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ONE SCHOOL, MANY LANGUAGES: BRIDGING RESEARCH AND SCHOOL PRACTICE THROUGH PLURILINGUAL EDUCATION –


Book of Abstracts

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Institute for Applied linguistics, Eurac Research. Bolzano/ Bozen

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4th December
14:30 – 15:30

KEYNOTE

Do we need research? How the “epistemic” benefits all.

Eva Vetter

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Abstract: The contribution starts out from a humanistic approach to multilingualism that explicitly moves beyond the economic utility of language and foregrounds the dimension of creating of relations between humans. Within this overall frame some of the major controversies around (lesser) well-known scientific concepts such as Translanguaging, the Linguistic Repertoire or Dominant Language Constellations are discussed in terms of their relevance for school practice. What is the possible impact of these concepts? How to evaluate their power for teaching, learning and developing schools? In order to discuss these questions, the concept of “epistemic” is introduced and linked up with issues of power, access to knowledge and subject perspectives. If the epistemic quality is a key concept for teaching and learning, how do we need to adapt our perspective on other concepts? Questions will be raised such as: What kind of translanguaging practice fosters the epistemic quality of teaching? Is there a need for contextualization? The presentation will bring examples from different research contexts, urban diversity, minority schooling and other multilingual contexts. The aim is to argue that the “epistemic” is a favorable starting point in order to move beyond the theory-practice-divide and to make scientific work relevant.

4th December
16:00 – 17:30
Parallel Session 1

Costruire strumenti e risorse per formare gli insegnanti agli approcci plurali: risultati di un progetto europeo.

Ana Isabel Andrade & Maddalena De Carlo

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Abstract: Nella prospettiva indicata dagli organizzatori della conferenza, questo contributo si propone di presentare i risultati di un progetto del Centro Europeo per le Lingue Moderne di Graz, Consiglio d'Europa, intitolato Developing teacher competences for pluralistic approaches - Training and reflection tools for teachers and educators (2020-2023).

Nonostante gli approcci plurali si siano progressivamente diffusi nei programmi scolastici di un numero crescente di Paesi (cf. <http://carap.ecml.at>), la formazione degli insegnanti in questo campo merita di essere ulteriormente consolidata.

Un primo obiettivo del progetto è stato quindi di individuare e repertoriare le competenze e i saper essere specifici, necessari per utilizzare gli approcci plurali nell'insegnamento e riuniti nel Framework of Teacher Competences for Pluralistic Approaches.

L'altro obiettivo è stato quello di fornire materiali, sotto forma di task units, per facilitare lo sviluppo di queste competenze nella formazione degli insegnanti.

Nel corso del progetto, a seguito di un workshop tenutosi presso il Centro Europeo per le Lingue Moderne nel 2021, si è inoltre costituita una rete di professionisti della formazione degli insegnanti provenienti da diversi Paesi europei, il cui contributo ha permesso di sperimentare alcuni dei materiali prodotti nell'ambito del progetto.

Dopo una presentazione generale del Framework of Teaching Competences for Pluralistic Approaches, l'intervento si soffermerà su alcuni esempi di task units, al fine di analizzarne la struttura e le possibilità di utilizzo in diversi contesti.

Mehrsprachige und interkulturelle Kompetenzen im Anfangsunterricht Französisch nutzen und aufbauen – Vorschläge und erste Ergebnisse eines international angelegten Schulprojekts.

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Abstract: Die Nutzung und Förderung sprachlicher und kultureller Vielfalt findet im deutschsprachigen/europäischen Kontext selten und meist unsystematisch Eingang in den Fremdsprachenunterricht (vgl. Lorenz et al. 2021, Heyder/Schädlich 2014), insbesondere da Fremdsprachenlehrpersonen oft nicht bekannt ist, wie sie dies in der Schule umsetzen können (vgl. Bredthauer & Engler 2018, Hirzinger-Unterrainer et al. 2022). Diesen Mangel gilt es zu überwinden, da sich durch die Vernetzung von Sprachen wertvolle Synergien und Transfermöglichkeiten ergeben,

die ein vertieftes und effizientes Sprachenlernen ermöglichen. Hier setzt das Erasmus+ geförderte und in Kooperation mit Movetia entstandene Projekt Mehrsprachigkeitsfördernde Module für den Fremdsprachenunterricht (MEMO) – Beispiele für einen sprachen- und kultursensiblen Anfangsunterricht Französisch (2022-2025) an, an welchem sich verschiedene Universitäten, eine Pädagogische Hochschule, ein Schulamt sowie diverse Partnerschulen in Deutschland, Liechtenstein, Österreich und der Schweiz beteiligen. Im Rahmen dieses Projekts sollen auf der Grundlage der Ergebnisse von durchgeführten Lehrwerksanalysen sowie Analysen der betreffenden nationalen Curricula und anderen offiziellen internationalen Bildungsdokumenten zur Beschreibung mehrsprachiger und mehrkultureller Kompetenzen drei mehrsprachigkeitsfördernde Module (MEMOs) für den Französischanfangsunterricht auf Niveau A1 entwickelt werden. Diese MEMOs bestehen aus verschiedenen Aufgaben, die einzeln oder kombiniert und überdies auch lehrwerksunabhängig eingesetzt werden können. Sie berücksichtigen verschiedene sprachliche Mittel und Kompetenzen und beziehen vielfältige mehrsprachigkeitsdidaktische Ansätze wie Interkomprehension, der *Éveil aux langues*-Ansatz und die integrative Sprachendidaktik mit ein. Auf diese Weise sollen Sprachbewusstheit, Akzeptanz und Offenheit gegenüber Sprachen und Vielfalt sowie mehrsprachige und mehrkulturelle Kompetenzen und Sprachlernstrategien der Lernenden gestärkt und (weiter-)entwickelt werden. Um den Lehrpersonen die Arbeit mit den MEMOs zu erleichtern, ist zudem die Erstellung einer Handreichung geplant, welche Erklärungen, Unterrichtsvorschläge sowie ein Reflexionsinstrument enthält.

In unserem Vortrag werden wir sowohl den Entwicklungsprozess in einem internationalen Team unter Berücksichtigung länderspezifischer Aspekte präsentieren als auch Einblicke in die MEMOs und weitere entwickelte Produkte wie die Lehrerhandreichung geben.

The transformative impact of the Integrated Plurilingual Approach to languages in a school setting

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Abstract: This presentation studies the effects of developing an Integrated Plurilingual Approach (Esteve & González-Davies, 2016) in an early childhood and primary school environment. IPA involves applying natural plurilingual practices (understood as natural communicative actions carried out habitually by plurilingual speakers) in language learning contexts in an informed way. The study aims to understand how a plurilingual approach may favour more positive attitudes and motivation towards learning a minority language in a context where this language is only used within the school boundaries. Moreover, it wishes to explore how this approach encourages language wellbeing which, in turn, reverts positively on the academic performance of students. Finally, it looks at how teaching languages plurilingually affects the plurilingual competence of school teachers. The study entails reciprocal learning through knowledge transfer between university and school teachers: the school identifies the need for transformative processes to be encouraged and, together with researchers, this need is addressed.

