Transferring English-based Competences to French Learning: A Plurilingual Perspective

Jana Bérešová

DOI: 10.18355/XL.2025.18.04.02

Abstract
The study explores learners' attitudes towards the use of English in their French learning. In the third year of the five-year bilingual programme at a secondary grammar school, students were provided with the action-oriented plurilingual mediation activity in their lesson of French. The participants were expected to accomplish the scenario in several steps, working in three groups. The objective of their collaboration was to complete the designated tasks, and the questionnaires addressed their work and their approach to using their prior experience in learning English in their learning of French. The research data are analyzed and presented in the article.
Key words: plurilingualism, interlinguistic mediation, scenario, action-oriented approach, collaboration

1 Introduction

The acquisition of other languages through those acquired either as a mother tongue or the first foreign language appears to be a rational approach, as the acquired repertoire enables users/students to build upon and expand the abilities and strategies they have mastered and can develop further. Despite the fact that plurilingualism as a theory has been developed by a number of researchers (e.g., Beacco & Byram, 2007; Candelier et al., 2012; Coste, 2014; Piccardo, 2018), it was the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) that distinguished the term of multilingualism and the concept of plurilingualism, promoting the latter in the European linguistic and cultural context. The introduction to the concept emphasises how communicative competence can be built when users of several languages do not keep them in separated mental compartments, but consciously use all knowledge and experience gained in any language, and 'in which languages interrelate and interact' (Council of Europe, 2001: 4). The concept of communicative competence is defined as the ability to express one's own ideas and to understand those who share their ideas with the others, using any strategies gained in learning any language, recognising or using any linguistic sign from users' plurilingual and pluricultural repertoires.

Coste et al. (2009) posit that the profile of language ability commonly differs from one language to another; for example, a user of two languages can speak more proficiently in one language than in another. A distinguishing feature of proficiency in plurilingual and pluricultural competence is the adaptability of strategies employed in task execution, which can vary according to the linguistic combinations utilized. However, plurilingual approaches to language education have been shown to facilitate the development of more sophisticated sociolinguistic and pragmatic competencies among users of languages (Coste et al., 2009). The efficacy of these approaches in enhancing language learners' ability to learn and their capacity to establish relationships with others and to cope with new situations has also been demonstrated.

Candelier et al. (2012) present four pluralistic approaches: awakening to languages, intercomprehension between related languages, integrated didactic approaches to different languages studied, and an intercultural approach. From the perspective of linguistic study, intercomprehension appears to be pertinent to the context, as it

emphasizes language awareness and encompasses languages belonging to the same language family. Doyé (2005) conceptualizes intercomprehension as a means of communication in which knowledge of one language is used to comprehend another. Conversely, Candelier et al. (2012) posit that intercomprehension positively influences productive skills, a claim that cannot be disregarded. Doyé's (2005) perspective on intercomprehension is predicated on four tenets deemed essential for its implementation: student motivation, the selection of suitable activities, the promotion of learner autonomy, and the incorporation of intercultural education. It is posited that comprehension should be regarded not solely as a linguistic objective, but also as a cultural one.

Contemporary linguistics no longer perceives languages as discrete systems with clear boundaries; rather, a more inclusive approach is now being promoted, emphasising 'plurilingual speakers' communicative competence and their multiple, complex, hybrid and multimodal languaging practices' (Vallejo & Dooly, 2019: 7). Plurilingual pedagogy encompasses the concepts of plurilingualism and translanguaging, with the latter being predominantly employed in bilingual contexts (Marshall, 2021). The capacity to engage with multiple linguistic and cultural contexts, enabled by the concept of plurilingual and pluricultural competence (Chen et al., 2022), is a hallmark of plurilingualism. Translanguaging with other pluralistic approaches, such as intercomprehension and the intercultural approach, is part of plurilingual pedagogy.

