



**Inventory of Plurilingual Teaching Strategies  
Valorizing and Mobilizing Students' Plurilingual, Pluricultural,  
and Pluriliterate Repertoires**

## **Inventory of Plurilingual Teaching Strategies**

### **Valorizing and Mobilizing Students' Plurilingual, Pluricultural, and Pluriliterate Repertoires**

**Institution:** Champlain College Lennoxville

**In Partnership with:** Bishop's University

**Project:** Plurilingual Pedagogies: Co-developing Teacher Capacity to Support Students' Learning in and of French and English as Second Languages within CEGEP Programs

**Funded by** Entente Canada-Québec (2024-2025)

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\*\* Cover logo was created with the assistance of Gemini (March, 2026).

# Introduction

This inventory of plurilingual teaching strategies is the culmination of a year-long project at Champlain College – Lennoxville, funded by the Entente Canada-Quebec (2024-2025). It was specifically designed to support faculty in implementing plurilingual pedagogies, an instructional approach that recognizes students' diverse languages as an interconnected and interdependent repertoire that can be mobilized for learning. By encouraging students to make links with their existing linguistic knowledge when learning (in) a new language, the meaningful meta-cognitive connections and shared strategies can facilitate deeper comprehension and bolster academic success. The project responded to the evolving linguistic landscape of Quebec, particularly the implementation of Bill 96 (Law 14) in 2024 which requires students in Anglophone CEGEPs to complete three additional courses in French, be they language or program-specific courses. This policy shift now compels students to navigate disciplinary concepts in both English and French.

Two Champlain College – Lennoxville Pedagogical Counsellors, Daniela Fernandes and Dr. Jordan Glass, together with the lead researcher Dr. Sunny Lau from Bishop's University, the research coordinator Dr. Caroline Dault from Université de Moncton, and their research assistants engaged in action research cycles with eight participating teachers of various disciplines, including Administration and Management Technology, Computer Science Technology, Special Education Techniques, Visual Arts, Social Science, Mathematics, Music, and Nursing. They adopted a plurilingual stance and applied an approach that valorize and mobilize students' plurilingual repertoire as an intellectual and professional asset and resource to strengthen their discipline learning. The following strategies were developed, adapted, and tested in the classroom by the eight participating teachers. The inventory is organized into two primary categories: 1. **Valorizing Students' Plurilingual, Pluricultural, and Pluriliterate Repertoires:** These are identity-based strategies aimed at formal recognition and pedagogical integration of students' diverse linguistic and cultural identities, resources, and experiences. These strategies move beyond symbolic inclusion towards nurturing students' holistic identities (Cummins, 2021; Martinez et al., 2008; Moore et al., 2020). It affirms and maximizes the value of students' existing plurilingual repertoires, thereby reducing socio-affective barriers and increasing engagement and investment in learning (Norton, 2013). 2. **Mobilizing Plurilingual, Pluricultural, and Pluriliterate Repertoires:** These are skills-based strategies focused on cross-/metalinguistic awareness, as well as discipline-specific vocabulary and concept learning (Dault, 2025; Lau et al., 2020). Although mobilizing students' plurilingual repertoires for learning often also valorizes their diverse backgrounds, we find that distinguishing between the two categories allows teachers to more effectively nuance their pedagogical choices, differentiating activities that prioritize content learning versus those that have a strong element related to identity-affirmation.

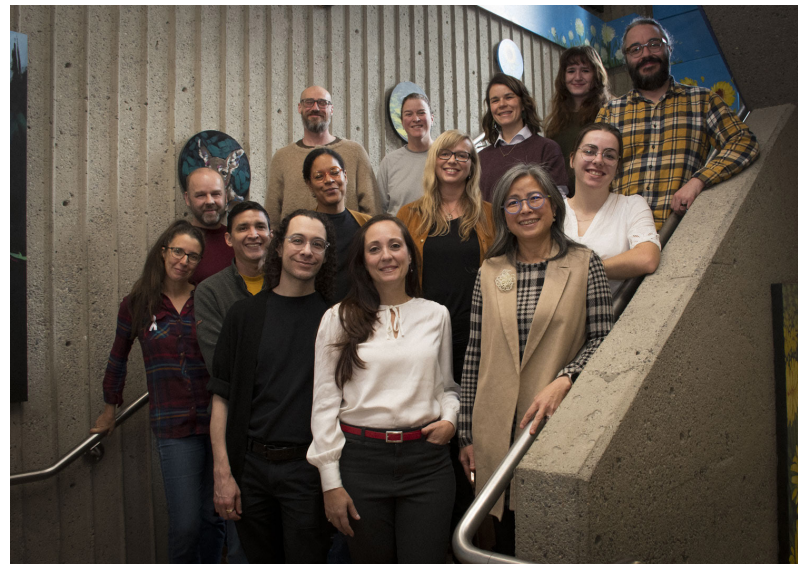


Photo credit: Vincent Lafrance

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# Valorizing Students' Plurilingual, Pluricultural, Pluriliterate Repertoires

## Family's Potluck

### What it is

A family recipe and/or a dish that is of great cultural or familial significance to them

### Goals

- Validate learners' familial and cultural histories as sources of knowledge and pride.
- Promote intercultural dialogue and respect through storytelling and food sharing.