The study is carried out in an early childhood and primary school in Barcelona where 3 curricular languages (Catalan, Spanish and English) coexist alongside pupils' own languages. Pupils perceive that their own languages are regarded negatively within the school setting and that Catalan, the main curricular language at school, is used by pupils solely for academic purposes. During the initial three-

month period covered by the study, university and school teachers worked together following an adapted version of the 4 phase formative collaborative intervention (González-Davies & Soler, 2020) in order to promote inquiry-based and research-based classrooms. This process is initiated by a collaborative reflection based on the beliefs and perceptions of teachers in relation to their own language identities and understanding of language learning and teaching, and then proceeds to the design and development of a didactic sequence based on a plurilingual approach. At different stages of the process, university and school teachers meet in order to discuss the school teachers' appropriation of new concepts and beliefs and share mutual understandings and support for their own transformative process. Data is collected from students and school teachers in relation to plurilingual competence, academic performance in curricular languages (including Catalan) and positive attitudes and motivation towards learning languages.

Initial conclusions reveal that an effective development of plurilingual competences based on an adaptation of the four-phase collaborative cycle framed by EPILA contributes to the overall language wellbeing of the participants and enhances their plurilingual competences. In turn, this reverts positively on their academic performance in all three curricular languages. Finally, school teachers seem to develop a more plurilingual mindset, which would suggest that an appropriation of plurilingual competences has occurred.

4th December
16:00 – 17:30
Parallel Session 2

Weiterentwicklung des Zertifikats Sprachbildung und Deutsch als Fremd- und Zweitsprache basierend auf ethnographischer Begleitforschung zum Umgang mit Mehrsprachigkeit

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Abstract: In unserem Beitrag stellen wir das Zertifikat Sprachbildung und Deutsch als Fremd- und Zweitsprache, das seit 2016 an unserer Universität als Zusatzqualifizierung für Lehramtsstudierende aller Fächer angeboten wird, und präsentieren Ergebnisse aus der ethnographischen Begleitforschung. Stand Wintersemester 2022/2023 zählt das Zertifikat 130 Absolvent*innen und kann damit als sehr erfolgreich bewertet werden. In vier Semestern besuchen die Teilnehmer*innen insgesamt 11 Lehrveranstaltungen zu den Themenbereichen Spracherwerbsprozesse, DaZ-Unterricht für Anfänger*innen, Mehrsprachigkeit und Interkulturalität in der Schule, Sprachdiagnostik und kontrastive Spracharbeit. Die Seminare werden vorrangig von Gastdozierenden verschiedener Universitäten durchgeführt, die Expert*innen auf den jeweiligen Gebieten sind. Neben einem Praktikum im DaZ-Unterricht müssen die Studierenden auch einen Sprachkurs in einer Kontrastsprache (bspw. Arabisch, Türkisch oder Russisch) absolvieren. Das Zertifikat schließt mit einer Abschlussprüfung ab, die in mündlicher oder schriftlicher Form abgelegt werden kann.

Im Rahmen der wissenschaftlichen Begleitforschung zu diesem Zertifikat werden anhand von selbstreflektierenden Interviews und Unterrichtsentwürfen Praktiken von Referendar*innen im

Umgang mit Mehrsprachigkeit und DaZ untersucht. Die ersten interpretativ-rekonstruktiven Auswertungen der Daten zeigen, dass angehende Lehrpersonen bei komplexen Situationen im Unterricht bisweilen eine Herausforderung erleben, die sich als Überlagerung von Perspektiven und (ideologischen) Spracheinstellungen rekonstruieren lässt und zu spontanen diskutablen Praktiken im Unterricht führt. Diese Praktiken möchten wir anhand von exemplarischen Beispielen vorstellen und die Frage ihrer Relevanz hinsichtlich der DaZ- und mehrsprachigkeitsbezogenen Entscheidungen im Unterricht diskutieren. In diesem Zusammenhang schlagen wir vor, die Dilemma-Situationsanalyse im Lehramtsstudium zu implementieren, und stellen weitere Beispiele aus den schriftlichen Abschlussarbeiten unserer Absolvent*innen vor. Damit möchten wir aufzeigen, auf welche Weise unsere Studie nachhaltige Verbesserungen in der Lehrer*innenausbildung nach sich zieht und angehende Lehrpersonen auf das Unterrichten im mehrsprachigen Klassenzimmer vorbereitet.

Using multilingual approaches to teach Italian as a FL. The perceived impact of a professional development course among in-service teachers

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Abstract: The most recent European language policies (Council of Europe 2022) support the multilingual turn of language education (Conteh & Meier 2014). Several studies explored the effects on in-service teachers' beliefs and practices of training courses on plurilingual education (Kirsch & Aleksić 2018; Arocena & Gorter 2020; Lorenz et al. 2020). Nevertheless, research in this field has been only partially developed for the teaching of Italian as a FL (Cinganotto & Turchetta 2020). This work examines a case study regarding the perceived impact of a professional development course on plurilingual education for the teaching of Italian in Argentina. 19 in-service teachers of different Dante Alighieri Societies were involved. The study aimed at understanding the change in teachers' beliefs about multilingualism, as well as in their beliefs, practices, and needs regarding the use of multilingual approaches (Borg 2018). The research adopted a mixed-method approach (Creswell & Plano Clark 2018), and data were collected at the beginning, during, and at the end of the course through teachers' pre- and post-training questionnaires, focus groups, and diaries. Preliminary results revealed that teachers' beliefs positively changed, and multilingual competences increased. However, participants remained still quite sceptical about plurilingual education within the Argentinian context.

Il ruolo degli atteggiamenti dei docenti nell'educazione plurilingue inclusiva: Il caso dell'arabo come Home Language

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Abstract: A fronte di un numero considerevole di raccomandazioni europee che mirano a potenziare la formazione dei docenti sui temi dell'educazione plurilingue, in contesto italiano i piani formativi sembrano mancare di azioni strutturali e mirate. Quando presente, l'attenzione all'educazione plurilingue rimane sul piano delle azioni generiche, che poco tengono conto delle singole realtà sociolinguistiche. A tal proposito, esemplare è il caso degli studenti con background arabofono, spesso raggruppati, nonostante le loro diverse home languages, in un'unica categoria. I percorsi formativi

tendono a livellare l'eterogeneità dei relativi repertori, focalizzandosi soltanto su un arabo generico (Azaz/Abourehab 2021), invece di valorizzare anche i “dialetti arabi” (Soliman/Khalil 2022), che costituiscono le loro home languages. La lingua araba, intesa come “lingua storica” (Coşeriu 1980), è infatti caratterizzata da una complessa diversità linguistica, che comprende un'ampia gamma di dialetti (Bassiouney 2020), diversità che aumenta in contesto migratorio (Chini 2003; Vedovelli et al. 2001). La mancanza di percorsi di formazione più mirati comporta spesso un impatto significativo sull'immaginario dei docenti, sulla loro consapevolezza della complessità linguistica dei repertori plurilingui degli studenti arabofoni e sui loro atteggiamenti nei confronti di tale complessità e del plurilinguismo in generale.

