Plurilingualism and literacy in relation to the CEFR and in the field of language teaching planning

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Plurilingualism and literacy in the CEFR

While **plurilingualism** is a key notion in the CEFR (2001) and in the CEFR Companion volume(2020), literacy is not addressed

The CEFR and the CEFR Companion volume

- view the learner as a social agent who is **literate**

- aim to describe the **language competence, NOT literacy profiles**

Multilingualism, plurilingualism
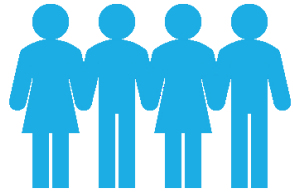
Multilingualism

the knowledge of a number of languages, or the co-existence of different languages in a given society

→ languages as compartments

Plurilingualism

a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact

→ integration

CEFR, p. 4

The plurilingual speaker

- Plurilingual individuals do not "keep languages and culture separated" but build a communicative competence "in which **languages interrelate and interact**".

- In different situations, people "bring the whole of their linguistic equipment into play, experimenting with alternative forms of expression in different languages or dialects, exploiting paralinguistics (mime, gesture, facial expression, etc.)" to achieve **effective communication** with a particular interlocutor.

(CEFR, p. 4)

Plurilingualism from the language teaching perspective

«The **aim of language education** is profoundly modified. It is no longer seen as simply to achieve 'mastery' of one or two, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a **linguistic repertory,** in which all linguistic abilities have a place».

Guide for the development and implementation of curricula for plurilingual and intercultural education (Council of Europe, 2016)

Plurilingual and intercultural education is an overall linguistic education cutting across **all subject areas.**

It includes **all languages**: language(s) of schooling (including the languages of subject matters), foreign languages, or classical languages, learners' languages (regional or minority languages, dialects, migration languages.

It considers the **linguistic dimensions of all subjects**, language use **strategies**, and text **genres**, and fosters learner's **reflexivity**.

It aims at developing the **plurilingual and intercultural competence** defined as the ability

- to use a **plural repertoire of linguistic and cultural resources** to meet communication needs or interact with people from other backgrounds and contexts

- to evolve and **enrich** this repertoire

in the view of a democratic, inclusive, and quality education.

Plurilingual approaches

Translanguaging as pedagocical practice

A change of paradigm

From a "compartmentalised" view of language teaching and learning to one that focuses on the synergy between languages and on the learner's actual uses of languages

Notion of a dynamic, malleable, evolving and, above all, single individual language repertoire: 'a single interrelated repertoire' (CoE 2020, p. 30) or 'a single complex and dynamic language system' (Garcia & Kleyn, 2016, p. 25)

There is a single linguistic competence, not consisting of the simple addition of monolingual skills (Coste, Moore, & Zarate, 2009, p. v)

Legitimisation and translation into pedagogical practices of the complex linguistic behaviour of bi-/multilingual subjects, who alternate between languages in expressing and negotiating meanings.

CEFR Cv – A literate language learner

CEFR CV: Overall written production

Pre-A1	Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.

It is a task which adult **literacy and second language (LESLLA) learners** can undertake after lengthy training, from the first discovery of the written language to the ability to deal with a simple text.

Three challenges

Literacy acquisition

Language acquisition

Literacy and L2 Learner

Learning to learn

Socially mediated world
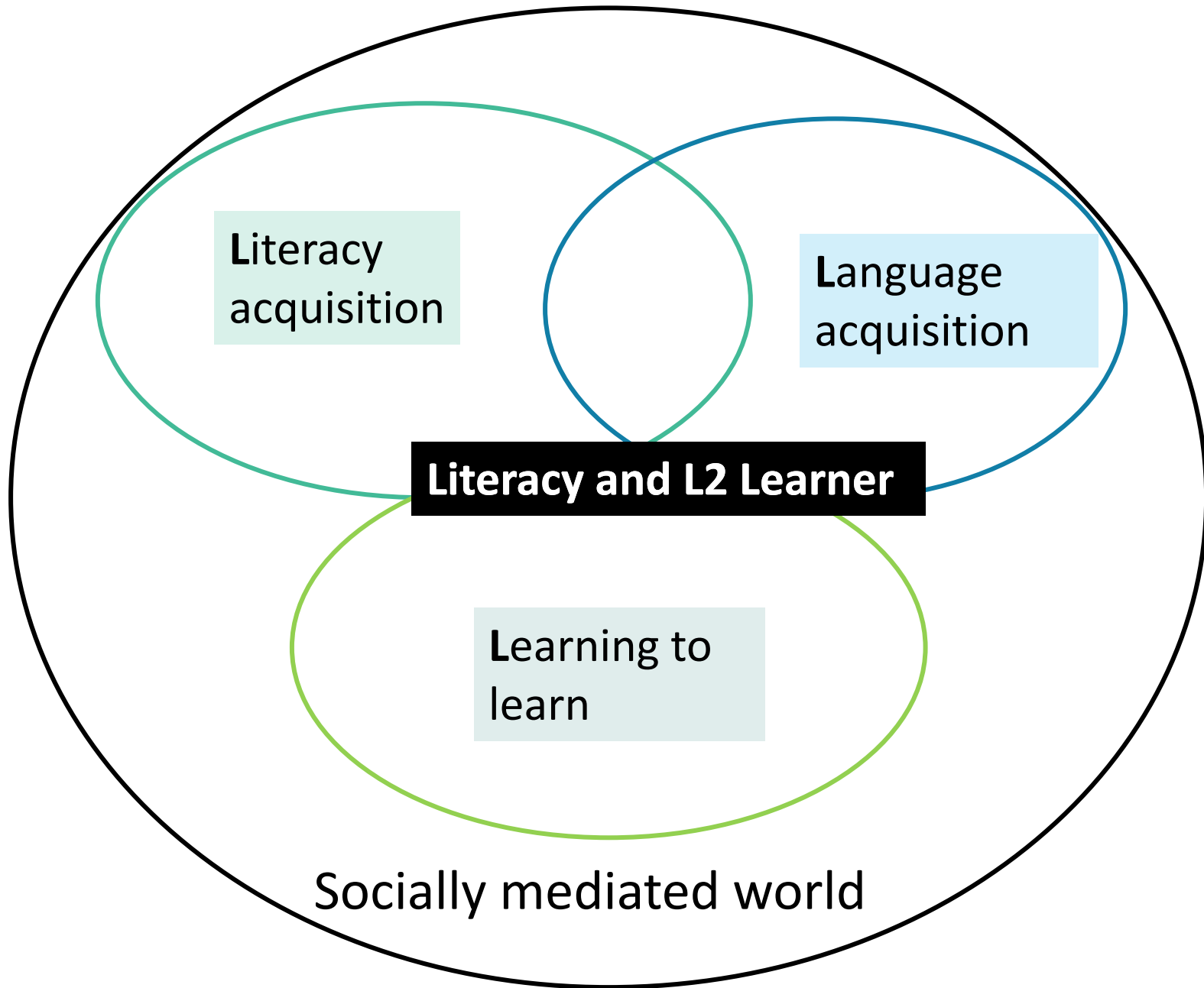
Literacy and Second language learning for the linguistic integration of adult migrants– *LASLLIAM* (Council of Europe, 2022)