The notion of plurilingualism is systematically developed in the Companion Volume to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2020), being linked to several interrelated key constructs, particularly plurilingual and pluricultural competence (the ability to use a plural repertoire of linguistic and cultural resources), language user/learner seen as a social agent, and the concept of mediation. The prevailing conception of four language skills (listening, reading, speaking and writing) does not accurately reflect the multifaceted nature of communication. The CEFR deviates from this approach and adopts a more comprehensive model encompassing four modes of communication: reception, production, interaction, and mediation. Mediation encompasses a variety of modes of communication, including reception and production, or interaction, with a focus on meaning-making (North, 2017) or (co)constructing meaning and mediating communication within and across languages and cultures (Chen et al., 2022). A plurilingual approach necessitates that the learner adopt the role of a social agent, thereby becoming a perpetual mediator to establish and sustain connections with others, convey ideas and information effectively, and collaboratively co-construct new meanings.

A plurilingual approach requires learners to act as social agents, continually mediating to effectively connect with and communicate ideas and information to others and co-construct new meanings (Piccardo & North, 2022). As Chen et al. (2022) state, plurilingualism encompasses the cognitive and social dimensions of interaction, emphasizing the co-construction of meaning and the facilitation of communication. This underscores the mediational character of plurilingualism. Mediation is a multifaceted phenomenon that occurs across various levels, including the linguistic, conceptual, social, and cultural domains. It manifests in meaningful, practical, real-life contexts, involving tasks relevant to individuals' daily lives.

The development of higher mental functions is mediated by psychological and cultural tools, with language being of particular significance. In this context, language is regarded as a medium for the acquisition of new knowledge through the construction of meaning and a facilitator of the process of reflection. The concept of language as an activity, as posited by Piccardo and North (2019), encompasses the notion of languaging. The notion of languaging as a 'dynamic, never-ending process of using language to make meaning' (Swain, 2006: 96) appears to be relevant to all

three of the macro-categories of mediation activities: mediating concepts, mediating a text and mediating communication. In the context of the present study, the mediation of a text is predicated on the transmission of specific information, the processing of text, and the translation of a written text received in Language A (English) for the purpose of sharing it with others in Language B (French).

In the context of plurilingual teaching, the development of comprehension entails the cultivation of awareness of analogous and contrastive language patterns between a new language and a previously acquired language. These patterns, when anchored in the brain, facilitate the utilization of this knowledge when necessary. The primary source of learners' exposure to both the target language and the target culture is through texts, whether written or spoken. The selection of these texts and the tasks associated with them are of paramount importance. Bourguignon (2010) posits that tasks should be designed to facilitate the alignment of needs and objectives by enabling the selection of pertinent knowledge and useful skills. North (2014) emphasizes that the action-oriented approach to language learning has a social character and that learning should be based on authentic tasks that simulate language use in real situations. As posited by Piccardo & North (2019), the implementation of tasks in the form of scenarios has been identified as a potential facilitator of target language learning through the activation of learners' skills and strategies.

2 Methodology

Despite the fact that English and French do not belong to the same immediate language family, the English language was significantly influenced by French following the Norman Conquest in 1066. The Francophone Normans intertwined their language with the pre-existing Anglo-Saxon English. The research questions to be verified were stated as follows, based on the theoretical background related to the proximity between English and French:

RQ1: Will the students be able to mediate a text written in B2 English into A2 French?

RQ2: Will the students engaged in the poster creation process appreciate the action-oriented plurilingual mediation in the collaborative task?

RQ3: Will the students be able to transfer the knowledge they have acquired in English to French?

In accordance with the notion of plurilingualism, the study was conceived for students in their third year of the bilingual section of the secondary grammar school. Their English proficiency was at level B2, as evidenced by their completion of the upper-intermediate coursebook, while their French proficiency was approaching level A2 (the first year after level A1 in the second year of education) and was expected to be completed within one additional year. Despite the group comprising 11 students (three male and eight female), it was a reasonable research sample as they shared the same educational background and had been attending the same class for three years.