### Examples

#### Nursing:

As part of a class on nutrition, this could serve as a good icebreaker activity.

#### Social Science:

Teaching concepts related to Globalization such as assimilation, acculturation, and syncretism:

- Classmates bring food from different cultural origins and discuss their similarities and differences (e.g., raviolis / dumplings; pizzas / lahmacun; noodles / spaghetti, etc.), tracing their possible historical and cultural connections and evolution.
- Variations: Students are invited to taste food that they have never tasted before from a different ethnic origin, either from local restaurants or during a cultural field trip. They will then research the food's origin and/or cultural variations.

#### Special Education Techniques:

Students create a class recipe book gathering peers' favorite family recipes:

- Students each bring a family recipe with a short blurb expressing what this recipe means to them (cultural origin, family traditions around this meal, etc.).
- Students share their recipe in class and together decide a name for their class recipe book.
- Variations: This can be changed to traditional clothing, music, or other cultural practices.

#### Administration and Management Technology:

- Each student picks their favorite dish (name and description) as well as the story behind the dish (traditional holiday dish, family memory, new tradition, etc.)
- Students in teams of 4 discuss their favorite dish. Each team votes on one favorite dish and plans a budget that can feed it to the whole class. Tie this activity with budgeting and costing concepts of administration.
- Organize a potluck with students to celebrate multiculturalism, if possible.

#### Visual Arts:

- As a painting/drawing/photography assignment, students create an artwork from a photo of a dish.
- They can also document the process of making the dish with a camera (photodocumentary) or use the images for a painting or drawing to illustrate it.
- Students present their works to the class, using the right terminology from painting/drawing/photography to describe their works.

## How Do I Call You?

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**What it is** A self-introduction activity, sharing the pronunciation, meaning, and history of one's name(s)

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**Goals**

- Make students of all backgrounds and languages feel welcome.
- Valorize students' plurilingual and pluricultural repertoire, identities, and experiences.

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### Examples

- Teacher invites students to share their name(s), particularly its(their) pronunciation(s), meaning and history.
- Teacher notes down the pronunciation phonetically, and/or invites students to share with the class some strategies to remember its pronunciation:  
e.g., My name is Caroline. I like it when people pronounce it in French, the ending rhymes with "win".  
e.g., My name is Hua Song. Think of the French words "roi" and "jaune" as they sound similar.

### Variations:

Ask each student to answer the following questions, using a mix of languages if they like:

- What is your mother tongue?
- What languages do you speak?
- What is your origin (Where is home for you)?
- Expectations for the class?
- Academic and/or career plans?

## I Am Poem

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**What it is** A short poem about oneself, which can include physical, biographical, and/or personal characteristics as well as one's interests, loves, fears, strengths, etc.

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- Goals**
- Reflect upon characteristics and feelings about their life, memories and cultural heritage.
  - Share aspects of their identity with their peers if they feel comfortable doing so.
  - Develop awareness of one's own and their peers' complex cultural identities and how their cultural lenses can impact perception and interactions with others.
- 

### Examples

**Template:**

I am

(Your name) \_\_\_\_\_, (pronouns) \_\_\_\_\_.

(Your heritage/family) \_\_\_\_\_.

Currently living on (acknowledge the territory you are on) \_\_\_\_\_.

I am from (describe the land that you call home) \_\_\_\_\_.

I am from (your favorite childhood foods) \_\_\_\_\_.

And (activities from your childhood) \_\_\_\_\_.

I am (something you were told as a child) \_\_\_\_\_.

**e.g.,**

I am

Ingrid, she/her/they.

Belgian, Chilean, Canadian, Québécoise.

Currently living on unceded Abenaki territory in the Estrie region.

I am from open fields, rivers, lakes, and forests.

I am from empanadas, apple pie and Coaticook cheese.

And swimming in the pond, climbing trees and riding horses.

I am authentic and kind.

