

The use of active methodology to develop plurilingual and pluricultural competences in higher education case study

Ruzana Galstyan Sargsyan

Universitat Politècnica de València
España

Mónica Belda Torrijos

Cardenal Herrera-CEU University
España

María Calvo Barrachina

Cardenal Herrera-CEU University
España

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Ruzana Galstyan Sargsyan: Universitat Politècnica de València. España. | E-mail: rugalsar@upv.edu.es

Mónica Belda Torrijos: Departamento de Ciencias de la Educación, Facultad de Humanidades y Ciencias de la Comunicación, Cardenal Herrera-CEU University. CEU Universities. España.

| E-mail: monica.belda@uchceu.es

María Calvo Barrachina: Departamento de Ciencias de la Educación, Facultad de Humanidades y Ciencias de la Comunicación, Cardenal Herrera-CEU University. CEU Universities. España.

| E-mail: maria.calvobarrachina@uchceu.es

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Abstract

This paper presents a case study to guide higher education in adopting active teaching methodologies to develop plurilingual and pluricultural competencies. To this effect, the study aims to design a plurilingual didactic dossier for A1- A2 level in the context of a sociocultural topic to develop the four skills (speaking, reading, listening, and writing). The plurilingual didactic dossier is meant to integrate with frameworks such as the Common European Framework of Reference for Languages (CEFR) to serve as a comprehensible orientation to enable teaching to shift to plurilingual education informally. Furthermore, the approach will help advance efforts to enhance linguistics to develop communicative competencies crucial for modern societies marked with frequent exchanges between cultures and languages. The results from the survey conducted in the study indicate that most individuals' learning language skills get enhanced through involvement in engaging tasks. The research was multidisciplinary and comprised participants from two universities, the School of Education and the Higher School of Economics; hence the results are applicable across diverse disciplines. The concept guided the study that plurilingual and pluricultural competencies are not attained by juxtaposing competencies but constitute complex competencies developed when individuals engage in situations characterized by plurality. Thus, adopting project-based learning (PBL) was the most viable teaching methodology for enabling cultural and language interrelationship awareness. Also, engaging tasks in PBL help develop ideologies and discourses of the learning exercises. Therefore, the educational systems teaching LC2 should adopt plurilingual didactic dossiers as they are innovative and replaces the traditional monolingual approaches in most language teaching instructions.

Keywords: plurilingual and pluricultural competence; active methodologies; project-based language learning; cultural awareness; case study; literacy; culture.

1. Introduction

Today's nation entities are highly diversified, with changing technologies allowing for regular movement and settlement of individuals in different places worldwide. UNESCO (2019) stated that the world is more bilingual than any other decade in history. Nations ascribed to being homogenous have diverse cultural compositions and individuals from varying languages. Modern societies are thus complex environments characterized by cultural and linguistic diversity, frequently occurring exchanges between cultures and languages (Beacco and others, 2016). The monolingualism myth phased off language and culture has meaning when used in the plural. Despite contemporary society adopting the official language concept, many people use their languages on an official and regular basis and pride in their rich cultural and language heritage. Thus, multiple languages are a valuable resource in contemporary society that needs to be developed and protected. Individuals necessarily interact with people of diverse languages and cultures daily. A significant educational effort is required to ensure that diversity is not a communication barrier but a source of mutual understanding and enrichment, providing access to cultural, identity, and linguistic otherness.

The diversity of cultures and languages has a complex orientation. Each day regional and national languages have unprecedented increases. Often, many mother tongues are introduced to nations as immigrant populations from different continents settle in major urban areas maintaining their language use and practicing their culture. Thus, the language and cultures are numerous, making it impossible for the most remarkable multilingual individuals to communicate and comprehend multiple languages and cultures. These complex dynamics make the aims of shared language, cultural understanding, and diversification contradictory and hence need to get reconciled (Piccardo, 2013). Therefore, flexibility is required in many educational efforts to take many forms in addressing the growing pressure to create shared communication. Despite the pressure to acquire shared communication, understanding how people use their language in the context of their own culture is fundamental. Therefore, each education system must develop and cultivate open attitudes towards experiencing otherness and equip individuals with knowledge and competence to create and understand other people's cultures and languages.

The new orientations showcase challenges arising from interaction and intercommunication between people that need handling by initiating lifelong learning processes. All individuals, despite their fields, need to spend time to know and understand society's pluricultural and plurilingual realities. Thus, the language learning process is not complete with the attainment of communication proficiency and the conclusion of the school course. Teaching language in schools also provides independent learning opportunities for the use and understanding of the language for pupils (Esteve Ruescas and others, 2017). However, learning independence is not achieved through the mere study of lan-

guage in the school curriculum but rather by the deliberate creation of learning abilities and the development of linguistic awareness opportunities. Therefore, pupils get encouraged to learn and understand diverse languages different from those they get taught officially, hoping to gain qualifications.

Language teaching has experienced diverse approaches to learning for different cultures and languages. The Council of Europe has notably developed the Common European Framework of Reference for Languages (CEFR) to enhance plurilingual and pluricultural competencies in individuals. CEFR defines plurilingual and pluricultural competence as linguistic communication and cultural interaction skills mastered by individuals to become social players who have learned several languages and have experienced diverse cultures. The framework developed tools such as the European Framework of Reference to facilitate personal awareness and development of independent learning and the European Language Portfolio to record numerous skills that learners acquire through multiple languages and cultural experiences (Council of Europe, 2000). Further different innovative proposals on plurilingual and pluricultural approaches to promote understanding of numerous languages and cultures have been established. These established plurilingual approaches promote learning multiple languages simultaneously, activating language awareness and diverse intercultural competencies borrowing from different languages.