Need for CEFR descriptors below A1 aimed at LESLLA learners:

- Results of research
- Demand of educational institutions
- Political and social worries about discrimination

Syllabi / Frameworks for

Dutch, French, German, Italian, Finnish, English

(2001-2015)
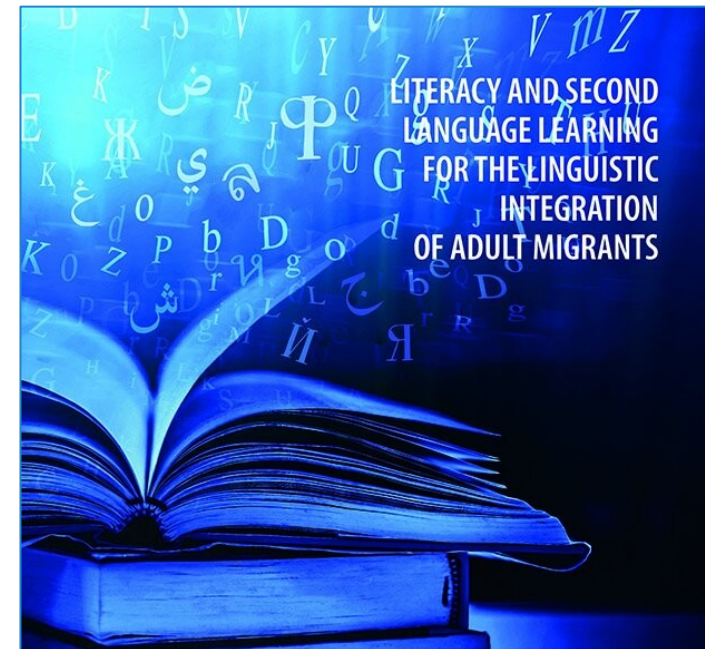
Reference guide

MINUZ F., KURVERS J., NAEB R., SCHRAMM K., ROCCA L., *Literacy and Second Language Learning for the linguistic integration of adult migrants. Reference guide (LASLLIAM),* Council of Europe, Strasbourg, 2022, https://rm.coe.int/literacy-and-second-language-learning-for-the-linguistic-integration-o/1680a72698

LASLLAM builds on CEFR Companion volume

adopts the **action-oriented approach** of the CEFR and CEFR Companion Volume

adopts their **plurilingual approach**

adopts the key notions of **communicative language competence** as a multidimensional competence, **tasks** and **learners' profiles**

provides **illustrative descriptors** for **reception, production and interaction** for oral and written second language learning, in relation to both **communicative language activities** and **language use strategies**

provides also **illustrative descriptors** for the acquisition of the written code (**technical literacy)** and the **digital skills**

organises the descriptors in **four-level scales** ranging from the first contact with the written language and the (oral and written) target language up to level A1 of the CEFR Companion Volume

LASLLIAM

- **Technical Literacy scales**
  - Language and Print Awareness
  - Reading
  - Writing

- **Communicative Language Activities (CLA) and Language Use Strategies (LUS) scales**
  - **CLA – LUS Reception**
    - Oral
      - CLA Overall
      - CLA Specifics with examples by domains
    - Written
      - CLA Overall
      - CLA Specifics with examples by domains
  - **CLA – LUS Production**
    - Oral
      - CLA Overall
      - CLA Specifics with examples by domains
    - Written
      - CLA Overall
      - CLA Specifics with examples by domains
  - **CLA – LUS Interaction**
    - Oral
      - CLA Overall
      - CLA Specifics with examples by domains
    - Written
      - CLA Overall
      - CLA Specifics with examples by domains

- **Digital Skills scales**
  - Communication and Collaboration
  - Content Creation and Management
  - Safety

52 Scales
425 Descriptors

LASLLIAM scope

LASLLIAM Reference Guide describes the simultaneous, interrelated, and not linear processes of acquiring literacy and a second language.

It is meant for language and literacy educators, designers of teaching materials, curricula and assessment tools, and policymakers.

It contains
- the rationale related to the development of the descriptors
- principles for teaching literacy in second languages
- scales in tables of descriptors
- aspects of curriculum design at macro, meso, and micro levels
- recommendations for assessment procedures and tools within the learning environment.

LALLIAM sources

- The different and changing conceptualisations of (non-)literacy and literacy teaching

- Research on second language and literacy acquisition of non-literate adult second language learners and on what distinguishes this group most from educated and literate second language learners

- Existing frameworks, in particular the CEFR Companion volume which LASLLIAM follows in aim, approach and structure, and existing and validated adult second language literacy frameworks in several European countries

- The proceedings of the yearly LESLLA conferences on research, policies and practices in the field of second language literacy learning between 2006 and 2019

