



CEFR Companion Volume implementation toolbox

# The CEFR Companion Volume: a key resource for inclusive plurilingual education

## 2021 Webinar Series

**Webinar 6: October 6th, 16.00 CET**

### **Developing meaningful tasks for teaching, learning and assessment with the Action-oriented Approach**

Johann Fischer

#### **Sample classroom tasks**

The following collection provides sample classroom tasks in different languages and at different CEFR levels. All examples address the teaching, learning and/or assessment of languages at university or in vocational training, with a focus on CEFR levels B2 and C1 – two particularly important levels for this specific target group. As mediation has been identified by teachers at university and in vocational training as being the most relevant mode of communication to be addressed in class, this collection concentrates on mediation activities, but also wants to provide ideas for e.g. online interaction and plurilingual and pluricultural aspects.

This collection is related to pre-task 3 “Reflecting on sample tasks” as described in a separate file explaining the three pre-workshop tasks.

Please have a **look at the sample tasks** (depending on the languages you understand) before the webinar. As you do so, please reflect upon the question:

- **Do these tasks follow an action-oriented approach and why – or why not?**

Please take into account the criteria of “relevant and meaningful tasks” presented in the video of pre-task 2. **You will discuss some of these tasks with colleagues during the breakout room sessions** of the webinar.

## Example 1: Receptive and productive skills at level A1

<b>Title:</b>	<b>Una vita da studente</b>
Language:	Italian
CEFR Level:	A1
Author:	Giulia Covezzi (Georg-August-Universität Göttingen)

The following activity is an extract of an end-of-course exam of a beginners' class Italian (CEFR level A1), which is based on a scenario related to a study-abroad programme in Bologna, a realistic situation students might have to face during their studies. The scenario aims at facilitating test-takers to identify themselves with the situation.

The exam covers all four language skills that are integrated into one scenario. The first two parts (listening comprehension and reading comprehension) provide an introduction to the topic (only the introduction and the first questions are presented here). In part 3 the learners have to write a text (written production). Part 4 is an oral exam (spoken production and interaction), which is not presented here.

As this activity is a CEFR level A1 the instructions are written in the target language, but also in the language of teaching, in this case German.

### SCENARIO

**Una vita da studente!**



"Students from Bologna University" by micurs is licensed under CC BY 2.0  
<https://www.flickr.com/photos/90454544@N00/527386193>

Sei iscritto come studente Erasmus all'Università Alma Mater di Bologna e stai per partire! Vuoi cercare informazioni sulla vita tipica degli studenti di questa città... Com'è l'Università di Bologna? Come è vivere a Bologna? Che differenze ci sono con la tua vita da studente a Göttingen?

[Du bist an der Universität Alma Mater in Bologna als Austauschstudent/in immatrikuliert und die Abfahrt nähert sich! Du willst Infos über das typisches Studentenleben in Bologna suchen... Wie ist die Uni Bologna so? Wie ist das Leben in Bologna? Welche Unterschiede gibt es zu dem Leben als Studierende/r in Göttingen?]

## COMPRENSIONE ORALE [Max 26 Punkte]

**Cosa dicono gli studenti di Bologna?** Come prima cosa cerchi su Youtube® e trovi diversi video con interviste a studenti di Bologna. Guardi i video e scopri che...

**(a) Ascolta le interviste e completa la tabella. Attenzione: non per tutte le persone ci sono tutte le informazioni!**

[1 Punkt je korrekte Angabe – auch das richtig Ankreuzen von “keine Info” zählt!]

[...]

**(b) Ascolta ancora una volta e indica chi dice cosa.**

[1 Punkt je korrekte Angabe]

[...]

**(c) Ascolta le interviste e segna con una crocetta le risposte esatte.**

[1 Punkt je korrekte Angabe, -1 Punkt je falsch angekreutze Aussage]

[...]

**(d) Ascolta ancora una volta e completa la tabella con le informazioni che senti.**

[1 Punkt je korrekte Angabe – auch das richtig Ankreuzen von “keine Info” zählt!]

[...]

## COMPRENSIONE SCRITTA [Max 20 Punkte]

**Cosa offre Bologna ai giovani?** Cerchi quindi informazioni su come vivere a Bologna spendendo poco e trovi un articolo sui posti in cui mangiare e un'offerta interessante di una Carta giovani che può proprio fare per te!