The research procedures consisted of three main stages. After being introduced to the scenario, the students naturally formed into three groups, with no specific choice of collaborators. The students' immediate readiness to cooperate is indicative of their positive attitude towards the task at hand. The composition of the groups was as follows: the first group contained four girls and one boy, the second consisted of three girls and one boy, and the third group comprised two boys and one girl. This attitude indicated that the participants were accustomed to collaborative work and showed no particular preferences or reservations toward their classmates. Furthermore, the classroom environment was characterized by calmness and functionality, with no instances of unreasonable outbursts. During the planning stage, mutual respect and the pursuit of consensus were prioritized to initiate collaboration in a timely manner.

The first stage of the project was based on the scenario (Appendix A), in which the students were expected to create a promotional poster for future bilingual students. Since the grammar school is named after the prominent Slovak poet and translator Ján Hollý, the students were expected to mediate the text about him into French. His concise biography, composed in English, had to be translated into French, and both versions were required to appear on their posters. In the spirit of intellectual humility and respect, each participant of the group listened attentively to the others' contributions during the poster design discussion. Each group naturally selected a leader, supported by a volunteer secretary who took notes and drew on the contributions of others. The group posters were presented and discussed by all students who were able to comment on the performances. However, the transfer of the message itself was assessed against the rating scale descriptors (Appendix B). The scale was employed in the RELANG online workshop, 'Exploring ways to test mediation and plurilingual/pluricultural skills in the classroom', which was held on 18th July 2021.

In the subsequent stage, the students were required to present the benefits of learning French as a second foreign language, with particular emphasis on the advantages of doing so, given that all of them had already studied English as their first foreign language and had elected to study French as their second. The students were required to focus on the student feedback questionnaire related to the scenario with which they had dealt (Appendix C). The final stage of the study involved the administration of an additional questionnaire, in which the students were invited to express their opinions on the transfer of knowledge from English to French (Appendix D).

Despite limitations in the number of students and available time, the study adopted a combination of qualitative and quantitative methods, enabling the identification of answers to the proposed questions. These findings may inform the design of future initiatives aimed at promoting plurilingual education in schools.

3 Results

In the final lesson of the French language course, the students were addressed and requested to consent to participate in a brief research study. Following the thorough explanation of the procedures, the participants naturally formed their groups and commenced work on a scenario, with roles distributed to ensure the completion of tasks. During poster preparation, the students engaged in continuous negotiations in both languages, assisting each other in processing the given text and in transmitting the message from one language to another. On occasion, Slovak was employed by some participants when they required further clarification or were unable to locate suitable French expressions.

3.1 The quality of students' performances

During the presentation of their performances, students were permitted to provide a verbal assessment of their peers' performances. However, students submitted their French texts, which were then assessed against the relevant descriptors. The rating scale presented in Appendix B is as follows: The performance that meets the criteria is described as minimally acceptable. This is a performance that, while meeting the necessary requirements, is not yet at the level of optimal performance and is therefore awarded a score of 1 point. The bands in the column that demonstrate superior performance offer descriptors associated with reliable performance that fulfill requirements without significant deficiencies. Consequently, it is plausible for each to receive a score of 2. The bands in the final column delineate optimal performance that surpasses expectations, incorporating elements such as initiative or added value. These performances are awarded a set number of points, three in this case.