Communication competence involves adequate development of the four basic skills (speaking, reading, listening, and writing) and their inclusion during teaching and learning. Results and changes in the innovative pedagogical strategies when teaching language curriculum include the four basic skills, descriptors, and principles of CEFR. CEFR particularly highlights the essence of using real-life practices by students during learning to support language retention, fluency, and proficiency (Council of Europe, 2001). Authentic communicative environments that foster motivating and enjoyable learning environments where individuals feel supported and comfortable throughout the learning cycle are fundamental. Each learning stage needs developmentally suitable tasks that enhance learner problem-solving and autonomy skills essential for communicative competencies. Further, training individuals on using the developed skills to convey their thoughts and feelings in a given language effectively is crucial. Meeting the requirements above ensures positive impacts in developing plurilingual and pluricultural competencies.

Despite the developed CEFR to guide language competencies, innovative strategies are needed to enhance the plurilingual and pluricultural competencies during learning. This article presents a plurilingual and sociocultural case study to understand the development of four basic language skills in the Project-Based Learning (PBL) framework. With regards to plurilingual learning, interactive tasks got developed based on PBL. The PBL framework involves dynamic learning approaches where students actively explore real-world experiences that engage them to find solutions and answer complex questions, triggering more

profound knowledge (Gaspar and Warner, 2021). The students work on a project over time, developing content knowledge coupled with collaborative communication, thinking, and creative skills. Thus, instead of traditional teaching methods, educational systems need to adopt practices that use students' real-life experiences. Hands-on activities, drama, authentic materials, and role play must be implemented to enhance communicative competencies. Therefore, this research focuses on applying an active methodology tool (plurilingual didactic dossier) to develop students' plurilingual and pluricultural competencies.

The key research goal is to design a plurilingual didactic dossier for A1-A2 level in the context of a sociocultural topic to develop the four skills (speaking, reading, listening, and writing). The study objectives generally identify a problem related to teaching and learning the four skills, compare and contrast methods applied in teaching speaking skills, and showcase the application of an active methodology (plurilingual didactic dossier) in enhancing plurilingual and pluricultural competencies. The study's general hypothesis is that PBL has a significant relationship with the disciplinary subject, authentic, interactive, and collaborative learning that enhances student engagement promoting student plurilingual and pluricultural learning (Almulla, 2020). Therefore, the study investigates how PBL can strengthen the development and emergence of communicative competencies.

The article is structured into six sections: literature review, methodology, findings, analysis, conclusions, and references. The literature review introduces the theoretical framework for the study and previous studies to showcase research gaps. The methodology section outlines the processes employed to derive and analyze data. The third section of results showcases the findings from applying the plurilingual didactic dossier in PBL frameworks, and section four debates the study findings. The article then ends with the conclusions, followed by the reference section.

2. Literature review

Diverse languages and dynamic cultural experiences mark contemporary society. The diversity in language and culture creates complex identities at the individual level. The complex impetus makes educational institutions no longer ignore the challenges these identities create at a personal level. Thus, individuals need to acquire pluralistic and pluricultural competencies to adequately interact and communicate with people of diverse cultures and languages in contemporary societies (Grant, 2017). The research aims to design a plurilingual didactic dossier for A1-A2 level in the context of a sociocultural topic to develop four language skills. Three theoretical principles of using active methodology tools (Plurilingual didactic dossier), project-based learning (PBL), and holistic and sustainable conception of language will be analyzed to inform research findings and gaps in enabling students to develop plurilingual and pluricultural competencies.

2.1. Active methodologies tools (plurilingual didactic dossier)

Many studies indicate that active learning is based on the concept that learning occurs from experiences. The teaching techniques got pegged on the principle that most learning occurs when students produce information, unlike when receiving it. Many studies have also indicated that student information retention abilities increase when handling evaluation, analysis, application, and synthesis at higher Bloom's Taxonomy levels (Konopka and others, 2015). Unlike the traditional learning methods, Freire (2011) stated that active learning emphasizes constructivist qualities. Active learning involves introducing activities that encourage student engagement and enhance their learning experiences, ensuring success. According to a study by Freeman and others (2014), the performance of students taught using active methodologies has a 6% mean score higher than those taught using passive learning pedagogies. Further, failure among students trained in traditional methods was 55% higher than those of students engaged in active learning. Therefore, active learning methodologies should be included at all educational levels and effectively increase class sizes in classes with more students.

According to Eddy and others (2015), many individuals prefer learning through engagements in monitoring active methodology application in higher education. Their research concluded that many educational systems would adopt evidence-based practices and operational methodologies. Also, in the study conducted by Marcondes and others (2015), they utilized puzzles to teach physiology classes on the cardiac cycle topic. The results noted that a simple hands-on activity like a puzzle game could get used as an active methodology tool. In teaching languages to ensure communicative competence, plurilingual and pluricultural competencies have been developed to guide the process.