**(a) Leggi l'articolo e completa il titolo in modo appropriato. Inserisci il numero nel titolo! [1 Punkt]**

(1) **una nuova mensa in Università**

(2) il nuovo edificio universitario

(3) nuovi spazi per pranzare

(4) mangiare sotto i portici di Bologna

**PausaPranzo@Unibo: → ..... ←**

*Una sala in via Petroni dove rifocillarsi comodamente, potendo anche scaldare il cibo cucinato a casa.*

[...]

## PRODUZIONE SCRITTA

### Un contatto a Bologna

L'Università Alma Mater ti ha messo in contatto con Giorgio Bianchini, uno studente italiano che ti aiuterà ad inserirti nella vita universitaria bolognese. Scrivigli un e-mail in cui:

1. ti presenti;
2. descrivi la tua giornata tipo come studente a Göttingen;
3. fai alcune domande su Bologna (Università, attività serali, città, ecc.).

(circa 150 parole)

[Die Alma Mater Universität hat einen Kontakt zu einem italienischen Studenten, Giorgio Bianchini, hergestellt, der Dir helfen wird, Dich in das Studentenleben in Bologna zurecht zu finden. Schreibe ihm eine Email, in der Du: 1. dich vorstellst; 2. deinen typischen Studententag in Göttingen beschreibst; 3. ein paar Fragen über Bologna stellst (z.B. über die Uni oder die Stadt oder die abendlichen Aktivitäten, usw.)]

A:



Da:

Oggetto:



#### Descriptors:

Mode of communication / Activity, strategy or competence:

Reception / Oral comprehension

Scale:

Understanding audio (or signed) media and recordings

Descriptor:

Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly.

Mode of communication / Activity, strategy or competence: Reception / Reading comprehension	Scale: Reading for information and argument
Descriptor: Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	

Mode of communication / Activity, strategy or competence: Production / Written production	Scale: Overall written production
Descriptor: Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions.  Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.	

## Example 2: Cross-linguistic mediation – mediating a text

<b>Title:</b>	<b>Le démantèlement de la jungle de Calais</b>
Language:	French
CEFR Level:	B1+ / B2
Author:	Sylvie Richard (Universität Bielefeld)

The following task is a writing exam that requires learners to use information available in one language (German) and present it to a specific target group in the target language (French). The idea is not to translate the text, but to present the relevant aspects of the text to a specific target group in their language.

<p><b>Le démantèlement de la jungle de Calais</b></p> <p>Le démantèlement de la jungle de Calais est à la une des médias français cette semaine. Votre ami·e français·e vous demande comment on en parle dans les journaux allemands. Une recherche rapide vous mène sur le site du quotidien « Die Zeit online » et sur l'article « <a href="#"><i>Tausende verlassen den Dschungel von Calais</i></a> ». Dans un mail, vous lui rendez compte, en français, de ce que vous avez lu et regardé. (300 mots minimum, à rendre pour le 9 novembre)</p>
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Descriptors CEFR level B1+ / B2:

Mode of communication / Activity, strategy or competence: Mediating a text	Scale: Processing text in writing
Descriptors: Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest. (B1+) Can summarise in writing (in Language B) the main content of complex texts (in Language A) on subjects related to their fields of interest and specialisation. (B2)	

### Example 3: (Intra-linguistic) Mediation – Strategies to amplify a dense text

<b>Title:</b>	<b>Explaining science to kids</b>
Language:	English
CEFR Level:	C1
Author:	Heather Kretschmer (Georg-August-Universität Göttingen)

The following task allows students to practice strategies to simplify a text. The CEFR companion volume offers specific descriptors on page 129. Students aim to work at the C1 level

Aim: Making a science concept learned at university accessible to school-aged students in writing

Skills: Primarily writing; reading; some negotiation

Notes: This classroom activity is a follow-up task after students have written a 700-word essay about a basic concept in their field of study for other Bachelor science students. Students work with Word versions of their original essay. The PowerPoint slides in the text help guide students through the process.

