

Learning Languages through Action:

Unlocking Plurilingual and Pluricultural Competence
through the Action-Oriented Approach



Edited by Angelica Galante,
Kiana Kishiyama, and Yunjia Xie



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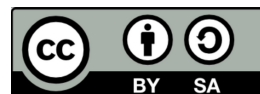
This booklet was designed as part of a research project funded by the Centre for the Study of Learning and Performance, conducted in 2024 in the Bachelor of Education in Teaching English as a Second Language (TESL) program at McGill University in Montreal, Canada.



The project's main goal was to equip English as a Second Language (ESL) teacher candidates with both the theoretical and practical knowledge of the transformative action-oriented approach as well as critical plurilingual pedagogies in language teaching. For more information about the research project, visit

<https://www.mcgill.ca/plurilinguallab/research-projects/plurilingual-virtual-exchange-teacher-education>

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Citation:

Galante, A., Kishiyama, K., & Xie, Y. (2025). Learning languages through action: Unlocking plurilingual and pluricultural competence through the action-oriented approach. Plurilingual Lab Publishing.



**CENTRE FOR THE STUDY OF
LEARNING AND PERFORMANCE**

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INTRODUCTION

The Editors

Angelica Galante is an Associate Professor in Language Education and William Dawson Scholar at McGill University. As the Director of the Plurilingual Lab, Dr. Galante conducts studies with her research team in the areas of plurilingual education, language pedagogy, linguistic discrimination and justice, and teacher education. Dr. Galante has received several awards for research excellence, including the 2024 McGill University's President Prize and the 2019 Pat Clifford Award by EdCan Network.

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The Authors of the AoA tasks

The action-oriented tasks presented in this booklet were developed by teacher candidates enrolled in the Methods in Teaching English as a Second Language course at McGill University. A central objective of this course was to familiarize language educators with contemporary pedagogical frameworks in preparation for their teaching practicum, primarily conducted in schools located in the Montreal area, Quebec, Canada. The tasks were conceptualized and designed by the teacher candidates, subjected to peer review, evaluated by the course instructor (and volume co-editor, Angelica Galante), implemented during their practicum, and further examined in a research study. Subsequent refinements were made based on feedback from the course instructor, cooperating teachers, and students. As such, these empirically grounded tasks were iteratively developed in alignment with robust theoretical and pedagogical foundations, and demonstrated a high degree of effectiveness in practice. Rather than being prescriptive templates, these tasks are intended to serve as adaptable models or sources of inspiration for educators interested in transforming their teaching into more inclusive, plurilingual and pluricultural by implementing the action-oriented approach.

Why do We Need Transformative Approaches in Language Teaching?

For years, language teaching has followed a monolingual approach, strictly focusing on one language only, assuming that students must keep their languages separate and attempt to learn the target language to attain native speaker levels (Cummins, 2017). This approach is a threat to linguistic diversity and puts languages that are less dominant at risk. Moreover, for marginalized students learning a dominant language (e.g., English), this traditional approach can reinforce linguistic inequalities by privileging certain languages while sidelining others (Piccardo et al., 2021). For example, language learners may be inclined to invest in learning powerful languages like English at the expense of maintaining and advancing languages they already have in their repertoire or even learning new ones, which may lead to language loss.





This monolingual mindset has been witnessed for decades and can have detrimental effects to diversity. For example, among immigrant families it is not uncommon to witness the heritage language being lost by the second or third generation after moving to a new country. Similarly, Indigenous communities whose family language is

not an official language of the country may be pressured to focus on learning the official language at the expense of the Indigenous language. This poses serious problems to linguistic vitality for both individuals and societies, where plurality of languages, identities, cultures and ways of thinking are threatened. Many people grow up speaking multiple languages and regularly access content in different languages in online and offline communication, and move across regions and countries for work, school, and travel, making language switch and choice a natural part of communication ([UNESCO, 2019](#)). To address these social needs, it is unrealistic to teach languages as if learners will only ever use one at a time. Language teaching and learning need transformative approaches to empower language learners to not only learn a new language but also strengthen the existing ones in their repertoire, while validating their plurilingual and pluricultural identities.

The action-oriented approach to teaching and learning languages can transform the language classroom into a space where learners are social agents who make connections among the languages and cultures in their repertoire. This approach is learner-centered, action-oriented, inclusive, and socially responsive. By moving beyond rigid monolingual paradigms, this approach promotes language and cultural inclusion, social justice, and intercultural competence, preparing language educators to be better positioned to equip learners for the multilingual and culturally diverse world they inhabit. This involves fostering learners' ability to develop additional languages while sustaining and enhancing their existing linguistic repertoires. In doing so, language education supports the development of plurilingual individuals—those who draw flexibly on their full range of linguistic resources to communicate effectively across varied contexts and communities, and who engage with linguistic and cultural diversity with empathy and openness.



What is the Action-Oriented Approach?

In an effort to promote a more flexible and contextually relevant language learning experience, the **action-oriented approach**, or AoA for short, is an empirically effective approach in helping students learn an additional language while enhancing their own repertoire. The AoA supports linguistic and cultural diversity, and plurilingualism and pluriculturalism. Learners participate in tasks that are grounded in real-life and socially meaningful contexts, with an emphasis on fostering learner agency and initiative, while receiving guidance and support from the language teacher.



AoA views language learning as an active, real-world process in which learners are social agents who use language to accomplish meaningful goals (Council of Europe, 2001, 2020). Rather than focusing solely on linguistic forms, which has been the case of many earlier approaches (e.g., Grammar instruction, Communicative Language Teaching), AoA emphasizes purposeful and meaningful action, positioning learners as social agents who engage in authentic, socially relevant tasks that not only reflect real-life situations but more importantly have direct applicability beyond the classroom.

Language learning is embedded in collaborative activities that encourage learners to use all their communicative resources to interact with others and complete shared objectives.



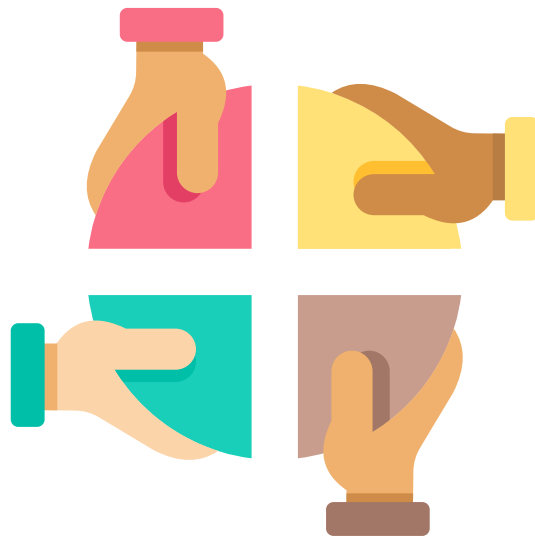
AoA is different from other approaches (e.g., Task-based Language Teaching, Communicative Language Teaching) as it not only prioritizes tasks as the central unit of instruction but also **agency, plurilingualism, and socially relevant tasks** within a **social justice lens** where learners develop critical thinking and can work towards making positive contributions to society. AoA also embeds language learning within meaningful, collaborative activities that are based on real-life situations. To support this vision, language teachers are encouraged to plan tasks focusing on students' real-life communicative needs, and aligning them with the school curriculum, teaching, and assessment (Piccardo & North, 2023).



For example...

As you will explore in this booklet, learners might engage in tasks such as **organizing a fundraiser to support community needs** (pp. 40-53) or **designing and presenting an eco-friendly product** using entrepreneurial pitching techniques (pp. 78-93). These tasks are not simply “make-believe.” They happen in real-life.

Through these tasks, students not only develop their language skills but also reflect on how they can actively participate in and contribute to society, as community event organizers and eco-entrepreneurs.



By engaging with real-world challenges and collaborating with peers using their repertoire, they begin to see themselves as capable of creating a positive change in their communities. This fosters language learning while developing a sense of responsibility, accountability, critical thinking, and civic engagement, which are essential components of holistic language education in the AoA framework. During task completion, language learners use the funds of knowledge from their own linguistic and cultural repertoire (e.g., knowledge acquired in one language that can be transferred to another language) while collaborating with others and learning new knowledge, including developing the target language.

What is an Action-Oriented Task?

Action-oriented tasks are designed with the end goal in mind (Hunter & Hook, 2025). Following a **backward design approach** teachers begin by identifying what learners should be able to do in real-world contexts by the end of a task. In the following sections of this booklet, the authors of the tasks, who are also language teachers, follow this same approach:

Begin by clearly defining 1) real-life scenarios in which learners will act upon, and 2) the intended learning outcomes to achieve the goal of the task.



Build manageable, scaffolded steps that support learners in moving toward meaningful and purposeful action.



These steps are not simply about practicing the target language—they are about using their repertoire of languages and semiotic resources to achieve a major goal that is meaningful, social justice oriented, and socially relevant.

To support the backward design and ensure tasks are meaningful and action-oriented, language teachers consistently reflect on the following guiding questions during the planning process:

- **How does this task connect to learners' real-life scenarios and social contexts? In what ways are learners positioned as active participants in meaningful communication?**
- **What is the concrete goal of the task? What will learners produce, present, or accomplish by the end?**
- **How can I structure the task to encourage learners to work together, share ideas, and co-construct meaning?**
- **Does the task invite learners to think critically, solve problems, and express their own ideas in creative ways?**
- **How can I engage learners in using their entire repertoire, including the target language?**

These questions can support language teachers in moving beyond traditional language exercises (e.g., scripted dialogues, fill in the blanks) toward tasks that empower learners to use language as a tool for meaningful social action.

Plurilingualism at the Core of the Action-Oriented Approach

Plurilingualism is a core feature in the action-oriented approach. Plurilingualism is both a theoretical and pedagogical approach to language learning, teaching and use. Unlike traditional views that treat languages as separate, plurilingualism recognizes that people naturally draw on all their languages, cultures and semiotic resources in fluid and dynamic ways to communicate, learn and navigate their world (Piccardo, 2019). This means that instead of turning one language off before using another, people use all their resources strategically, whether for school, work, daily interactions, and identity expression. Although **plurilingualism** and **multilingualism** are related, they may not always be used interchangeably.



Multilingualism often refers to the presence of multiple languages in a society.

Plurilingualism often refers to how individuals fluidly navigate between languages and other communicative resources to co-construct meaning. Some societies where people use multiple languages to communicate (e.g., the city of Montreal) can also be plurilingual.

In a language classroom where students speak multiple languages (a **multilingual** classroom), a **plurilingual** student might read an article in English, take notes in both Mandarin and French, and explain their ideas to classmates using a mix of the three languages as well as using diverse diagrams, gestures, and cultural references. By making connections among different languages and cultures, being exposed to and engaging with the linguistic and cultural diversity brought to the classroom by their peers, learners strengthen their plurilingual and pluricultural competence (PPC).

Individuals with high awareness of PPC can adapt their language use to different situations, make connections between languages, have a strong sense of identity and recognize cultural nuances in communication (Galante & dela Cruz, 2024). These skills are essential in today's multilingual and multicultural world, where flexible language use and cultural awareness lead to more effective interactions, sustain plural knowledge and build resilience .



Why is Plurilingualism Important?

Recent research shows that language teaching extends beyond traditional approaches that focus on linguistic skills only such as speaking, listening, reading, writing, and grammar. Instead, language teaching must be deeply connected to the individual and the social world—fostering the ability to communicate across diverse communities, leveraging linguistic repertoires for learning, advancing creativity and problem-solving, building a strong sense of identity, and cultivating peaceful and meaningful interactions in an increasingly interconnected society (Council of Europe, 2020).

Plurilingual pedagogies support the connection between languages and the social world by moving beyond rigid, target-only-language instruction and valuing students' diverse linguistic and cultural backgrounds (Galante et al., 2020). This shift makes language learning relevant, engaging, inclusive, sustainable, and accessible, particularly for learners from marginalized communities whose languages and cultures have been at the margins.

Where have Plurilingual Pedagogies been Implemented and Examined?

Empirical studies on plurilingual pedagogies have been conducted worldwide. Case studies from Canada ([Aitken & Robinson, 2020](#); [Galante, 2020](#); [Woll & Paquet, 2025](#)), Australia ([Nigar & Kostogriz, 2024](#); [Tour et al., 2024](#)), and Europe ([Schmor & Piccardo, 2024](#)) have explored plurilingual pedagogies across K-12, post-secondary, and Indigenous education contexts. Beyond the Global North, researchers have also sought to localize plurilingual pedagogies in the Global South, for example, in an English-medium instruction (EMI) in Japan ([Gyogi, 2022](#)), in content and language-integrated learning (CLIL) secondary classrooms in Hong Kong ([Liu, 2024](#)), in a Sesotho First Additional Language (FAL) course in a university in South Africa ([Tshuma & Theledi, 2023](#)), and in foreign language programs in a NGO in Brazil ([Galante et al. 2023](#); [Galante et al., 2024](#)) .



What are the Results of Plurilingual Research?

Findings from these studies demonstrate that plurilingual pedagogies improve both linguistic and academic skills while fostering an inclusive, critical, and empowering education environment. Commonly reported benefits include:

- ✓ Better language skills – Understanding how languages work by making connections between them.
- ✓ Higher engagement – Using familiar languages makes learning feel more comfortable and reduces anxiety.
- ✓ Stronger critical thinking skills – Exploring topics in different languages deepens critical thinking, especially about identity and social issues.
- ✓ Improved academic performance – Comprehending complex subjects better when students can use all their languages to make sense of new ideas.
- ✓ More inclusive learning environment – Recognizing multiple languages helps students feel valued and respected, especially those from marginalized backgrounds.

How can Language Teachers Implement Action-Oriented Plurilingual Pedagogy?

Putting the action-orientation approach into practice involves designing purposeful, collaborative tasks that go beyond language practice and often result in a tangible product or artefact. A key feature of action-oriented tasks is that, during their implementation, learners naturally draw on all their linguistic and cultural resources in a plurilingual way (CEFR Expert Group, 2023).



So, how can language teachers support this in practice?