La ricerca si propone di esaminare il quadro sociolinguistico e lo stato della formazione dei docenti, nonché la loro esperienza con studenti arabofoni e il loro atteggiamento verso il plurilinguismo e verso la complessità linguistica dei paesi arabi. Inoltre, la ricerca riflette sulle ideologie dei docenti di lingua araba riguardo all'integrazione dei “dialetti arabi” nell'insegnamento dell'arabo come home language. A tal fine, la ricerca fa uso di un questionario a cui hanno risposto 1234 docenti, tra cui 22 docenti universitari di lingua araba. La maggioranza dei docenti proviene da scuole di diverso grado, dalla scuola dell'infanzia alla scuola secondaria di secondo grado, con una distribuzione abbastanza omogenea. I dati raccolti sono stati sottoposti ad analisi statistica (descrittiva e inferenziale) mediante l'utilizzo di SPSS. Inoltre, è stata condotta una Reflexive Thematic Analysis attraverso l'utilizzo di NVivo.

La ricerca restituisce una panoramica dettagliata della formazione dei docenti e dei loro atteggiamenti; offre al contempo spunti interessanti per le politiche linguistiche ed educative in merito alla valorizzazione delle lingue d'origine in generale e dei “dialetti arabi”, nel caso specifico di studenti d'origine araba. Le conclusioni cui si giunge aprono le porte a sviluppi pratici nell'ottica dell'educazione plurilingue, in relazione sia all'insegnamento dell'italiano L2 sia al mantenimento e all'insegnamento dell'arabo come home language.

4th December
16:00 – 17:30
Parallel Session 3

A survey on the role of language(s) of schooling in the academic success of students with an immigrant background

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Abstract: Languages play a key role in the education of students with a migrant background, as teachers need to adapt to the different language needs and literacy levels of their students. In addition, it is important that teachers use teaching methods that promote students' linguistic development in their mother tongue as well. As far as linguistic integration is concerned, Slovenia is considered a country that promotes the integration of children with a migrant background into mainstream schools as quickly as possible.

In this paper, we present the results of our research on the role of languages of schooling in the success of all students, with a focus on those with a migrant background, in Slovenian educational institutions. To achieve this goal, we conducted an anonymous survey (n=80) among educators in nine Slovenian educational institutions and interviewed nine school headmasters.

The results of the survey showed that teachers and other staff in educational institutions often encounter language barriers when teaching students with a migrant background. The most common barriers were the different levels of language literacy among students and the limited time and resources available for teaching migrant students. However, teachers reported that they use a variety of teaching methods that successfully promote the language development and achievement of immigrant students. The most common methods included the use of visual aids, group work and the use of ICT. Teachers also state that the biggest problem they face when working with students with a migrant background is the lack of language competences and see a longer duration of introductory courses in Slovenian (1-2 years) as a solution.

The interviews with school headmasters revealed that schools face many challenges when teaching students with a migrant background. The most common challenges include language barriers, curriculum adaptation, lack of teachers with appropriate cross-language and intercultural competences, and lack of financial resources. Another particular challenge highlighted by headmasters is the increasing number of migrant children following the Russian aggression in Ukraine, as well as the unclear guidelines and poor responsiveness of the relevant ministry in fast-tracking integration procedures.

The results of the survey were intended to test the status and understanding of the role of the language of schooling in the context of the new proposed cognitive-inclusive language didactics based on collaborative learning. The aim of this didactics is to improve the linguistic competences and learning success of students with a migrant background, thus contributing to their better integration and the creation of a more tolerant school community.

Reframing mindsets on foreign language education in Ireland. Primary Language Sampler Module

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Abstract: Due to increased inward migration over the last two decades, Ireland's multilingualism has changed rapidly resulting in approximately 12% of the population speaking languages other than English and Irish at home (CSO, 2017). Yet, until recently, primary schools' pupils in Ireland could not learn any foreign languages at school due to lack of such provision. Based on the country's first foreign language strategy Languages Connect (DES, 2017), Ireland's national language education policy has recently gone through several major changes addressing foreign and home languages provision at primary and post-primary levels, such as: implementation of the new Primary Language Curriculum (English and Irish) in 2019, introduction of new languages in the post-primary curriculum in 2020, and the recently published Primary Curriculum Framework, 2023, which for the first time introduces modern foreign language learning.

In order to further support educational goals stated in the Languages Connect strategy and prepare for the implementation of the new Primary Curriculum, in 2021 the Department of Education in Ireland introduced Say Yes to Languages, a language sampler module for all primary and special

schools (then extended in 2022 and 2023). The module, currently being rolled out on a project basis across the country, allows participating primary schools to introduce an eight-hour module (one hour per week over eight weeks) in any language of choice (Arabic, Chinese, French, German, Hebrew, Irish Sign Language, Italian, Japanese, Lithuanian, Polish, Portuguese, Romanian, Spanish, Tamil, Ukrainian). The main aims of the module include enhancing primary pupils' awareness and appreciation of linguistic and cultural diversity within school and community, support inclusion as well as encouraging them to continue their language education at post-primary level, and afterwards (DE, 2023). So far, over 800 primary schools nationwide have participated in this programme.

This paper aims to present Say Yes to Languages as an important milestone for changing mindsets on foreign language education in Ireland and moving towards strong collaboration between school and community in order to celebrate all languages and cultures, and enhancing pupils' lifelong language education. Drawing on both quantitative and qualitative data, this work presents current uptake, interests, expectations and challenges linked to the language sampler module provision in Ireland from the perspectives of different stakeholders: parents, pupils, hosting and visiting teachers, as well as school management representatives.

An Intercultural Look at Our School: A Framework for school self-evaluation

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Abstract: An Intercultural Look at Our School is a framework and toolkit for school self-evaluation for schools wishing to address linguistic diversity. It raises awareness of the role students' plurilingual and pluricultural identities and competences play in their learning in a school setting. The framework advocates for a whole school approach and encourages all members of the school community to reflect on aspects of school life in the classroom and beyond to ensure that all languages and cultures of the school community are included and valued. The Toolkit contains surveys for the different stakeholders in the school community which allow schools to identify their strengths as well as areas for making progress. When schools consider linguistic diversity in teaching and learning, they are ensuring that students develop and can reach their potential in all subjects. The toolkit fosters curiosity, openness, and interest towards languages.

Engaging with the toolkit and its framework provides an opportunity for students, teachers, schools leaders and the broader school community to engage in reflection, collaborative practices, identify desired outcomes, and implement them in their specific school context (García & Kleyn 2016). In this regard, it acts as a bridge between research and practice. The presentation will also outline how the toolkit and its implementation in schools is an example of transformative action research (Burns 2005) and will report on data gathered from school stakeholders who have implemented the toolkit to illustrate its impact.

5th December
09:30 – 10:30

KEYNOTE

Teachers' cognition meets students plurilingual competence. Participatory design of language awareness activities as a route towards integrating pluralistic approaches in language education

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Abstract: In European reference documents devoted to plurilingual competence (*Framework of Reference for Pluralistic Approaches to Languages and Cultures, 2012; Common European Framework of Reference for languages: learning, teaching, assessment, 2020*), metalinguistic skills are often in the background compared to linguistic and communicative skills. Yet, a more developed language awareness – meant as the 'capacity to focus attention on language forms and functions' (Hofer & Jessner, 2022, p. 167) – is known to be peculiar to the plurilingual speaker; moreover, this capacity turns out to be acquired rather than part of innate language aptitudes (Singleton, 2017), and therefore worthy of consideration in a plurilingual education curriculum.