<p><b>PowerPoint Slide #1</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p style="text-align: center;"><b>Writing for different audiences</b></p> <ul style="list-style-type: none"> <li>Your current essay is aimed at a university-educated audience.</li> <li><b>Question:</b> What would you need to consider if you want to explain your topic in writing to: <ul style="list-style-type: none"> <li>Grade school children (2<sup>nd</sup> – 4<sup>th</sup> grade)</li> <li>High school students (9<sup>th</sup> – 10<sup>th</sup> grade)</li> </ul> </li> <li><b>Answer:</b> background knowledge &amp; language ability</li> </ul> </div>	<p><b>PowerPoint Slide #2</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p style="text-align: center;"><b>Sample Science Explanations</b></p> <p><i>Look at the sample explanation "Photosynthesis for kids" in unit 2.</i></p> <ol style="list-style-type: none"> <li>What do you notice about the content?</li> <li>What grade level do you think this is aimed at?</li> <li>Are any visual elements included? Why?</li> <li>What do you notice about the language?</li> <li>Could this explanation be improved in any way?</li> </ol> </div>
<p>Sample website:  <a href="https://sciencing.com/explain-photosynthesis-5476276.html">https://sciencing.com/explain-photosynthesis-5476276.html</a></p>	
<p><b>PowerPoint Slide #3</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p style="text-align: center;"><b>Younger audience writing task</b></p> <p><b>Situation:</b>  It's 2022. Your science career is off to a good start. You and the person next to you are co-workers. You've been asked to present an interesting basic science concept to a science class at a local secondary school. The class is taught in English. The teacher has also asked you to create a handout explaining the concept in writing. This will be given to the pupils after your presentation.</p> </div>	<p><b>PowerPoint Slide #4</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p style="text-align: center;"><b>Younger audience writing task</b></p> <p><i>Together with a partner:</i></p> <ol style="list-style-type: none"> <li>Decide which topic and which grade level (9<sup>th</sup> – 12<sup>th</sup>) you wish to write for: <ul style="list-style-type: none"> <li>Decide how much content is appropriate for that grade level.</li> <li>Include any additional necessary background information.</li> </ul> </li> <li>Revise the essay for your new audience.</li> <li>Include any visual elements that will help your audience understand the concept.</li> <li>After 30 minutes, upload your work to the forum "Explaining science to kids." Read your classmates' work.</li> </ol> </div>


*Note: The "handout" can stay in essay form.*

## Descriptors CEFR level C1:

Mode of communication / Activity, strategy or competence: Mediation / Strategies to simplify a text	Scale: Amplifying a dense text
<p>Descriptors:</p> <p>Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail.</p> <p>Can make the main points contained in a complex text more accessible to the target audience by adding redundancy, explaining, and modifying style and register.</p>	



## Example 4: Online interaction

<b>Title:</b>	<b>Challenges and opportunities of online writing tools</b>	
Language:	English	
CEFR Level:	B2+ / C1	
Author:	Julia Zabala Delgado (Universitat Politècnica de València / VITbox Project)	

### Introduction to task

**Goals of the activity:** practice collaborative writing of a proposal online, dealing with instructions to the participants, explanation of motives and justification of requirements. Use of online collaborative tools (google docs, dropbox, etc) and writing on explicative notes and comments on the work carried out but other team members.

### Introducing the activity in the classroom

- ask participants to share which online writing tools they use and if they have ever worked collaboratively online in a second language. If they have, which sort of project did they work on?
- ask participants about the misunderstandings that were generated. Were those misunderstandings a result of the language used? or of the medium used?
- ask participants to provide ideas that could help facilitate the work and prevent misunderstandings, simplifying the syntax for example.

### Scenario

*The EU Cohesion Policy contributes to eco-tourism by conserving, protecting, promoting and developing natural and cultural heritage. It is taking action to improve the urban environment, to revitalise cities, regenerate and decontaminate brownfield sites, reduce air pollution and promote noise-reduction measures. It supports the industrial transition towards a resource-efficient economy, promoting green growth, eco-innovation and environmental performance management in the public and private sectors.*

Proposals for funds can be sent to [CohesionPolicy@commission.eu](mailto:CohesionPolicy@commission.eu)

Write up your draft proposal together, choose a team leader and distribute the work. Remember the goal is to write collaboratively and not individually.

#### Proposal:

1. Abstract/Summary. Explain your needs and goals in 80 words. Be effective
2. Statement of Need. What is your goal? Why is it important? Be convincing.
3. Project Activity, Methodology and Outcomes. What steps will you undertake? What do you expect to achieve? Be clear.
4. Evaluation. How are the outcomes going to be measured? Be practical
5. Budget. What is your budget? Be concise.

### Description of the main activity:

This activity can be carried out in blended learning courses as an online activity or in traditional courses as a classroom activity. In the second case, make sure your students

have phones, tablets or computers where to be able to write collaboratively. Conversely, students can do the writing online as a homework activity and the reading of the final text and comments can be carried out as a final activity in the classroom.