Levels and profiles

LASLLIAM 4 — A1

LASLLIAM 3 — Pre-A1

LASLLIAM 2

LASLLIAM 1

LASLLIAM

CEFR and CEFR Companion Volume
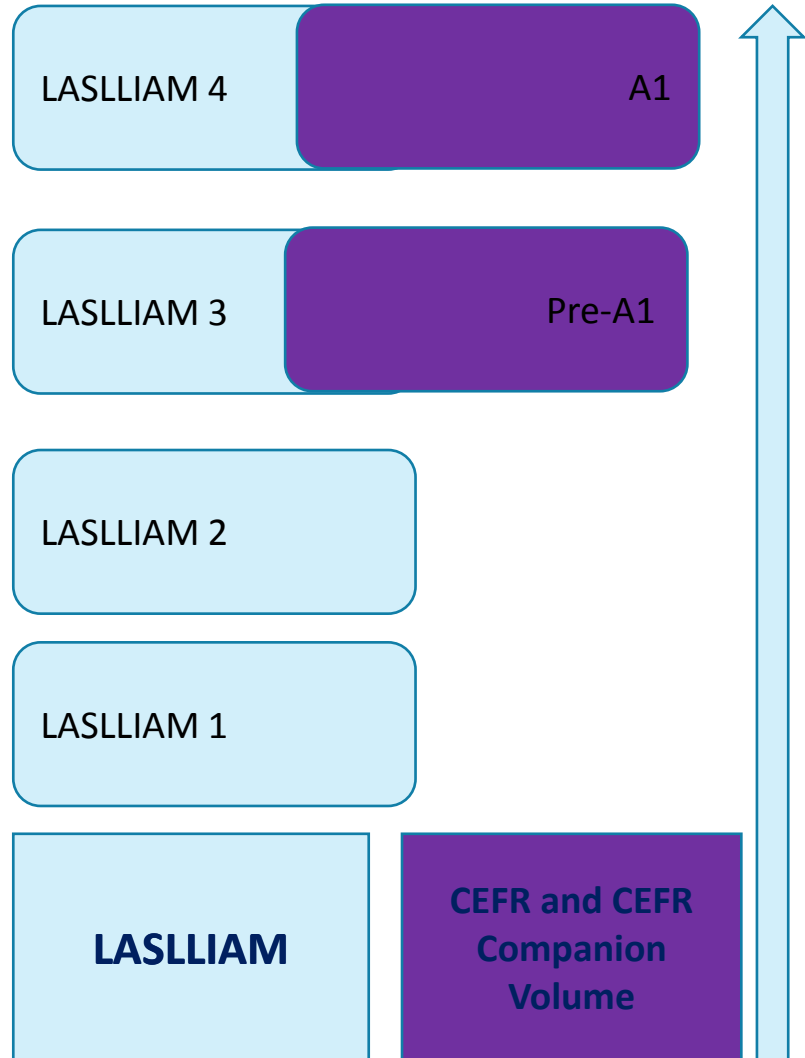
- As CEFR and CEFR Companion Volume, LASLLIAM assumes the concept of **individual profiles**, which implies learning goals independently of each other

- Therefore, the descriptors are not co-dependent, in the sense that a learner might be at level 1 in a certain 'can-do' and level 2 or 3 in another

Uneven Profiles of three LASLLIAM learners
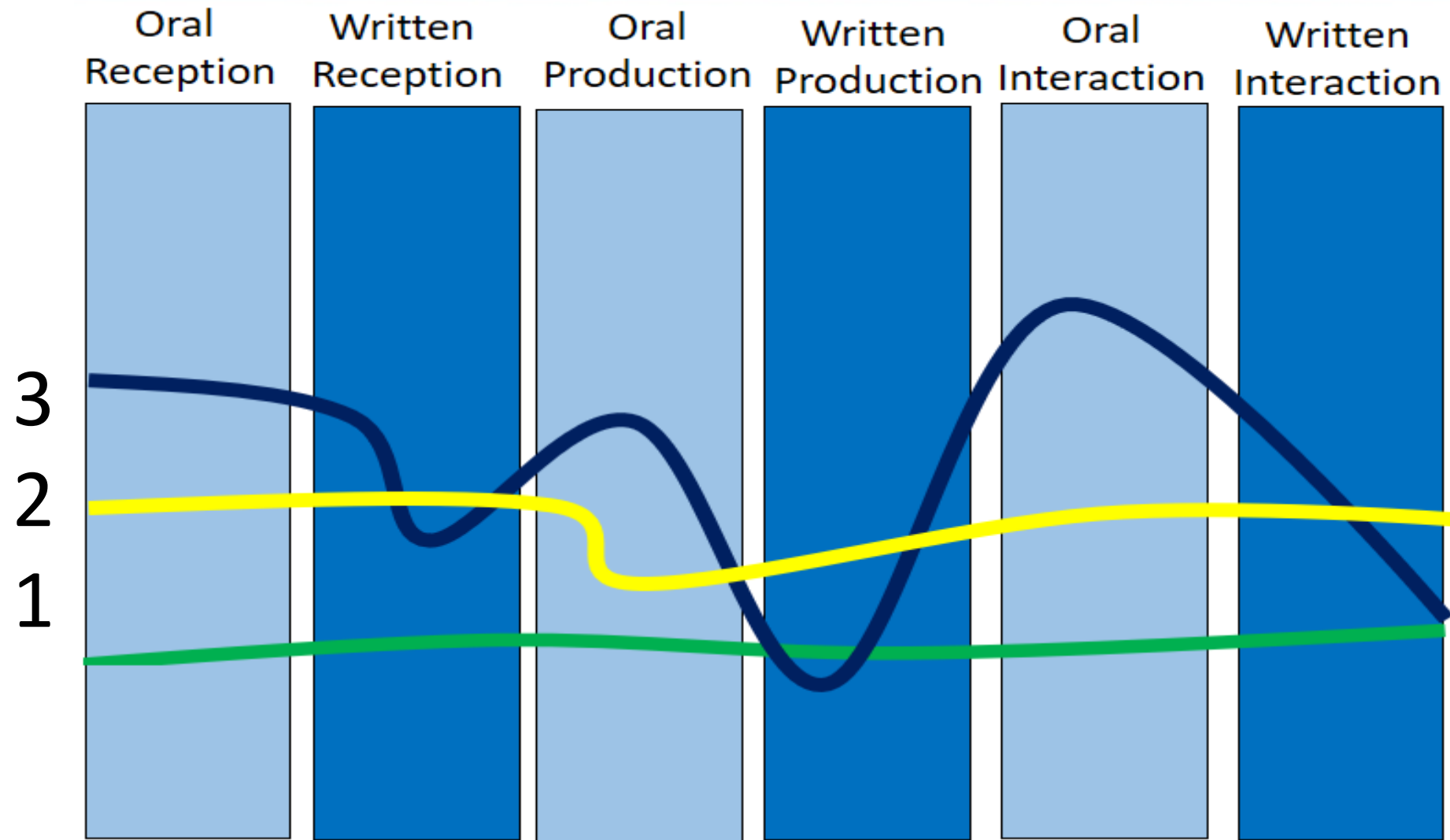
| CEFR and CEFR Companion Volume	LASLLIAM
Social	**agent**
generic and fully literate social agent	adult migrant non- and low-literate social agent within a **learning environment**
Can-do descriptors	
in terms of proficiency	expected proficiency in terms of **teaching goals**