Table 1. Students's ability to transfer the message from English into French

Qualitative aspects	Performance 1	Performance 2	Performance 3
Task achievement	1	2	3
Range	2	2	2
Accuracy	2	2	2
Register	3	3	3

As demonstrated in Table 1, the students' capacity to communicate the message was considered satisfactory, as they were able to provide the French-speaking audience with the necessary information and achieve a success rate in excess of 65%. The language employed was not complex or overly elaborate, yet the message was articulated with clarity and ease of understanding. The most significant errors that were identifiable were the issues with word order, with the adjectives preceding the nouns in performance 3, and the utilization of incorrect tenses (imparfait versus passé composé) in performances 1 and 2, which were employed for actions that have since been completed. It was imperative to identify the descriptors relevant to level A2 and align the students' performances with them. This was due to the students being expected to be approaching level A2, as evidenced by their completion of most units from Écho A2, the coursebook recommended for this level. However, the alignment process resulted in the discovery that the descriptors presented in the table below, in different scales, reflected the performances of the students. The following descriptions are intended to illustrate the capabilities of B1 language users. It is evident that all of the submitted performances have been objectively aligned with these descriptions.

Table 2. 'Mediating a text' scales – level B1 (CEFR CV source).

Relaying specific information in writing	Can relay in writing (in Language B) specific, relevant information contained in straight forward informational texts (in language A) on familiar subjects.
Processing text in writing	Can summarise in writing (in Language B) the main points made in straightforward information texts (in Language A) on subjects that are of personal or current interest. Can paraphrase short passages in a simple fashion, using the original text wording and ordering.
Translating a written text in writing	Can produce approximate translations (from Language A into Language B) of information contained in short, factual texts written in uncomplicated, standard language, despite errors, the translation remains comprehensible.

The scenario (Appendix A) posed an inquiry regarding the merits of acquiring French as a second foreign language, with a particular emphasis on the advantages of doing so based on the experience of learning English as a first foreign language. The following aspects were identified as the most beneficial by the students: the ability to speak more than one language (eight students); the position of French as an international language in many international organizations (six students); French spoken in many countries (five students); and French spoken on five continents (three students). Three students placed particular emphasis on the role of French as a language used by diplomats.

The advantages of learning French as a second foreign language after the acquisition of English as a first language encompassed 11 consistent answers. These answers

contained the similarities of grammatical rules and vocabulary between the two languages. Three students posited that acquiring proficiency in a second language through a first-language medium has a positive impact on subsequent learning of that language. Four students highlighted the importance of exposure to English in their daily lives, citing the influence of media and the internet as a facilitator in their learning of French. One of the participants placed significant emphasis on the role of English as the primary language. It was asserted that students who have already acquired proficiency in English tend to demonstrate a predisposition for learning additional languages. It was considered by all parties that the concurrent learning of both languages was beneficial.

3.2 The poster feedback questionnaire

Following the presentation of their posters, the students were provided with a feedback questionnaire. This questionnaire contained both closed-ended and open-ended items, the answers to which were to be recorded by the students. The questionnaire comprised two sections: one on general experience with the activity and the other on the use of English and French. The evaluation of the bilingual poster in two languages revealed that 54.54% of students expressed a moderate degree of confidence, with 36.36% indicating a high degree of confidence and 9.1% exhibiting a neutral sentiment. In evaluating the most enjoyable aspect of the activity, students offered a range of opinions, from the most highly regarded —such as brainstorming (45.45%) —to a variety of comments on the poster design, the utilization of their existing vocabulary, and the absence of any requirement to think in Slovak. The most challenging aspect was the search for appropriate French words (36.36%), followed by the absence of relevant content (9.1%).

With regard to project work, the majority of students (72.72%) reported a high level of confidence in activities related to designing projects and presenting them, while a smaller percentage (27.28%) indicated a moderate level of confidence. However, their confidence levels were found to be lower when working on projects in French, as the following data illustrate: neutral (36.36%) and not very confident (54.54%). One student expressed a lack of confidence (9.1%). It is reasonable to hypothesize that utilizing a language at an independent user level of proficiency results in increased confidence for students in comparison to its use at a basic user level.