1. Put students in groups of three to five and set up an online document (googles docs, dropbox, Microsoft teams, etc) starting with the text below on EU funds.
2. Ask each group to prepare a proposal to ask for funds for the rehabilitation of villages in a rural area. Remind them the goal is to rehabilitate the villages to protect the cultural heritage, attract population to increase the number of inhabitants and encourage their economy by promoting agriculture, ecotourism, etc.

*3.a. For an online activity:*

Ask the members of the teams to go online and distribute the work, they should all work together on the text and use notes and comments on the platform to communicate their ideas. Remind participants that the notes and comments are particularly important to give instructions and suggestions to other writers. Ask students to present the final draft and a brief report (150 words) of the experience.

*3.b. For a classroom activity:*

Day 1 – Introduce the activity in the classroom and send the members of the teams the link to the online document. Ask them to divide the work and discuss the ideas they want to put forward. Ask them to work from home.

Day 2 – Ask the team members to present the document to the whole class and follow the ideas below under the heading “class discussion”.

**4. Peer feedback – class discussion**

Project the draft proposals for all students to see. Pay special attention to the comments and notes added to the document to comment the work of the different team members.

- How is the language used?
- Was the intention of the writer of the note or comment clear?
- How many responses to the comment or note were needed to clarify the point?
- Did it contribute to the writing of the draft?
- Did misunderstanding arose from communicating via comments and notes?
- Was the writing of the draft facilitated?


### Descriptors CEFR level B2+:

Mode of communication / Activity, strategy or competence: Interaction	Scale: Goal-oriented online transactions and collaboration
<p>Descriptors:</p> <p>Can engage in online collaborative or transactional exchanges within their area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements.</p> <p>Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges by responding politely and appropriately in order to help resolve the issue.</p>	

### Descriptors CEFR level C1:

Mode of communication / Activity, strategy or competence: Interaction	Scale: Goal-oriented online transactions and collaboration
<p>Descriptors:</p> <p>Can participate in complex projects requiring collaborative writing and redrafting as well as other forms of online collaboration, following and relaying instructions with precision in order to reach the goal.</p> <p>Can deal effectively with communication problems and cultural issues that arise in an online collaborative or transactional exchange by reformulating, clarifying and providing examples through media (visual, audio, graphic).</p>	

## Example 5: Mediating texts, mediating concepts

<b>Title:</b>	<b>Energy Case Study</b>	
Language:	English	
CEFR Level:	C1	
Author:	Barbara Sawicka (Politechnika Poznańska) / VITbox Project	

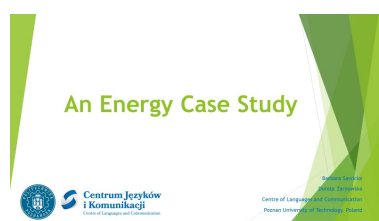
### Introduction to task

#### Goals of the activity:

Practice the ability to use a wide range of grammatical structures such as conditional structures, passive voice, the comparative and superlative and field specific vocabulary. Practice reading for specific information and taking notes. Practicing how to collaborate to construct meaning in a discussion and how to facilitate the flow and direction of this discussion. Practicing drawing information from a number of different written sources and charts and giving spoken reports.

Being able to convey information in a conversation of a field specific topic. Being able to ask for information and repair mistakes in communication to limit the effect of misunderstandings.

#### Description of activity:



#### 1. Warm-up

A quiz on a variety of energy sources (this could be based on previously learned material), e.g. using Menti.

#### 2. Task 1: Participating in a meeting – preparation

Students listen to recordings of people who take part in a meeting and are asked to focus on the way the meeting is conducted and the phrases that are used to contribute to the discussion, take turns and manage the meeting.

#### 3. Task 2: An energy management case study

The students are given information about Country X energy situation, resources and problems concerning the energy sector and they are asked to suggest solutions for the directions in which the country should go. The resources for the discussion comprise:

- a pie chart of energy resources in Country X
- a text about geographical features of Country X
- a text about reasons for energy shortage

The students taking part in the meeting are assigned roles of the chairperson, minute writer responsible for the report and experts in the field of electrical power engineering.

**Scenario**

- You have recently started a placement with a research centre that analyses the energy supply. An association (to be specified) has invited your centre to prepare a report on the energy situation in country X and you have been invited to contribute. You have to analyse the situation, analyse possible reasons for this situation and finally prepare proposals for future initiatives.