Where Can Language Teachers Start ?

Here are some suggestions:

To begin with, the Council of Europe offers a useful set of **CEFR descriptors** that teachers can consider when setting action-oriented learning goals.

These descriptors provide structured, level-specific descriptions of what learners are able to do across different communicative modes—such as reception, interaction, production, and mediation—as well as competences like oral comprehension, written interaction, and plurilingual and pluricultural competence. They serve as a practical tool for teachers to define learning objectives, plan instruction, design meaningful tasks, and assess learner progress. When developing action-oriented tasks, teachers can use these descriptors as a reference and adapt them to suit the specific goals and needs of their learners. Adaptation of these descriptors is key to make them relevant to the social context, learners and tasks.



What Plurilingual Strategies Can I Use in Action-Oriented Tasks?

Secondly, **the Plurilingual Guide** (Galante et al., 2022) is a useful tool to help language teachers consider plurilingual pedagogies. The guide has samples of tasks that have been empirically tested with a high degree of success, and includes useful video tutorials that highlight five key strategies that can support plurilingual pedagogies in the classroom:

Cross-linguistic comparisons

This strategy encourages students to compare the target language with the languages in their repertoire. It helps students understand linguistic features such as grammar, syntax, phonology, and morphology across languages.



Video Tutorial



Video Tutorial

Cross-cultural comparison

This strategy involves comparing cultural elements across languages to develop students' critical thinking and awareness of different worldviews.

Translanguaging

This strategy allows students to fluidly use multiple languages to make meaning, enhance comprehension and facilitate discussion in the classroom



Video Tutorial



Video Tutorial

Translation for mediation

This strategy integrates translation activities to help students deepen their understanding of new vocabulary, expressions, and grammatical structures. This process allows them to explore nuances in meaning, pronunciation, and cultural context while reinforcing new language acquisition.

Pluriliteracies

This strategy expands the concept of literacy beyond traditional reading and writing. Students engaging in this strategy create literacies with multimodal forms of communication, including different languages, visual representations (GIFs, images), gestures, and digital media (videos, blogs).



Video Tutorial

The authors of the tasks in this booklet have adapted the **CEFR descriptors** to suit their context and task, and chosen **plurilingual strategies** for each task which resulted in a plurilingual and pluricultural artifact at the end of the task. They clearly indicate which plurilingual strategies—drawn from the five outlined above—have been integrated into the design of each task.



In a nutshell...

plurilingual pedagogies and AoA both emphasize language as a tool for meaningful communication rather than a set of isolated skills to be mastered. This booklet shows a collection of AoA tasks within a plurilingual framework, providing language educators with practical insights into designing engaging, interactive tasks where students can fluidly use multiple languages, collaborate, and solve real-world problems. These tasks can support teachers in creating an inclusive classroom where students engage with languages dynamically, develop intercultural awareness, and use their full linguistic repertoire meaningfully.

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How to Use this Booklet

The tasks in this booklet were created for plurilingual users learning English as an additional language. In our context, plurilingual users come from various linguistic, cultural and racial backgrounds (e.g., transnational, migrant, francophone Canadian) and have a first language other than English.



While the tasks in this booklet were created for ESL programs, mainly in Canada, they can inform educators of any language. Each task provides step-by-step instructions as well as additional materials for implementation into the classroom. These tasks, therefore, serve as a guide and can be adapted to suit classroom needs in diverse contexts.

Note

The tasks in this booklet serve as a guide for language educators who wish to implement action-oriented plurilingual tasks in their classrooms, and not as a one-size-fits-all recipe. While the tasks in the booklet may be ready to use, they will likely need to be adapted by the language teacher to better represent the new context, the student population, the local curriculum, and the real-life needs of the community.

At the end of this booklet, we present a template used by the authors in the design of their tasks. The template can guide language teachers in creating their own action-oriented, plurilingual tasks.



CEFR Descriptors

(Council of Europe, 2020)

Each task includes adapted CEFR descriptors to suit each learning context.

The CEFR descriptors are a series of ‘can do’ statements, which are not meant as assessment tools, but rather as reference tools. Each descriptor outlines goals which students can achieve as outcomes of the task. The descriptors can be adapted to suit contextual, classroom and individual needs.

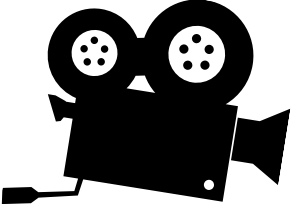
For more information on the CEFR descriptors, please visit the website below (the link [CEFR Descriptors Searchable](https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-descriptors) provides an excel file with descriptors to choose from):

<https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-descriptors>

TASKS

Movie Review

Monica Duff, Christopher di
Chiaro, and Justin Liao



Level:

CEFR B1-B2

Goals:

Write a movie review in English while drawing on plurilingual strategies.

Scenario:

You will write a review of a movie of your choice, which will then be showcased in a movie gallery. Parents and other students will be invited to the event with the goal of finding new recommendations to watch. Your review will contribute to promoting cross-cultural awareness among your readers.

Artifact:

The artifact that will be produced from the task is a movie review. Each student will write an individual review on a movie of their choice. Reviews will be compiled to create a movie gallery. Creating the artifact will develop students' critical thinking skills and their ability to give and justify their opinions.

Plurilingual Strategies

Translanguaging

This task promotes cultural and linguistic diversity by encouraging students to watch a movie in any language they wish for their individual movie reviews. This makes the assignment not only inclusive to diverse students, but also fun and interesting.



Students are encouraged to translate the movie review for their parents or others who may not understand or be able to read in English.

Translation for Mediation

Cross-cultural Comparison

Students are asked to think critically about literary elements across cultures. Pluriliteracies are also encouraged by giving students opportunity to take notes in class in a form that is useful for them (e.g., additional languages, images, etc.).



CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor
5 – Communicative language activities	Reception	Oral comprehension	Overall oral comprehension	B2+	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.
333 – Communicative language abilities	Production	Written production	Creative writing	B2	Can give a review of a book, film, or play.
898 – Communicative language abilities	Mediation	Mediating a text	Expressing a personal response to creative texts (including literature)	B1	Can briefly explain the feelings and opinions that a work provoked in them.
892 – Communicative language abilities	Mediation	Mediating a text	Expressing a personal response to creative texts (including literature)	B2	Can express in some detail their reactions to the form of expression, style, and content of a work, explaining what they appreciated and why.
1125 –Plurilingual and pluricultural competence	N/A	N/A	Building on plurilingual repertoire	C1	Can support comprehension and discussion of a text spoken, signed, or written in one language by explaining, summarizing, clarifying and expanding it in another language in their plurilingual repertoire

Authentic Resources:

Video Links:

Loveday, J. (2021, December 20). *BAMA | Award-winning Indigenous Short Film by Jahvis Loveday* [Video].

Youtube. <https://www.youtube.com/watch?v=UOLn5pK9srA>

TheCGBros. (2017, May 20). *CGI 3D Animated Short: "Totem" - by Ariel Jew + Ringling | TheCGBros* [Video].

Youtube. <https://www.youtube.com/watch?v=QulLQyomcrO>

7 Steps

1. Activate students' prior knowledge by asking questions such as:
 - a. *What are some cinematography elements?*
 - b. *What makes a movie memorable?*
 - c. *What are some memorable characters from movies you have seen? why were they so memorable?*
 - d. *What role does setting play in a movie?*
 - e. *What kinds of literary devices can be used in movies?*
2. Write students' answers on the board.
3. Put students into pairs and have them brainstorm:
 - a. *What is a movie in which you have seen a literary device being used, and how was it being used?*
4. Have students share what they brainstormed with the class.
5. Discuss with the class how literary devices and other cinematographic elements may vary between movies from different cultures.

1

2

1. Explain to the class the following five components of a movie review:
 - a. Introduction
 - i. Include the film title, director, when it was created, etc.
 - b. Plot summary
 - i. Include the main events of the film, but no spoilers.
 - c. Analysis of themes & messages
 - i. Include 2 paragraphs and choose 2 from 5: characters, plot, cinematography, setting, atmosphere.
 - d. Personal opinion on the reviewed film
 - i. Include 2 arguments supported by examples from the film.
 - e. Conclusion & recommendation
 - i. Include a recommendation based on personal opinion.
2. Remind students that a review is a subjective text based on objective analysis. Their opinions must be argued using their observations of the chosen film.

3

1. Play the short film, *Totem* by Ariel Jew + Ringling.
2. Have students practice writing a mini film review by asking them to:
 - a. Take notes about an element of their choice: plot, characters, cinematography, setting, and atmosphere.
3. Once the film is done, play it a second time, this time pausing when important literary devices appear to exemplify their use and importance in revealing the main messages of the film.
 - a. Encourage students to identify literary devices that cinematographers use to convey meaning.
 - b. Encourage students to think critically about the significance of literary devices in film.
4. Co-construct a plot summary and analysis of the short film with students.
 - a. Write students' ideas on the board or use a projected word document.

4

1. Divide the class into groups of 4 or 5.
2. Have groups watch the short film *BAMA*, by Jahvis Loveday, or select another short film of their choice.
3. Encourage students to be active analyzers and interpreters as they watch their short films.
4. Have students discuss the film after watching and share their notes to co-analyze the film.
5. As a group, have students co-construct a movie review using the following guiding questions:
 - a. What did you like/dislike about the movie?
 - b. What did the movie accomplish?
 - c. Would you recommend this movie to a friend or family member? Why or why not?
 - d. Were there any literary devices that contributed to significant parts of the film?

5

1. To complete their own movie reviews, have students watch a film of their choice, in a language of their choice, at home.
 - a. Encourage students to:
 - i. Engage with a movie in any language they choose.
 - ii. Use any strategies they choose to write their review.
 - iii. Write a draft of the review in their L1
2. Remind students that the final movie review must be written in English.

6

1. Divide the class into groups of 4 or 5.
2. Distribute the movie review checklist (Appendix A)
3. Have students share their film reviews with each other and use the checklist to provide feedback to their peers.
4. Encourage students to use as much English as possible during this step so feedback and discussion can be understood by all peers.

7

1. Help students set up a movie gallery around the classroom.
 - a. Print an image of the movie and post it on the wall next to its corresponding review.
2. Invite parents to participate in the gallery and engage with student's work.
 - a. Encourage students to translate their reviews for their parents during the gallery.

Instructor notes:

1. This task may be completed over a series of days.
 - a. Steps 1-4 are completed in class.
 - b. Step 5 is completed at home.
 - c. Step 6 is completed in class.
 - d. Step 7 can be completed after step 6 on the same day, or the following day.

Appendix A: Movie Review Checklist

Movie Review Checklist:

- Introduction:
 - Film information (name, director, release date, etc.)
 - Hook
- Summary:
 - Main events
 - Characters
- Analysis (characters, plot, cinematography, setting, atmosphere, etc.)
 - Paragraph 1
 - Paragraph 2
- Opinion
 - Argument 1 with support
 - Argument 2 with support
- Conclusion
 - Summary of main points
 - Reiteration of opinion
 - Recommendation?

A Helping Hand

Stephanie Bruno, Lisa-Marie Contarini, Serena Di Pietro, Amelia Iatros, Sima Meghdahi



Level:

CEFR B1-B2+

Goals:

Raise funds to provide school supplies for a particular organization



Scenario:

You will host a fundraiser to raise funds for an organization of your choice. Throughout the task, you will be required to think economically and creatively, and work collaboratively. This task emphasizes the importance of responding to community needs and focuses on community engagement.

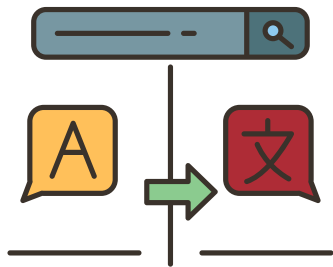
Artifact:

Two artifacts will be produced by this task. The first is a flyer students will use to accompany their chosen fundraiser. The second is a letter which students will write to the recipients of the school supplies. The artifact reflects everyday realities as students will need to organize an event, practice their writing skills, and take on responsibilities.

Plurilingual Strategies

Cross-cultural comparison

Cross-cultural comparison gives students the opportunity to better understand cultural elements they will be exploring by making connections to their own cultural repertoire and heritage.

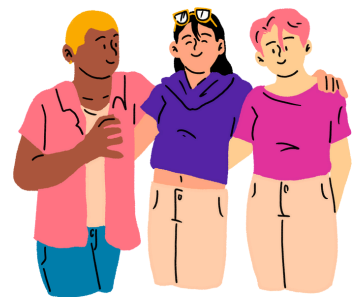


Students will use translation as mediation to share ideas and information in multiple languages.

Translation

Pluriliteracies

Through pluriliteracies, students can spark critical discussions and gain a deeper understanding of cultural perspectives.



CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor
Communicative language activities	Reception	Reading comprehension	Reading for orientation	B1+	Can scan longer texts to locate desired information and gather information from different parts of a text or from different texts to fulfill a specific task.
Communicative language activities	Reception	Oral comprehension	Overall oral comprehension		Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details.
Communicative language activities	Production	Oral production	Sustained monologue: describing experience	B1+	Can express feelings about something experienced and give reasons to explain those feelings.
Communicative language activities	Interaction	Written interaction	Overall written interaction	B1+	Can convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.
Communicative language activities	Production	Written production	Reports and essays	B2	Can synthesize information and arguments from a number of sources.

Authentic Resources:

Kiddle. (2025). <https://www.kiddle.co/>

Muncie Journal. (2019). 'Letters to veterans' from area students. *Today's letter written by: Abby Adams.*
<http://www.munciejournal.com/2019/11/letters-to-veterans-from-area-students-todays-letter-written-by-abby-adams/>

Sun Youth. (n.d). <https://sunyouth.org/>

Sun Youth. (n.d). *School Supplies Distribution.*
<https://sunyouth.org/services/school-supplies-distribution/>

Starr, J. (2018). *Letter writing templates – 30 free styles for composing letters.* Teacher Pay Teachers.
<https://www.teacherspayteachers.com/Product/Letter-Writing-Templates-1012377?st=b0ddeb0e63a055d43fa3429ee5be771>

6 Steps

1. Discuss the idea and purpose of a fundraiser as a class.
2. Tour the Montreal's Sun Youth Organization website and introduce the goal of the fundraising project, which is to raise funds for the Sun Youth's school supplies distribution program.