2.2. Plurilingualism and pluriculturalism

The plurilingualism concept emerged to denote the complex cultural practices and linguistics plurilingual engaged in contemporary society. The idea got epistemologically developed along with sociolinguistic theories like translanguaging, translanguaging, pluriliteracies, and code-switching (Marshall and Moore, 2018). Despite plurilingualism being used interchangeably with multilingualism, they are different phenomena. Multilingualism refers to the socio phenomena of multiple languages' coexistence in society (Council of Europe, 2001). Plurilingualism represents individual dynamics evolutions in their interactions and tasks requiring different languages (Piccardo, 2019). The individuals have varying proficiency levels in the different languages, and some languages may dominate others, depending on individual interactions. Therefore, multilingualism is a social phenomenon, while plurilingualism is a personal characteristic.

Plurilingualism and pluriculturalism concepts have dominated the professional and academic literature in the last decade. The ideas have attracted attention from scholars,

sociologists, and academicians in the previous decade since multicultural societies have significantly increased. Plurilingualism and pluriculturalism have been portrayed as preconditions for successful and enjoyable participation in the complex society. Different bodies, like the Council of Europe in early 1995, outlined plurilingual concepts and published a White Paper to recognize intercultural and plurilingual competencies as among the goals of the European education systems. Therefore, plurilingual and intercultural education topics got incorporated, leading to the creation of the Language Policy Division of the Council of Europe. Plurilingualism and multiculturalism are the central domains of the council in its objectives to develop learners' linguistic and intercultural competencies to acquire knowledge and develop open attitudes towards otherness effectively.

CEFR provides guidelines for developing and administering educational, linguistic validation, and development strategies. The framework articulated that plurilingualism has numerous benefits by providing an opportunity to build communicative competence and amplify individual linguistic capabilities. It also highlights that the connections between language and culture are essential for developing pluricultural and plurilingual competencies. Therefore, CEFR informs on the inseparable relationship between pluricultural and plurilingual competencies (PPC). Studies support the notion of joint PPC by Galante (2020), who concluded that PPC cultural and linguistic aspects are closely interlinked. This inseparability makes prior pragmatic and sociolinguistic competencies important backgrounds in building new social capacities, enhancing cultural and linguistic, and improving relationships of the linguistics in different languages. Sharan and Tan (2008) highlight that the new plurilingual pedagogies arise due to interconnectedness, and organizing schools for productive learning needs to get based on three principles. Including plurilingual growth is measured through new abilities in various languages, language instructions that require transferable and transversal competencies, and meaningful exchange of communicative competencies are effective ways of increasing learning skills. The question of the best model to adopt during instruction has not yet been adequately answered, which this study seeks to answer.

Plurilingual and pluricultural competencies consist of specific combinations of linguists and cultural abilities encountered by individuals. The CEFR defines plurilingual and pluricultural as abilities to use languages for communication and partake in intercultural interactions where individuals have varying degrees of proficiency in many languages and experiences of cultures (Council of Europe, 2001). Numerous studies have been conducted by sociolinguistics and psycholinguistics, showcasing that languages and cultures coexist and cumulate through individual experiences. Herdina and Jessner (2002) highlighted that culture and languages interact under diversified and flexible interactions at personal and social levels. Therefore, they described plurilingual competence as a system influencing individual repertoires.

The Interdependence Hypothesis carried out by Cummins (2007) also supports the understanding of plurilingual as stated by the Council of Europe. His hypothesis highlights

the common underlying competencies between bilingual languages. He further noted that instructions in a given language that adopts communicative competencies consequently positively affect competence development in another language. The hypothesis holds that meeting integrated plurilingual approach conditions are met. The requirements encompass adequate language exposure, motivations to learn the language, and ideal learning and teaching environments. Through the presuppositions, Cummins (2007) favors explicit use of linguistic concepts, interlinguistic transfer strategies, and pedagogic translation in learning owing to native language strategic value.

Recent empirical studies have also been conducted to understand the development of plurilingual proficiency in schools and to raise awareness of cultural and linguistic diversity. The studies are rooted in a movement by Hawkins (1984), who initiated language awareness into the British curriculum. A teaching training module like LEA favored the development of skills, knowledge, and attitudes to plurality, diversity, and otherness. The approaches aim to supplement language learning by ensuring that it stimulates students' interests in linguistics and culture and their language analysis and observational skills. The undertakings challenge the student to question language and discuss diversity which sets the foundations for language education as outlined in CEFR. Pluriculturalism and plurilingualism is the primary aim of this case study. The teaching materials presented in this analysis trigger positive attitudes when learning new languages and cultures. The learners get an opportunity to experience diverse languages and can compare the languages whether they are native speakers or not. Therefore, the students can enrich their knowledge of the subject content offered by other cultures and languages and use it to understand the exchanges and connections between languages and cultures.

2.3. Plurilingualism and pluriculturalism in instructional context

A report by the Council of Europe (2001) highlighted that plurilingual and pluricultural competencies are not attained by juxtaposing competencies but constitute complex competencies developed when individuals engage in situations characterized by plurality. The complexity has four dimensions: the socio-affective, learning strategies, interaction management, and linguistic and communication registers. The socio-affective encompasses motivation, predisposition, and readiness for dialogue with others to rebuild identity. The learning strategies dimension refers to the abilities of an individual to process spoken language. Interaction management is when individuals update their codes of managing communication in different language situations, and the dimension of linguistic and communication registers has abilities for individuals to exploit different knowledge and experiences as per their cultural and linguistic roles (Karademir and Gorgoz, 2019). These competencies can be developed in hybrid, diversified, and adaptable environments and experience continuous learning of new experiences. Therefore, teaching and learning processes should be aimed at mobilizing multiple dimensions to harness communicative profiles. Hence, plu-

rilingual and pluricultural competence work in educational contexts as vital channels for diversity training, focusing on abilities beyond predisposition to enhance culture, language, and communicative competencies.

