and add it to the Padlet/TaskCard.
- **Task 3 (cultural element):** students fill in the question "When I think about Germany/Spain, I think of...?" and add it, too.
- **Task 4:** students are assigned partners. They find out more about their partners by reading their Padlet box. They write down three questions they would like to ask them in the live session.
- **Main technology:** Padlet/TaskCard

💬 Activity 4

- **Task 1:** students prepare more questions they would like to ask their partners in the live session.
- **Task 2:** students engage in a live session with the partner class. They ask and answer questions. The teacher acts as a moderator.
- **Main technology:** Microsoft Teams

💡 Activity 5

- **Task**: students reflect on their learning and compare and contrast the various languages and cultures involved in the project.

Worksheets and Activities

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Case Studies

Fairytales

ℹ️ Teaching context

- **Target languages**: English
- **School language**: German/Italian
- **Technology used**: Laptops, Tablets, Microsoft Teams, TaskCards, Kahoot, PowerPoint
- **Age range**: 8-9 (grade 3)
- **Language level**: A1
- **Subjects**: English as a Foreign Language
- **Objective**: Students create fairy tale characters and write short stories about them.

✏️ Activity 1

- **Task 1:** students use TaskCards/Padlet to introduce themselves (name, languages, favourite fairy tale). They include a drawing of their favourite fairy tale.
- **Plurilingual element:** students add the name of their chosen fairy tale in another language than English (including audio recording).
- **Task 2:** students read through each other's contributions, add comments and ask questions.
- **Main technology:** TaskCards

🧩 Activity 2

- **Task 1**: students get to know each other in small groups during a live session. The teachers serve as moderators.
- **Task 2**: students play Kahoot. The questions, which include plurilingual elements, are created by the teachers and refer to the fairy tales mentioned on TaskCards.
- **Task 3**: students play a guessing game, which is prepared by the students themselves before the live session. In small groups, they choose one character from any of the fairy tales mentioned on TaskCards and create a character riddle using PowerPoint (character traits, looks, home, special phrase used by the character, such as "Mirror, mirror on the wall, who is the prettiest of them all?", "Nibble, nibble, like a mouse, who is nibbling at my house?", name of the character in a language other than English). They present their riddles in the live session and ask "Who is it?"
- **Main technology**: Microsoft Teams, Kahoot, PowerPoint

✏️ Activity 3

- **Task 1:** students in each class are put into small groups to create a fairy tale character (name, character traits, looks, home, special phrase used by the character).
- **Plurilingual element:** the name and special phrase can be in any (mix of) language(s).
- **Task 2:** Each group is assigned a character created by a group in the other class and has to bring it to life: students create a 3-sentence story and a drawing based on the character description.
- **Task 3:** The teachers create a booklet including the fairy tale characters and short stories. Students comment on each other's stories. The booklet itself can be used as writing prompts for other subjects or classes.
- **Main technology:** PowerPoint, Google Translate (if necessary)

💡 Activity 4

- **Task**: students reflect on their learning and compare and contrast the various languages and cultures involved in the project.

Plurilingual Computer Assisted Language Learning in Modern Foreign Languages

This webinar is designed to help teachers develop competencies for implementing pluralistic approaches in the classroom. The webinar will focus on the implementation of four pluralistic approaches in MFLanguage subject teaching:

- the intercultural approach
- the awakening to languages
- intercomprehension between related languages
- the integrated didactic approach.

The main objective of this webinar is to provide concrete examples of activities inspired by these approaches, and to show attendees how to implement them effectively. Attendees will have the opportunity to create activities and interact with other teachers, gaining valuable insights into how to apply these approaches in their own classrooms.

WS SEQUENCE

1. 30-minute presentation
2. 10-minute Q&A session
3. 40 minutes collaborative work in breakout rooms

Worksheets and Activities

Breakout rooms to discuss plurilingual CALL and make it happen in our classrooms!

GUIDELINES FOR DISCUSSION

Are you already doing some plurilingual activities in your classrooms?

Could you use the type of activities presented with your pupils?

Would you need to adapt them? If so, why and how?

s there room in your local curriculum for such tasks and for addressing the competences that pluriligual teaching promotes?

Digital tools for the CLIL Plurilingual classroom: make the most of your language teaching

This webinar will show teachers how to implement digital tools in the CLIL and language classes. The aim of this session is to help teachers merge these two aspects with the plurilingual reality they live in the classrooms in their daily teaching.
Teachers will have the space to reflect on good practices extracted from previous teacher training, which make the most of technology to enrich/enhance plurilingualism at different educational levels.
Moreover, they will also have the opportunity to work on the feasibility of proposed tasks and lesson plans in their own classes or future teaching.
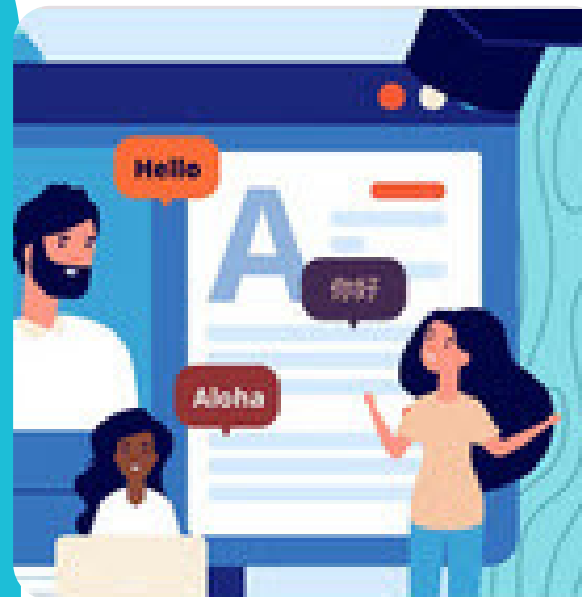
WS SEQUENCE
1. 30-minute presentation
2. 10-minute Q&A session
3. 40 minutes collaborative work in breakout rooms

Worksheets and Activities

Case Studies

'The environment and us'

ⓘ Teaching context

- **Target languages:** English, Spanish and Catalan
School language: English / Catalan
- **Technology used:** Teacher's computer, tablets, interactive board.
Age range: 8-9
Language level: A1
Subjects: English language and sciences.
Objectives:
To raise awareness about climate emergency.
To develop linguistic skills (oral and written).
To identify similarities among languages.

