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Assessing Plurilingual and Pluricultural Competence

Realitzat per: Maria Riu

Tutoritzat per: Maria González-Davies

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Abstract

Recently, two institutional documents related to AL teaching have been published: The *Companion Volume* of the *CEFR* (Council of Europe, 2018a) and the *Language Model of the Catalan Education System* (Generalitat de Catalunya, 2018). Both documents put the focus on plurilingual education, however, the *Companion Volume* includes descriptors for each level of plurilingual and pluricultural competence. This work explores the possibility of integrating the descriptors of the *Companion Volume* into the Catalan System for assessment. Also, it sets levels of plurilingual and pluricultural competence for 2nd of ESO. Moreover, this work suggests an assessment task based on the levels previously set. As a result, descriptors belonging to the *CEFR* level A2 were set for a group of 2nd of ESO. Additionally, a dossier with formative assessment activities was designed. The dossier is thought to be used during an international exchange between two schools and it contains activities to assess pluricultural repertoire, plurilingual comprehension and plurilingual competence.

Resumen

Recientemente, se han publicado dos documentos institucionales relacionados con la enseñanza de lenguas extranjeras: El *Volumen Complementario* del MCER (Consejo de Europa, 2018a) y el *Modelo lingüístico del sistema educativo catalán* (Generalitat de Catalunya, 2018). Ambos documentos se centran en la educación plurilingüe, sin embargo, el *Volumen complementario* incluye descriptores para cada nivel de competencia plurilingüe y pluricultural. Este trabajo explora la posibilidad de integrar los descriptores del *Volumen complementario* en el Sistema Catalán para la evaluación. Además, se establecen niveles de competencia plurilingüe y pluricultural para el 2do de ESO. Asimismo, este trabajo presenta una tarea de evaluación que se a partir de los descriptores que se han establecido previamente. Como resultado, los descriptores que pertenecen al nivel A2 del MCER se establecieron para un grupo de 2º de ESO. Finalmente, se diseñó un dossier con actividades de evaluación formativa. El dossier de evaluación está pensado para utilizarse durante un intercambio intercultural entre dos institutos y contiene actividades para evaluar el repertorio pluricultural, la comprensión y la competencia plurilingües de los estudiantes.

Resum

Recentment, s'han publicat dos documents institucionals relacionats amb l'ensenyament de llengües estrangeres: El *Volum complementari del MEER* (Consell d'Europa, 2018) i el *Model lingüístic del sistema educatiu català* (Generalitat de Catalunya, 2018). Tots dos documents es centren en l'educació plurilingüe, però, el Volum complementari inclou descriptors per a cada nivell de competència plurilingüe i pluricultural. Aquest treball explora la possibilitat d'integrar els descriptors del *Volum complementari* dins del Sistema Català per a l'avaluació. A més, s'estableixen nivells de competència plurilingüe i pluricultural per al 2n d'ESO. Així mateix, en aquest treball es presenta una tasca d'avaluació que es a partir dels descriptors que s'han establert prèviament. Com a resultat, s'han fixat els descriptors que pertanyen al nivell A2 del MCER per a 2n d'ESO. A més, s'ha dissenyat un dossier amb activitats d'avaluació formativa. El dossier d'avaluació està pensat per utilitzar-se durant un intercanvi intercultural entre dos instituts i conté activitats per avaluar el repertori pluricultural, la comprensió i la competència plurilingüe.

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1. Introduction

During the past years, language education has been moving towards a plurilingual perspective. The *Common European Reference Framework (CEFR)* (2001), the document that influenced the way language was taught and learnt in Europe and beyond (Piccardo, North, & Goodier, 2019), set an overall objective to promote plurilingualism and linguistic diversity (Council of Europe, 2001). The notion of plurilingualism focuses on the linguistic repertoire of the user/learner and the ability to use it in different situations to achieve communication or act as a social agent. The *CEFR* also included the concept of plurilingual and pluricultural competence of the user, but no descriptors and levels were added to them.

Over time, plurilingualism has gained importance in language education. In the Catalan system, the publication of the *Language Model for the Educational System* (2018) also focuses on the teaching of languages following a plurilingual perspective, advocating the use of approaches such as LIL (Language Integrated Learning) and CLIL (Content and Language Integrated Learning). As the document states, pupils in the Catalan system are therefore expected to acquire some degree of plurilingual and intercultural competence at the end of their education.

In 2018, the European Council published a *Companion Volume with new descriptors*, a complement to 2001's CEFR. The *Companion Volume* includes scale descriptors for concepts that "have become increasingly relevant over the past twenty years, especially mediation and plurilingual/pluricultural competence" (Council of Europe, 2018a, p. 23). The document contains detailed activities and strategies for mediation, plurilingual and pluricultural competence and scales for each user level.

Plurilingual and pluricultural competence appears in curricula for language education and, as any other competence in education, it ought to be assessed. Assessment is an integral part of the educational system, it has an impact on the progress of learners and it is a way to control if the curricular objectives have been achieved (Lenz & Berthele, 2010).

Considering that there are detailed descriptor scales for plurilingual and pluricultural competence in the *Companion Volume*, this work aims to explore whether the descriptors

of the *Companion Volume* can be adapted for assessment according to the *Language Model of the Catalan Education System*. Another aim is to set objectives of plurilingual and pluricultural competence for 2nd of ESO. Once the objectives are set, the last aim is to present an assessment tool for plurilingual and pluricultural competence for a group of 2nd of ESO. The aims and the research questions of this work are covered in the second section.

In order to achieve those aims, the third section of this work starts summarising the concepts of mediation and plurilingual and pluricultural competence according to the *Companion Volume*. Moreover, it describes the view that the Catalan Education System has on plurilingual education. Also, this section introduces different types of tasks for assessing plurilingual and pluricultural competence.

The fourth section covers the method of the dissertation. In the section, there is a comparison between the *Language Model of the Catalan Education System* and the *Companion Volume*. Also, the descriptors for 2nd of ESO are set. Furthermore, there is a description of the questionnaire used to ask teacher's opinions and its results.

The fifth section is a description and justification of the assessment dossier. The sixth section covers discusses the results of every instrument used along the work. Finally, the seventh section contains the conclusions of the work.

2. Research Questions and Objectives

The research questions of this work are the following:

Q1: Can the *Companion Volume CEFR* (2018) descriptors for Plurilingual and Pluricultural Competence be adapted for assessment according to the *Language Model of the Catalan Education System*?

Q2: How can plurilingual and pluricultural competence be assessed in secondary education for the level of 2nd of ESO?

The objectives of the work are described below:

O1: Comparing the descriptors of the *Companion Volume* for Plurilingual and Pluricultural competence with the *Language Model of the Catalan Education System*.

O2: Set objectives for assessment for plurilingual competence, plurilingual comprehension and plurilingual repertoire for 2nd of ESO.

O3: Ask high school teachers about their opinions regarding the chosen descriptors.

O4: Design a proposal of an assessment to evaluate a group of 2nd of ESO.

3. Theoretical Framework

In this section I firstly summarise the concept of mediation and plurilingual and pluricultural competence according to the *Companion Volume*. Secondly, I talk about the *Language Model of the Catalan Education System*. After that, I introduce the plurilingual dimension in the Catalan Education System. Then, I summarise the Integrated Plurilingual Approach. Finally, I look into the literature on the different ways to assess the plurilingual and pluricultural competence.

3.1 Mediation in the *Companion Volume*

The concept of mediation was firstly introduced in the *CEFR* (2001) as another communicative strategy apart from reception, interaction and production (North, 2016). However, it was not until the publication of the *CEFR: Learning teaching assessment Companion Volume with new descriptors* (Council of Europe, 2018a) that the concept was boarded with new descriptors and also divided into three activities and two strategies.

In the *Companion Volume*, mediation is defined as the user or the social agent creating bridges and helping to construct or convey meaning, sometimes in the same language or from one language to another. (Council of Europe, 2018a). It usually involves other activities such as reception, interaction and production together with a cognitive and interpersonal challenge (North, 2016). Mediation can be pedagogic, social, cultural, through mediatic and textual (North, 2018).

The *Companion Volume* has overall descriptors for mediation and it also contains detailed descriptors for all the activities and strategies that appear in the figure above. Those activities and strategies will be summarised in the following lines.

- Mediating a text: can involve mediating a text for the same user or transmitting to another person the content of a text which they cannot access because of linguistic, cultural, semantic or technical barriers.
- Mediating concepts: enabling access to knowledge and concepts for others.
- Mediating communication: to facilitate successful conversation between users who may have differences (individual, sociocultural, sociolinguistic or intellectual). It is generally concerned with personal encounters and thought for spoken communicative activities.

There are two strategies that involve the “mediation strategies that are appropriate in relation to the conventions, conditions and constraints of the communicative context” (Council of Europe, 2018a). In the *Companion Volume*, those strategies are presented in a separate way because they apply to many of the activities. The *Companion Volume* mentions two strategies: Strategies to explain a new concept and strategies to simplify a text.

Mediation is sometimes closely related to the plurilingual competence. In fact, when it comes to cross-linguistic mediation (from one language to another), users also put into work their social, cultural and intercultural competence (Council of Europe, 2018a). Given the fact that mediation does not always include the interference of two different languages; in this work, I will focus strictly on the assessment of the Plurilingual and Pluricultural competence. Plurilingual and pluricultural competence are summarised in the next section.

3.2 Plurilingual and Pluricultural Competence in the *Companion Volume*

As it has been mentioned before, the *Companion Volume* (2018) also includes descriptors for plurilingual and pluricultural competence, those are put together because they are aspects that “go hand-in hand” (Council of Europe, 2018a).

This competences refer to the ability to use one’s linguistic and cultural repertoire so that one can be involved in diverse contexts, acquire knowledge and improve their own linguistic and cultural resources (Council of Europe, 2018a). This is based on the idea that as the user acquires languages, he or she does not keep them in different compartments, but all languages contribute in developing his or her own communicative competence (Council of Europe, 2001). Therefore, the interaction and the interrelation in someone’s repertoire is something that should be enhanced and encouraged, since it enriches the communicative abilities and strategies of the user.