## Landguaging

### What it is

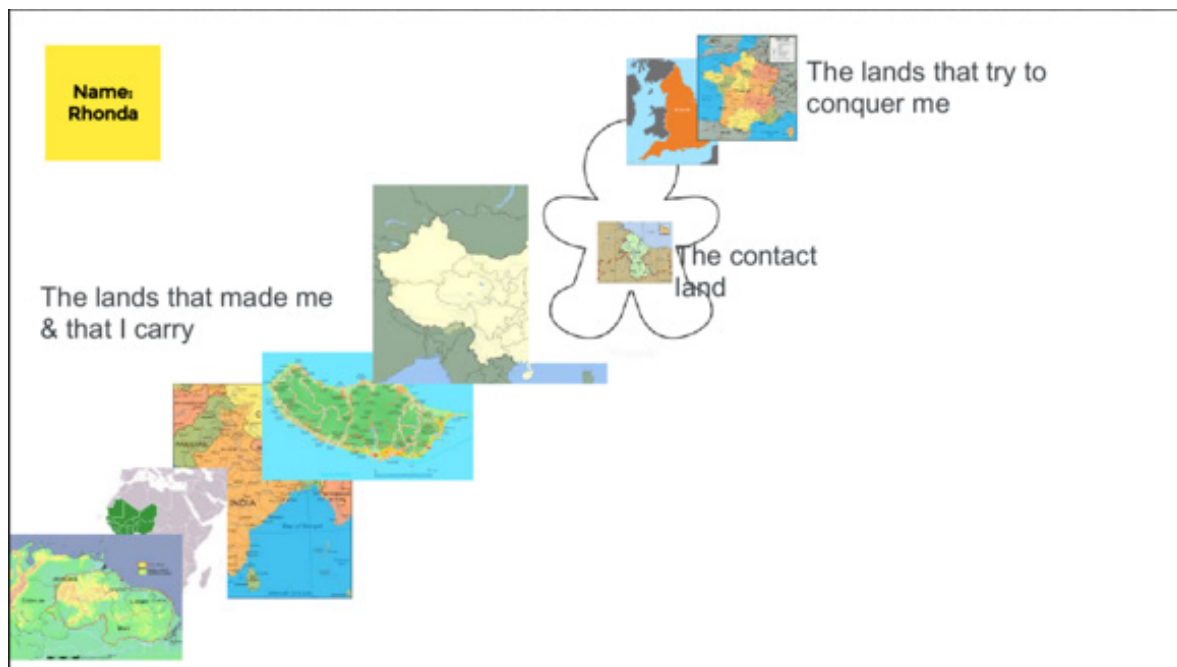
An arts-based land-sensitizing activity that engages students in critical reflections to connect their language learning experiences with the land(s) upon which they occurred (Chung & Cardoso, 2025).

### Goals

- Critically reflect on one's relationships with the lands/places where their languages are learned and practiced.
- Raise awareness of the ideologies and power relations around language use as they are situated in different global and local places.

### Examples

"...Like many people whose ancestry is linked to extractive and planter colonial processes in the Global South, I have a parautochthonous relationship to the Americas. Although born in Canada, I am connected to six ethnic groups indigenous to Asia, Europe, Africa, and Abya Yala—an identity made possible by the re-locating actions of British imperialists in the territory colonially-called Guyana. I come from many people who've consumed and crossed many waters in many continents. I have always known that I am connected to many people but have only recently started to understand the responsibility and gratitude I have to five of the seven continents that made me" (Chung, 2023, para. 22).



More details:

Chung, R., & Cardoso, W. (2025). Landguaging Imperialism through Teacher-Reflection Art: Land-Sensitizing Tools for Imperial Language Instructors. *The Canadian Modern Language Review*, 81(4), 272-298. [https://doi.org/10.3138/cmlr-03\\_chung](https://doi.org/10.3138/cmlr-03_chung)

Chung, R. (2023 Jan 23). The art of Landguaging across borders: Land-sensitive curriculum for imperial language teachers [Blog]. BILD-LIDA, McGill University

## Language Portraits / Biography

**What it is** A portrait that illustrates the languages that one speaks, and the expressions of emotions associated with them

- Goals**
- Raise awareness of the complexity and diversity of one's plurilingual repertoire.
  - Recognize one's agency in language use and learning.

### Example

#### Special Education Techniques

- Teacher gives students a silhouette template or allows them to create their own design, manually or digitally.
- Provide guiding questions for them to reflect on their language repertoire:
  - What languages/varieties do you speak, study, or use?
  - How often and with whom?
  - What emotions do you associate with these languages/varieties or usage? What colors and which part of your body would you put them to express these emotions?

**e.g.,**

My mother tongue is German, but I like to describe my relationship with Chinese. Chinese is my parents' mother tongue. It represents my culture and origin. When I speak Chinese, I feel connected with my family. It is why this language is so important to me.

Ma langue maternelle est l'allemand mais je veux décrire ma relation avec le chinois. Cette langue est la langue maternelle de mes parents. Elle représente la culture et mon origine. Quand je parle le chinois, je me sens connecté avec ma famille. C'est pourquoi cette langue est très importante pour moi.



More details: Intégrer les approches plurilingues – [Projet SERAFIN](#)

(Dault, 2025)

## My Intervener Colours

**What it is** Designing intervention activities that draw on students' personal and/or cultural strengths

- Goals**
- Critically reflect on how students' life experience, interests, abilities and culture contribute to and have value in their practice as helpers.
  - Promote thoughtful planning and design of clinical facilitation activities.

### Examples

- In teams, students brainstorm clinical activity ideas for their assigned service users (e.g., children, adolescents, adults).
- They classify the activities into categories (e.g., daily living, family, academic) and reflect on their purposes.
- They reflect on how their life experience, interests, abilities, and culture influence their choice of activities and what strengths they bring to their practice as helpers (e.g., Student who plays the piano: Plan a sing-along with seniors in an assisted-living facility; Student who does Latin dancing: Plan a simple dance choreography to teach the service user).
- Students will then share as a large group.