**The Background**

- In August 2016 the power system in Country X experienced a threat of power blackouts. For the first time in 25 years energy consumers experienced the effects of many years of inattention and lack of system regulations and strategic decisions concerning the directions of the development of the energy sector.
- The growing population and the increase in wealth of the society as well as the rising demand for electricity became a challenge for decision makers in the area of energy management.

**Energy resources of Country X**

Resource	Percentage
Coal/lignite	55.90%
Oil	25%
Gas	12.80%
RES	6.30%

Slide 1

Slide 2

**Country X - geographical features**

- 35 rivers of small and medium water flow capacity (5 within natural parks)
- 350-km long coastline (scenic, the majority being a popular holiday destination)
- No access to oceans
- 1/4 of the country area covered with rolling hills
- The average annual sunshine - 100 days
- ½ of the country area - flat agricultural area
- Coal resources will run out in around 50 years

**Solutions to the Energy Strategy for the Future of Country X**

- Aims and objectives: You have to decide on the aspects to be included in the report
  - In groups of 5 discuss the current energy situation in Country X by analysing the chart.
  - Discuss possible reasons of the blackout.
  - Then taking into account the geographical features of the country discuss and suggest a possible direction of the development of the Energy sector.
- Roles:
  - ✓ 3 debating people,
  - ✓ a mediator responsible for chairing and managing the discussion (encourages participation of all the people to contribute to the discussion and steers it towards the expected outcome),
  - ✓ an observer responsible for note taking and giving the final report to the whole class.

Slide 3

Slide 4

#### 4. Peer feedback and class discussion

A spoken report describing the agreed way forward for the Country X in dealing with the energy crisis or an account of the discussion if the decision has not been reached – given by one person from each group. This could lead to a class discussion to compare the solutions.

Descriptors CEFR level C1:

CEFR Descriptor Scheme: Mediation / Mediating a text	Scale: Explaining data in speech / in writing
<b>Descriptors:</b>  Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.  Can interpret and present clearly and reliably in writing (in Language B) the salient, relevant points contained in complex diagrams and other visually organised data (with text in Language A) on complex academic or professional topics.	

CEFR Descriptor Scheme: Mediation / Mediating concepts	Scale: Facilitating collaborative interaction with peers
<b>Descriptors:</b>  Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence.	

Can develop the interaction and tactfully help steer it towards a conclusion.
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CEFR Descriptor Scheme:	Scale:
Mediation / Mediating concepts	Collaborating to construct meaning
Descriptors: Can frame a discussion to decide on a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. Can evaluate problems, challenges and proposals in a collaborative discussion in order to decide on the way forward. Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus.	

## Example 6: Mediating texts, mediating concepts

<b>Title:</b>	<b>Les Gilets jaunes et les mouvements protestataires</b>
<b>Author:</b>	Catherine Jaeger (Humboldt-Universität zu Berlin)
Language:	French
CEFR Level:	B2

The following activity covers sessions 2 and 3 of a three-week project. Session 1 provided an introduction to the topic and covered activities on listening comprehension, reading comprehension and written and oral mediation. As the target level of this French language course is level B2 the language used in the classroom is French, although in group work students might use the language of their studies occasionally.

In the final sessions 2 and 3 students are invited to analyse a series of documents, prepare a group presentation, present their ideas to a defined target group and decide with the entire group of students on a group proposal that covers the suggestions of the different proposals presented.

### FAIRE DES PROPOSITIONS À VOS AMIS FRANÇAIS POUR LE GRAND DÉBAT NATIONAL

Afin de recueillir les avis des jeunes sur les questions du Grand débat national, environ 70 jeunes de 18 à 25 ans ont été contactés par le gouvernement après un tirage au sort pour participer à une conférence consacrée à cette mission. Ils ont été invités le vendredi 22 et Samedi 23 mars 2019 sur le campus de The Camp, à Aix-en-Provence (Bouches-du-Rhône) à débattre des quatre grandes thématiques du débat. Au terme de cette consultation, ils doivent dresser un diagnostic et émettre des propositions qui seront ensuite délibérées collectivement. (D'après un article du Monde de Patrick Roger, Mis à jour le 25 mars 2019 à 17h51)

Liens à consulter :