The *Companion Volume* divides the plurilingual and pluricultural competence into three categories: Building on pluricultural repertoire, plurilingual comprehension and building on plurilingual repertoire. Those categories have their own illustrative descriptors set in different levels, however, the *Companion Volume* stresses that those should not be exclusive for each level, they are orientated and thought for possible objectives in curriculum design (North, 2018). Those concepts are defined below:

- **Building on pluricultural repertoire:** According to Coste et al. there are some nuances between the terms pluriculturalty and interculturality: pluriculturality being the ability to participate in different cultures by acquiring several languages and interculturality referring to the ability to experience otherness and diversity, analyse those experiences and derive benefit from it (2016, p. 20). However, the *Companion Volume* points out that some of the notions and descriptors for the intercultural competence are also included in their category “Building on Pluricultural Repertoire”.

Some of the key notions of this category are: understanding that different cultures may have different practices and norms, the will to show sensitivity to differences, recognising and acting on cultural, socio-pragmatic and socio-linguistic conventions and interpreting the similarities and differences in those practices or cultural events. There are descriptors from A1 to C2 for Building on Pluricultural Repertoire: In the A levels the user recognises potential causes of culturally-based complications in communication and is able to ‘act appropriately in simple everyday exchanges’ (2018a, p. 158). At B1 the user ‘responds to the most commonly used cultural cues and acts according to the different and explain or discuss features of his/her own and other cultures’(2018a, p. 158).

- **Plurilingual comprehension** is defined as the ability to use one’s knowledge and the proficiency in one or more languages in order to approach texts in other languages and achieve the communication goal. The scale for plurilingual comprehension does not include the level C. At A levels, the user starts to recognise lexical forms and can understand short messages articulated in other languages. At the B levels, the user is able to recognise ‘false friends’ and exploiting parallel sources in different languages.
- **Building on plurilingual repertoire:** The scale represents the ability to exploit all available linguistic resources in order to communicate adequately in any multilingual context or also “in a classic mediation situation in which other people do not share the same language” (2018a, p. 161). It includes notions from both previous scales.

It has descriptors from A1 to C2. At the A levels, the user is able to exploit his resources to handle everyday transactions. At the B levels, the user starts to be able to manipulate language in a creative way and switch languages flexibly.

The descriptor scales for plurilingual and pluricultural competence are included in the Annexe 1. The next section covers the *Language Model of the Catalan System*, it focuses on its approach on mediation, plurilingual and pluricultural competence.

3.3 The *Language Model of the Catalan System* on Mediation, Plurilingual and Pluricultural competence

The *Language Model of the Catalan Educational System* (2018) is a document published by the Catalan Government with the objective of introducing a plurilingual and intercultural approach to language teaching in the educational system. It defends a plurilingual education and it claims that all languages contribute to developing a communicative competence for each student, so that he or she can communicate effectively in different languages and in different circumstances. Also, it suggests that students, at the end of their education, should acquire a global competence, in which they have to be able to understand and appreciate different points of view and perspectives of the other's world. Students also should be able to participate in effective and open interactions with people from other cultures and contribute to the development of our current society. In this section I introduce the relevant aims of the model and its action plan.

Most aims of this model are directly related to the acquisition of the Plurilingual and Pluricultural competence described in the *Companion Volume* of the *CEFR*. Those are listed below:

- Provide students with plurilingual and intercultural skills, which guarantee, upon completing compulsory education, a good command of the official languages.
- Enable students to use all the languages in their personal repertoire for pleasure and aesthetic creation, or critical analysis and social action through language, and to behave in an ethical and responsible way in questions of local and global importance.
- Develop students' ability to use their plurilingual skills to process information transmitted in different languages with the aim of building a new knowledge.

- Awaken student's curiosity for other languages and cultures, provide them with knowledge of what they are like and how they work, and encourage their independence to learn them throughout their lives.

(Generalitat de Catalunya, 2018)

The model defends a global perspective where all languages participate in the same way. The document suggests methodologies and actions plans that institutions should follow in order to achieve its aims. Those are the LIL (Language Integrated Learning) and CLIL (Content and Language Integrated Learning).

The Language Integrated Learning is a strategy based on the communicative approach in languages. In a context where different languages are taught, this approach promotes language teaching with common objectives with the goal of enabling the transfer of knowledge between languages. Since it treats all languages in an integrated way, it demands that all language departments in an institution work collaboratively. Some of the characteristics of this approach are: Language teaching is promoted with common objectives, encouraging metalinguistic activities, it encourages to focus on the contrast between languages (reflect on the similarities and differences in languages), the use of linguistic transference and *intercomprehension* (comprehension of one language starting with the knowledge of another language). It also encourages practices where *translanguaging* is involved, for instance, reading a text in one language and then its content in another.

On the other hand, CLIL suggests teaching language and content in an integrated way. It means that language can also be learnt and taught in other subjects that are not specifically "language" subjects. CLIL can take place with the main language of communication and with a foreign language. The document mentions that with the introduction of CLIL as a second language students develop intercultural communication skills.

The model also includes an action plan of implementation for primary school, secondary school and *Baccalaureate*. Some of the most relevant points for secondary school are:

- Promote language awareness and enable students to respond in a critical, constructive and responsible way when they encounter people from other cultures.
- To collaborate with schools of other countries in order to promote linguistic exchanges, so students can develop their own intercultural competence.

- To introduce mediation activities and inter-comprehension strategies.

In terms of evaluation and assessment, the *Language Model of the Catalan System* does not include a section dedicated to those sections. Nevertheless, it contains some indications on assessment such as: incorporating continuous evaluation, use self-assessment activities, integrate assessment into the whole teaching-learning approach and share evaluation criteria with students beforehand. Instructions on how plurilingual or intercultural skills should be assessed do not appear in the Model. The section below covers the Plurilingual competence as a basic competence of the Catalan system.

3.4 Plurilingual Competence in the Competence Curriculum

Before the *Language Model of the Catalan and Education System* was published, the Catalan System had already integrated plurilingualism and pluricultural competence in their curriculum. In this section, I include definitions and the instructions on the Competence-based curriculum that have to do with plurilingual and pluricultural competence.

The Catalan system defined general basic competences that students must acquire at the end of their obligatory education, those are defined in the *Decret 187/2015, de 25 d'agost*. Those competences contribute to the personal development of the student, the practice of citizenship and the successful incorporation in the student's adult life (Departament d'Ensenyament de la Generalitat de Catalunya, 2015).

A competence is the capacity of using knowledge and abilities in an interactive way in different contexts. *Departament d'Ensenyament* has published documents that define the different competences that should be acquired for each subject.

Among the Foreign Languages competences, a dimension called "plurilingual and transversal dimension" is included. This dimension refers to "use the knowledge and the linguistic experience to accomplish a sufficient communication with a certain interlocutor and estimate the cultural and linguistic implications that take place in intercultural interactions" (Direcció General d'Educació Secundària Obligatòria i Batxillerat, 2015b, p. 7).

According to the document that describes the Competences for Foreign Languages, the plurilingual and transversal dimension can be fostered by encouraging students to identify the differences and similarities between languages and the occasional use of translation.

The intercultural competence is described in the document dedicated to “Competences of Culture and Values”. In that document there is a competence that has to do with “showing attitudes of active respect towards other cultures, people, beliefs and options” (Direcció General d’Educació Secundària Obligatòria i Batxillerat, 2015a, p. 26). The document suggests using the diversity of the classrooms, engaging students in collaborative activities with peers from different origins and carrying out activities to work on empathy (Direcció General d’Educació Secundària Obligatòria i Batxillerat, 2015a).

As seen in this section, the competence-based curriculum of the Catalan system considers the plurilingual and pluricultural competence. However, the curriculum offers brief definitions of them and it includes few activities or ideas to enhance the plurilingual and pluricultural competence. Therefore, teachers could use the *Companion Volume* as a complement, since it broadens the definition of plurilingual and pluricultural competence and provides scale descriptors for each level. The following section covers the Integrated Plurilingual Approach.

3.5 The Integrated Plurilingual Approach (IPA)

It is important to mention that there is an approach that aims to develop plurilingual competence, that is the Integrated Plurilingual Approach (IPA). The IPA can be used as a basis for methodologies such as LIL or CLIL. The approach also encourages translanguaging practices such as TOLC (Translation for Other Language Contexts) and PBCS (Pedagogically Based Code-Switching). All these strategies are mentioned in the *Language Model of the Catalan Education System*.

The instructional proceedings of the IPA are a (1) reflective Action-Based teaching and a (2) translinguistic conceptualisation. A reflective Action-based teaching consists on a task-based communicative approach, providing a scaffolding structure and focusing on the textual genre as a unit of communication. A translinguistic conceptualisation involves a special attention to form and conceptual work, for instance, it involves confronting learners with a metalinguistic analysis. (Esteve, Fernández, Martín-Peris, & Atienza, 2017).

The Action-Based teaching and the translinguistic conceptualisation of IPA can be applied through strategies such as PBCS and TOLC, these are defined in the next page:

- PBCS is a strategy that profits from the change of language that all plurilingual speakers and uses it to reflect on language. It intends to “initiate metalinguistic thought and sensitizing students towards language similarities, differences, and connections” (Corcoll López & González-Davies, 2015).
- TOLC is the use of translation in order to acquire linguistic mediation skills and intercultural competence (González-Davies, 2017). Some TOLC activities involve solving mistranslations, translating cultural aspects, interpreting and translating literary texts to foster creativity in language.

These are two pedagogic strategies that enhance plurilingual competence, therefore, they should be considered in the design of assessment tasks. The following section covers the assessment of plurilingual and pluricultural competence.

3.6 Assessment of the Plurilingual and Pluricultural Competence

Regarding assessment, one must consider the two functions of assessment described by Sanmartí (2010). The author recognises an assessment of the process of learning and an assessment at the end of the process to verify if the student has reached the learning objectives. The assessment of the process can also be called formative assessment, it takes place regularly, it is used to encourage the development of the learner; it can also include self-assessment, peer-assessment and collaborative learning. The assessment at the end of the process is called summative assessment, which sums up what a student has learned for a period of time, these types of assessment require to be standardised, since they usually want to assess if the learner has reached the level expected according to school regulations.

