

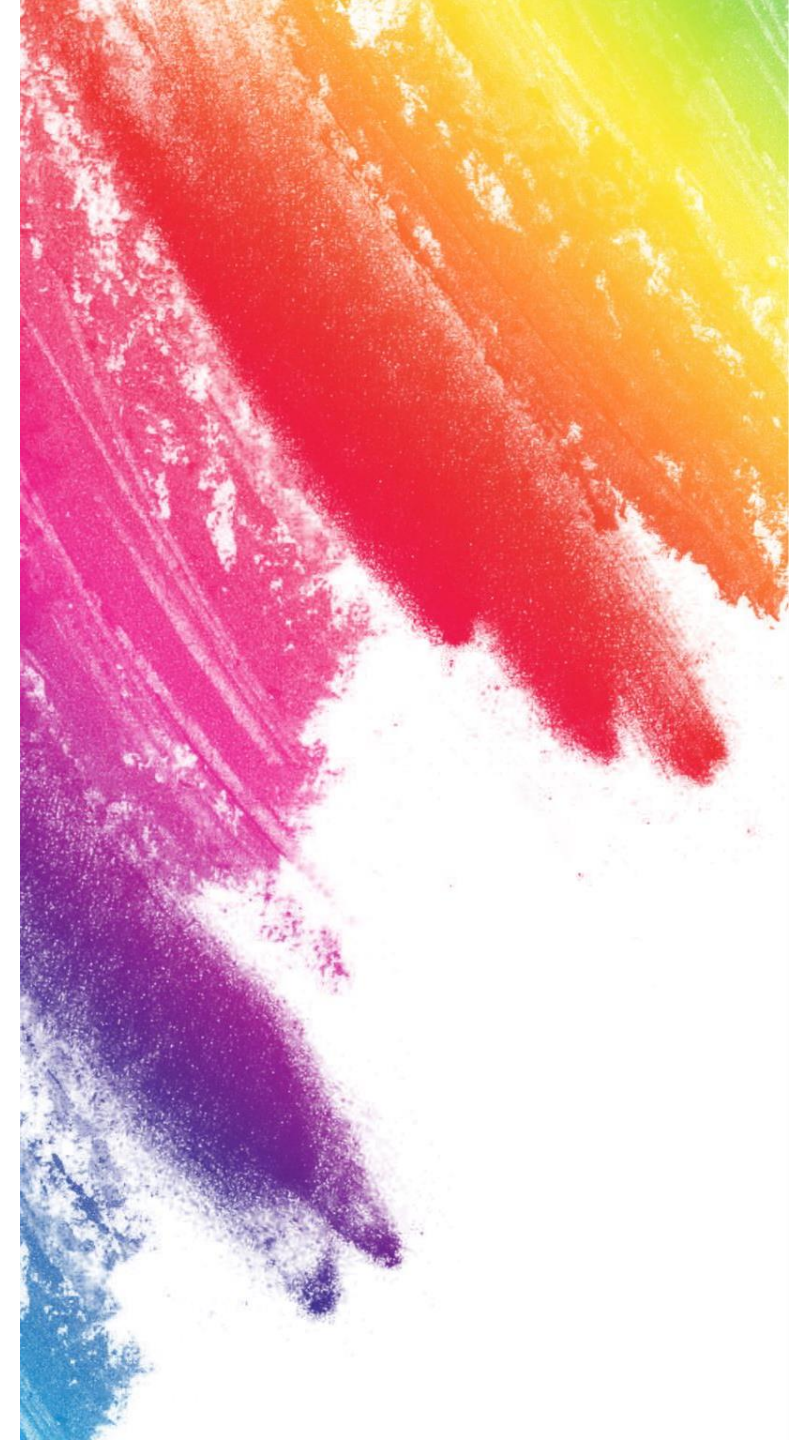


The Action-Oriented, Plurilingual Classroom

Enrica Piccardo & Rebecca Schmor

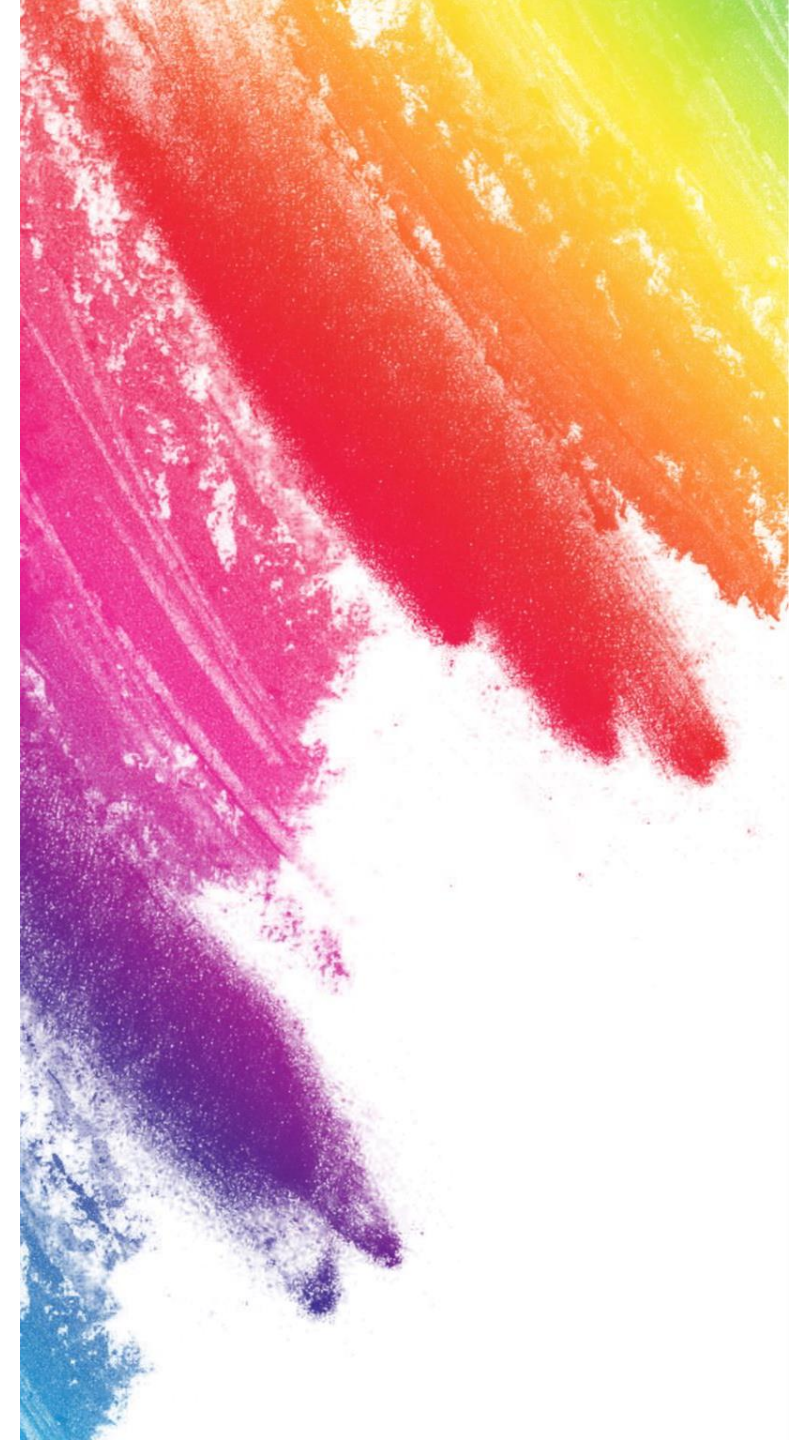
API Education Forum

December 5, 2024



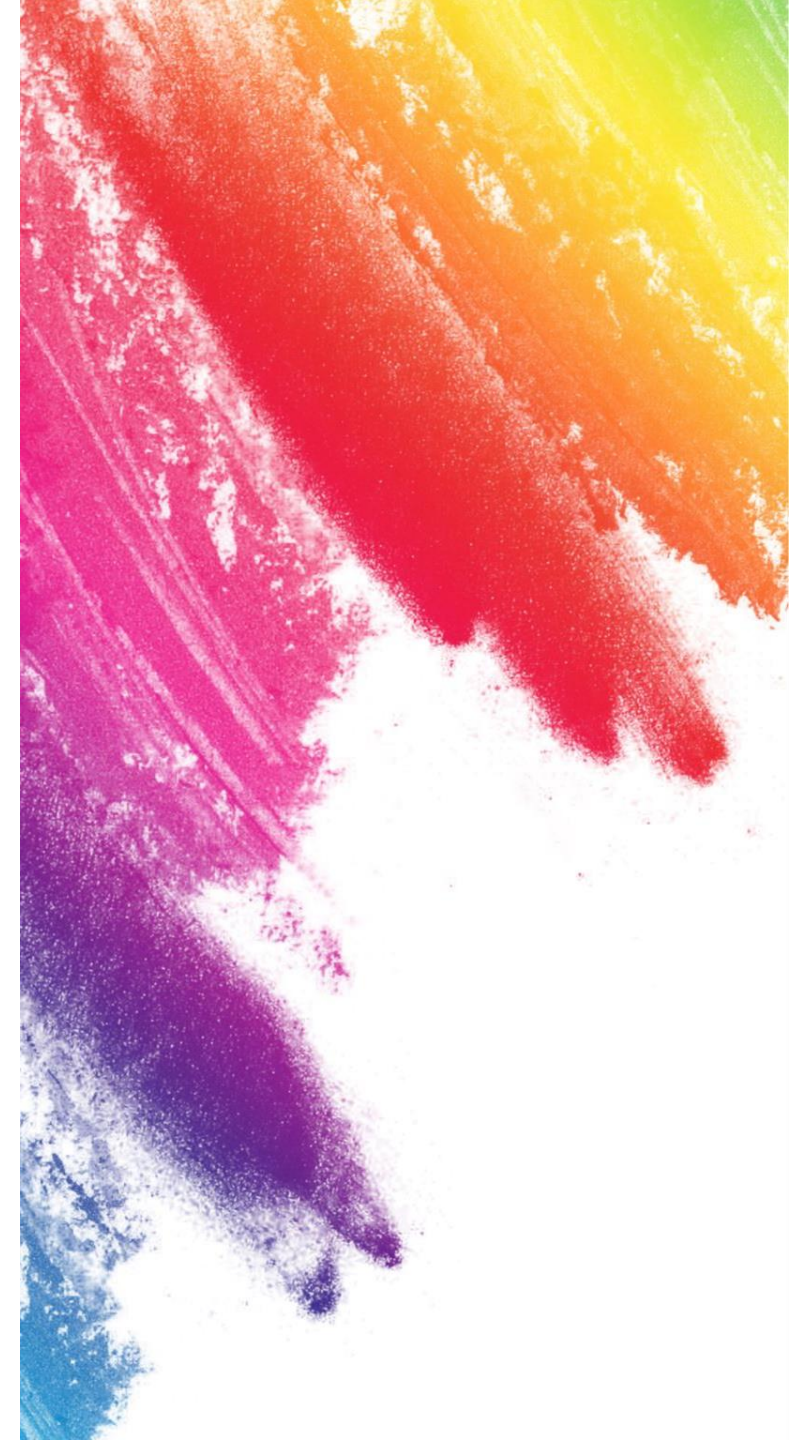
Outline

1. The Action-Oriented Approach
2. From Tasks to Action-Oriented Scenarios
3. The LINCDIRE Project and Italian Follow-Up Project: Scenario Examples & Artefacts



Outline

- 1. The Action-Oriented Approach**
2. From Tasks to Action-Oriented Scenarios
3. The LINCDIRE Project and Italian Follow-Up Project: Scenario Examples & Artefacts





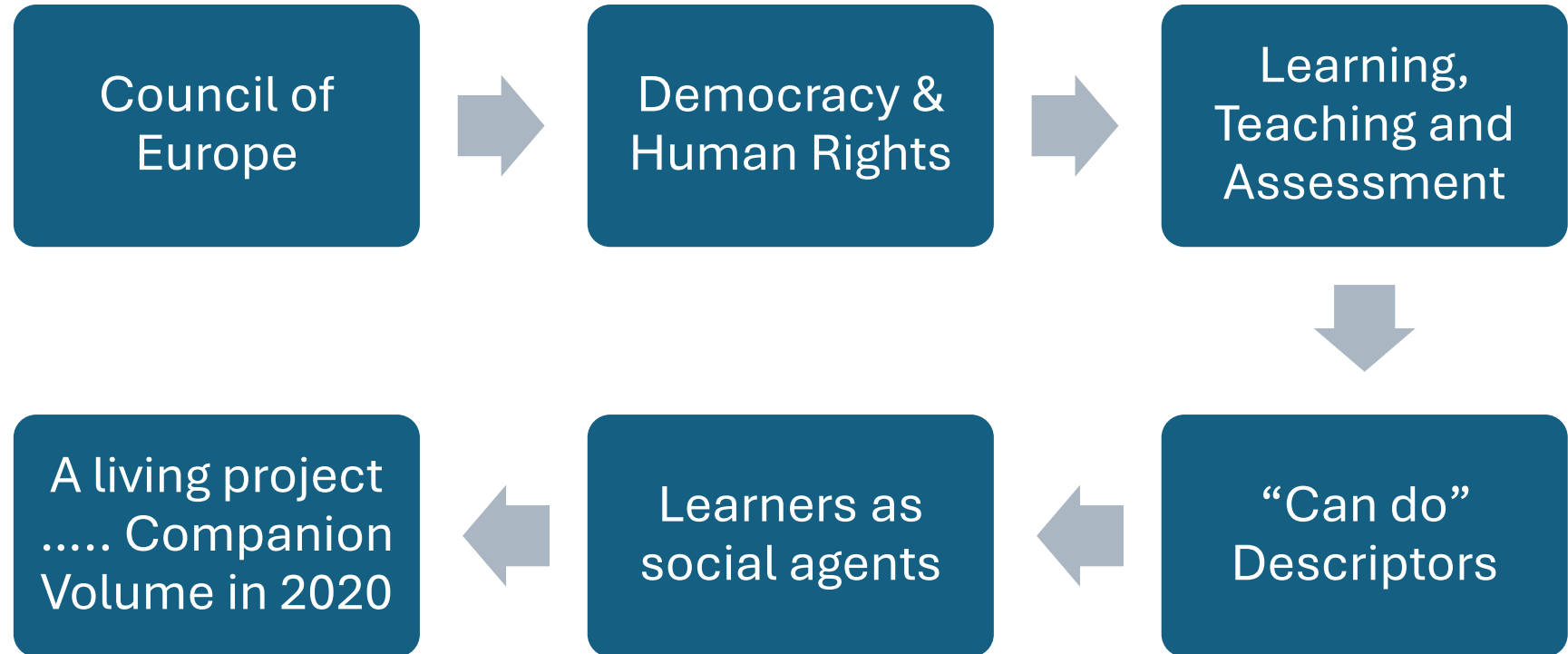
2001



2020

CEFR

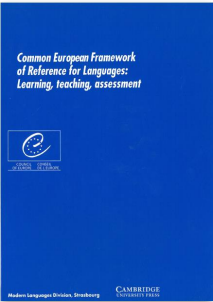
(Common European Framework of Reference for Languages)



Not pedagogically neutral

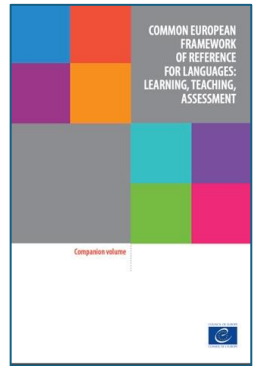
“The approach adopted here, generally speaking, is **an action-oriented one** insofar as it views users and learners of a language primarily as **‘social agents’** i.e. members of society **who have tasks (not exclusively language-related) to accomplish** in a given set of circumstances, in a specific environment and within a particular field of action. ... We speak of ‘tasks’ insofar as the actions are performed by one or more individuals strategically **using their own specific competences** to achieve a given result. The action-based approach therefore also takes into account the **cognitive, emotional and volitional resources** and the **full range of abilities** specific to and applied by the individual as a social agent.”