2.4. Project-Based Learning (PBL)

As noted by Jovanović (2020), the constructivist paradigm in education has prompted contemporary theories on foreign language learning to recommend the occurrence of knowledge creation through engaging in meaningful activities. Different language education theories have fed on the idea to emphasize the need for engagement in teaching and learning English to enhance meaningful communication. Therefore, many have proposed using project-based learning (PBL) for learners as the instructional approach task requires realist context use of language from the learners (Jovanović, 2020). The idea of utilizing the learning model is not to teach communication but rather the engagement of learners in communication.

The PBL concept is based on Dewey's (1938) experiential learning theory, which states that knowledge is a social construct based on experience (Beckett, 2006). Many educational undertakings adopted the concept to fulfill their role of providing quality experiences motivated towards enhancing higher cognitive skills for deeper understanding. PBL concept in classrooms emerged in the 1980s as a conjunction effort to support student-centered pedagogies using experiential learning and other holistic approaches. Numerous projects are described in scholarly literature ranging from film to poetry, analogue to digitally mediated, and community activism to research fields. When learning and teaching a second language, project-based language learning (PBLL) has been advocated as a practical framework for content and language learning to enhance high proficiency and communicative competencies (Beckett, 2006). The parameters of PBL get developed and defined by students hence enhancing collaboration. Díaz Ramírez (2014) cited that PBLL has additional benefits of developing learner autonomy and increasing motivation. PBL has the potential to take a wide variety of forms that allow students engagement with multicultural, multilingual, and global communities beyond the classroom (Beckett and Slater, 2019). Further, Achugar and Tardío (2020) highlighted that PBLL is instrumental in creating connections between culture/language and other areas.

Many outstanding recent publications have delved into additional functionalities of PBLL within language learning and teaching. Dooly and Sadler (2016) highlighted that PBLL helps create language practice contexts and opportunities for multimodal and multisensory complex semiotic activities. Dooly and Sadler (2016) further noted that, in conjunction with PBLL and simulation pedagogies, learners could assume roles and identities through structured and semi-structured activities to constitute a project enhancing communicative competencies. Other facets could include simulation role-play elements as highlighted degustation projects for teaching gastronomy (Brown, 2006). Using the degustation project, Brown

concluded that engaging learners in real-life communicative practices and creations could become active in creating individual literacy socialization.

Multiple convergences exist between PBL pedagogies and current literacy frameworks within second language and culture (LC2) learning and teaching. Literacy is defined in communally accepted ways of communication, generation, and negotiation of meaning, unlike the traditional view of reading and writing competencies (Gaspar and Warner, 2021). A sociocultural sense of literacy resides in individuals' relations with contexts, language, and text. Often multiliteracies have been adopted to encompass linguistic and cultural diversity where literacy manifests, especially in the digital era. Hence a central idea that language use designs meaning from the mean-making resources available to individuals. Thus, within LC2, learning mean-making has inspired the creation of simulation-based PBL for teaching languages to enhance learner competencies.

Further, recent studies have questioned building a multiliteracies framework to enhance language use design. Pahl and Rowsell (2020), in their book "Living literacies", argued that the role of emotions, embodiment, and role effect had been overlooked by literacy research. They advocate for developing PBL approaches incorporating multisensory experiences that ensure collaborative engagements and creativity to enhance learning. Pahl and Rowsell (2020) also insist that PBL should focus on authentic integration of communicative processes, the importance of collaborations, motivational potential, and student-centeredness. The focus on these activities is crucial for developing autonomy since the students engage in self-evaluation and reflection of tasks at different stages, creating a better understanding of the learning process and supporting their metacognitive capacities.

Additionally, tasks developed for PBL learning should follow specific dimensions. Three dimensions have been proposed by Skehan (1998) for task analysis. They encompass communicative stress, linguistic complexity, and cognitive complexity, which have specified contexts for task completion. These dimensions guide the creation of tasks to enhance learning and competence development. Given that the research seeks to develop a dossier for A1-A2 levels, it considers the communicative stress, linguistic complexity, and cognitive complexity factors.

Further, Candelier (2004) pointed out that plurilingual approaches are not content-dependent but rather vehicles where the content of any subject can be introduced. Equally, the PBL methodology is neutral and allows for integrating any teaching and learning approach (Gaspar and Warner, 2021). Thus, incorporating a plurilingual method into problem-based learning is innovative and sensible to enhance comprehension and proficiency. The plurilingual didactic dossier proposes a methodology of managing diversity using pluricultural and plurilingual perspectives to help the educational systems accommodate diverse languages and cultures. There has been unprecedented pressure to accommodate

variations in the education curriculum, which is often overcrowded to accommodate the increasing number of languages and cultures. PBL can alleviate the overcrowding by proposing a cross-curricular instruction design with plurilingual activities that can cut across varied curriculum subjects. Also, in the pedagogical approach proposed by the plurilingual didactic dossier, combinations of techniques enable the development of communicative competencies. The strategies encompass consideration of lifelong learning competencies, creating content-oriented tasks, and accommodating plurilingual approaches that allow for learner inputs. The combination of such techniques ensures positive attitudes fundamental for learning