<https://granddebat.fr>

[https://www.lemonde.fr/politique/article/2019/03/25/grand-debat-quand-les-jeunes-s-enmelent\\_5441089\\_823448.html](https://www.lemonde.fr/politique/article/2019/03/25/grand-debat-quand-les-jeunes-s-enmelent_5441089_823448.html)

<https://thecamp.fr/fr>

**Votre rôle :** Vous êtes étudiant.e.s d'échange à Marseille et un.e de vos ami.e.s a été tiré.e au sort pour participer à la conférence. Avant de s'y rendre, il/elle souhaite se préparer sur les thématiques abordées. Notamment, il/elle aimerait se renseigner sur le traitement de ces questions dans votre pays. Il/elle vous propose une rencontre au cours de laquelle, vous pourriez vous entretenir des visions diverses dans vos pays respectifs. Vous choisirez un aspect parmi les quatre grandes orientations du débat que vous approfondirez particulièrement.

- L'imposition et les dépenses publiques
- L'organisation du service public
- La transition écologique
- La démocratie et la citoyenneté

**Macro-tâche 1 :** Vous présenterez votre discussion au groupe et les propositions que vous avez élaborées. Au total, les divers points du Grand débat national seront abordés.

**Macro-tâche 2 :** Le groupe pourra finalement délibérer collectivement des propositions élaborées et dresser un catalogue des meilleures mesures proposées.

The activity described above relates to all four modes of communication, but its specificity lies in intra-linguistic mediation, i.e. mediating texts and mediating concepts, and addresses e.g. the following descriptors:

Mode of communication / Activity, strategy or competence: Oral interaction	Scale: Goal-oriented co-operation
Descriptor: Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	

Mode of communication / Activity, strategy or competence: Mediating a text	Scales: Processing text in speech Processing text in writing
Descriptors (adapted): Can summarise the important points made in longer, complex texts on subjects of current interest, including their fields of special interest.  Can summarise in writing the main content of complex texts on subjects related to their fields of interest and specialisation.	

Mode of communication / Activity, strategy or competence: Mediating concepts	Scale: Collaborating to construct meaning
Descriptors: Can present their ideas in a group and pose questions that invite reactions from other group members' perspectives.  Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	



## Example 7: Plurilingual comprehension

<b>Title: La basura plástica y sus secuelas en Italia y Centroamérica –</b> Una colaboración entre estudiantes de español y estudiantes de italiano	
Languages:	Spanish and Italian
CEFR Level:	B1+ - C1; here: B2
Authors:	Birgit Neuroth-Hartmann & Valentina Reggio (Georg-August-Universität Göttingen)

The following activity focuses on plurilingual comprehension in Romance languages. Two student groups (a group of learners of Italian and a group of learners of Spanish) work on the same project (water pollution) in two different settings (Italy respectively Guatemala and Honduras). The develop solutions to a given problem, have to present their solution to each other's group in the respective target language and have to decide in mixed groups about an overall strategy to take.

### Puesta en situación:

Un grupo de estudiantes de español se encuentra en una localidad guatemalteca cercana al río Motagua que limita con el país vecino de Honduras. La estancia del grupo se debe a unos trabajos / unas prácticas en una ONG que se dedica a paliar las secuelas de la contaminación del río debida a los desechos plásticos que flotan en el río, contaminan el agua y son un peligro para la salud de las poblaciones ubicadas a ambos lados de la orilla.

Al mismo tiempo un grupo de estudiantes de italiano se encuentra en una localidad italiana a orillas del río Sarno viviendo una situación similar.

Ambos grupos indagan en el asunto que les concierne y más adelante se reúnen para compartir la información sobre los lugares y buscar y compartir soluciones inmediatas para las poblaciones afectadas. En este contexto y durante todo el proyecto leerán, hablarán y escribirán en el idioma de su curso.

### Tareas:

#### 1. Trabajo por separado del grupo de español y del grupo de italiano

Recibirás enlaces con audios, videos y textos relacionados con el tema y según las necesidades buscarás más información en la prensa digital. **Lee, escucha e infórmate.**

A. **Reparte las tareas** entre las personas de tu grupo y dedícate a una parte de la información en concreto.

Por ejemplo, algunas personas se dedicarán a la situación de las poblaciones guatemaltecas, otras a la de las aldeas hondureñas. Un grupo investigará los problemas diplomáticos entre Guatemala y Honduras causados por la contaminación del río limítrofe, otro grupo se dedicará a indagar qué es lo que ya se está haciendo para abordar el asunto, etc. Tendréis que indagar en diferentes ámbitos: político, económico, cultural, etc.