### Template:

<b>Service users</b>	<b>Activity</b>	<b>Category</b> (daily living, family, academic, physical, community, artistic, games, sociocultural, other)	<b>Benefit to service user</b> (purpose)	<b>Your flavour: influence of your life experience/ culture in choice of activity</b>
Children 0-5				
Children 6-12				
Adolescents				
Adults				
Older adults				

## The Words that I \_\_\_\_\_ the Most

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**What it is** A list of words from different languages the students speak, including their affective experience/stories behind the usage of those words

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**Goals**

- Explore and reflect on one's emotional connections with the language(s) they speak.
- Promote respect and openness to linguistic diversity.

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### Examples

- Teacher explains the task and gives examples from their own languages to share stories behind their choice of those words. It is important for teachers to model and open up a space where students feel safe to share their own stories.
- Individually, students fill a table like the one shown below, adding new columns if need be.

The word that I find most beautiful		
In Portuguese is	In English is	In French is
The word that I find the funniest		
In Portuguese is	In English is	In French is
The word that I like the least		
In Portuguese is	In English is	In French is

**e.g.**, I like the English word "ordinary" the least because when I say it, I often struggle with where the stress should be placed and get laughed at all the time because of my accent.

**e.g.**, A word I find funny in Japanese is テンション (pronounced: teshon) because it comes from the English word "tension" and when I was working in Japan, I was always told I had "high tension" when teaching, not knowing that it meant "having good energy and lots of spirit" in Japanese, and does not carry that negative connotation from English. It took me a while to realize that they were complimenting me, so we all had a good laugh.

# Mobilizing Students' Plurilingual, Pluricultural, and Pluriliterate Repertoires

## Country Profile Presentation

### What it is

Presenting physiographical and cultural features of countries and making links among them

### Goals

- Promote curiosity and understanding of different cultural contexts.
- Explore connections and differences in cultural practices in today's globalized world.

### Examples

#### Social Science

- In groups, students select a country of interest and research its physiography, demographics, cultural diversity (or uniformity), etc.
- Teachers encourage students to choose a country with which they have special connections (e.g., their country of origin; a country where they, their loved ones or idols are from or have lived in, etc.).
- Have students focus on how cultural realities and economic roles are determined by physiographical traits (for example, how Indians live out the monsoon or how islanders preserve cultural elements longer).
- Students research a recent news event that relates to a concept discussed in class in connection with the issue of migration or cultural globalization (e.g., standardization or multiculturalism). Have students prepared to answer the following questions about the news event:
  - What happened? Who is involved? When and where did this happen? How long did it last? What are the factors that explain this event? This event reminds you of what concept(s) you have seen in class? Explain the connection.
- Students present their findings to class.
- Teacher gets the class to make comparisons, distinctions, and connections between countries.

## Cross-language Chat Application

**What it is** Developing an app that supports communication between two or more people that do not speak the same language, using generative AI for automated translation

- Goals**
- Design and build an app that facilitate cross-language communication.
  - Raise metalinguistic and metacultural awareness in communication.

### Examples

#### **Computer Science Technology (with possibility of collaboration with other disciplines)**

##### Campus Help Desk Chat

- Teacher presents a scenario in which students with second language backgrounds need help with a computer issue but do not feel comfortable using the dominant language.
- Students will develop an app where each person writes messages in their own preferred language, and the app automatically translates the messages so everyone can understand the conversation.
- The app allows users to see both the original message and the translated version, which helps them notice differences in meaning or tone. When a message seems unclear, users can ask for clarification or rephrase it in simpler terms.
- This activity helps students reflect on how meaning can change across languages and how effective communication often requires confirming understanding, not just relying on automatic/AI generated translation.

#### **Initial Medical Assessment (interdisciplinary collaborations between Computer Science Technology and Nursing)**

- Teacher presents a scenario in which a nursing student is performing an initial medical assessment for a patient using a chat app like the one described above for cross-linguistic communication.
- The app translates each message automatically, but nursing students are encouraged to pay attention to words that may be ambiguous or interpreted differently in another language.
- By comparing the original message and its translation, students identify cases where the translation is grammatically correct but slightly misleading.
- Teacher draws attention to the importance of word choice and clarity, as well as cultural situations whereby misunderstandings in communication across languages could have severe consequences.
- Invite Computer Science Technology students to collaborate with Nursing students to improve the app based on feedback from their experience with patients.

**Note: This app development can be extended to other disciplines, such as Special Education Techniques, etc.**

## Cross/Meta-linguistic Awareness of Different Notations and Techniques

### What it is

A reflection on the use of different notations and techniques in mathematics in different languages

### Goals

- Raise awareness how different notations and techniques are used in different languages.
- Enhance the proper use of discipline-specific notations and techniques in the target language.

### Examples

#### Mathematics

#### Administration and Management Technology

When appropriate, teacher highlights or has students reflect on the different notations and techniques used in French, English, and/or other languages they know, e.g.,

- Long division in English and in French use different notations and techniques but follow the same mathematical principles
- In English, we use a decimal point (e.g., 1.25), whereas in French, we use a decimal comma (e.g., 1,25)
- In English, the currency symbol is placed before the number without a space (e.g., \$125), whereas in French, it is placed after the number and separated by a space (e.g., 125 \$)
- In English, we use a comma to separate thousands (e.g., 20,000), whereas French uses a space (e.g., 20 000)
- The English abbreviation k for thousands (e.g., 20k) is not used in French, and might be confused with the abbreviation km (kilometers)

## Cross/Meta-linguistic Awareness: The Mechanics of Writing in Different Languages

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**What it is** Awareness-raising activities on the different and/or similar use of punctuations, capitalization, spacing, and spelling in different languages

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**Goals**

- Develop awareness of the mechanics of writing in different languages.
- Enhance the proper use of writing mechanics in the target language.