Literacy

The ability of individuals, as **social agents**, to identify, understand, interpret and produce written texts (which can be handwritten, printed, digital and multi-modal) in accordance with **social context**

(LASLLIAM 2022)

Individual cognitive processes and linguistic dimensions of learning and using the written language
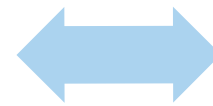
Individual communicative needs and activities, alongside roles, functions and values attributed to the written language by the **communities** in which individuals learn to read and write

LASLLIAM learners

- Non- and low-literate adult migrants form a highly diverse group with a vast array of educational needs (**needs analysis**).

- **Literacy background** and **oral and plurilingual resources** (including **competence in the target language**) are of foremost relevance.

- A combination of features characterises **learner types**:
  - ✓ from non-literates in any language to the so-called functionally non-literates
  - ✓ from non- and low-literates with minimal ability to act in a second language to non-literates with some ability to speak and listen in their second language.

Literacy **and** *illiteracy* **represent poles of a wide continuum of individual skills and knowledge.**

Technical literacy scales

Technical literacy is the ability to get access to the written code of a language. For alphabetical scripts, this means learning to use the systematic relationship between letters/graphemes in writing and sounds/phonemes in spoken language in a gradually more fluent way until word recognition is automatised.

Technical Literacy scales

focus on cognitive and linguistic dimensions,

describe the progression from emergent literacy towards fluency and automatised decoding and encoding.

1. Language and Print Awareness
2. Reading
3. Writing

Examples

Language and Print Awareness- level 2

- *Can analyse words with a simple syllabic structure into phonemes (e.g. 'map' into 'm-a-p')*

Reading – level 2

- *Can read practised words and new short words with a simple or highly frequent syllabic structure by applying the grapheme-phoneme correspondence (e.g. "son", "sera").*

Writing   - Level 2

- *Can write words with a simple syllabic structure using the phoneme grapheme correspondence (e.g. "book").*

LASLLAM formula for CLA

Can do *X* (referring to the CLA teaching goal), **by**

(reading/writing/listening/speaking) *Y* (referring to practice, length

and linguistic complexity)

Example
Overall oral reception – Level 2

Can pick out isolated pieces of information and frequent social formulas (e.g. greetings) by recognising familiar words and expressions in a short simple speech.

Specific scales

Every descriptor is contextualized and completed by
examples of language use in the 4 domains mentioned in the CEFR

Specific scale – Functional writing – Level 1

Descriptor	Personal domain	Public domain	Occupational domain	Educational domain
Can write a personally relevant word by copying it into an agenda.	e.g., date and time of sports club; birthdays of relatives; public holidays ('June 17: aunt Nora')	e.g., appointment at the doctor's or a public office	e.g., working days and times	e.g., room number, lesson time and name of teacher

Use of LASLLIAM

Curricula and syllabi

Teaching materials

Assessment tools

Professional development

Learning and teaching

Research tells us:

- Systematic instruction matters
- Phonics matters
- Tailoring teaching matters
- Relating to real life matters
- Active learning matters
- (Oral) vocabulary matters
- Reading experience matters
- Much practicing and variation matters
- Attention for fluency matters
- Using L1 in class (or another well-known language) matters

A balanced teaching

literacy as a social practice

(focus on learner)

technical literacy

(focus on code)
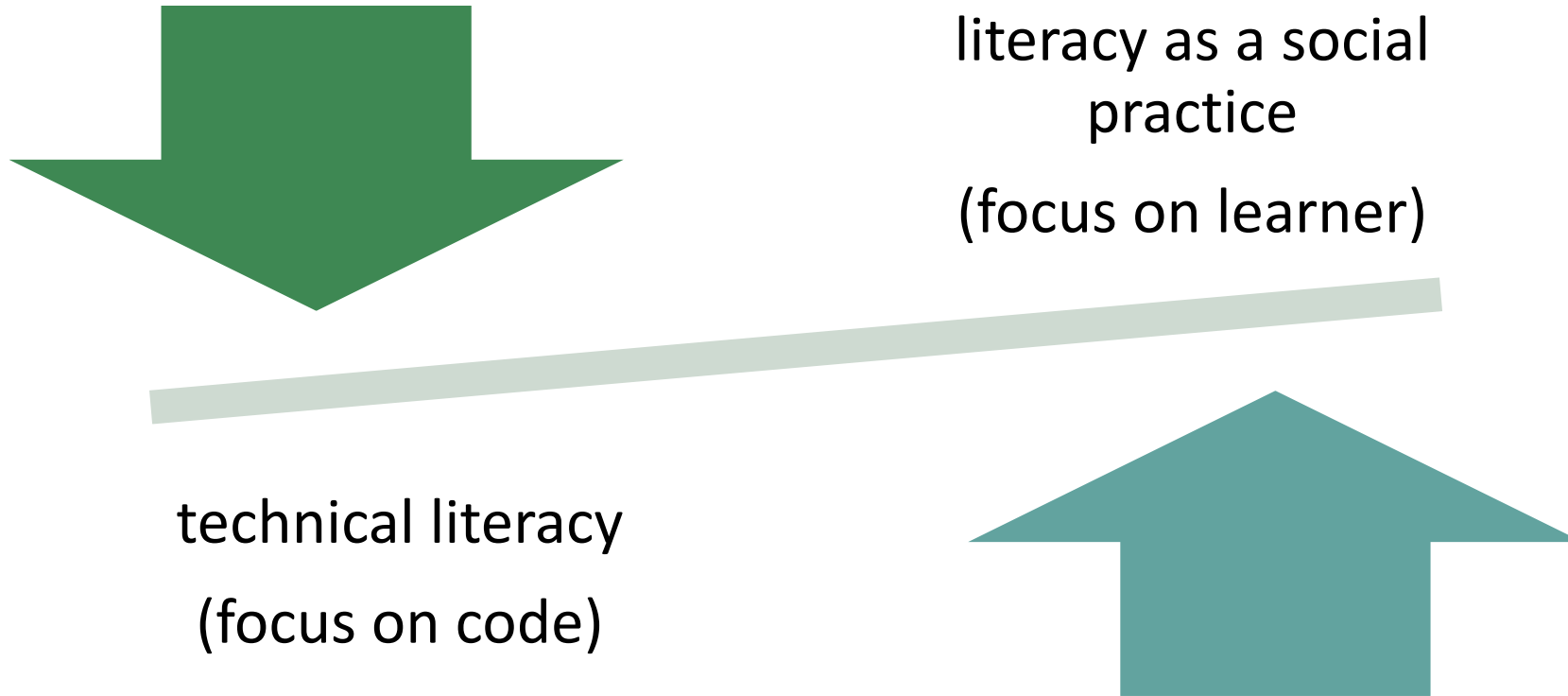
First and second language literacy

