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Integrating Technology-Mediated Plurilingual Tasks into the (Foreign) Language Classroom

A Theoretical and Practical Introduction

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About TEMPLATE

TEMPLATE stands for **TEchnology-Mediated PLurilingual Activities for (Language) Teacher Education.**

TEMPLATE is

a European project that aims at strengthening the professional competence of pre- and in-service teachers who want to fully implement the recommendations of the Council of Europe for the use of **plurilingual approaches and digital technologies in (foreign) language education**.
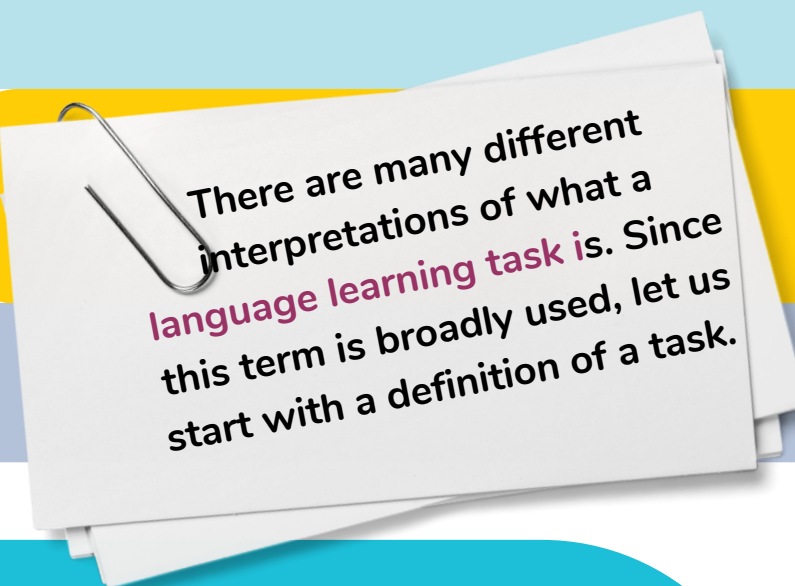
The project (2020-2023) is funded under the Erasmus+ programme and involves partners from five European countries:

- Università di Torino, Italy (Coordinator)
- Universitat Jaume I, Spain
- University of Education Schwäbisch Gmünd, Germany
- Université catholique de Louvain, Belgium
- Vilnius University, Lithuania

This professional development resource is particularly aimed at pre- and in-service teachers interested in learning about the **design and implementation of technology-mediated plurilingual tasks**. This resource provides a general introduction to the main concepts underlying the work that is being conducted in the framework of the TEMPLATE project.
For more information on the project, please visit
https://templateplurilingualism.eu/

1. A Brief Introduction to Task-Based and Project-Based Language Learning

There are many different interpretations of what a language learning task is. Since this term is broadly used, let us start with a definition of a task.

1.1 What is a Language Learning Task?

1.1.1 Definition and characteristics

A language learning task can be defined as "an activity in which people engage to attain an objective, and which involves the meaningful use of language" (Van den Branden et al., 2007, p. 1). An objective can be, for example, creating a poster, a video or a website, stating an opinion or writing a song or a text. In each case, learners are actually using the language to communicate meaning that is relevant to them. As Müller-Hartmann & Schocker-von Ditfurth (2011) point out, "the principal focus of tasks is not on displaying learners' ability to produce pre-specified language forms. It is on communicating their own meanings" (p. 22). It is clear to see that teaching thus becomes more learner-centered and therefore more motivating for students.

Shintani (2014, p. 281) highlights four basic characteristics of a task as defined by Ellis (2003):

· The focus is on meaning: Learners are engaged in actual communication, understanding/and or conveying messages.

· There is some kind of gap (e.g. information gap or opinion gap): In an information-gap activity, for example, learners working in a group receive different pieces of information. They need to talk to each other and exchange information to complete the task.

· Learners resort to their own resources (linguistic and non-linguistic) to complete the task.

· Lastly, there needs to be a clearly defined outcome other than showcasing correct language use. The outcome may be a poster, a handout, reaching a compromise in a discussion, etc.

1. A Brief Introduction to Task-Based and ProjectBased Language Learning

1.1 What is a Language Learning Task?

1.1.1 Definition and characteristics

In the case of young learners, it may be difficult to determine what counts as "meaningful" or "real" use of language, since children usually do not use the target language outside of the language classroom. Therefore, Cameron (2001) suggests teachers go for

> dynamic congruence: choosing activities and content that are appropriate for the children's age and socio-cultural experience, and language that will grow with the children, in that, although some vocabulary will no longer be needed, most of the language will provide a useful base for more grown-up purposes. (p. 30–31)

What could this look like in practice? Imagine you are teaching the topic "toys" to primary school students. You are setting up a toy shop with some toys and price tags, and you want your students to go shopping using play money. To fulfill this task, students need vocabulary, such as doll, teddy bear, puzzle, racing car, etc. These are words that they may not necessarily need as (young) adults. However, you also teach them the chunk "I would like to buy …". This is a chunk that grows with the learners, as it can be reused with different topics (such as supermarket or clothing store), and it can be broken down even further ("I would like …") and thus be used in many different contexts.

1. A Brief Introduction to Task-Based and ProjectBased Language Learning

1.1 What is a Language Learning Task?

1.1.2 Types of language learning tasks

Having defined what a language task is, let us look at some types of tasks (Willis, 1996, pp. 26–28, 149–154):

1)   Listing. These tasks lend themselves to speaking and writing practice.

2)   Ordering and sorting. These tasks generate active speaking and group work according to the given criteria and there are four subtypes: sequencing tasks, ranking, categorizing, and classifying tasks.

3)   Comparing. These tasks also lend themselves to practicing speaking and writing. There are three different subtypes: matching, finding similarities, and finding differences.

4)   Problem solving. These tasks engage learners' intellectual powers and increase their motivation. There are four different subtypes: puzzles and logical problems, real life problems, incomplete stories/reports, and case studies.

5)   Sharing personal experiences. These tasks lend themselves to speaking/writing practice. There are four different subtypes: anecdotes, personal reminiscences, opinions/ attitudes, and personal reactions.

6)   Creative tasks. Often referred to as projects (see project-based language learning, which is explained in more detail below). These tasks encourage free thinking and creative expression and they usually involve completion of a few tasks and subtasks (as a combination of the above-mentioned task types).

These six types show that tasks can be of different complexity. Some are quite simple (such as creating a list) and some are more complex (e.g. creating a presentation about lifestyles of different generations). Simple tasks are often used as a preparation (pre-task, see 1.2.1 The sequence of tasks for more information) for more complex tasks.

It is important to mention that the list provided by Willis (1996) is not intended to be exhaustive. Teachers who wish to learn about additional task types may want to consult Nunan (2004, pp. 56–63).

1. A Brief Introduction to Task-Based and ProjectBased Language Learning

1.1 What is a Language Learning Task?

1.1.3 The difference between tasks and exercises

It has been reported in the literature (e.g. Erlam, 2016; Shintani, 2014) that language teachers do not always distinguish between a task and an exercise. While both tasks and exercises are essential parts of language learning classrooms, it is important to differentiate between the two: In a language learning task,

> learners' attention is … directed primarily towards meaning (that is: WHAT they can do with language). In this respect a task needs to be distinguished from an exercise, which is defined as an activity aiming to practice one or only a few language items at a time with a focus on correct reproduction. (Kolb & Schocker, 2021, p. 43)

Teachers need to remember that learners need both tasks and exercises to practice and improve their language skills. Since language learners often lack the opportunities to use the target language outside of the classroom (especially in the case of young learners), the language classroom needs to make up for this by providing varied exercises to practice pronunciation and grammar. Thus, exercises contribute to the development of language skills. However, exercises should not dominate the classroom and turn into an end in itself. Instead, they should equip students with the skills to work on language learning tasks (Caspari & Klippel, 2013). Therefore, as Nunan (2004) states, "meaning and form are highly interrelated, and … grammar exists to enable language users to express different communicative needs. However, … tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes - the forms are not specified in advance" (Nunan, 2004, p. 4). We prefer to substitute the word "specified" with "limited: Teachers can and should provide the language students may need to successfully complete a task, but also allow learners to go beyond that and use the linguistic resources at their disposal. Otherwise, teachers miss the chance to further their students' language development, as learners simply communicate based on what they already know instead of expanding their knowledge.

To illustrate the difference between tasks and exercises, let us take a look at a concrete example. Both activities below were implemented in the context of an EFL (English as a foreign language) lesson to third graders in Germany.

1. A Brief Introduction to Task-Based and ProjectBased Language Learning

1.1 What is a Language Learning Task?

1.1.3 The difference between tasks and exercise

The activities were adapted from a textbook unit focusing on the topic "food". One of the sentence structures the learners were supposed to learn in this unit was "I like … for breakfast". In order to add a plurilingual dimension to the activity, the pre-service teacher designed the activities below. Take a look at them: What do you think? Which of these activities can be considered a task, and which an exercise?

Fig. 1 Plurilingual Activities Illustrating the Difference Between a Task and an Exercise

The activity on the left is a language learning task: Its primary focus is on meaning (learners express their preferences, which is a typical topic in primary classrooms, e.g. favourite animals, hobbies), and the language used for communication is authentic.

Note. These plurilingual activities were designed by a pre-service teacher in Germany. From "A classroom-based investigation into pre-service EFL teachers' evolving understandings of a plurilingual pedagogy to foreign language education," by E. Cutrim Schmid, 2021a, The LANGSCAPE Journal, 4, p. 41 (Aggiungi corpo del testo). Copyright 2021 by E. Cutrim Schmid.

The pre-service teacher explained the idea behind the design of this task as follows:

> This little twist [adding of the flag(s)] turned a typical primary classroom task (drawing and talking about favorite things) into a tool for self-reflection (What do I like to eat?), awareness of one's own diversity (Do the items belong to a specific country?) and awareness of the diversity in the classroom (What do my classmates like to eat?) (Cutrim Schmid, 2021b, p. 15)

The activity on the right can be considered an exercise. It is not an activity that learners would engage in outside of the language classroom, and the focus is on form instead of content. The students received word cards (toast, jam, coffee, yogurt) in different languages and had to match them to the respective language on the worksheet (see Figure 1). The pre-service teacher remarked that students did not enjoy this activity, as they did not understand its purpose. Moreover, it led to some students feeling left out, as their languages were not included in the activity designed by the teacher. At the same time, the activity could potentially turn students into representatives of a specific language/culture, which some students may not feel comfortable with. However, this activity could be used as a follow-up instead of a core task (see 1.2.1 The sequence of tasks for an explanation on core task and follow-up task): After giving students a chance to draw and speak about their favourite breakfast (core task), the teacher could draw students' attention to language (follow-up task). Since students will have a connection to the core task, and might have even asked the teacher for the translation of specific breakfast items into English, they might be more engaged in this reflection on language. However, to make sure that no student feels left out, it may be best to add an empty column to the table, where students could add any other language they speak or are interested in.

1. A Brief Introduction to Task-Based and ProjectBased Language Learning

1.2 Task-Based Language Teaching (TBLT)

The term task-based teaching and learning (TBLT) is used to describe contexts where tasks represent "the central unit of instruction" (Samuda & Bygate, 2008, p. 58). The main idea behind TBLT is to prepare learners to deal with authentic, real-world tasks that they will encounter outside of the classroom. There are different approaches to TBLT[1] that share the following characteristics according to Samuda and Bygate (2008):

- the curriculum is defined and driven by tasks;
- tasks are not pre-selected on the basis of form;
- the potential pedagogic focus of any given task emerges from sustained meaningful engagement with the demands of that task;
- engagement with meaning is the springboard for engagement with form;
- any engagement with form mediated by a teacher should be responsive to problems/needs that learners encounter in carrying out a task. (Samuda & Bygate, 2008, p. 208)

1.2.1 The sequence of a task

Once a language learning task is chosen, teachers are faced with a central question: How do I prepare my students to fulfill this task? Scholars have proposed different frameworks for task sequences. Most of these differentiate between three phases: A pre-task, a core task, and a follow-up task[2].