CEFR 2001, p. 9



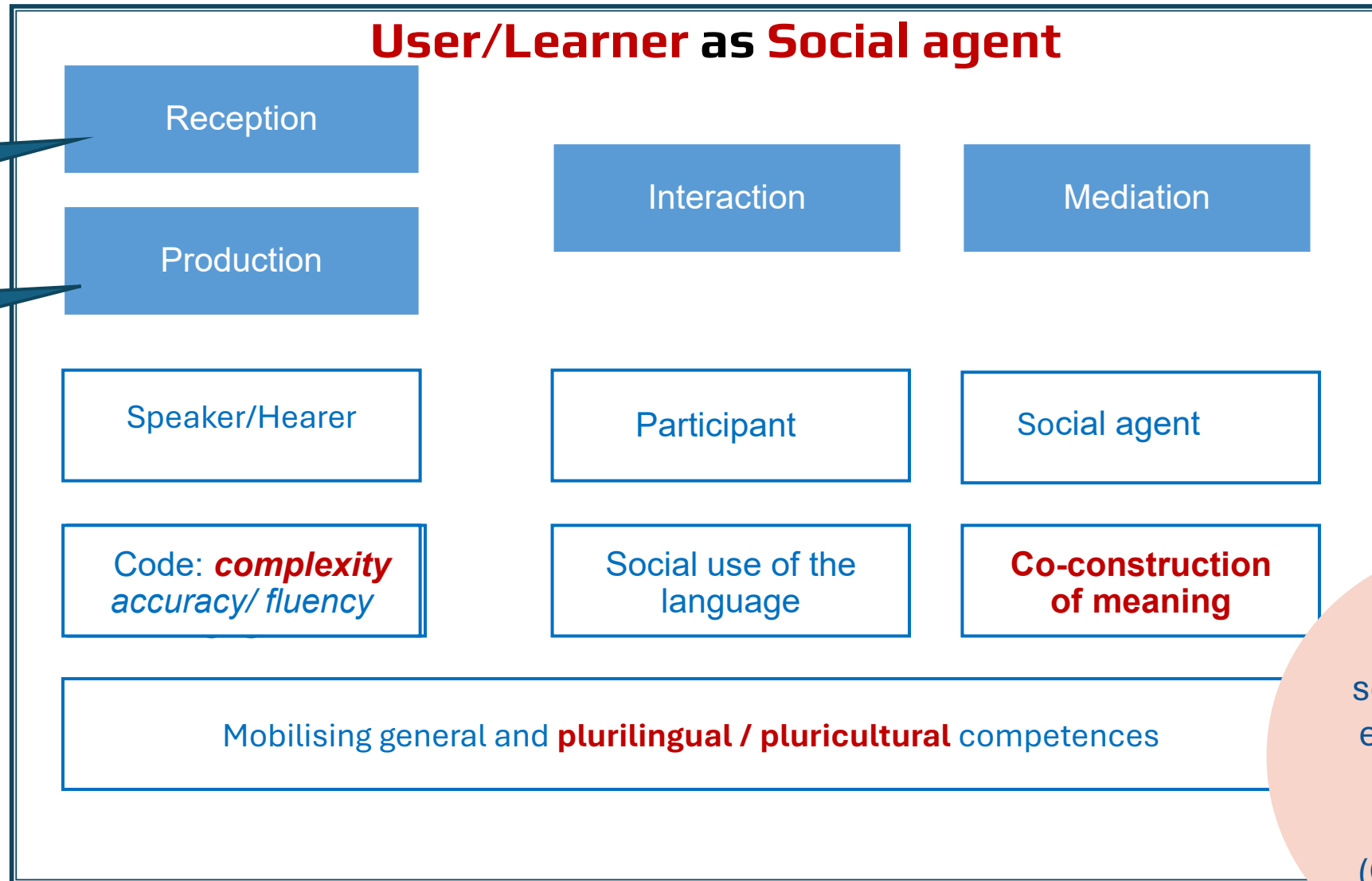
CEFR 2001: Pioneering a new vision

CEFR CV 2020: new vision developed



listening
+ reading

speaking
+ writing



Social agent:
Acting in the social world and exerting agency in the learning process.
(CEFR CV, 2020, p. 22)

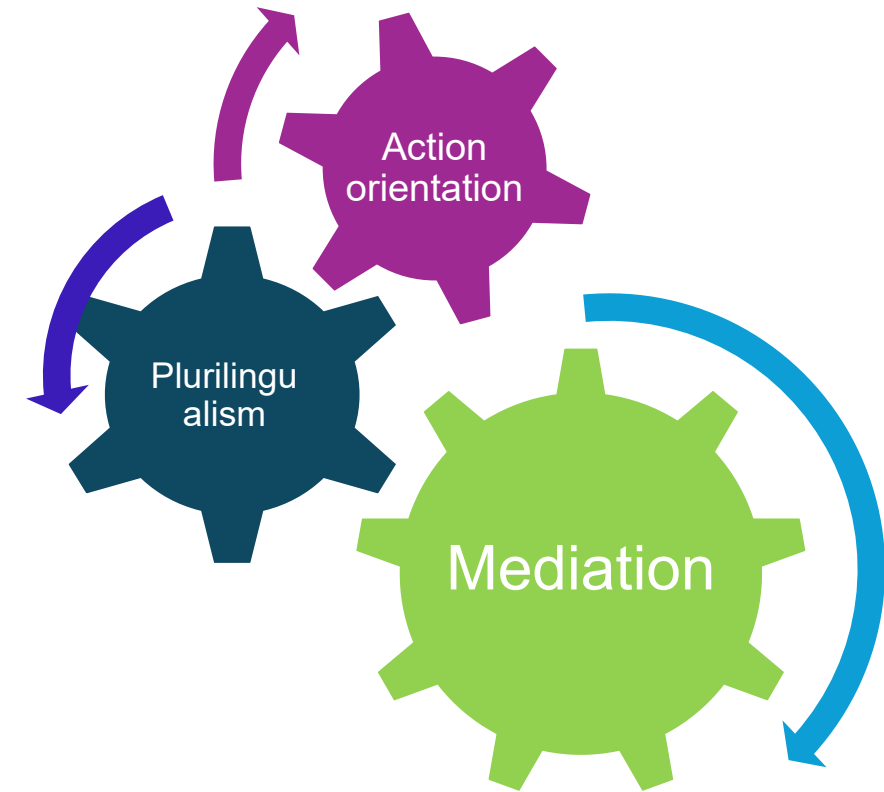
By pioneering the idea of **linguistic and cultural diversity** as a resource and valuing **uneven dynamic profiles** the CEFR 2001 was **very forward-looking**:

- focus on the **agency** of the user/learner,
- viewing **learners as social agents who mobilise *all* their competences**, including their general (i.e. personal, non-linguistic) competences, **and strategies** in the fulfilment of a **task**, with a commensurate improvement of those competences and strategies as a result

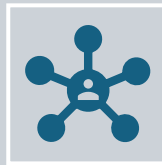
This vision was **a call to move away from seeing language as a code** to be taught, with subtraction of marks for mistakes, **towards seeing *language as action*** in experiential learning.

In 2020 the new CEFR foregrounds the three key concepts of **Plurilingualism**, **Mediation** and **Action-orientation**

and provides all the tools (descriptors) and guidance to put this vision into practice



Plurilingualism: the dynamic and developing linguistic repertoire of an individual learner/user;



Mediation: the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning within and across languages



Action-orientation: learning happens in real-life oriented scenarios and tasks that make space for agency and collaboration

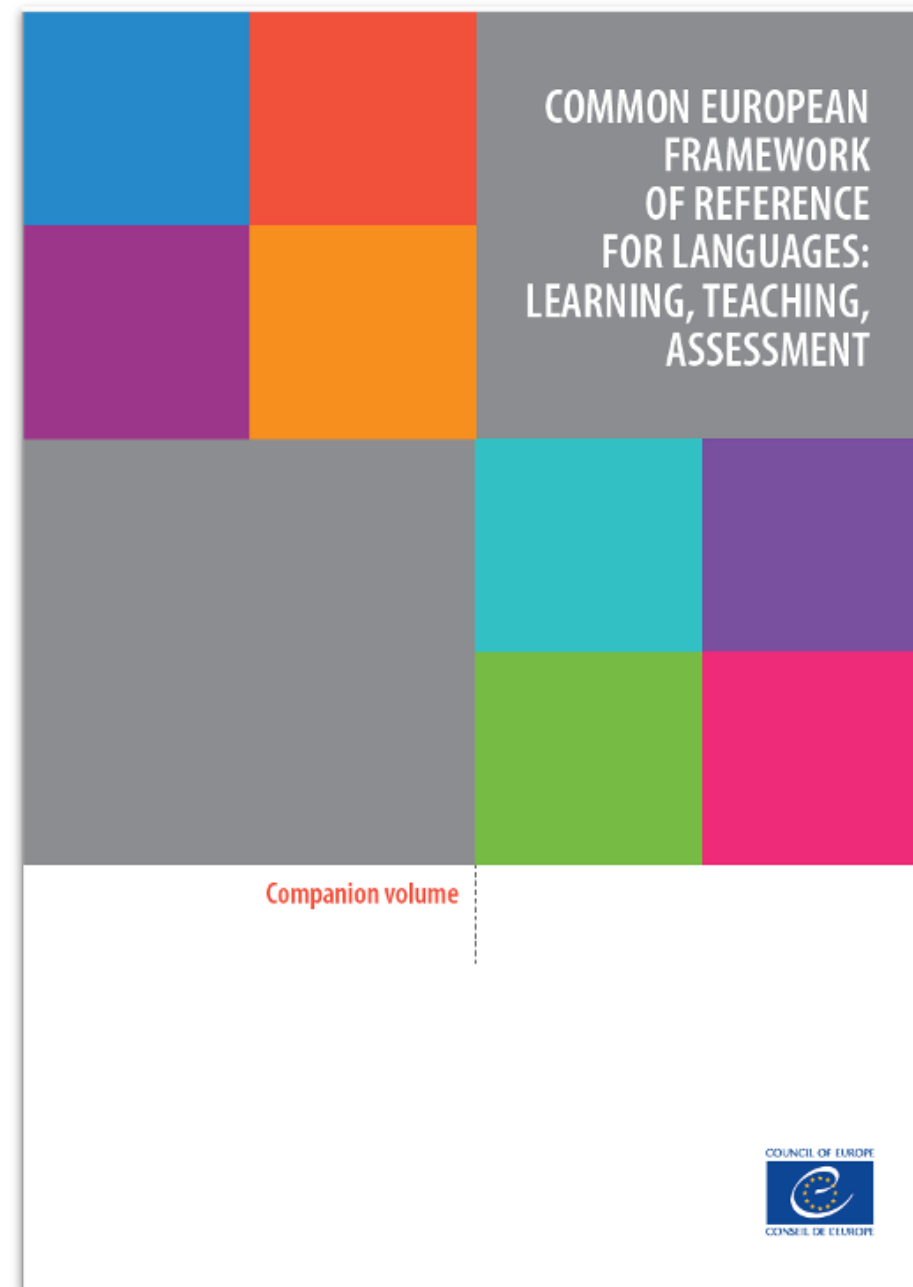
CEFRCV *Learning, teaching, assessment* :

- Restoring the balance: **Learning/teaching**
- Further developing **key CEFR concepts**

Constructive alignment	- integrating planning, teaching/learning, assessment
Social agent	- situated action, agentic learning
Plurilingualism/pluriculturalism	- holistic dynamic repertoire
Mediation	- of concepts, texts, communication
Action-oriented approach	- using descriptors to plan objectives - fulfilling a mission in tasks within scenarios

AOA and the CEFR

- Introduced in the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001)
 - Bottom-up approach
- Developed in the Common European Reference for Languages Companion Volume (CEFR CV) (Council of Europe, 2020)
 - Foregrounds the importance of plurilingualism and mediation
- Only theorized recently (Piccardo & North, 2019)
 - Addressing the discrepancy between teaching practices and educational research
- Familiarity with the term but not the approach



New view of language education

- Traditionally, communication and language learning were seen as **linear and monolingual**:
- Now, language learning is seen as **a dynamic process**:
 - Learners' languages are always **active** in the brain,
 - Language is an **intersubjective and dialogic activity**
 - The class is an authentic social space messy and dynamic in which learners **operate in real time** (learners as **social agents**).
 - Language emerges from complex networks of actions, which all need some form of **mediation**.

AoA ... Not AoA

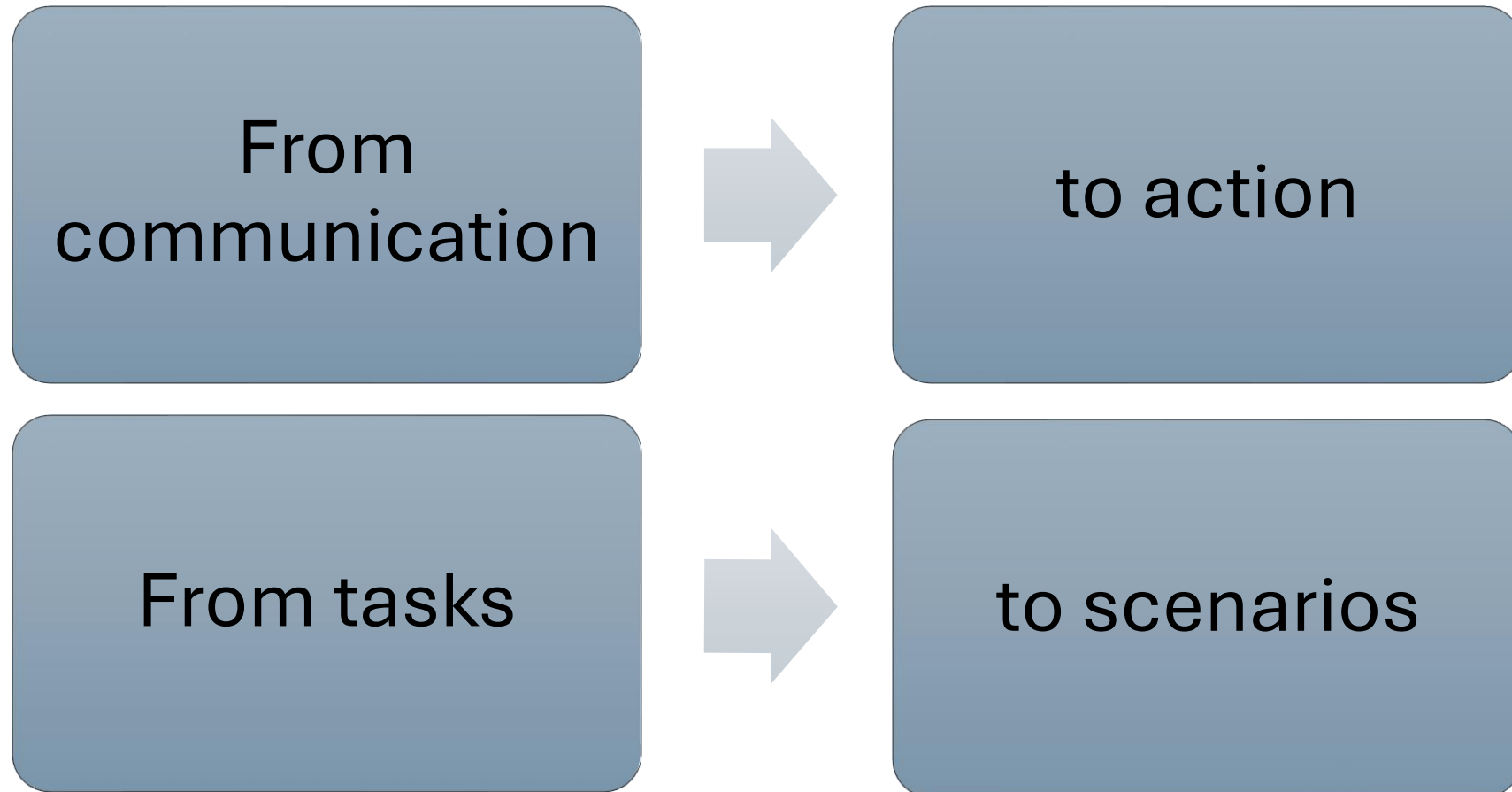
- **Language as instrument**
 - **4 related modes of communication (reception, production, interaction, mediation)**
 - **Collaborative social action**
 - **Learners are themselves**
 - **Real problem-solving and decision making**
 - **Using authentic material/tools to design a final artefact**
- Language as goal
 - 4 separate skills (listening, reading, speaking, writing)
 - Transactional/mechanical
 - Often uses fake roles
 - Limited choices and responsibility
 - Practicing pre-set vocabulary and grammar