3. Methodology

3.1. Model of the study

The qualitative research method of a case study got employed in the study. The case study developed dossiers in three stages of the research study, i.e., before, during, and after the research findings. Before the study began, a questionnaire was developed to identify the language skill for the project and activities to focus on when designing a plurilingual didactic dossier for A1-A2 level language learners. The questionnaire comprised 14 questions of multiple choice and open-ended nature to holistically collect objective and subjective data. Twenty research participants took the survey, and the findings indicated that most had a B1 level in the English language, and 85% perceived speaking as an essential language skill. Also, they cited that group activities comprising of conversations, dialogues, discussions, and debates were crucial for developing their speaking skills.

The second stage of dossier development occurred during the study encompassing four online sessions. The first session was meant for synchronous learning, and it took place on October 28, 2021. The activities included deciding the skill the study will target and identification of the challenges encountered in teaching the decided skill. Methods used for teaching the skill were discussed at length to understand the most and least practical approaches. Also, a questionnaire was developed to identify the efficient activities that could enhance the selected skill. The questionnaire was shared via Google Drive to collect feedback from different participants.

The second session followed a week later from the first session to allow for adequate time for data collection and research on teaching methodologies. It utilized asynchronous learning in discussing the results from the developed questionnaire of the previous session. From the discussed results, two to three most popular activities were selected. Also, other possible innovative activities to enhance the development of language skills were deliberated. Further, a sociocultural topic was selected based on the context of the decided activities.

Another session followed a week later to create dossier activities. Asynchronous learning was utilized in the discussion process. Additionally, the developed innovative activities were reflected to determine the most effective for the case study. The last session utilized synchronous learning, similar to the first session. Activities carried out during the meeting included presenting the dossier information on target age, skills, sociocultural topic, and the proposed innovative activities.

The dossier development's third stage was after the case study's completion. The dossier got presented to a mixed group of 4-5 university CEU Cardenal Herrera, Spain and the Higher Schools of Economics, Moscow students. The research model was considered a case study as it analyzes different factors of the language case ineptly, hence considered a case study. The assessment criteria of the dossier encompassed the lesson content and students' feedback.

3.2. Participants

The participants were from two different universities. University CEU Cardenal Herrera students were 4th grade students from the School of Education, and 3rd grade students from the Higher School of Economics, Moscow. As stated by Patton (2014), it is crucial to ensure richness in knowledge for selected working groups. Following the statement, the participants consisted of individuals of Spanish and Russian origins as the plurilingual and socio-cultural case study encompassed Russian-Spanish-English. Glesne (2012) stated that using meaningful random selection for qualitative research is meaningful; hence no need to make generalizations or involve large groups. Therefore, this study utilized a significant random sample for its 20 research participants. The inclusion criteria were English as a second language and experience with the four basic language skills.

3.3. Project tools and contents

Regarding the technical areas for the project process, online meeting tools, Google Docs, MS Office, and YouTube were utilized. Zoom was used for the meetings as it was convenient, effective, and allowed immediate feedback. The platform provided diverse options like video calling, screen sharing, real-time messaging, breakout sessions, non-video conversations, and prompt responses from research participants without any interruptions. According to the study plan, the teams meet in four sessions for the second stage of the dossier development working in groups to develop the questionnaire, assess challenges with learning the LC2 language and create PBL activities for A1-A2 level students. The meetings were spread across four weeks, each taking place weekly and lasting for an hour with approximately 50 minutes of extensive research undertaking and 10 minutes of icebreaker activities to maintain the participant's attentiveness and concentration. Most psychological studies recommend that humans drastically drop their concentration levels beyond 45 minutes of learning undertakings. The planning of the sessions considered the concentration levels

to ensure optimal participation from the study participants. However, the periods were not fixated and allowed for further discussions beyond the one hour.

Working with the groups had a significant challenge in finding a common approach to addressing language learning challenges. The participants were drawn from disparate subject lines of Economics and Education courses and had differing views on approaching plurilingualism. The challenge was overcome by a moderator who cited the different content teaching and learning models where the participants unanimously voted for PBL. Choosing the most preferred model was necessary as the participants owned the case study and felt included throughout the undertaking. The duration for the subsequent sessions was given a week to allow enough time for feedback and research to ensure inclusions during the designing of activities for A1-A2 level learners. The case study was based on three components: identification of a problem related to teaching and learning the four language skills, comparison and contrast methods applied in teaching speaking skills, and a showcase of the application of an active methodology in enhancing plurilingual and pluricultural competencies. The ice breaker activities between sessions offered participants sufficient time to establish rapport.

Questionnaires were also administered in the study to collect feedback. They were disseminated via Google Drive to make it available to all participants who could access it at their discretion. YouTube videos were also used in creating collaborative tasks for the participants. Also, MS Office was instrumental in compiling data and preparing the report from the gathered findings.

3.4. Data collection

A structured questionnaire was used for data collection. The questionnaire had close and open-ended questions to collect quantitative and qualitative data. The utilization of the close and open-ended questions was preferred as it allowed the collection of specific data and provided the flexibility of obtaining additional information regarding the subject. Williamson (2013) stated that online questionnaires need to be structured to minimize confusion and contradictions, as the predetermined questions will guide the participants in providing answers. When preparing the questionnaire, relevant literature was searched, and the questions for the participants were determined. Fourteen questions got included in the questionnaire. The questionnaires were administered online, and the participants had adequate time to fill them. The questionnaires included necessary preliminary information provided to increase reliability.