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[1] Such as the widely known framework for task-based learning by Willis (1996). Since it is beyond the scope of this document to go into detail, we would like to refer teachers who wish to learn more about Willis' framework and other examples to Samuda and Bygate (2008, p. 196–208).

[2] [1] The labels used to refer to these three stages depend on the scholar(s): Cameron (2001), for example, distinguishes between preparation, core activity, and follow up (p. 32); Legutke et al. (2017) call it pre-task phase, target task, and follow-up (p. 39); and Willis (1996) differentiates between a pre-task, task cycle and language focus. The focus of each stage may vary as well.

1

the pre-task

The pre-task should prepare students for the core activity. This preparation includes setting the context, activating prior knowledge that learners bring with them as well as equipping students with further knowledge to complete the task successfully. This can include pre-teaching language and/or showing students how to use technological tools. The main aim of this stage is to "give the learners the feeling that they know something already, thus developing their confidence and boosting their morale" (Legutke et al., 2017, p. 39). Teachers need to bear in mind that the pre-task phase is usually longer than the other stages when working with young learners.

the core-task

2

The core task represents the central part of the task. Learners are involved in meaningful communication, working (individually or together) to achieve an outcome. Depending on the complexity of the task, the teacher may want to support students by breaking the task down into smaller sub-tasks. In some frameworks, the core task includes the sharing of the outcome with the class; in others, the presentation is considered to be a part of the follow-up task. Since the three phases blend into each other, we believe that it is more important to use the stages as a helpful guide for planning instead of focusing on minor differences between the frameworks.

3

the follow-up task

This final stage involves the reflection and feedback of both the learning process and the final product. This phase is beneficial to both learners and teachers. Students learn to verbalise what and how they have learned. They learn to identify their own strengths as well as challenges and recognise when they might need to ask for help. Teachers realize whether and when they might have needed to provide more support or improve their task instructions, which is essential information they can use for the design of future tasks. As Cameron (2001) points out, a follow-up task can potentially be (or lead to) the preparation of learners for the next task.

Now let us look at one example of a task:

Pre-task	Learners work in groups to create lists of healthy and unhealthy habits.
Core task	Learners interview people of different ages about their lifestyles and report their findings to the class.
Follow-up task	Students receive feedback and/or reflect on the task (e.g. Did they expect the results? Were they able to conduct the interviews in English?)

A final note regarding tasks: There is an important distinction to be made between "task-as-workplan" and "task-in-process" (Breen, 1987, as cited in Müller-Hartmann & Schocker-von Ditfurth, 2011, p. 62). That means that what the learners actually do with and learn from a task (task-in-process) may differ from what the teacher had in mind while planning or choosing the task (task-as-workplan). Therefore, teachers need to monitor the task and learning process of students to assess whether or not the aim of the task has been achieved and whether adaptations and/or support may be necessary for students to complete the task successfully.

1.3 Project-Based Language Teaching (PBLL)

According to the Buck Institute for Education (BIE), project-based learning can be defined as a "systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks" (Dooly & Sadler, 2016, p. 56). The "knowledge and skills" refer to both acquiring new linguistic knowledge (in a target language being taught), but also learning how to work in groups, either in a face-to-face classroom situation or via online collaboration (remote classrooms) as well as gaining some insight into a specific topic.

Whether it is due to the similarity of the two names or the similarity of the approaches, there is some confusion between TBLT (Task-Based Language Teaching) and PBLL (Project-Based Language Learning).

Both methods emphasize the accomplishment of a real-life outcome. However, TBLT revolves around one task, set in a context and with a defined goal; in PBLL, there is a project that consists of a number of tasks and subtasks, done in a predetermined sequence, which precede a realistic objective. To put it in a nutshell, "a project is an extended task which usually integrates language skills work through a number of activities" (ITILT2, 2017, p. 15). As such, it is inherently more complex in nature. It has to be carefully designed and implemented in stages. During the design stage of the project, it is vital to identify the "theme, final outcomes, project structure, materials development for preparing the students for the language demands of each stage" (Dooly & Sadler, 2016, p. 57), either with or without negotiation with learners. Of course, if the learners are involved at such a stage, the project is more learner-centred, thus ensuring more motivation and engagement on their side. The length of the implementation depends on the scope of the project. A project can be completed within a week, a month or last even longer. Therefore, it is divided into smaller sequences, each consisting of a task that develops specific linguistic skills and involves cross-disciplinary activities and competences (Dooly & Sadler, 2016, p. 57). By engaging in the project, students will not only improve their language competences but also actively construct some knowledge around a real-life question and produce an outcome to show what they have learned.

1.3 Project–Based Language Teaching (PBLT)

The outcome might be a (series of) poster(s), video(s), podcast(s), newspaper article(s), etc.

To exemplify what a language learning project is and how to design and implement one in your own classroom, let us look at a project that was done in a Belgian secondary school in the framework of a European project called ITILT2 (Interactive Teaching in Languages with Technology, www.itilt2.eu/). This group of learners (aged 17-21) used mobile phones in a B2 upper-intermediate class. The main goal of the project was to learn about Shakespeare's life and work but also answer the question "Is Shakespeare still relevant today?". In order to tackle the topic, the teacher designed a project that would allow students to practice all four language skills by working in different interaction patterns: pairs, groups, and individually.

Project stages

Learners watch a TED talk video about the connection between Shakespeen's writing and modern hip-hop. In addition, they get informed on the features of Shakespearian sonnets in general and the Sonnet 116 in particular (on true love).

Learners solidify new vocabulary by playing some games on Quizlet (https://quizlet.com/) in groups.

Learners are put into groups but the activity is done individually. Each group is given a specific topic (Shakespeare's biography, Romeo & Juliet, Hamlet, books and films, meter). Learners watch their video and make some notes on their own.

Regroup: Learners are put into new groups so that there is one person from each original group. They tell each other about their videos and what they learned about Shakespeare's life and work. Everyone makes notes.

Learners play a game of Kahoot (https://kahoot.com/) to test their newly acquired knowledge of Shakespeare's life and work in groups.

Finally, based on their research and discussions, each learner delivers a one-minute audio recording to answer the question "Is Shakespeare still relevant today?"

In this example, you can see that the learners had to accomplish several tasks that build on each other.

1. A Brief Introduction to Task-Based and ProjectBased Language Learning

1.3 Project-Based Language Teaching (PBLT)

In addition, we can see that the learners gained some real-life knowledge (they learned about Shakespeare's life and work and his influence on modern hip-hop), they worked in a variety of different inte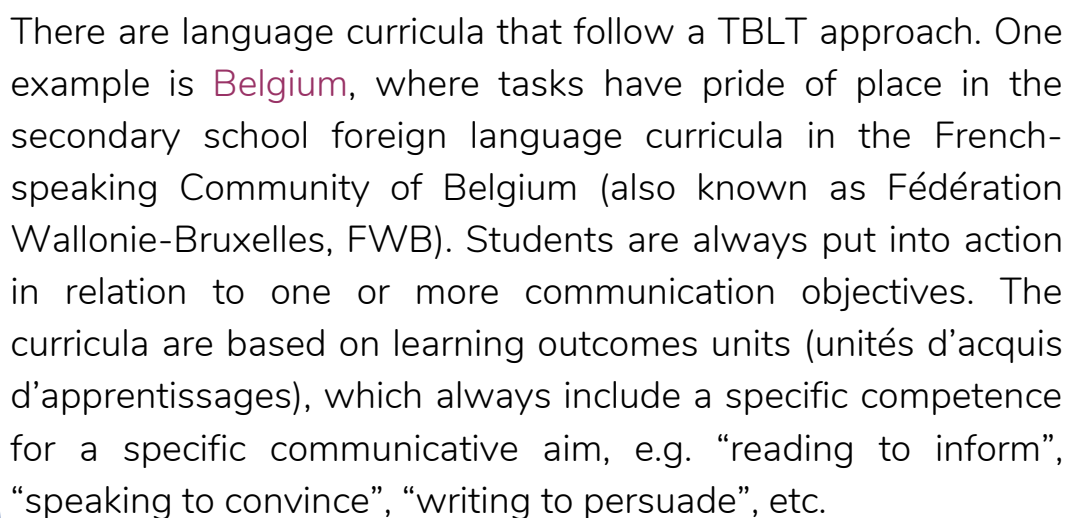raction patterns (individual, partner, groups work), and the tasks were designed and implemented in such a way that each stage was building upon the previous one, eventually leading to the final stage: the outcome (audio recording).

1.4 Task-Supported Language Teaching

There are language curricula that follow a TBLT approach. One example is Belgium, where tasks have pride of place in the secondary school foreign language curricula in the French-speaking Community of Belgium (also known as Fédération Wallonie-Bruxelles, FWB). Students are always put into action in relation to one or more communication objectives. The curricula are based on learning outcomes units (unités d'acquis d'apprentissages), which always include a specific competence for a specific communicative aim, e.g. "reading to inform", "speaking to convince", "writing to persuade", etc.

But what if your syllabus, textbook and/or your teaching methodology are not organized around tasks as in task-based language teaching? Can you still make use of language learning tasks? Yes, in this case you can use an approach that has been defined in the literature as task-supported language learning. In this approach, there is a stronger focus on linguistic forms, which are pre-taught or taught explicitly. As pointed out by Larsen-Freeman and Anderson (2011),

1. A Brief Introduction to Task-Based and ProjectBased Language Learning

1.4 Task-Supported Language Teaching

"in task-supported language teaching students can be engaged in structure-based communicative tasks, which are designed to have students automatize the use of a structure they have already internalized" (p. 150).
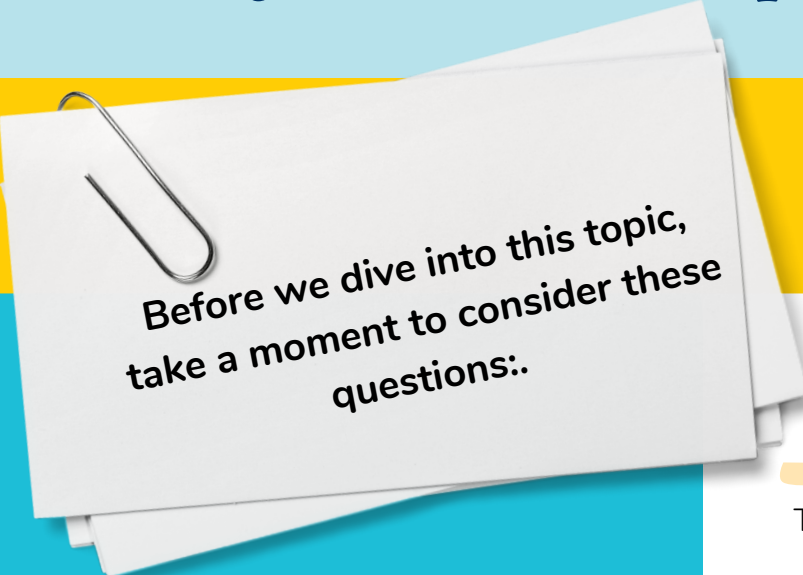
Task-supported language learning has proven to be especially useful for those language learning courses that use a textbook as the basis of their work. Müller-Hartmann and Schocker-von Ditfurth (2011) state that "a defining feature of EFL teaching in our context [in Germany] is the coursebook, which is why we include it as a relevant context factor we have to acknowledge. Coursebooks units in Germany are topic-based but they follow a mixture of structural/functional syllabi and depending on the publisher's interpretation are more or less task-based, that is, they include tasks at varying degrees" (p. 16). They go on to conclude that a basic requirement for a language teacher is to be able to assess the quality of the activities in the textbook, alter existing ones, and finally, create new tasks based on the learning needs of their students. "We therefore use tasks as tools or instruments for learners to support their language learning" (Müller-Hartmann & Schocker-von Ditfurth, 2011, p. 17).