1

2

1. In teams of 4 or 5, have students collaborate to generate ideas for potential fundraisers they wish to organize.
2. Have students create a flyer so that they may spread word of their fundraiser.
3. Suggest different types of fundraisers such as bake sales or talent shows.

3

1. Have students collaborate on their fundraising flyers.
2. Encourage them to consider:
 - The purpose of the fundraiser
 - Location
 - Time
 - Date
 - Any assistance required (i.e., from parents or guardians)
 - Any additional equipment required (e.g., tables, indoor spaces, etc.)
3. Provide feedback to students and answer any questions they may have about their flyers.

4

1. Provide students with examples of a flyer (Appendix A and Appendix B)
2. Ensure that all necessary information is included on the flyers, such as:
 - Type of fundraiser
 - Purpose of the fundraiser
 - Location, date, and time
3. Encourage students to be creative and create an eye-catching poster.

5

1. On their chosen date, students will host their fundraisers.
2. Collect each group's funds and use them to purchase school supplies that will be donated to Sun Youth's school supplies distribution program.

6

1. After the fundraisers, have students write a letter to the recipients of the school supplies to be included in the donation packages.
2. Provide examples of a letter (Appendix C and Appendix D)
3. In the letters, have students include the following:
 - Name, grade level, and the school they attend
 - A description of their fundraising efforts for the supplies
 - A reflection of the process
 - Any additional comments they wish to include

7

1. Have students work together to write their letters using the letter template.
2. Afterwards, have students assist in packaging the supplies along with their letters.

8

1. Organize an opportunity for students to visit the Sun Youth administrative center to donate the supply packages and learn more about the organization.

Appendix A: Example Flyers

La Concertation Petite-Enfance Famille
de Montréal-Nord et CoopMultiSports +
vous invite



ATELIER

Pour les pères

Mon enfant, son développement,
ses besoins, mon impact

Thèmes abordés :

- Le développement de l'enfant,
- Le lien d'attachement,
- L'autorité parentale (discipline, limite)

13 DÉC
&
31 JANV
18H - 20H

 **CENTRE DES LOISIRS - SALLE 6**
11 121 AV. SALK, MONTRÉAL-NORD H1G 4Y3

Places limitées - Inscrivez-vous dès à présent
en scannant le QR code ou via :

<https://forms.gle/18jAcaPEh5AmhCN8>



(La Concertation Petite-Enfance Famille de Montréal-Nord, 2025)

La Concertation Petite Enfance Famille de Montréal-Nord

VOUS INVITE

au 4e événement du projet Gest'Pères : Agir la paternité Ensemble

PAPAS VENEZ AVOIR DU FUN EN FAMILLE AUTOUR DE LA COMMUNICATION



AU PROGRAMME

- ATELIERS
- JEUX EN FAMILLE
- BUFFET
- CADEAUX SURPRISES

18
NOV

14H À
16H

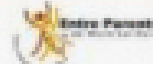
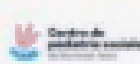
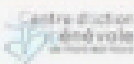
20
23



Pavillon Henri-Bourassa
6 100 rue Pascal Montréal

Pour toute question ou information, écrire à naomi.v@delavisite.org

Québec



Appendix B: Example Flyers



(Bruno et al., 2025)



Bake Sale for Sun Youth

*Help us raise money to buy
school supplies for Sun
Youth's school supplies
distribution!*

**SAINTE-COLETTE
ELEMENTARY SCHOOL**
Room 101

Friday, January 26, 2024
8am - 11am

(Bruno et al., 2025)

Appendix C: Example Letter

Dear Veteran,

I would like to start this letter off by giving you all my thanks for your service and bravery for this country. The difference you have made in the lives of everyone in this country is unbelievable and for that, I thank you. All of my respect goes to you, a brave individual who sacrificed it all and put their life on the line for me, and everyone else. I, as well as many others appreciate you more than you may know. Again Thank you beyond measures.

With all Respect,
Abby Adams

(Muncie Journal, 2019)

Appendix D: Letter Template

[illegible]

Plurilingual Poem Recital

Stephanie Bruno, Amelia latros,
Sima Meghdadi



Level:

CEFR B1-B2

Goals:

Write and present a plurilingual poem using plurilingual strategies.



Scenario:

You will write a poem about things which relate to your identity, community, and culture. The poems will be compiled into a booklet that can be shared with your friends and family. This task emphasizes building and maintaining a multicultural community through plurilingual practices.

Artifact:

The artifact that will be produced from the task is a poem. Writing and presenting this poem will equip students with real-world skills such as working collaboratively, delivering and receiving constructive criticism, and presenting in front of an audience.

Plurilingual Strategies

Translanguaging

Students are encouraged to use all languages in their repertoire during group work in situations where they do not remember (or know) how to say a certain word in English. Additionally, they may use their repertoire to express a thought/feeling/experience that can be more adequately conveyed in a language other than English.



Students may learn about their peers' customs, cultures, and belief systems from the poems. Discussions among students can increase cross-cultural awareness and comparison.

Cross-cultural Comparison

CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor
5 – Communicative language activities	Reception	Reading comprehension	Reading as a leisure activity	C1	Can read and appreciate a variety of literary texts, provided they can reread certain sections and that they can access reference tools if they wish
333 – Communicative language abilities	Mediation	Mediating a text	Expressing a personal response to creative texts (including literature)	C1	Can describe their emotional response to a work and elaborate on the way in which it has evoked this response.
898 – Communicative language abilities	Production	Written production	Creative writing	B1	Can give accounts of experiences and describe feelings and reactions in simple, connected text.
892 – Communicative language abilities	Production	Oral production	Addressing audiences	B2+	Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.
1125 –Plurilingual and pluricultural competence	N/A	N/A	Building on plurilingual repertoire	B2	Can make use of different languages in their repertoire to encourage other people to use the language in which they feel comfortable.

Authentic Resources:

Anon. (2023). Where I'm From.
(see Appendix B)

Christensen, L. (n.d.) *Where I'm From*. Rethinking Schools.
<https://rethinkingschools.org/2021/08/06/where-im-from/>

Smith, D. (2019). Where I'm From. <http://www.our-story.ca/winners/writing/7327:where-i-m-from>

6 Steps

1. Together as a class, discuss the concept of community publishing.
2. Review the following objectives of the task:
 - a. Have students write their own “Where I’m From” plurilingual poem.
 - b. Have students in groups provide feedback on each others’ finished poems
 - c. Collect and compile poems into a booklet for publishing.
 - d. Have students recite their poems during a Poetry Recital Evening.

1

2

1. Begin a class discussion using questions such as:
 - a. What is the purpose of a poem?
 - b. What are poems used for?
2. After the discussion, show the poem, “Where I’m From” by Danika Smith (Appendix A).
3. Discuss as a class aspects of the poem, such as:
 - a. Background
 - b. Themes
 - c. Meaning
4. Create groups of 3–4 and have students co-construct a poetic analysis.
 - a. Encourage them to make connections with their own experiences as part of this analysis.
5. Have groups share their analysis with the class.

3

1. Show the example poem, "Where I'm From", written by an anonymous student (Appendix B).
2. Distribute the Brainstorming Prompts and Mind Map to students (Appendix C & D respectively).
3. In groups of 3 or 4, encourage students to reflect on their own lived experiences, their heritage, memories, and anything that reflects their identities using questions such as:
 - a. What are some of your favourite things?
 - b. Are there any memories that are very important to you? Why?
 - c. What are some important aspects of your culture?
4. Have students reflect on the answers to these questions and include them in their poems.

4

1. Using the worksheets from the previous step, have students write a draft of their own poem.
2. Encourage students to use descriptive and figurative language to help convey a message or evoke emotions.
3. During the writing process, give students the opportunity to collaborate with their peers.

5

1. Distribute the Poetry Revision Checklist (Appendix E) to students.
2. Put students into pairs, and have them read each other's work.
3. In the peer review process, encourage students to:
 - a. Talk about what their poem is about.
 - b. Use the checklist to guide the peer review.
4. Monitor groups to ensure there are no errors in the poems.
5. Compile students' poems and prepare them for publishing.

6

1. Organize and schedule a poetry evening in which students will have the opportunity to share their work live with the public.
2. Encourage students to invite fellow instructors, their families, and friends to the event.

Instructor notes:

1. Encourage students if they wish to present the poem in their native language as well as in English.
2. Consider providing refreshments at the poetry evening to create a convivial atmosphere.

Appendix A: "Where I'm From" by Danika Smith

Where I'm From

By Danika Smith

I am from the pounding on the deer skin,
from sounds of clinks of small paddles.
I am from the smell of cedar wood burning
(orange bits in the air, too hot to the touch,
yellow and brown on the ground.)
I am from the vague grey fog in the air, with
tears coming slowly down my cheeks.
The cold air embracing me with open arms,
the cries of men and women loud enough for me to hear across the room.
I am from the splashes against the water to move
us forward.
The beat of Nuts'a' and Yuse'lu as I
hear a loud and clear "Thuy"Thut" from
our skipper.
I'm from the darkness as my canoe family and I are pushing
ourselves as we move forward in our canoe.
From my grandmother talking loud for us to
watch the person in front of us to be more in sync as we paddle.

I'm from jumping off the canoe into the nice
cold water as my first time being
with that canoe family and to cool off.

I am from dancing in a regalia with other girls,
singing our hearts out
from using small paddles to make Cheetahs
drumming sound louder.

I am from those moments-
where I hear people laughing as we
have a seaweed fight before we
got to We Wai Kai to We Wai Kum.

(Smith, 2019)

Appendix B (exemplar): “Where I’m From” by Anonymous student

Where I’m From

by Anonymous student

I am from eyeshadow and brushes,
from lipstick and blush.

I am from tanning, sunshine and swimming,
from forest, grass and wildlife.

I am from La Trattoria, Winners and Cineplex.

I am from Grandma Maria,
whose jewelry hugs my fingers.

I am from Philippians 4:13,
from “I can do all things through He who strengthens me”.

I am from chicken quesadillas and mashed potatoes,
from lemon-drop soup, a traditional meal at every Easter.

I am from my memory box,
where the most sentimental moments are held secret.

(Bruno et al., 2025)

Appendix C: Brainstorming Prompts

Appendix C - Brainstorming Prompts

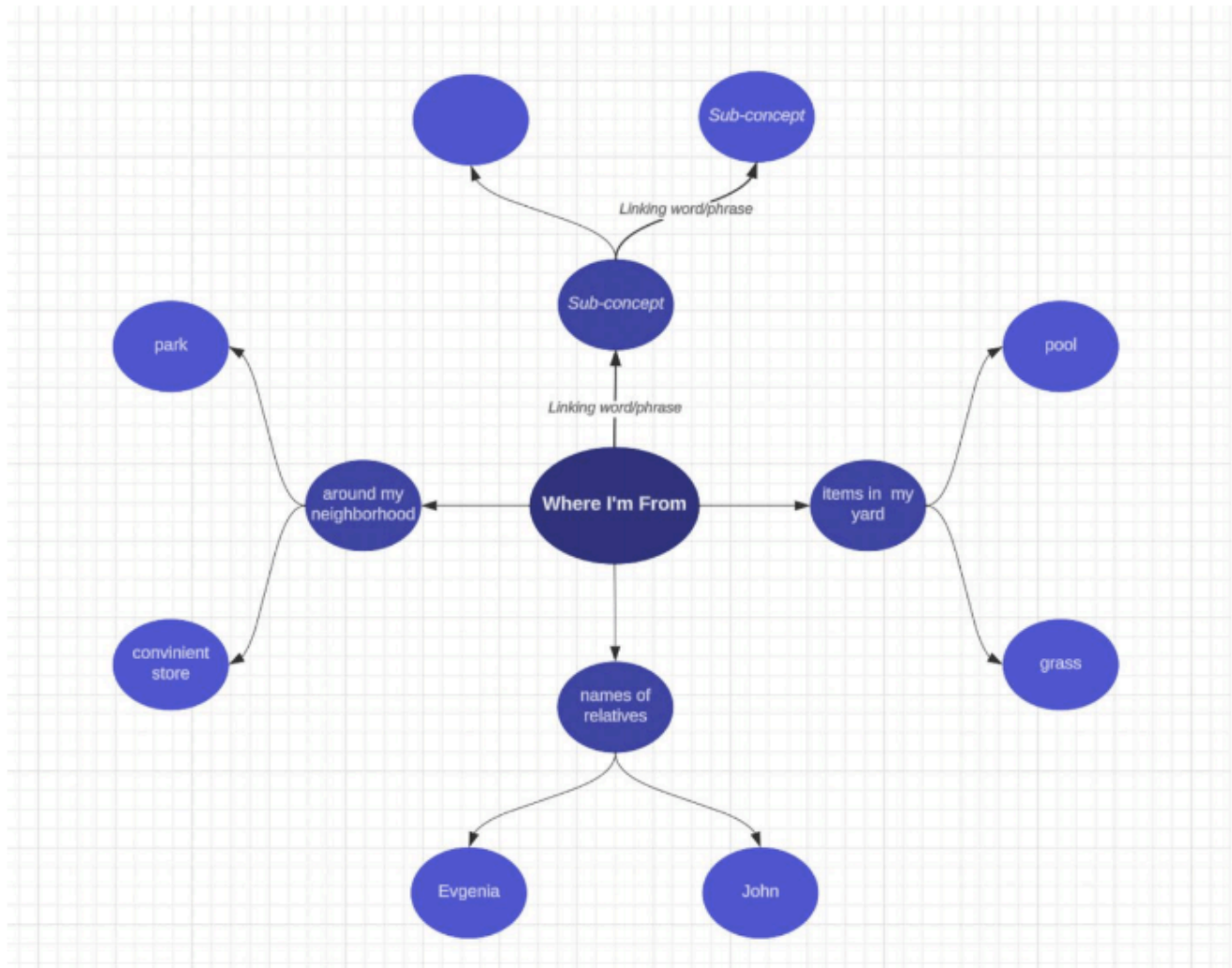
Source: <https://rethinkingschools.org/2021/08/06/where-im-from/>

- Items found around their home: bobby pins or stacks of newspapers, grandma's teeth, discount coupons for a Mercedes. (They don't have to tell the truth.)
- Items found in their yard: broken rakes, dog bones, hoses coiled like green snakes. (I encourage them to think of comparisons as they list.)
- Items found in their neighborhood: the corner grocery, Mr. Tate's beat up Ford Fairlane, the "home base" plum tree.
- Names of relatives, especially ones that link them to the past: Uncle Einar and Aunt Eva, Claude, the Christensen branch.
- Sayings: "If I've told you once..." (The students had a great time with this one; they had a ready supply that either brought me back to childhood or made me want to steal their families' lines.)
- Names of foods and dishes that recall family gatherings: lundefisk or tamales or blackeyed peas.
- Names of places they keep their childhood memories: Diaries, boxes, underwear drawers, inside the family Bible.