These competences are easily evaluated through formative assessment. However, it is still a challenge to find a standardised way to assess competences such as plurilingual competence and pluricultural competences (Coste et al., 2016; Lenz & Berthele, 2010). Along these lines, I present the assessment tasks that have been suggested by these authors.

It is important to mention that the literature that has been consulted for this work is previous to the publication of the *Companion Volume* (2018). The terminology for concepts such as mediation, plurilingual competence and pluricultural competence differs

from the one described in the *Companion Volume*. However, they suggest tasks that are relevant to our work since the *Companion Volume* does not include assessment tasks for plurilingual and pluricultural competence.

Below, I include the different assessment tasks that have been found in the literature consulted and I relate them to the three categories that belong to plurilingual and pluricultural competence: Plurilingual comprehension, building on plurilingual repertoire and building on pluricultural repertoire.

Plurilingual comprehension is the capacity to use the knowledge of one or more languages as leverage for approaching texts in other languages. This is similar to the notion of inter-comprehension described by Lenz and Berthele (2010). Inter-comprehension is described as the ability to quickly discover regularities within the known language, to discover internationalisms within a text and to develop strategies to read any text. One of the possible tasks to assess inter-comprehension in a summative way is to be confronted with texts that are accessible to the students, for example, a Romance language for Spanish speakers. Coste et al. add that students could be asked about the strategies they have used to establish differences or correspondences between languages (2016).

Building on plurilingual repertoire as it is defined in the *Companion Volume*, is the ability of the user to exploit all his or her linguistic resources in order to communicate effectively in a multilingual context (Council of Europe, 2018b). Lenz & Berthele talk about assessing a what they call “polyglot dialogue” which involves the use of two or more different languages/varieties in oral interpersonal exchange in production or dialogues in different languages. Participants in polyglot dialogue will have enough intercultural competence to manage potential or actual misunderstandings. This polyglot dialogue is similar to the category of building on plurilingual repertoire because it requires a plurilingual comprehension strategy and also a pluricultural competence. For summative assessment, some of the tasks that could be carried out to assess the polyglot dialogue could be setting groups of trained interlocutors following a scripted plot in different languages, then the user would have to confront the situation applying different communication and plurilingual strategies, but the author recognises that they might be a challenge (Lenz & Berthele, 2010).

Another suggestion for more informal and formative contexts could be having the students represent a dialogue speaking different languages in class, they would be given different roles: one or two may use the main language of schooling, two others both the foreign language learned and a family language of a pupil can also be included. The objective of the activity would be to show that a learner is able to operate in different circumstances (Lenz & Berthele, 2010). Some skills that could take place in such a situation could be: to adapt one's production to the apparent comprehension level of the partners and to synchronise one's interventions in different languages with those of the other people (Coste et al., 2016).

In regard to **Building in pluricultural repertoire**, the literature that has been consulted refers to the term of intercultural competence. Coste et al. stress that it hard to assess intercultural competence in a summative standardised way:

[...] it can be noted that tests of evaluating knowledge are easy to construct, the problem is that this is still based partly on something resembling to the idea of well-defined cultural entities, associated with the idea of the nation state; this is a gross-over simplification of the kind that a plurilingual and intercultural education is designed to overcome. (2016, p. 70).

However, there are some options for formative assessment of the intercultural competence. One of them is the *Autobiography of Intercultural Encounters* (Byram, Barrett, Ipgrave, Jackson, & Méndez, 2009), promoted by the Council of Europe. It focuses on the observation and real experience of different cultural encounters that the user might have had. This model does not provide explicit guidance for the assessor or the next learning steps that the advanced user ought to take (Lenz & Berthele, 2010).

Another project destined to assess the intercultural competence is the *INCA* (Intercultural Competence Assessment) project (2004), which is an assessment project designed for professionals that were working in multicultural or multicultural environments. It has also the form of a portfolio and it has a similar structure of the *European Language Portfolio* (Little & Perclova, 2001) for adults but adapted to intercultural learning. It has three sections: *Passport* (with formal assessments and guided self-assessments), *Biography* (personal record of intercultural experiences) and *Dossier* (present personal evidence) (Lenz & Berthele, 2010). Lenz and Berthele recommend the *INCA* project as a more

complete way to assess intercultural competence and suggest its adaptation for school contexts.

The following section covers the method of this work.

4 Method

In this section I describe the methodology that I followed to achieve the objectives of this work. I firstly compare the descriptors of the *Companion Volume* with the specifications of *Language Model of the Catalan Education System*. After that, I set provisional descriptors of plurilingual and pluricultural competence for 2nd of ESO. Furthermore, I describe the questionnaire that was used in the work and I report its results. Thenceforth, I present a table with definite descriptors for 2nd of ESO. Finally, I specify the methodology that I used to create the assessment dossier.

4.1 Comparing between the Descriptors of the *Companion Volume* for Plurilingual and Pluricultural Competence and the *Language Model of the Catalan Education System*

In order to know if the descriptors of the *Companion Volume* can be integrated into the *Language Model of the Catalan Education System*, I have compared both documents to check the similarities that may appear in regard to plurilingualism.

As it has been seen in the Theoretical Framework, there are some differences in terminology, for instance, the term *pluricultural competence* does not appear in the literature consulted (Coste et al., 2016; Generalitat de Catalunya, 2018; Lenz & Berthele, 2010) where they mostly talk about *intercultural competence*. Also, the term plurilingual comprehension does not show up in other literature, but some of the descriptions of the documents that have been found coincide with the descriptors of the *Companion Volume*: for example, the descriptions that have to do with inter-comprehension. In the following table, I have included some of the different definitions of the *Language Model of the Catalan Education System* and then compared them to the descriptors of the *Companion Volume*.

<i>Companion Volume</i>	<i>Language Model of the Catalan Education System</i>
<p><u>Building on Pluricultural Repertoire</u> “The need to deal with ambiguity when faced with cultural diversity, adjusting reactions, modifying Language, etc.” (2018, p. 158).</p>	<p>“Promoting critical, constructive and responsible responses from students when in contact with people from other cultures” (2018, p.40)</p>
<p><u>Plurilingual comprehension</u> “The main notion represented by this scale is the capacity to use the knowledge of and proficiency of in one or more languages as leverage for approaching texts in other languages and so achieve the communication goal” (2018, p. 160)</p>	<p>“One of the aims is to develop students’ ability to use their plurilingual skills to process information transmitted in different languages with the aim of building a new knowledge.” (p. 13)</p> <p>“cross-comprehension strategies in languages which are perhaps not spoken but which may be useful in future academic or professional activity.” (2018, p. 40)</p>
<p><u>Building on Plurilingual Repertoire</u> “As the social agent is building on his/her plurilingual repertoire, he/she is also engaged in exploiting all available linguistic resources in order to communicate effectively in a multilingual context and/or in a classic mediation situation in which the other people do not share a common language.” (2018, p. 161)</p>	<p>“Enable students to use all the languages in their personal repertoire for pleasure and aesthetic creation, or critical analysis and social action through language, and to behave in an ethical and responsible way in questions of local and global importance” (2018, p.13)</p> <p>(During an international exchange) “[...]students do not only put their linguistic and cultural repertoire to the test, but also their ability to negotiate meaning in their interactions with classmates from other cultures.” (2018, p. 40)</p>

Table 1: Comparing the Companion Volume and the Language Model of the Catalan System

As seen in the table above, it can be said that the descriptors in the *Companion Volume* could be incorporated into the Catalan System. As seen in Table 1, it can be noted that the aims of the *Language Model of the Catalan Education System* coincide with some of the notions of plurilingual and pluricultural competence. Moreover, the descriptors for plurilingual and pluricultural competence could be used for the assessment and the detailed description of the Plurilingual Transversal Dimension of the Linguistic Competences set by the *Departament d’Educació*.

4.2 Provisional Descriptors for 2nd of ESO

The *Language Model of the Catalan Education System* stresses that by the end of their secondary education, students should acquire a B1 *CEFR* level. At the end of Baccalaurætae, the level that is set in the curriculum is B2. In order to integrate the plurilingual and pluricultural competence descriptors into the curricula, I will consider the B1 level as the target that should be achieved by the end 4th of ESO.

In order to set the objectives for 2nd of ESO, I have used the three categories defined in the *Companion Volume* (Building on pluricultural repertoire, plurilingual comprehension and building on plurilingual repertoire). As mentioned above, the students of 4th of ESO must have a B1 level at the end of their education, therefore, the descriptors of B1 are set as an objective for the second cycle of ESO education (3rd and 4th of ESO). For the first cycle (1st and 2nd of ESO), I have used the descriptors of the level A1 and A2 as learning objectives. Plurilingual and pluricultural competence is also taught in primary school (Direcció General d'Educació Infantil i Primària, 2015), so pupils are expected to have some knowledge of that competence. In the sections below I include the provisional descriptors for each category.

4.2.1 Building on Pluricultural Repertoire

For building on pluricultural repertoire, I have divided the descriptors of the *Companion Volume* for A1 and A2 into objectives for 2nd of ESO.

2 nd ESO	<ul style="list-style-type: none">- Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals).- Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.
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Table 2: Objectives for Building on Pluricultural Repertoire

4.2.2 Plurilingual Comprehension

2 nd	<ul style="list-style-type: none">- Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages.- Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in different languages.- Can use simple warnings, instructions and product information given in parallel in different languages to find relevant information.
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Table 3: Objectives for Plurilingual Comprehension

4.2.3 Building on Plurilingual Repertoire

2 nd	<ul style="list-style-type: none">- Can mobilise his/her limited repertoire in <i>different languages</i> in order to explain a problem or to ask for help or clarification.- Can use words and phrases from <i>different languages in his/her plurilingual repertoire</i> to conduct a simple, practical transaction or information exchange.
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Table 4: Objectives for Building on Plurilingual Repertoire

4.3 Asking High School Teachers about their Opinion on the Levels

The objective of this work was to set levels for Plurilingual and Pluricultural Competence for 2nd of ESO. In the previous section, different descriptors were set according to the target level established in the *Language Model of the Catalan Education System*. In order to validate them, a group of high school teachers were asked about the attainableness of the descriptors that were set for 2nd of ESO.