Features of AoA

- Backward design
- Acceptance of complexity
- Learners' agency and responsibility
- Linguistic and general competences
- Co-construction of meaning
- Integration of additional languages
- Authenticity
- Scenarios with culminating task



Moving Towards the AoA

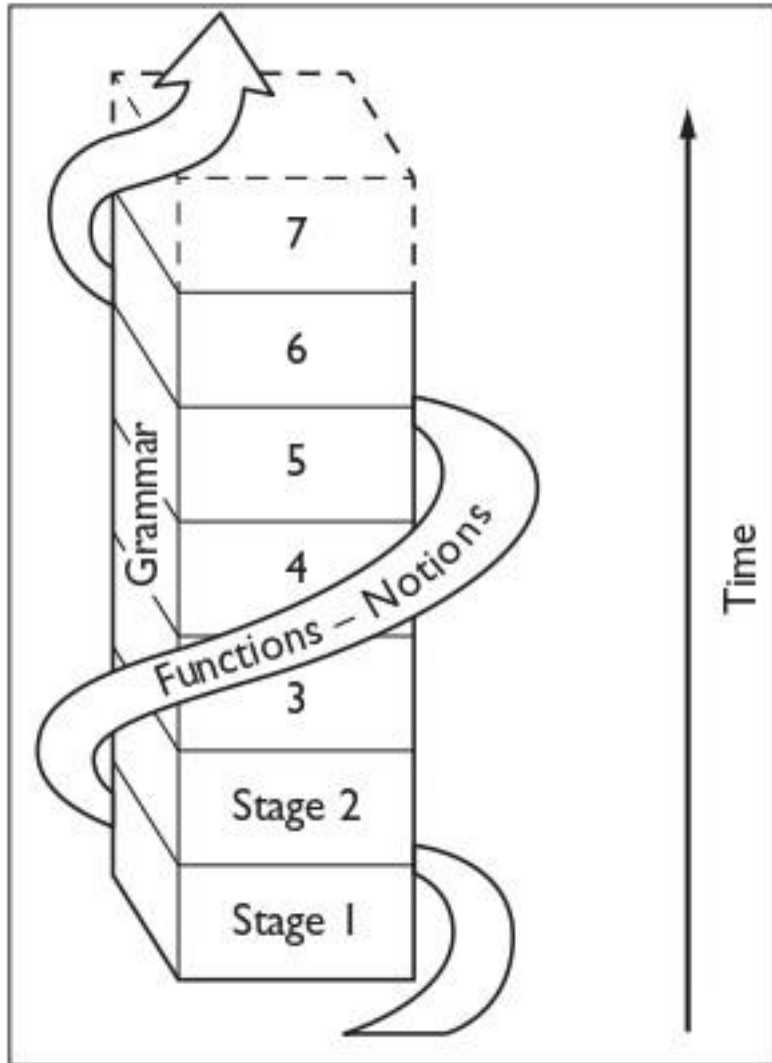


Moving Towards the AoA cont'd

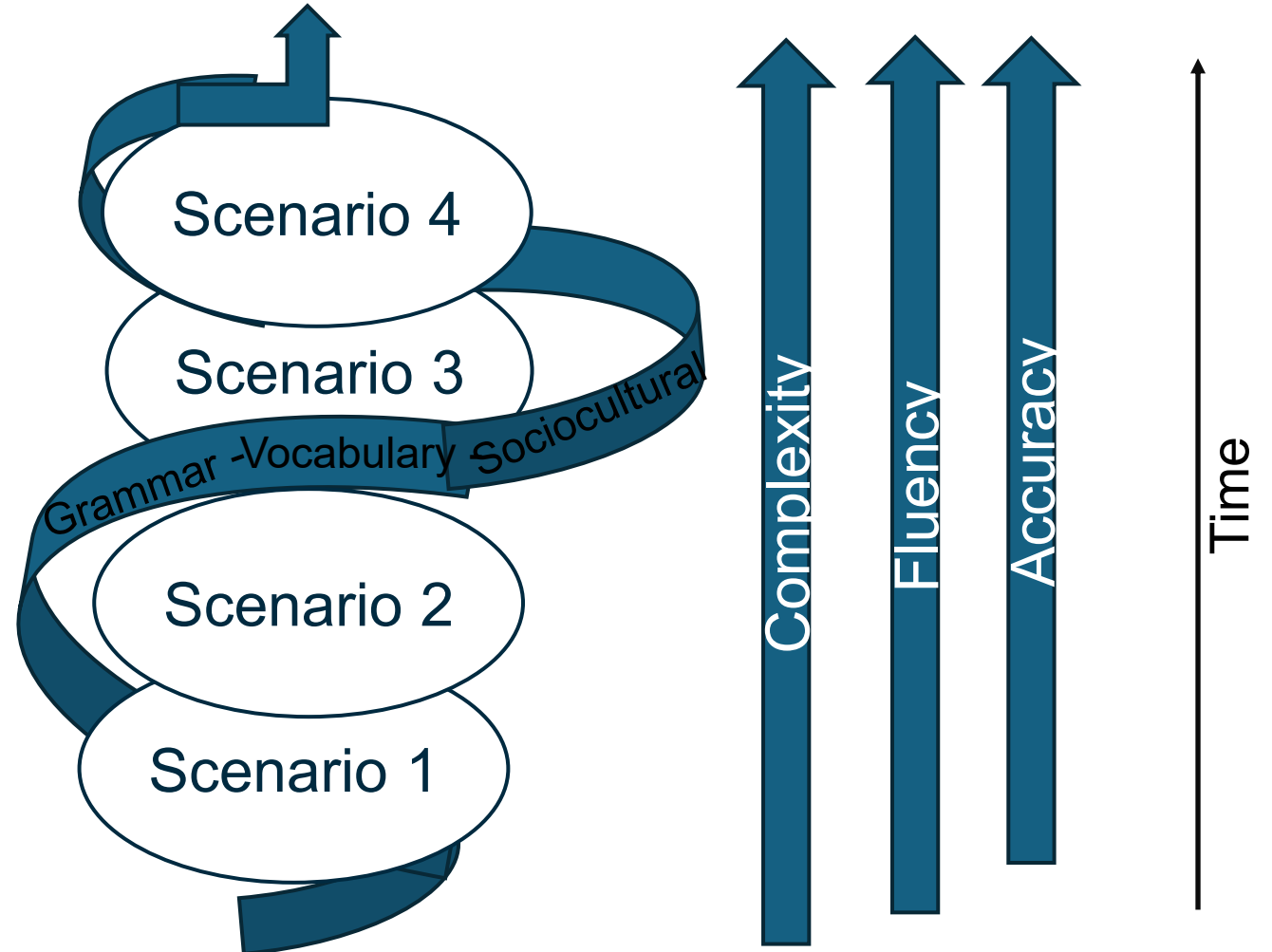
- Objectives expressed in real-life terms (**'can do' descriptors**)
- Student choice and **agency** (learner as social **agent**)
- AoA tasks are usually organised in **a didactic sequence of several lessons** – with a **contextualizing scenario**
- Tasks do **not** just provide practice of language or isolated skills; they foster **real language use** and encourage **creating an artefact**
- **Transparent assessment** integrated into teaching – using criteria developed from descriptors

At the curriculum level

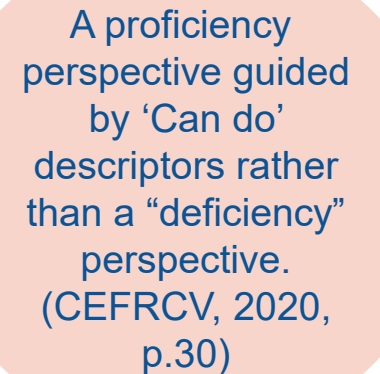
Traditional



Action-oriented



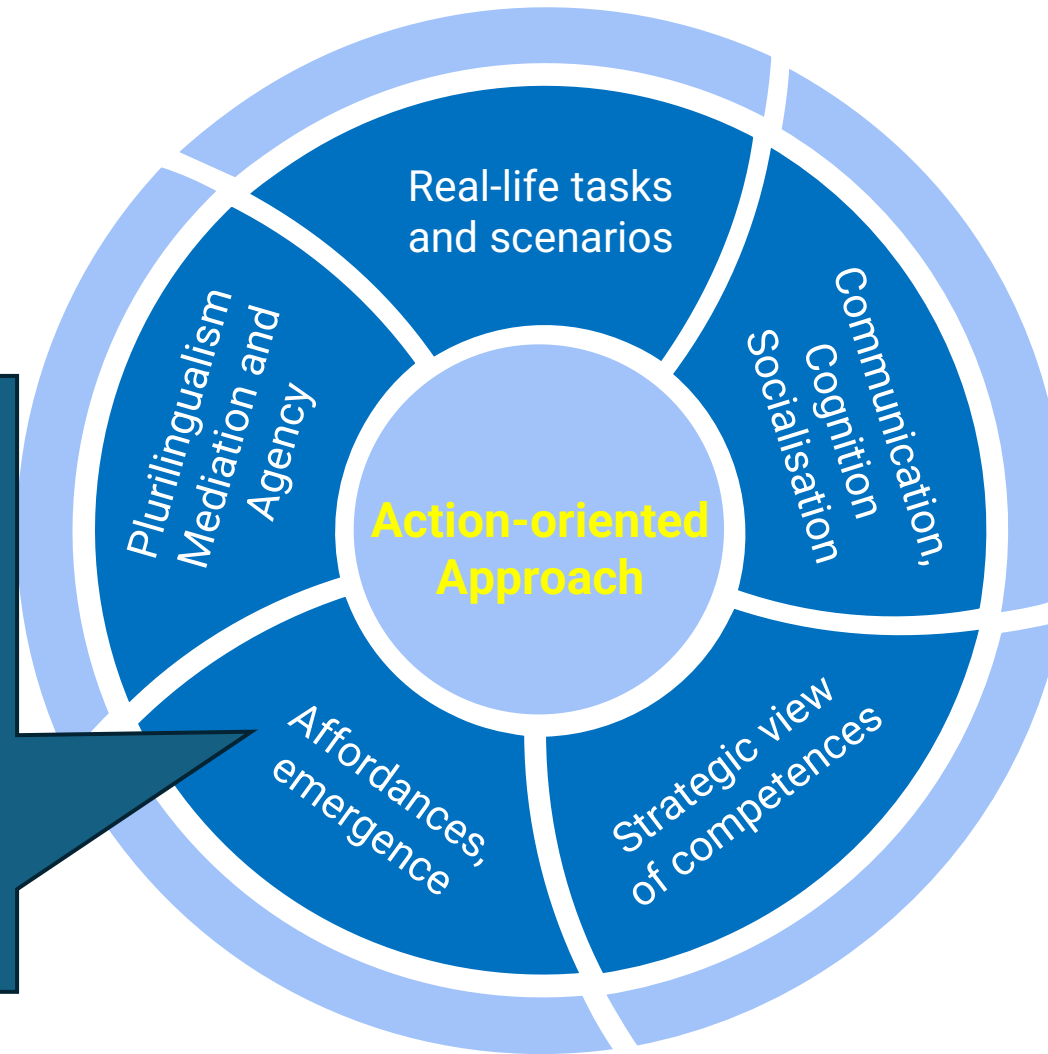
“The CEFR’s **action-oriented approach** represents a shift **away from syllabuses based on a linear progression** through language structures, or a pre-determined set of notions and functions, **towards syllabuses based on needs analysis**, oriented towards **real-life tasks** based on **real-world communicative needs** and constructed around **purposefully selected notions and functions** [...] and accompanied by **“can do” descriptors** that communicate aims to learners.” (CEFCV, 2020: 28)



A proficiency perspective guided by ‘Can do’ descriptors rather than a “deficiency” perspective. (CEFR CV, 2020, p.30)

Affordances are **opportunities to act** in the environment (Gibson, 1979)

Affordances are acted on by individuals when they **exercise their agency** by accepting **invitations that they perceive** in the environment.



*“The AoA implies a move from a paradigm of linearity and simplification focusing on knowledge to a **paradigm of complexity focusing on competence**, where the object of study (*language*), the subject learning it (*language user*), the action (*language use*) and the reflection (*metacognitive/metalinguistic phase*) are interconnected and interdependent”* (Piccardo & North, 2019: 52)

“Rather than providing ‘inputs’ to learners one should [...] expose them to a **rich landscape of affordances**. This will foster **emergence of language**.” (Piccardo & North, 2019: 107)

One should provide learning environments with “**action potential**” (van Lier 2004: 92), thus encouraging “**perception in action**” (2004: 97) which helps users/learners to see and act on ‘affordances’ in the environment.



In a nutshell: “Who is afraid of complexity?”

- Complexity should be embraced: **scaffolding** (with **authentic materials**)
- Complexity of **tasks** (multistep, challenge); **language** (complexity, accuracy, fluency)
- No 1-to-1 relationship between words and meaning – in/across languages → **construction of meaning**
- From discrete items/skills to situated learning → multiphase tasks / integrated skills → **mediation**
- Language repertoire is holistic, embracing all languages, varieties, registers → **plurilingualism**

CLT vs AoA

Communicative tasks:

In the classic Task-based Language teaching (TBLT) **teachers orchestrate the tasks in the project with precise instructions** e.g. *“The students work in groups and choose the five best questions ... and answer them from the documentary”* (Willis & Willis 2007, p. 102).

Action-oriented tasks:

Teachers provide **affordances** through action-oriented tasks/scenarios.