In the Italian context, metalinguistic competence has an established tradition in language teaching curricula, and the promotion of plurilingual approaches to its enhancement has since long been encouraged (Cognigni, 2020). To this end, however, attitudes, knowledge and skills are required (Guarda & Hofer, 2021) that are not always part of the teachers' usual training background (Fiorentino, 2009). Broadening the perspective towards the nature and goals of metalinguistic competence seems to be desirable (Lo Duca, 2018), in order to conceive it not (only) as metalinguistic knowledge of specific language systems, but mostly as an inductive, problem-solving capacity in exploring linguistic diversity. Similarly, implementing this perspective in daily teaching practice requires teachers not so much to acquire broader linguistic knowledge of multiple linguistic systems as to enhance their own ability in drawing the students' attention to forms and functions of the languages in their repertoire.

Based on a bottom-up designed experience, weaving together teacher training with work in and with the classroom (Adorno, Della Putta, Pugliese, Sordella, & Zanoni, in press), we suggest possible paths to help teachers in developing ways of “doing grammar” in a plurilingual context.

5th December
11:00 – 12:30
Parallel Session 1

Attività riflessive naturali nella classe plurilingue che cambia

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Abstract: “Ogni forma di riflessione presuppone uno sdoppiamento, anzi una scissione”, scrive il filosofo Paolo Virno (2020, 12): “l’Io spettatore [...] osserva le imprese dell’Io attore [...] mediante l’istituzione di un livello logico più elevato”. Nel parlare, ciò si manifesta attraverso “enunciati metalinguistici il cui scopo è *passare al vaglio* enunciati che si limitano a descrivere il mondo” (*ivi*, 13; corsivo nostro). Intrecciata alla comunicazione, l’attività riflessiva è parte essenziale del processo di apprendimento della lingua materna, durante il quale prende, appunto, avvio lo sviluppo della capacità di svolgere operazioni metalinguistiche, che consentiranno, poi, una familiarizzazione con altre lingue, come Jakobson (1985) ha chiarito, e come una successiva letteratura teorica e empirica ha descritto in riferimento all’età evolutiva o ha richiamato tra le declinazioni della riflessività (Silverstein 2006).

Quest’ultima si attua in forme peculiari all’interno di quei “contesti sofisticati” (Poveda 2010) che sono le classi scolastiche e, tipicamente, nelle situazioni didattiche in cui l’insegnante stimola processi riflessivi sulla lingua materna o sollecita, nei contesti educativi plurilingui, esercizi esplorativi mirati a un ragionamento comparativo sulle lingue (Andorno, 2020). Ma, ‘cosa avviene’ – quali dinamiche interattive e (meta)comunicative hanno luogo – quando l’attività riflessiva affiora, invece, in modi spontanei, nel corso di un compito didattico non pianificato per essa? Quando, cioè, commenti metalinguistici o metacomunicativi, pur prefigurabili in un percorso pedagogico, non sono prevedibili nelle forme e nelle occasioni discorsive che si determineranno? E come si realizzano nelle interazioni tra pari, laddove l’insegnante non guida l’attività stessa, per elicitarne risposte?

Il contributo proposto intende fornire alcune risposte a queste domande, esaminando i dati raccolti, in particolare durante la realizzazione di percorsi di valorizzazione del plurilinguismo, all’interno di tre classi della scuola secondaria di 1° grado, negli a.s. 2021-22 e 2022-23, in Emilia-Romagna. Adottando l’analisi della conversazione come approccio micro-analitico, si illustreranno alcune sequenze interazionali, audio-registrate e trascritte, che vertono *sulle* lingue in gioco (l’italiano L2, la lingua di origine, le lingue curricolari) nelle attività didattiche e che vedono ora il gruppo-classe, ora gli alunni-*heritage speakers* impegnati nel “passare al vaglio” elementi linguistici (grammaticali, lessicali, pragmatici...) o la propria competenza nel parlato e nella scrittura. Si tratta di sequenze connesse con la nuova eterogeneità nella composizione della classe, che oggi ridefinisce e reinterroga la nozione stessa di classe plurilingue. Ne implica, infatti, sempre più, una caratterizzazione dinamica, orientata verso i processi comunicativi e metacomunicativi che vi si realizzano.

Mehrsprachigkeitsdidaktik im Spannungsfeld zwischen pädagogischen Zielen und bildungspolitischen Vorgaben.

Marion Döll & Assimina Gouma

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Abstract: Modelle und Konzepte, die auf die Anpassung von Unterricht an migrationsgesellschaftlich-mehrsprachige Lebensrealitäten der Lernenden abzielen, sind überwiegend auf die Mikro- und Mesoebene des Bildungssystems gerichtet, d.h. im Vordergrund stehen die Adaption von Unterricht und die Bündelung von Aktivitäten am Schulstandort. Auf der Makroebene des Bildungssystems hingegen wird vergleichsweise zögerlich auf mehrsprachige Lebensrealitäten der Schüler:innen reagiert, d.h. im bildungspolitischen und -administrativen Diskurs dominieren nach wie vor sprachassimilative Konzepte und Vorgaben (Döll 2021). Lehrkräfte, die sich in ihrem Unterricht um eine ‚Öffnung für Mehrsprachigkeit‘ bemühen, arbeiten daher in einem von dilemmatischen Situationen gekennzeichneten Spannungsfeld.

Ausgehend von einer kurzen schultheoretischen Analyse der Diskurse zu Mehrsprachigkeit und Bildung sowie Mehrsprachigkeitsdidaktik möchten wir in unserem Beitrag das skizzierte Spannungsfeld anhand einer hermeneutischen Analyse der im MALWE-Projekt erstellten Videovignette „Frustration“ exemplarisch beleuchten (Gouma & Döll eingearb.). In der Vignette wird sichtbar, wie ein Schüler in einer explizit mehrsprachig arbeitenden DaZ-Klasse mit aus Perspektive der Spracherwerbsforschung plausiblen Argumenten dafür eintritt, das Schuljahr nicht wiederholen zu müssen, aufgrund des monolingualen sowie (sprach-)assimilativen Habitus (Gogolin 1994, Döll 2019) des deutschen Bildungssystems damit jedoch ins Leere läuft. Seine Lehrerin wiederum findet sich in der Situation wieder, als Sprachrohr dieses Bildungssystems zu fungieren, was die pädagogische Beziehung zum Schüler und die Arbeit mit ihm belastet. Dabei wird deutlich, dass Sprachbildung im Kontext von migrationsbedingter Mehrsprachigkeit nicht allein eine sprachdidaktische Aufgabe ist, sondern eine pädagogische Herausforderung, in der sich grundlegende Antinomien des pädagogischen Handelns ebenso wie Widersprüche zwischen pädagogischen Diskursen und bildungspolitischen und -administrativen Diskursen spürbar niederschlagen.

Project Days as instruments for school development and teacher education

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Abstract: Linguistic diversity is a given in many school classrooms today and suggestions on how to use the linguistic repertoires of the learners abound. However, research into resource-oriented language teaching (e.g. Allgäuer-Hackl & Jessner 2013; Barras et al. 2019; Schnitzer 2020) argue that despite the many possibilities for targeting linguistic diversity in the classrooms, educators often do not see the languages in the classroom as relevant for achieving central educational aims and therefore leave them out under time constraint. This raises the question of how the learners' first languages can be included and made use of for language learning processes in a way that is acceptable for teachers. It is more than about providing teachers with appropriate tools and materials – it is about sharing a vision of a language-friendly school environment and creating a starting point for growth in this direction.