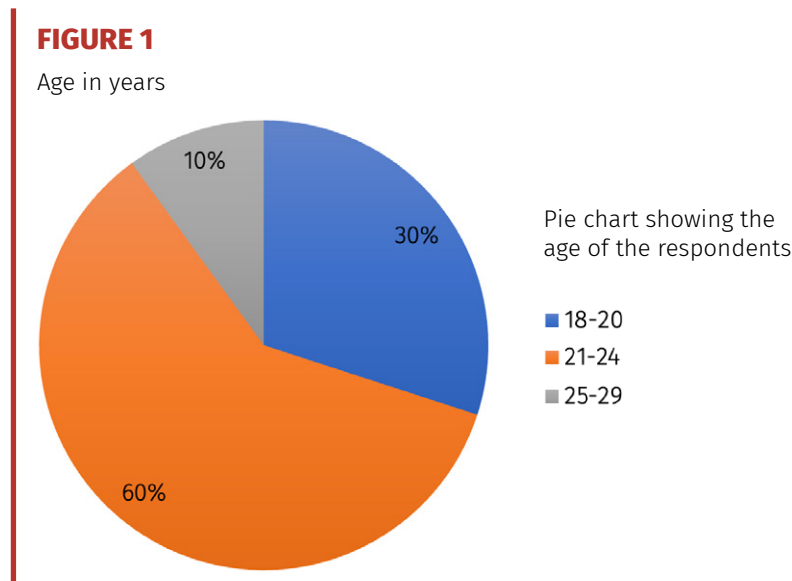
Further, the privacy of the individuals got emphasized as their responses remained anonymous and could not be mentioned in the research to protect them. Therefore, the participants were comfortable and secure in providing accurate information. Filling the questionnaire took the participants approximately 10 to 15 minutes to complete.

3.5. Data analysis

The collected data was both qualitative and quantitative. The content analysis technique got utilized to analyze qualitative data. The qualitative data from the questions were conceptually expressed in paragraphs and sentences. From the paragraphs and sentences, common points got examined. Further, the data was organized into different themes, and the results got interpreted. The quantitative data obtained from the questionnaire were analyzed using Excel sheet tools. The analysis was expressed using descriptive statistics of percentages and fractions. Further, the data was presented in pie charts and tables.

4. Results

The study began with a survey with 14 questions that 20 people answered. The findings included both qualitative and quantitative data. The first question sought to understand the age of the responders, and the results are indicated in the chart below. Most of the research participants were aged 21-24 and comprised 60% of the study participants. They were all university students and had language and cultural exposure to articulate their experiences learning a different language and how it enhanced their communicative competencies.



The second question sought to understand the participants' countries of origin. The results of the responses are in the pie chart below. The participants were from Russia and Spain, with 25% from Russia and 75% from Spain. They were representative of individuals from

Spanish and Russian native languages. Thus, they were best positioned to give instrumental feedback for learning English as a second language. The group was also multidisciplinary, comprising individuals from different universities from the School of Education and Higher Economics, hence having diversified language learning experiences.

FIGURE 2

Origin of the participants

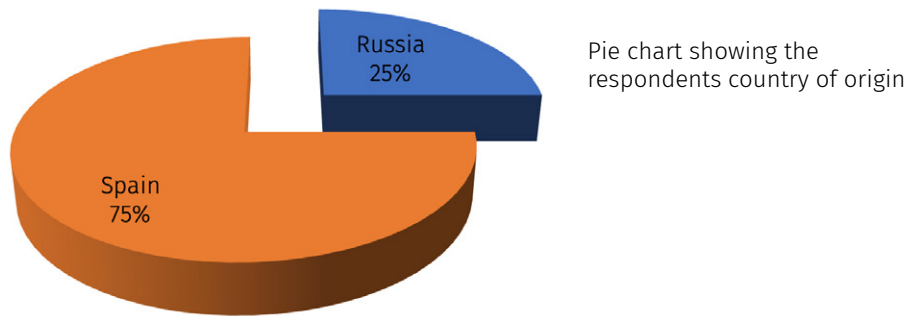
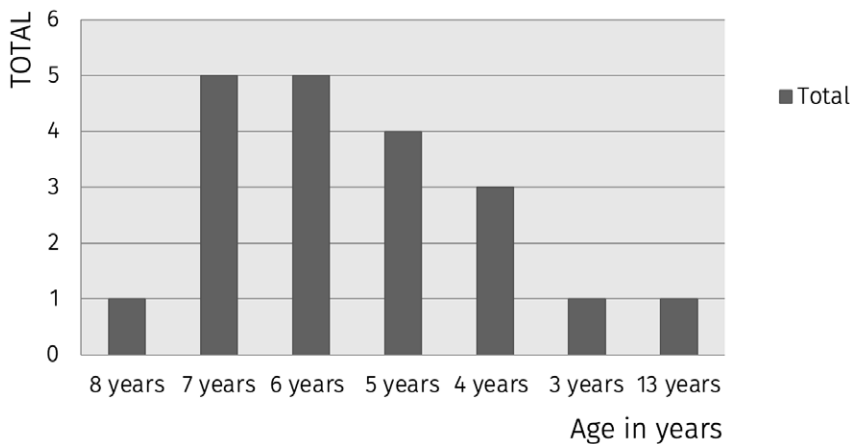


FIGURE 3

Age when starting to speak English



Most individuals began speaking English at ages 5, 6, and 7. Therefore, primary school is crucial for introducing linguistics to many individuals. Most individuals are at B1 language level at 44%, and B2 levels at 35%. Others have C1 levels at 15% and C2 levels at 10%. Speaking was the most challenging skill for individuals, and 85% cited difficulty developing speaking skills. Additionally, 35% mentioned that speaking is less developed than others, 30% indicated that it is as developed as other skills, and 35% thought it is as developed as others.