The **learner takes responsibility for their learning process and (co)designs artifacts**. (Piccardo & North, 2019, p. 143)



The AoA in the everyday class....

...is not mission impossible

Real-life tasks

Scenarios translate the AoA into practice

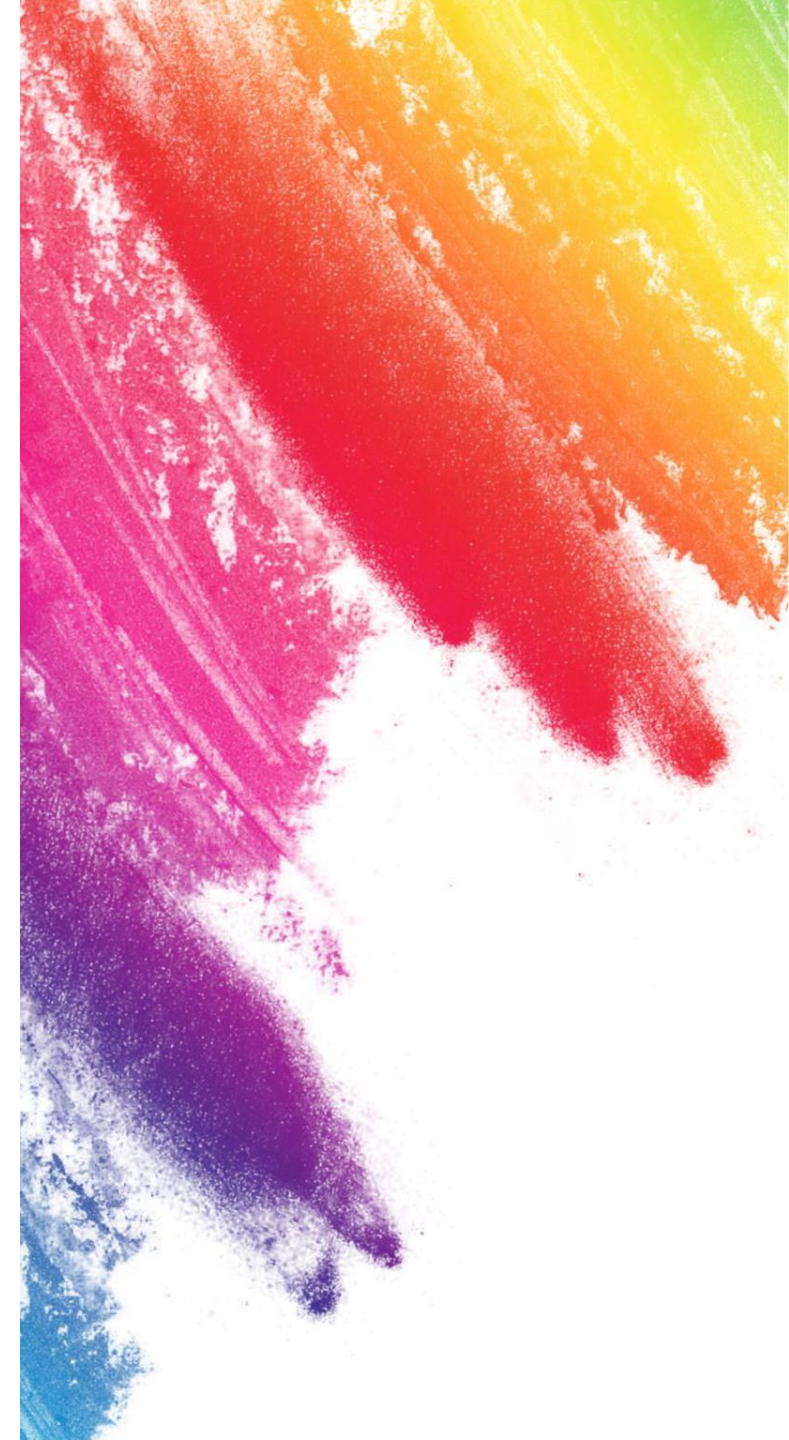
objectives/assessment

oriented

decision-making

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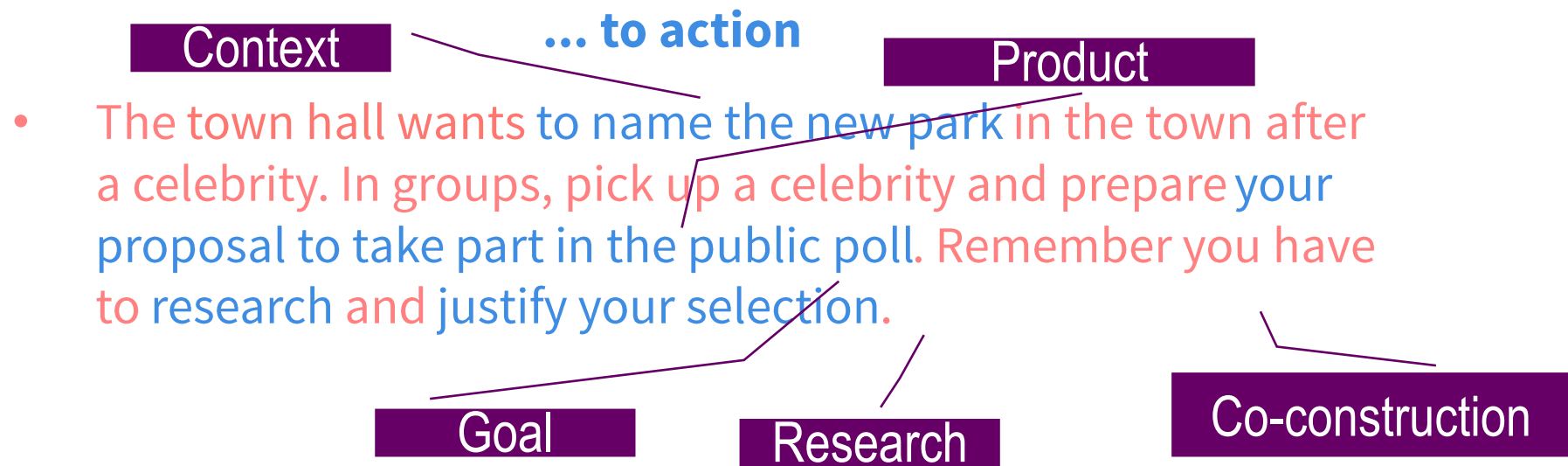
From CLT to AoA: from tasks to scenarios

From communication...

- In groups, pick up a celebrity and prepare to tell the class the most important facts about him/her so that your classmates can guess who you are talking about.

... to action

- The town hall wants to name the new park in the town after a celebrity. In groups, pick up a celebrity and prepare your proposal to take part in the public poll. Remember you have to research and justify your selection.



Adapted from: Sánchez Cuadrado, Adolfo (2021), "Claves para operativizar la enseñanza de la mediación lingüística en el aula de español como lengua extranjera o segunda lengua", in Arrieta Castillo, Carolina (coord.), *Discurso, comunicación y gestión del aula de ELE*. Colección Ámbito-ELE. Madrid: enClave-ELE y Centro de Estudios Financieros.

A healthy menu (A1)

Scenario Description:

“Healthy eating is a very important part of a healthy lifestyle. To encourage good eating habits in the community, the principal has announced a contest for a new school breakfast menu. You’ve decided to create a new healthy menu that most of your friends will be happy about, but you don’t know much about what your friends like and don’t like to eat. Once you submit your idea, the whole class will vote together on which menu to submit it to the principal”

Scenario Goals:

Understand	understand more about the importance of healthy eating
Ask and answer	ask and answer questions about food likes/dislikes
Write	write a short text about their healthy food habits

What will students be learning to **DO** in the language to achieve the **scenario**?

(Student-centered language)

- *I can have a short conversation about what I like to eat.*
- Can take part in a simple **conversation** of a factual nature on a **predictable** topic (e.g. family, school, likes and dislikes, etc).
- *I can write about what I eat every day using simple words and sentences.*
- Can **write** about matters of personal relevance (**e.g. likes and dislikes**, family, where they live and do, pets) using simple words and basic expressions

How will students complete the different activities? At which level of difficulty?

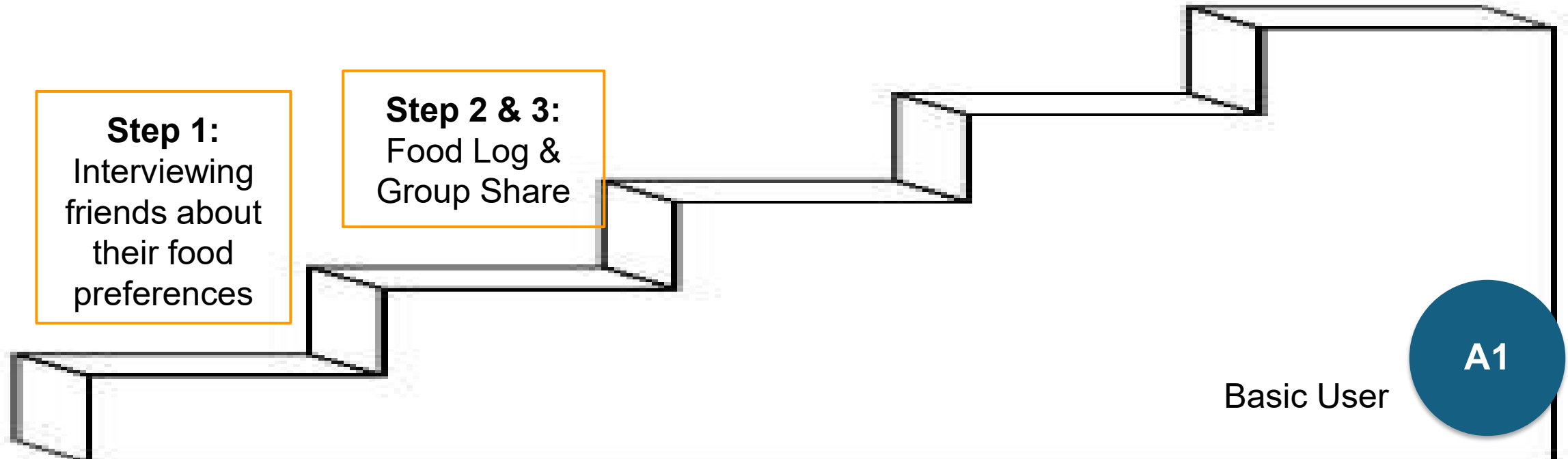
- Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire
- *I can use a few simple sentences to talk about what I like to eat.*
- Can copy familiar words and short phrases (e.g. names of everyday objects and set phrases used regularly)
- *I can use some food vocabulary and days of the week to write down what I ate.*

Implementing CEFR Descriptors in a Scenario

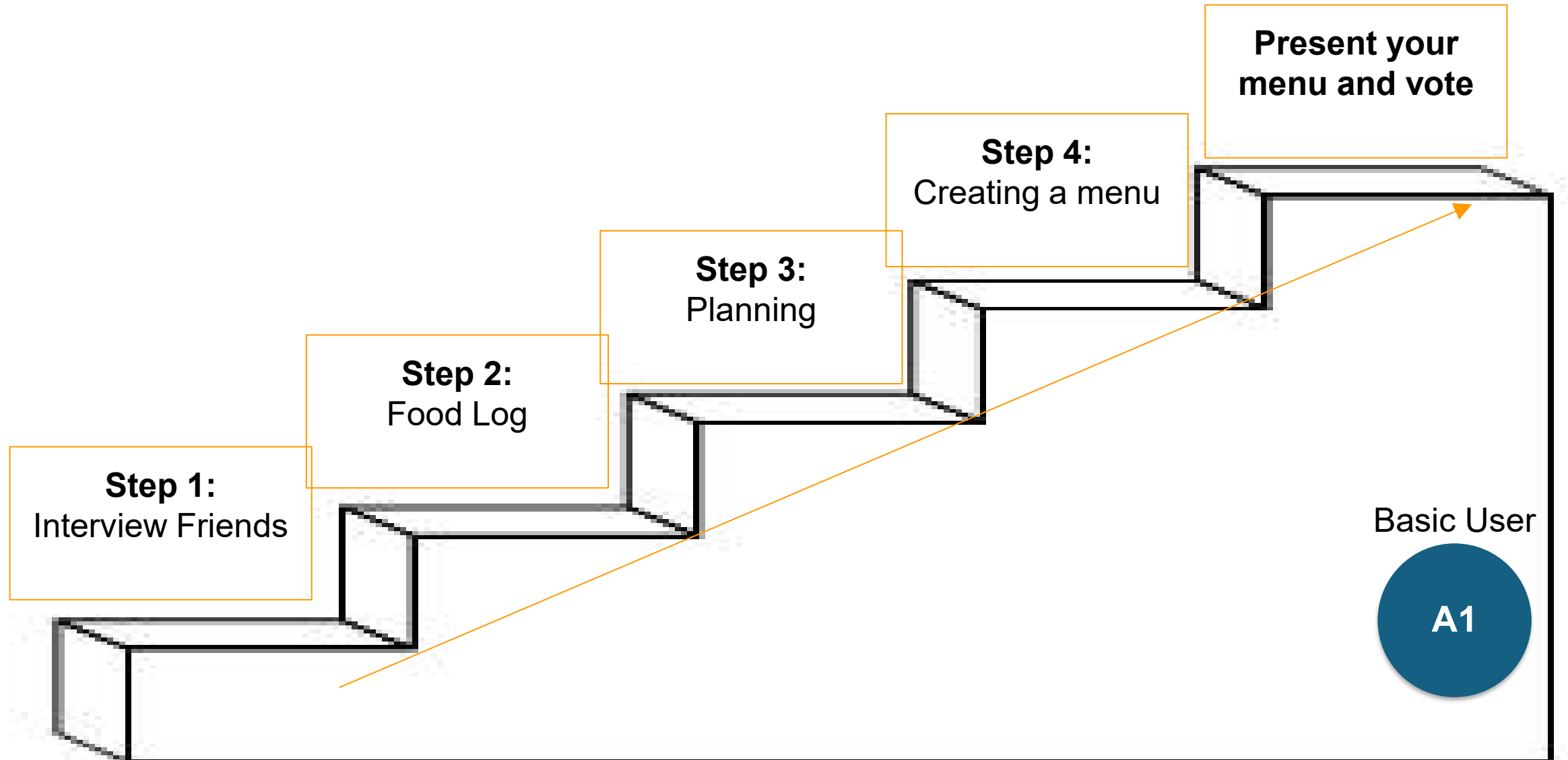
How does Step 2 and 3 activate the CEFR descriptors?

Over the course of a week, you will write down what you eat every day. *What foods do you like to eat? Are you eating a healthy diet?* Share your log with a small group. *Are there any similarities between diets? Differences? What are some common food items? How will this information help you to create the perfect menu?* Remember that you'll want to create something that all your friends will enjoy!

- Can use simple words to write personal information in a journal (e.g. Today, I ate carrots for lunch)
- Can communicate basic information about personal details



A healthy menu - scenario steps



CEFR “Can Do” statements: Can we imagine a similar action-oriented scenario at a higher proficiency level?

A1
(WHAT)

- I can have a short conversation about what I like to eat.