Adult learners «should make their first steps to literacy through their mother tongue, passing on to a second language if they desire and are able.»

Research results show the benefits

❖ on an individual cognitive level,

❖ at the community level (e.g. poverty reduction factor, inclusion of vulnerable persons such as women),

❖ at the individual and group level (e.g. increased self-esteem).

UNESCO (2016)

Plurilingualism in LASLLIAM

Many adult literacy and second language learners are plurilingual

In literacy and second language teaching, the learners' previous experience with languages (including the target language), and with written language and specific scripts (pluriliteracy), needs to be considered.

Research has highlighted the relevance of literacy in the first language for second language learning, and the use of the first language in learning the second language.

Although focusing on second language literacy educational provision only, LASLLIAM recognizes and values the plurilingual repertoires of learners and their ability to strategically activate their resources in the learning process. It endorses plurilingual approaches in second language and literacy learning. (LASLLIAM, p. 21).

Mediation

«The written and/or oral **activities of mediation** make communication possible between persons who are unable, for whatever reason, to communicate with each other directly…

Mediating language activities - (re)processing an existing text - occupy an important place in the normal linguistic functioning of our societies.» (CEFR, p. 14)

In **second language literacy,** mediation skills

- depend on oral and written skills in the languages involved

- develop from reporting routine expressions and simple concepts to transmitting information, data or task instructions.

« Mediation not only involves mediating oral communication, but in particular also **mediating between written and spoken language**. » (LASLLIAM, p. 39)

Mediating in a learning enviroment

From speech to speech: mediating the teacher's utterances in the target language to fellow learners in another language, and mediating peers' utterances to a language understood by the teacher.

From speech to writing: writing down in another language for a fellow learner oral information that was given in the target language (e.g. the translation or transliteration of a word as a memory aid; a note from the teacher explanation).

From writing to writing: collaborative production of plurilingual learning materials; summarising or translating written information or instructions in learning materials in another language for a fellow learner.

From writing to speech: helping peers orally with written material in the target language in another language and helping the teacher orally with written material in the language of a fellow student.

A systematic encouragement of classroom mediation will also build the foundation for developing mediation skills in other domains which might be included as **explicit learning goals** in the literacy and second language curriculum.

Strategical use of linguistic resources

Learners' ability to make use of their linguistic resources is focused on in the tables for **Strategies**

Example:

Interaction Strategies

Oral Interaction – Compensating – Level 3

| 3 | Can use words from L1 or L3, all-purpose word or a neologism to maintain communication. |

A contrastive approach

Comparing languages at the phonetic, lexical, morpho-syntactic, textual and pragmatic level provides teachers with
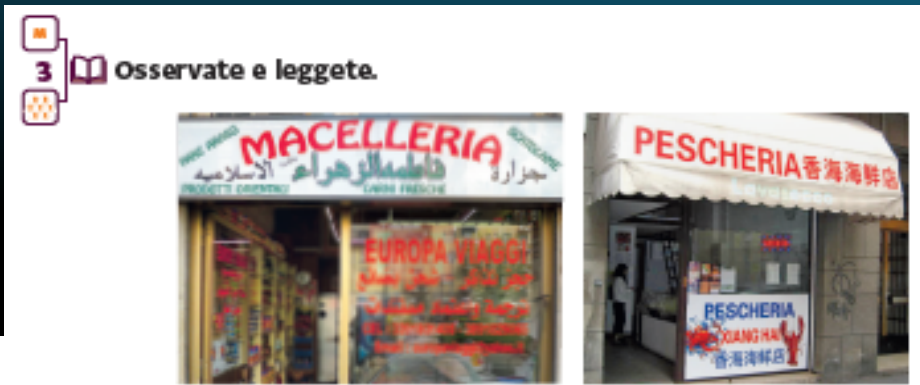
- background knowledge for anticipating linguistic challenges in the learning process

- subjects of class discussion

- inspiration for students to increase their language awareness and metalinguistic reflection abilities.

A contrastive approach does not require the teacher to be bilingual or speak the various first languages of the students at a high level, but it requires him or her to be interested in these languages, to provide room for first language input from learners to use as learning material and to be ready to follow up on these first language impulses. The teacher is continually learning from the students who take the expert role on their first languages. (LASLLIAM, p. 39)

Plurilingualism as a teaching approach

1. Keep in mind the linguistic varieties with which adult migrants are in contact and which can be acquired.
2. Avoid marginalization and raise the status of varieties in the immigrant repertoire, supporting the legitimacy of the languages of origin in the host society.
3. Stimulate the awareness of both their linguistic behaviour as plurilingual speakers and the similarities / differences among languages.
4. Pay due attention to strategic skills in evaluating linguistic-communicative competence.
5. Root teaching practices in the language (and reading) practices of the learner, to provide courses that support and promote integration.