Half of the participants had classes focused on phonetics. They also disagree with the way of working on speaking at school as many teachers do not adapt to the level that their students may have. Also, many have not had a good experience working on speaking, and those teachers should change how they work on this skill. Focusing on how to teach the method, 83.3% of those surveyed said they would change the way they work on speaking and that an excellent way to work on speaking is to give presentations, or they also think that listening to series, films, or podcasts can improve this skill, and that reading a text aloud also helps to improve it if the necessary corrections are made.

In practicing English speaking, 75% cited practicing, while 25% denied ever practicing. The most frequent activities where speaking was practiced included general discussions, expositions, debates, dialogues, and conversations. The participants felt that debates, expositions, and discussions were the most practical speaking activities. They further cited that pre-prepared exchanges were the least effective in enhancing their speaking skills. 75% of the respondents studied English at their university and cited group discussions and giving presentations as the most practical speaking activities practiced during their learning. They also mentioned that leading out loud, retelling, and learning monologues by heart were their universities' least effective speaking activities.

50% of the participants cited group work as a central focus when teaching speaking to LC2 learners. 30% suggested a mix of group and individual work, while only 20% claimed that personal work is helpful. Most individuals prefer group work as adequate stated that group activities allow students to practice peer reviewing, foster the creation of a learning community, are more real-life, and provide opportunities to share knowledge to complement each other's experiences. Respondents favouring individual tasks cited that allowing instructors to focus on individual mistakes creates opportunities to improve their speaking skills.

Based on the answers obtained from the questionnaire, a series of group activities got prepared to create a didactic proposal. The didactic proposal focused on speaking and was oriented to a class of approximately 25 7-8 years old students. The proposal aimed for the students to pose a series of questions and answers correctly and coherently, but, above all, they enhanced and developed speaking skills. We consider that one of the best ways to improve our speaking skills is by choosing a specific topic and working based on it. In this case, we decided on the issue of quality education because we consider it an essential subject in every child's life. For all this, we created a series of activities to practice the student's speaking and, at the same time, they will learn about the importance of having quality education in their lives. These activities were created by a clear, definitive set of instructions and didactic features guided by the CEFR and PBL approaches. The two frameworks provided considerable insights for setting up and running these educational tasks to enhance linguistic development and validation. Some of the proposed activities are outlined in the table below.

TABLE 1

Table showcasing a sample of activities for the plurilingual didactic dossier

ACTIVITY	1: MYSTERY PICTURE	2: WE ARE A TEACHERS	3: QUALITY EDUCATION	4: REVISING VOCABULARY
Aim	To encourage students to speak in the classroom by drawing the displayed picture and describing it.	To explain a given topic fluently.	To enable students to understand quality education, sustainable development goal.	To teach students to understand vocabulary in depth.
Stages	The class got divided into groups. The activity got explained to them. As a group, they will observe a mysterious picture for 30 seconds and describe and explain it in their groups. Further, one of the members can draw the picture from their observation and description gathered. The group members describe what is missing.	The class got organized in pairs. Each pair got assigned specific language topics to discuss. The pairs then presented their topics, acting as teachers while the rest of the class were students. Each pair was a mix of individuals with varying experiences and from different languages.	The students are engaged in creating a story. The story topic is centered on sufficient education systems. The students get nominated to keep creating what a perfect school means.	The students are given a stack of cards. The cards consist of a word that the students are challenged to explain. The cards also have an addition of three words that are not to get used during the game to make the exercise challenging. The students take turns to participate in the game, with each allocated two minutes to explain a concept in the card. They take turns in explaining concepts in the card, and those with the highest explanations win the game.
Outcomes	The students engage their multisensory to see, describe and complete the picture.	The students enhanced their speaking skills by presenting their topics to their peers.	The students understood the concept of quality education. They were also able to practice unprepared speaking.	The students revised target vocabulary. They also practiced fluency in speaking.

After the development of the activities, the respondents were presented with the activities to analyze their language and cultural learning experiences if they were taught using the developed activities. They were asked questions on how they construe cultural learning, their perspective on the content taught, and their thoughts on the links between language and culture. Several participants anchored that language was important in learning as it emphasized their skill development. They cited that the engaging tasks were essential in

construing a relational process and that content taught was crucial to help learn linguistics and culture. Also, they understood that language and culture were linked to their educational experiences. 90.5% of respondents agreed that the activities exposed them to concurrently understanding and developing the four language skills.