With this in mind, a Swiss School of Education has since 2016 made it possible for pre-service primary school teachers to implement language projects aimed at making use of the plurilingual resources of young learners in schools in the region during their final years of studies. The format “projects” allowed students to develop their own ideas with the support of experts, to implement these ideas in the classroom and, based on their experiences, develop their ideas further. The format made it also possible to change the focus of the plurilingual projects every year to include different innovative projects from other Schools of Education in Switzerland (linguistic landscaping, language villages, multilingual readers’ theatre), and to work with the same schools over several years. Backed by federal funding, the projects benefited from the advice and support of teachers of home languages. The regularity of the project-based collaboration between the School of Education and regional schools had led to a growing network of past-students that from experience know the benefits of working with the plurilingual resources of the learners.

This contribution starts with a brief overview of the projects over the years. Examples of their application for different purposes in primary schools and in the initial training of primary school teachers are presented and discussed.

5th December
11:00 – 12:30
Parallel Session 2

Learning to Cater for the Needs of Multilingual Learner Groups: A Longitudinal Study on Pre-Service Teachers’ Affective-Motivational Competence Development

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Abstract: Even though multilingualism and linguistic diversity have been addressed as key issues in teacher education in Germany for several decades now, current studies show that in-service teachers hardly use the multilingual resources of learning groups (e.g. Brandt 2021). Given the ever-increasing relevance and necessity to enable pre-service teachers to professionally cater for the needs of multilingual learner groups in their prospective career, studies on competence development during teacher training programmes help to better understand the teacher professionalisation process with regard to both the cognitive and the affective-motivational competence development (e.g. Schroedler & Fischer 2020). The study presented in this paper addresses the question how pre-service teachers’ beliefs about multilingualism, multilingual learners, and their awareness about providing language support in the classroom develop longitudinally during their teacher training programme. The research setting is a large teacher educating university in the Ruhr-Area - one of Germany’s linguistically most diverse urban areas.

Teacher beliefs are considered to be a central facet of their affective-motivational competence as beliefs guide one’s action, and are thus important for teaching practice (Borg 2001). While most studies (both in Germany and internationally) analyse pre-service teacher beliefs about multilingualism at either one certain point during the teacher training process or evaluate the beliefs development in pre-

post designs, e.g. before and after one semester, this study captures the beliefs of two full cohorts of pre-service teachers (n=499) systematically over the course of four years at four points of measurement (t1-4) between 2021 and 2025. To do so, a validated instrument developed by Fischer (2020) is employed that captures pre-service teachers' beliefs about multilingualism and linguistic diversity in the teaching sphere with 21 items on three separate scales.

First results demonstrate that the teacher beliefs of participants in their early study phase are somewhat mediocre with an overall mean value of $M = 2.70$ on a scale from 1-4 at t1 (n=499). This score increases significantly ($p < .001$) after six months at t2 to $M = 2.81$ (n=499). First data of t3, captured another 1.5 years later, indicates that the measured beliefs are again substantially more welcoming towards multilingualism and multilingual learners ($M = 2.98$, n=113). Early findings on differing beliefs structures between different groups of participants are reported in Schroedler et al. (2023). Further longitudinal data will become available in summer 2023, and will be reported in the paper presentation.

Mehrsprachige und interkulturelle Bildung in der Lehrer:innenbildung. Ein mehrperspektivischer Einblick

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Abstract: Mehrsprachige und interkulturelle Bildung gewinnen in der globalisierten Welt zunehmend an Bedeutung. Der Fremdsprachenunterricht nimmt hier eine führende Rolle ein, indem er Raum für mehrsprachigkeitsberücksichtigende und interkulturelle Aktivitäten bietet, die u.a. einen Perspektivenwechsel und eine kritische Reflexion ermöglichen. Im Rahmen des Bachelorstudiums Lehramt Sekundarstufe (Allgemeinbildung) können sich Studierende zweier Fremdsprachen an der Universität Innsbruck durch einen Kurs in den angeführten Bildungsbereichen vertiefen. Im Rahmen dieser Lehrveranstaltung erhalten die Studierenden Einblicke in aktuelle Ansätze der Mehrsprachigkeitsdidaktik sowie der Interkulturellen Bildung wie etwa in die kritische Auseinandersetzung mit den Begriffsdefinitionen (‚Mehrsprachigkeit‘, ‚Kultur‘) sowie einem geschlossenen Kulturverständnis, undifferenzierten Toleranzaufforderungen, hegemonialen Deutungsmustern sowie simplifizierenden und generalisierenden Darstellungen (vgl. z.B. Dervin, 2016, S. 74; Dervin/Moloney/Simpson, 2020, S. 8; Dervin/Simpson, 2012, S. 57-58; Plikat, 2017, S. 191-192, S. 196, S. 216; cf. Volkmann, 2010, S. 186-189). Durch diesen thematischen Input und Raum für Diskussionen soll das Bewusstsein der Lehrveranstaltungsteilnehmenden für die sprachliche und kulturelle Diversität im schulischen und gesellschaftlichen Kontext sowie auch für die vielfältigen Vorteile der Förderung der Sprachen- und Perspektivenvielfalt im Fremdsprachenunterricht gestärkt werden. Ferner haben die Studierenden die Möglichkeit, zu zweit eine Mehrsprachigkeit und Interkulturalität fördernde Unterrichtssequenz zu je drei Stunden für den Italienisch- oder Englischunterricht zu planen und zunächst im sog. micro-teaching im Rahmen der Lehrveranstaltung zu erproben und nach erfolgter Einarbeitung des Feedbacks in die schulische Praxis umzusetzen. Da die systematische Einbindung von mehrsprachigen und interkulturellen Ansätzen im Fremdsprachenunterricht bislang zumeist aufgrund entsprechender beliefs der Lehrpersonen ausbleibt (u.a. Lorenz et al. 2021, S. 1-2), gilt es im Rahmen der Lehrveranstaltung auch die Einstellungen der Studierenden sowie jene der an der ‚Woche der Vielfalt‘ beteiligten Lehrperson zu untersuchen. Die Studierenden werden zunächst zu Beginn der Lehrveranstaltung schriftlich zu ihren

beliefs zu den Konzepten ‚Diversität‘, ‚Mehrsprachigkeit‘ und ‚Kultur‘ befragt. Zu Semesterende folgt schließlich eine mündliche Befragung, um mögliche Einstellungsänderungen der Lehrveranstaltungsteilnehmenden über das Semester hinweg ausmachen zu können. Die beliefs der Lehrperson werden ebenfalls erhoben und anschließend mittels Qualitativer Inhaltsanalyse nach Mayring (2022) ausgewertet, da mit Borg (2011, 370) nachfolgender Einfluss von beliefs auf die Praxis festgehalten werden kann: “teacher education is more likely to impact on what teachers do if it also impacts on their beliefs [...]”. Das qualitative Verfahren wird ferner auch bei den beteiligten Schüler:innen angewandt, sodass insgesamt drei verschiedene Perspektiven erschlossen werden können. Die bei diesem Projekt generierten Ergebnisse werden im Vortrag präsentiert.