A1
(HOW)

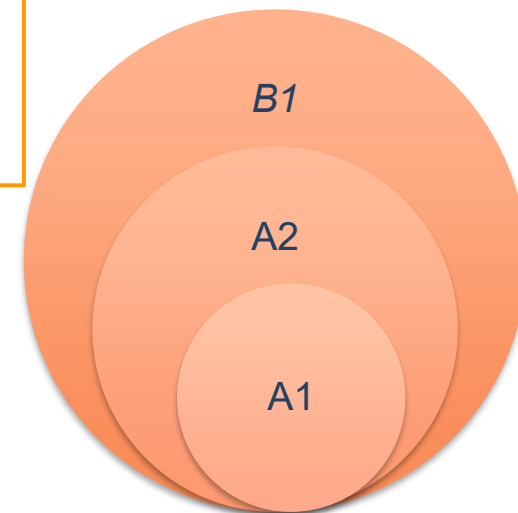
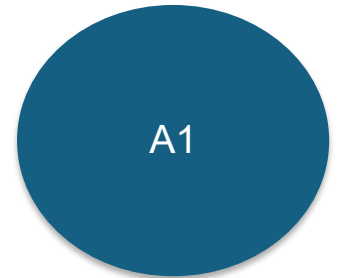
- I can use a few simple sentences to talk about what I like to eat.

B1
(WHAT)

- I can prepare a short presentation about healthy eating habits using some visual support (PowerPoint, posters)
- I can reply to unplanned questions on the topic I’m presenting on

B1
(HOW)

- I can follow the conventions of a presentation
- I can reply to a question by giving a brief reason and explanation about healthy food



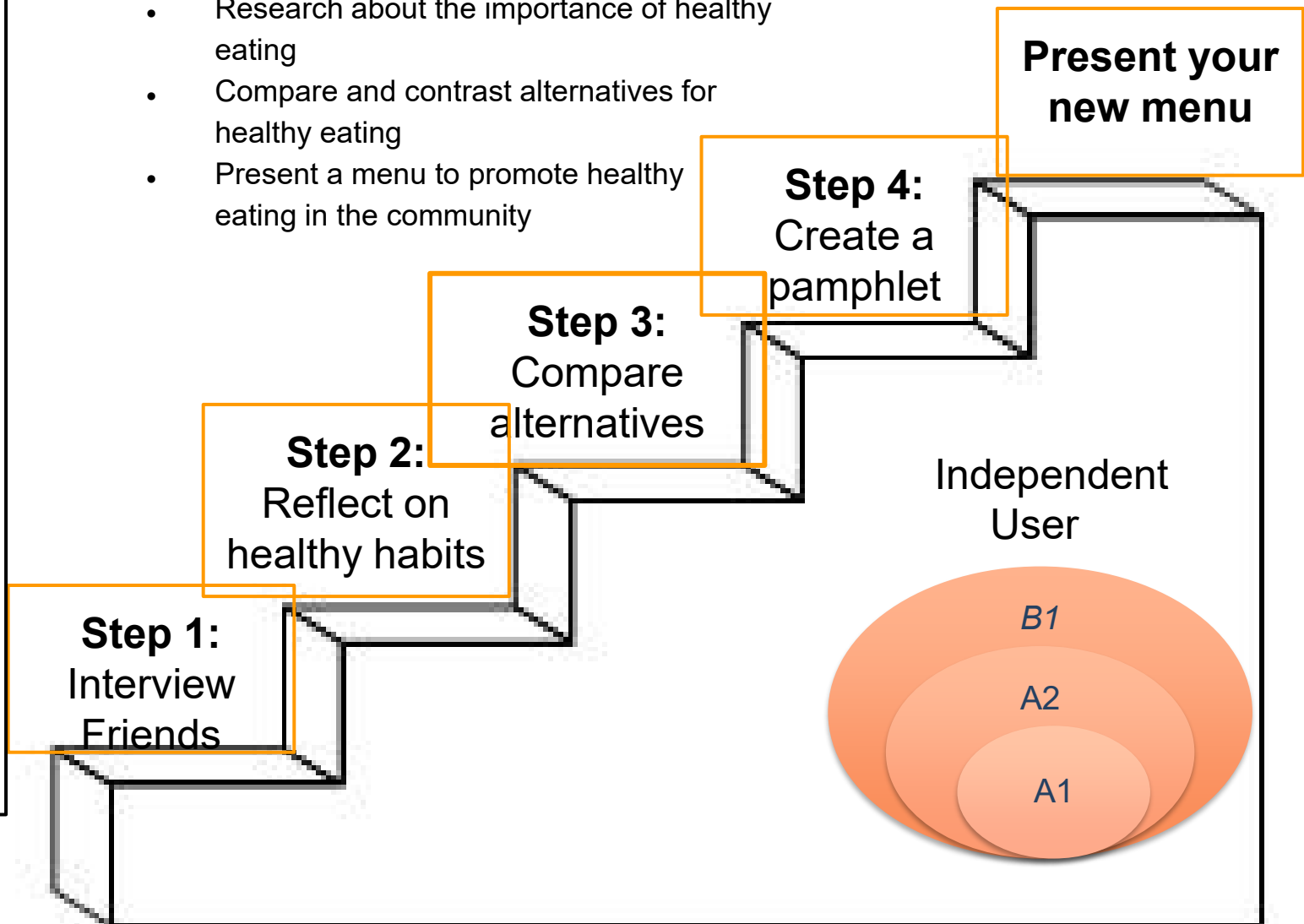
Our healthy community (B1)

Healthy eating is a very important part of a healthy lifestyle. To help encourage good eating habits, your class has decided to teach your community about healthy eating during an upcoming school assembly. To prepare for this task, you will need to:

- ❑ **interview** classmates about their health and well-being to think about changes
- ❑ **reflect on** of your own healthy choices
- ❑ **compare** several healthy food options to discuss their benefits & preparation
- ❑ prepare a simple pamphlet introducing the food items to the school community
- ❑ Plan a short presentation and be prepared to answer audience questions

At the assembly, you will distribute the pamphlets to other community members and ask and answer their questions about healthy eating

- Research about the importance of healthy eating
- Compare and contrast alternatives for healthy eating
- Present a menu to promote healthy eating in the community



Present your new menu

Step 4:
Create a pamphlet

Step 3:
Compare alternatives

Step 2:
Reflect on healthy habits

Step 1:
Interview Friends

Independent User

B1

A2

A1

Things are moving...
... towards action-
oriented plurilingual
scenarios


LA FRANCOPHONIE EN ACTION



Caroline Lebec,
Frenand Léger,
et Miao Li
avec Enrica Piccardo
(conseillère scientifique)

UTILISATEUR INDÉPENDANT

B1

Scénarios	Mise en train et diagnostic	Réception, interaction, production et médiation	Observation et entraînement linguistiques	Regards pluriculturels, plurilingues et sociolinguistiques	Tâche finale
 <p>Scénario 1 Organiser la rentrée universitaire : trouver un logement</p>	<ul style="list-style-type: none"> • Habiter seul ou en colocation ? 	<ul style="list-style-type: none"> • Lire un bail et les règlements de la résidence universitaire • Découvrir le lexique de la vie en résidence • Écrire une lettre formelle • Remplir un formulaire de demande d'inscription • Décrire une chambre de résidence idéale 	<p>Grammaire</p> <ul style="list-style-type: none"> • Le conditionnel présent <p>Lexique</p> <ul style="list-style-type: none"> • Les marqueurs de relation (la cause, la conséquence, l'addition et l'opposition) 	<ul style="list-style-type: none"> • Découvrir le lexique de l'appartement au Québec 	<ul style="list-style-type: none"> • Écrire une lettre de demande de logement pour la résidence à l'université

Through mini-scenarios learners get to the culminating action-oriented and potentially plurilingual scenario

PROJET DE FIN DE MODULE

Je prépare une présentation et une animation d'un débat public

Vous vous êtes **occupé** de vous, et il est maintenant temps de présenter vos idées.

Un de vos **amis, enseignant** dans une école secondaire, vous demande de préparer une présentation qui sera suivie d'un petit débat public avec tous les élèves, dans le gymnase de l'école. Le débat de 20 minutes portera sur les difficultés et l'utilité des longues études universitaires dans la société actuelle. Comme il s'agit d'une école située dans une zone sensible de nouvelle immigration, l'**enseignant** vous demande d'être particulièrement **attentif** à ne pas décourager les élèves, au contraire à les motiver et à les rassurer. Vous préparez une série de points clés que vous exposerez à l'**enseignant** avant la présentation et le débat. Puis vous faites votre présentation et vous animez le débat.

Scenarios can be viewed as “blueprints for projects”

(Piccardo & North, 2019, pg. 272).

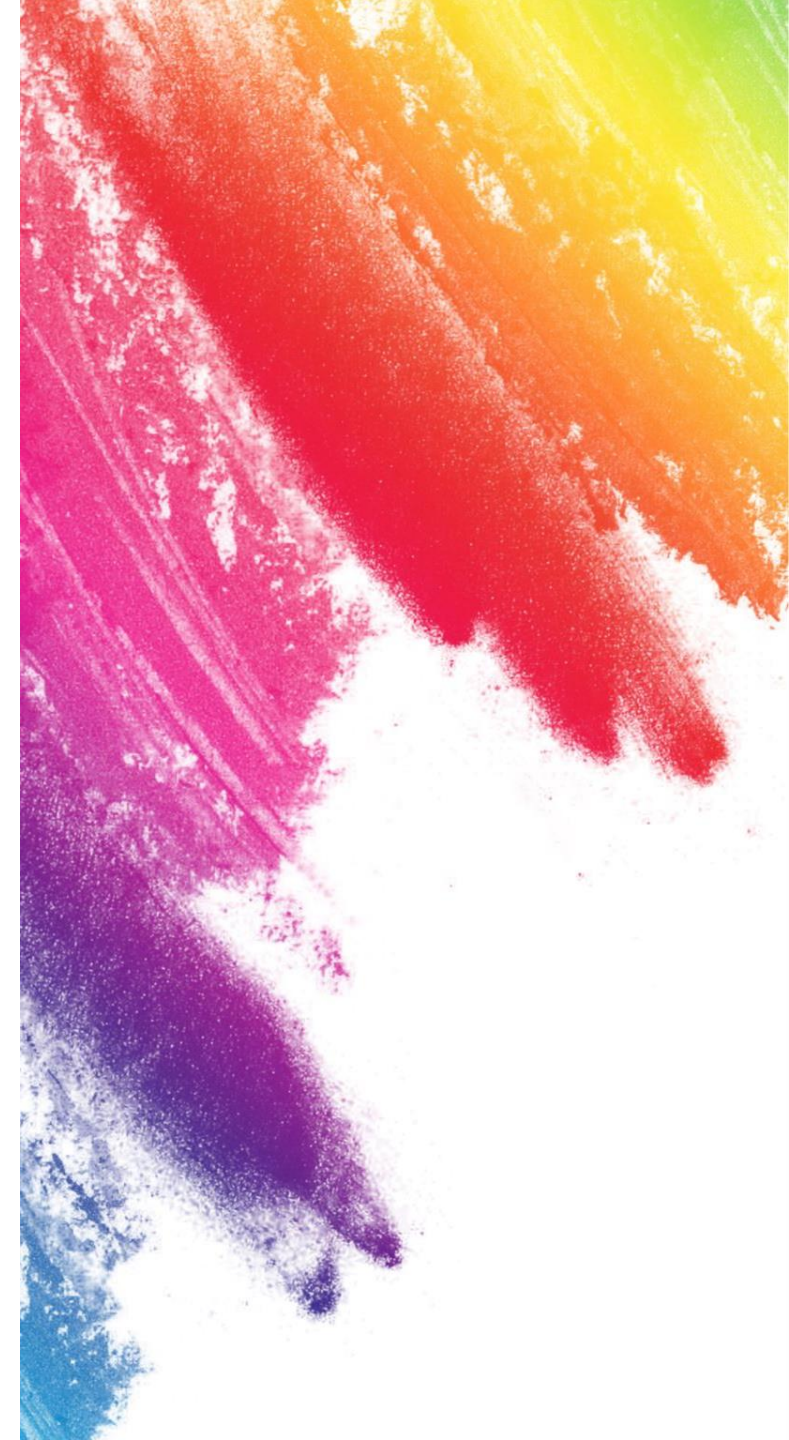
Action-oriented scenarios:

- foster **initiative**, *affordances*, i.e. opportunities to act (>**agency**) purposefully and **strategically**
- emphasize the **social and mediated**
- activate diverse **linguistic and cultural**
- involve multiple **steps, constraints**, and a **communicating artefact**

Action rather than perfection

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4-YEAR PARTNERSHIP DEVELOPMENT GRANT

Lead institution:



Principal Investigator (PI):
Enrica Piccardo

Collaborating institutions:



uOttawa

Co-PI:
Aline Germain-Rutherford



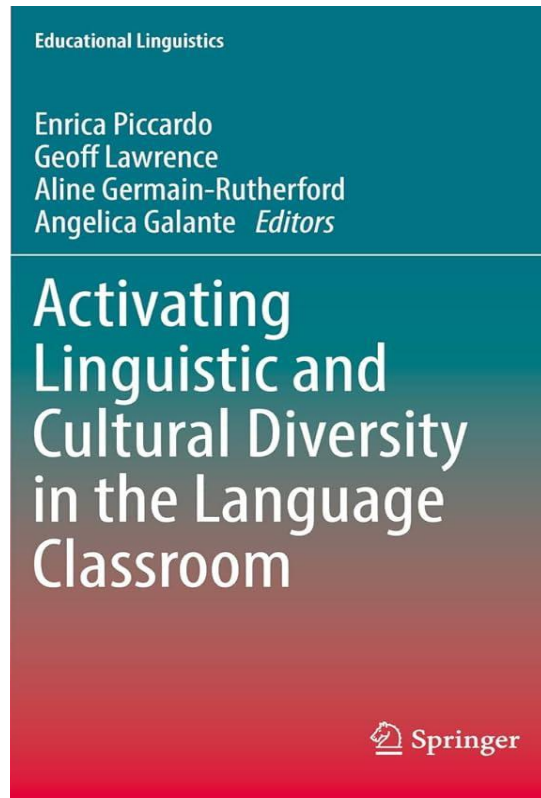
Co-PI:
Geoff Lawrence

20+ Collaborating Researchers & Participating Institutions:



Funding agency:





Defined an innovative pedagogical framework embedding an action-oriented, technology-mediated, plurilingual approach



Developed online pedagogical resources, a social engagement platform, and an e-portfolio with reflective and interactive self-assessment tools



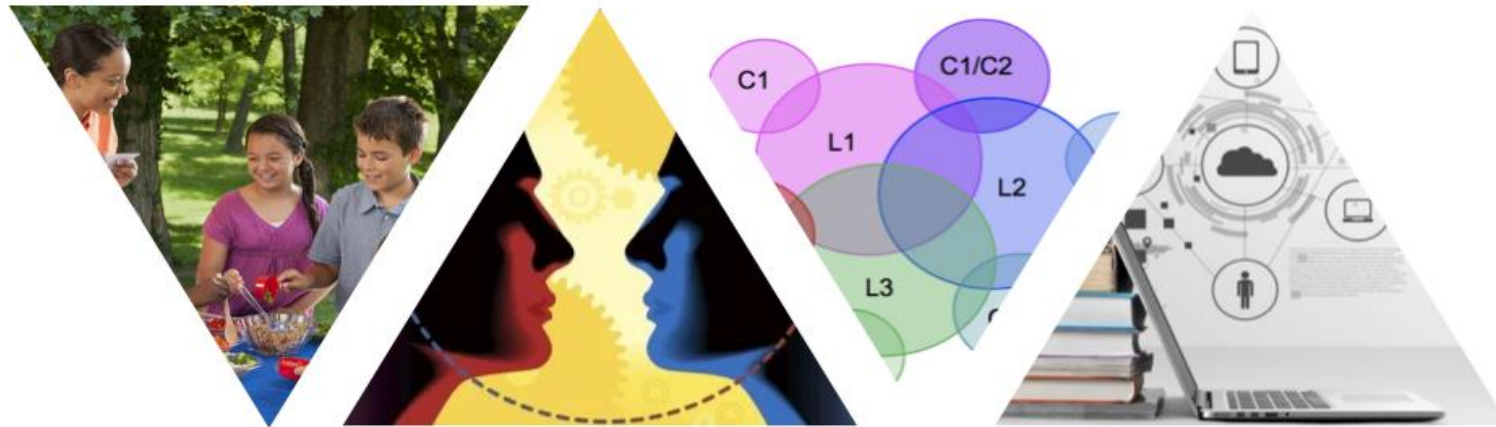
Provided evidence from 25 Canadian teachers that informed future research projects

The LINCDIRE Framework

LINCDIRE LINGUISTIC AND CULTURAL DIVERSITY REINVENTED

Action-oriented approach

Plurilingualism



Holistic Reflections

Technology

LITE LANGUAGE INTEGRATION THROUGH E-PORTFOLIO

LINCDIRE: FOUR PILLARS

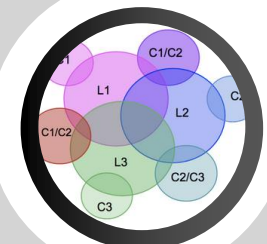
01 Action Orientation



02 Plurilingualism



03 Holistic Reflections



04 Technology



Action-Oriented Scenarios



Lost in a New Town

You are participating in an exchange program to Germany and you have lost your group after the city tour. Now you are trying to find your way back to the youth hostel, but unfortunately, your cellphone is out of battery. You cannot check online or call a friend. However, you do have a paper map and can ask someone on the street for help.