(Christensen, 2017)

Appendix D: Mind Map

Appendix D – Example of Mind Map



(Bruno et al., 2025)

Map of World Celebrations

Camélia Ma Beaudry, Ruth Mehari



Level:

CEFR B1+-B2



Goals:

Create and present a map of world celebrations in the school newsletter.



Scenario:

You will work together as a class to create a map of world celebrations. The map you create will be posted to the school newsletter, which invites others to learn about various world celebrations. The task promotes cultural appreciation and reflects multicultural realities.

Artifact:

The artifact that will be produced from the task is an interactive map of celebrations from around the world. The artifact promotes expanding cultural awareness and contributes to fostering cultural diversity, appreciation, and unity.

Plurilingual Strategies

Translanguaging

Students are encouraged to do research about world celebrations in different languages, and identify how cultural content is conveyed in different languages. They are also encouraged to use their entire linguistic repertoire to convey their thoughts and ideas.



The task facilitates cross-cultural comparisons between students' own cultural festivals and others' cultures. This cross-cultural comparison may help strengthen students' sense of identity in their culture, while appreciating and respecting others' cultural differences.

Cross-cultural Comparison

CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor
5 – Communicative language activities	Reception	Reading comprehension	Reading for orientation	B1+	Can scan through straightforward, factual texts and identify what they are about and decide whether they contain useful information.
333 – Communicative language abilities	Mediation	Mediating a text	Processing text in speech or sign	B1+	Can collate short pieces of information from several sources in one language, and summarize them in another language.
898 – Communicative language abilities	Production	Written production	Creative writing	B2	Can give clear, detailed descriptions on a variety of subjects related to their field of interest.
892 – Communicative language abilities	Interaction	Online interaction	Online conversation and discussion	B2	Can participate actively in an online discussion, respond to opinions on topics of interest, and provide meaningful contributions to the discussion.
1125 – Plurilingual and pluricultural competence	N/A	N/A	Building on plurilingual repertoire	B2	Can interpret and explain a document written about another culture and relate it to other documents written about their own culture and/or cultures with which they are familiar.

Authentic Resources:

Audley Traveler. (n.d.) *Top Festivals Around the World*.
<https://www.audleytravel.com/ca/blog/2011/september/top-festivals-around-the-world>

Armor, C (n.d). *14 Amazing Cultural Festivals Around The World That You Might Not Know*. Hidden Lemur.
<https://hiddenlemur.com/cultural-festivals-around-the-world/>

Destination Ontario. (2025, February 3). *Événements et célébrations autochtones*.
<https://www.destinationontario.com/fr-ca/articles/evenements-et-celebrations-autochtones>

Morroco Shiny Days. (n.d). *Fez Festival of World Sacred Music 2024*. <https://moroccoshinydays.com/fez-festival-of-world-sacred-music/>

Passion Passport. (n.d). *A Guide to Indigenous Festivals Around the World*. <https://passionpassport.com/guide-indigenous-festivals/>

Routard. (n.d). *Les plus belles fêtes du monde*.
<https://www.routard.com/evenements-en-voyage/cid137759-les-plus-belles-fetes-du-monde.html>

PowerPoint Presentation:

Ma Beaudry, C. & Mehari, R. (2025). *Let's explore celebrations around the world!* [Powerpoint slides].

https://www.canva.com/design/DAF8dGTlx1g/1usM-7OrNEcbYMRoC_6szw/edit?utm_content=DAF8dGTlx1g&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Padlet:

Ma Beaudry, C. (2025). *Celebrations and festivals around the world: An interactive and collaborative map* [Padlet].

<https://padlet.com/cammabeaudry/celebrations-and-festivals-around-the-world-an-interactive-a-hxlteyvimhpm422j>

6 Steps

1. Introduce the task to students. Explain the objectives, context, and the relevance of the project in emphasizing the importance of cultural diversity and linguistic plurality in world festivals.

1

2

1. Review the school newsletter with students to establish a desired format for the page, and consider relevant information to include.
2. Have students form pairs and select a cultural festival to research together. Provide students with a list of resources via the learning management system. Ensure that each group has chosen a different festival so there is no overlap.

3

1. Have students focus their research on elements such as the historical context, cultural significance, and specific customs of their chosen festival.
2. During the research process, encourage them to highlight key points and compare them to their own cultural context.
3. Encourage students to use their multilingual backgrounds to access resources in different languages.

4

1. Have students write a summary of their research. Encourage students to use headers in their summary to help organize information.
2. Have students add their posts to the class Padlet to create an interactive map showcasing different world celebrations.
3. Ask students to include images to their post.

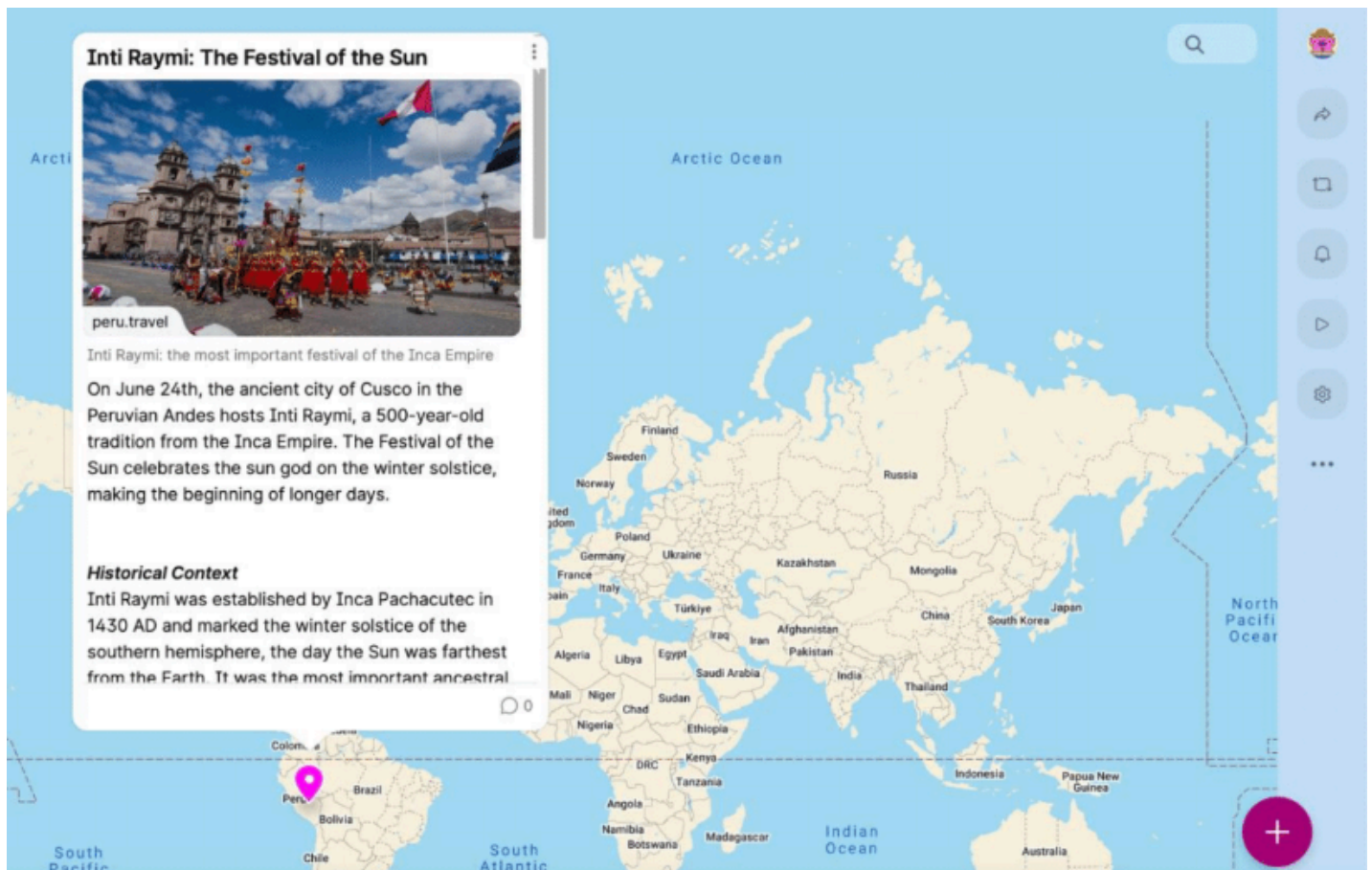
1. As a class, view everyone's created Padlet posts.
2. Have students add comments to other students' posts to engage in meaningful dialogue.

5

6

1. After peer engagement with the posts, have students present their posts in pairs to the class.
2. After some review from the instructor, send the posts to the manager of the school newsletter for publishing.
3. Encourage other students, teachers, and staff to make comments to the posts, and encourage the students to respond to comments which appear on their posts.

Appendix A: Exemplar



(Ma Beaudry & Mehari, 2025)

Appendix B: Checklist for Student Self-Assessment

Padlet Post

Introduction:

- ☐ Begin with a captivating introduction that grabs the reader's attention.
- ☐ Provide a brief overview of the festival being discussed.

Historical Context:

- ☐ Include information about the festival's origins and historical significance.

Cultural Significance:

- ☐ Explain why the festival is important and how it is celebrated by people.

Specific Customs and Traditions:

- ☐ Provide examples of how these customs are practiced and their meanings.

Personal Reflections:

- ☐ Explain why the festival is meaningful to you or how it has impacted your understanding of cultural diversity.

Multilingual Elements and Multiliteracies:

- ☐ Use quotes, phrases, or words from other languages to enhance the message.
- ☐ Include images, videos, GIFs, and other forms of media to enhance the article.

Sources and Citations:

- ☐ Provide proper citations for any information or quotes used from external sources.

Clarity and Organization:

- ☐ Ensure the article is well-organized with clear headings and subheadings.
- ☐ Use concise and coherent language to convey ideas effectively.

Padlet Online Discussion

Engagement in Discussion:

- ☐ Engage with peers' posts by commenting, asking questions, or providing feedback.

(Ma Beaudry & Mehari, 2025)

Appendix C: Writing Rubric

Criteria	Performance			Score
	Excellent	Good	Needs Improvement	
Content (Post)	<ul style="list-style-type: none"> The text contains accurately summarized and diversified information on the team's chosen festival. The text demonstrates thorough research and elaborates on the differing cultural context of their chosen festival in relation to their cultural context. 	<ul style="list-style-type: none"> The text contains a summary of information on the team's chosen global festival. The text demonstrates an adequate amount of research and mentions the differing cultural context of their chosen festival. 	<ul style="list-style-type: none"> The text could improve the summary of details regarding the team's selected global festival, with more reliable sources and/or information. The text can improve depth and/or cultural competence. 	/5
Organization & Structure	<ul style="list-style-type: none"> The text is clear, uses headings and subheadings, and each paragraph delves into one idea at a time. Paragraphs are well-structured, with smooth transitions between ideas. 	<ul style="list-style-type: none"> The text has generally clear organization, uses headings and some subheadings and discusses one idea per paragraph, with some overlap at times. Paragraphs have a basic structure with some transition between ideas. 	<ul style="list-style-type: none"> The text could have better organizational structure. Paragraphs could be better organized, discussing various topics at once, with weak transitions between ideas. 	/5
Vocabulary	<ul style="list-style-type: none"> The text contains a variety of precise and/or descriptive language. Vocabulary is advanced and appropriate, enhancing the overall writing. 	<ul style="list-style-type: none"> The text contains a range of language that is generally appropriate. Vocabulary is adequate and contributes to the overall writing. 	<ul style="list-style-type: none"> The text contains vague and/or repetitive language. Vocabulary is limited, hindering the overall quality of the writing. 	/5
Grammar	<ul style="list-style-type: none"> The text contains no error and enhances understanding of the text. 	<ul style="list-style-type: none"> The text contains some noticeable errors that do not generally affect understanding. 	<ul style="list-style-type: none"> The text contains errors that affect understanding and cause confusion. 	/5
Comments:				/25

Climate Change Dragon's Den

Mieke den Dikkenboer, Patrick Duquette,
Deborah Durone, Myles Ettinger, William
Romero-Muskus, Joseph Simon



Level:

CEFR B2

Goals:

Create and present an
ecologically-friendly
product.



Scenario:

You will reflect on your own lifestyle habits and how they affect the environment. Working in groups, you will create an eco-friendly product and present it using entrepreneurial pitching strategies. Throughout the task, students will build environmental awareness which will prepare them for the environmentally-friendly realities of the current world.

Artifact:

Two artifacts will be created from this task. The first is an online webpage that features students' created products. The second is students' product pitch. The artifacts reflect realities where students may have to react and defend their positionality, and respond to recent social shifts to environmentally-conscious life practices.

Plurilingual Strategies

Translanguaging

Students are given multiple opportunities to use their own languages throughout the task to achieve the task goal. They are encouraged to seek out sources in additional languages and use additional languages during the writing process.