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### Examples

- Teacher invites students to share how the use of punctuations, capitalization, spacing, and spelling is different and/or similar in different languages to raise their awareness, e.g.,
  - Colons and semi-colons – used in both English and French, but there is a space before and after the punctuation marks in French
  - Question marks: In Spanish, they appear both at the beginning and end of a questions, with the initial one written upside down (¿ ... ?)
  - Quotation marks: different in English (“...”) and in French (« ... »)
  - Capitalization: *Anglophone* in English vs. *anglophone* in French; in English, all major words in a book title are capitalized when written in running text, whereas in French only the first word (and any proper nouns) is capitalized
  - English and French spellings in different countries or regions, e.g., organise (British) vs. organize (American); maitrise (orthographe rectifiée) vs maîtrise (orthographe traditionnelle)

## Deepening Concept Understanding through a Plurilingual Glossary

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### What it is

Creation of a class or an individual glossary of discipline-specific key terms that make links between English and French, and with other languages that students speak

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### Goals

- Support students' mastery of disciplinary-specific vocabulary.
  - Promote in-depth conceptual learning by activating prior knowledge of the concepts in other languages
- 

### Example

#### **Administration and Management Technology:**

- Teacher explains why it is important to prepare a glossary of administration terms and emphasize the importance of being familiar with the administration vocabulary in both English and French for internship.
- Students read through the provided financial statement (e.g. Income Statement and Balance Sheet) in English to identify and list key words (e.g. specific accounts, titles, subtitles, etc.).
- Students organize the terms into two tables for English and French. Working in teams, students fill in translations for as many terms as possible.
- Teacher then gives out the same financial statement in French for students to check and update their glossaries.
- Teacher invites students to share what they notice about the similarities and differences between terms in English and French.
- Teacher encourages students to share strategies they use to help themselves remember certain concepts/terms in English and in French. If students know some terms in another language, invite them to share them as well.

## Example Glossary Table:

English Term	French Term	Other Languages	Definition	Example
Assets	Actifs		Resources owned by a business which has economic value	Cash, inventory, building.
Expenses	Dépenses		Costs incurred in the process of earning revenue	Rent, salaries, utilities.
Liabilities	Passifs		Obligations or debts that a business needs to pay in the future	Bank overdraft, accounts payable.
Revenue	Revenus		Income generated from normal business operations	Sales revenue, service income.
Shareholders' Equity	Capitaux Propres		The owner's claim on the assets of the business after all liabilities have been deducted	Common Shares Retained Earnings.

### Social Science (taught in French):

- Teacher encourages students to remember the specialized terms they have encountered so far in the course and to create a glossary with their translated terms in English, brief definitions, and illustrations or terms in another language they speak, if they like, that may help them understand and remember the concepts.
- Teacher shows an example, then students start their own glossary.
- Teacher reminds them throughout the course to add in new words as they learn new content.

Terme (Concept/théorie)	Définition	Exemple	Traduction en anglais	Traduction dans une autre langue	Illustration
Multilatéralisme	Organisation des échanges entre pays et collaboration	Libéralisme économique ACEUM OMC	Multilateralism		
Libéralisme	Liberté individuelle, protection des droits, intervention limitée de l'état	Libre échange: ALENA	Liberalism		Canada ➔ USA ➔ Mexique ➔
Protectionnisme	Lorsqu'un pays vise l'autosuffisance dans certains secteurs stratégiques afin de limiter les importations	L'imposition de tarifs	Protectionism		USA  Canada

## Deepening Concept Understanding through Morphological Awareness

**What it is** Activities that promote morphological awareness of key discipline-specific vocabulary or terminology

- Goals**
- Support students' mastery of disciplinary-specific vocabulary.
  - Promote vocabulary strategies and morphological awareness, e.g., true friends/cognates or false friends/cognates.

### Examples

#### True Cognates – Prefix, suffix and roots:

- Teacher highlights meaning of common prefixes and suffixes of their discipline vocabulary to promote transferable vocabulary knowledge and skills, e.g.,
  - **Nursing:** hypertension; hypoglycemia; electrolytes, dyspnea; perinatal
  - **Mathematics:** bivariate, triangle, polygon, subtraction, coefficient; circumference
  - **Music:** pianist, musician, monophonic, polyphonic; unison
  - **Visual Arts:** monochrome, monotype, transparent, translucent, multicolor, multimedia
  - **Social Science:** assimilation, acculturation