North & Piccardo, the team leaders of the group who elaborated the *Companion Volume*, stressed that they used surveys, workshops and questionnaires in the process of validation of their descriptors (North, 2016). In the second phase of their validation process, they did a qualitative and quantitative study where the respondents had to answer the following question: “At what *CEFR* level do you think a person can do what is defined in the descriptor?”. The participants, in that case, had to mark their decisions in paper, reflect and review with a partner and finally enter a final judgement through a survey (North & Piccardo, 2017).

A methodology like the one used by the creators of the *Companion Volume* was used in this research in order to set the levels for 2nd of ESO. A questionnaire with the website *Typeform* was created and was sent to different high school teachers. The questionnaire is detailed in the section below.

4.3.1 The Questionnaire

The online questionnaire was designed with the tool *Typeform*. It contained five questions and some explanations on the *Companion Volume* and the terms: Building on pluricultural repertoire, plurilingual comprehension and building on plurilingual repertoire (see section 3.2). The content and items of the questionnaire are detailed below, the complete questionnaire can be consulted in the Annexe 2.

The first part of the questionnaire was asking whether the teachers were familiar with plurilingual education. It was important to know if they knew anything about it because

someone who does not know about plurilingual education might answer the questions differently.

After the first question, there was an explanation of the *Companion Volume* and a definition of plurilingual and pluricultural competence. Even if the teachers had had some notions of the plurilingual and pluricultural competence it was important for them to know the information in order to answer the questions.

After the brief explanation given at the beginning, the questions that followed were dedicated to the three activities that were involved with the plurilingual and pluricultural competence. Before each question, there was a brief explanation of these terms. The question that followed was: “Which of these descriptors would be achievable for a group of 2nd of ESO?”. The teachers had to choose which of the descriptors of that activity would be more suitable for 2nd of ESO. To make it easier, the descriptors presented were sorted by level from the level A1 to B1. An example of a question is presented in the figure below.

2 → **Building pluricultural repertoire:** The ability to use one’s cultural knowledge to act efficiently in situations where there is cultural diversity.
Question: Which of these descriptors would be achievable for a group of 2nd of ESO? *

Choose as many as you like

- A Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type.
- B Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.
- C Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.
- D Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings and rituals).
- E Can generally act according to conventions regarding posture, eye contact and distance from others.
- F Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture.
- G Can explain in simple terms how his/her own values and behaviours influence his/her views of other people’s values and behaviours.

Figure 1: Question 2

Those three questions are similar to the ones that were asked by North & Piccardo in the 2nd phase of the validation process of their *Companion Volume*. In that phase, different descriptors were presented to participants, and they had to decide with which *CEFR* level they corresponded.

The last question of the questionnaire was related to the forms of assessment and activities that could be brought in a class of 2nd of ESO. The options given were the types of assessment summarised in section 3.4 and found in Lenz & Berthele (2010) and Coste et al. (2016). Those options were:

- Translation activities to reflect on the differences between languages and the difficulties that might appear when translating.
- Intercomprehension activities
- A polyglot dialogue
- A portfolio where students reflect on their encounters with people from other cultures.

The goal of the last question was to know if teachers found these forms of assessment plausible for 2nd of ESO and if they would use them in the classroom.

4.3.2 Questionnaire Results

The online questionnaire was answered by 10 high school teachers who taught in different schools and had different years of experience. The concrete results of the questionnaire are included in the Annexe 3. This section describes the results of the questionnaire.

Regarding the first question, nine out of ten teachers affirmed that they were familiar to plurilingual education. Despite of that, it was not possible to check whether they were familiar with the term plurilingual education described by the *CEFR* and the *Language Model of the Catalan Education System*.

In the next part of the questionnaire, teachers were presented with a bunch of descriptors from the three categories that belong to the plurilingual competence (building on pluricultural repertoire, plurilingual comprehension and building on plurilingual repertoire) and they had to decide which of them were achievable for students of 2nd of ESO.

Regarding pluricultural repertoire, all the teachers agreed on one descriptor for the level A2 which was: “to recognise and apply basic cultural conventions associated with everyday social exchanges”. Following that descriptor, 70% of the teachers thought that

a descriptor for the level B1 was also achievable for students of 2nd of ESO. Other less voted descriptors corresponded with levels B1 and A2. None of the teachers chose the descriptor for A1 as achievable for 2nd of ESO. The results for building on pluricultural repertoire are presented in the table below.

Votes	CEFR level	Descriptor
100%	A2	Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals).
70%	B1	Can generally act according to conventions regarding posture, eye contact and distance from others.
50%	A2	Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.
50%	B1	Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture.
40%	A2	Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply
30%	B1	Can explain in simple terms how his/her own values and behaviours influence his/her views of other people's values and behaviours.
0%	A1	Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type.

Table 5: Answers for Building on Pluricultural Repertoire

Concerning purilingual comprehension, there was not a descriptor that all teachers agreed on. In that case, the most voted descriptors belonged to the A2 level, and the least voted descriptors belonged mostly to the higher level, B1. The answers for these questions are presented in the following table.

Voted	CEFR level	Descriptor
70%	A2	Can use simple warnings, instructions and product information given in parallel in different languages to find relevant information.
70%	A2	Can understand short, clearly written messages and instructions given in parallel in different languages to find relevant information.
60%	A1	Can recognise internationalisms and words common to different languages (e.g. haus, hus, house).
50%	A2	Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages.
50%	B1	Can use his/her knowledge of contrasting grammatical structures and functional expressions of languages in his/her plurilingual repertoire in order to support comprehension.

50%	B1	Can recognise similarities and contrasts between the way concepts are expressed in different languages, in order to distinguish between identical uses of the same word root and 'false friends'.
40%	B1	Can use parallel translations of texts to develop comprehension in different languages.

Table 6: Answers for Plurilingual Comprehension

Considering building on plurilingual repertoire, the most voted descriptors belonged to A2 level. A descriptor that belonged to a lower level (A1) was less voted than the ones that belonged to A2. Also, the descriptors for B1 were the least voted. The results of this part of the questionnaire are presented in the table below.

Voted	CEFR level	Descriptors
90%	A2	Can use words and phrases from different languages in his/her plurilingual repertoire to conduct a simple, practical transaction or information exchange.
80%	A2	Can use a word from another language in his/her plurilingual repertoire to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken.
70%	A1	Can use a very limited repertoire in different languages to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.
70%	A2	Can mobilise his/her limited repertoire in different languages in order to explain a problem or to ask for help or clarification.
40%	B1	Can exploit creatively his limited repertoire in different languages in his/her plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation.
30%	B2	Can make use of different languages in his/her plurilingual repertoire to encourage other people to use the language in which they feel more comfortable.

Table 7: Answers for Building on Bilingual Repertoire.

In the last part of the questionnaire, teachers were asked about the different forms of assessment for plurilingual and pluricultural competence that could be brought into the classroom of 2nd of ESO. All teachers agreed on bringing activities that involved plurilingual comprehension with a romance language. The second most voted option was to “carry on translation activities in order to reflect on the differences between languages”. The option of doing a portfolio, which was suggested by Lenz & Berthele (2010) as one of the few ways to assess intercultural comprehension, was not chosen at all by the teachers. The results of the last questions are presented in the following table.

Voted	Assessment activities
100%	Show students a text in a romance language that they do not speak. They should deduce information from the text and reflect on the strategies they carried to comprehend the text.
70%	Translation activities to reflect on the differences between languages and the difficulties that might appear when translating.
60%	Students carry on a role-play of a polyglot dialogue. They should play two people that do not speak the same language and how they manage to achieve communication.
0%	A portfolio where students reflect on their encounters with people from different cultures

Table 8: Results on Activities for Assessment

In this section, I have covered the results of the questionnaire, those will be discussed in section 7. In the following section, I present a definite list of descriptors for 2nd of ESO considering the answers of the questionnaire and modifying the descriptors initially set in section 4.2.

4.4 Setting levels for 2nd of ESO

In this section I define the descriptors for 2nd of ESO considering the results of the questionnaire. The objective is to have definite descriptors for 2nd of ESO in order to design an assessment activity. The order that I will follow is the same as the one of the questionnaire.

The descriptors that were initially set for building on pluricultural repertoire were about recognising cultural conventions or difficulties in interaction. After the questionnaire, I decided to include another descriptor, one that implies acting according to conventions regarding posture, eye contact and distance from others; because that was the most voted by the teachers.

Regarding plurilingual comprehension, in the questionnaire, teachers voted for the descriptors that belonged to A2 and also voted for a descriptor that belonged to A1. In the end, I decided to exclude the descriptor for A1 and I included the descriptor for A2 that was voted by 50% of the teachers in the questionnaire.

Finally, in the case of building on plurilingual repertoire, I also excluded the descriptor that belonged to the A1 level that had the most votes in the questionnaire. Instead, I chose to include the descriptor that involved: “mobilising one’s Plurilingual Repertoire in order to explain a problem or ask for help”, which belonged to A2.

The final descriptors for 2nd of ESO that will be used in the Assessment Dossier are presented in a table below. The descriptors have an abbreviation and a number to make the reference in the following section easier.

Category	Descriptors
Building on Pluricultural Repertoire	<p>PCR 1: Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals).</p> <p>PCR 2: Can generally act according to conventions regarding posture, eye contact and distance from others.</p> <p>PCR 3: Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.</p>
Plurilingual Comprehension	<p>PLC 1: Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages.</p> <p>PLC 2: Can use simple warnings, instructions and product information given in parallel in different languages to find relevant information</p> <p>PLC 3: Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in different languages.</p>
Building on Plurilingual Repertoire	<p>PLR 1: Can use a word from another language in his/her plurilingual repertoire to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken.</p> <p>PLR 2: Can mobilise his/her limited repertoire in <i>different languages</i> in order to explain a problem or to ask for help or clarification.</p> <p>PLR 3: Can use words and phrases from <i>different languages in his/her plurilingual repertoire</i> to conduct a simple, practical transaction or information exchange.</p>

Table 9: Final Descriptors

This section included the final descriptors that set for 2nd of ESO. In the section that follows, I describe the procedure that I followed when designing the assessment activity.