This enables the teacher to focus on teaching and practicing some grammar and vocabulary (new input) and then implement a language learning task that provides students with a chance to work on an authentic language task with a clear outcome.

It is also worth mentioning how a task-supported approach differs from a task-based approach: "In task-based learning and teaching (TBLT) the language needs of specific learners are the basis of selecting tasks whereas in task-supported language learning (TSLL) tasks are as important but not the only unit around which learning is organized" (Müller-Hartmann & Schocker-von Ditfurth, 2011, p. 17). Compared to the pure TBLT (task-based language teaching) approach, which has become widely popular, TSLL (task-supported language learning) not only focuses on completion of language tasks and other activities but combines those with a "structural/notional/topic syllabus" (Müller-Hartmann & Schocker-von Ditfurth, 2011, p. 24). For more information on how the TSLL approach works in practice, please refer to the section 3.6.2 Adapting Textbook Activities.

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2. A Summary of the Theoretical and Empirical Research Literature on Task Design and Task Implementation

Before we dive into this topic, take a moment to consider these questions:.

2.1 Research on Task design

Important information: The following chapter uses Tasks in second language learning by Samuda and Bygate (2008) as a basis. In their review of the literature regarding tasks, Samuda and Bygate (2008) refer to several scholars, whose research is not listed separately in the references of this document. Teachers who wish to learn more about the different pieces of research summarized in this chapter may wish to consult the book for references to the respective literature.

- How often do you design your own language tasks?
- How much time do you spend on planning these tasks?
- Does the task implementation always go according to plan?
- What kind of tasks have been the most effective, according to your experience?

According to Samuda and Bygate (2008), research has shown that the most effective language learning tasks are designed in a way that they:

- are well-planned and goal-oriented
- are contextualised and motivating
- focus on meaning and not form
- are collaborative in nature

In addition, research has shown that tasks are especially effective if the following principles are followed: ➔

- tasks stimulate thinking and problem solving
- tasks keep the learners engaged
- there is a reasonable challenge (task complexity)
- there is a negotiation of meaning
- target language is associated with action (learners are language users, not just language learners)
- feedback is provided (reflection on outcomes)

2. A Summary of the Theoretical and Empirical Research Literature on Task Design and Task Implementation

2.1 Research on Task design

2.1.1 The Impact of Task Complexity

Robinson (2001) highlights four dimensions that have a direct influence on task complexity:

- more or less planning time
- single task or multiple sub-tasks
- more or less prior knowledge
- few or many elements

Robinson concluded that task complexity has a direct effect on speaker and hearer production. Moreover, students perceived more complex tasks to be more difficult.
On the other hand, it was concluded that sequencing does not play a significant role (whether simple or more difficult sub-tasks were done first or vice-versa).
Lastly, Robinson's (2001) research states that

> "sequencing tasks (from simple to complex vs. the reverse sequence) has significant effects on accuracy and fluency of speaker production, but has no effect on the amount of interaction" (Samuda & Bygate, 2008, p. 106).

2.1.2 The Impact of Discourse Type

Foster and Skehan (1996) and Skehan and Foster (1997) looked into different discourse types and the way it affects task design. They identified three different discourse types:
- personal
- narrative
- argumentation

Their main goal was to determine how students' fluency, accuracy and the complexity of language is affected. It was concluded that more personal tasks tend to bring about more fluent but simpler language, whereas the other two types of tasks were connected to more complex language. Lastly, research has shown that with a proper pre-planning time, fluency and accuracy are improved through engagement in personal language learning tasks.

2. A Summary of the Theoretical and Empirical Research Literature on Task Design and Task Implementation

2.1 Research on Task design

2.1.3 The Impact of Structure

Finally, based on research findings by Song (2000), Skehan and Foster (1999) and Robinson (2001), Samuda and Bygate (2008) conclude that "it appears that 'structuring' is partly a function of whether the input is organised and partly of whether it is organised according to learners' background and knowledge expectations. Some types of background knowledge may be widely if not universally shared across cultures, but others are less so, or more dependent on age and education" (p. 109).

2.2 Research on Task Implementation

2.2.1 Task Familiarity

Robinson (2001) put forward the idea that the students' familiarity with the task plays a role in how well they do in the task implementation phase. The familiarity is two-fold: It refers both to the type of task that is being done (similar task has already been done in class), and to being familiar with the content (language, topic, etc.). Robinson argues that familiarity could lead to more accuracy or more fluency. However, more research is needed in this particular area to make any conclusive statements.

2. A Summary of the Theoretical and Empirical Research Literature on Task Design and Task Implementation

2.2 Research on Task Implementation

2.2.2 Task Planning

The impact of task planning was researched by various authors (mentioned below in detail) who determined two types of planning: pre-task planning and on-line planning. Pre-task planning has been connected to more accurate as well as more complex language production. Yuan and Ellis (2003) found that:

- Pre-task planning resulted in students producing more complex and more fluent language.
- On-line planning led to students producing more accurate language.

Another study worth mentioning was conducted by Foster (2001) on the use of formulaic language with native and non-native speakers with regards to task planning: "Whereas planning appears to lead native speakers to reduce their use of formulaic language, this is not at all the case with non-native speakers, who use roughly similar proportions of formulaic language both in planned and unplanned talk" (Samuda & Bygate, 2008, p. 114).

2.2.3 Task Repetition

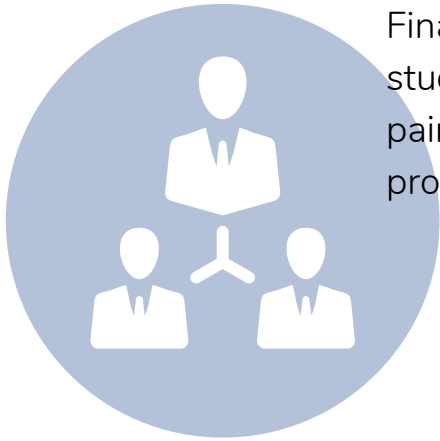Bygate (1996, 2001) investigated the impact of task repetition and concluded that repeating a task can bring about more accurate and more idiomatic language production. What is more, a follow-up study (Bygate, 2001) found that doing the same task again leads to increasingly complex and fluent language use. Therefore, it can be said that task repetition has been found to affect accuracy, fluency and complexity.

2.2.4 Attribution of Roles

Finally, let us focus on the impact of attribution of roles. A study conducted by Yule and McDonald (1990) found that in a pair-work activity with one high-level (HP) and one lower-level proficiency (LP) learner,

"information was negotiated far more successfully when it was entrusted to the low proficiency student. When problems arose, the LP students were more committed to resolving the problem, and the HP student more supportive, than when it was the HP student who was holding the material to be communicated" (Samuda & Bygate, 2008, p. 116).

Following this overview of literature on tasks, the next section explains the rationale behind a plurilingual approach to the design and implementation of language learning tasks.

3. A Theoretical Discussion on the Concept of Plurilingualism

Before we dive into this topic, take a moment to consider these questions:.

- What language(s) do you speak?
- What languages are spoken in your country?
- Do you consider yourself to be multilingual? Why (not)?
- What does it mean to be multilingual?

Yet, monolingualism continues to be considered as the norm. This is especially true for many educational contexts in Europe.

3.1 Multilingualism in the world

Multilingual societies are in no way a new phenomenon. Indeed, multilingualism has always been present in history. However, the relevance of multilingualism as well as the perception of it has changed throughout the years due to globalization, increasing mobility and migration as well as technological innovations (Aronin, 2019; Moore et al., 2020). According to Aronin (2019), "current multilingualism is suffusive, being part and parcel of most human activities" (Aronin, 2019, p. 8). In fact, more than a half of the world's population is plurilingual (speaking two or more languages). This is not surprising: According to Ethnologue (https://www.ethnologue.com), there are more than 7.000 languages spoken worldwide.

The German education researcher Ingrid Gogolin (1997) labeled this phenomenon as the monolingual habitus, which is "the deep-seated habit of assuming monolingualism as the norm in a nation" (p. 41). Gogolin (1997) describes this habitus as "an intrinsic characteristic of the classical European nation state" (p. 41), thus extending its relevance beyond the German context. In fact, this monolingual habitus is still at work in many educational settings, leading to the restriction or even ban of languages other than the majority or specific foreign languages (e.g. English or French).

3. A Theoretical Discussion on the Concept of Plurilingualism

3.1 Multilingualism in the World

Considering foreign language classes, this habitus turns into a "double monolingual habitus" (Bonnet & Siemund, 2018, p. 13). In these contexts, this means the exclusive use of the target language with the exception of the national majority language to be employed in specific situations.

The monolingual perspective also holds true for CLIL (Content and Language Integrated Learning) classrooms, where only one language (e.g. English) and content are integrated. As Cenoz and Gorter (2013), for instance, point out:
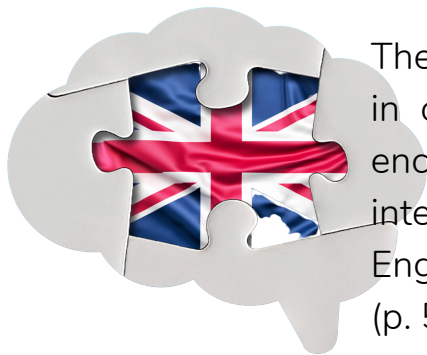
> The teaching of content subjects through the medium of English in content and language integrated learning (CLIL) programs encourages the integration of language and content but not the integration of languages, because CLIL isolates the teaching of English from the teaching of other languages in the curriculum. (p. 593)
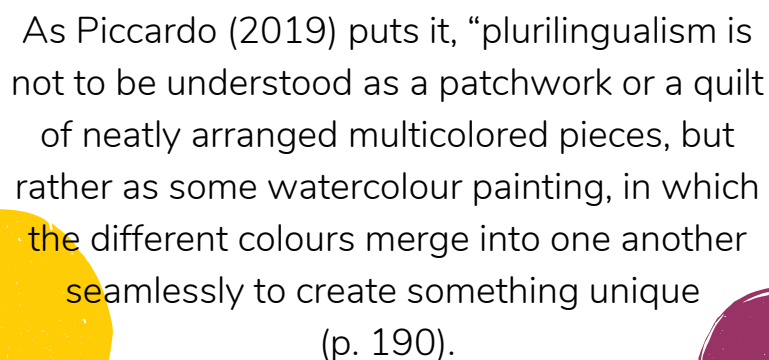
To sum up, the authors conclude that the "monolingual ideology encourages students and teachers to act as if they were monolingual speakers of English so as to achieve the unreachable goal of speaking English as if they did not know other languages" (Cenoz & Gorter, 2013, p. 593). It thus makes both teachers and students pretend to be someone they are not.

However, scholars identified a paradigm shift in language education: the multilingual turn (Conteh & Meier, 2014; May, 2014). This multilingual turn advocates for a shift from a monolingual perspective to a plurilingual one and introduces a new way of looking at languages. Instead of viewing the different languages of an individual as separate entities that are to be kept that way, the multilingual turn proposes a new understanding of languages as being intertwined and dynamic. This notion of language has been called plurilingualism.

3. A Theoretical Discussion on the Concept of Plurilingualism

3.2 Definition of Plurilingualism

The term plurilingualism was coined by the Council of Europe and first used in a draft of the Common European Framework of Reference for Languages in 1996. While some consider multilingualism an interchangeable[3] term for plurilingualism, the Council of Europe draws a clear distinction between both terms. Whereas multilingualism is used to refer to the "coexistence of different languages at the social or individual level", plurilingualism stands for "the dynamic and developing linguistic repertoire of an individual user/learner" (Council of Europe, 2020, p. 30).