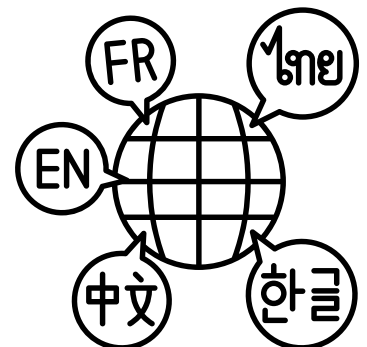


The overarching theme of climate change acts as a bridge so students can explore the diverse ways each country is choosing to deal with this global issue.

Cross-cultural Comparison

Translation

Students are encouraged to use translation while completing parts of the task, particularly in the final step.



CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor
Communicative language activities	Reception	Reading comprehension	Reading for orientation	B2+	Can scan quickly through several sources to identify relevance and usefulness of particular sections for the task at hand.
Communicative language activities	Production	Oral production	Overall oral production	B2+	Can give clear descriptions and presentations by highlighting significant points and providing relevant supporting details.
Communicative language activities	Interaction	Oral interaction	Overall oral interaction	B2	Can interact spontaneously with other users of the target language and provide relevant arguments to the discussion.
Communicative language activities	Production	Written production	Reports and essays	B2+	Can produce a report that develops a systematic argument and highlights significant points with relevant supporting detail.
Communicative language activities	Production	Written production	Reports and essays	B2	Can synthesize information and arguments from a variety of sources.

Authentic Resources:

Appendix A (class 6):

We Canada. (2012, August 16). *Severn Cullis-Suzuki at Rio summit 1992* [Video]. YouTube. <https://www.youtube.com/watch?v=oJJGuIZVfLM>

Appendix A (class 6):

Maizland, L. & Fong, C. (2025, January 21). *Global climate agreements: Successes and failures*. Council on Foreign Relations. <https://www.cfr.org/background/paris-global-climate-change-agreements>

Appendix A (class 6):

Fridays for future. (n.d.). <https://fridaysforfuture.org/>

Appendix B (class 1)

EisseCatherineFrancis8988. (2013, November 12). *Student special (Season 8, Episode 7) [TV series episode]*. In T. Tighe (Executive Producer), *Dragons' den*. Sony Pictures Television. <https://www.dailymotion.com/video/x6vu4u2>

Appendix B (class 2)

5thavenuetx chaîne 2. (2023, January 4). *Émission 1 (Season 4, Episode 1) [TV series episode]*. In N.Civrais (Executive Producer), *Qui veut être mon associé*. Nippon Television Network. <https://www.youtube.com/watch?v=BtvWrN-TndM>

Appendix D (classes 6 & 8)

Google Sites. <https://sites.google.com/>

Sample Culminating Task – Website

Simon, J. (2024). *Guillermo App*. <https://sites.google.com/view/guillermoapp/home?authuser=0>

Sample Artifact – Product Pitch

Simon, J. (2024, January 26). *Guillermo App* [Video]. YouTube. <https://www.youtube.com/watch?v=ymwwRuWcPPk>

5 Steps

1

1. Over a period of 8 classes, explore global warming in different contexts (scientific, language, social, mathematical, etc.) with the students.
2. See Appendix A for a list of example lessons on how to do this.

2

1. Over the span of 3 classes, introduce the Dragon's Den concept to students.
2. See Appendix B for example introductory lessons.

3

1. Over the span of 2 classes, have students practice pitching existing products.
2. Have students choose 2 of the following:
 - a. Find an impractical product.
 - b. Choose a practical product and reinvent its use so it becomes impractical.
3. See Appendix C for examples on how to complete this step over 2 classes.

4

1. If possible, introduce students to local entrepreneurs to inspire them about the task.
2. Arrange for local entrepreneurs to attend in-class, or if it can be arranged, meet the them at their place of work so students can be further immersed in the experience.

5

1. Over the span of 14 classes, have students in groups of 4:
 - a. Invent their environmentally-friendly product that can be bought by other companies or the government.
 - b. Work with a budget of \$50,000 to create their product.
 - c. Create a website to promote the product.
 - d. Prepare a pitch for the product.
 - e. Present their final product.
2. Please see Appendix D for an example outline of these 14 lessons.

Instructor notes:

1. This task may be completed over a series of days.
2. The Brief Class Overviews in the appendices (A, B, C, D) may be adapted to suit class syllabus needs.
3. See Appendix E for sample resources relating to the Brief Class Overviews.

Appendix A: Introduction to Global Warming

Class	Subject Area	Brief Class Overview
1	English	<ol style="list-style-type: none"> 1. Have the teacher introduce the final culminating task by explaining the following: <ul style="list-style-type: none"> ▪ Learning objectives. ▪ The task at hand and an example. 2. Create a mind map with the centre word being “global warming”. Have students generate words that come to mind about global warming. 3. Ask three questions related to climate change which may yield varying opinions (e.g., should we try to prevent or try to adapt to climate change?). Have students to do a think-pair-share with those around them. 4. Have students answer a question prompt about the discussion on the online classroom platform discussion page.
2	Science	<ol style="list-style-type: none"> 1. Instruct students on environmental processes such as: <ul style="list-style-type: none"> ▪ The greenhouse effect. ▪ Burning of fossil fuels. 2. Have students discuss how these processes contribute to climate change.
3	French	<ol style="list-style-type: none"> 1. In groups of 2 or 3, have students choose a continent for which they must research evidence of climate change. 2. Encourage students to share their findings with the class. 3. After the group activity, have students consider parts of their daily routines (e.g., using transportation, brushing teeth, throwing out trash, etc.). 4. In the same groups, have students share their routines with each other and brainstorm ways of reducing their carbon footprint.
4	Math	<ol style="list-style-type: none"> 1. Have students calculate their weekly consumption of resources (e.g., water, gas, electricity, etc.).
5	Science	<ol style="list-style-type: none"> 1. Learn about the scientific processes of various renewable energy sources (e.g., hydroelectricity, wind energy, solar energy, and bioenergy).

6	English	<ol style="list-style-type: none"> 1. Learn about climate change activism throughout recent years. 2. Have students view short clips of notable speakers at United Nations Climate Conferences (e.g., Severn Cullis-Suzuki) and learn about significant pledges (e.g., Kyoto Protocol, Paris Agreement, etc.) as well as major activists (e.g., Greta Thunberg, David Suzuki, etc.). 3. Encourage students to take note of speakers' body language and speech strategies used to illustrate the gravity of climate change.
7	French	<ol style="list-style-type: none"> 1. Have students brainstorm ideas about how they can take action against global warming and become climate activists in their own community. 2. Encourage students to draw inspiration from other countries' approaches to warning the population about the dangers of global warming, and how they encourage their citizens to become more ecologically friendly.
8	Math	<ol style="list-style-type: none"> 1. Have students compare the costs of using fossil fuels to that of using renewable energy sources. 2. Compare the statistics regarding different countries' use of fossil fuels and renewable energy.

Appendix B: Introduction to Dragon's Den

Class	Subject Area	Brief Class Overview
1	English	<ol style="list-style-type: none"> 1. Have students watch an episode of Dragon's Den. A suggested episode is the student special episode, where students pitch their creations/business models to the dragons. 2. Encourage students to take notes on how the individuals present their products, and what language they use. Additionally, have students note what questions are frequently asked by the investors. 3. After viewing the episode, in groups of 3 or 4, have students create a Padlet to demonstrate their observations and ask any questions they may have. 4. Have students share their observations with the rest of the class.
2	French	<ol style="list-style-type: none"> 1. Have students watch an episode of <i>Qui veut être mon associé?</i> (a French version of <i>Dragon's Den</i>) and make connections between the English version and the French version. 2. In groups of 3 or 4, have students brainstorm some do's and don'ts when pitching products to investors.
3	Math	<ol style="list-style-type: none"> 1. Learn about the financial aspects of investing such as: <ul style="list-style-type: none"> ▪ How to calculate a company's evaluation. ▪ What is a royalty? ▪ Is giving up equity more beneficial than receiving royalties? 2. Have students calculate situations such as: <ul style="list-style-type: none"> ▪ Calculate the amount of time it'll take for an investor to get their money back or how much the entrepreneur(s) must pay if they do accept a royalty deal.

Appendix C: Product Pitching

Class	Subject Area	Brief Class Overview
1	English	<ol style="list-style-type: none"> 1. Have each learner create a short slide show, poster, artwork, social media post, audio recording, video, or something else to promote/explain the product. Encourage them to include details such as: <ul style="list-style-type: none"> ▪ How students came up with their idea ▪ The purpose of the product ▪ How to use the product 2. students may use any and all of the languages in their repertoire to promote their product.
2	French	<ol style="list-style-type: none"> 1. Have students review the pitching strategies they observed in <i>Dragon's Den</i> and <i>Qui veut être mon associé?</i> episodes. 2. In groups of 4 or 5, have students take turns showing their product to the rest of the group while the other peers pretend to be the investors. 3. Encourage the investors to ask questions, give general feedback on the overall pitch, and decide whether they would invest in the product.

Appendix D: Product Creation

Class	Subject Area	Brief Class Overview
1	English	1. As a class, brainstorm environmentally friendly products.
2	French	1. Continue brainstorming products and begin working on the product information. 2. Have students discuss with prompts such as: <ul style="list-style-type: none"> ▪ Product development ▪ Why/how the product is environmentally friendly ▪ The purpose of the product ▪ Instructional use of the product
3	English	1. Students should finalize their product idea and begin generating the following related to their product: <ul style="list-style-type: none"> ▪ Company name ▪ Logo ▪ Slogans 2. Encourage students to generate the above in a language additional to English and French.
4	Math	1. Have students estimate the cost of some of the following for their product: <ul style="list-style-type: none"> ▪ Materials ▪ Shipping ▪ Manufacturing ▪ Fabrication
5	Art	1. Have students create a prototype of their product. It does not have to work, however a realistic image or physical creation is needed.

Class	Subject Area	Brief Class Overview
6	French	<ol style="list-style-type: none"> 1. Have students create a webpage for their product. 2. Encourage them to include the information they worked on in the previous lessons. 3. The website must be written in both French and English. Encourage students to include a translation of parts of the website in another language.
7	Art	<ol style="list-style-type: none"> 1. Have students to continue to work on their prototype.
8	English	<ol style="list-style-type: none"> 1. Have students continue to work on finalizing their webpage.
9	French	<ol style="list-style-type: none"> 1. Have students prepare their pitch. 2. Encourage them to incorporate feedback they received from their webpages.
10	Math	<ol style="list-style-type: none"> 1. Have students decide the following: <ul style="list-style-type: none"> ▪ Company evaluation ▪ Profit margin ▪ The type of deal they wish to make (e.g., equity, royalty, etc.) 2. Ensure that students include the information in their pitch, and that they explain both how much they have spent and how much money they need.
11	English	<ol style="list-style-type: none"> 1. Have students to continue to work on their pitch.
12	French	<ol style="list-style-type: none"> 1. Have students finalize their pitch and begin practicing their presentations.
13 & 14	English & French	<ol style="list-style-type: none"> 1. Dedicate this class to the final product presentation and pitch. 2. Ensure that each group has elements from classes #2, #3, #6, and #10. 3. Invite teachers of all the subject areas involved (i.e., English, French, Science, Math, and Art) and have them act as the Dragons. 4. Have students present their pitch to the class. 5. Encourage other students to ask questions about the pitch

Appendix E: Sample Resources

Introduction to Global Warming: English – Class #1

Debate Questions:

- Is it too late to save the planet?
- Can we stop global warming, or can we just slow it down?
- Many people believe Western countries should invest more in saving the planet (rather than developing countries) because they are responsible for most of the changes in climate we experience today. What do you think?

Discussion Prompt:

Do you think it is important to learn about climate change?
Why or why not?

Introduction to Dragon's Den: Mathematics – Class #3

Matt and Joshua want to find a more eco-friendly way to keep peoples' feet and hands warm without using disposable hand warmers. They have developed heated socks and mittens that keep peoples' feet and hands warm for a minimum of 6 hours in temperatures as low as -30°C . The cost to produce these socks is \$65 and they retail at \$120 per pair. The mittens cost \$80 to produce and they retail at \$150. Matt and Joshua have been in business for a year and have sold 400 pairs of socks and 525 pairs of mittens. They have come to Dragon's Den to ask investors for \$25,000 in exchange for 12% equity. With this information in mind, answer the following questions:

1. Matt and Joshua continue to sell 400 pairs of socks and 525 pairs of mittens a year. Imagine they receive the deal they want.
 - a) If Matt and Joshua put 100% of their profits toward paying back their \$25,000 loan, how many years will it take for them to pay it back?
 - b) If Matt and Joshua keep 60% of their profits, how long will it take then to pay back the \$25,000 loan?
2. Matt and Joshua sell an additional 70 pairs of socks and 30 pairs of mitts a year. Imagine they receive the deal they want.
 - a) If Matt and Joshua put 100% of their profits toward paying back their \$25,000 loan, how many years will it take for them to pay it back?
 - b) If Matt and Joshua keep 75% of their profits, how long will it take then to pay back the \$25,000 loan?

3. Impressed with Matt and Joshua's products, 3 Dragons offered them a deal:

Mr. Wonderful (Kevin O'Leary)	25% Equity until the loan is paid back, and 9% royalty for 10 years.
Arlene Dickinson	\$45,000 for 30% equity until the loan is paid back.
Jim Treliving	12% royalty until the loan is paid back, then a 4% royalty for another two years.

If Matt and Josh continue selling 400 pairs of socks and 525 pairs of mittens a year, and put 100% of their profits towards paying back the loan:

a) Which deal would enable Matt and Josh to pay back the loan in the quickest time?

b) Calculate the total amount they'll have to pay for each deal. Rate the deals in descending order of total money owed. Which deal is best for Matt and Joshua's profits?

4. If Matt and Josh increase their sales and sell an additional 60 pairs of socks and 45 pairs of mitts each year, and keep 80% of the profits:

a) Which deal would enable Matt and Josh to pay back the loan in the quickest time?

b) Calculate the total amount they'll have to pay for each deal. Rate the deals in descending order of total money owed. Which deal is best for Matt and Joshua's profits?