#### False cognates:

- When coming across false cognates in teaching, teacher draws attention to these words and invites students to share strategies to help them remember, e.g.,
  - **Social Science:** *Globalisation* in French refers to expansion of economic liberalism) vs *Globalization* in English means anything that pertains to the global scale, and is translated to *Mondialisation* in French
  - **Nursing:** *physician* / *médecin*; *physicist* / *physicien*; *attendre* / to attend; *choquer* / choke; *figure* (noun meaning face in French) vs. *figure* (meaning body shape in English)
  - General use: *actuellement* / actually; *con* (against in English) / (*stupid* in French); *but* (objectif en français) / *but* (conjunction/preposition/adverb in English)

### Words with disciplinary-specific meaning:

- When coming across words or terms that are used in different disciplines, teacher highlights their different semantic meanings and how they are used in their own discipline, e.g.,
  - **Value**
    - **Visual Arts:** The lightness or darkness of a colour.
    - **Mathematics:** A number or quantity; the result of a calculation.
    - **Social Science:** A principle or belief a society holds.
  - **Scale**
    - **Music:** A sequence of notes arranged by pitch.
    - **Visual Arts:** A size relationship (e.g., drawing something “to scale”)
    - **Science:** A measuring instrument (e.g., a scale to weigh mass).
    - **Social Science:** The ratio on a map comparing distance to real life.
  - **Tone**
    - **Music:** The quality or pitch of a sound.
    - **Visual Arts:** The shade or lightness of a colour; mood of artwork.
    - **Language / Literature:** The author’s attitude (formal, humorous, serious).

### Extending Word Knowledge:

- When teaching a new discipline-specific term or word, if possible, teach the word families:
  - **Science:** atmosphere, atmospheric pressure, atmospheric layers; observation, observant, observatory, observable, unobservable
  - **Visual Arts:** colour, colourful, colouring, colourless, recolour, multicoloured, colourist
  - **Nursing:** hypertension, hyperglycemia, hyperthermia, hyperventilate, hyperthyroidism
  - **Computer Science Technology:** code, coding, coder, decode, encoder, encoding
  - **Special Education Techniques:** intervention, intervene, intervening; assistance, assistive, assistant

## Deepening Concept Understanding through Words from Other Languages

### What it is

Teachers or students sharing how certain concepts are expressed in other languages

### Goals

- Deepen and enrich understanding of the concepts.
- Help with retention.

### Examples

#### Mathematics:

- Infinity – infinité (in French) --> “in~” + “fini” --> never ending
- Matrix – matrice (meaning “womb” in archaic French / comes from Latin mater = mother) --> looks like a womb

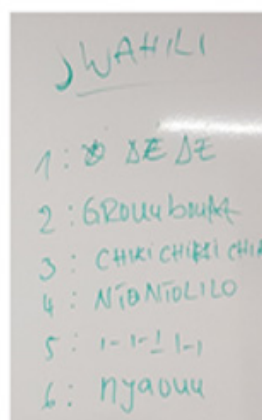
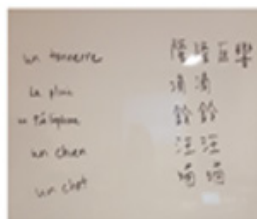
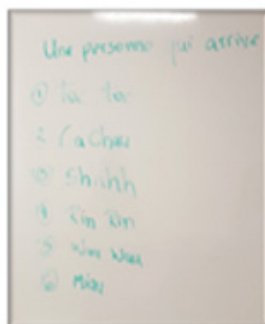
#### Science:

- 萬有引力 or 重心 in Chinese means *gravity* in English or *gravité* in French. The Chinese words can literally be translated to “the magnetic force of everything” or “heavy center”.
- Sharing the semantic meaning of the Chinese words helps elaborate the concept more effectively.

#### Language / Literature:

- When teaching the literary device of onomatopoeia, teacher invites students to share the use of onomatopoeic words from different languages, e.g., words that imitate the sound of a telephone ring, a dog barking, a cat meowing, thunder, lightning, etc.
- This can spark curiosity of different languages and encourage meta- and cross-linguistic discussions about how vowels and consonants sound across languages

## Onomatopoeia – graphic novels



Lau, S. M. C., Brosseau, M.-C., Maegerlein, E., LeRisé, M., & Blandford, M. (2020). Supporting immigrant students' academic and social integration: ESL and French college teachers' collaboration in promoting cross-linguistic teaching of language and strategies. *Canadian Modern Language Review*, 76(4), 293–312. doi:10.3138/cmlr-2020-0001

## Leveraging Students' Language Expertise for Collaborative Tasks

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**What it is** Tasks that capitalize on students' plurilingual repertoires (French, English and/or other languages) to support learning in/of each other's language

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- Goals**
- Support collaborative learning and recognition of plurilingual and pluricultural identities.
  - Foster an inclusive learning environment where linguistic diversity is respected.
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### Example

#### Music:

- In a creative writing exercise (e.g., writing lyrics), the teacher pairs students with different dominant languages to discuss the use of an appropriate register that goes with the musical style, e.g., an English-dominant student can help their partner figure out if the use of "You are not" or "You ain't" is more appropriate for the song. Similarly, the French-dominant student can suggest taking out the negation mark "ne" in a sentence to make it sound more natural.