Herkunftssprachen als Ressource im deutschen Schulsystem – das Projekt Neue Wege. GeHen als universitäres Förderprogramm in der Schule

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Abstract: Seit 2021 läuft an der Ruhr-Universität Bochum das drittmittelgeförderte Lehr-Lern-Projekt „Neue Wege. GeHen. Gemeinsam Herkunftssprachen nutzen“. Ausgehend vom theoretischen Ansatz des Translanguaging werden Familiensprachen von Schülerinnen und Schülern für eine individuelle Lernförderung genutzt. Vor dem Hintergrund, dass das noch immer auf eine autochthone, deutsche Mittelschicht ausgerichtete deutsche Bildungssystem Einwanderer-Kinder benachteiligt und ihre Familiensprachen kaum anerkennt, zielt das Projekt „Neue Wege. GeHen“ auf die Berücksichtigung sozialer, kultureller und sprachlicher Herkunftsmerkmale und auf die individuelle Förderung unter Einsatz von Herkunftssprache. Dazu werden ältere Schüler*innen aus weiterführenden Schulen mit Grundschüler*innen in Form individueller, wöchentlich stattfindender Lernbegleitung zusammengebracht und durch eigens geschulte Studierende begleitet. In herkunftssprachlich passenden Gruppen wird möglichst nach dem Translanguaging-Prinzip gearbeitet. Zugleich werden Lehrkräfte für den herkunftssprachensensiblen Unterricht geschult, so dass sie das Prinzip im Unterricht aufgreifen können: So können aufgrund sprachlicher Probleme nicht verstandene Sachverhalte zusätzlich in der Herkunftssprache erklärt und mit den Deutschkenntnissen abgeglichen werden, was auch als langfristige Maßnahme über das Projektende hinaus weiterwirkt.

In unserem Vortrag erläutern wir die linguistischen und projektspezifischen Kontexte sowie die Chancen (zielgruppenspezifische Fördermaßnahme und ihre nachhaltige Implementierung) und Herausforderungen (in der post-pandemischen Schulsituation) dieses Lehr-Lern-Projektes.

5th December
11:00 – 12:30
Parallel Session 3

Circle time & animated stories: some reflections on their role in promoting children's plurilingualism

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Abstract: The increasing and changing patterns of migration flows that characterise Europe in the 21st century have led to the development of multilingual societies, and the presence of bilingual or multilingual children with a migrant background has increased accordingly. However, if multilingualism has been recognised and promoted within the European Union, the use of migrant children's heritage languages is rarely valued and nurtured (Extra and Gorter, 2008), both in school and out-of-school contexts.

The aim of this paper is to describe the results of the pilot action 'Empowering Young Translators', conducted within the Horizon 2020 New ABC project, which aims to promote migrant children's critical reflection on i) the linguistic and cultural diversity that surrounds them, ii) their role as young translators, and iii) their agency as multilingual speakers. Drawing on whole-child (Blair and Razza, 2007), participatory action research (PAR) (Jull et al., 2017) and bottom-up approaches (Sinatti and Alvarez Tinajero, 2011), various activities were set up in collaboration with the Welcome Centre in Forlì, an after-school centre run by a youth volunteer association and attended mainly by migrant pupils. All primary school children attending the centre, aged between 6 and 11, were involved in the project. This paper presents the process and outcomes of two main methods used to promote children's reflection on their role as young translators and the use of their heritage languages, namely circle time and the production of digital animated stories. Although both tools were found to be effective, their strengths and weaknesses are highlighted to inform future research.

Welche Sprachen bringen Geflüchtete Kinder mit und was wird aus ihnen?

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Abstract: In Deutschland werden Herkunftssprachen vorwiegend im Zusammenhang mit dem Bildungserfolg mehrsprachiger Schüler*innen diskutiert. Der als Fach angebotene muttersprachliche Unterricht bezieht sich meistens auf offizielle Sprachen der Herkunftsländer. Was aber soll mit Sprachen geschehen, die in den Herkunftsländern nicht anerkannt werden?

Für den Erfolg eines mehrsprachigkeitssensiblen Unterrichts ist es wichtig zu wissen, welchen Stellenwert neu zugewanderte Familien selbst den Sprachen einräumen, die in ihrer bisherigen Biographie eine Rolle gespielt haben. Der Begriff Herkunftssprache im Deutschen wird oft als Entsprechung von ‚heritage language‘ (Polinsky 2018) verwendet und beschränkt sich nicht auf die

Erstsprachen der Eltern oder offizielle Sprachen des Herkunftslandes (Brizic 2008, Brizic & Hufnagl 2016).

Im Projekt „sprachliche Integration an Grundschulen in Hessen“ des LOEWE-Schwerpunkts „Minderheitenstudien: Sprache und Identität“ wurden sprachliche Integrationsprozesse von Kindern im Grundschulalter, die aus dem Nahen Osten stammenden Minderheiten angehören, möglichst vom Beginn der Einschulung in Deutschland an für die Dauer von 18 Monaten untersucht. Ein Teil der Kinder besucht Intensivklassen, bei anderen hat der Übergang in die Regelklasse schon stattgefunden. Im Vordergrund des Beitrags steht die Frage, wie sich die Kinder und ihre Familien in Bezug auf ihre Sprachen/n in Deutschland positionieren und wie sich diese Orientierungen im Laufe der ersten zwei Jahre entwickeln. Als Erhebungsinstrument wurden leitfadengestützte Interviews mit Eltern und ihren Kindern (Delfos 2008) geführt, die mit einem qualitativen Forschungsansatz (Inhaltsanalyse nach Mayring 2010) untersucht wurden.

Nach den bisherigen Ergebnissen stehen zwei unterschiedliche Sichtweisen gegenüber: Einige Eltern befürchten, dass der Erhalt oder die Förderung der Herkunftssprachen den erfolgreichen Erwerb des Deutschen behindern könnte oder ihm nicht förderlich sei. Andere sind dagegen der Meinung, dass die Herkunftssprachen Teil ihrer kulturellen Identität sind und daher auf jeden Fall erhalten werden sollen. In diesen Perspektiven stimmen auch die Kinder häufig mit ihren Eltern überein und sehen ihre Zukunft in Deutschland im Kontext der Familie.

5th December
14:00 – 16:00
Parallel Session 1

Concepts for managing linguistic diversity in South Tyrolean Schools – A Critical Grounded Theory

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Abstract: As a multilingual region with recognized autochthonous minorities of the German and Ladin language groups, the Northern Italian autonomous province of Bolzano (South Tyrol) has long-standing experience with linguistic heterogeneity due to historical developments. Besides the 'traditional' multilingualism of German, Italian, and Ladin, many 'new' languages of immigrant families are playing an increasingly important role, not just the institutionally established foreign languages. In this context, it remains to be seen to what extent the South Tyrolean education system has effective concepts for this new, expanded linguistic diversity based on its experiences with multilingualism.

So far, the issue has been considered exclusively in the context of the school system of one language group at a time and only in relation to the integration and promotion of established school languages. In the presented PhD study, concepts for dealing with linguistic diversity in the South Tyrolean education system were analysed across all three language groups and educational institutions. It also sheds light on how this is reflected in schools' language educational practice and what factors influence the respective concepts. In addition, current visions for the societal and education-related aspects of the South Tyrolean multilingual context are elaborated.