The use of the term plurilingualism (instead of multilingualism) has been defended by authors in the field of language education. Moore, Lau and Van Viegen (2020), for instance, point out that the term plurilingualism should be preferred in order to "recentre the focus on the combined and composite nature of one's communicative repertoire by using a new term to highlight the synthesis of language and cultural resources and competence, rather than just the idea of many or multiple" (p. 31).

As Piccardo (2019) puts it, "plurilingualism is not to be understood as a patchwork or a quilt of neatly arranged multicolored pieces, but rather as some watercolour painting, in which the different colours merge into one another seamlessly to create something unique (p. 190).

[3] As Marshall (2022) reminds us, not every scholar differentiates between these terms. Some may simply use the term multilingualism because it represents the more common term in their context, and not because they consider it different from plurilingualism.

3.3 Definition of Plurilingual and Pluricultural Competence

Coste et al. (2009) have provided a definition that considers all the aspects discussed above:

> Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the social actor may draw. (p. 11)

Underlying this competence, there is a holistic view in a dual sense:

1 First, it includes all language speakers and considers everyone to be plurilingual. On a daily basis, each and every person employs different registers, speaks dialects, or uses words that are borrowed from other languages, often without being aware of it. For example, would you say "I have a boo-boo" to your doctor? Or did you know that the word "yogurt" is of Turkish origin? Wandruszka (1975, p. 322) calls this mother-tongue multilingualism ("muttersprachliche Mehrsprachigkeit").

2 Second, this holistic perspective looks at the plurilingual and pluricultural competence (PPC) as a whole. Instead of viewing it as a simple sum of distinct language(s) and culture(s), it emphasizes the notion of a sole, interrelated repertoire.

Moreover, PPC reflects the reality of everyday language practices that plurilinguals engage in. For most plurilingual speakers, it is simply not necessary to possess similar competences in each language. They use their languages for diverse purposes, with different people and in various contexts that either allow, limit or prohibit the use of their whole linguistic repertoire (Grosjean, 2020, p. 14).

3. A Theoretical Discussion on the Concept of Plurilingualism

3.3 Definition of Plurilingual and Pluricultural Competence

CBy adopting a plurilingual view, this competence of plurilingual speakers is acknowledged and valued (Moore et al., 2020, p. 30). This does not imply that individuals (including language teachers) should be satisfied with partial competence (of their students). However, the perception of partial competences shifts. Instead of viewing them as a deficit to hide, they are considered a natural part of the ever-changing individual repertoire of language speakers (Piccardo, 2019, p. 188). Indeed, partial competence is regarded as an enrichment as it helps to accomplish specific goals (functional competence, Coste et al., 2009, p. 12).

To sum up, "PPC is defined as plural and partial, complete and unfinished, strategic and unbalanced, at the same time as it is considered as whole and unique for each speaker" (Coste et al., 2012, as cited in Moore et al., 2020, p. 27).

Now that you have acquired a basic understanding of plurilingualism and plurilingual competence, you might be wondering how you can teach from a plurilingual perspective and how you can help learners to develop their plurilingual competence. Several researchers and educationalists have already addressed these questions and several pedagogical approaches have been proposed in the literature. In the following, we describe some of them. In this document, we are going to call them plurilingualism-inspired pedagogies (Piccardo, 2013).

3.4 Plurilingualism-Inspired Pedagogies

There are different approaches for embracing the linguistic and cultural resources of students in the classroom. In the European context, some of these approaches have been grouped together under the general umbrella of "pluralistic approaches" (Candelier, 2008). Before we describe these, let us take a look at a definition for the term pluralistic approach:

> "The term 'pluralistic approaches to languages and cultures' refers to didactic approaches that use teaching/learning activities involving several (i.e. more than one) varieties of languages or cultures." (Candelier et al., 2012, p. 6).

According to scholars (such as Meier & Conteh, 2014; Melo-Pfeifer, 2018; Van Viegen & Lau, 2020; Vetter, 2012), these approaches …

- question the ideal of the native speaker.
- recognise classrooms as multilingual contexts.
- affirm the diverse identities of students as emergent plurilinguals.
- acknowledge that actual language practices can consist of more than one language.
- systematically include other languages and cultures to support the learning process of all students

3. A Theoretical Discussion on the Concept of Plurilingualism

3.4 Plurilingualism-Inspired Pedagogies

Four pluralistic approaches can be distinguished:

Intercultural approach

Many teachers are familiar with this approach since it has had a lasting effect on language teaching and has manifested itself as Intercultural Communicative Competence (ICC), the main goal of language teaching. Byram (1997, 2021) proposed a well-known model for teachers supporting the development of this competence. In this model, Byram replaces the native speaker with the concept of the intercultural speaker "to describe people involved in intercultural communication and interaction" (Byram, 2021, p. 43).

Awakening to languages

In this approach, as the name suggests, the main aim is to open students' eyes to their own linguistic diversity, to that of their community and even to that of the world. This is achieved through learning activities which include languages that are not necessarily taught at school. Therefore, this approach is especially suitable for contexts where many different languages and cultures are present and the school cannot provide instruction in each of these.

Intercomprehension of related languages

The objective of this approach is to develop students' receptive skills by teaching them to use the knowledge they already possess in one language to understand (a) language(s) from the same language family (for instance, Germanic languages such as German, English, Swedish or Romance languages such as French, Italian, Spanish).

Integrated didactic approach

The goal of this approach is to establish connections between a set number of languages that are actually taught in the school curriculum, thereby supporting the language learning process.

3. A Theoretical Discussion on the Concept of Plurilingualism

3.4 Plurilingualism-Inspired Pedagogies

The Framework of Reference for Pluralistic Approaches to Languages and Cultures[4] (FREPA, available via https://carap.ecml.at/) is a helpful didactic tool for adopting a plurilingual lens, thus supporting the development of plurilingual and pluricultural competences (Candelier et al., 2012, p. 8). FREPA is structured according to the three areas of knowledge (K), attitudes (A), and skills (S) which can be promoted by a plurilingual approach. For each area, descriptors are provided that can be used to specify learning objectives, thus aiding teachers in the development of tasks for their students.

Here are some examples of descriptors mentioned in FREPA:

K 4.2.3	Knows that certain "loans" have spread across a number of languages (taxi, computer, hotel...)
A 19.1	Disposition to modify one's own °knowledge / representations° of the learning of languages when these appear to be unfavourable to learning (negative prejudice)
S 3.1.1	Can establish similarity and difference between °languages / cultures° from °observation / analysis / identification / recognition° of some of their components

The actual implementation of a plurilingual approach depends very much on the specific context of the classroom since "every classroom and learning context is different; thus, multilingual approaches need to be well thought out and sensitive to local needs and circumstances" (Meier & Conteh, 2014, p. 297). As pointed out by Meier & Conteh (2014), "what may work in one context may not work in another. The multilingual turn necessarily describes a journey and not a final destination, for which collaborative, reciprocal and mutually empowering ways of working in research and practice can guide the way" (p. 299).

[4] The framework is available in various languages.

3. A Theoretical Discussion on the Concept of Plurilingualism

3.4 Plurilingualism-Inspired Pedagogies

We, the researchers in the TEMPLATE project, are asking you to join us on this journey and to contribute to turning our classrooms into plurilingual spaces that empower both you as teachers and your students by acknowledging the diverse identities and embracing the linguistic and cultural resources for teaching and learning. According to research, one of the main challenges on this journey is for teachers to design authentic plurilingual tasks. In the following, we are therefore going to provide a brief explanation and some examples of plurilingual tasks.

3.5 Definition of a Plurilingual Task

"A plurilingual task is understood as a language learning activity that a) requires (or allows) the use of multiple languages and diverse cultural knowledge b) creates opportunities for learners' use of their plurilingual resources to engage in meaningful and personally relevant communication and c) builds on authentic plurilingual practice experienced by learners in their everyday lives." (Cutrim Schmid, 2022b)

Corcoll López (2021) distinguishes between three stages that can help teachers design different plurilingual tasks. As learners work with the tasks, they experience an increasing level of challenge. In the following, these stages are defined and some examples are provided.

- MAKING LANGUAGES VISIBLE
- USING LANGUAGES EFFECTIVELY
- ESTABLISHING (EXPLICIT) CONNECTIONS AMONG LANGUAGES

GROWING CHALLENGE

3. A Theoretical Discussion on the Concept of Plurilingualism

3.5 Definition of a Plurilingual Task

👁	**1) Making languages visible** This stage aims at acknowledging the plurilingualism of students and of the community around them. This can be achieved, for instance, via *language portraits* (see, for example, Krumm & Jenkins, 2001; Tabaro Soares et al., 2021): Students receive an empty body template and fill it with their languages, using a different colour for each language. Additionally, students can add written (or oral) comments, explaining their choices of placement and colour for each language. Another method that teachers can use are *linguistic landscapes*: Students are asked to take pictures of multilingual shop signs, ads, etc. in different languages in their community. The findings are then shown and discussed in class.
💬	**2) Using languages effectively** This stage aims at developing plurilingual communicative competence. In order to achieve this aim, the teacher is going to design activities in which learners can draw on their diverse linguistic repertoires. In an EFL context, for instance, teachers can use the song *Head, shoulders, knees and toes,* a popular song for the topic "body parts". After singing the song in English with the respective gestures (thus supporting the development of English language skills), the song can be translated into other languages that the students know and sung in those languages. In Spain, for instance, these languages could be Spanish and Catalan. Finally, students sing the song in various languages, switching between English, Spanish and Catalan (or any other language(s) that are present in the classroom).
🔍	**3) Establishing (explicit) connections among languages** This stage aims at developing learners' language awareness by analysing and comparing languages as well as developing intercultural competence. For example, students can be asked to create a plurilingual slogan to advertise their own school. This could be done by creating an acrostic poem: First, students write down each letter of the school's name. Then, they write down a phrase for each letter. These phrases are written in the different languages present in the classroom or even the school.