#### Music / Visual Arts:

- Students collaborate in creating different types of bilingual publicity materials (social media posts, press release, poster, flyer, etc.) for an upcoming music or art show. They need to use eye-catching wording in French and English that will attract the audience, while respecting the genre conventions of each publicity type.

## Mediation – Intercultural Communication

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### What it is

Simulation activities in a near authentic setting which require communication with an individual from a cultural and/or linguistic background different from that of the majority.

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### Goals

- Develop intercultural awareness and competence to interact and communicate with people who are from different linguistic and/or cultural backgrounds.
  - Foster empathy and sensitivity to other people's needs and offer a window into the patient's or service users experience of navigating the Health, Social Services and other government systems in an unfamiliar language.
- 

### Example

#### Nursing:

- Working in groups, students roleplay how to care for a newcomer with limited French/English proficiency in the emergency room.
- Working in groups or pairs, students roleplay a postpartum home visit with Ukrainian newcomer parents.

#### Special Education Techniques:

- Students with different dominant languages are paired up for a role-play in which one student acts as the intervener and the other as the client. The client's family member for whom they are the caregiver has recently been diagnosed with a condition (e.g., Alzheimer's, depression, anxiety, dyslexia, etc.), and the intervener is tasked with educating the client about its main characteristics.

#### Administration and Management Technology:

- Teacher creates an environment similar to an internship where the student would interact with a client from a different linguistic and/or cultural background to explain financial results. Have students focus on the linguistic and cultural differences in terminology and use of concepts (e.g., expenses – dépenses; liabilities – passifs, the benefits of contributing to an RESP or RRSP for saving and tax purposes, etc.)

## Mediation – Communication between an Expert and a Non-Expert)

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**What it is** Simulation activities where students practice explaining key concepts from their field to a general audience or non-expert

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### Goals

- Foster an awareness of the need to mediate communication gaps.
  - Develop learners' ability and strategies to mediate and translate complex, discipline-specific knowledge by 1. switching between languages, 2. using an appropriate register, or 3. choosing between technical or non-specialist terminologies for more effective communication.
  - Foster empathy by encouraging learners to consider others' perspectives and needs.
- 

### Example

#### Nursing:

- In a simulation activity, get students to explain type 1 diabetes to a 14-year-old patient who has just been diagnosed.

#### Special Education Techniques:

- Students work in pairs, one playing the role of the intervener and the other the role of the parent. The intervener presents their observations of a four-year-old child in daycare to the parent. The observations must be presented in non-expert language but in neuro-affirmative and empathetic ways.

#### Administration and Management Technology:

- Teacher creates an environment similar to an internship where the student would interact with a client to explain income tax. Have students focus on the appropriate use of terminology that is comprehensible to the clients.

#### Computer Science Technology:

- In an office setup, explain what the cloud is to a colleague who is not very comfortable with technology, as part of an IT support interaction.

## Plurilingual Annotation for Pronunciation

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**What it is** Creative use of words/symbols in one or more languages as transliteration to represent how the words sound

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- Goals**
- Develop strategies for pronunciation.
  - Enhance phonological awareness.
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### Example

#### Music:

Using a song in a foreign language as a tool to discuss / compare pronunciation strategies.

- E.g., 1: Students work on a song in a foreign language, e.g., Muusika by Pärt Uusberg – Estonian. Teacher invites a specialist to teach pronunciation. Teacher asks students to transcribe the sounds using symbols, phonics, or words from other languages to represent the sounds, e.g., *u* in estonian = *ou* in French, = *oo* in English, etc.)
- 
- E.g., 2: Teacher pairs up English-dominant students with those who are French-dominant to teach each other pronunciation of English or French words in a song, focusing on the differences and similarities in the stress patterns, vowels, and consonants.

#### Other disciplines:

- When preparing an oral presentation, teacher encourages second language learners to check pronunciation in a dictionary (e.g., WordReference) and annotate difficult words using phonetic symbols or phonics.

## Plurilingual Approach to Learning-Oriented Assessment

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**What it is** Learning-oriented assessment tasks to incorporate students' plurilingual repertoires

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- Goals**
- Support students' gradual development of discipline-specific literacy skills and content knowledge.
  - Disrupt deficit orientation towards students' plurilingual repertoires.
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### Example

Create formative or summative assessment tasks that allow students, e.g.,

- To demonstrate knowledge using different multimodalities, e.g., visual representation of concepts: Instead of simply writing a paragraph, have students illustrate or take photos of components of a landscape or an architectural feature in a geography class.
- To read and discuss in one language, then submit the final tasks in the target language.
- To submit plurilingual outlines or drafts before writing in the target language. Teacher provides focused feedback only on the content of the drafts.
- Variation: Teachers can also build rubrics for different tasks to target at some focal discipline-specific literacy skills to be developed over the semester or program, e.g., the use of certain key terms, specific sentence structures in scientific or nursing care reports, textual organization of essays, financial statements, press release of a music event, etc.

## Promoting Awareness for Critical Intercultural Understanding

### What it is

Activities that support critical discussions and understanding of how cultures intersect with other factors to shape the way we think and behave

### Goals

- Promote critical awareness of how one's behaviour is perceived by others.
- Enhance intercultural awareness and respect in professional conduct or intellectual pursuit while fostering understanding of people from a culture different from one's own.