Borri A., Caon F., Minuz F., Tonioli V., *Pari e dispari,* Torino, 2017

Curricula design levels

INTERNATIONAL COMPARATIV (SUPRA)
e.g. international reference instruments (LASLLIAM)

NATIONAL/EDUCATION SYSTEM, state, region (MACRO)
e.g. study plan, syllabus, strategic specific aims, common core, training standards

SCHOOL, institution (MESO)
e.g. adjustment of the school curriculum or study plan to match the specific profile of a school, developments in partnership with businesses

CLASS, group, teaching sequence, teacher (MICRO)
e.g. course, textbook used, resources

INDIVIDUAL (NANO):
e.g. individual experience of learning, lifelong (autonomous) personal development

Beacco et al. 2016: 18.

Piloting

TOOLS

Teaching units

Tasks and mini-projects

Communicative scenarios

Tools for strategy instruction

Training in the use of digital devices

Portfolio and linguistic biography

Tools for the needs' analysis test

Placement test

End of course exam

Dutch

English

German

French

Greek

Italian

Spanish

Turkish

Working with scenarios

Scenarios focus on communicative situations that learners are facing in real life. Each scenario provides **a set of real-world situations**, with **activities presented in a strategic order** to satisfy a **specific and concrete need** (e.g. collecting a parcel at the post office).

Scenarios

involve both **general knowledge** (e.g. where to buy a bus ticket) and **competences** (such as filling out the form)

provide a **meaningful and realistic frame** for language use in an instructional and therefore guided setting

bring together "a set of real-world variables, including a **domain, context, tasks, language activities and texts**" (Council of Europe – LIAM 2020)

allow differentiating teaching and learning pathways according to the individual learner's competence within a **common and co-operative setting**

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Aloisi E., Borri A., D' Amico F., Scaramilli E.,
LASLLIAM Tool «The speaking machine»,
In print

A *task* is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved *(CEFR, p. 10)*

Tasks interface teaching activities and «real-world» situations

1- The new job: in the kitchen

Aim: To understand and perform work procedures in the catering sector

Introduction

This specifiy the language obiective

Communicative situations
- Follow orally explained work procedures
- Interact with the employer
- Read for orientation a work shift table
- Take note of work shifts

A list of the situations and the types of communication involved

Level

A group with **reading and writing competence at level 1**, and **oral competence at level 3**. Learners with **digital skills at level 1**.

Levels are established through a language assessment based on LASLLIAM

Aloisi E., Borri A., D'Amico F., and Scaramelli E. (2022)

Functional literacy

The scenario aims to enable learners to follow and understand the work procedures in a kitchen and orient themself in reading a frequent type of text (work shift table).

In implementing the activities, the development of phonological competence and of language and print awareness are in focus. Target words present the CV (consonant-vowel) syllable structure; CVV (consonant-vowel-vowel) syllable is introduced.
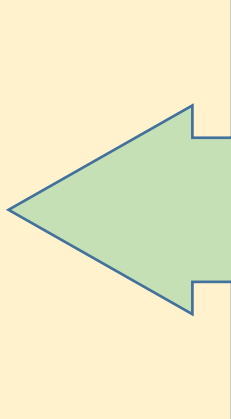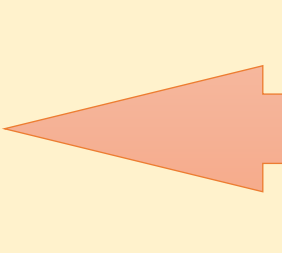
Technical literacy

Materials

(examples)

- A1) Pictures: bar, restaurant, kitchen, cook, assistant cook, dishwasher, waiter
- A2) Pictures: bin, waste, soap, detergent, sponge, sink, bar, dishes, glasses, pots, cutlery, gloves and cap
- B) Pictures: **PROFESSIONAL ACTIVITIES** (e.g. cleaner, carer...)
- D) Card: **SEEKER FINDS: LOOK FOR THE YELLOW SPONGE, LOOK FOR THE GREEN SPONGE, LOOK FOR THE DETERGENT, LOOK FOR THE SOAP, LOOK FOR THE RED GLOVES, LOOK FOR THE BLUE GLASSES**
- Q) **LEARNING APPS**

    - https://learningapps.org/watch?v=pv8ety8ia22 (match target words to pictures)

    - https://learningapps.org/watch?v=pp3ug071t22 (match oral word to picture)

    - https://learningapps.org/watch?v=pzm23raun22 (match oral word to icon)

    - https://learningapps.org/watch?v=pk5wigjz322 (lexical fields)

    - ….

> Examples of materials needed for the language activities. Teachers can find similar materials, preferably related to their contexts

Language activities

> The sequence of acivities. They can be used separately in any order or as a series

The proposed scenario addresses situations that a person faces on the first day of work as a dishwasher in a restaurant kitchen: job tasks and shifts

Task B: Find out about work shifts by asking the employer and reading the timetable

Text types: Asking for information (videorecording)

Work shift table

Language activity: Oral Interaction

Written Reception

Task C: Take note of the work shifts

Language activity: Oral production/Written Production

Digital skills: Digital skills - Content creation and management

Digital skills - Collaboration and cooperation

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LASLLIAM descriptors

LASLLIAM provides descriptors in terms of «can do» to define **learning goals**

Task A

Oral Reception – Specific scales- Listening to Announcements and Instructions – level 3

	Personal	Public	Occupational	Educational
Can understand short, simple instructions for actions such as "Stop", "Close the door", etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.	e.g. the request to make a phone call ("Call me at 5 please")	e.g. about where to go or what documents to exhibit in a public service	e.g. a simple manual procedure	e.g. instructions for simple tasks delivered by the teacher as for a matching between words and pictures

Task B

Overall Reading Comprehension

1	Can pick out a single piece of information in a text by reading sight words and using pictures.
	Can distinguish numerical from alphabetical information by recognising some numbers and letters.

Reading for Information

1	Can distinguish numerical from alphabetical information.	e.g. days and months on calendar	e.g. opening hours of supermarket; prices on a price list	e.g. working hours on work schedule	e.g. days, hours and room of language course

Technical Literacy – Language and script awareness - Level 1

Can identify some initial phonemes of a spoken word (e.g. the initial phoneme of their own name).

Technical Literacy - Reading- Level 1

Can recognise practised sight words (e.g. days of the week).
Can recognise some graphemes in practised words (e.g. initial letters in own name).