German Version: In einer neuen Stadt verlaufen

Bulgarian Version: Изгубен в нов град

Holistic Reflections



Level Checks

Level Check for - C1

Spanish German



Radar Charts



Plurilingual Journey



Andre Scholze

English, Spanish, Portuguese

LITE LANGUAGE INTEGRATION THROUGH E-PORTFOLIO

Action-Oriented Scenarios



Lost in a New Town

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Holistic Reflections



Level Checks

Level Check for - C1

Spanish German



Radar Charts



Plurilingual Journey



Andre Scholze ✓

English, Spanish, Portuguese



Available Scenarios

"Scenario" refers to the whole action-oriented learning unit, and "task" refers to the culminating task at the end of the scenario. As a scenario will take a certain number of lessons to be completed, it may include sub-tasks/smaller tasks which will contribute to the successful accomplishment of the culminating task and therefore of the scenario.



How are you feeling?

You have been selected as your class representative! You have been asked to offer advice to your friends and community



The Winter Weather Report

Winter is here and we need to make sure that everyone in the community stays updated on the weather conditions. You will



Our Museum, Our Stories

You are the new museum manager and it is your job to recreate our aboriginal history through stories. You will ask parents,



Lost in a New Town

You are participating in an exchange program to Germany and you have lost your group after the city tour. Now you are trying



German Language Learning Community Blog

Imagine you are a student blogger writing for a local language blog here in Edmonton. You are the language expert and the



Plurilingual Songs

You and a group are competing in the first inter-audiovisual competition, Huelva Music Video Competition. The theme for this year is 'ways of feeling in d

Projet LINCDIRE (Linguistic and Cultural Diversity REinvented)

Traditional Storytelling for the 21st Century



© LINCDIRE project

In order to encourage younger community members to actively appreciate stories, your local library is asking the community to donate some of their favourite childhood fairytales . You take a look through your collection and decide that many of your favourites need to be updated because they are not written in German and do not include any modern morals that would interest the younger generation.

To complete this task, you will need to write an original German fairy-tale with modern twists for a 21st century child.

<https://www.lincdireproject.org/>

Suggested scenario steps

STEP 1: THE IMPORTANCE OF STORIES

During your childhood and thereafter, you've probably read or listened to fairy tales. Which stories did you enjoy the most, [...]

STEP 2: MY FAVOURITE FAIRYTALE

In this step, you will share your favourite childhood fairytale with your classmates. As you read a part of your [...]

STEP 3: RETELLING A STORY

Now that you have analyzed the narrative and linguistic features of a fairytale, in this step you will learn some [...]

STEP 4: RETHINKING IMPORTANT MESSAGES

Using the Placemat handout your teacher provides, take some time to reflect on the common morals and character traits found [...]

STEP 5: WRITING OUR STORIES

Now that you have come with new ideas (new moral messages, vocabulary and language features in storytelling), you are ready [...]

STEP 6: CAN YOU HELP ME WITH MY STORY?

In this step, you will use the Peer Editing sheet to give and receive feedback on your fairytales. Working with [...]

STEP 7: CULMINATING TASK – TRADITIONAL STORYTELLING FOR THE 21ST CENTURY CHILD

The time has come to share our stories with the community. Before you do so, you'll have a chance to [...]

TRADITIONAL STORYTELLING FOR THE 21ST CENTURY – CAN DO QUIZ

[Click here to Do a Reflection](#) and then click "View Lesson Quiz" below.

General goals

By the end of the scenario, students will be able to...

- Identify stereotypes common in fairy-tales/legends from around the world and varying cultures and discuss why these might be damaging to young minds today.
- Identify common linguistic features of fairy-tales/legends from German-speaking regions, but also from other cultures (eg. Common opening and concluding expressions and structures, use of dialogue, repetition, a narrative past tense)

Communicative activities & Competences

the “What”

Communicative activities expressed through CAN DO statements

- Can understand the main points and important details in *fairy tales*, provided the speaker speaks slowly and clearly
- Can write straightforward connected fairy-tales on a range of familiar subjects within *his/her field of interest*, by linking a series of shorter discrete elements into a linear sequence
- Can give or seek personal views and opinions in discussing common storylines, character traits and morals
- Can give a prepared straightforward presentation on *his/her own fairy tale* which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision

the “How”

Communicative competences expressed through CAN DO statements

Linguistic (grammar/vocabulary/phonology)

- Can use language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as fairy-tales
- Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels
- Spelling, punctuation and layout are accurate enough to be followed most of the time

Communicative activities & Competences (cont.d)

Communicative competences expressed through CAN DO statements

the “How”

Pragmatic and sociolinguistic (functional/discourse, register/contextual appropriacy):

- Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story
- Shows awareness of the conventional structure of *fairy-tales* when communicating his/her ideas
- Can briefly give reasons and explanations for opinions

Sociocultural (proximity convention, directness/indirectness):

- Can understand customs, attitudes, values and beliefs prevalent in the community concerned
- Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures
- Can adopt conventions for formal presentations (e.g., *oral storytelling*)

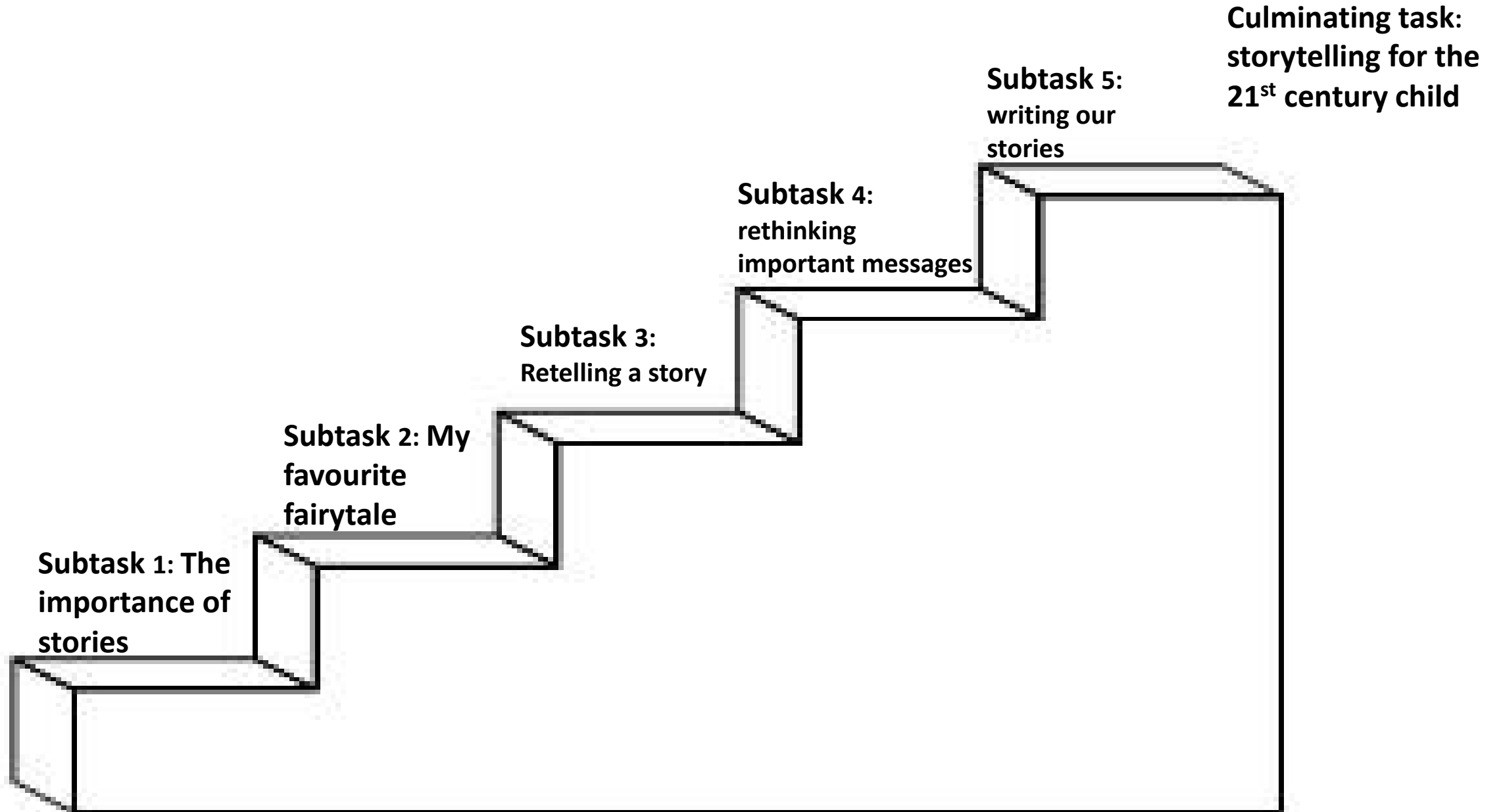
Plurilingual/Pluricultural dimension

- Can use what he/she has understood in one language to understand the topic and main message of a story in another language
- Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (e.g. *linguistic and sociocultural features common to the fairy-tale narrative style*)
- Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (e.g. *linguistic and sociocultural features common to the fairy-tale narrative style*)

Mediation

- Can summarize in writing the main points made *in fairytales from different cultures*, using simple formulation
- Can collaborate in simple shared tasks and work towards a common goal in a group by asking and answering straightforward questions (e.g. identifying common linguistic and narrative features)
- Can paraphrase short written passages in a simple fashion, using the original order of the text

Planning the steps (subtasks)



Each subtask is a step towards the culminating task

Subtask 1: The importance of stories

.....

Subtask 2: My favourite fairytale

You have been asked to bring in fairy or folk tales from your home culture to share to the group. You will read aloud or present these stories in your home language while your classmates listen and attempt to follow along using knowledge of various languages, visual and contextual clues to understand. Then you and a small group will summarize each story in English.

Finally, you will use the Ingredients of a Typical Fairy Tale hand-out to identify specific narrative and linguistic features. Compare and contrast your fairy-tales with the others to see what similarities and differences exist across cultures.

Subtask 3: Retelling a story

.....



Assessment and self-assessment

Observation Checklist (to be used for the culminating task) (for teachers)

By the end of this task _____: name of student

Communicative language activities	by themselves	with help	not yet
Can understand the main points and important details in <i>fairytails</i> , provided the speaker speaks slowly and clearly (B1 AR06)			
Can write straightforward connected <i>fairy tales</i> on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence (i.e., a writing style for a young target audience) (B1 WP01)			
Can give or seek personal views and opinions in discussing <i>common storylines, character traits and morals</i> (B1 OI05)			
Can give a prepared straightforward presentation on <i>his/her own fairytale</i> which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision (B1 OP04)			
Communicative competences	by themselves	with help	not yet
Can use language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as <i>fairy tales</i> , but lexical limitations cause repetition and even difficulty with formulation at times (B1 LN01)			
Shows awareness of the conventional structure of <i>fairy tales</i> when communicating his/her ideas (B1 PR02)			
Can adopt conventions for formal presentations (e.g., <i>oral storytelling</i>) (B1 SC04)			
Plurilingual and pluricultural competences	by themselves	with help	not yet
Can use what he/she has understood in one language to understand the topic and main message of a <i>story</i> in another language (B1 PL02)			
Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (e.g., <i>linguistic and sociocultural features common to the fairy-tale narrative style</i>) (B1 PL03)			
Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture (e.g., <i>storytelling conventions in different cultures</i>) (B1 PC04)			
Ability to learn	by themselves	with help	not yet
Can identify areas of confusion or concern and use available resources, including notes in their binder, dictionaries, the teacher, and peers, to resolve the confusion.			
Can assess their own level of comfort with new structures and vocabulary and make use of reference tools and exercises to enhance their comfort level before attempted the main task.			
Mediation	by themselves	with help	not yet
Can summarize in writing the main points made in <i>fairytails from different cultures</i> , using simple formulations and the help of a dictionary to do so (B1 MT03)			
Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions (e.g., <i>identifying common linguistic and narrative features</i>) (B1 MC02)			
Can paraphrase short written passages in a simple fashion, using the original order of the text (B1 MS01)			

Language Learning Self-Assessment Checklist (for students) (for students)

Scenario:[provide the title]

What I can do in the language I am learning	by myself	with help	not yet
I can understand the main points and important details in stories when the speaker speaks slowly and clearly.			
I can write a straightforward connected fairy-tale on familiar subjects, by connecting smaller elements into a linear sequence.			
I can give or ask for views and opinions about common storylines, character traits and morals.			
I can give a prepared straightforward presentation on a familiar topic that is clear, and the main points are well-explained.			
Quality of the language I use	by myself	with help	not yet
I can talk about fairy tales, but I need more vocabulary and grammar to avoid repeating myself.			
I can use the conventional structure of fairy tales, when communicating my ideas.			
I can adopt conventions for formal presentations (e.g., <i>oral storytelling</i>).			
I am plurilingual (PL) and pluricultural (PC)	by myself	with help	not yet
I can use what I have understood in one language to understand the topic and main message of a story in another language.			
I can deduce the message of a text by using what I have understood from texts on the same theme written in different languages (e.g., <i>language and cultural similarities common to the narrative style</i>).			
I can explain features of my own culture to members of another culture or explain features of the other culture to members of my own culture.			
My ability to learn	by myself	with help	not yet
I can identify areas of confusion or concern and use available resources, including notes in my binder, dictionaries, the teacher, and peers, to resolve the confusion.			
I can assess my own level of comfort with new structures and vocabulary and make use of reference tools and exercises to enhance their comfort level before attempting the main task.			
My space for free reflection			

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Storytelling for the 21st Century:

Examples of learners' artifacts (Example in German on the website)



STEP 7: THEIR TRADITIONAL STORYTELLING

Here are the stories written by my students. As a teacher, it has been such a satisfying experience to see [...]