Being based on the principles of Grounded Theory, the empirical results of the recently concluded multi-year study at twelve German-, Italian-, and Ladin-speaking schools are based on content and material analyses of framework documents, guided interviews with school principals and teachers as well as discussions with responsible parties in South Tyrolean education policy and planning. The focus is on qualitative data, which is complemented by quantitative data and brought together following the complex process of Grounded Theory to form a model of the management of linguistic diversity valid for the South Tyrolean education system, which is then reflected critically against the background of linguistic, social, and language policy discourses.

The results of the study allow for a systematised overview of current representations, societal concepts, pedagogical approaches, and didactic methods for dealing with linguistic diversity in South Tyrolean schools of all three language groups. On the one hand, they offer feedback for local schools and regional educational actors, and on the other hand, the developed model provides a basis for future exchange, discussions on aspects of social justice and further theoretical and practical engagement with the issue, thus contributing to multilingualism research in the education world of European border regions.

Plurilingual approaches at play. Didactic materials to promote linguistic diversity in schools

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Abstract: The project “A lezione con più lingue/ Sprachenvielfalt macht Schule/ A scora cun de plü lingac/ One school, many languages” (SMS 2.0 - acronym from the German name of the project), aims at promoting linguistic diversity as an enrichment by increasing language awareness among pupils, teachers, school principals and all relevant stakeholders involved in the South Tyrolean educational sector. In order to achieve this, the project has had a strong focus since the beginning on developing and evaluating practical instruments such as school workshops, didactic materials, and class projects.

The didactic materials developed within the project will be at the centre of my presentation. The aim is to give teachers and students practical tools to implement multilingual didactics in schools in a region where an “old” and a “new” multilingualism coexist. Based on the principles of multilingual didactics and on the pluralist approaches to learning and teaching languages, workshops first and then materials in the form of 8 “activity boxes” have been developed on topics such as etymology, alphabets of the world, language diversity in Europe and in Italy, and forms of communication. The boxes are available in three languages (German, Italian and English) but have references to more than 90 other languages and have been developed, conceived and designed for pupils aged nine to seventeen. Since 2013 more than 250 classes have worked with the materials and more than 2500 pupils have taken part at the workshops. Establishing the acceptance of language diversity, developing curiosity and interest towards languages, cultures and linguistic phenomena in a context of cultural diversity, and increasing awareness through linguistic contact are among the objectives of the pedagogical activities developed within the project.

The themes of the materials originate from a travelling exhibition on the topic of multilingualism made up of seven roll-up posters that was designed, conceived, and realised to be the main, most visible

tool within the first phase of the project (2012 – 2018). The workshops, the boxes, together with the travelling exhibition and many related activities, have been designed to support a more positive and conscious view of the current linguistic landscape with all its challenges and potential, in order to manage the coexistence of old and new forms of multilingualism and promote and enhance multilingual awareness among students, teachers and all actors in the educational sphere.

Long-term study on the development of language competencies at secondary schools in South Tyrol

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Abstract: Modern societies have always been diverse, but due to globalization, new technologies, and worsening crises around the world, social change is happening faster and is becoming more pervasive. One particular facet of this development is the growing diversity of languages, which has far-reaching consequences for society, especially for education. Unfortunately, the potential of classroom diversity as a catalyst for the emergence of a multilingual and multicultural public sphere (Fraser in 1990) is often overlooked in favor of educational objectives that compartmentalize individual languages instead of fostering plurilingual competences. In general, education systems have shown two main ways of coming to terms with this development: one is to strengthen a country's or region's dominant language(s), another is to question this "monolingual habitus" (Gogolin 1994) and to promote pluralism and multilingualism instead, thus supporting the inclusion of all members of society while respecting the existing diversity.

With regard to understanding these processes and to finding ways of approaching these changes, regions with autochthonous minority languages such as the Autonomous Province of Alto Adige-Südtirol (South Tyrol) can offer valuable perspectives as their education systems have already been dealing with diverse linguistic situations by developing concepts so as to manage multilingualism. Triangulating (Flick 2011; Creswell/Plano Clark 2018) the results of more than three years of field research in eight South Tyrolean lower secondary schools, more than 150 hours of classroom observation and more than 80 hours of interview material with teachers and headmasters, the presentation will focus on the extent to which schools in the officially trilingual region of South Tyrol have overcome the monolingual habitus, how plurilingual diversity is lived and implemented in the classroom, and what kind of activities have shown to have an impact on social practices in schools. In this way, empirical insights will be provided into how multilingualism is perceived, managed and used, and what still needs to be done in the future.

“Ormai siamo in quella direzione”: the case study of a school learning to embrace linguistic diversity as educational capital

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Abstract: With linguistic diversity now being the norm in many schools, guaranteeing equitable learning opportunities for all students also implies catering for the knowledge, competences and identities of those whose first home languages differ from the main languages of schooling (Cummins 2021). While South Tyrolean schools can count on a wealth of experience in the promotion of autochthonous minority languages, the languages of immigrant minoritised communities still play a minor role in the educational panorama (Engel and Hoffmann 2016). Research conducted at the local level (e.g. Guarda and Mayr 2023) has thus advocated for more inclusive and socially just practices that acknowledge and mobilise students’ full linguistic repertoires for learning.

The aim of this paper is to report on COMPASS (“Didactic Competences in the Multilingual Classroom”), a two-year professional development initiative that was recently carried out in the Province of Bolzano/Bozen within the scopes of the “One school, many languages / A lezione con più lingue / Sprachenvielfalt macht Schule SMS 2.0” project. The initiative sought to accompany teams of primary school teachers in adopting increasingly inclusive forms of plurilingual education. Embracing a participatory action research approach (Macdonald 2012) whereby educational change is brought about through collaboration between teachers and researchers, the COMPASS initiative had a focus on the exploration and collaborative development of instruments and strategies geared towards the principles of pedagogical translanguaging (García 2009). Among the schools that took part in COMPASS, this paper will focus on one teacher team working at a small school in the Province of Bolzano/Bozen. The team consisted of 8 professionals teaching a variety of subjects (from Italian, German and English to mathematics, history, geography, science, arts and physical education) in grades 1 to 5. Data was gathered throughout the two years of professional development by means of pre-intervention individual semi-structured interviews, two focus groups with the participants and visual documentation of classroom work. Drawing on the thematic analysis of qualitative data, the paper will highlight and exemplify how the teacher team adapted their pedagogical stance, choices and practices in order to embrace linguistic diversity as educational capital. The discussion will also shed light on the professional challenges that the team experienced in the process, and suggest possible ways of overcoming them.