▶ Activity 1

Watch some videos about climate emergencies
The teacher gives students some visual background as scaffolding for the activity.

Video 1
Video 2
Video 3

💬 ✏ Activity 2

Brainstorming and debate with students: which actions can you do everyday to help the Earth?

Students make a list with the verbs and write them in Spanish, Catalan or other languages in Padlet.

Padle t list

🎨 Activity 3

Students create wordclouds with the words listed and share them in Padlet

Wordclouds _____

🎤 Activity 4

Students share ideas and comment on them in Flip
See an example below

Flip videos _____

💡 The teacher's tip

I recommend using the cloud or drive to store the videos. Storing them in electronic devices such as tablets or laptops can cause problems, especially if shared with other colleagues in the school.

Worksheets and Activities

'Positive thinking, positive outcome'

Case Studies

ℹ️ Teaching context

Target languages: English, Spanish and Catalan
School language: English / Catalan
Technology used: Teacher's computer, tablets.
Age range: 10-11
Language level: A1
- **Subjects:** English language / Emotional Intelligence.

Objectives:
To understand what positive thinking is.
To apply strategies to work on positive thinking.
To work on languages from a plurilingual perspective.

✏️💬 Activity 1

Prepare some sentences in English which illustrate positive thinking, and show them to your students.

You can use cut-outs or project them on your screen

Positive thinking sentences

Students are arranged in groups and they translate one of the sentences into Spanish and Catalan

💬🎨 Activity 2

Students talk about what their sentences mean to them (they can use any language to do so). Then, they select some words from the sentences which they think represent the final message and write them in the three languages. Finally they prepare a wordcloud.

Wordc loud 1

Wordc loud 2

🎤 Activity 3

Students record the sentence in English, and then the explanation or translation in any other language.

▶️ Activity 4

A genially presentation is prepared with all the sentences and students' recordings

Genial.ly presentation

💡 The teacher's tip

Make sure you emphasize the importance of using different languages in this exercise, otherwise they may only use their mother tongue. You can assign a different language to each member of each group.

Worksheets and Activities

Case Studies

'Getting to know other European cultures'

ⓘ Teaching context

- **Target languages:** English and all the languages in the classroom.

School language: English / Catalan /Spanish

- **Technology used:** Teacher's computer, students' phones.

Age range: 14-15

Language level: A2

Subjects: English language / Technology.

Objectives:

To raise awareness of the different cultures and languages in the group.

To develop oral presentation skills.

Activity 1

Students warm up by participating in a Mentimeter with their phones. They are asked about how many languages they speak and why it is important to learn languages

They can see their answers poping up in the screen

Mentimeter 1 _____

Mentimeter 2

Activity 2

Students do a genial.ly quiz to find out what they know about Europe.

They use their phones and the quiz is in Spanish

Genial.ly quiz _____

Activity 3

Students create a presentation about a European country of their choice including language elements from other cultures, traditions, festivities, etc.

They can create a video or presentation with any of the following tools explained in class.

🔗 **Flip**   **PowToon** ___   **Pixton**   **Canva**

Activities 4 & 5

Students present their projects

Presentation 1

Presentation 2

The lesson is wrapped up by sharing their wishes for a better Europe on padlet

Padlet wishes for Europe _____

💡 The teacher's tip

Make sure your students are allowed to use their phones in class, and they have an internet connection.

Worksheets and Activities

Case Studies

'Natural disasters'

ℹ️ Teaching context

Target languages: English, Spanish, Catalan
School language: English / Catalan /Spanish
Technology used: Teacher's computer, students' phones.
Age range: 15-16
Language level: B1
Subjects: English, Spanish, Catalan, Geography, and History
Objectives:
 Develop linguistic competences in the three languages
 Prepare a piece of news and recognize its structure.
 Become aware of the natural disasters around the world.

📱📰 Activity 1

Provide students with three pieces of news about natural disasters in the three target languages

Article 1
Article 2
Article 3

Students must identify the structure of a piece of news by comparing the articles. In order to do so, they have to use google drive docs to paste the articles and highlight each part in different colors.

📱✏️ Activity 2

Students identify the most common vocabulary to talk about natural disasters in the three languages and fill in a Mentimeter
Mentimeter

Students fill in a chart with the common vocabulary in the three different languages (e.g. volcán, volcà, volcano)

📱✏️ Activity 3

Students analyse the article in English on google drive and highlight different language markers with different colors

Structure differences

Students do not only connect vocabulary in the three languages, they also see the similarities and differencies in terms of structures

▶️💻 Activities 4 & 5

Using these videos as scaffolding material, students have to write down a piece of news

Video 1 _____
Video 2 _____
Video 3 _____

The lesson is wrapped up by doing a genial.ly quiz

Genial.ly quiz

💡 The teacher's tip

You need a few sessions to carry out this lesson. Give your students enough time to reflect on the language, the reading and the writing

enjoy your training

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The more that you read, the more things you will know. The more that you learn, the more places you'll go.

— **Dr. Seuss**

In learning you will teach, and in teaching you will learn.

— **Phil Collins**

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