In order to make this concept more tangible and concrete, let us take a look at some examples of plurilingual tasks for both primary and secondary levels. The first subsection will focus on tasks that were designed from scratch, without much connection to other curricular resources. The second subsection will focus on the adaptation of textbook-based language learning activities towards a more plurilingual/pluricultural perspective. After going through the tasks, you will be invited to use the theoretical rationale that has been discussed so far to reflect on different aspects of task design.
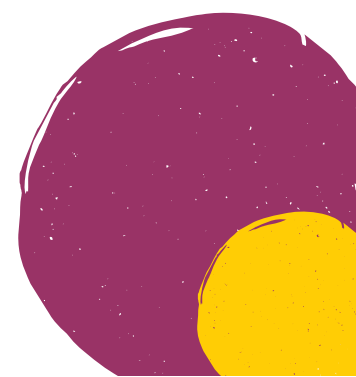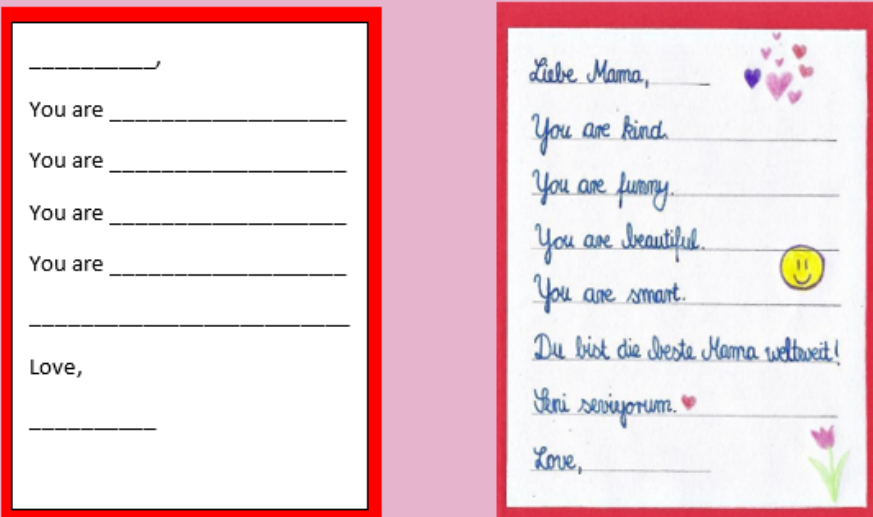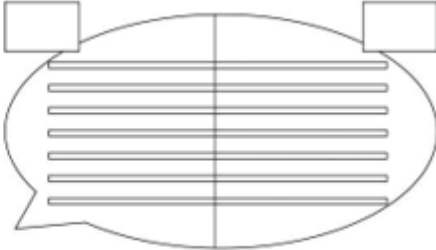
3.6 Examples of Plurilingual Tasks
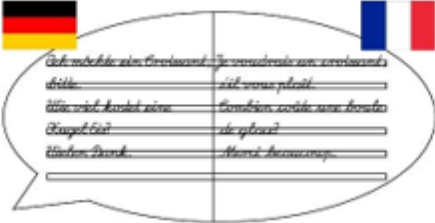
3.6.1 Creating your own Taylor-made Materials

Task 1: Mother's Day Card

Information: Instead of a Mother's Day card, students could also write a Special Person's Day card or a card for other occasions, such as Valentine's Day or New Year's Eve.

Topic	Mother's Day Card	
Task description	Learners receive a card including a writing template (depending on the English chunks/vocabulary the teacher wants students to learn and use).	
Task development	Learners are asked to fill in the blanks using English adjectives they have learned (or found using dictionaries).	
Plurilingual elements	Learners can choose to include a sentence or a few words in another language (e.g., the greeting).	

Task 2: My Dream HolidayCard

Topic	My Dream Holiday
Task description	Children present their dream holiday.
Task development	Students decide on a place they would like to go. They describe things they would like to do there in English, using chunks they have been taught as well as individually looking for specific words they might need (depending on the resources: ask the teacher, use a dictionary or search online).
Plurilingual elements	Students are asked to search for and give examples of words or phrases in the language of the country they want to visit that they might need for their dream holiday. It is up to the children to decide what words they deem important.
Information	The worksheet for this task was created with *Worksheet Crafter*.

Task 3: Plurilingual Lunch Menu

Topic	Plurilingual Lunch Menu

1. Work with a partner. 👥		
2. Go to www.dict.cc 📖		
3. Find and write the English words. ✏️		
4. Pick one special dish for Sally. ⭐		

DEUTSCH	ENGLISH
Spaghetti mit Tomatensoße	
Pommes mit Fischstäbchen	
Linsen und Spätzle	
Kürbissuppe	
Reis mit gegrilltem Gemüse	
Maultaschen	
⭐ SPECIAL:	

DEUTSCH	ENGLISH
Spaghetti mit Tomatensoße	spaghetti with tomato sauce
Pommes und Fischstäbchen	chips and fish fingers (BE) / fries and fish sticks (AE)
Linsen und Spätzle	lentils and spaetzle
Kürbissuppe	pumpkin soup
Reis mit gegrilltem Gemüse	rice with grilled vegetables
Maultaschen	German ravioli / pasta squares / Swabian pockets
⭐ SPECIAL:	

Task description	Children translate a lunch menu (ideally including dishes from the school cafeteria) into English.
Task development	In groups of two, children look for the translation of the words into English. They get to choose one dish themselves (SPECIAL). After filling in the chart (but before the results are compared), they are asked the following questions: How was the task for you? What did you notice? For this phase, students are allowed to use the majority language to express their thoughts adequately. Next, the teacher fills in the chart, asking students for their answers. Whenever differing (but correct) answers are provided, all are written down. At the end, the teacher will guide students in their process of discovering similarities/differences, for example, by highlighting specific words to draw students' attention to them.
Plurilingual elements	During the comparison of results, students will notice similarities and differences between the two languages. They might also notice that there are certain local/national dishes that have no adequate translation into English.

The focus of task 3 is clearly on the comparison of two languages - German (the school language) and English (the target language). Tasks with such a strong focus on the comparison between languages belong to stage 3 (establishing (explicit) connections among languages) in the pedagogical approach by Corcoll López (2021).

3. A Theoretical Discussion on the Concept of Plurilingualism
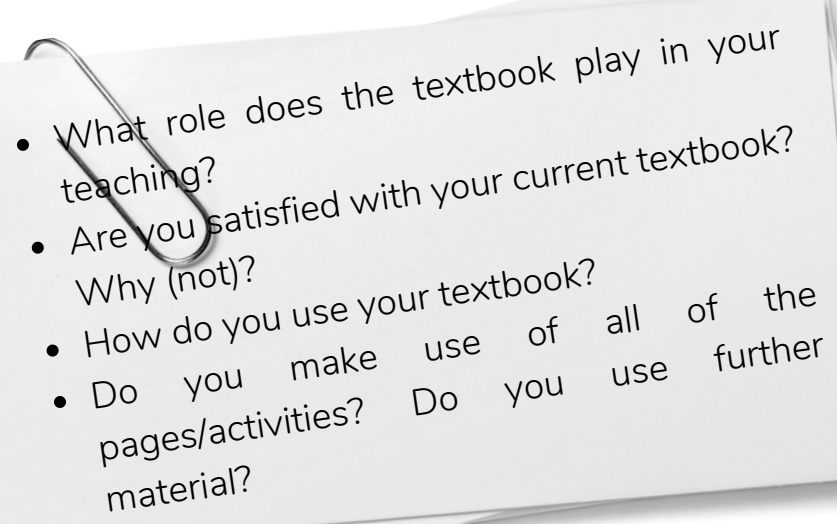
3.6 Examples of Plurilingual Tasks

3.6.1 Creating your own Taylor-made Materials

These kinds of tasks are the most challenging for students. Therefore, it is especially important that such tasks are embedded in a meaningful context. In this case, the teacher set the following context: The Australian mascot from the English textbook used in this particular classroom is going to visit the class. She is travelling to Germany all the way from Australia. Naturally, she will be very hungry when she arrives. The teacher brings the menu from the school cafeteria, so Sally can choose a dish she likes. But there is one problem: Sally does not speak any German, so the teacher asks the students to translate the menu for Sally. To allow students some choice, the teacher lets students pick one special dish themselves. In this way, students can potentially introduce other languages and cultures into the English classroom without being forced to do so.

3.6.2 Adapting Textbook Activities

In some parts of Europe, textbooks can be considered mediators between the official curriculum and the actual lessons. In reference to the German context, Thaler (2016) points out that, since textbooks generally use official curricula as their basis, many teachers solely rely on them and are not familiar with the curriculum itself. Thus, "textbooks can become the hidden curriculum" (Thaler, 2016, p. 180). Think about the following questions:

- What role does the textbook play in your teaching?
- Are you satisfied with your current textbook? Why (not)?
- How do you use your textbook?
- Do you make use of all of the pages/activities? Do you use further material?

3. A Theoretical Discussion on the Concept of Plurilingualism

3.6 Examples of Plurilingual Tasks

3.6.2 Adapting Textbook Activities

The aim of our project is to support you in your teaching by following a resource-based approach. Therefore, if you work with a textbook, we do not intend to render your textbook unnecessary and ask you to change everything about your way of teaching. Instead, we want to equip you with the competence to not only design your own tasks but also to adapt existing ones from your textbooks or other teaching materials you already use.

There are many textbooks on the market. Some of them are organized around tasks, others are not. Can you still develop and conduct a few tasks in your classroom if your syllabus follows a non-task-oriented textbook? Luckily, the answer to this question is yes.

Let us imagine a typical syllabus for adult learners of English.

The syllabus is organized around functions (e.g. making predictions, giving directions, writing invitations). Due to the nature of the coursebook (communicative syllabus), using the TBLT (task-based language teaching) approach in its purest form would probably pose some difficulties for you as a teacher.

A TSLL (task-supported language learning) approach, however, would allow you to make full use of the activities in the coursebook and include some plurilingual tasks. So, even if a textbook is not task-oriented, teachers can still use the topics (and language focus) provided by the textbook to create meaningful tasks for their learners.

3.6 Examples of Plurilingual Tasks

3.6.2 Adapting Textbook Activities

A popular topic that many textbooks deal with is food, which lends itself well to a myriad of different plurilingual tasks. For example, instead of simply teaching English phrases to order food at a restaurant, the teacher could have students write a restaurant review for their favourite restaurant (which can be an international or a traditional local restaurant). To support the development of students' English skills, students receive a predetermined structure for the review (e.g. type of restaurant, price range, pictures of the menu, name and description of favourite dish).
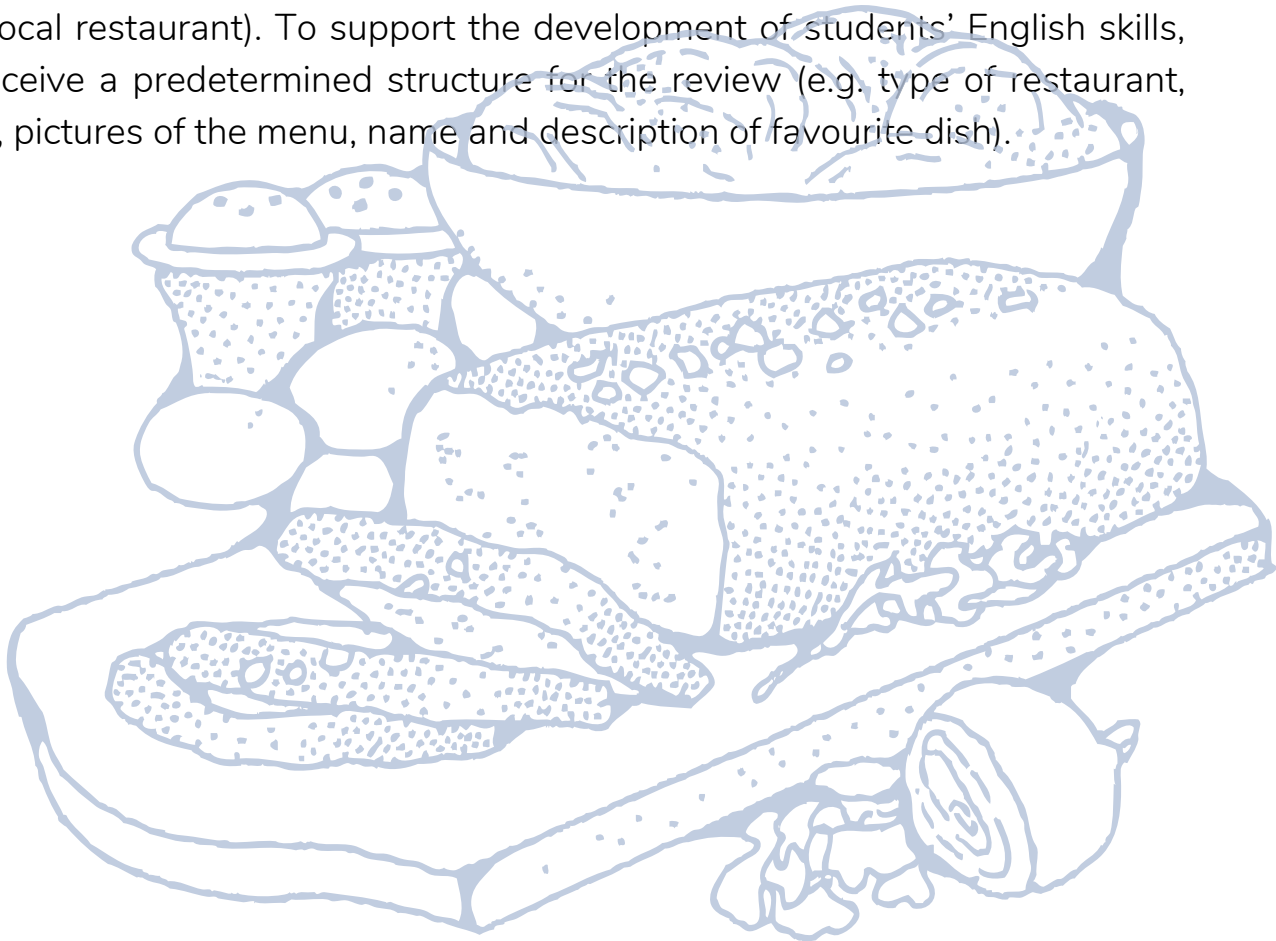
This task allows but does not force students to include plurilingual elements, such as the name of their favourite dish (international restaurants tend to keep the names of the dishes in the original language). Additionally, students could add a comment on some aspects of etiquette (cultural elements) that are expected to be followed in that restaurant. If the teacher wants to include a technological focus, the reviews could be added to a wiki page.

