



Pluriliteracies for global citizenship

Deeper learning in the foreign language classroom



European collaboration supporting deeper learning in language education

On 28–29 October 2025, a network meeting of the ECML project *Pluriliteracies for Global Citizenship: Deeper learning in the foreign language classroom* took place in Graz, bringing together participants from across Europe to further develop resources supporting deeper learning in language education. PPLI's participation in this network reflects its ongoing leadership role in language education in Ireland and ensures that emerging European research and practice directly inform developments and resources created to support language education in Ireland. The meeting focused on exploring how foreign language classrooms can promote global citizenship by implementing the pluriliteracies framework.

The project aims to create practical resources that help teachers design learning experiences in which students critically engage with global issues while developing conceptual understanding, language competence, and intercultural awareness. For PPLI, engagement with this work strengthens its capacity to support schools and teachers in embedding deeper learning approaches within MFL classrooms across Ireland.

The 4Rs Framework

During the meeting, the project team introduced a new layer of the pluriliteracies approach: the 4Rs Framework: Reading, Repositioning, Reflecting, and Responding. Building on the theoretical foundations of *Beyond CLIL*, the 4Rs Framework translates pluriliteracies principles into concrete classroom design. Each of the four dimensions represents a key literacy practice:

- reading across multilingual and plurimodal texts;
- repositioning through multiperspectival inquiry;
- reflecting with epistemic humility and empathy;
- responding through dialogue and responsible action.

Together, these practices form spirals of deeper learning, enabling language learners to connect linguistic development with conceptual understanding and citizenship education. The framework aligns strongly with PPLI's work in CLIL, intercultural awareness, and learner-centred pedagogies, reinforcing the importance of languages education in developing informed, reflective and globally engaged learners.

Practical tools for classroom implementation

To support implementation, the team presented three complementary tools:

- Deeper Learning Episodes (DLEs) to structure progression from activation to transfer.
- Ten Principles of Task Fidelity, ensuring relevance, scaffolding and meaningful feedback.
- Revised Guiding Questions for teachers and learners, supporting classroom dialogue and reflection.

In addition, the first version of descriptor bands for each of the 4Rs was introduced as a formative assessment tool to help teachers observe and support learners' development of pluriliteracies in the language classroom.



Research insights from across Europe

The meeting also included a guest presentation by Professor Francisco Lorenzo, who shared initial research findings from the COST project *CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies (CLILNetLE)*, providing further insight into the development of disciplinary literacies in bilingual and multilingual education.

PPLI represented Ireland alongside colleagues from Finland, the United Kingdom, France, Germany, Switzerland, Albania, Poland, the Netherlands, Spain, Iceland, Greece and Denmark to contribute valuable feedback, helping the project team refine both the framework and the accompanying tools so that they reflect a wide range of educational contexts. PPLI's contribution ensured that the perspectives and experiences of Irish schools and language teachers were represented within the wider European discussion on pluriliteracies and deeper learning.

Informing the development of the PPLI CLIL Toolkit

Participation in this ECML project supports ongoing work in Ireland to advance the objectives of Languages Connect, Ireland's Foreign Languages Strategy. Learnings from the project are already being integrated into the development of PPLI's upcoming CLIL Toolkit, which will provide practical guidance, classroom resources and pedagogical supports for teachers seeking to promote deeper learning, global citizenship and inclusive classroom practices in language classrooms.

By linking theory and practice, the pluriliteracies approach reinforces the role of the languages classroom as a space where learners not only acquire language skills, but also develop the knowledge, values and competences needed to engage with global and local realities. Through active engagement in international research networks such as this ECML project, PPLI continues to ensure that Irish foreign language education remains connected to leading European developments and responsive to the evolving needs of learners and teachers.

