

Contents

Introduction	xi
Epistemological Stance	xi
Some Important Definitions	xii
Context	xiii
Chapter Organisation	xiv
 Part 1: Reference Theories: Interrelationships and Complementarities	 1
1 Neurophysiology, Cognition and Language	3
Neurophysiology and Cognition	3
Language, Cognition and Knowledge	4
Language and Modularity	5
The Age Factor	5
Musical Development and Language Development	6
Effect of Disciplinary Knowledge on L2 Production	7
Situated Cognition	7
Attention	8
2 Language and Cognitive Development in a Plurilingual Perspective	9
Neurophysiology and Plurilingualism	9
From Codeswitching to Codemeshing and Translanguaging	10
The Present Situation of Plurilingual Education and Research	13
From Additive and Subtractive Bilingualism to Dynamic Bilingualism	14
The Benefits of Plurilingual Competence	15
Language(s) and Identity	16
3 Multilingual Practices	18
Translation	18

Multilingual Education	19
Content and Language Integrated Courses	20
Multimodality/Multiliteracy	22
Plurilingualism and Teaching	23
The Multilingual Teacher's Specific Competence	24
Requirements for the Education/Training of Teachers	24
Teaching and the Native Speaker	25
4 Psycholinguistics and SLA: Useful Constructs Revisited	26
Action and Interactions in Language Learning	26
The Information Processing Model	27
The Dual-Processing System of Language Production	
in L2 and Formulaic Language	28
Connectionist Models of Language and L2	
Competition Model	28
Psycholinguistic and Sociolinguistic Factors in	
Multi/Plurilingualism: Emergentism and the	
Dynamic Systems Theory	29
Plurilingualism in the Connectionist Paradigm	29
A Dynamic Framework of Emerging Language	30
Attention in Language Learning	31
Focus on Form, Focus on Forms and Focus on Meaning	32
Mediation and Metareflection	33
5 Cultures, Affects and Identities	35
Perception	35
Transculturating	35
Emotions	36
Motivation	40
Construction of the Agent	43
Conclusion: Speaking as a Specific Situated Action	45
6 The Potential of Information and Communication	
Technology for Language Learning	47
Recognised Benefits of ICT for Language Learning	47
Informal Learning	49
Open Educational Practice	50
ICT and Computer-Mediated Communication	50
Defining Telecollaboration and Its Scope	53
Conclusion	54
7 Context	55
Introduction	55
Definitions	56
Why Context Should be Taken into Account	57
Context Indicators	60

Validity of the Construct	62
Universal Values and Local Contexts	63
How to Understand Contexts	63
Objectivity of the Analysis	64
Conclusion	65
Part 2: Multilingual Practices in Action	67
8 Organisation of the Study	69
Introduction	69
Methods	72
9 North America	74
Case 1: Translanguaging Practices in New York State Schools	74
Cases 2, 3 and 4: A Five-Phase Approach to Translanguaging in Schools	76
Case 2: Translanguaging in a Social Studies Class	78
Case 3: Translanguaging in a Bilingual Classroom in New Mexico	78
Case 4: Translanguaging in a Science Class	79
Case 5: Translanguaging Practices in a Bilingual University in Puerto Rico	82
10 Africa	85
Case 6: Promoting National Languages with French at Primary Level	85
Case 7: Benefits of Using the Home Languages in Primary Schools	87
Case 8: Translanguaging in a Mathematics Class in English-Speaking Africa	88
Case 9: Informal Learning of Italian by TV Viewers in Tunisia	89
11 European Large-Scale Projects and Intercomprehension Networks	91
Case 10: A Website for CLIL Teachers in Italian High Schools	91
Case 11: Online Intercomprehension Learning Programme for Romance Languages (Example 1)	92
Case 12: Online Intercomprehension Learning Programme for Romance Languages (Example 2)	93
Case 13: Online Intercomprehension Learning Programme for Romance Languages (Example 3)	95
Case 14: Developing University Students' Academic and Professional Vocabulary through Reading Intercomprehension and ICT	96

Case 15: Promoting Regional and Minority Languages through Intercomprehension at Primary and Secondary School Level	97
12 European Small-Scale Projects	100
Case 16: An ICT-Supported Translanguaging Approach to Collaborative Writing	100
Case 17: Promoting Bilingualism and Biliteracy in a Two-Way Immersion Programme	103
Case 18: Implementing a Plurilingual CLIL Programme in a University in a Monolingual Region of France	104
Case 19: A Binational Course in Applied Linguistics (France and Germany)	106
Case 20: Promoting Plurilingualism in a University in Denmark	107
Case 21: Multilingualism in a Ukrainian University	110
Case 22: Writing Class for Students from Different Countries	111
Case 23: Plurilingual Language Awareness and Self-Recognition	113
Case 24: A MOOC that Relies on Plurilingual Reflection	114
13 Telecollaboration	117
Case 25: Telecollaboration between Quebec and Australia	117
Case 26: Telecollaboration between a French and Irish High School	118
Case 27: Telecollaboration between Speakers of the Two National Languages in Belgium	119
Case 28: Telecollaboration between Learners of Distant Languages	120
Case 29: Preparing for International Exchanges through Telecollaboration	121
Case 30: Telecollaboration for Intercomprehension	121
Case 31: Telecollaborative Teacher Training Courses	122
Case 32: The Benefits of Asynchronous Telecollaboration	123
Case 33: Corrective Feedback in Telecollaboration	124
Case 34: Identity Construction in Telecollaborative Practices	124

Case 35: Telecollaboration to Enhance Pragmatic Competence	124
Case 36: Bringing Telecollaborative Practices to Primary School Children	125
Case 37: Effects of Tandem Practices on Corrective Feedback	125
14 Learning Languages in Multilingual Contexts: Where are We Now?	129
Contexts	129
Teacher Education and Training	136
The Consequences of So Many Different Situations and Positions	137
Implemented Learning Systems	138
Assessment and Evaluation	142
Factors Enabling or Inhibiting the Development of a Bi/Plurilingual Programme	143
Consistency with the Theoretical Data	145
15 When Theory and Practice Meet	147
Part 3: Designing Contextualised Language Learning Environments in a Plurilingual Perspective	151
16 Multilingual Language Learning and ICT	153
17 Designing Courses and Tasks in a Multilingual Perspective	157
Towards a New Approach	157
Curriculum as Interaction	159
Content and Language Integrated Learning (CLIL)/ Bilingual Education in Curricular Development	160
Types of Language	161
Implications for Learning Activities	161
Social Situations	162
A Flexible Approach to CLIL-Oriented TBLT	163
Teacher Education and Language Awareness	164
Practical Framework	164
18 Modelling the Work	167
Tasks	167
Learning Environments and the Teacher's Role	171
Teacher/Tutor's Role and Community of Learners	172
Individualisation/Socialisation of Learning	173

Discontinuity and Changes in LLEs	173
Synthesis	175
Concluding Remarks	176
References	179
Index	202