

# Erasmus+

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## ABSTRACT

**Working Title:** Content-and-language-sensitive Approach to Multilingualism in School - CaLSAM

**Funding Programme:** Erasmus+

**Action:** KA2 – Cooperation for Innovation and the Exchange of Good Practices

**Sub-Action:** Cooperation Partnerships in Higher Education

**Submission Deadline:** 23th March 2024

**Duration:** 36 months

**Budget:** 400.000€ (lump sum)

**Co-Funding:** EU funding will not cover the 100% of the total budget calculated for the proposal

## Background:

At least 50% of all humans speak more than one language, thus multilingualism is a widespread phenomenon, especially within the European Union: There are several countries – like Germany or France – with a highly migration-related, ‘newer’ form of multilingualism (so-called “Guestworkers” in Germany for example) as well as countries like Spain, Denmark or Ireland with a more historically rooted form of multilingualism, for example English-Irish multilinguals or Spanish-Catalan multilinguals. Although the conditions and the historical facets of the emergence are different, all of these multilingualism forms share the necessity to utilize a competence-oriented approach in school-contexts: Speaking more than one language might

lead to different, more creative and critical forms of language processing – to so-called translanguaging processes – , which is highly relevant for learning processes. Recent interdisciplinary studies have shown a deep connection between *conceptual thinking processes* and *multilingual learners' transitions between their multiple languages*, which is a potential that can be 'unfolded' in school-contexts if analogous as well as digital learning environments are planned and created according to specific design principles aiming at a competence-oriented activation of multilingualism. The necessity to develop and design learning environments which allow multilinguals to use all of their linguistic resources stems from the important research finding that activating multilingualism in learning processes might lead to *more viable understanding processes* as well as to *better consolidation processes*, meaning an understanding that lasts longer, especially for low-achieving multilinguals. Thus, activating multilingualism in school-context is not only a question of appreciation, it also affects the *quality of learning processes*, which is why a high necessity is given for professional development programs (PD programs): Teachers need to be fostered in a) a viable understanding of multilingualism and b) in ways to implement methods and principles for activating multilingualism in their lesson-planning in a learning-process- as well as competence-oriented way. In order for such instruction to address all - and not only multilingual - learners, the focus is on connecting different representations and on using digital media, e.g., by schooling teachers in highly effective formats such as learner-explanation videos, where studies show a potential for the so-called 'Pushed-Output': The opportunity to foster a content-and-language-integrated-learning across multiple languages due to multiple languaging opportunities in multiple video takes. A language-sensitive teaching includes the activation of multilingualism, but also supports monolingual learners. Such a PD program is transversal across multiple EU-Countries insofar as that *principles of activating multilingualism* can be used in every country with multilingual students and research shows that design principles can be utilized and taught in a way that activating multilingualism can be a part superdiverse classrooms.

### **Aim of the project:**

This project aims to promote a competence-based approach to multilingualism within the context of learning processes and the creation of inclusive, multilingualism-supportive digital learning environments in European schools. To achieve this goal, the consortium of the project CaLSAM, represented by institutions from Germany, Switzerland, Norway, Turkey and Ireland, will focus its efforts on teacher training throughout the three years of the project. Co-constructively, a PD-program will be developed and evaluated by using the Design-based Research methodology. The PD-modules will be designed according to design principles and the design elements (tasks, slides, videos etc. in the PD-modules) will be overworked iteratively, based on the analysis of process data (audiographed session data, questionnaire data etc.) as well as conduction experiences from each country.

The initial phase of the project will involve the development of the theoretical and methodological guidelines for CaLSAM. To facilitate this work, project managers will share a modular professional development (PD) program consisting of three sessions, each lasting 240 minutes, with the other partners. This will serve as the foundation for creating the CaLSAM training framework, which will enable the subsequent development of CaLSAM training courses. These courses will have a common European stamp while being sensitive to the specific differences in each case. This first phase will extend over 8 months.

The second phase of the project will focus on creating CaLSAM learning units and work materials for both analogous and digital sessions, including presentations, tasks, explanation videos, questions, and more. The Media-Education-Lab (ME.Lab) at the University of Education Schwäbisch Gmünd (<https://zentrum-fuer-medienbildung.de/labs/me-lab/>), which is equipped with the latest technologies for fostering digital-media-knowledge and -experiences, will be used as an important nexus for developing digital media like explanation videos, modules etc. and for conducting PD-lessons as well as seminars. This phase will begin with an initial pilot of the PD program tailored to each context. Based on this initial experience, the

consortium will develop, adapt, and improve these sessions following the guidelines set in the first phase, as well as feedback received during the pilot sessions. By the end of this phase (18 months), the CaLSAM product/training should be available in three modalities: i) as PD for active teachers, ii) as a university seminar for teacher training<sup>1</sup>, and iii) as a Collaborative Online International Learning course (COIL). The CaLSAM training programs will also include an optional final module to train individuals as CaLSAM trainers, aiming to create a multiplier effect that sustains the project's results over time. At the end of the PD program, teachers and prospective teachers will have the skills to autonomously design learning environments without the need for researchers. All sessions will include a structure repeated for each content topic:

- 1) Identifying multilingual linguistic needs and competencies.
- 2) Fostering and teaching subject concepts in a language-sensitive manner.
- 3) Planning and designing a content and language-integrated learning environments using the scaffolding method (including the usage of digital media, e.g., by giving instructions on how to use learner-explanation videos as a possibility to foster multilingual explanations and translations).

The third phase will be marked by the implementation of CaLSAM training in its three modalities. Each partner institution will offer the training in at least one of the three forms. At least three different institutions have to offer the COIL together. Feedback obtained from participants, the selection of analogous and digital classroom work materials developed during the training sessions (best practices) and in the ME.Lab, and the virtual workspace of CaLSAM will be enriched and made accessible to the public at the end of the project. This phase will last for 10 months.

For the creation of the virtual space and digital resources, the consortium will have the support of a specialized digital partner who will develop the project's image and website, along with a workspace adapted to CaLSAM's needs and access to the ME.Lab.

Throughout the three years of the project, the partnership will alternate between in-person transnational meetings and online meetings, strategically scheduled to initiate new project phases or conclude final stages. Different partners will host these transnational meetings. These meetings will leverage the synergies created to engage the scientific and teaching communities and communicate the project's results.

The CaLSAM training is aimed at primary and secondary education levels and does not focus on specific disciplines.

At the end of the project, the uploaded and final versions of the sessions will be evaluated based on feedback from researchers and teachers, including an assessment of the sessions' strengths and weaknesses by teachers. As part of the dissemination strategy, learning-services agencies (LSAs) will be contacted to invite interested teachers and prospective teachers to participate in the sessions and earn the CaLSAM multiplier certificate.

Each project partner is associated with two project schools.

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<sup>1</sup> The PD program can be adapted to the university course standard by splitting them up into 12- 13 shorter course sessions/ moduls of 90 Min. each. Such a seminar variant of the PD program has been conducted in multiple occasions in the German context. These sessions are developed in German language but reflect an international perspective on multilingualism by utilizing the Translanguaging-paradigm and connecting to international multilingualism-discourses; they will be translated and adapted into the languages of the cooperation countries.