In this particular context, it is noteworthy that the students had not been tasked with conducting a project in French, a common occurrence during the year in which they were only approaching level A2 proficiency. However, it should be noted that their performances were aligned with level B1 in a collaborative task. By observing them, it became evident that none of the participants adopted a passive role; instead, each individual contributed to the task's completion. It was revealed that 54.54% of the students surveyed admitted that their knowledge of English helped them to create content in French. Furthermore, 45.46% of the students surveyed agreed with the statement 'yes, a little'. The ways in which English helped them with French were again due to the similarity of grammar and vocabulary (72.72%).

The final item of the questionnaire asked whether participation in the activity had increased students' interest in learning French. The majority of students (54.54%) expressed a positive opinion, while 36.36% were hesitant, using the word 'maybe' to express their uncertainty. Only one student (9.1%) answered in the negative.

3.3 The questionnaire on transferring knowledge from English to French

The third stage of the project comprised the questionnaire for the transfer of knowledge from English to French (Appendix C). The vocabulary section comprised two items. The list of English words that bear a striking resemblance to their French counterparts contained a total of 35 distinct words. The most frequently occurring words were government (gouvernement), society (société), development

(développement), system (système), education (éducation), translation (traduction), bus (bus), language (langue), football (football), volleyball (volley-ball), gestures (gestes), coffee (café), professor (professeur), T-shirt (T-shirt) and television (television). One student highlighted that the majority of sports have analogous terminology. The role of guessing French words from English words was described because of the high degree of similarity between the two languages. It was noted that some prefixes and suffixes are the same in both languages, and that this helps to guess the meaning of a word. Structural similarity among words can facilitate guessing their meanings. It was asserted by a single student that not all similar words are synonymous. Illustrative of this are the words 'to attend' (participer) and 'to wait' (attendre), 'blanket' (une couverture) and 'blanquette' (veal stew), 'camera' (un appareil photo) and 'une caméra' (video camera), 'bras' (un soutien-gorge) and 'un bras' (arm), and 'brilliant' (génial, super) and 'brillant(e)' (bright, shiny), among others. In relation to grammatical concerns, students drew attention to the use of conditionals and reported speech. Additionally, some students noted the presence of multiple tenses in both languages. The majority of students found it challenging to identify similarities in pronunciation and nasal sounds in French.

It was observed that strategies acquired in English which were considered useful in French, included writing a word before pronouncing it, speaking aloud, active recall, and speaking with friends. When evaluating the skills employed, the majority of respondents noted that English websites provided a substantial amount of material in French. These respondents further noted that producing texts in French through translation, watching French films with English subtitles, and writing essays in English helped them practice writing compositions in French. The intensity of English knowledge utilization in French was evaluated by eight students, while 'always', 'sometimes' and 'rarely' were indicated by only one student each. The areas of English that facilitate learning are as follows: vocabulary (63.64%), grammar (27.27%), learning strategies (9.1%), and none (9.1%). Some students opted for two choices. One student articulated his concerns regarding the utilization of strategies acquired in English, given his proficiency in the language, which he perceives as at level C1. He asserts that he uses the language with ease and spontaneity, without conscious effort or the recall of specific strategies.

4 Discussion

Despite the integration of the concept of plurilingualism within the new school reform in Slovakia, there is a notable absence of studies in which language instructors discuss their experiences with the various approaches encompassed by plurilingual education. The rationale for using mediation and plurilingual approaches is the notion of fostering plurilingual competence, which facilitates interaction among users of different languages without requiring a shared mother tongue. This is achieved by leveraging linguistic and cultural resources to address communication requirements.

The proximity between English and French has been thoroughly examined by Bérešová (2016), who conducted a comprehensive analysis of 100 key words, highlighting their striking similarities in both languages. However, her classification of words included subcategories, focusing on slight differences in both written and spoken modes and placing particular emphasis on examples that can be confusing for learners of both. In the domain of grammar, she placed significant emphasis on the use of tenses, conditionals, gerunds, and the sequence of tenses, which can exert a favorable influence on bilingual language use without giving rise to more substantial issues. Once these grammatical structures have been mastered in either language, they can be employed with absolute precision in English or French.