Another topic that is often included in textbooks is how to end conversations politely in English. This topic lends itself to an activity in which students analyse and comment on politeness strategies in different languages/cultures.

One possible task could be a role play of two (or more) people from different linguistic/cultural backgrounds who are having issues understanding each other due to the inappropriate use of politeness strategies. If the teacher has access to technology, the learners could record (using tablets, for example) a few short films. The learners could then analyse these, identifying what went wrong in the situation and comparing the way politeness is exercised in different languages and cultures.

Since classrooms around the world are becoming increasingly diverse, this type of activity could lead to interesting cross-linguistic and cross-cultural comparisons, thus enhancing learners' plurilingual and pluricultural competence.

Learners could realize, for instance, that a direct translation of politeness forms from one language into another is often not a very effective strategy. For instance, as pointed out by Holmes and Wilson (2017), the word "bitte" (please) in German is often used for indicating politeness; in English, adults use "please" far less, and when they do, it often has the effect of making a directive sound less polite and more peremptory.
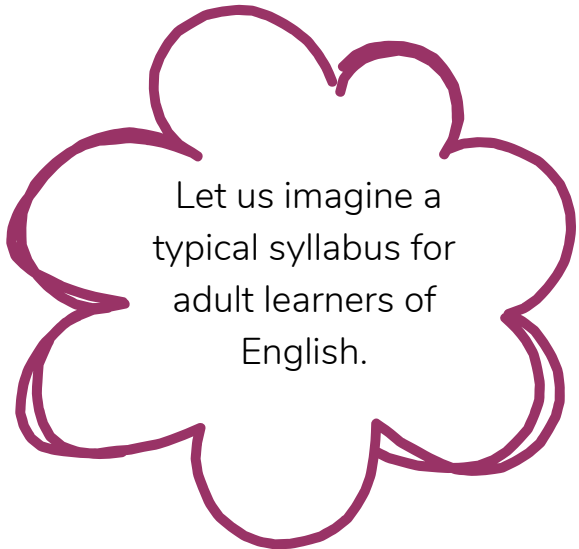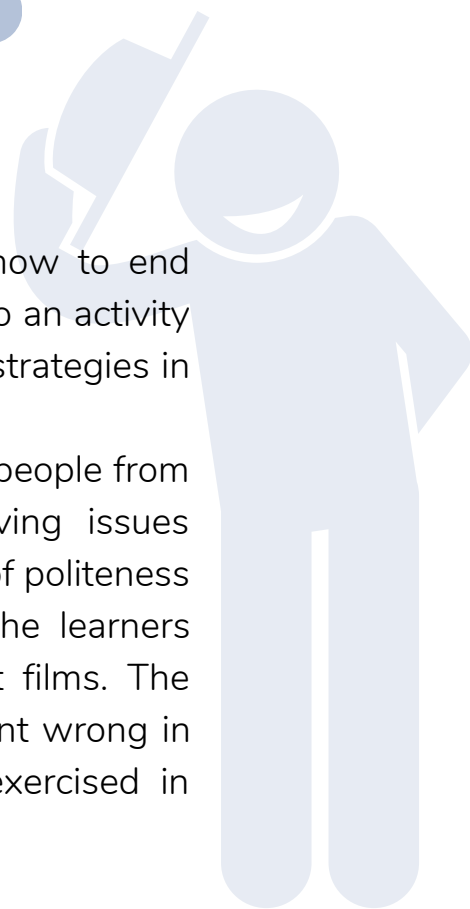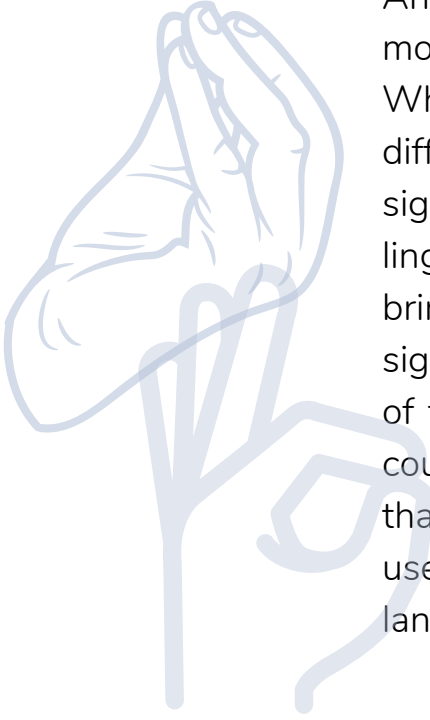
3. A Theoretical Discussion on the Concept of Plurilingualism

3.6 Examples of Plurilingual Tasks

3.6.2 Adapting Textbook Activities

Yet another popular topic that is often included in textbooks is living/going abroad. Students could work alone, in pairs, or in groups to develop a short presentation about different countries. They could use an app such as ShowMe or Shadow Puppet Edu which allow the users to create a presentation/short film using images, videos, audios, voice-over and text. Students could investigate and then create a guidebook for visitors about social rules and customs in another culture. These could include, for example, aspects such as how to behave in someone's home (e.g. shoes on/shoes off, helping yourself with something in the fridge/offering to do the dishes after a meal, etc.), greetings (one/two/three kiss(es) on the cheek, handshake, typical questions to ask, etc.) and what is considered impolite (such as talking about money, blowing your nose at the dinner table, swearing in public).

Another example of an authentic task for this topic, which focuses more on the linguistic aspect, is the analysis of plurilingual signs. Whenever you visit other countries, you are confronted with different languages, and sometimes you have to make sense of signs/important information in these languages, using all the linguistic resources you have at your disposal. The teacher could bring signs in various languages (e.g. airport, touristic and traffic signs) and show them to students, who will then try to make sense of them based on their linguistic repertoires. Some of these signs could be in one language only, while others could include more than one. It will be interesting to discuss the strategies students used to understand the texts and to reflect on why certain languages may have been chosen, while others were left out.

Now that you have been introduced to some examples of plurilingual tasks, you might be wondering about potential research findings on this topic and whether these approaches are already included in current educational curricula. In the following section, we are going to look at a) language policy documents that already include references to plurilingualism-inspired pedagogies and b) research findings on the impact of this approach on language teaching and learning and learners' identity development.

3. A Theoretical Discussion on the Concept of Plurilingualism

As mentioned before, the multilingual turn calls for the integration of linguistic and cultural resources into teaching and learning. But is this reflected in your context? Take some time to think about the following questions:

- Do you know if official educational documents in your country include plurilingualism/ plurilingualism-inspired approaches?
- Do you think adopting a plurilingualism-inspired approach could have a positive impact on students' language learning?

3.7 Plurilingualism in the Curriculum and Research on Plurilingualism

3.7.1 Language Policies in Europe

The Council of Europe attributes a high value to multilingualism. It has published several policy documents urging educationalists to adopt a plurilingual approach to language education. The Common European Framework of Reference for Languages (short: CEFR; Council of Europe, 2001) is probably the most widely known one of those documents. While most (language) teachers may be more familiar with the six common reference levels (from A1 - basic user through to C2 - proficient user), the framework also proposes an understanding of language(s) that has had a lasting impact on language education in Europe:

As an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. (Council of Europe, 2001, p. 4)

This notion has been labelled with the term plurilingualism/plurilingual and pluricultural competence as introduced earlier. It calls for plurilingual teaching approaches that allow students to activate and use their prior knowledge in order to enhance their language learning:

> Across the EU, migrant children bring a multitude of new languages and their language skills to the classroom. This is a potential asset to the individual, to schools and society. ... Schools need to adapt their teaching methods to engage with children's linguistic and cultural backgrounds in a positive manner enabling students to thrive throughout at school. (European Commission, n.d.)

According to the Barcelona objective, which has come to be known by the formula "mother tongue plus two (other languages)", "every European citizen should have meaningful communicative competence in at least two other languages in addition to his or her mother tongue" (European Communities, 2004, p. 10) This ambitious goal is to be achieved by teaching two foreign languages to students from an early age. These recommendations greatly influenced the design of national language curricula all over Europe. Let us take a look at two examples.

In Germany, linguistic and cultural diversity are assigned a particular value by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany[5]. In the resolution from 2011, Recommendations for strengthening the foreign language competence, for instance, it is stated in the very first sentence that "Die Vielfalt der Sprachen und Kulturen ist ein Reichtum, den es durch geeignete Bildungsmaßnahmen zu erschließen gilt" [The diversity of languages and cultures is a treasure that must be embraced through appropriate educational measures] (KMK, 2011, p. 2). Education for multilingualism and strengthening the cultural diversity of Europe are explicitly mentioned as goals of foreign language teaching (next to the promotion of mobility and integration as well as the preparation for an international economic and working world).

[5] In the German context, the so-called Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (in short, Kultusministerkonferenz or KMK; in English: The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany) is responsible for providing joint goals for all of the 16 federal states.

3. A Theoretical Discussion on the Concept of Plurilingualism

3.7 Plurilingualism in the Curriculum and Research on Plurilingualism

3.7.1 Language Policies in Europe
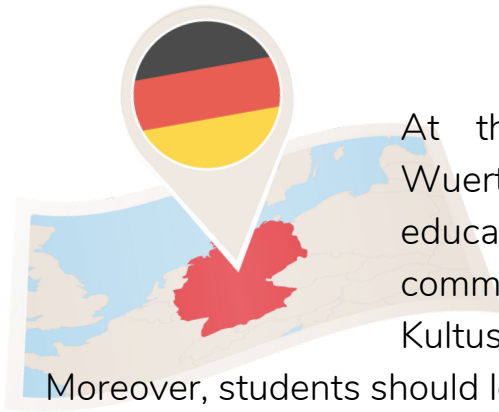
At the Federal State level, the curriculum in Baden-Wuerttemberg for English language teaching in secondary education mentions the development of intercultural communicative competence as the main goal (Ministerium für Kultus, Jugend und Sport Baden-Württemberg, 2016, p. 4). Moreover, students should learn to use all of their knowledge and experiences relating to all of their languages.

In Norway, as a result of the CEFR, multilingualism plays an important role in language curricula too. Students come into contact with a variety of languages, including the two official written languages Nynorsk and Bokmål as well as dialects. Furthermore, Danish and Swedish (two Scandinavian languages like Norwegian) are used to promote students' receptive multilingualism (Haukås, 2016, p. 4–5).

We have provided examples of two European countries. What is the situation in your own context?