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[Read more](#)



STEGOSAURUS by Alessandro Malvezzi

STEGOSAURUS A little adventure Once upon a time there was a little girl named Marley, she lived in a small [...]

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[Read more](#)



THE ADVENTURE OF TIMMY AND JAKE

Once upon a time, in a very little town situated in the middle of a great woodland, there was a [...]

[Print](#) [PDF](#) [Email](#)

[Read more](#)

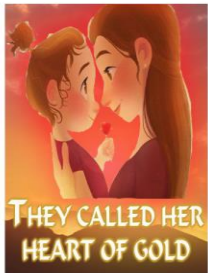


SLIDE ON by Alice Lampecchia

In a distant country there was once a magical school where each pupil could freely choose who to be, how [...]

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[Read more](#)



THEY CALLED HER HEART OF GOLD, by Alyssa Rebecca Rotondaro.

Once upon a time there was a beautiful little girl, blond hair, blue eyes and full of joy and lightheartedness. [...]

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PIN AND THE TALKING CROW

Once upon a time there was a large gray building in a large city in northern Europe. A boy named [...]

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The power of girls.

GIRL POWER

Once upon time, in a little village maybe in France, maybe in England, lived a girl whose name was Emily. She lived with her parents and her seven brothers in a little flat in the outskirts of a big city. With her mum Emily used to do activities considered to be peculiar for women. But Emily didn't like it. She hated to cook, to clean, to iron or to dry clothes. <<Why do i have to do it and not my brothers?>> always asked her mum. <<Because you are a girl and you must do it!>> answered her mum exasperated. Emil was considered inferior in comparison to her brothers. In fact she didn't play with the ball with them or didn't play war games like a soldier. Moreover, she was forced to sleep in the under-stair only because she was a girl. She loved to help her father at work. He worked as a bricklayer and he used to take Emily with him and she really was happy about this. When Emily was eleven years old, she started to attend secondary school. She was excited because she could meet new people. At school Emily liked all the classes, but once, during P.E. class, something happened that made Emily angry. In the gym, the teacher called all the students around him and said: <<Good Morning guys! Today I want you to learn how to play football. I need one person who helps me with the exercise!>> <<Me, teacher!>> answered Emily. At that moment, all the students started to laugh. <<Oh, shut up guys! My darling, you can't because you are a girl! It's for boys. Come on, go to play with the other girls!>> <<But i can! I'm able to do!>> responded Emily angrily. <<Stop! I said no!>> When she returned home, Emily was forced to clean the windows. At that moment, she realised that in the other lessons something similar had happened. In fact when the teacher asked questions, she always gave the opportunity to answer to the boys and never to the girls.



THE RED MOON

THE RED MOON Once upon a time there was a young boy named Alfonso who lived in an enchanted valley [...]

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[Read more](#)



A STRANGE PHONE by Sara Girò

Once upon a time, many years ago...or better there will be a time, many years from now, a normal [...]

[Print](#) [PDF](#) [Email](#)

[Read more](#)

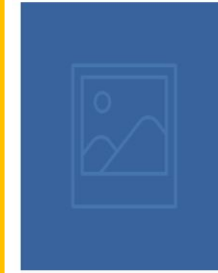


KNIGHTS OF THE SEA by Alice Delaini

In a small town called Atlantis near the sea, lives a little boy Austin. Austin has a dad named Harry [...]

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[Read more](#)



XYLIA. ADVENTURES AND MISADVENTURES OF AN INSECURE FAIRY

Once upon a time a beautiful fairy named Xylia. She had long brown hair, beautiful and semi-transparent wings that changed [...]

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[Read more](#)



THE GIRL AND THE CREATURE by Chiara Ballabio

Once upon a time, in a small village, there was a little girl named Isabel. She always felt wrong, [...]

[Print](#) [PDF](#) [Email](#)

[Read more](#)



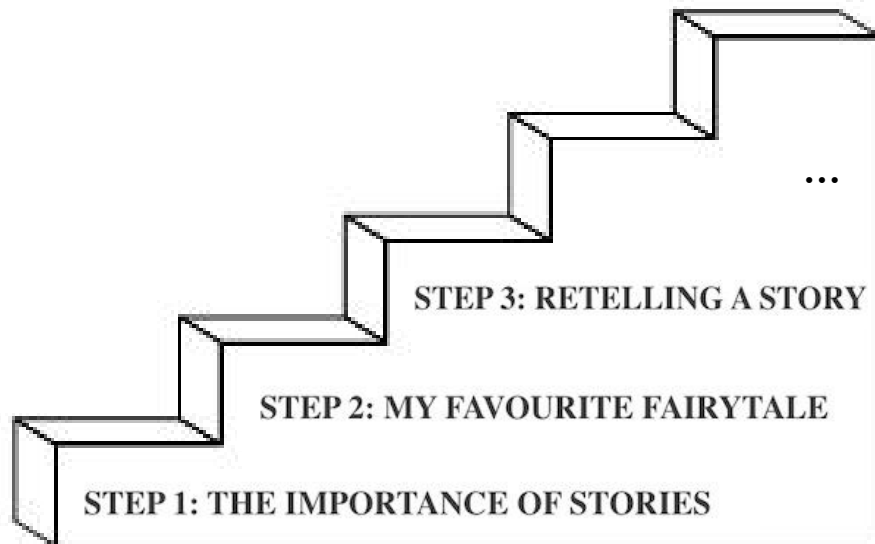
SAMSUNG AND IPHONE by Michele Onorati

A phone named Samsung had as master the Rossi's family. A bad day, he fell to the ground, [...]

[Print](#) [PDF](#) [Email](#)

[Read more](#)

STEPS AS SUB-TASKS TOWARDS CULMINATING TASK



STEP 7: CULMINATING TASK – TRADITIONAL STORYTELLING FOR THE 21ST CENTURY CHILD

Step 2: My favourite fairytale

In this step, you will share your favourite childhood fairytale with your classmates. As you read a part of your story aloud, you can use gestures, your voice, and the pictures in the book to help the group understand the story. After each one of your classmates reads their story, can you and your other group members summarize the plot? You can use a dictionary to help you understand any unfamiliar words. Also, write a list of narrative features from two fairy tales written in two different languages. Which features do the stories share? Which features are different? You can use 'Ingredients of a Typical Fairytale' handout for this activity. At the end of this step, make sure to share your findings with your classmates.

EXAMPLE SCENARIO GOALS

By the end of the scenario, students will be able to...

- Identify stereotypes common in fairy-tales/legends from around the world and varying cultures and discuss why these might be damaging to young minds today
- Identify common linguistic features of fairy-tales/legends from German-speaking regions, but also from other cultures (eg. Common opening and concluding expressions and structures, use of dialogue, repetition, a narrative past tense)

COMMUNICATIVE ACTIVITIES (THE “WHAT”)

Communicative activities expressed through CAN DO statements

- Can understand the main points and important details in *fairy tales*, provided the speaker speaks slowly and clearly
- Can write straightforward connected fairy-tales on a range of familiar subjects within *his/her field of interest*, by linking a series of shorter discrete elements into a linear sequence
- Can give or seek personal views and opinions in discussing common storylines, character traits and morals
- Can give a prepared straightforward presentation on *his/her own fairy tale* which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision

COMMUNICATIVE COMPETENCES (THE “HOW”)

Linguistic (grammar/vocabulary/phonology)

- Can use language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as fairy-tales
- Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels
- Spelling, punctuation and layout are accurate enough to be followed most of the time

Pragmatic and sociolinguistic (functional/discourse, register/contextual appropriacy):

- Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story
- Shows awareness of the conventional structure of *fairy-tales* when communicating his/her ideas
- Can briefly give reasons and explanations for opinions

COMMUNICATIVE COMPETENCES (THE “HOW”)

Sociocultural (proximity convention, directness/indirectness):

- Can understand customs, attitudes, values and beliefs prevalent in the community concerned
- Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures
- Can adopt conventions for formal presentations (e.g., *oral storytelling*)

Plurilingual/Pluricultural dimension

- Can use what he/she has understood in one language to understand the topic and main message of a story in another language
- Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (e.g. *linguistic and sociocultural features common to the fairy-tale narrative style*)
- Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (e.g. *linguistic and sociocultural features common to the fairy-tale narrative style*)

Mediation

- Can summarize in writing the main points made *in fairytales from different cultures*, using simple formulation
- Can collaborate in simple shared tasks and work towards a common goal in a group by asking and answering straightforward questions (e.g. identifying common linguistic and narrative features)
- Can paraphrase short written passages in a simple fashion, using the original order of the text

ASSESSMENT & SELF-ASSESSMENT

Observation Checklist (to be used for the culminating task) (for teachers)

By the end of this task _____:
name of student

Communicative language activities	by themselves	with help	not yet
Can understand the main points and important details in <i>fairytale</i> s, provided the speaker speaks slowly and clearly (B1 AR06)			
Can write straightforward connected <i>fairy tales</i> on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence (<i>i.e.</i> , a writing style for a young target audience) (B1 WP01)			
Can give or seek personal views and opinions in discussing <i>common storylines, character traits and morals</i> (B1 OI05)			
Can give a prepared straightforward presentation on <i>his/her own fairytale</i> which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision (B1 OP04)			
Communicative competences	by themselves	with help	not yet
Can use language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as <i>fairy tales</i> , but lexical limitations cause repetition and even difficulty with formulation at times (B1 LN01)			
Shows awareness of the conventional structure of <i>fairy tales</i> when communicating his/her ideas (B1 PR02)			
Can adopt conventions for formal presentations (<i>e.g.</i> , oral storytelling) (B1 SC04)			
Plurilingual and pluricultural competences	by themselves	with help	not yet
Can use what he/she has understood in one language to understand the topic and main message of a <i>story</i> in another language (B1 PL02)			
Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (<i>e.g.</i> , linguistic and sociocultural features common to the <i>fairy-tale narrative style</i>) (B1 PL03)			
Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture (<i>e.g.</i> , storytelling conventions in different cultures) (B1 PC04)			
Ability to learn	by themselves	with help	not yet
Can identify areas of confusion or concern and use available resources, including notes in their binder, dictionaries, the teacher, and peers, to resolve the confusion.			
Can assess their own level of comfort with new structures and vocabulary and make use of reference tools and exercises to enhance their comfort level before attempted the main task.			
Mediation	by themselves	with help	not yet
Can summarize in writing the main points made in <i>fairytale</i> s from different cultures, using simple formulations and the help of a dictionary to do so (B1 MT03)			
Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions (<i>e.g.</i> , identifying common linguistic and narrative features) (B1 MC02)			
Can paraphrase short written passages in a simple fashion, using the original order of the text (B1 MS01)			

Language Learning Self-Assessment Checklist (for students) (for students)

Scenario:[provide the title]

What I can do in the language I am learning	by myself	with help	not yet
I can understand the main points and important details in stories when the speaker speaks slowly and clearly.			
I can write a straightforward connected <i>fairy-tale</i> on familiar subjects, by connecting smaller elements into a linear sequence.			
I can give or ask for views and opinions about common storylines, character traits and morals.			
I can give a prepared straightforward presentation on a familiar topic that is clear, and the main points are well-explained.			
Quality of the language I use	by myself	with help	not yet
I can talk about <i>fairy tales</i> , but I need more vocabulary and grammar to avoid repeating myself.			
I can use the conventional structure of <i>fairy tales</i> , when communicating my ideas.			
I can adopt conventions for formal presentations (<i>e.g.</i> , oral storytelling).			
I am plurilingual (PL) and pluricultural (PC)	by myself	with help	not yet
I can use what I have understood in one language to understand the topic and main message of a story in another language.			
I can deduce the message of a text by using what I have understood from texts on the same theme written in different languages (<i>e.g.</i> , language and cultural similarities common to the narrative style).			
I can explain features of my own culture to members of another culture or explain features of the other culture to members of my own culture.			
My ability to learn	by myself	with help	not yet
I can identify areas of confusion or concern and use available resources, including notes in my binder, dictionaries, the teacher, and peers, to resolve the confusion.			
I can assess my own level of comfort with new structures and vocabulary and make use of reference tools and exercises to enhance their comfort level before attempting the main task.			
My space for free reflection			

Further Implementation of LINCDIRE Scenarios

2015-2018

Linguistic and Cultural Diversity
Reinvented

LINCDIRE



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FOR STUDIES IN EDUCATION

YORK UNIVERSITY uOttawa

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Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada

2020-2021

Supporting Online Language
Learning



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SSHRC CRSH

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Conseil de recherches en sciences humaines du Canada

2021-2022

Promoting Pedagogical
Innovation



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION



Ministero dell'Istruzione

THE ITALIAN PROJECT

2020-2021

Supporting Online Language
Learning



SSHRC  CRSH

Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada

2020-21 PARTNERSHIP ENGAGEMENT GRANT

Supporting online teaching and learning:
Fostering pedagogical innovation in a time of crisis

- Supporting teachers' implementation of plurilingual action-oriented approaches (during COVID 19)
- Using the LITE platform with plurilingual action-oriented scenarios created in the LINguistic & Cultural Diversity REinvented (LINCDIRE) project
- Engaging students in collaborative learning and decision-making processes and developing their agency.