5. Discussion

Participants in the study disagreed with the teaching of English at school. They cited that the teaching methodologies limit their learning and make it challenging to learn speaking skills. Most feel that a change is fundamental to ensure they can quickly learn LC2. Project-based learning easily addresses such concerns as it includes student collaboration tasks. González (2007) highlighted those tasks improving collaborative metalinguistic enable learners to increase awareness of various elements fundamental for developing communicative competencies. The linguistic functionalities underlie learner relevance as learners are subjected to inherent tasks that mandate them to express significant meaning. The approach creates an opportunity for students to enhance learning in their topic of interest and showcases possible relationships with other social aspects as the adopted examples are real-life. Students' multisensory aspects are engaged when the classroom environment is transformed from text orientations to visualization. Also, the students have an opportunity to design their learning collaboratively and can emphasize the skills they find challenging to develop. The activities are exciting and can influence positive attitudes towards learning languages.

The findings above indicate the viability of the PBL teaching methodology in enabling cultural and language interrelationship awareness. They also highlight the importance of engaging activities in developing ideologies and discourses of the learning exercises. The survey results indicated that pre-prepared monologues were the least effective in enhancing language speaking skills in individuals. They believe the pre-prepared lessons limit their comprehension and vocabulary abilities. Discussions and debates were cited as the most effective learning undertaking as they allowed for meaningful communication. The PBL-simulation convergence offers the best platforms for developing communicative competencies as spontaneous and planned language use are accounted for in the instruction discourse. Many students highlighted speaking skills as the most difficult to develop; therefore, tasks that promote the skill could change their attitudes. Most students perceive speaking as the most critical skill, and many classroom approaches are rooted in the four language skills. However, many teaching methodologies focus on listening and speaking skills primarily. The PBL approach provides a holistic focus on all four skills and is crucial to reframing language understanding as holistic communication. The CEFR, the cumulative framework of a learning culture, sustains the notion of the division of skills. PBL is an innovative strategy to enhance student

understanding of language learning by encompassing holistic skills within pedagogical sequences to improve communicative competencies.

In reflecting on the content taught, the students highlighted that engaging in tasks provides new linguistic and cultural information. The students considered that activities enabled them to think beyond linguistic experiences to deliberate underlying experiences. These students' experiences contemplating beyond the linguistics lessons demonstrate the importance of interactive activities in language learning. Through the excursions, language is made visible as the students grasp different aspects of the encounters. The pedagogical framework rooted in active methodologies is the foundation to enhance student interaction to get perspectives from their peers in LC2 discourses. Therefore through their learning, the students can reflect on different ways of understanding LC2 language as they engage in various values and perspectives from their peers.

6. Conclusion

The analyses of the results lead to a general conclusion that learning and teaching LC2 requires a PBL approach. The approach provides an interactive environment where the students can collaboratively engage in designing their learning options. PBL provides an environment for holistic development of language skills, unlike traditional classrooms, which primarily focus on listening and speaking skills. The tasks designed during PBL enable students to engage in discussions that enhance their language proficiency and skills. Also, the lessons are generally flexible, allowing for adjustments in the learning and teaching to suit students' needs of developing cultural competencies.

Additionally, the design of the project tasks focuses on developing plurilingual and intercultural competencies. There are limitless possibilities for developing linguistic competence as the students utilize guidance from real-life experiences. The students are, thus, able to undertake reflective thinking, which in turn promotes their linguistic abilities. Also, the students can develop additional higher-order investigative and learning skills. Since the PBL advocates for self-evaluation and assessments, they can formulate communicative competencies. These provisions give closure for learners to extend their linguistic and cultural experiences while also enhancing student autonomy and critical thinking.

Further, the didactic proposal included collaborative tasks that enhanced text production and comprehension. The educational systems teaching LC2 could adopt similar plurilingual didactic dossiers for their A1 and A2 learners as it is innovative and replaces the traditional monolingual approaches in most language teaching instructions. The plurilingual didactic dossier involves integrated communicative undertakings and can be applied to all languages dealing effectively with the linguistic concepts in contrastive and coordinated ways, enhancing interlinguistic transfers.

Future research must determine the transformative impact of utilizing a plurilingual didactic dossier. Considering a wide range of students will be important when conducting the additional research by including less engaged students, those with difficulties in language and cultural subjects. Also, from the analysis, the role of multisensory involvement was articulated as an essential learning aspect. However, the area fewer studies and future research needs to explore the effectiveness of multisensory teaching compared to text-centered approaches in developing multilingual competencies. Therefore, the multisensory analysis is required to inform on the non-representative literacy activity aspects.

7. References

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Appendix 1: Questionnaire

What is your age?

18-20, 21-24, 25-29, 30-34

What is your country of origin?

Spain Russia

What level of English knowledge do you have?

(A1, A2, B1, B2, C1, C2)

What language skill is the most important one, in your opinion?

(Speaking, writing, reading, listening)

In your opinion, what language skill is the most difficult one to develop?

(Speaking, writing, reading, listening)

In your opinion, are your speaking skills

(less developed than other skills, as developed as other skills, more developed than other skills)

Did you practice speaking in school?

(Yes/no).

If yes, what were the most frequently practiced speaking activities in school?

What was the best (the most effective) speaking activity you practiced in school?

What was the worst (the least effective) speaking activity you practiced in school?

Did you study English at university? And what was the most effective speaking activity practiced at university?

What was the least effective speaking activity you practiced at university?

What were the most frequently practiced speaking activities in university?

In your opinion, should speaking activities be focused more on individual or pair/group work? Why?

Do you feel like you could successfully communicate with native English speakers?