4.5 Creation of an Assessment Activity

The third objective of this work was to design assessment activities for students of 2nd of ESO. I designed an assessment considering the bibliography on how to assess plurilingual and pluricultural competence (see section 3.6), the descriptors of Table 9 and the answers of the questionnaire (see section 4.3.2).

Literature on the topic states that it is recommended to assess plurilingual and pluricultural competence in a formative way rather than summative (Coste et al., 2016; Lenz & Berthele, 2010). Therefore, I created a set of activities that are to be assessed in a formative way (see annexe 4), they include a self-assessment grid and an assessment rubric to evaluate the process (see annexe 5).

The activities were designed following the structure of the plurilingual and pluricultural competence in the *Companion Volume* and the three different sections of it: Building on pluricultural repertoire, plurilingual comprehension and building on plurilingual repertoire. After that, I thought of activities related to each one of the descriptors numbered in Table 9.

The design of this dossier is based on other materials that assess plurilingual and pluricultural education, such as *The Autobiography of Intercultural Encounters* (Byram et al., 2009), documents from *Plurimobil* (Cuenat et al., 2015), *The European Language Portfolio* (Little & Perclova, 2001) and activities of the IPA (González-Davies, 2017; González-Davies et al., 2018). The dossier also includes tasks suggested by Lenz & Berthele (2010) and Coste et al. (2016), summarised in section 3.6. In the next section, the content of the assessment dossier is detailed and justified.

5 Assessment Activity Dossier for Plurilingual and Pluricultural Competence

The following assessment activities are thought to be formative activities to help students achieve a plurilingual and pluricultural competence. This is an assessment activity thought for students of 2nd of ESO.

This dossier is designed for an exchange with a school from another country. *The Language Model of the Catalan Education System* emphasises on the importance to do exchanges with foreign schools and focuses on the development on their intercultural

competence (see section 3.3). The following assessment activities are thought to develop plurilingual and pluricultural competence profiting from a real-life experience.

The dossier contains activities to complete before, during and after the exchange (see annexe 4). It can be used when the students are going abroad or when the school is receiving foreign students. The activities are flexible, they can also be carried out without an exchange happening and profiting from the multiculturalism of the city we live in.

This material can be brought to class progressively, the teacher can be working on it during a term or less, also, some activities can be extended and made into more elaborated projects. It is thought to be done individually, except from the last activity, but the teacher can also choose to do some activities in groups.

The objective of these dossier is that students, after completing it, acquire the level of plurilingual and pluricultural competence determined in table 9. Therefore, each activity is based on those descriptors (see section 4.2.3). The dossier has three parts, those are: Building on pluricultural repertoire, plurilingual comprehension and building on plurilingual repertoire. The different activities are specified below.

5.1 Building on Pluricultural Repertoire

The first part of the dossier focuses on the Pluricultural competence of the students. This part is based on the structure of the *Autobiography of Intercultural Encounters* (2009) in the sense that it has a battery of reflective questions on the encounter between the student and the foreign student. It also includes an activity inspired on the website *Plurimobil* (Cuenat et al., 2015).

There are activities which have to be completed before meeting the exchange student and, there are others, that have to be completed after meeting the student. The first activity is based on the descriptor PCR1 (see table 9), the student has to complete a grid on the greeting rituals of the foreign student and has to do research on it. Once the student has met the exchange student and greeted him, he has to answer a set of questions about the experience of greeting the person (if it was similar/different to what he expected).

The second activity is based on the descriptor PCR2 (see table 9). It is dedicated to the cultural aspects of non-verbal communication. Firstly, students have to reflect on their own culture and have to do some research on non-verbal communication of the other culture, they also have to add their sources. After they have met the exchange students,

they have to write about what the non-verbal characteristics they have observed, and they have to compare them with what they had previously researched.

In pluricultural education, it is important to question stereotypes and to avoid simplifications. Coste et al. (2016) state that the intercultural education is designed to overcome the idea of well-defined cultural entities associated with the idea of the nation state. Therefore, I decided to incorporate an activity where students had to previously do some research or think about their expectations and then reflect after experiencing an intercultural exchange. Through that exercise, students can see that certain cultural traits do not apply to everyone, and some cultural statements about the people of one country are relative.

The pluricultural competence section ends with cross-cultural misunderstandings. The activity is related to the third descriptor for pluricultural competence PCR 3 (see table 9) which involves recognising when difficulties occur in communicating with members of other cultures. In this activity, students have to talk about their experience having a cultural misunderstanding or explain an experience that someone close to them has had. Students in this case have to also organise information and write a structured text. Teachers can also make students explain the misunderstanding in an oral presentation or students can portray it in a comic strip or a video. Teachers can also use this activity to evaluate the language and the communicating skills of the students.

As it is asked in the *Autobiography of Intercultural Encounters* (2009), there is also a question about the feelings of the other person during the misunderstanding. It is a question designed to work on empathy towards members to the other culture.

5.2 Plurilingual Comprehension

The plurilingual comprehension section includes three activities based on the descriptors PLC 1, PLC2 and PLC 3 (see table 9). The first activity is based on the descriptor PLC 1 which is understanding spoken messages. For the activity, students will need to record the foreign students speaking their language. After that, students have to listen to their recording and then say how they understood it and how is it different from their language. In the column *how I understood it*, students have to reflect on the comprehension techniques or strategies that they used in order to comprehend a language that they do not speak. This activity is based on a research by Gonzalez-Davies et al. (2018).

The second part of this section focuses on written comprehension and has two exercises. The first exercise is dedicated to the PLC2, which involves using warnings and signals to find relevant information. In that case, students have to include pictures of signs that they find on the street with instructions on another language and then they have to explain what they mean and how they understood it. This activity can be done in the foreign country they visit or in a city like Barcelona where there are many signs in different languages. This exercise is an adaptation from the activity “Plurilingual Landscapes” by González-Davies (2017).

The second exercise it is based on the descriptor PLC3 (see table 9). The descriptor PLC3 involves understanding short, clearly written messages by piecing together what he/she understands from the versions in different languages. In that case, the students have to take a leaflet with information in a language that they do not know or understand and also use a leaflet with information that they actually understand. Students need to analyse it and write the segments or words that they understood and verbalise the strategies that they used in order to comprehend those segments.

5.3 Building on Plurilingual Repertoire

The third and last part of this assessment is dedicated to building on plurilingual repertoire. The first two activities are based on the descriptor PLR 1 (see table 9), which is using a word from another language to be understood in a routine everyday situation. In the activity presented, students have to reflect on the interactions that they had with the exchange students and the strategies that they used in order to achieve communication.

The last activity of the dossier is based on the descriptors PLR2 and PLR3 (see table 9).

This final activity also involves the pluricultural repertoire and plurilingual comprehension. It consists on a polyglot dialogue, which is one of the assessment forms suggested by Lenz & Berthele (2010) and voted by 60% of the teachers in the questionnaire as an assessment activity that they would carry on in class (see section 4.3.2). This is a role play activity in which students have to represent a situation where three people that speak different languages have to come to an agreement. In that case, they will put into practice different plurilingual strategies that can be used in order to understand each other.

5.4 Assessment of the Dossier

The dossier of activities includes two assessment grids, there is one part of self-assessment for the student and a rubric for the teacher (annexe 5). I included self-assessment because it is essential in formative education.

The self-assessment part consists of a grid with the descriptors defined in Table 9, but they are modified into a way that is more comprehensible for the students. The descriptors are changed into the first person and some vocabulary is simplified, an example of descriptor is: “PCR1: I can recognise and apply basic cultural conventions such as greetings rituals.”

The descriptors have been changed following the self-assessment section of the *European Language Portfolio* (2001), where there is a grid with the descriptors of the *CEFR* (2001). In the grid, students have to specify whether they can do what is defined in the descriptors or not. After that, they have to add some proof that they have accomplished what it is marked in the grid, referencing the activities that they completed in the dossier. The fact that students have to add proof is inspired in the third section of the *INCA* project, where the user has to present evidence of their intercultural encounters (see section 3.6).

The rubric for the teacher focuses on evaluating the dossier and the reflection of the student. It contains four categories: Completion, Reflection, Language and Self-Assessment. The first category checks if the student has completed all the activities; The second category assesses the reflection students made while completing the dossier, if those reflections are right, the objectives and the level of plurilingual and pluricultural competence are achieved. Since the dossier is written in English, the teacher will also evaluate the language used according to their level and will also consider the evidence and the quality of the self-assessment provided by the student.

In this section I have described the assessment activity of plurilingual and pluricultural competence for 2nd of ESO. The section that follows is a discussion of all the instruments that have been part of this work.

6 Discussion

In this section, I go over the objectives of the dissertation and I discuss the results of the instruments that have been used along this work.

The first objective of this work was to compare the descriptors of the *Companion Volume* for plurilingual and pluricultural competence and compare them with the *Language Model of the Catalan Education System*. After comparing both documents, I saw that the terminology used in the documents was usually different but referred to similar terms (intercultural-pluricultural; intercomprehension-plurilingual comprehension). However, I found that the *Language Model of the Catalan Education System* demanded students to acquire a pluricultural and intercultural competence.

Moreover, the *Language Model of the Catalan Education System* proposes methodologies that enhance plurilingual competence, such as LIL or CLIL but does not present a definition or a precise level of competence that students should acquire. Therefore, the descriptors of the *Companion Volume* can be integrated into the *Language Model of the Catalan Education System* to have a more precise definition of the objectives that each course should acquire.

The second objective of this dissertation was to set levels for 2nd of ESO. For that, I took the reference of the *Language Model of the Catalan Education System* which states that, by the end of the secondary education, students should achieve a B1 level in English. Consequently, I set a level A2 for 2nd of ESO and I used the descriptors for the level A2 in plurilingual and pluricultural competence in the *Companion Volume* as objectives for 2nd of ESO. After that, I created a questionnaire with those descriptors, and I asked 10 teachers if they found them achievable for a group of second of ESO; the questionnaire also included questions about the assessment of plurilingual and pluricultural competence.