The Olympic Games

Mieke den Dikkenboer, Deborah Durhone, William Romero-Muskus



Level:

CEFR B1-B2

Goals:

Create an advertisement for the Olympic and Paralympic games.



Scenario:

You will create an advertisement promoting the addition of a new sport to the Olympic and Paralympic games. You will consider how systemic social barriers may affect peoples' participation in the games, and how these barriers can be removed to ensure equitable practices in the games.

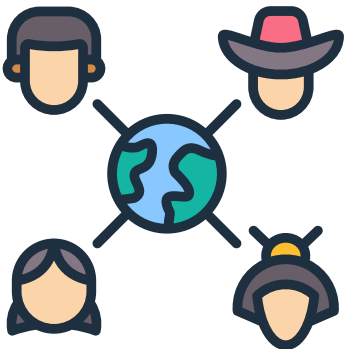
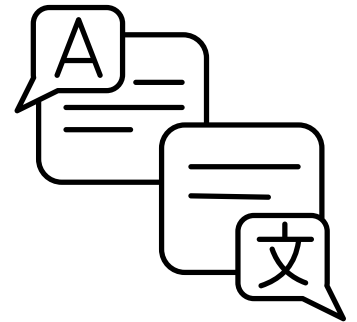
Artifact:

The artifact that will be produced from this task is an advertisement for a sport that students believe should be included in the next Olympic/Paralympic Games. The artifact creation process reflects realities where students will hone promotional and advocational skills.

Plurilingual Strategies

Translanguaging

Students can use their native languages in brainstorming activities, group discussions, or other class activities.



Students will compare Olympic and Paralympic game advertisements from different countries and make various cross-cultural comparisons.

Cross-cultural comparison

CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor
Communicative language activities	Reception	Reading comprehension	Overall reading comprehension	B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes. May experience some difficulty with low-frequency idioms
Communicative language activities	Production	Written production	Reports and essays	B1+	Can summarize, report, and give their opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence.
Communicative language	Interaction	Oral interaction	Formal discussion (meetings)	B1	Can interact with a degree of fluency and spontaneity with multiple interlocutors Can highlight the personal significance of events and experiences, and provide relevant explanations and arguments.
Communicative language strategies	Mediation	Strategies to explain a new concept	Adapting language	B1+	Can paraphrase main points in short, straightforward texts on familiar subjects with simplicity (e.g., short magazine articles, interviews) to make contents accessible for others.
Communicative language competencies	N/A	Linguistic competence	General linguistic range	B1	Has a sufficient range of language to give clear descriptions, express viewpoints, and develop arguments without much searching for words/signs.

Authentic Resources:

Step 1:

TED-Ed. (2015, September 3). *The ancient origins of the Olympics–Armand d’Angour* [Video]. YouTube. <https://www.youtube.com/watch?v=VdHHus8lgYA>

Step 2:

CBC News: The National. (2021, July 18). *The hurdles Indigenous athletes face chasing Olympic dreams* [Video]. YouTube. <https://www.youtube.com/watch?v=xgoUkepAWPk>

Step 4:

Alderson, R. (2012, August 29). *Dynamic Paralympics posters the pick of a very strong set of Hellovon updates*. It’s Nice That. <https://www.itsnicethat.com/articles/hellovon-updates-1>

Step 4:

BBC. (2021, June 29). *Tokyo 2020 Olympics | Trailer–BBC* [Video]. YouTube. <https://www.youtube.com/watch?v=Qrym1Lk3c1Q>

Step 4:

International Olympic Committee. (2016, July 12). *Rio 2016 unveils official posters for Olympic Games*. <https://olympics.com/ioc/news/rio-2016-unveils-official-posters-for-olympic-games>

Step 4:

Nuttawut Permphithak. (2014, November 13). *K-Mart [radio commercial during Olympic games] (1984)* [Video]. YouTube. <https://www.youtube.com/watch?v=MsVI840NKeU>

Step 5:

National Paralympic Heritage Trust. (2018, August 2). *The history of the paralympic movement* [Video]. YouTube. <https://www.youtube.com/watch?v=SzV2uqBvgsg>

5 Steps

1. Over the span of one class, use a variety of resources such as Kahoot quizzes, PowerPoint, videos, and discussions to explore the history and procedure of the Olympic/Paralympic games.
2. See Appendix A for an example lesson plan.

1

2

1. Over the span of one class, discuss the contributions of Indigenous athletes in the Olympic/Paralympic games.
2. See Appendix B for an example lesson plan.

3

1. Over the span of one class, explore changes and modifications made to the Olympic/Paralympic games in past years.
2. See Appendix C for an example lesson plan.

4

1. Over the span of one class, discuss advertisements and promotions surrounding the Olympic/Paralympic games.
2. See Appendix D for an example lesson plan.

5

1. Over the span of one class, focus on the Paralympic games.
2. See Appendix E for an example lesson plan.

6

1. Over the span of 3 classes, have students use their acquired knowledge of the Olympic/Paralympic games to create their own advertisement and advocate for the addition of a non-Olympic sport to the upcoming Olympic/Paralympic games.
2. Ensure students' advertisements include:
 - a. Information about the game (rules, goal, etc.)
 - b. The origin of the game
 - c. Competitions where the sport is played
 - d. Famous athletes of the sport
 - e. How it can be adapted for the Paralympics
 - f. Why it should become an Olympic sport
3. See Appendix F for a list of guiding questions for students to consider while making the advertisement.

Appendix A: Example Lesson Plan

Activity	Procedure
Kahoot	1. Have students use the Kahoot trivia to scaffold the lesson theme (see Appendix A.1 for sample Kahoot questions).
Task and Lesson Overview	1. Explain the final culminating task (creating the advertisement) to students. 2. Show an example of the advertisement (Appendix A.2) and explain how the lesson content will aid students in achieving the final task.
Discussion Questions	1. In groups of 3 or 4, have students discuss opinion-based questions (Appendix A.3). Encourage them to share their opinions with the class.
History of the Olympics	1. Using a mix of media such as PowerPoint or videos (Appendix A.4), give information about the history of the Olympic/Paralympic games.
Exit Card	1. Have students answer a question reflecting on the lesson before they leave the class (Appendix F).

Appendix A.1: Example Kahoot Trivia Questions

1. What are the Olympics?
 - a. A conference where leaders around the world meet to discuss contemporary issues.
 - b. A sports competition within North America
 - c. An international sports competition
 - d. An international spelling competition
2. In what year were the original Olympics founded?
 - a. 1500
 - b. 478 BC
 - c. 776 BC
 - d. 1924
3. True or False: The Olympics symbol is five interconnected rings.
 - a. True
 - b. False
4. Who is NOT an Olympian?
 - a. Jesse Owens
 - b. Lindsey Vonn
 - c. Carlos Yulo
 - d. Terry Fox
5. How often are the Olympic Games held?
 - a. Every two years
 - b. Every year
 - c. Every four years
 - d. A & C (depending on the season)
6. In what seasons are the Olympics played?
 - a. Winter and summer
 - b. Spring and fall
 - c. All seasons
7. Which of the following is NOT an Olympic sport?
 - a. Diving
 - b. Lacrosse
 - c. Figure Skating
 - d. Boxing
8. Where are the next (2026) Olympics being held?
 - a. Tokyo
 - b. Los Angeles
 - c. Paris
 - d. Milano Cortina

Appendix A.2: Example Advertisement

The goal is to score more goals than the opposing team by shooting a small rubber ball into the opponent's goal using a long-handled stick with a netted pouch.

Goal

Lacrosse is played with two teams of 10 players. Players use their sticks to carry the ball, aiming to score in the opposing team's goal.

How to play?

Lacrosse originated from various Indigenous North American tribes, with roots tracing back to games played by Indigenous Communities.

History

Lacrosse is part of global competitions, such as the World Lacrosse Championship, the European Lacrosse Championship, and the Asia Pacific Lacrosse Championship.

Competitions

LACROSSE
Come back to the Olympics

Some famous lacrosse players include Paul Rabil, Gary Gait, and Taylor Thornton, known for their exceptional skills and contributions to the sport.

Athletes

Lacrosse can be adapted to the Paralympics by creating inclusive formats and equipment modifications, ensuring that individuals with disabilities can participate and compete in the sport.

Paralympics

Lacrosse was removed due to a lack of global participation, organizational issues, and changing interests within the Olympic program during that time.

Olympics Past

Lacrosse should become an Olympic sport to showcase its dynamic nature, fostering global interest and providing athletes from diverse backgrounds the opportunity to represent their countries on the world stage.

Olympics Future

MAKE IT HAPPEN  **2024**

Appendix A.3: Discussion Questions

- Do you like the Olympics?
- Do you prefer the Summer or Winter Olympics?
- What's your favourite Olympic sport?
- Preparing for the Olympics can cost a lot of money. Do you think the Olympics should only be held in cities that have already hosted the Olympics and have the necessary resources/equipment? Explain.

Appendix A.4: History of the Olympics – Video

TED-Ed. (2015, September 3). *The Ancient Origins of the Olympics – Armand D'Angour* [Video]. Youtube.
<https://www.youtube.com/watch?v=VdHHus8lgYA>

Appendix B: Example Lesson Plan

Activity	Procedure
Indigenous Athletes and the Olympics	<ol style="list-style-type: none"> 1. Have students watch a video (Appendix B.1) about the obstacles faced by Indigenous athletes wishing to participate in the Olympic games. 2. Encourage students to share their insights with their classmates.
Famous Olympians	<ol style="list-style-type: none"> 1. Have students research an Indigenous athlete or Olympian and create an online poster with information about the athlete. 2. Ensure that posters include information such as: <ol style="list-style-type: none"> a. Birthplace/Indigenous nation and traditional territories b. The sport the athlete plays c. A brief description of how they became a famous athlete 3. Upload students' posters to the CMS (Classroom Management System). 4. Put students into groups of 3 or 4, and have them present their posters to each other.
Exit Card	<ol style="list-style-type: none"> 1. Have students answer a question reflecting on the lesson before they leave the class (Appendix F).

Appendix C: Example Lesson Plan

Activity	Procedure
Discovering a New Sport	1. In pairs, have students research an Olympic sport they know little about, and collect information about the sport. Then, in groups of 3 or 4, have students share their discoveries.
New Olympic Sports	<ol style="list-style-type: none"> 1. In pairs, have students select a sport that has either been added or dropped from the Olympics. 2. Encourage students to find information such as: <ol style="list-style-type: none"> a. Athletes who played the sport b. Why the sport was added/removed from the Olympics c. The origins of the sport 3. Set up a class Padlet 4. In the same pairs, have students add the information about their sport to the Padlet. 5. Discuss each students' Padlet with the class.
Exit Card	1. Have students answer a question reflecting on the lesson before they leave the class (Appendix F).

Appendix D: Example Lesson Plan

Activity	Procedure
Think-Pair-Share	1. Have students participate in a Think-Pair-Share activity discussing some questions about advertisements (Appendix D.1).
Advertising	<ol style="list-style-type: none"> 1. Show students different types of advertisements from different Olympic and Paralympic games. 2. Draw attention to the advertisements' aesthetics (if applicable), content, audio (if applicable), cultural references, well-known figures, and anything else that might be important. 3. Have students compare these advertisements. 4. In groups of 3 or 4, have students collaborate to analyze the advertisements, then share their observations with the class. 5. Afterwards, have students individually research an Olympic/Paralympic advertisement (in any language). 6. Have students briefly share their advertisements with the class.
Exit Card	1. Have students answer a question reflecting on the lesson before they leave the class (Appendix F).

Appendix D.1: Think–Pair–Share Questions

- What is an advertisement?
- What is the purpose of an advertisement?
- What are some different forms of advertising?
- Do you think some forms of advertising are more beneficial than others? Explain.

Appendix E: Example Lesson Plan

Activity	Procedure
Origins of the Paralympics	1. Show students a video of the origins of the Olympics (Appendix E.1)
Paralympic Advertising	<ol style="list-style-type: none"> 1. In groups of 3 or 4, have students create an advertisement for a paralympic sport of their choice. The goal of the advertisement is to encourage people to watch the sport at the upcoming Paralympics. 2. Encourage students to choose any mode of advertisement (poster, video, etc.) and use other languages as part of the advertisement (though parts of it must be in English).
Sharing of advertisements	<ol style="list-style-type: none"> 1. Have students present their advertisements to the class. 2. Have students write feedback for one of the advertisements they view. This will supplement the Exit Card.

Appendix F: Exit Card Questions

Lesson Plan 1 (Appendix A):

What would you like to learn about the Olympics and/or Paralympics?

Lesson Plan 2 (Appendix B):

If you were part of the Olympic/Paralympic committee, what policy(ies) would you implement to ensure Indigenous athletes around the world have the same opportunities to participate in the Olympic or Paralympic games as non-Indigenous people?

Lesson Plan 3 (Appendix C):

If you were an Olympian, what sport would you participate in? Explain.

Lesson Plan 4 (Appendix D):

Do you think the Paralympics are underrepresented in Olympic advertising? Explain.

A Plurilingual Museum Journey

Theodora Konstantopoulos,
Markella Pavlakos, Louise Secher,
Havy Nguyen, & Lulwa Aburamadan



Level:

CEFR A2

Goals:

Create and write about a character of your choice.



Scenario:

You will unleash your creativity and create a character using a variety of artistic materials. The task blends together artistic exploration and storytelling. You will then organize an art exhibition, where your art can be purchased by friends and family. Proceeds of the exhibition can go to an organization of your choice.

Artifact:

The artifact that will be created from this task is an artistic creation. This creation encourages expression of identity in artistic ways. The task reflects the diverse and multicultural realities of the world and aims to build students' confidence in themselves by enabling them to express themselves freely through art.

Plurilingual Strategies

Translanguaging

The plurilingual task employs various languages and gives students the opportunity to express themselves without the limits of a single language. Students are encouraged to translanguage to inspire unique writing styles.



Students are encouraged to explore their favourite worldwide works of art, and consider what that art contributes to various cultures.

Cross-cultural comparison

Pluriliteracies

Through pluriliteracies, students can spark critical discussions and gain a deeper understanding of cultural perspectives.



CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor
Communicative language activities	Reception	Oral comprehension	Understanding as a member of a live audience	A2	Can understand the outline of simple information given in a predictable situation, such as on a guided tour.
Communicative language activities	Production	Oral production	Addressing audiences	A2+	Can give short, rehearsed presentations on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans, and actions.
Communicative language activities	Production	Written production	Reports and essays	A2	Can give their impressions and opinions about topics of personal interest using basic everyday vocabulary and expressions.
Communicative language activities	Interaction	Oral interaction	Goal-oriented co-operation	A2+	Can discuss what to do next, make and respond to suggestions, and ask for a give directions.
Communicative language activities	Interaction	Written Interaction	Correspondence	A2+	Can exchange information by text message, e-mail, or in short letters and respond to questions from another person about a new product or activity.

Authentic Resources: Student Art Exemplar



Authentic Resources:

Museum of Fine Arts, Montreal. (2025). *Wild and Wacky*.
<https://www.mbam.qc.ca/en/activities/wild-and-wacky/>

Stephens, C. (2015). *In the Art Room: Beautiful Oops Self-Portraits with Third Grade*. CassieStephens. cassiestephens.blogspot.com/2015/03/in-art-room-beautiful-oops-self.html

Worksheetplace.com. (2025). *Generic Brainstorm Worksheets*.
<https://worksheetplace.com/index.php?function=DisplaySheet&sheet=goideabs&links=3&id=114&link1=43&link2=277&link3=7>



(Stephens, 2015)

5 Steps

1. Begin with an interactive vocabulary-building activity.
2. Create PowerPoint slides with art-related vocabulary in multiple languages (e.g., colour, shape, materials, etc.).
3. Include various art works in the slides and emphasize cross-cultural artistic influences.
4. As a class, analyze the art and discuss colours, cultural elements, materials, and artistic themes.
5. Encourage students to express themselves in different languages, then ask them to discuss different artworks from their cultures.

1

2

1. Place students in groups of 2 or 3, and assign each group a specific artwork from the PowerPoint presentation.
2. Ask each group to prepare a short presentation of the artwork for the class.
3. Have groups research the following information:
 - Artist
 - Materials used
 - Any significant historical or cultural influences
4. Encourage students to express how the artwork makes them feel or any thoughts it evokes.

3

1. Begin a Think-Pair-Share activity by asking students to brainstorm ideas for their imaginative characters.
2. Ask students to think about the following for their character:
 - Name
 - Appearance
 - Personality
 - Cultural elements
3. Emphasize the inclusion of diverse cultural influences, traditions, and practices by encouraging students to draw inspiration from their own cultural backgrounds.
4. Distribute the brainstorming sheet (Appendix A) and have students create their characters. Encourage them to work collaboratively with other students.
5. Bring the class together and encourage students to share their characters with the whole class.

4

1. Invite members of the Museum of Fine Arts to visit the school and provide students the opportunity to participate in the *Wild and Wacky* workshop.
2. The *Wild and Wacky* workshop showcases artworks made by children, and gives students the opportunity to experiment with artistic techniques to craft their imaginative character.
3. Have the Museum of Fine Arts members introduce the diverse range of materials available, and explain the characteristics and possibilities of each material (Appendix B).

5

1. Have students write short descriptions of their artwork in both their L1 and English, and include:
 - Materials used
 - Details about the characters
2. Distribute the Character Sheet (Appendix C).
3. Encourage cross-linguistic analysis by discussing how nuances in different languages can capture varied aspects of the artwork.

6

1. Place students into groups of 3 or 4, and have them practice presenting their characters.
2. Encourage them to discuss character details and explain their artistic choices, in both their L1 and English.

7

1. Have the class collaborate to create a plurilingual pamphlet that will be distributed during their art exhibition.
2. Information in the pamphlet should include (Appendix D):
 - Students' names
 - Artworks on display
 - Information about the exhibition
 - Other relevant information

8

1. Host the art exhibition and invite parents, staff, and other students to attend. The student artworks are put on sale during the exhibition.
2. Encourage students to describe their artworks in various languages.
3. Choose an organization to donate raised funds to (e.g., Kids Cancer association)

Instructor notes:

1. Students' artworks are not required to be put on sale during the exhibition should they wish to keep them.

Appendix A: Brainstorm Sheet

Name: _____

Title: _____

The diagram consists of a central circle connected by lines to six surrounding circles, arranged in a hexagonal pattern. Each circle contains five horizontal lines for writing. The entire sheet is enclosed in a dashed rectangular border.

<http://www.worksheetplace.com>

Appendix B (exemplar) : Student Artwork



(Stephens, 2015)

Appendix C: Character Sheet

Character Sheet

Name: _____ **Birthday:** _____
MM DD

Age: _____ **Height:** _____ **Race/Ethnicity:** _____

Gender: _____ **Preferred Pronouns:** _____

Character's Wants and Needs:

What a character wants is usually different from what they need, and this creates the basis of conflict within their character arc.

- What is their main objective at the beginning of the story (want)?
- Your antagonists' wants will directly oppose the protagonist's wants.
- What do they need in order to succeed (need)?
- What motivates the character's decisions?

Character's Flaw:

A protagonist's flaw is the opposite of the theme of the story and is the reason they pursue their want vs their need. A flaw is usually not physical. A character may need to learn patience or practice more self-care in order to obtain what they need.

Appendix D: Example Brochure



Indigenous Awareness Weeks

Lisa-Marie Contarini, Serena Di Pietro, Ayoub Drouiche



Level:

CEFR B1-C1

Goals:

Create a website that celebrates Indigenous cultures.

Scenario:

You will learn about existing Canadian and global policies that aim to preserve Indigenous culture. The task aims to honour Indigenous Awareness Weeks (IAW) held in Canada from September 18-30, and the National Day for Truth and Reconciliation.

Artifact:

The artifact that will be created from this task is a website that celebrates an indigenous culture of students' choice. Creating the website will familiarize students with indigenous cultures, lands, and language



Plurilingual Strategies

Cross-cultural comparison

Cross-cultural comparison gives students the opportunity to better understand cultural elements they will be exploring by making connections to their own cultural repertoire and heritage.



Students will use translation as mediation to share ideas and information in multiple languages.

Translation

CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor
Communicative language activities		Sociolinguistic competence	Sociolinguistic appropriateness	B2+	Can recognize and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic forms of expression in order to express themselves appropriately in a given situation.
Communicative language activities	Reception	Oral comprehension	Overall oral comprehension	B2	Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics, including technical discussions in their field of specialization.
Communicative language activities	Interaction	Oral interaction	Goal-oriented co-operation	B2	Can outline an issue or a problem clearly, speculate about causes or consequences, and weigh advantages and disadvantages of different approaches.
Communicative language activities	Reception	Reading comprehension	Reading for information and argument	B2+	Can understand specialized articles outside their field, provided they can use a dictionary occasionally to confirm their interpretation of information.
Communicative language activities	Production	Written production	Overall written production	C1	Can employ the structure and conventions of a variety of genres and vary the tone, style, and register according to addressee, text type, and theme.

Authentic Resources:

Indigenous Corporate Training Inc. (2019). *Why is it important to protect & revitalize Indigenous languages?*.
<https://www.ictinc.ca/blog/why-is-it-important-to-protect-revitalize-indigenous-languages>

International Decade of Indigenous Languages (2022).
<https://idil2022-2032.org/>

The Language Conservancy. (2023).
<https://languageconservancy.org/>

6 Steps

1. Contextualize the task by informing students about the importance of Indigenous Awareness Weeks (IAW) from September 18–30th, and the National Day for Truth and Reconciliation on September 30th.
2. Provide information about Indigenous communities in Canada and explore Canadian and global efforts to preserve indigenous culture and languages.
3. Address the importance of preservation efforts and present authentic indigenous voices and materials created by indigenous peoples.

1

2

1. Have students make groups of 3 or 4. In these groups, they will create a website highlighting a chosen aspect of indigenous culture.
2. Emphasize the importance of maintaining appropriateness and respect for indigenous cultures, and ensure cultural sensitivity through the website creation process.
3. Model how to search for reliable and authentic sources online to avoid misinformation, cultural stereotyping, etc.
4. Encourage students to think critically about the credibility of online sources, and to properly cite sources used in their research.

3

1. In their groups, have students brainstorm together and choose an aspect of indigenous culture they would like their website to showcase.
2. Have students explore authentic resources which they can include on their websites.
3. Encourage them to incorporate indigenous languages or other languages of their choice as they see fit.

4

1. Introduce students to the Wix website creation platform.
2. In their groups, give students opportunity to work on their websites and collaborate with group members.
3. Encourage them to include visual elements in the website such as images or videos.

5

1. After the websites are complete, create a gallery walk/showcase for the student websites.
2. Give students opportunity to admire, explore, and learn from their classmates' creations to foster a sense of community and cultural awareness in the classroom.

6

1. Have students make an individual reflection in any medium of their choice about what they have learned throughout the task and reiterate the importance and significance of preservation efforts based on indigenous voices and perspectives.
2. Lead a class discussion so students may share their thoughts and reflections about their process and the final product.

Appendices:

Appendix A: Website Creation Platform

Wix. <https://www.wix.com/>

Appendix B: Possible Final Project Models

Cultural Survival. (2023). <https://www.culturalsurvival.org/>

Indigenous Heritage Circle. (2025).
<https://indigenousheritage.ca/>

Institute for The Study of Ancient Cultures. (2025).
<https://isac.uchicago.edu/>

Me and My Plurilingual Identity

Fatima Dina Molla, Maya Ameer



Level:

CEFR A2-B1

Goals:

Create an artwork and write a short text related to self identity.



Scenario:

You will collect information about your identity from yours, your peers', and your family's perspectives and express this identity through an artistic medium. The art will be accompanied by a short identity text. The task aims to promote empathy and cultural awareness, and affirm students' sense of identity.

Artifact:

The artifact that will be created from this task is portrait/collage that reflects students' identity texts. The artifact reflects the multilingual realities of the world which require students to navigate interpersonal relationships across different cultures.

Plurilingual Strategies

Translanguaging

Students are encouraged to incorporate elements of their native languages when crafting their identity text and portraits/collages.



Students will listen to their peers' presentations and compare meaning across languages while presenters will explain and translate any linguistic variations used within their texts.

Translation for mediation

Cross-cultural comparison

Students will explore diverse cultures, religions, traditions, and languages through their peers' presentation of their identity text.



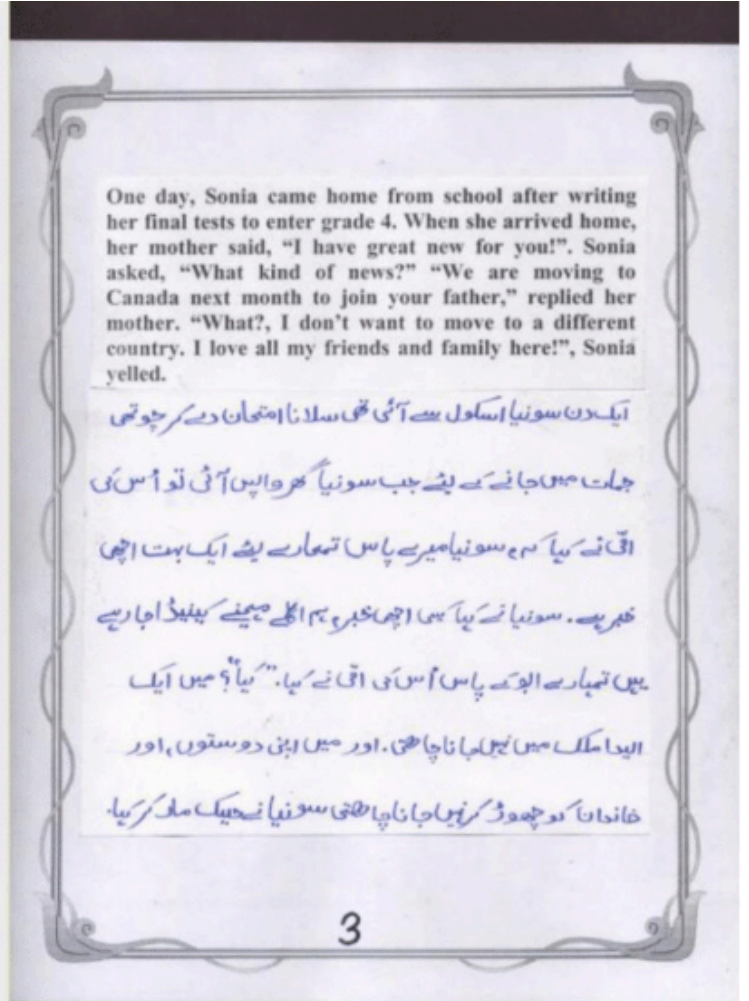
CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor
Communicative language activities		Linguistic competence	Vocabulary range	B1	Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their daily life (e.g., family, hobbies, interests, work, travel, etc.)
Communicative language activities	Interaction	Written interaction	Overall written interaction	A2	Can compose short, simple formulaic notes relating to matters in areas of immediate need.
Communicative language activities	Reception	Oral comprehension	Understanding conversation between other people	B1	Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.
Communicative language activities	Interaction	Oral interaction	Overall oral interaction	B1	Can exploit a wide range of simple language to enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on familiar topics.
Communicative language activities	Mediation	Mediating a text	Translating a written text in speech or sign	B1	Can provide an approximate oral translation of well-structured informative texts on subjects that are familiar or of personal interest.

Authentic Resources:

Student exemplar:



The Multiliteracy Project (n.d.)

Indigenous Arts & Stories. (2025). <http://www.our-story.ca/winners/arts/5686:identity>

The Multiliteracy Project. (n.d). *The new country*.
<http://www.multiliteracies.ca/index.php/folio/viewGalleryBook/8/42/O>

5 Steps

1. Discuss as a class the meaning of identity. Use guiding questions such as:

- What is your family's cultural background?
- What languages did you speak growing up and how did you learn them?
- What brought your family to where we live now?
- Do you have any stories or traditions from your background?

