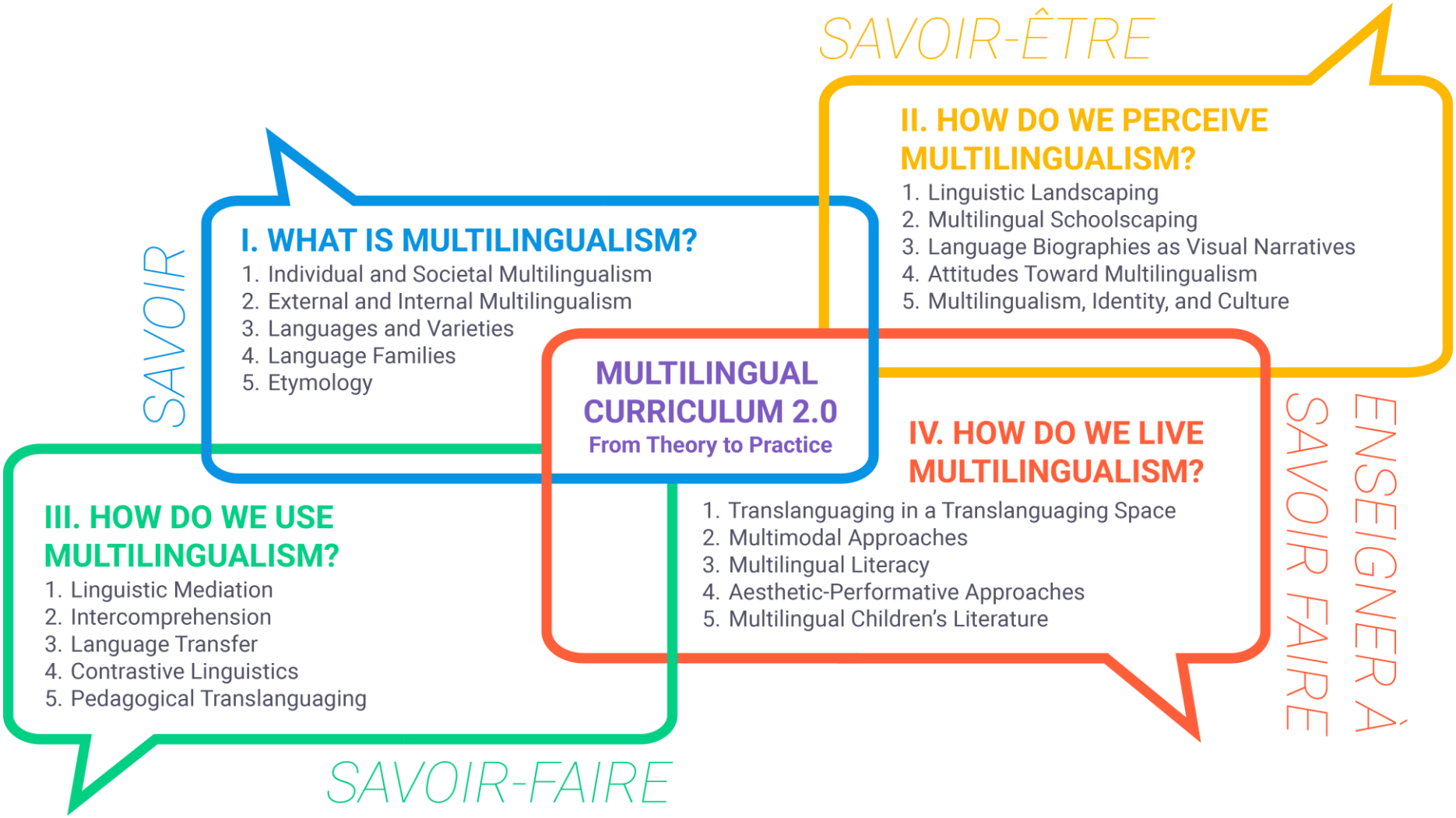
SPRACHE MACHT EUROPA

MULTILINGUAL CURRICULUM 2.0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SPRACHE MACHT EUROPA

MULTILINGUAL CURRICULUM 2.0

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MULTILINGUAL CURRICULUM 2.0: MULTILINGUALISM AS A RESOURCE

Multilingualism is a defining characteristic of numerous educational institutions across Europe and is gaining increasing significance in light of migration, globalisation, and digital interconnectedness. In classrooms worldwide, students from diverse linguistic and cultural backgrounds converge, making linguistic diversity not only an inherent reality but also both a challenge and an opportunity in education. While multilingualism was once perceived as an obstacle to academic achievement, contemporary research highlights its value as a cognitive, cultural, and communicative asset—both in pedagogical practice and in collaboration with educational partners. This is precisely where the *Multilingual Curriculum 2.0* comes into play. It provides teachers, educators, educational institutions, and stakeholders with the tools to recognise linguistic and cultural diversity not only as a social phenomenon but also as a pedagogical asset and a valuable educational resource.