B. Después de haber visto todo el material, **informa a tu grupo. Haz apuntes** de lo que dicen las demás personas.

C. Para ayudar a la población en lo más básico, por ejemplo, concienciar a los habitantes dentro de lo posible, velar por su salud, instruirlos en el manejo del plástico, etc., formas parte de un taller y **discutes soluciones inmediatas** para presentárselas a la población con un proyecto viable. **Haz apuntes.**

D. **Elabora un folleto / un cartel** para invitar al colectivo afectado a una reunión para explicar vuestro plan. No olvides que en este caso tu público no es universitario.

E. **Prepara una presentación** para informar al grupo de italiano / de español de la situación en general y con algunas ideas viables para una solución. En este caso se trata de universitarios como tú. Las presentaciones deberán llevar poco texto, pero sí datos, cifras, imágenes, para ilustrar el problema. **Prepara apuntes** para introducir el tema con ayuda de la presentación.

## 2. Trabajo en común del grupo de español y del grupo de italiano

Antes de seguir adelante recordad que el español y el italiano tienen muchas similitudes, pero también grandes diferencias, tanto desde el punto de vista gramatical como del léxico, por lo que será importante que habléis de forma más pausada, a veces utilizando sinónimos, dando explicaciones adicionales, haciendo uso de gestos y movimientos, para que el grupo contrario pueda entender lo presentado, aunque no domine el español / el italiano.

A. **Presenta en tu idioma la situación** relacionada con el río contaminado y su entorno para que el grupo contrario pueda ver las similitudes y las diferencias con el otro río analizado, es decir, el grupo de español informará al grupo de italiano y viceversa. **Habla claro y despacio.**

B. Se mezclarán los grupos de español y de italiano formando pequeños colectivos y prestando atención a que los hablantes de italiano y de español estén repartidos a partes iguales. En los grupos mixtos **discute en detalle la situación y comenta las posibles soluciones** básicas al problema de la contaminación de los ríos estudiados que se puedan implementar en ambos lugares.

C. **Levanta acta** de lo discutido: Durante el debate cada componente del grupo hará apuntes. Concluido el debate y después de haber encontrado una primera solución, **escribe el acta**. Se escribirán por separado un texto en español y otro en italiano.

## 3. Intercambio final

**Presenta** con tu grupo mixto **las soluciones** a los demás grupos.

## 4. Optativo

Entre todas las personas asistentes se podrá elegir la solución más original, más viable, más convincente.

## Methodology:

### Finalidad del proyecto

Fomentar la competencia intercultural y lingüística y el plurilingüismo.

El objetivo del proyecto del que se hablará en lo siguiente tiene dos vertientes:

Por un lado, analizar y discutir un tema actual y polémico en un lugar claramente limitado, ofreciendo soluciones básicas dentro de las posibilidades dadas durante una carrera universitaria, es decir, a nivel de estudiante. En este contexto se practicarán las cuatro destrezas.

Por otro lado, fomentar la mediación dentro de un contexto de plurilingüismo, demostrando y viendo que el español y el italiano son idiomas lo suficientemente parecidos como para que se puedan entender aun cuando solo se domine uno de los dos idiomas.

### Recursos gramaticales y léxicos:

Ampliación del vocabulario y perfeccionamiento tanto de las estructuras gramaticales en general como de los tiempos del pasado y del subjuntivo en particular. Las destrezas se complementarán y no se tratarán por separado.

This activity addresses a variety of mediation activities, strategies and competences, but the focus is put here on the plurilingual comprehension and on building on plurilingual repertoire to enhance intercomprehension:

Mode of communication / Activity, strategy or competence: Mediation	Scale: Plurilingual comprehension
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**Descriptor:**

Can use their knowledge of contrasting genre conventions and textual patterns in languages in their plurilingual repertoire in order to support comprehension.

Mode of communication / Activity, strategy or competence:	Scale: Building on plurilingual repertoire
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**Descriptor:**

Can make use of different languages in their plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken and the outcomes expected.

## Example 8: Building on pluricultural repertoire

<b>Title:</b>	<b>Business Meetings</b>	
Language:	English	
CEFR Level:	B2 / C1	
Author:	Julia Zabala Delgado (Universitat Politècnica de València / VITbox Project)	

### Introduction to task

**Goals of the activity:** generating awareness of cultural behaviours to avoid misunderstanding in formal contexts. Practise identifying potential misunderstandings caused by cultural differences.