1

2

1. Have students reflect individually on aspects such as personal preferences, personality traits, etc. Have students document these findings.
2. Put students into pairs, and have them exchange information about themselves.
3. Encourage students to ask their partners questions related to their identities.

3

1. Have students begin creating their portraits/collages.
2. Provide students with example identity collages (Appendix B)
3. Students may choose to use traditional materials such as paper, magazine clippings, or scrapbooking items, or they may choose to use a digital platform such as Canva to complete their project.
4. Provide support to students and ensure they are on track with their projects.

4

1. Following the completion of their portraits or collages, have students start writing their identity texts.
2. Encourage learners to use all languages of their repertoire to write their text, but remind them that they will need to provide an English translation to submit and present to the class.
3. Provide students with guiding questions such as:
 - a. How do the elements in your portrait or collage reflect different aspects of your identity?
 - b. What cultural influences or family traditions are represented in your artwork?
 - c. Can you discuss any symbols or motifs used in your artwork and their significance to your identity?

5

1. After completing their portraits and identity texts, have students present their project to the class.
2. Remind students to anticipate translations during their short presentations.
3. Have students take turns presenting their projects, followed by a translation (if written in another language) or a reading (if in English) of their identity text.
4. Encourage students to provide feedback for each others' presentations.

Instructor notes:

1. Each step is designed to be completed in one class. If classes are longer, tasks may be distributed according to instructor needs.

The News Reporters

Maya Ameer, Alexandra Deschênes,
Camélia Ma Beaudry, Ruth Mehari,
Fatima Dina Molla

Level:

CEFR B1+-B2

Goals:

Write a newspaper article
about important local topics
in Australia.

Scenario:

You will write a paper on a local topic of your choice for a newspaper. The newspaper is based in Australia, so you must conduct research to begin writing your columns. Your papers will be compiled into a class newspaper. Throughout the task, you will build skills related to providing accurate and reliable information for readers of your article.

Artifact:

The artifact that will be produced from the task is a newspaper article. The aim of the article is so students can educate themselves and others about current issues in Australia. The artifact promotes cross-cultural awareness and cross-cultural comparison.



Plurilingual Strategies

Cross-cultural Comparison

Students will explore articles relevant to Australian culture written from diverse global perspectives. Students are encouraged to analyze how the articles convey information in distinct ways.



During note-taking processes, students may discern language differences and must translate information from non-English articles into English.

Cross-linguistic Comparison & Translation

Translanguaging

Students are encouraged to engage in translanguaging during discussions and the writing process, and use their native languages when facing writing challenges.



CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor
Communicative language activities	Reception	Reading comprehension	Reading for information and argument	B2+	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.
Communicative language activities	Production	Reading comprehension	Reading as a leisure activity	B1+	Can read materials such as newspaper/magazine accounts of films, books, and concerts produced for a wider audience and understand the main points
Communicative language activities	Interaction	Online interaction	Goal-oriented online transactions and collaboration	B2	Can collaborate online with a group on a project, justify proposals, seek clarification, and play a supportive role in order to accomplish shared tasks.
Communicative language activities	Mediation	Mediating a text	Expressing a personal response to creative texts	B2+	Can give a clear presentation of their reactions to a work, develop their ideas and support them with examples and arguments.
Communicative language activities		Pragmatic competence	Thematic development	B2+	Can develop an argument systematically by appropriately highlighting significant points and providing relevant supporting detail.

Authentic Resources:

The West Australian. (n.d). <https://thewest.com.au/editions>

5 Steps

1. Introduce a selection of newspapers (e.g., *New York Times*, *The Globe and Mail*, *The Suburban*, etc.) and discuss the importance of newspapers in delivering news and information to the public.
2. As a group, analyze the *West Australian Newspaper* and discuss key components such as headlines, articles, images, and columns.
3. Quickly review the graphic design tool, Canva
4. Have students create a document following this criteria:
 - Choose a template
 - Insert 3 text boxes (headline, subheading, and body)
 - Insert 1 image
 - Change the background colour
 - Add a shape to create a border
 - Add a collaborator
 - Download and export the final product.

1

2

1. Place students in groups of 3 or 4. Each group must choose an area of research or topic to cover (e.g., food, tourist attractions, local issues, biodiversity, etc.).
2. Provide a few resources, such as articles or videos, or guiding questions to focus students' research.
3. Encourage students to explore information in languages other than English to gain diverse insights.

3

1. After conducting research in a language of their choice, have students prepare to present their findings in English in groups of 3 or 4.
2. Encourage students to engage in collaborative note-taking to capture key points, valuable information, and noteworthy details.
3. Once everyone has shared their findings, have groups work together to evaluate and prioritize the collective findings, and identify information that is essential for the development of the final product.


4

1. Give a review of the components of writing a news article as seen in the first step.
2. Provide guidance and help to students during the writing process.
3. Remind students that they must write a draft, which will be peer reviewed by their group members first, then by the teacher.
4. Give students time to review their writing and incorporate both peer and teacher feedback before submitting the final product.

5

1. Have each group submit their article, and provide feedback and a grade.
2. Compile the finalized versions of each group's article together into a journal and print copies for students to distribute around the school.
3. Encourage other teachers and students to share the work with others.


Appendix A: Exemplar



21-22 MAY

WESTERN AUSTRALIA

FIRST NATIONS LEADERSHIP SUMMIT

The Indigenous Use logo: A circular emblem with a stylized figure inside, and the text 'The Indigenous Use' and 'Use your NIT to SAVE' below it.

LATESTNEWSBUSINESSLIFESTYLESPORTCULTUREOPINIONPRINT EDITIONSCONTACT

First Nations experts lead dialogue on language and media

Joseph Guenzler - April 30, 2025



NEWS

L-R: Kiyiyarah Numbul (Elizabeth Walter), Tanya Denning-Osman, Fred Lewis, Nicole Kelly and Scott Wilson. (Image: Lewis Jacobs Media)

The 2025 Indigenous Languages Symposium, held on Tuesday, focused on the revitalisation and adaptation of Aboriginal and Torres Strait Islander languages in the digital age.

The event, hosted by the Queensland State Library's Indigenous Language Project, brought together language experts, academics, and community leaders to discuss how language preservation intersects with modern innovation.

Two keynote speakers, Michael Running Wolf and Tanya Denning-Osman, provided key insights into the role of technology and media in language revival.

Mr Running Wolf, from the Northern Cheyenne and Lakota nations, opened the event with his keynote on 'Creating a First Languages Reality Using Regenerative AI Practices.'

An AI ethicist with a background in computer science, Mr Running Wolf discussed how Indigenous communities can embrace technology while navigating the risks associated with AI.

He highlighted his work with Lakota AI Code Camp, where he teaches Indigenous youth AI and software engineering in culturally relevant contexts.

"We need to empower our youth to take control of technology," he said, stressing the importance of building technological sovereignty in Indigenous communities.

He explained that many communities lack infrastructure, such as reliable internet, making it difficult to access technological tools.

"The technology we use needs to respect our ways of knowing and our cultural values," he said.

"We need to empower our youth to take control of technology."

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NEWS
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SPORT
Kaidan Coleman primed for VFL return after 16-month injury layoff



SPORT
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NEWS
Lobs for 'Mob' the goal of this year's NSW Gather and Grow seasons



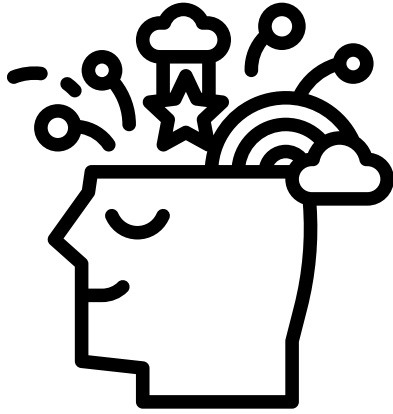
BUSINESS
First Nations beauty brand Ylge announces new product launch

FINAL CONSIDERATIONS

By embracing linguistic diversity and amplifying the voices of minoritized languages, the action-oriented approach (AoA) reflects the multilingual and plurilingual realities of language users around the world. Rooted in plurilingualism, AoA moves beyond monolingual narratives and values language learner diversity and identity. This approach invites us to consider how language learning can facilitate engagement in socially relevant contexts and develop skills applicable to real-life situations.

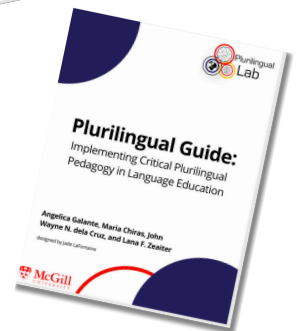
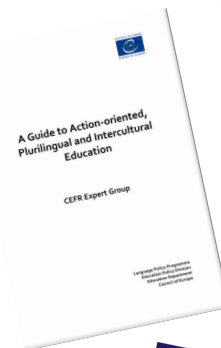


Written by teacher candidates at McGill University, the tasks included in this booklet encompass several social justice-oriented topics such as climate change, community fundraising, and Indigenous awareness. While these tasks were created for the multilingual and plurilingual contexts of Montreal, Quebec, Canada, we invite you to imagine how these tasks can inspire you to design tasks that meet the needs of your linguistic community. We also provide a template at the end of this booklet (pp. 151-159) to facilitate the design process.



No single resource can speak to every context or need. That's why we have also included a list of additional tools and references below—feel free to explore them as you continue shaping practices that work best for you and your learners.

- Council of Europe (2020), Common European framework of reference for languages: Learning, teaching, assessment – companion volume, Council of Europe Publishing.
- CEFR Expert Group (2023), A guide to action-oriented, plurilingual and intercultural education, Council of Europe Publishing.
- Galante, A., Chiras, M., dela Cruz, J. W. N., & Zeaiter, L. F. (2022). Plurilingual guide: Implementing critical plurilingual pedagogy in language education. Plurilingual Lab Publishing.
- Hunter, D., & Hook, G. (2025). Action-oriented approach toolkit: Aligning learning, teaching, and assessment. Canadian Association of Second Language Teachers.



TASK TEMPLATE

Name of the task:

Author:

Level:

Goals:

Scenario:

Artifact:

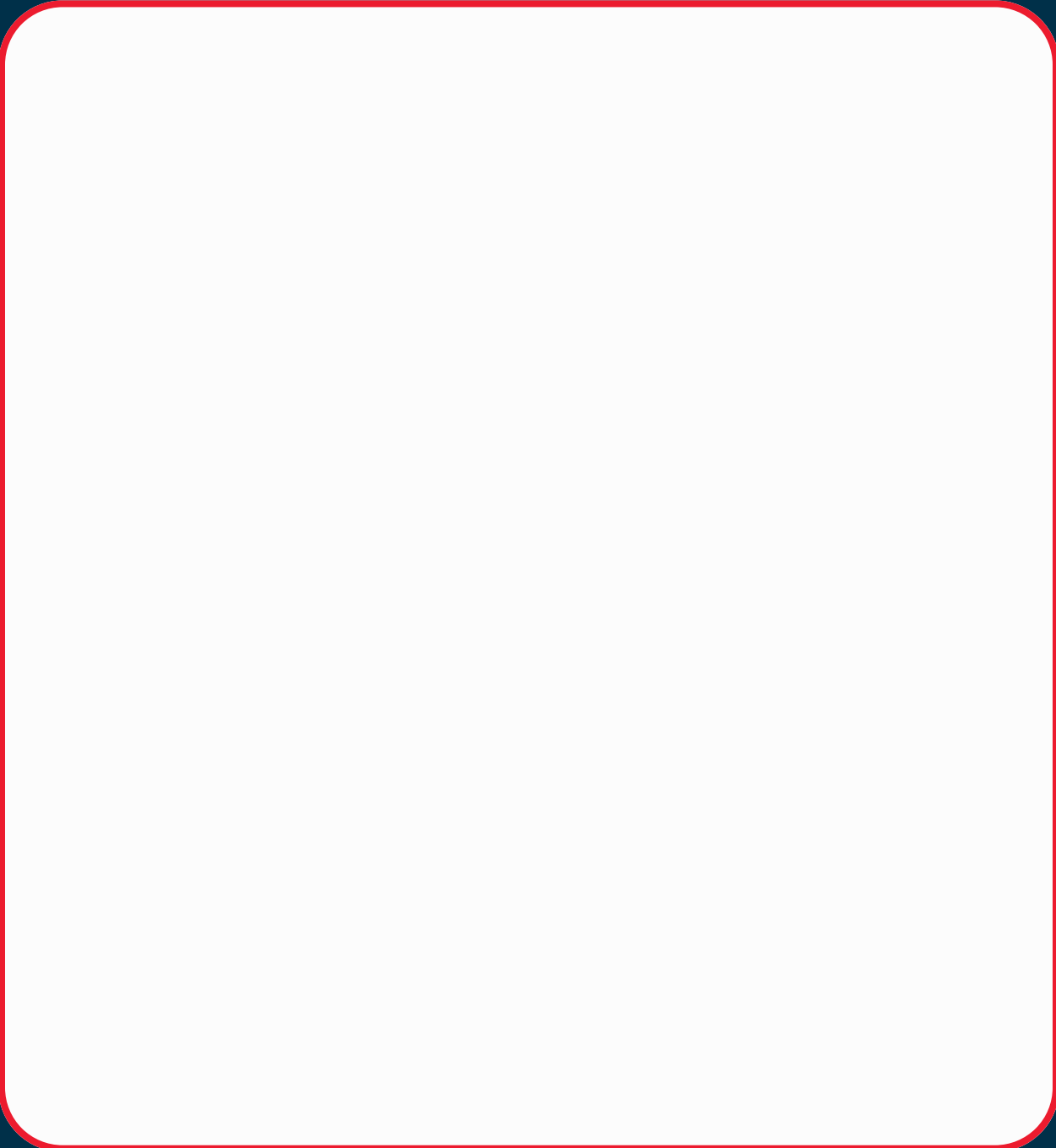
Plurilingual Strategies

CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor

Authentic Resources:



Steps

1

2

3

4

5

Instructor notes:

Appendix A: Exemplar