Long-term research enabled Ševčík (2024) to advocate a plurilingual approach to language education, although the languages under discussion were English as the first

foreign language and German as the second. It was observed that students who were taught German via English achieved higher post-test results. However, of greater significance is the finding that this research indicates the plurilingual approach has a positive impact on both students' attitudes towards the German language and their opinions of German language lessons.

In the study concerning the CEFR scale *Mediating a text*, based on the action-oriented plurilingual mediation collaborative task on the topic of traveling, the students from the experimental group, taught by the use of the plurilingual approach, performed successfully, as all of them were able to transfer the message from English into comprehensive German. As demonstrated in the study by Bérešová & Ševčík (2024), students who received separate instruction in English and German were able to transfer only a portion of the information provided. The performances of the subjects were evaluated using a scale of descriptors that were employed in this study.

The concept of plurilingualism, which concerns any language, appears to be applicable to any language context. In Slovakia, Slovak is taught as a second language in schools where Hungarian is the language of instruction, with emphasis placed on cultivating students' communicative competence to achieve bilingualism. Szóköl and Hriňák's (2024) research confirmed the successful implementation of the communicative approach into teaching. Nevertheless, a new school reform in the country has moved beyond the conceptual framework of communicative competence, incorporating the CEFR concepts of mediation and plurilingualism. The implementation of these concepts has the potential to assist Hungarian-speaking students residing in Slovakia in enhancing their proficiency in both the Slovak and foreign languages, which are mandatory subjects according to national standards.

The present study confirmed the positive impact of employing the CEFR concepts of mediation and plurilingualism on language acquisition and learning. However, the findings indicate that the teaching process should be methodically planned, and students should be supported and encouraged to utilize their plurilingual resources and to develop their plurilingual repertoire on a consistent basis. In light of the positive student response to the innovative scenario, it is advisable for educational institutions offering pre-service or in-service teacher training programmes to integrate these concepts, thereby enhancing the effectiveness of the framework within the Slovak educational context.

5 Conclusion

Tasks or projects in the form of scenarios enable language learners to purposefully exercise their agency to produce a product that fits the conditions of real-life situations. The action-oriented scenario mentioned in this study involved different modes of communication, namely reception (reading the input text), production (producing a new text), interaction (negotiating, discussing the options) or mediation (transmitting the message). The students collaborated in groups, utilising a range of available sources in various languages and adopting a plurilingual approach.

Three different scales for Mediating a text were employed – 'Relaying specific information', 'Processing text', and 'Translating a written text' – each accompanied by descriptors to align students' performances with the corresponding reference level. The process of mediation has been shown to foster both linguistic and cultural awareness, while enriching students' linguistic repertoires. In this study, mediation was of interlinguistic in nature, and students were expected to draw upon their individual linguistic and cultural resources. Plurilingual education is founded on the principle that different languages are interconnected and mutually reinforcing.

This study faced several limitations, as it was conducted in a single class during one lesson, which restricts the generalisability of the findings. Nonetheless, sharing such experiences remains vital, as they can inspire fellow educators to adopt innovative practices and design tasks that simulate real-life scenarios – not only from a linguistic

standpoint, but also in terms of social interaction. Modern society requires individuals who are actively engaged, capable of collaborative problem-solving, committed to reaching consensus, focused on clear goals, and adept at using appropriate resources while relying on themselves and others to achieve shared outcomes.

Bibliographic references

Bérešová, J. (2016). Using English as a Gateway to Romance Language Acquisition. Global Journal of Foreign Language Teaching 6(1), 28-36. ISSN 2301-2595.

Bérešová, J. & Ševčík, R. (2024). The Impact of the Plurilingual Approach to Language Teaching on Learners' Competence in Interlinguistic Mediation. Journal of Interdisciplinary Research 14(1), 183-189. ISSN 2464-6733.