1. THE FOUR COMPETENCE AREAS OF THE MULTILINGUAL CURRICULUM 2.0

The *Multilingual Curriculum 2.0*, developed within the Erasmus+ project "Language Powers Europe. Linguistic Diversity as a Resource in Schools and Teacher Education" (2022-2025), consists of a model-structured overview of the underlying concepts and didactic approaches. These are explained in a precise, comprehensible and practical way in an accompanying glossary to ensure their immediate implementation in everyday school life. In this regard, the Multilingual Curriculum 2.0 also serves as a European guideline for fostering a multilingual school culture, where linguistic diversity is consciously and beneficially integrated into both classroom instruction and communication with educational partners.

2. STRUCTURE OF THE MULTILINGUAL CURRICULUM 2.0

The *Multilingual Curriculum 2.0* is divided into four key competence areas (cf. Byram, 1997; European Centre for Modern Languages, 2012).

I. WHAT IS MULTILINGUALISM? *(SAVOIR)*

Multilingualism encompasses both individual and societal dimensions. This section introduces key concepts, including the distinction between *individual* and *societal multilingualism* (Riehl, 2014; Juillard, 2021), as well as *internal* and *external multilingualism* (Wandruszka, 1979). Additionally, it explores *language change*, *language families*, and the role of *dialects and sociolects* to foster awareness of linguistic diversity (Spitzmüller, 2022).

II. HOW DO WE PERCEIVE MULTILINGUALISM? *(SAVOIR-ÊTRE)*

A positive attitude toward linguistic diversity enhances both motivation and learning success. Approaches such as *Linguistic Landscaping* (Badstübner-Kizik & Janíková, 2018) and *Multilingual Schoolscaping* (Krompák et al., 2021) help make multilingualism visible in everyday school life. Additionally, *visual language biographies* (Kalaja & Melo-Pfeifer, 2019, 2024) facilitate reflection on individual language development.

III. HOW DO WE USE MULTILINGUALISM? *(SAVOIR-FAIRE)*

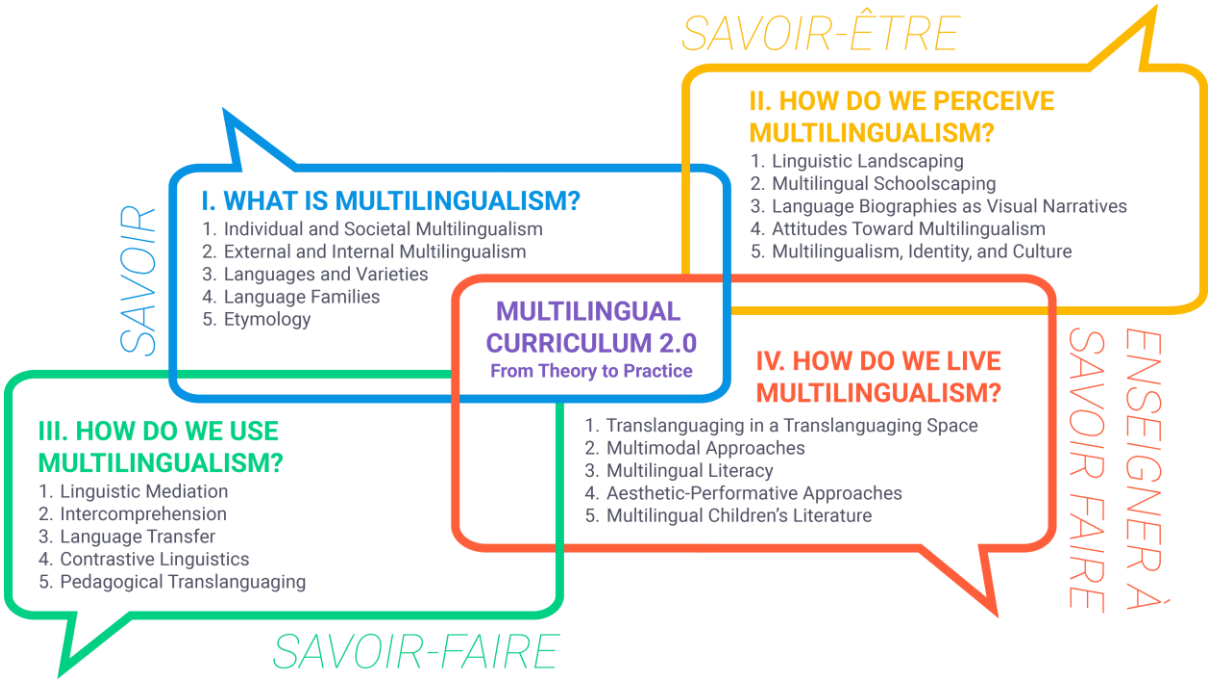
This section introduces strategies for leveraging multilingualism as a resource. *Linguistic mediation* (Council of Europe, CEFR, 2021) supports students in overcoming language barriers. *Intercomprehension* and *language transfer* (Hülsmann et al., 2020; Cummins, 2007, 2021; Candelier & Manno, 2023) facilitate the acquisition of new languages. Additionally, *pedagogical translanguaging* (Cenoz & Gorter, 2021) fosters reflection on linguistic structures (metalinguistic competencies) and encourages the conscious use of multilingual resources.