The third objective was to ask high school teachers about their opinions regarding the chosen descriptors. The results of the questionnaire showed that most of the descriptors chosen by the teachers coincided with the CEFR level that students of 2nd of ESO should have A2 for plurilingual comprehension and building on plurilingual repertoire. In the case of building on pluricultural repertoire, teachers often chose descriptors that belonged to B1 instead of the descriptors that belonged to A1. In terms of assessment, surprisingly

none of the 10 teachers asked would carry a portfolio activity in class to reflect on the different cultural encounters.

After the questionnaire, the descriptors originally set were modified (see section 4.4). The final set of descriptors were used to create an assessment activity for the plurilingual and pluricultural competence, which was the fourth objective of this dissertation.

To achieve the fourth objective, I created a proposition of formative assessment. It was a dossier with activities to help students achieve the levels of plurilingual and pluricultural competence that I had set. The dossier ought to be used in a situation where there is an international exchange among two schools, so the students can reflect on real pluricultural and plurilingual situations.

Unfortunately, the assessment activity could not be piloted and brought into a class because I had no time or means to carry it away.

7 Conclusions

In this work I have used descriptors of the *Companion Volume* for Plurilingual and Pluricultural Competence to set a level for 2nd of ESO, with those descriptors, I have created a formative assessment activity. I based my work in two important documents: The *Companion Volume* and the *Language Model of the Catalan Education System*. I also consulted literature on how to assess plurilingual and pluricultural competence (Coste et al., 2016; Lenz & Berthele, 2010), I consulted how the plurilingual competence was portrayed in the Catalan Competence System.

Before setting the levels, I compared the view that the *Language Model of the Catalan System* had towards plurilingualism and pluricultural competence in order to see if it was compatible with the descriptors of the *Companion Volume*. Furthermore, I took the descriptors from the *Companion Volume* and created a questionnaire to ask high school teachers which of them were appropriate for 2nd of ESO. In that questionnaire, I also asked teachers about the types of assessment for plurilingual and pluricultural competence that they would bring into their class. From the results of that questionnaire, I set the levels for 2nd of ESO and I designed an assessment activity. I below retake and answer the investigation questions that were asked in the beginning of this work (see section 2).

Q1: Can the Companion Volume CEFR descriptors for Plurilingual and Pluricultural Competence be adapted for assessment in the Language Model of the Catalan Education System?

As seen in section 4.1, the descriptors for the *Companion Volume* can be used for assessment in the *Language Model of the Catalan Education System*. Even if there are differences between the terminology used in the *Language Model* and the one used in the *Companion Volume*, it emphasises on the fact that students should acquire a certain level of plurilingual and pluricultural competence. Moreover, The *Language Model of the Catalan Education System* suggests methodologies such as LIL or CLIL that enhance the pluricultural and plurilingual competence of students.

Not only is the *Companion Volume* compatible with the *Language Model of the Catalan Education System*, but it is a complement that teachers can use to enhance the plurilingual and pluricultural competence of their students. Even if the *Language Model of the Catalan Education System* insists on applying plurilingual practices in class, it does not offer a range of descriptors to help teachers know what to expect from students in that

matter. It is also noted that plurilingual competence is a transversal dimension in Catalan curriculum, however, it is not as defined as other competences (see section 3.4). Therefore, teachers or curricula developers should use the *Companion Volume* as a reference for setting objectives and for assessment in pluricultural and plurilingual competence.

Q2: How can plurilingual and pluricultural competence be assessed in a secondary school for the level of 2nd of ESO?

Plurilingual and pluricultural competence is better assessed in a formative way, focusing on the process and the reflection of the students. Considering the three activities that involve Plurilingual and pluricultural Competence (building on pluricultural repertoire, plurilingual comprehension and building on plurilingual repertoire). I designed different tasks for each competence and descriptor (see annexe 4). Some of those tasks involve reflecting on stereotypes, intercultural encounters, trying to understand a text or an audio in another language and a polyglot dialogue. Those tasks are mostly individual, but they include collaborative learning and self-assessment.

Overall, this work has focused on two new institutional documents that set standards on plurilingual and pluricultural education. Those documents are relevant to the future of AL teaching in Catalonia. I have used those documents to specify the level of plurilingual and pluricultural competence that should be acquired in 2nd of ESO, which is needed in order to set objectives for the curricula of students. This work is also a small contribution on the assessment of plurilingual and pluricultural competence since I have explored the different possibilities of its assessment.

This work presents three main limitations. The first limitation is the fact that the assessment activities were only designed by one person, therefore, they could not be revised by other experts in the matter. The second limitation is the fact that the activities were not piloted in a school with students, so I cannot prove that this type of assessment is valid or reliable. The third limitation is that this activity is thought only for 2nd of ESO and does not include assessments for mediation strategies, an important point of the *Companion Volume*.

Other lines of future research could be setting levels of plurilingual and pluricultural education for all the courses in Secondary school. In terms of assessment, the dossier could be piloted in a group of 2nd of ESO.

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9. Annexes

Annexe 1: Descriptor Scales for Plurilingual and Pluricultural Competence in the Companion Volume

BUILDING ON PLURICULTURAL REPERTOIRE	
Note: Descriptors marked with asterisk (**) represent a high level for B2.	
C2	Can initiate and control his/her actions and forms of expression according to context, showing awareness of cultural differences and making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents.
C1	Can identify differences in socio-linguistic/-pragmatic conventions, critically reflect on them, and adjust his/her communication accordingly. Can sensitively explain the background to, interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc. Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with. Can deal with ambiguity in cross-cultural communication and express his/her reactions constructively and culturally appropriately in order to bring clarity.
B2	**Can describe and evaluate the viewpoints and practices of his/her own and other social groups, showing awareness of the implicit values on which judgments and prejudices are frequently based. **Can interpret and explain a document or event from another culture and relate it to documents or events from his/her own culture(s)/ and/or from cultures he/she is familiar document or event from another culture with. Can discuss the objectivity and balance of information and opinions expressed in the media about his/her own and other communities. Can identify and reflect on similarities and differences in culturally-determined behaviour patterns (e.g. gestures and speech volume) 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 him/herself appropriately. Can generally interpret cultural cues appropriately in the culture concerned. Can reflect on and explain particular ways of communicating in his/her own and other cultures, and the risks of misunderstanding they generate.
B1	Can generally act according to conventions regarding posture, eye contact, and distance from others. Can generally respond appropriately to the most commonly used cultural cues. Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture. Can explain in simple terms how his/her own values and behaviours influence his/her views of other people's values and behaviours. Can discuss in simple terms the way in which things that may look 'strange' to him/her in another sociocultural context may well be 'normal' for the other people concerned. Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures.
A2	Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals). Can act appropriately in everyday greetings, farewells, and expressions of thanks and apology, although he/she has difficulty coping with any departure from the routine. Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply. Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.
A1	Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type.
Pre-A1	<i>No descriptors available</i>

(Council of Europe, 2018a, p. 159)

PLURILINGUAL COMPREHENSION

Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism for comprehension. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in *italic* in the descriptor.

For example the B1 descriptor

Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (e.g. news in brief, museum brochure, online reviews)

might be presented as:

Can deduce the message of a text in German by exploiting what he/she has understood from texts on the same theme written in French and English (e.g. news in brief, museum brochure, online reviews).

C2	<i>No descriptors available, see B2</i>
C1	<i>No descriptors available, see B2</i>
B2	Can use his/her knowledge of contrasting genre conventions and textual pattern in <i>languages in his/her plurilingual repertoire</i> in order to support comprehension.
B1	<p>Can use what he/she has understood in <i>one language</i> to understand the topic and main message of a text in <i>another language</i> (e.g. when reading short newspaper articles on the same theme written in different languages).</p> <p>Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <i>different languages</i>.</p> <p>Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in <i>different languages</i> (e.g. news in brief, museum brochure, online reviews).</p> <p>Can extract information from documents written in <i>different languages</i> in his/her field, e.g. to include in a presentation.</p> <p>Can recognise similarities and contrasts between the way concepts are expressed in <i>different languages</i>, in order to distinguish between identical uses of the same word root and 'false friends'.</p> <p>Can use his/her knowledge of contrasting grammatical structures and functional expressions of <i>languages in his/her plurilingual repertoire</i> in order to support comprehension.</p>
A2	<p>Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in <i>different languages</i>.</p> <p>Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in <i>different languages</i>.</p> <p>Can use simple warnings, instructions and product information given in parallel in <i>different languages</i> to find relevant information.</p>
A1	<p>Can recognise internationalisms and words common to <i>different languages</i> (e.g. Haus/hus/house) to:</p> <ul style="list-style-type: none"> - deduce the meaning of simple signs and notices; - identify the probable message of a short, simple, written text; - follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence; - deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary.
Pre-A1	<i>No descriptors available</i>

(Council of Europe, 2018a, p. 160)

BUILDING ON PLURILINGUAL REPERTOIRE

Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor. Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels.