Beacco, J. C. & Byram, M. 2007. From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe. Strasbourg: Council of Europe. http://www.coe.int/t/dg4/linguistic/Publications_en.asp

Bourguignon, C. 2010. Pour enseigner les langues avec les CERCL- clés et conseils. [Teaching Languages with the CEFR: Key Points and Tips]. Paris: Delagrave. ISBN 978-2-206-01646-7.

Candelier, M., Camilleri-Grima, A., Castellotti, V., de Pietro, J.-F., Lörincz, I., Meißner, F.-J., & Schröder-Sura, A. (2012). CARAP – FREPA. A Framework of Reference for Pluralistic Approaches to Languages and Cultures: Competences and Resources. Strasbourg: Council of Europe. ISBN 978-92-871-7173-3.

Coste, D. (2014). Plurilingualism and the challenges of education. In Grommes, P. & Wu, H. (eds.), Plurilingual education: Policies—practices—language development. Amsterdam: John Benjamins, 15-32. ISBN 978-90-272-1416-4.

Coste, D., Moore, D., & Zarate, G. (2009). Plurilingual and pluricultural competence. Strasbourg: Council of Europe. https://www.coe.int/t/dg4/linguistic/Source/SourcePublications/ CompetencePlurilingue09web_en.pdf (Original work published 1997).

Council of Europe (2001). Common European Framework of Reference for Languages: learning, teaching, assessment. Strasbourg: Council of Europe & Cambridge: Cambridge University Press. ISBN 0-521-00531-0.

Council of Europe (2020). Common European Framework of Reference for Languages: learning, teaching, assessment. Companion Volume. Strasbourg: Council of Europe. ISBN 978-92-871-8621-8.

Chen, L., Karas, M., Shalizar, M. & Piccardo, E. (2022). TESL Canada Journal/Revue TESL du Canada, 38(2), 1-35. https://doi.org/10.18806/tesl.v38i2.1354

Doyé, P. 2005. Intercomprehension. Guide for the development of language education policies in Europe: from diversity to plurilingual education. Strasbourg: Council of Europe.

Marshall, S. (2021). Plurilingualism and the tangled web of lingualisms. In Piccardo, E., Germain-Rutherford, A. & Lawrence, G. (eds.), The Routledge handbook of plurilingual language education. New York: Routledge, 46-64. ISBN 978-1-032-048883-3.

North, B. 2014. The CEFR in Practice. Cambridge: Cambridge University Press. ISBN 978-1-107-41459-4.

Piccardo, E. (2018). Plurilingualism: Vision, conceptualization, and practices. In Trifonas, P. & Aravossitas, T. (eds.), Handbook of research and practice in heritage language education, 207–226. Springer. 978-3-319-44692-9.

Piccardo, E. & North, B. 2019. The Action-oriented Approach. A Dynamic Vision of Language Education. Bristol & Blue Ridge Summit, Multilingual Matters. ISBN 978-1-78892-433-7.

Piccardo, E. & North, B. (2022). Enriching the Scope of Language Education: the CEFR – Companion Volume. North, B., Piccardo, E., Goodier, T., Fasoglio, Margonis-Pasinetti, R. & Rüschoff (eds.), Enriching 21st-century Language Education. Strasbourg: Council of Europe, 27-48. ISBN 978-92-871-8846-5.
Swain, M. (2006). Languaging, Agency and Collaboration in Advanced Second Language Proficiency. In: Byrnes, H. (ed.), Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum, London, 95-108.
Szóköl, I. and Hriňák, J. (2024). Teaching Slovak in Hungarian-language primary schools. Journal of Language and Cultural Education, 2024, 12(2), 20-27. ISSN 1339-4584.
Ševčík, R. (2024). The Impact of a Plurilingual Approach to Teaching German on Students' Motivation. Proceedings of EDULEARN24 Conference, 9652-9657. ISBN 974-84-09-62938-1.
Vallejo, C., & Dooly, M. (2019). Plurilingualism and translanguaging: Emergent approaches and shared concerns. Introduction to the special issue. International Journal of Bilingual Education and Bilingualism, 23(1), 1-16. ISSN 1367-0050.