IV. HOW DO WE LIVE MULTILINGUALISM? *(ENSEIGNER À SAVOIR FAIRE)*

This section focuses on concrete pedagogical approaches for multilingual teaching and learning, including collaboration with educational partners. *Translanguaging spaces* (Li, 2011; McSwan, 2022) empower students to draw on their full linguistic repertoire. *Multimodal contents*, such as multilingual comics and digital media (Bull & Anstey, 2019), foster creative language use. Additionally, *aesthetic-performative methods*, such as multilingual theatre and storytelling (Aden, 2008; Mentz & Fleiner, 2018), can actively engage multilingual educational partners in lessons while enhancing students' creative expression and awareness of linguistic diversity.

3. OBJECTIVES OF THE MULTILINGUAL CURRICULUM 2.0

The *Multilingual Curriculum 2.0* provides teachers, school administrators and educational stakeholders with practical approaches, based on solid scientific foundations, to actively promote multilingualism in everyday school life. It supports them in valuing learners' overall linguistic resources, integrating them effectively into the classroom, and ensuring more confident communication with educational partners. By combining current theoretical concepts with practical pedagogical tools and didactic approaches, the *Multilingual Curriculum 2.0* contributes to the sustainable development of a multilingual and inclusive school culture.



I. WHAT IS MULTILINGUALISM? *(SAVOIR)*

1. Individual and Societal Multilingualism: The ability to understand and use multiple languages to varying degrees. Multilingualism can be individual (a person speaks multiple languages) or societal (a community or region is multilingual) (cf. Riehl, 2014; Juillard, 2021).

2. External and Internal Multilingualism: External multilingualism refers to the coexistence of multiple languages within a society, region, or institution. Internal multilingualism describes the diversity within a single language, expressed through dialects (regional language varieties), sociolects, or specialised languages (Wandruszka, 1979).

3. Languages and Varieties: A language is a complex, structured communication system with its own grammatical, lexical, and phonetic rules. Dialects are regional varieties that have evolved from a common historical linguistic form and exhibit distinct linguistic features. Sociolects are varieties shaped by social groups and characterised by specific expressions (cf. Spitzmüller, 2022).

4. Language Families: Groups of languages that trace back to a common ancestral language and are related. An example is the Indo-European language family, which includes Romance languages that evolved from Latin (e.g., Spanish, French, Italian, Portuguese, and Romanian) (Klausen, 2015).

5. Etymology: The study of the origin and evolution of words, examining how their forms and meanings change over time. In Romance languages, such developments can be traced back to Latin, e.g., Latin */lupus/* (wolf) → French */loup/*, Spanish */lobo/*, Italian */lupo/*. These changes result from phonetic, morphological, and semantic evolution over centuries (cf. Mittérand et al., 2022).

II. HOW DO WE PERCEIVE MULTILINGUALISM? *(SAVOIR-ÊTRE)*

1. Linguistic Landscaping: The study of language visibility and use in public spaces, as seen on signs, posters, and graffiti, which reflect linguistic diversity and social power structures (Badstübner-Kizik & Janíková, 2018; Krompák et al., 2021; Gorter & Cenoz, 2023).