C2	<p>Can interact in a multilingual context on abstract and specialised topics by alternating flexibly between <i>languages in his/her plurilingual repertoire</i> and if necessary explaining the different contributions made.</p> <p>Can explore similarities and differences between metaphors and other figures of speech in the <i>languages in his/her plurilingual repertoire</i>, either for rhetoric effect or for fun.</p>
C1	<p>Can alternate between languages flexibly to facilitate communication in a multilingual context, summarising and glossing in <i>different languages in his/her plurilingual repertoire</i> contributions to the discussion and texts referred to.</p> <p>Can participate effectively in a conversation in two or more <i>languages in his/her plurilingual repertoire</i>, adjusting to the changes of language and catering to the needs and linguistic skills of the interlocutors.</p> <p>Can use and explain specialised terminology from another <i>languages in his/her plurilingual repertoire</i> more familiar to the interlocutor(s), in order to improve understanding in a discussion of abstract and specialised topics.</p> <p>Can respond spontaneously and flexibly in the appropriate language when someone else changes to another <i>language in his/her plurilingual repertoire</i>.</p> <p>Can support comprehension and discussion of a text spoken or written in <i>one language</i> by explaining, summarising, clarifying and expanding it in (<i>an</i>) <i>other language(s) in his/her plurilingual repertoire</i>.</p>
B2	<p>**Can recognise the extent to which it is appropriate to make flexible use of <i>different languages in his/her plurilingual repertoire</i> in a specific situation, in order to increase the efficiency of communication.</p> <p>**Can alternate efficiently between <i>languages in his/her plurilingual repertoire</i> in order to facilitate comprehension with and between third parties who lack a common language.</p> <p>**Can introduce into an utterance an expression from <i>another language in his/her plurilingual repertoire</i> that is particularly apt for the situation/concept being discussed, explaining it for the interlocutor when necessary.</p> <p>Can alternate between <i>languages in his/her plurilingual repertoire</i> in order to communicate specialised information and issues on a subject in his field of interest to different interlocutors.</p> <p>Can make use of <i>different languages in his/her plurilingual repertoire</i> during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</p> <p>Can make use of different languages in his/her plurilingual repertoire to encourage other people to use the language in which they feel more comfortable</p>
B1	<p>Can exploit creatively his limited repertoire in <i>different languages in his/her plurilingual repertoire</i> for everyday contexts, in order to cope with an unexpected situation.</p>
A2	<p>Can mobilise his/her limited repertoire in <i>different languages</i> in order to explain a problem or to ask for help or clarification.</p> <p>Can use words and phrases from <i>different languages in his/her plurilingual repertoire</i> to conduct a simple, practical transaction or information exchange.</p> <p>Can use a word from <i>another language in his/her plurilingual repertoire</i> to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in <i>the language being spoken</i>.</p>
A1	<p>Can use a very limited repertoire in <i>different languages</i> to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.</p>
Pre -A1	<p><i>No descriptors available</i></p>

(Council of Europe, 2018a, p. 162)

Annexe 2: Questionnaire

1→ Are you familiar with plurilingual education?

Y Yes

N No

“ The CEFR (Common European Framework of Reference) has recently published a New Companion Volume with new Descriptors (2018). The document includes an extensive definition for **plurilingual and pluricultural competence**.

Continuar press ENTER

Plurilingual and pluricultural competence:

The ability to use one's linguistic and cultural repertoire in a way that one can be involved in diverse contexts, acquire knowledge and improve their own linguistic and cultural resources. The Plurilingual and pluricultural competence is divided into three skills:

- 1) Building *pluricultural* repertoire
- 2) Building *plurilingual* repertoire
- 3) Plurilingual comprehension

Continue press ENTER

“ The aim of this questionnaire is to set levels of Plurilingual and Pluricultural Competence for 2nd of ESO

Continue press ENTER

2→ **Building pluricultural repertoire:** The ability to use one's cultural knowledge to act efficiently in situations where there is cultural diversity.

Question: Which of these descriptors would be achievable for a group of 2nd of ESO? *

Choose as many as you like

A Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type.

B Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.

C Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.

D Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings and rituals).

E Can generally act according to conventions regarding posture, eye contact and distance from others.

F Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture.

G Can explain in simple terms how his/her own values and behaviours influence his/her views of other people's values and behaviours.

3→ **Building Plurilingual Comprehension:** the ability to use one's knowledge and the proficiency in one or more languages in order to approach texts in other languages and achieve the communication goal.

Question: Which of these descriptors would be achievable for a group of 2nd of ESO? *

Choose as many as you like

- A** Can use parallel translations of texts to develop comprehension in different languages.
- B** Can recognise internationalisms and words common to different languages (e.g. haus, hus, house).
- C** Can use simple warnings, instructions and product information given in parallel in different languages to find relevant information.
- D** Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages.
- E** Can recognise similarities and contrasts between the way concepts are expressed in different languages, in order to distinguish between identical uses of the same word root and 'false friends'.
- F** Can understand short, clearly written messages and instructions given in parallel in different languages to find relevant information.
- G** Can use his/her knowledge of contrasting grammatical structures and functional expressions of languages in his/her plurilingual repertoire in order to support comprehension.

4→ **Building Plurilingual Repertoire:** the ability to exploit all available linguistic resources in order to communicate adequately in any multilingual context.

Question: Which of these descriptors would be achievable for a group of 2nd of ESO? *

Choose as many as you like

- A** Can use a very limited repertoire in different languages to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.
- B** Can use a word from another language in his/her plurilingual repertoire to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken.
- C** Can use words and phrases from different languages in his/her plurilingual repertoire to conduct a simple, practical transaction or information exchange.
- D** Can mobilise his/her limited repertoire in different languages in order to explain a problem or to ask for help or clarification.
- E** Can exploit creatively his limited repertoire in different languages in his/her plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation.
- F** Can make use of different languages in his/her plurilingual repertoire to encourage other people to use the language in which they feel more comfortable.

5→ **Assessment:** Which of these assessment activities would you bring into a class of 2nd of ESO?

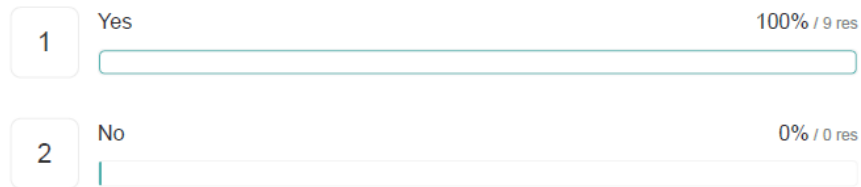
Choose as many as you like

- A** Translation activities to reflect on the differences between languages and the difficulties that might appear when translating.
- B** Students carry on a role-play of a polyglot dialogue. They should play two people that do not speak the same language and how they manage to achieve communication.
- C** A portfolio where students reflect on their encounters with people from different cultures.
- D** Show students a text in a romance language that they do not speak. They should deduce information from the text and reflect on the strategies they carried to comprehend the text.

Annexe 3: Questionnaire Results

Are you familiar with plurilingual education?

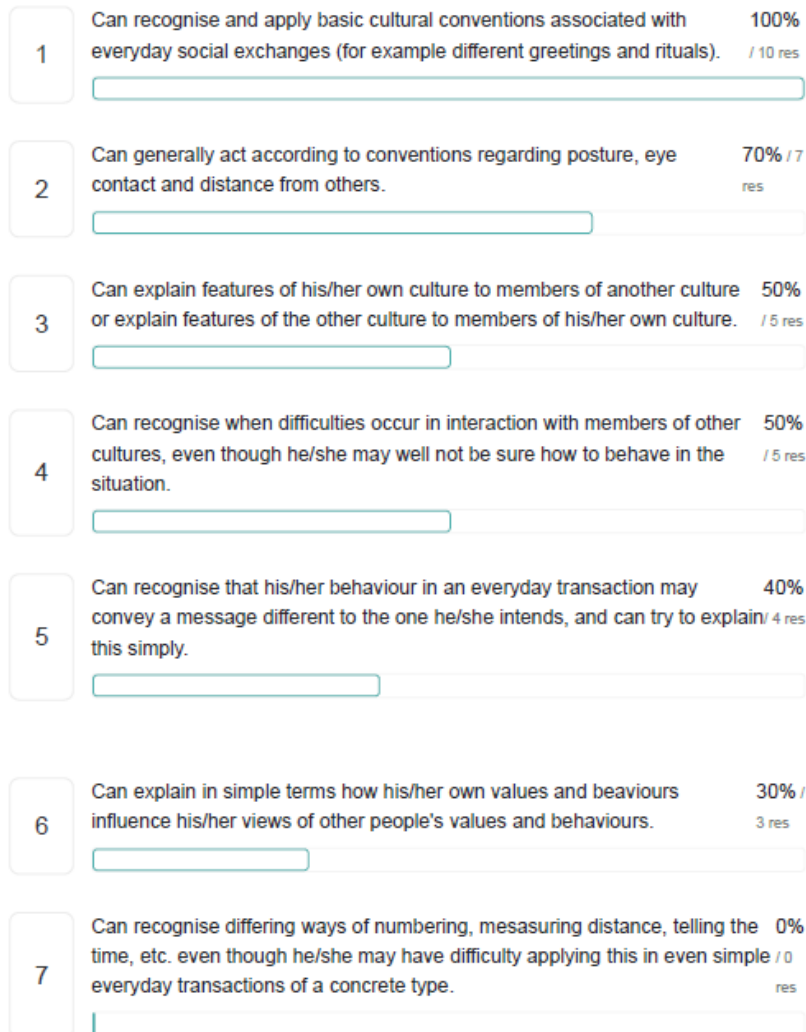
9 out of 10 answered



Building pluricultural repertoire: The ability to use one's cultural knowledge to act efficiently in situations where there is cultural diversity.

Question: Which of these descriptors would be achievable for a group of 2nd of ESO?

10 out of 10 answered



Building Plurilingual Comprehension: the ability to use one's knowledge and the proficiency in one or more languages in order to approach texts in other languages and achieve the communication goal.

Question: Which of these descriptors would be achievable for a group of 2nd of ESO?

10 out of 10 answered

- | | | |
|--|---|----------------|
| 1 | Can understand short, clearly written messages and instructions given in parallel in different languages to find relevant information. | 70% /
7 res |
| <input style="width: 50%; border: 1px solid #ccc;" type="text"/> | | |
| 2 | Can use simple warnings, instructions and product information given in parallel in different languages to find relevant information. | 70% /
7 res |
| <input style="width: 50%; border: 1px solid #ccc;" type="text"/> | | |
| 3 | Can recognise internationalisms and words common to different languages (e.g. haus, hus, house). | 60% / 6
res |
| <input style="width: 50%; border: 1px solid #ccc;" type="text"/> | | |
| 4 | Can recognise similarities and contrasts between the way concepts are expressed in different languages, in order to distinguish between identical uses of the same word root and 'false friends'. | 50% / 5
res |
| <input style="width: 50%; border: 1px solid #ccc;" type="text"/> | | |
| 5 | Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages. | 50% / 5
res |
| <input style="width: 50%; border: 1px solid #ccc;" type="text"/> | | |
| 6 | Can use his/her knowledge of contrasting grammatical structures and functional expressions of languages in his/her plurilingual repertoire in order to support comprehension. | 50% / 5
res |
| <input style="width: 50%; border: 1px solid #ccc;" type="text"/> | | |
| 7 | Can use parallel translations of texts to develop comprehension in different languages. | 40% / 4
res |
| <input style="width: 50%; border: 1px solid #ccc;" type="text"/> | | |

Building Plurilingual Repertoire: the ability to exploit all available linguistic resources in order to communicate adequately in any multilingual context.

