

API Education Forum

16.00-17.30 CET 5th December 2024

The action-oriented, plurilingual classroom

Enrica Piccardo and Rebecca Schmor

Abstract

Language education plays a crucial role in our increasingly diverse societies with language increasingly seen as a complex dynamic system, constantly evolving and changing, rather than as a codified entity. Terms such as *linguaging*, which highlights the need for constant action on the part of individuals, and *plurilinguaging*, which extends the linguaging process to the use of individuals' entire linguistic and cultural resources, help to conceptualize language learning as a process of (co)construction of meaning across linguistic and cultural boundaries, requiring different types of mediation. The Action-oriented Approach (AoA) sees learners as informed social agents who act strategically, employing their diverse linguistic and cultural resources to achieve collaborative goals. Rooted in scenario-based learning, the AoA prioritizes learner agency, mediation, and plurilingualism in a dynamic and holistic view of language and language users that recognizes the complex nature of language learning and the collaborative communicative processes involved.

This session will first introduce the concept of action-oriented scenarios and discuss the implications of a dynamic view of language education that sees action as its goal and provides space and ways for learners and teachers alike to embrace complexity, rather than seeking simplification yet paradoxically expecting 'native-speaker'-like perfection. Using action-oriented plurilingual scenarios developed in the [LINCDIRE project](#), this session will present the core characteristics of scenarios along with practical steps of the planning process. It will then report on the results of research that implemented scenarios in the classroom, presenting recent data published in the book [La classe plurilingue](#).

To register and get the Zoom link, please mail brianjohnnorth3@gmail.com

Bios

Dr. [Enrica Piccardo](#) is a Professor of Applied Linguistics and Language Education at the Ontario Institute for Studies in Education, University of Toronto. She has extensive international experience in second/foreign language education research, teacher development and teaching of multiple languages. A collaborator with the Council of Europe since 2008 and co-author of the *Common European Framework of Reference for Languages (CEFR) Companion Volume* (2020), she has coordinated various international research projects both in Canada and in Europe. Her research includes language teaching approaches and curricula, multi/plurilingualism, creativity and complexity, and assessment.

Dr. [Rebecca Schmor](#) is a plurilingual researcher and educator. She has taught English, Spanish, and German at higher education institutions and private language schools in Canada, China, Cuba, and Germany, and conducted research in English and Italian with international universities and ministries of education. Her research on plurilingual teacher identity, pluriethnographic methodology, and inclusive pedagogy has received provincial and national funding awards. Rebecca is also the Managing Editor of the *Journal of Belonging, Identity, Language, and Diversity*, and current Chair of TESL (Teaching English as a Second Language) Ontario's Diversity, Equity, and Inclusion Committee.