Task C

Written Production - Specific scales -Functional writing

Can write a personally relevant word by copying it into an agenda.	e.g. date and time of sports club; birthdays of relatives; public holidays ("June 17: Aunt Nora")	e.g. appointment at the doctor's or a public office	e.g. working days and times	e.g. room number, lesson time and name of teacher

Digital skills - Collaboration and cooperation

Can take photos.

Digital skills – Content creation and management

1	Can type words by copying from print (e.g. name, address from paper to an online form).
	Can record multimedia messages (audio or video) on a mobile device with guidance.

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Datore: Allora Ewa, ascolta è importante ... la prima cosa da fare è buttare i rifiuti che sono nei piatti, ci sono tre bidoni, devi buttare il cibo nel bidone marrone dell'umido.

Ewa: Marrone, ho capito

Datore: Qui in questo lavandino devi lavare velocemente i piatti, le posate, le pentole. Qui c'è il detersivo, c'è tutto: la spugna e i guanti. Poi metti tutto nella lavastoviglie.

Ewa: Va bene. e poi?

Datore: Fai scolare bene, asciughi e metti tutto a posto. Tieni sempre tutto pulito, anche il pavimento, attenta a non scivolare... Dai, lavati le mani, metti la cuffia e guanti e comincia!

Ewa: Sì, scusa una domanda: dove sta il sapone?

Datore: È lì a destra vicino alle spugne... c'è tutto quello che ti serve...buon lavoro!

Employer: So Ewa, listen, it's important ... the first thing to do is to throw away the rubbish that's on the plates, there are three bins, you have to throw the food into the brown wet bin.

Ewa: Brown, I understand

Employer: Here in this sink. You have to wash the dishes, cutlery, pots and pans quickly. Here's the detergent, everything's there: the sponge and the gloves. Then you put everything in the dishwasher.

Ewa: OK. Then what?

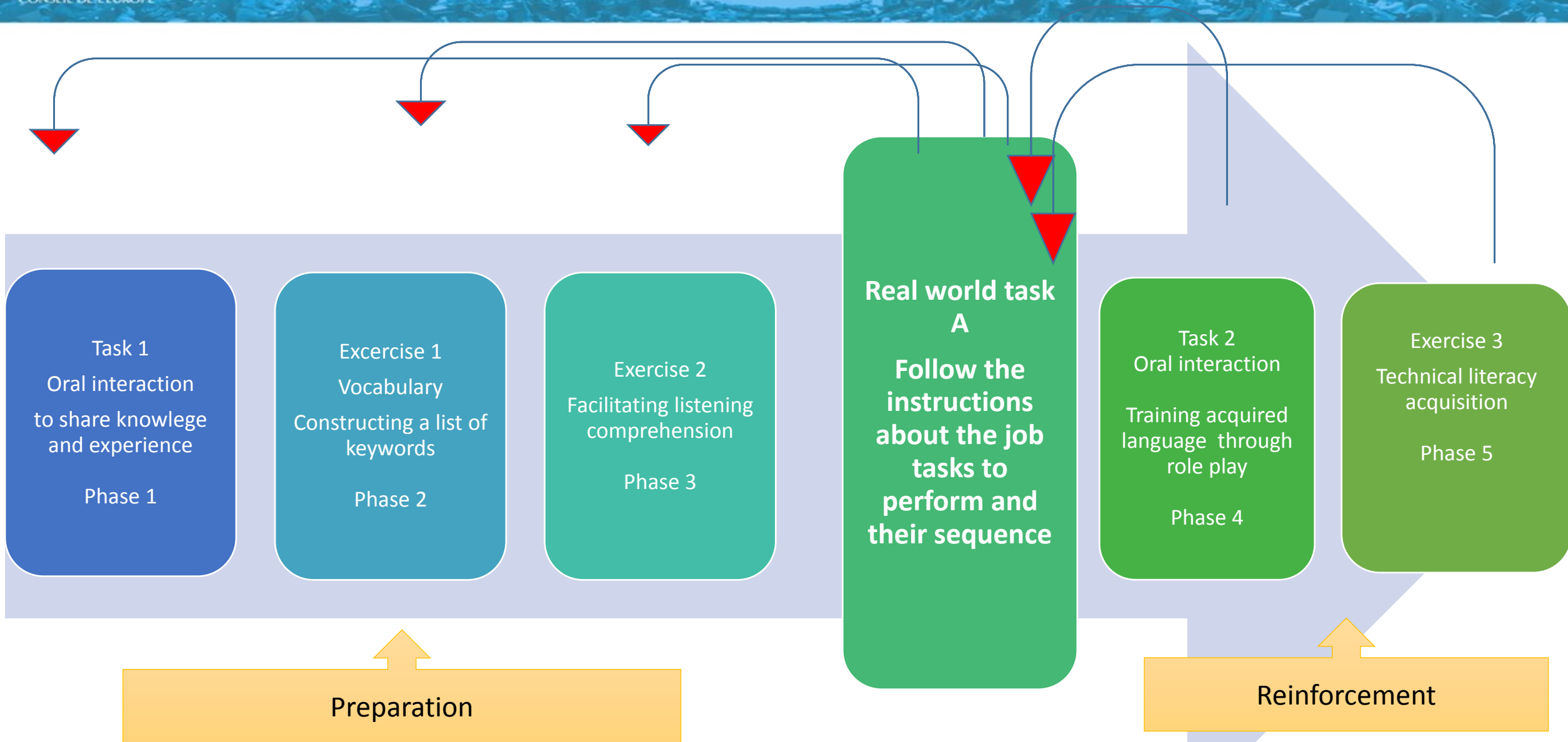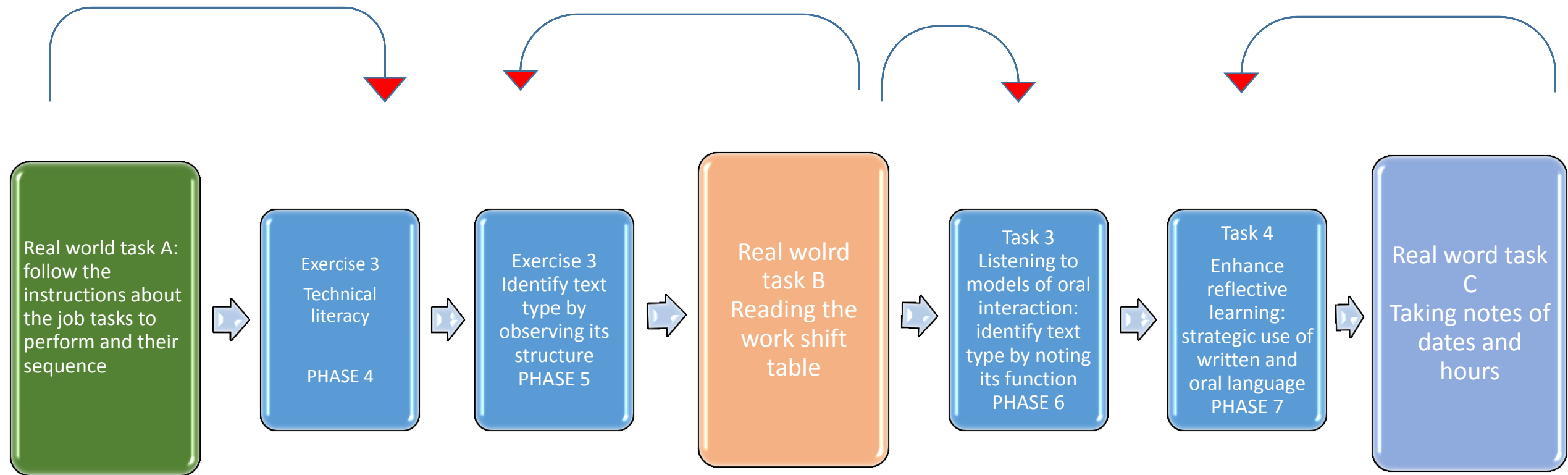*Employer: Drain well, dry and put everything away. Always keep everything clean, even the floor, be careful not to slip... Come on, wash your hands, put on your cap and gloves and start!*