2. Multilingual Schoolscaping: The deliberate multilingual design of school environments to make different languages visible—for example, on boards, wall posters, in school materials, or through visual and fine arts projects—thus promoting awareness and appreciation of multilingualism (Krompák et al., 2021; Andrews & Almohammad, 2022).

3. Language Biographies as Visual Narratives: Representing individual language biographies in visual form (e.g., diagrams, collages, or comics) to illustrate the development of linguistic identity and multilingualism (Kalaja & Melo-Pfeifer, 2019, 2024).

4. Attitudes Toward Multilingualism: The subjective opinions, beliefs, and emotional reactions of different actors—including students, parents, and teachers—toward linguistic diversity. These perspectives influence not only the approach to multilingualism in the education system but also language policies and social interactions (Daelman et al., 2024; Di Venanzio, 2024).

5. Multilingualism, Identity, and Culture: The close intertwining of language and culture. Language serves not only as a means of communication but also as a carrier of cultural values, norms, and worldviews. Multilingualism shapes identities and is perceived differently depending on societal context and personal experience (e.g., language prestige and stereotypes) (Ayres-Bennett & Fisher, 2022; Wang & Lamb, 2024).

III. HOW DO WE USE MULTILINGUALISM?
(SAVOIR-FAIRE)

1. Linguistic Mediation: Conveying information between people with different language proficiencies. Linguistic mediation can involve translation, paraphrasing, or summarising without providing a word-for-word translation (Council of Europe, CEFR, 2021; Hartmann & Hélot, 2020, 2021; Candelier & Manno, 2023).

2. Intercomprehension: The ability to partially understand a language without actively speaking it, based on similarities to known languages (e.g., understanding Spanish if one speaks Italian) (European Centre for Modern Languages, 2012; Hülsmann et al., 2020; Hartmann & Hélot, 2021).

3. Language Transfer: The transfer of knowledge or structures from one language to another, which can be both positive (facilitating learning) and negative (interference). Jim Cummins developed key concepts explaining language transfer: The *Dual Iceberg Model* shows that different languages share a common cognitive base. The *Common Underlying Proficiency* describes these shared linguistic and cognitive resources that facilitate knowledge and skill transfer between languages. The *Linguistic Interdependence Hypothesis* states that a strong first language supports the acquisition of additional languages (Cummins, 2007, 2013, 2021; Hartmann & Hélot, 2021; Candelier & Manno, 2023).

4. Contrastive Linguistics: The conscious comparison of languages to identify differences and similarities, enhancing understanding of linguistic structures and fostering metalinguistic competencies (Theisen, 2016; Hartmann & Hélot, 2021; Walla, 2024).

5. Pedagogical Translanguaging: An educational practice allowing learners to use all their linguistic resources and to switch between languages to support communication and learning (Cenoz & Gorter, 2021; Hartmann & Hélot, 2021; Shepard-Carey & Tian, 2023).

IV. HOW DO WE LIVE MULTILINGUALISM?
(ENSEIGNER À SAVOIR FAIRE)

1. Translanguaging in a Translanguaging Space: A flexible pedagogical practice that allows language switching and mixing in a multilingual-inclusive environment, enabling learners and educators to draw on their entire linguistic repertoire (Li, 2011; McSwan, 2022).

2. Multimodal Approaches: The use of various forms of expression or modes (e.g., image, text, sound, gesture) to represent multilingual narratives, as seen in multilingual comics, graphic novels, picturebooks, and blogs (Bull & Anstey, 2019; Bloch, 2021; Brown & Hao, 2022; Hartmann, 2022; Ainsworth et al., 2023; Kiaer, 2023).

3. Multilingual Literacy: The process of acquiring and developing reading and writing skills in multiple languages. This involves not only learning writing systems but also understanding, composing, and critically reflecting on texts in diverse linguistic and cultural contexts (Martin-Jones & Jones, 2001; Cope & Kalantzis, 2009; Breuer et al., 2021; De Costa et al., 2022; Candelier & Manno, 2023).

4. Aesthetic-Performative Approaches: Methods that express multilingualism through creative forms such as multilingual songwriting, performances, theatre, or social media content (e.g., TikTok videos) (Aden, 2008; Mentz & Fleiner, 2018; Hartmann, 2024).

5. Multilingual Children's Literature: Reading and storytelling using children's books that integrate multiple languages, e.g., bilingual or translingual picturebooks that promote translingual learning (Gawlitzek & Kümmerling-Meibauer, 2013; Hélot et al., 2014; Hodaie & Rösch, 2024; Hartmann & McGillicuddy, 2025).

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