Words: 5626
Characters: 38 676 (22 standard pages)

prof. PhDr. Jana Bérešová, PhD. et PhD.
Trnava University
Hornopotočná 23
918 43 Trnava
Slovakia
jana.beresova@truni.sk
ORCID: 0000-0003-3336-5324

Appendices

Appendix A - TASK: Create a promotional poster for future bilingual students. Work in groups and share responsibilities. Your goal is to design a short, eye-catching poster that encourages new students to join the bilingual programme at your school.

Follow these steps:

1 Mediate a short biography of Ján Hollý from English into French.

The Grammar School of Ján Hollý is one of the oldest grammar schools in Slovakia. It is named after Ján Hollý, a prominent Slovak poet and translator, often called the *'Slovak Homer'*. He played a key role in the development of Slovak literature and was the first major Slovak poet to write exclusively in the newly standardized Slovak literary language. His work greatly contributed to the development and acceptance of Slovak in literature. Hollý is considered one of the founding fathers of Slovak poetry. He studied at the Trnava seminary, which was part the former Trnava University.

2 Include both versions of the biography on your poster.

3 Present the benefits of learning French as a second foreign language. Emphasise the advantages for students who already speak English as their first foreign language.

Appendix B - Rating Scale: Transmitting the message.

Qualitative aspect	Sufficient	Good	Excellent
Task achievement	Includes some information required by the target audience and the task.	Includes most information required by the target audience and the task.	Includes all information required by the target audience and the task.
Range	Uses limited lexical and grammatical range.	Uses appropriate lexical and grammatical range.	Uses vivid, sophisticated lexis; complex yet appropriate grammar.
Accuracy	Mostly uses lexis and grammar correctly, errors occasionally impede understanding.	Uses lexis and grammar correctly, errors don't impede understanding.	Uses precise lexis and complex grammar correctly, very few errors.
Register	Chooses formality and language partly corresponding to audience and genre.	Chooses formality and language mostly corresponding to audience and genre.	Chooses formality and language fully corresponding to audience and genre.

Appendix C – Students' Feedback Questionnaire

1. How did you feel about creating a bilingual poster (English-French)?
   a) very confident b) somewhat confident c) neutral d) a bit unsure
   e) very unsure
2. What part of the activity did you enjoy the most?
3. What did you find most challenging?
4. How confident did you feel using English in school projects?
   a) very confident b) confident c) neutral d) not very confident
   e) not confident at all
5. How confident did you feel using French in school projects?
   a) very confident b) confident c) neutral d) not very confident
   e) not confident at all
6. Did your knowledge of English help you understand or create content in French?
7. If yes, in what ways did English help you with French?

8. Has this activity made you more interested in learning French?
   a) Yes b) No c) Maybe

Appendix D - Transferring Knowledge and Strategies from English to French

1. Vocabulary
   a) Can you think of any English words that look or sound similar to French words? Give examples.
   b) How does your English vocabulary help you guess the meaning of French words?
2. Grammar
   a) What English grammar rules help you understand French grammar?
   b) Are there any grammar structures in English that confuse you when learning French?
3. Pronunciation
   a) Which English pronunciation habits help you pronounce French words?
   b) What differences in pronunciation between English and French do you find challenging?
4. Learning strategies
   a) What learning strategies do y@ou use when learning English that also help you in French?
   b) How do you use your English skills (e.g. reading, writing, listening) to support your French learning?
5. Frequency and Areas
   a) How often do you use your English knowledge to help with French?
      always often sometimes rarely never
   b) Which areas of English helps you most in learning French?
      vocabulary grammar pronunciation learning strategies
      other_____