Ewa: Yes, sorry, one question: where's the soap?

Employer: It's over there on the right next to the sponges...everything you need is there...good work!]

- 1.Materiale G Dialogo datore di lavoro e lavapiatti.mp4

Backward planning

Task 1
Oral interaction
to share knowlege and experience
Phase 1

Excercise 1
Vocabulary
Constructing a list of keywords
Phase 2

Exercise 2
Facilitating listening comprehension
Phase 3

Real world task A
Follow the instructions about the job tasks to perform and their sequence

Task 2
Oral interaction
Training acquired language through role play
Phase 4

Exercise 3
Technical literacy acquisition
Phase 5

Preparation

Reinforcement

Real world task A: follow the instructions about the job tasks to perform and their sequence

Exercise 3
Technical literacy

PHASE 4

Exercise 3
Identify text type by observing its structure
PHASE 5

Real wolrd task B
Reading the work shift table

Task 3
Listening to models of oral interaction: identify text type by noting its function
PHASE 6

Task 4
Enhance reflective learning: strategic use of written and oral language
PHASE 7

Real word task C
Taking notes of dates and hours

Task B

Overall Reading Comprehension

1	Can pick out a single piece of information in a text by reading sight words and using pictures.
	Can distinguish numerical from alphabetical information by recognising some numbers and letters.

Reading for Information

1	Can distinguish numerical from alphabetical information.	e.g. days and months on calendar	e.g. opening hours of supermarket; prices on a price list	e.g. working hours on work schedule	e.g. days, hours and room of language course

Technical Literacy – Language and script awareness - Level 1

Can identify some initial phonemes of a spoken word (e.g. the initial phoneme of their own name).

Technical Literacy - Reading- Level 1

Can recognise practised sight words (e.g. days of the week).

Can recognise some graphemes in practised words (e.g. initial letters in own name).

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Turni di lavoro CUCINA

SETTIMANA DAL 7 AL 13 MARZO

MATTINA ORE 11.00   SERA ORE 18.00

NOME	LUNEDì	MARTEDì	MERCOLEDì	GIOVEDì	VENERDì	SABATO	DOMENICA
SALIH	18.00	11.00	RIPOSO	18.00	11.00	11.00	18.00
EWA	18.00	11.00	RIPOSO	11.00	18.00	11.00	18.00
MIREL	11.00	18.00	RIPOSO	18.00	11.00	18.00	11.00
NICOLA	11.00	18.00	RIPOSO	11.00	18.00	18.00	11.00

Task C

Written Production - Specific scales -Functional writing – Level 1

Can write a personally relevant word by copying it into an agenda.	e.g. date and time of sports club; birthdays of relatives; public holidays ("June 17: Aunt Nora")	e.g. appointment at the doctor's or a public office	e.g. working days and times	e.g. room number, lesson time and name of teacher

Digital skills - Collaboration and cooperation
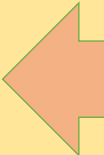
	Can take photos.

Digital skills – Content creation and management

1	Can type words by copying from print (e.g. name, address from paper to an online form).
	Can record multimedia messages (audio or video) on a mobile device with guidance.

TASK 4

- Ask the learners to help Ewa remember her shift. *How can she remember her turn?*

Language use and learning strategies

- Collect the answers and facilitate the discussion: *Does she write a note in a notebook or on her mobile phone? Does she take a photo? Does she record a voice note in her own language?*

Multimedia

- In pairs or small groups, learners choose and implement one of the ways to remember an event:

  a. One pair/small group takes a photo with the mobile phone of the shift to be kept in the picture gallery as a reminder of their weekly work calendar;

  b. One pair/small group writes their turn in the notebook;

  c. One pair/small group can write a note on their mobile phone using an application (e.g. Notepad)

  d. One pair/small group can record a voice note on their mobile phone using an application, in Italian or their own language, to record their weekly turn which can then be listened to autonomously.

Plurilingual approach

Activities

- **Activity 1: Working group activity**
  - (see the handouts)
- **Activity 2: Plenary**
  - Following the instructions of the working groups, assemble the scenario in a coherent order
- **Activity 3: Plenary**
  - Look at Task 4 (slide) and answer
    - Are language use strategies, digital competences, use of plurilingual resources exercised?
  - Please assess the teaching material. You can follow these suggestions.
    - Does the proposed situation correspond to a real-life task?
    - Is it sufficiently graded and guided to facilitate learning?
    - Can it be adapted to other situations?
    - Is there a balance between technical and functional literacy?

Grazie !