3. A Theoretical Discussion on the Concept of Plurilingualism

3.7 Plurilingualism in the Curriculum and Research on Plurilingualism

3.7.2 Research on Plurilingual Education

In this section, we are going to present some research findings showing the positive impact of the use of plurilingual approaches on various aspects of language learning and identity development, such as the development of metalinguistic awareness and enhanced self-esteem and motivation, among others.

3.7.2.1 Enhancing Language Learning

Apart from official curricula, the integration of students' prior linguistic knowledge is supported by new insights into how languages are learned and stored in the multilingual mind.

According to third language acquisition research, languages are not kept strictly separate from each other but there are links between the various languages of an individual. This means that any and all languages - be it the first, second, third or nth language - represent potential (re-)sources for transfer when learning and using a language. This is reflected in the search for similarities between languages that individuals naturally engage in when learning and using a language (Jessner, 2006; see also Kropp, 2017; Vetter, 2012).

> Here is an example from the classroom:
> During the topic "winter clothes", a primary school pupil in a third grade in the German context came up with the word "hand shoes" for the word "gloves". The German equivalent for the term "gloves" is "Handschuhe", which literally translated means "hand shoes". In this case, the student drew on prior knowledge in the first language German to produce meaning in the foreign language English. While the word itself is incorrect, the student still was able to communicate.

3. A Theoretical Discussion on the Concept of Plurilingualism

3.7 Plurilingualism in the Curriculum and Research on Plurilingualism

3.7.2 Research on Plurilingual Education

3.7.2.1 Enhancing Language Learning

Various studies have been conducted in EFL contexts, investigating whether the inclusion of students' prior knowledge contributes to their learning of English. Let us take a look at a few examples:

Corcoll (2013) integrated Catalan and Spanish into her English lessons in primary school and found:

- positive effects on primary students' language awareness
- positive effects on motivation, self-esteem and classroom atmosphere

Preliminary findings of the study by Hopp et al. (2020) in German primary schools suggest that:

- both monolingual and plurilingual students benefitted from a plurilingual approach
- positive effects were found for particular English skills

A study by Busse et al. (2020) conducted in German primary contexts revealed that students working with a plurilingual approach:

- showed higher vocabulary gains
- were more interested in linguistic diversity
- had more positive affect (mood and feelings) throughout the lessons

A study by Cutrim Schmid (2022a) conducted in German primary and secondary schools showed that the use of plurilingual tasks in the EFL classroom had a positive impact on:

- learners' investment in EFL learning activities
- the development of learners' metalinguistic awareness

In addition to the studies cited above, a study by Brown (2021) investigated the effects of including English (the L1 of the participating adult learners) into beginning level French and Arabic classes and found that:

- learners working in a plurilingual learning context (both in the French and Arabic classes) outperformed those working in a target language only context
- a plurilingual approach is more beneficial to students' learning, at least at the beginning levels

3. A Theoretical Discussion on the Concept of Plurilingualism

3.7 Plurilingualism in the Curriculum and Research on Plurilingualism

3.7.2 Research on Plurilingual Education

3.7.2.1 Enhancing Language Learning

These studies show the potential benefits that can be derived from plurilingualism-inspired pedagogies in language education. Before finishing this section, we would like to point out some limitations mentioned by Corcoll (2013). Her study did not find any difference regarding the learning of English, which means that both the students working with a monolingual approach and the students working with a plurilingual one learned the same amount of English. While this may seem disappointing at first glance, it also means that a plurilingualism-inspired pedagogy - despite actively devoting some time to languages other than English - does not lead to any disadvantages for students. A common worry of teachers, namely that valuable learning time for English will be missing, can thus be refuted. In fact, Corcoll (2013) suggests that a long-term implementation of plurilingualism-inspired pedagogies may be necessary for positive advantages on English language learning to show, a demand which is supported by Hopp et al. (2020). Finally, Busse et al. (2020) endorse this proposal as their findings show that students' interest in learning other languages weakened once they returned to their usual way of teaching.

3.7.22 Inclusive Language Education

Another perspective that advocates for the adoption of a plurilingualism-inspired approach is the inclusive one. The main aim of this perspective is to offer "equal opportunities for learning in a globalised and diverse world" (Meier & Conteh, 2014, p. 293).

As Ibrahim (2019) rightfully argues, the adoption of a plurilingual approach to language education is not (or rather should not be) only about supporting students with the learning of English (or any other majority language) or to improve future chances on the job market, for example; but also about the fundamental right of students to use their linguistic repertoire and to be acknowledged and valued as a whole, including their plurilingual identity. Therefore, she demands a "multilingual mindset so that the plurilingual child is respected for being a speaker of multiple languages and not reduced to a mere learner of English" (Ibrahim, 2019, p. 27; see also Fürstenau, 2017).

Norton (2014) supports this inextricable link between language and identity as "language is more than a system of signs; it is social practice in which experiences are organized and identities are negotiated" (p. 103). Therefore, there is an increasing interest as to what kind of (plurilingualism-inspired) pedagogies can allow and even support the expression of students' (imagined) identities.

Back in 2003, Hu (2003; see also Hu, 2018) interviewed students from German secondary schools and their language teachers regarding foreign language teaching and migration-based multilingualism. Her findings show that:

- learners and teachers have a different view on languages and plurilingualism
- for learners, emotions and identity are closely connected with language(s)
- the rich and diverse experiences of learners contributed to their sense of sensitivity regarding culture(s) and the relationship with language(s)
- for teachers, performance in the target language is the focus
- teachers think of their students as a uniform, monolingual group, thus neglecting students' linguistic and cultural repertoires

Stille and Cummins (2013) report findings from a study that integrated students' languages into literacy activities in a primary ESL context in Canada where students were learning English as well as content. The study showed that allowing students to use their languages helped them in two ways:

- the texts they produced were longer and richer than they would have been in English only (as their languages served as a scaffold)
- they flexibly and creatively included their languages into the activities (for example, by writing and presenting their stories in various languages), thus showcasing their plurilingual identities

The authors concluded by saying that students' languages and cultures need to be embraced in language teaching and can serve not only "as a foundation for learning, and as a means to promote new forms of participation in the contemporary linguistic landscape" (p. 636) but also to acknowledge the developing plurilingual identities of students.

Galante (2019) also highlights the importance of considering student identity. She points out that "certain identities that are socially imposed tend to highlight deficits (e.g. lack of knowledge in a language), disempowering language learners both in the classroom and in society" (p. 68). As an example, she refers to adult newcomers who experience a shift in their identity when they are no longer considered professionals but reduced to language learners only. She refers to plurilingualism as the solution as it creates a learning environment that acknowledges students' prior linguistic and cultural knowledge as a source of empowerment and possibility to foster student identity.

> While the adoption of plurilingualism-inspired approaches can provide many benefits, it is important to bear in mind that the different learning contexts around the globe may require specific adaptations.

Cenoz and Gorter (2017), for example, focus on the situation of regional minority languages, specifically on the Basque language. In the Basque Autonomous Community, schools teach Basque, Spanish and a foreign language (mostly English) as compulsory subjects. While efforts to promote the use of the Basque language have led to Basque being the main language of instruction in primary and secondary schools, the language is still in a vulnerable position due to the status and power of the Spanish language. Therefore, the authors advise against blindly adopting plurilingual concepts which could lead to a decrease in the use of Basque and instead call for a reasoned approach that considers the specifics of the context. This advice certainly applies to all teachers as they try to find ways to adapt plurilingualism-inspired pedagogies in a way that best suits their own learning environment.

3. A Theoretical Discussion on the Concept of Plurilingualism

3.7 Plurilingualism in the Curriculum and Research on Plurilingualism

3.7.3 Plurilingualism in CLIL (Content and Language Integrated Learning) Contexts

There have been several studies on CLIL and multilingualism. Coyle (2018) presents an emerging pluriliteracies approach which considers three fundamental strands: language, literacies and learning. This approach enhances the potential of CLIL to sustain deeper learning. In their edited volume, Coyle and Meyer (2021) invite other researchers to discuss this approach and go further to suggest an important change in the education system to reposition the role of the language classroom in pluriliteracy contexts.

Although CLIL studies are mostly related to the learning of a foreign language, some research has also been devoted to plurilingualism and the use of the first language in the classroom (Martí & Portolés, 2019; Milán-Maillo & Pladevall-Ballester, 2019). These two articles inquired into the use of Spanish in primary schools' English classes. Martí and Portolés's (2019) results show how even pre-service teacher students believe that an English-only policy is the best way to teach and learn CLIL. On the other hand, Milán-Maillo and Pladevall-Ballester (2019) analyse the beneficial use of the first language (Spanish or English in a Catalan school), which helps students to cope with CLIL in a co-taught Content and Language Integrated science subject. Both articles evidence the relevance of plurilingualism in the CLIL classroom and how necessary teacher professional development programmes are. The positive effects of plurilingualism are also proven in Adipat (2021) and Danilov et al.'s (2020) research, who found additional benefits of technology in the introduction of CLIL in bilingual contexts in pre-service training.

Now that you have been introduced to the added value of a plurilingual approach to language education, we are going to take a look at how technology can support you to implement plurilingualism-inspired pedagogies. In the following section, we are going to discuss the potential of information and communication technologies (ICT) to support language learning from a plurilingual perspective.

4. A Theoretical and Practical Discussion on the Potential of ICT for Supporting Language Learning From a Plurilingual Perspective

4.1 An Introduction to the Role of Technology in Language Education

Technology was used for educational purposes for the first time in the 1920s as on-air-lessons were emitted via the radio. In the next decade, the 1930s, the first overhead projectors entered the classroom, followed by headphones and video-lessons in the 1950s. Hand-held calculators and photocopiers came next, and in the 1980s, the first computers appeared. More recently, other forms of technology, such as laptops, interactive whiteboards, tablets, smartphones, different kinds of software, and learner-response systems have flooded the market. Looking towards the future, it can be speculated that it will not stop there. Over the years, experts worldwide have been working on augmented reality glasses (AR glasses) that could quite soon be available for mass use (Purdue Online, n.d.). Having said that, one question lingers in the air: What is the role of technology in the classroom, and more importantly, what could it be? There is no simple way to answer this question, as teachers use technology in different ways.

Research has shown that all technological devices have the potential to transform the learning process. As Budiman et al. (2018) state, "the integration of technology in the classroom is viewed as an important strategy to increase the effectiveness of the teaching and learning process" (p. 40). However, the mere availability and inclusion of technology does not necessarily mean that it is used in a meaningful way. The focus of a language lesson should never be on technology, even though the students will probably be very eager to try it out. It is much more important to make sure that the language learning activities are designed, conducted and evaluated in the best way possible. In order to make sense of how technology can be integrated into the classroom, the SAMR model has proven to be quite a successful tool.

4. A Theoretical and Practical Discussion on the Potential of ICT for Supporting Language Learning From a Plurilingual Perspective

4.2 What is the SAMR Model?

The SAMR model was developed in 2006 (Puentedura, 2006) and serves as a framework that deals with different stages of classroom technology integration. Research has shown that this model is a very useful tool to analyse the way ICT (information and communication technology) is perceived by teachers as well as the ways it is most commonly integrated into a classroom system. The model also helps to gain an insight into the educational possibilities of such devices, especially in connection to task transformation and effectiveness. The acronym SAMR stands for Substitution, Augmentation, Modification and Redefinition.

It is worth mentioning that research puts an emphasis on teachers' attitudes towards technology, since "teachers' beliefs about learning and teaching are critical factors in how ICT is implemented in the classroom" (Budiman et al., 2018, p. 41).