#### Introducing the activity in the classroom

- ask participants to talk about appropriate behaviours in business meetings
- ask participants to identify the most important things to remember when arriving to a meeting with colleagues from other countries?
- Do they think a meeting with colleagues from a single country differs from an international meeting? Why? Why not?

#### Description of the main activity:

This activity can be carried out in blended learning courses as an online activity or in traditional courses as a classroom activity.

Give students the text below to read or project in on the screen. What do they think about these rules? Do they identify with them?

#### Text input:

##### The Essentials of Business Etiquette

*source: business insider*

##### 1. Be on time.

Make sure you come on time and prepare for the meeting ahead of time, says Pachter. You don't want to waste anyone else's time by not being punctual.

"Leaders need to start on time so people can depend on that," she tells us.

##### 2. Make introductions.

If everyone doesn't know one another in the meeting room, you need to make introductions. You should do this by starting with the person of the highest rank first, says Pachter.

For example, "Ms. Greater Importance, I would like you to meet Mr. Lesser Importance."

### **3. Have a strong agenda.**

This is part of being prepared, but you should have a good, strong agenda so that you can stay on track. If you do get off track, you should have a strong facilitator to get you back on track, says Pachter.

### **4. Sit appropriately.**

If it's a sit-down meeting, you need to adjust your chair so that you're at equal height with everyone else at the table. "Some people don't adjust their chairs, so they end up being the little kid in the meeting," says Pachter.

### **5. Speak up.**

When people speak in meetings they need to speak loudly enough so that everyone hears what they're saying. "Many men and women, especially women, do not speak loudly enough. And speaking softly is a subtle nonverbal action that can affect your professionalism," says Pachter.

### **6. Understand the unwritten speaking rules.**

It's not polite to interrupt others, but in some meetings, you have to interrupt at some point or you won't be heard. Understand the rules so that you can have a productive meeting.

### **7. Do not have your phone out.**

A lot of people keep their phones on the table during meetings, says Pachter. Don't do this. Even if you aren't looking at your phone, it can get distracting if it starts lighting up or making noises.

"Put it in your pocket, keep it on vibrate, and leave the room if you have to take the call or return a text," says Pachter. "It's really, really rude to be texting during a meeting."

### **8. You can drink coffee, but you need permission for anything else.**

If you're going to eat, it needs to be OK with the entire group, says Pachter. "You can make noise or give off smells" that are disruptive, so it needs to be OK with everyone.

### **9. Clean up after yourself.**

This is especially true if you were drinking or eating during the meeting. You need to clean up after yourself and leave things the way you found them, says Pachter. Otherwise, it's not professional.

### **10. Don't save all your questions for the end.**

Ask your questions at the appropriate time. Do not be the person who starts "asking questions and adding stuff that doesn't need to be added" when everyone's getting ready to go, warns Pachter.

#### **Activities in class:**

Ask the students to discuss which of these rules they consider applicable to their context and which they think is different in their culture.

- Can they think of any other countries they have visited or read about where these rules would be different?

Ask the groups to identify rules that might be different in other countries, allow them to go into the internet to search for business etiquette in different countries.

- What did they find?
- Did you find information on a country where the rules were very different?

### Peer feedback – class discussion

Ask the participants to share their findings.

- Which countries seemed more different to yours?
- Why do you think the rules are different?
- What is the business meeting etiquette in your country and why do you think that is?

Do you think the business meeting etiquette is affected by properties of the culture of the participants or the culture of the country where the meeting is taking place?

Descriptors CEFR level B2:

CEFR Descriptor Scheme: Plurilingual and pluricultural competence	Scale: Building on pluricultural repertoire
Descriptors:  Can identify and reflect on similarities and differences in culturally determined behavioural patterns (e.g. gestures and speech volume or, for sign languages, sign size) and discuss their significance in order to negotiate mutual understanding.  Can, in an intercultural encounter, recognise that what one normally takes for granted in a particular situation is not necessarily shared by others, and can react and express themselves appropriately.	

Descriptors CEFR level C1:

CEFR Descriptor Scheme: Plurilingual and pluricultural competence	Scale: Building on pluricultural repertoire
Descriptor:  Can identify differences in sociolinguistic/-pragmatic conventions, critically reflect on them and adjust their communication accordingly.	