Question: Which of these descriptors would be achievable for a group of 2nd of ESO?

10 out of 10 answered

- | | | |
|---|--|----------------|
| 1 | Can use words and phrases from different languages in his/her plurilingual repertoire to conduct a simple, practical transaction or information exchange. | 90%
/ 9 res |
| 2 | Can use a word from another language in his/her plurilingual repertoire to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken. | 80%
/ 8 res |
| 3 | Can mobilise his/her limited repertoire in different languages in order to explain a problem or to ask for help or clarification. | 70%
/ 7 res |
| 4 | Can use a very limited repertoire in different languages to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor. | 70%
/ 7 res |
| 5 | Can exploit creatively his limited repertoire in different languages in his/her plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation. | 40%
/ 4 res |
| 6 | Can make use of different languages in his/her plurilingual repertoire to encourage other people to use the language in which they feel more comfortable. | 30%
/ 3 res |

Assessment: Which of these assessment activities would you bring into a class of 2nd of ESO?

10 out of 10 answered

- 1 Show students a text in a romance language that they do not speak. They should deduce information from the text and reflect on the strategies they carried to comprehend the text. 100% / 10 res
- 2 Translation activities to reflect on the differences between languages and the difficulties that might appear when translating. 70% / 7 res
- 3 Students carry on a role-play of a polyglot dialogue. They should play two people that do not speak the same language and how they manage to achieve communication. 60% / 6 res
- 4 A portfolio where students reflect on their encounters with people from diferent cultures. 0% / 0 res

Annexe 4: Activity Design



In the following dossier you will find activities that you will have to complete before, during and after the exchange. The dossier has three parts: Building on Pluricultural Repertoire, Plurilingual Comprehension and Building on Plurilingual Repertoire. After completing the activities, do not forget to answer the self-assessment grid.

1. BUILDING ON PLURICULTURAL REPERTOIRE

Answer these questions **before** you meet the exchange student

1.1 Think about the person that you are about to meet.

Where is this person from?

What do you know about their country/culture?

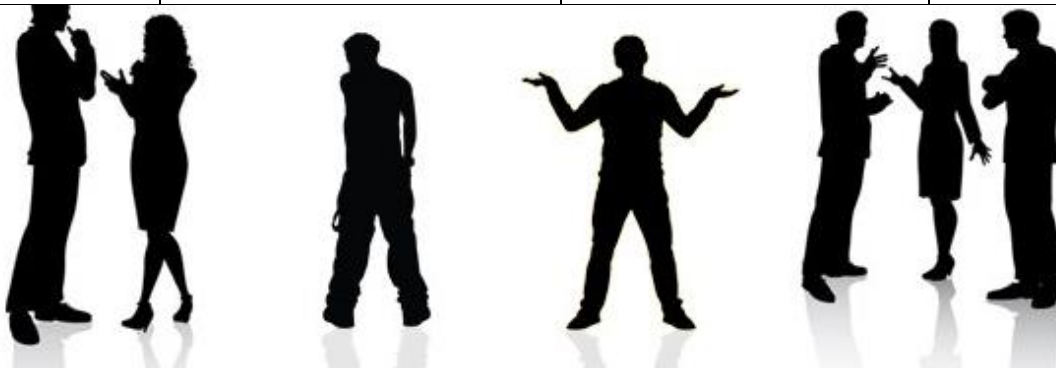
A) Greeting rituals

How will you greet him/her when you meet them for the first time? Look for information online about the greeting rituals in their culture. Write them below, use more than one source.

	Answer	Source
How do they greet someone they have not met before?		
How do they greet people they already know?		
How do they greet their family?		

B) Non-verbal communication. Reflect on the cultural differences concerning non-verbal communication. Complete the table with the information of your culture and look for information online about the culture of the person you are going to meet.

	Your culture	The other culture	Sources
Voice tone	Are we usually loud or quiet?	Are they usually loud or quiet when they speak?	
Personal space	Do we keep our distances when we are talking to people we do not know well?	Do they have physical contact when they speak? Do they keep a distance?	
Gestures	Do you know any gestures characteristics from our culture?	Do they do any gestures that you are not familiar with?	



1.2 After you have met the person

Answer these questions by asking a foreign student of the exchange

A) Now that you have met him or her, read the answers of the section 1.1 and reflect.

- How did you greet this person?

- Was it different from what you expected?

- How does this person greet their friends? Is it different or similar from what you expected?

- How does this person greet their family?

- Is it different or similar from what you had found?

- How is your way of greeting similar/different from your way of greeting?



B) Non-verbal communication. What have you observed in terms of non-verbal communication now that you have met the person? Is it similar or different from what you thought?

	What did you observe?
Voice tone	
Personal space	
Gestures	

C) Knowing that he or she is from another culture. Did you consider the information you learnt in section 1B while you were interacting?

D) Would you behave differently around this person if he/she was from your culture?

1.3 Cross-cultural misunderstandings

When people from different cultures and languages interact, some misunderstandings might take place. This is an example of a cultural misunderstanding explained by An exchange student:

Tu et vous (in and out of school in Namur, Belgium)

"I took part in an exchange with a Belgian French-speaking school. I stayed in a family and we had courses with Belgian students. I noticed that teachers used the familiar form – "tu" – to talk to the students so I thought that there was a familiar relationship between teachers and students, that's why I also used this form to address the teachers. The host students smiled and laughed. Indeed the teachers use the familiar form to address students but students use the more formal form – "vous" to address teachers and students would not use their teachers' first names!"



(Cuenat et al., 2015, p. 26)

- A) Did you have a cross-cultural misunderstanding during the exchange?

- B) Choose a cultural misunderstanding that you have had during your exchange and explain it below. If you have not had a cross-cultural misunderstanding ask someone if they ever have had one (family, friends, teachers, etc.) and explain it below. Include the following information: When did it happen? Where? What happened? Why was it a cultural misunderstanding? How did you or the other person feel?

2. PLURILINGUAL COMPREHENSION

This part of the dossier focuses on the ability that you have to understand a language that you do not know by using the languages that you already speak.

2.1 Oral comprehension. Record one of the students of the exchange introducing themselves speaking a language that you do not know.

The student has to talk about the following aspects: name, age, where is/she from and what does he/she like. You can record them or ask them to send you a voice note over *Whatsapp*.

Listen to the recording and write, what do you understand? You can look for the correct spelling of the words on-line. You can write words or whole sentences.

What did I understand?	How did I understand it?	How is it different/similar from my language?

2.2 Written Comprehension.

A) Take pictures of signs on the streets that are written in a different language. Stick the pictures here and explain what they mean.

- Where was this sign?

- How many languages can you see?

- Is there anything that you do not understand?

B) In a visit of a touristic place, take a leaflet with information, in a language that you do not know and a language that you know. Try to understand the leaflet in the language that you do not speak.

What did you understand?	How did I understand it?	How is it different/similar from my language?

3. BUILDING ON PLURILINGUAL REPERTOIRE.

3.1 Think about your experience with the students during the exchange. Did you always talk to them in the same language? If you did, when? Why?

3.2 What did you do when you did not know a word? Did you use words in different languages?

3.3 Polyglot dialogue, group activity. In groups of 3, create a dialogue with three different languages. You can choose any language of your repertoire. Here is an example of a situation:

Speaker 1: Speaks Catalan

Speaker 2: Speaks English

Speaker 3: Speaks only Spanish and a little bit of English.

You have to imagine and represent a situation where the three speakers have to come to an agreement using their language and words of other languages.

Example: A British tourist (Speaker 2) that does not speak Spanish wants to buy something in Sta Caterina market in Catalonia. He asks the price to the seller (Speaker 1). The tourist only speaks a little bit of English and the seller speaks only Spanish and Catalan. Another costumer (Speaker3) helps the British tourist buy what he wants.

The Speakers know words of the other languages, you can change from one language to another whenever you need it.

Annexe 5: Assessment for the Activity
SELF-ASSESSMENT

After completing the dossier, Do you think that you are able to do these things? Mark yes or no and provide an example.

After the completion of the Dossier...	Yes/No	Write an example proving that you can do it.
PCR1: I can recognise and apply basic cultural conventions such as greetings rituals.		
PCR 2: I can act according to the posture, distance and eye contact from others.		
PCR 3: I can recognise when difficulties occur when I am talking to members of other cultures.		
PLC 1: I can understand short oral announcements in a language that I do not speak using what I know from other languages.		
PLC 2: I can understand short, written messages, instructions and product information given in parallel in different languages.		
PLC 3: I can understand short texts (messages and instructions) in a language that I do not know by using the versions of that text in different languages.		
PLR 1: I can use a word from another language of my plurilingual repertoire to be understood when I can't find an adequate expression in the language that I am speaking at the moment.		
PLR 2: I can speak different languages at the same time in order to explain a problem or to ask for help or clarification		
PLR 3: I can use words and phrases from different languages to conduct a simple conversation		

RUBRIC FOR THE TEACHER

	Failing (NA)	Average (AS)	Very good (AN)	Excellent (AE)
Completion	The dossier is incomplete.	The activities in the dossier are completed.	The activities are completed.	The activities are completed. All the exercises are elaborated and revised.
Reflection	There is not an apparent reflection behind the answers of the student.	There is a sort reflection on the plurilingual and pluricultural aspects that are presented in the activities	There is a reflection on the plurilingual and pluricultural aspects that arise from the activities.	There is a reflection on the plurilingual and pluricultural aspects that arise during the activities. The comments of the student go beyond what they are asked.
Language	The mistakes in grammar, vocabulary and information structure impede communication.	The language presents basic grammar mistakes. But they can get their message across if the reader tries.	The language is clear, and the message is understood despite some mistakes.	The language is clear, the text is cohesive and has a rich vocabulary. The message is understood despite the mistakes.
Self-assessment	The student has not shown proof in their self-assessment	The student has completed the self-assessment grid, but the justification is incomplete.	The student has completed the self-assessment grid and has completed it with examples.	The student has completed the self-assessment grid with examples and a reflection of what they have accomplished.