Research has shown:

- Some teachers often oversee the fact that unlike them (digital immigrants), their students were born in the digital era and could be considered digital natives. Learners do not find it as difficult to work with technology and see it as a part of the classroom system (Prensky, 2001).
- Teachers feel pressured to use ICT in their teaching practice (Budiman et al., 2018).
- The availability of digital resources is very heterogeneous (ITILT 2, 2017; Lederer, 2021).
- More support and teacher training are needed (ITILT 2, 2017; Lederer, 2021).

4.2 What is the SAMR Model?

Mere presence of technology in the classroom does not necessarily mean that it is integrated in the best possible way. In order to gain a better insight into how technology is actually used in task design or task implementation, let us look at the four stages of the SAMR model in more detail. As seen below, the first two stages (substitution and augmentation) of technology integration fall under the category enhancement, meaning that the technology enhances task design or task implementation but the same task could be done without the use of technology (with posters, for example). The two higher stages (modification and redefinition) fall under the category transformation, meaning that the task design or implementation has undergone some sort of change. The use of technology makes it possible to create new tasks that could not be done without it; in other words, technology allows for the creation and implementation of previously unimaginable language tasks.

SAMR Model (Puentedura, 2006, 2010)

Transformation	**Redefinition** Tech allows for the creation of new tasks, previously inconceivable	Students create a multimodal video about their family and share the results with a class in another country.
	Modification Tech allows for significant task redesign	Students create a podcast in which they discuss a topic.
Enhancement	**Augmentation** Tech acts as a direct tool substitute, with functional improvement	Students give an oral presentation accompanied by a PowerPoint presentation (instead of a poster).
	Substitution Tech acts as a direct tool substitute, with no functional change	Students type up an essay instead of writing it by hand.

Note. Adapted from SAMR and TPCK: Intro to Advanced Practice, by R. R. Puentedura, 2010, Hippasus (-). CC BY-NC-SA 3.0.

4.2 What is the SAMR Model?

While the SAMR model depicts the different levels of technology use, the TPACK model (Technology, Pedagogy and Content Knowledge) is used to illustrate the three types of knowledge teachers need to effectively include technology into their teaching (Mishra & Koehler, 2006; Koehler & Mishra, 2009). The authors updated Shulman's (1986) work on pedagogical content knowledge (PCK) to include one of the biggest changes in education, i.e. the use of technology in the classroom.

- **Content knowledge (CK)** can be defined as the teachers' knowledge about the subject matter to be learned or taught (plurilingualism in our case).

- **Pedagogical knowledge (PK)** is the teachers' knowledge about the appropriate and up-to-date processes and practices or methods of teaching and learning plurilingualism.

- **Technological knowledge (TK)** consists of an in-depth understanding of technology and digital tools. This understanding enables teachers to apply technology productively and also assess whether it can be beneficial to plurilingualism (which means that teachers can also decide not to use technology if no added value is visible).

The three types of knowledge can intertwine in dyadic ways (for instance, when PK and CP overlap, this gives PCK and no technology is involved). When the three types of knowledge intertwine, we get complete TPACK integration.

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In the TEMPLATE project, we try to propose fully-integrated TPACK activities. This does in no way imply that activities carried out without technology are not valid. We decided to integrate technology into our project without making our activities technocentric (i.e. using technology for technology's sake) but rather making sure that content, pedagogy and technology contribute to the promotion of plurilingualism.

4.3 Tasks and Technology in the Language Classroom

It is important to take a closer look at the connection between tasks and technology, specifically the effects technology can have on task development, task implementation, evaluation and refinement.

According to González-Lloret (2017), "among the existing methodologies for language teaching, task-based language teaching (TBLT) presents an ideal platform for informing and fully realizing the potential of technological innovations for language learning" (p. 2). She goes on to say that "we learn a language by doing something with it rather than knowing about it. Rather than mastering a particular linguistic piece of the language, in TBLT, the goal is to achieve communicative competence that is accurate, complex, and fluent through tasks which require engagement with that target language" (González-Lloret, 2017, p. 2). As she points out, technology can then help the teacher to achieve these goals.

González-Lloret (2017), referring to González-Lloret and Ortega's (2014) proposal on technology-and-task integration, states that technology-mediated tasks need to be "holistic and authentic, drawing on real-world processes of language use" (p. 5). Ideally, these tasks should consider learners' needs for language use, as well as their respective proficiency with technology. If a teacher needs to spend three hours showing students how to use technology for a task that will last half an hour, it is clear that the focus of the whole task does not lie where it should. Lastly, teachers should remember to leave some time for learners' reflection, both on technology and on tasks.

4.4 How can Technology Support the Implementation of Task-Based or Task-Supported Language Learning?

Many researchers have linked enhanced interactivity made possible with technology to TBLT (e.g. González-Lloret, 2016, 2017). For instance, technology can facilitate the design of real-world tasks and provide excellent opportunities for authentic target language use. In fact, current classroom-based research has produced numerous findings indicating the positive impact of technology use on language learning processes and outcomes. In the following, we summarize some of these findings.

1. Technology use can enhance pupils' motivation to learn languages (e.g. Alhinty, 2015; Phillips, 2010).
2. Technologies, such as videoconferencing, can enhance classroom interaction and pupils' active engagement in knowledge construction (e.g. Cutrim Schmid, 2018; Cutrim Schmid & Whyte, 2015; Dooly & Sadler, 2016; Favaro, 2011).
3. The use of presentation technologies (e.g. interactive whiteboards) can facilitate the presentation and structuring of content and language material and assist learners in expressing understanding (e.g. Sailer et al., 2014; Wall et al., 2005).
4. Technology can meet the needs of learners with diverse learning styles, since it allows language teachers to deliver instruction in a way that covers the various modalities of learning (e.g. visual, auditory and tactile; e.g. Eisenmann, 2019).
5. Technology can contribute to the authenticity of tasks, since it can create enhanced opportunities for contextualised, participatory, situated learning (Kearney et al., 2012).
6. The use of mobile technologies can increase pupils' control over task management, since technological tools can provide immediate feedback and enhanced opportunities for collaboration (e.g. Pellerin, 2014).
7. As a result, learning processes can be better individualised and differentiated, since students can choose their own learning paths and learning approaches (e.g. Blume & Würffel, 2018; Eisenmann, 2019).
8. Technology can provide enhanced opportunities for reflecting on learning with respect to both the process and outcome of tasks, thus helping learners to evaluate their own language learning process and develop learner autonomy (e.g. Pellerin, 2014).

design didactically meaningful language learning tasks to fully exploit the potential of technology-rich language learning environments (e.g. Cutrim Schmid & van Hazebrouck, 2012; Thomas et al., 2014).

5. Examples of Technology-Mediated Plurilingual Tasks

As pointed out in the previous section, researchers have called for a stronger focus on task design and task implementation in technology-rich learning environments. Therefore, it is important to look at the criteria presented in the first sections of this document when designing language learning tasks. In the following, we present some examples of technology-mediated plurilingual tasks. You will then be invited to reflect on the quality and appropriateness of these tasks in accordance with those criteria.

5.1 Example: Simons Says

Topic	Simon Says (Body Parts)
Task description	Pupils need to point to a certain body part depending on what body part "Simon" (IWB) says.
Task development	The software provides the pre-recorded commands in different accents/dialects in English. Pupils who point to the right body part stay in the game; the ones who do not, leave the game.
Plurilingual elements	By opting to play not just the Received Pronunciation or Standard American accent, the teacher is exposing students to different varieties of English and expanding their plurilingual language awareness. The other dialects are: Scottish, Irish, Cockney, Northern English, Indian, Southern American, Jamaican, etc.
Technology used	Interactive whiteboard
School level	Primary school

5.2 Example: Family Party

Topic	Family Party
Task description	Pupils create a short film about a family party (birthday party, family celebration, New Year's party, family barbecue, etc.)
Task development	In the film, it should be mentioned which family members usually come to the party, activities that the family does together, what food and drinks are served, what music is played.
Plurilingual elements	By allowing students to include some words/phrases from another language or some aspects from their cultural heritage (e.g. special music or games), the teacher welcomes other languages and cultures and offers students a chance to embrace their full (cultural and linguistic) identity. The use of the other languages should not be forced but encouraged.
Technology used	Tablets
School level	Secondary school

5.3 Example: Let's go Shopping

Topic	Let's go Shopping!
Task description	Pupils in two remote classrooms (in France and Germany) are involved in a video-conferencing project which allows them to go shopping at a supermarket in a foreign country (via screen sharing). They communicate with each other by using English as a lingua franca (L2 learned at school).
Task development	In the pre-phase of the task, students learn and practice vocabulary related to going shopping, as well as typical dialogues at a supermarket. Additionally, teachers prepare files for the other class (on the interactive whiteboard) - a typical German/French supermarket and typical items that can be dragged and dropped. In the core phase, learners in both classrooms take turns to talk to the learners from another country. The task is to "go shopping" in a French and a German supermarket. One learner plays the role of the shop assistant, the other one of the customer. Once the customer chooses a food item, the shop assistant moves the items on the screen to the shopping bag.
Plurilingual elements	Given that the shopping items available in the German shop are unknown to the French learners (such as a pretzel) and vice versa, the task provides learners with an insight into another cuisine and language and an opportunity to learn about it. Teachers could exploit the plurilingual aspect of the task, especially when it comes to reading food labels (in French or German). They could encourage the pupils to draw on their knowledge of English, German or other heritage languages (e.g. Portuguese and Romanian) to try to understand the labels in French or German.
Technology used	IWBs, cameras, microphones, internet
School level	Primary school

5.4 Questions for Reflection

What technology is used in each classroom?
Who is using the technology?

What is the goal of each task?

How is the plurilingual element embedded in each task?

What benefits and challenges can you identify for each scenario?

What is the role of technology?
Could the same tasks be done without using the technology?

How could you adapt these tasks for your own context?

6. Checklist for the Evaluation of Technology-Mediated Plurilingual Tasks

AIn the following, we include a checklist that you can use to assess the quality of technology-mediated plurilingual tasks (adapted from Erlam, 2015; iTILT 2, 2017).

Task Features	Yes/No + Your Comments
1) Meaning vs. form	
• The pupils use the language they are learning naturally for communication.	
• The pupils focus on understanding and being understood, rather than on how they express themselves.	
2) Information gap *An information gap refers to when students don't have all the information they need to complete an activity.*	
• There is an information gap. This gap is closed as a result of the communication that takes place during the activity.	
3) Learner resources	
• The language(s) needed to complete this task has not all been especially pre-taught for use in this specific activity.	
• The task allows learners to use language(s) they have learned on other, unrelated occasions.	
4) Outcome or result	
• Pupils use L2 and other languages in order to achieve an outcome/result (e.g. create a poster, a video, a website; state their opinion; write a song or a text).	
5) Technology use	
• According to the SAMR model: ☐ Technology acts as a direct substitute with no functional improvement. (S - Substitution) ☐ Technology acts as a direct substitute, with functional	

inconceivable tasks. (R - Redefinition)	
• Technology has an added pedagogical value as well as a motivational effect.	
6) Plurilingual aspect	
• The task requires (or allows) the use of multiple languages and/or diverse cultural knowledge.	
• The task creates opportunities for learners' use of their plurilingual resources to engage in meaningful and personally relevant communication.	
• The task builds on authentic plurilingual practice experienced by learners in their everyday lives.	
• To which stage do the tasks belong to (Corcoll López, 2021)? ☐ Making languages visible *Goal: Acknowledging the plurilingualism of students and of the community around them* ☐ Using languages effectively *Goal: Developing plurilingual communicative competence by producing meaningful texts* ☐ Establishing (explicit) connections among languages *Goal: Developing language awareness by analyzing and comparing languages as well as developing intercultural competence*	
7) Integration into the curriculum	
• This task could be integrated into a teaching unit in my context.	
• I could adapt this task to integrate it into my own practice.	
• I can imagine this task becoming a routine in my teaching practice.	
8) Additional comments	

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