### Example

#### Nursing / Special Education Techniques

- Discuss how patients or service users from different cultural backgrounds behave, for example, handshakes, eye contact, body language, parental involvement, etc.
- When teaching the steps of the Intervention Process or providing nursing care, students should learn to seek information about their patient's or service user's cultural backgrounds during the information-gathering phase to ensure culturally sensitive care or interventions.
- When dealing with patients or service users with mental health issues, it is important to recognize that someone from a different cultural background may need more time to feel comfortable before expressing their true feelings.
  - E.g., in Japanese culture, there is the distinction between honne and tatemae. Honne (本音) refers to a person's genuine thoughts and feelings, usually kept private and only shared with trusted individuals. Tatemae (建前) refers to the public façade or the socially acceptable behaviors, opinions, and emotions expressed in public to maintain harmony and meet societal expectations.

#### Social Science:

- Teacher invites students to examine internationally recognized reference tools to organize information, e.g., calendar, units of measurement, maps of the world or regions, etc. and compare them to other conventions, such as a medieval world map used in Europe versus in China, a Gregorian calendar that shows a different time scale, a description of the territory from the perspective of an Indigenous community, etc.

#### Visual Arts:

- In Painting, the teacher explores the psychology of colours and provides an overview of how different cultures interpret colours in distinct ways.

## Representing an Object of Cultural Significance

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### What it is

An art exercise where students represent an object from childhood of cultural significance and present it to the class using art (drawing or painting) related terminology

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### Goals

- Develop students' understanding of art terminology such as values, tone, shading, etc. and support their proper use in thoughtful description and appraisal of art works.
  - Celebrate cultural diversity and promote an inclusive and collaborative learning environment.
- 

### Example

- Teacher asks students to choose an object from childhood and represent both the object and its associated emotions by focusing on art techniques, e.g., values, shading, tone, and contrasts.
- Each student then presents their work, using the appropriate terminology to explain their design and to share the emotions behind it.
- Other students then join in to discuss and analyze the use of various techniques, giving constructive feedback.



## Software Internationalization

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**What it is**

Development of software that meets the language, cultural, and regulatory requirements of local markets

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**Goals**

- Develop cross-language and cultural awareness.
  - Foster awareness of the importance of internationalization techniques (i18n) in software development.
  - Promote plurilingual and pluricultural learning experience.
- 

**Example****Computer Science Technology**

- Teacher presents the task of software development, drawing attention to the use of words and symbols (e.g., the use of the magnifying glass icon usually refers to the “search” function in most languages or countries but not in some).
- Students research locale-related settings (e.g., the use of numeric, currency, time, etc.) as well as the appropriate use of market conventions (e.g., postal address, telephone number format, units of measurement, etc.)

## Using Multimodal Means to Construct, Represent, and Synthesize Conceptual Understanding

**What it is** A multimodal way to illustrate or map concepts

### Goals

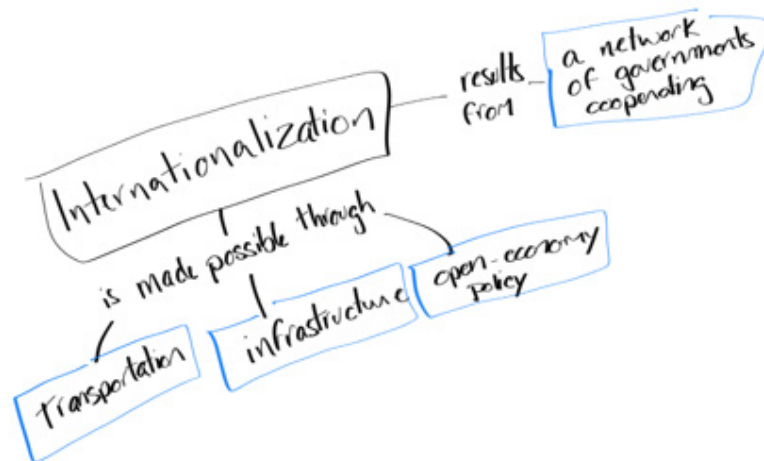
- Review important concepts at the end of a unit or semester.
- Assess students' understanding of key concepts through multimodal means.
- Provide students with another way to construct and represent their understanding.

### Example

#### Social Science:

- As a review activity, students can reflect in groups on concepts related to a topic (e.g., globalization : assimilation, acculturation, syncretism, etc.).
- Students are invited to make links among the concepts, using verbs, nouns, or adjectives to represent those links (e.g., cause/effect, mutual influence, a result of, leading to, etc.).
- This activity can be done on a piece of paper or using any mind-mapping app.

E.g.,



#### Music:

- Students are invited to express their understanding of the emotions conveyed in a song by putting emojis next to the lyrics.
- E.g., Mr Blue Sky (Electric Light Orchestra, 1977)

Sun is shinin' in the sky 🌞 😊  
 There ain't a cloud in sight ☁️ ✨  
 It's stopped rainin', everybody's in the play 🌈 🎉  
 And don't you know 😊  
 It's a beautiful new day? Hey 🌞 📅

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