REGION	Lombardy
TEAM LEADERS	12
TEACHER PARTICIPANTS	84
LANGUAGES	English, French, Spanish, Italian, German
GRADES	Elementary, middle, high school



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RESEARCH METHODOLOGY

Mixed Method Iterative Design

PRE-INTERVENTION SURVEY

POST-INTERVENTION SURVEY

CASE STUDIES



1

2

3

4

5

IMPLEMENTATION OF LITE

SEMI-STRUCTURED INTERVIEWS

A book to inspire and accompany pedagogical innovation

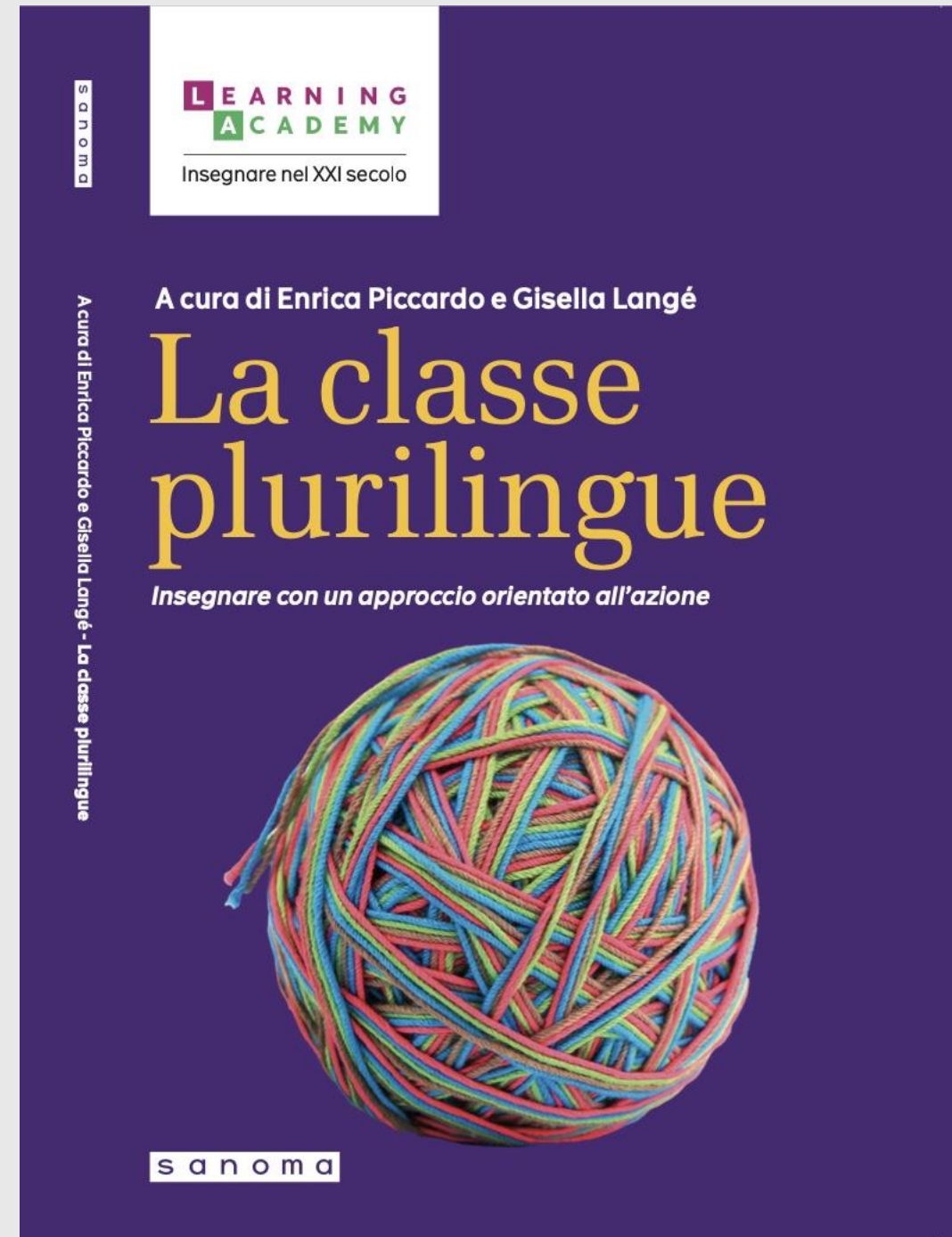
Balance between Theory and Practice

Different Languages, Classes and Contexts

Main Goal: Pedagogical Innovation

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A book to inspire....

7 chapters on concepts and research

+ introduction and afterword

Introduzione (G. Langé, E. Piccardo)

- 1. La didattica a distanza nell'aula di lingue**
Uso di nuovi strumenti, risorse e modalità
(R. Schmor, I. Ferrari Aggradi)
- 2. L'innovazione nella didattica delle lingue**
Dalla teoria alla pratica
(E. Piccardo, A.D. Pagetti)
- 3. Strumenti pedagogici e risorse per l'innovazione**
(A. Scholze, M.A. Leopardi, A. Armani)
- 4. Formare, sostenere, collaborare, riflettere**
L'esperienza di gestione di gruppi di insegnanti
(A. Antonini, C. Buttitta, V. Bernardez)
- 5. Guidare gli insegnanti verso l'innovazione didattica**
Riflessioni sull'impatto del progetto e sulle sue potenzialità
(N. Ciceroni, P. Bulgari, E. Bertocchi)
- 6. La voce degli insegnanti nella ricerca**
Approfondimenti e riflessioni pedagogiche
(R. Schmor, C. Alemani, G. Folinazzo)
- 7. Prospettive per una didattica plurilingue e orientata all'azione**
Riflessioni ed esperienze della scuola primaria
(K. Noel, A. Caputo)

Postfazione (M. Barsi)

A book to accompany

18 case studies

Multiple languages
Different levels

Studi di caso

1. **Un weekend ailleurs (I)**
(M. Mascheroni)
2. **Un weekend ailleurs (II)**
(A. Pandolfelli)
3. **Winter Olympics**
(L. Rossetti)
4. **Activité de fin d'année : notre classe multiculturelle**
(D. Iori)
5. **Traditional Storytelling for the 21st Century**
(M. Ebe, N. Redaelli)

6. **Traditional fairy-tale ebook from all over the world**
(F. Colombo)
7. **In einer fremden Stadt verlaufen/Perdus dans une nouvelle ville**
(B. Airò, E. Del Re, C. Degli Alberti, C. Procida)
8. **Ich habe mich verlaufen**
(S. Lorenzi)
9. **How are you feeling?/Comment te sens-tu ?**
(A. Di Ciolo, B. Scamuffa, R. Villani)
10. **¿Cómo estás?**
(S. Merelli)
11. **Wie fühlst du dich?**
(F.G. Gheza)
12. **Lanzar un blog de idiomas**
(P.F. Gamberoni, A. Marotta)
13. **Launching a language blog**
(D. Colombi)
14. **Mind your business/Lanzamiento de un blog sobre economía**
(L.M. Bazzan, N. Cobos Vallejo)
15. **A special dish for our school menu**
(S. Gioffredi)
16. **Food tour throughout Spain**
(S. Vecchierelli)
17. **Our own cookbook**
(E. Calvino)
18. **Let's go for dinner!/Dîner au resto !**
(C. Travaglia Cicirello)

Riferimenti bibliografici

EXAMPLE SCENARIO AND ARTEFACT 1

© LINCDIRE project



Our Museum, Our Stories

You are the new museum manager and it is your job to recreate our aboriginal history through stories. You will ask parents, friends and other relatives about stories that were told when they were children. You will then paint or take a picture to represent the story, with a few words to help. The classroom will become your museum exhibition hall full of unique, fun and interesting stories of our past. You will invite your friends and family to come visit.

LESSONS

STEP 1: STORY SHARE

We are going to create a special museum exhibition about our aboriginal history. Begin by sharing your

STEP 2: LET'S LEARN MORE

What sort of questions would you like to ask your parents about the stories they have told you? Brainst

STEP 3: ASKING AT HOME

Now you must ask these questions to your family. Remember their answers by writing down important

STEP 4: LEARNING TOGETHER

Now, tell the class your stories that you have learned from your family. You can use Ojibwe words while

STEP 5: CULMINATING ACTIVITY: RECREATING STORIES

Now everything is ready for the story exhibition. You have made paintings and pictures to represent your

OUR MUSEUM, OUR STORIES – CAN DO QUIZ

Click here to Do a Reflection and then click "View Lesson Quiz" below.



EXAMPLE SCENARIO AND ARTEFACT 2

© LINCDIRE project



Lost in a New Town

You are participating in an exchange program to Germany and you have lost your group after the city tour. Now you are trying to find your way back to the youth hostel, but unfortunately, your cellphone is out of battery. You cannot check online or call a friend. However, you do have a paper map and can ask someone on the street for help.

German Version: In einer neuen Stadt verlaufen

Bulgarian Version: Изгубен в нов град

LESSONS

STEP 1: HAVE YOU EVER LOST YOUR WAY?

Have you ever lost in a city that you had never visited before? Where were you? How did you find your way back?

STEP 2: COMPARING CITIES

In this step, you will become more familiar with German street naming conventions and landmarks. In your groups, compare the German city maps with other.

STEP 3: CAN YOU HELP ME FIND MY WAY

In this step, you'll learn some helpful phrases that you can use when asking for directions. Can you highlight the useful phrases and...

STEP 4: LET'S GET LOST TOGETHER

It's time to practice getting lost! Ask your friends to help you find directions to a specific location. Come up with a couple of...

STEP 5: CULMINATING TASK: LOST IN A NEW TOWN

Now you've really lost your way and will need to ask a stranger for help getting to a specific location. Can you highlight the useful phrases and...

STEP 6: (HOMEWORK) – OUR PLURILINGUAL CITY

Now it's your turn to design your own town! Draw a map of your town and add details. Like in a real town, all...

LOST IN A NEW TOWN – CAN DO QUIZ

Click here to Do a Reflection and then click "View Lesson Quiz" below.



<https://lite.lincdireproject.org/2021/06/4th-step-culminating-task-ich-habe-mich-verlaufen-kannst-du-mir-helfen/>

EXAMPLE SCENARIO AND ARTEFACT 3

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Our Community Cookbook

Some parents in your community have complained that their children are too picky with their food. They're looking for interesting and tasty recipes to try out and have asked your class for help compiling a new community cookbook. You and your classmates have decided to contribute recipes from different cultures and countries around the world. For this task, each student will create one entry in the cookbook based on their family's favourite recipe. When the cookbook is completed, you will put it all together and bring a copy home to your family.

LESSONS

STEP 1: INTRODUCING THE TASK

What kind of food do you like? What is your favourite food? Bring in a cookbook from home and share [...]

STEP 2: LANGUAGE IN RECIPES

Now it is time to look more carefully at the language that is used in each of the cookbooks. What [...]

STEP 3: A CULTURAL DISH

For this step, you will need help from your family. When you are at home ask for a recipe that [...]

STEP 4: EDITING YOUR RECIPE

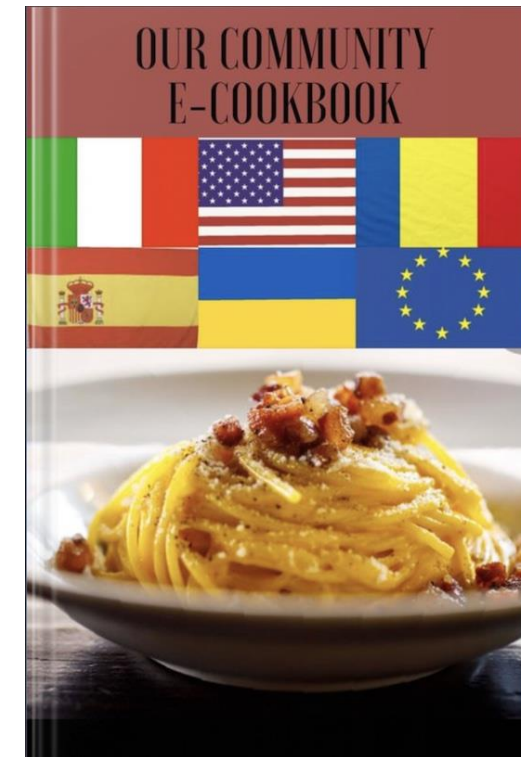
With a partner, use the vocabulary matching sheet from Step 2. Complete a translation of each of your recipes. Have [...]

STEP 5: CULMINATING TASK: OUR CLASS COOKBOOK

Create your cookbook entry! Once you complete it, draw a picture to represent what this dish means to you and [...]

OUR COMMUNITY COOKBOOK – CAN DO QUIZ

Click here to Do a Reflection and then click "View Lesson Quiz" below.



<https://read.bookcreator.com/5jVRI8cPglM87ZCgGuuW3XDCGw2/XFPWQ4hURVi6X1sHLZ15BQ/Jbpum187S2y7WSwPVxybNQ>

EXAMPLE SCENARIO AND ARTEFACT 4

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Language Learning Community Blog

You are a professional blogger working for a Toronto language learning community blog. You've been assigned the responsibility of writing a brief personal interest blog entry about 'English language learning journey' from a personal perspective that readers can relate to. This is a very important contribution to the community blog as over half of the population in Toronto speaks a language other than English in their household. Your readers are interested in learning more about various languages and language learning strategies through the stories of their fellow community members.

LESSONS

STEP 1: ORIENTING TO THE TASK: WELCOME TO MY BLOG!

Have you ever read a blog before? Do you know how easy it is to make one? Today is your [...]

STEP 2: READING AND RESPONDING TO ONLINE JOURNEYS

In this step, you will read a few language learning journeys posted by language learners in online blog posts. How [...]

STEP 3: CARRYING OUT AN INTERVIEW

How will an interview help your blog readers learn more about language? Prepare 3 – 5 questions for a partner [...]

STEP 4: WRITING AND EDITING A BLOG ENTRY

At home, write a blog entry about the language journey your partner is going through. Edit it before you post! [...]

STEP 5: THANK YOU FOR SHARING YOUR STORY: REFLECTING ON SELF AND OTHERS' LANGUAGE LEARNING JOURNEYS IN/AND ONLINE COMMUNITIES

Now read about your own language learning journey as written by your partner. How do you feel about the blog [...]

LANGUAGE LEARNING COMMUNITY BLOG – CAN DO QUIZ

Click here to Do a Reflection and then click "View Lesson Quiz" below.



<https://www.liceo-melzocassano.edu.it/GBMelzo/>

TEACHER VOICES: LEARNING AS NON-LINEAR ACTIVITY



"We were able to achieve something concrete without rigorously studying the grammar. I realized that it's not necessary to always use the textbook. The kids **learn the same stuff anyways, they understand it better, and they have fun**"

TEACHER VOICES: LEARNERS AS SOCIAL AGENTS



"The students who were a bit weaker, from a linguistic perspective, were able to contribute a lot. One girl taught me about new applications to create our e-book, so you can say that **everyone contributed in their own way.**"

TEACHER VOICES: HOLISTIC LANGUAGE REPERTOIRES



“Cuando hay que traducir, que presentar la cultura de un elemento, no sé, de la historia cultural de Alemania y después tienes que presentarlo a los italianos, pero es a través del español ... **ha sido una unión de herramientas lingüísticas diferentes**, y es un trabajo que no se hace normalmente”

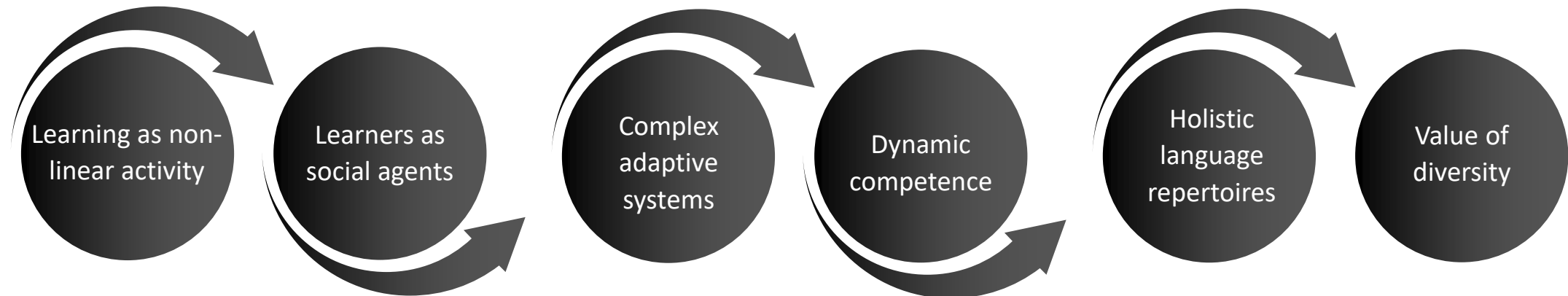
TEACHER VOICES: VALUE OF DIVERSITY



Avere la possibilità anche di fare confronti tra le lingue, tra le culture sicuramente è molto importante e porta a essere più tolleranti, più inclusivi, più disponibili verso gli altri e a **non vedere la differenza come un ostacolo, ma come una risorsa, una ricchezza.**

TOWARDS A COMPLEX, DYNAMIC VIEW

"A new way of teaching and learning that is more **engaging, interactive, inclusive, multicultural and plurilingual**"



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