5th December
14:00 – 16:00
Parallel Session 2

Dynamics in Pre-service Teachers' Beliefs about Languages in Education: an Intervention Study using Q-methodology

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Abstract: In many countries, multilingual pupils who also use languages other than the official language/s of schooling face more obstacles for their academic success than monolingual pupils (OECD/EU, 2018). One such obstacle is the still mainly monolingual school system in many countries, which results in multilingual pupils, in contrast to monolingual pupils, only being able to use certain parts of their multilingual repertoire for learning (Weger, 2022). In order to reduce this structural discrimination teachers should include their pupils' entire linguistic repertoire in education (García, 2017). To do so teachers require not only certain professional knowledge and skills, but also certain professional beliefs and attitudes towards languages in education. These professional beliefs and attitudes have increasingly come into the focus of teacher education research over the last ten years (Lundberg & Brandt, 2023) with very recent studies investigating changes in the beliefs about languages in education of pre-service teachers (Döll & Guldenschuh, 2022; Fischer & Lahmann, 2020; Schroedler et al., 2023) and in-service teachers (Aleksić & Bebić-Crestany, 2023; Krulatz et al., 2022) through professional development initiatives applying pre-post designs. These studies have led to important findings on teacher professional development, but methodologically they have mostly used interviews and/or closed questionnaires. However, in both methods there is a tendency towards socially desirable responses (Lundberg, 2019a; Schroedler et al., 2023). Thus, building on these studies the present paper aims to add an additional methodological perspective by investigating how pre-service teachers' (N=28) beliefs about languages in education develop by attending a teacher training course on multilingualism using Q-methodology as research approach. In Q-methodology participants are provided with different statements on a topic (known as Q-sample) and are asked to sort, rank and order these statements in a sorting grid (Paige, 2014). This sorting results in individual representations of participants' perspectives on a topic (Lundberg, 2019a) and is less prone to social desirability (Fluckinger, 2014). In the present study, an adapted version of the Q-sample used by Lundberg (Lundberg, 2019b) about Swiss in-service teachers' beliefs about multilingualism was used at the beginning and at the end of a pre-service teacher education course on languages in education. Data was analyzed by means of an inverted factor analysis. Preliminary results indicate that at the end of the teacher education course pre-service teachers had a more positive view of multilingualism and multilingual pupils and were more open to include multilingualism in the classroom and at school.

Impact of in-service training on teachers' use of pluralistic approaches and their identity development

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Abstract: The Council of Europe advocates plurilingual and intercultural education as one of the prerequisites for living together. Pluralistic approaches focus on plurilingual and intercultural education and are important tools that seek to complement rather than replace the existing teacher development frameworks. They are didactic approaches which make use of teaching and learning activities by involving several varieties of languages and cultures. The reflective tool for pluralistic approaches developed by Authors (forthcoming) as an output of an ECML project (ECML/CELV > ECML-Programme > Programme 2020-2023 > Developing Teacher Competences for Pluralistic Approaches, n.d.) is aimed at teachers who would like to reflect on their teaching practices towards pluralistic approaches. It supports teachers in developing an understanding of these approaches and helps them to become aware of their own practices. The intended purpose of in-service training is for teachers to identify areas of improvement and become empowered to adopt pluralistic approaches in the classroom. In the current study we analyse the impact of in-service training on participants' employment of pluralistic approaches and their identity development. Three teachers from three different educational contexts were purposefully recruited. One teacher taught English as a foreign language in a Turkish primary school, another taught the language of schooling in a Greek primary school and the third one was a subject teacher in an Irish post-primary school. All three participants used the reflective tool. Then they received in-service training to gain knowledge of these approaches and strategies as advocated by the Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA, 2010). After the training teachers planned and delivered a lesson which aimed to include pluralistic approaches. A combination of retrospective reflections on their instructional practices after the in-service training and semi-structured interviews was selected by the researchers as data collection methods. The credibility of the current study was ensured by the triangulation of data collection tools: data gathered during the interviews were validated by accounts of their retrospective reflections as well as the data gathered from the reflective tool. The findings revealed that teachers recognised that adopting pluralistic approaches had a positive influence on their students. The reflection resulted in teachers observing a paradigm shift in their own practice, which contributed towards shaping their own professional identity.

Towards multilingual pedagogies in the primary school: fostering teacher agency

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Abstract: Possibilities as well as challenges for initiatives seeking to normalise multilingualism in schools by means of teacher professionalisation are increasingly addressed (e.g. Kirsch et al. 2021; Putjata et al. 2022). The concept of teacher agency provides a useful lens for the exploration of such possibilities and challenges of the multilingual turn as it allows for an inquiry of the classrooms' status quo and, in parallel, of future developments.

The paper draws on concepts of professional agency (Eteläpelto et al. 2013) and teacher agency (Priestley et al. 2015) and is based on an ethnographic study in five primary school classrooms in London and the East of England. The research identified aspects that constitute, facilitate and hinder teacher agency in multilingual pedagogies – understood as approaches that acknowledge, engage and promote children’s multilingual repertoires (Cummins 2021). Participant observations, teacher interviews and participatory activities with children were employed to explore the conditions for achieving teacher agency in superdiverse classrooms, where the children in each class spoke approximately ten languages apart from English but where multilingual pedagogies had not been legitimised so far.

I will discuss how the findings of the study can help foster the agency of educators in individual classrooms, building on their professional experiences, reflexivity and motivations. In superdiverse classrooms, it is the teachers’ (potential) dialogue with their pupils’ ‘superdiverse voices’ that places educators in a unique position to advance multilingual pedagogies. In the final part, I will address conclusions for teacher education. In its various phases, it is not only important to enhance particular facets of teacher agency in multilingual pedagogies but to consider the nexus and the tensions between all three types of aspects – the hindrances, the constitutive components and the facilitating aspects – for further conceptual and practical developments.

Mediazione in educazione linguistica: “revisiting reflective and unreflective practice” nella scuola primaria

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Abstract: Il contributo presenta alcuni risultati di un percorso di ricerca e formazione docenti in alcune scuole primarie in Alto Adige. Nella cornice della teoria della complessità (Cohen et al. 2007) la scuola è inserita in una struttura suddivisa in tre dipartimenti (tedesco, italiano, ladino) e osservata come sistema complesso con componenti interdipendenti, dove i docenti rappresentano una delle variabili di maggior impatto (Hattie 2015) per un apprendimento efficace (Bandura 1993). Inoltre, sia la formazione iniziale dell’università che quella in servizio è suddivisa per gruppo linguistico. In questo contesto, attingendo sia all’ambito dell’educazione linguistica plurale, sia a quello dello sviluppo professionale del docente, sono state orientate le domande di ricerca rispetto alla percezione del plurilinguismo in classe e le implicazioni sul piano didattico. I dati sono costituiti da circa 70 ore di osservazione delle pratiche didattiche messe in atto, seguite da colloqui informali e note etnografiche, con successiva somministrazione di un questionario online. Le attività hanno coinvolto circa 15 docenti: la raccolta dati e la condivisione degli esiti sono stati caratterizzati da una costante mediazione tra le realtà inserite nello stesso contesto geografico, ma in differenti ambienti linguistico-culturali. I risultati mostrano come l’essere immersi in diversi sistemi scolastici influisce su atteggiamenti e azioni dei docenti stessi, con ricadute educative sugli apprendenti. Si possono riconoscere elementi di continuità e punti di contatto nelle pratiche didattiche di alcuni dei docenti coinvolti, come l’attenzione, l’ascolto e la conseguente valorizzazione delle competenze degli apprendenti nella routine quotidiana. Questi elementi e i risultati suggeriscono la necessità per tutti gli insegnanti di un costante processo formativo in itinere per poter concretamente influenzare la propria prassi (Mariani 2013), attraverso micro-azioni progettuali che dialogano con la complessità multilingue nella quale è inserita l’azione didattica.

5th December
14:00 – 16:00
Parallel Session 3

La lettura interattiva e condivisa in una classe plurilingue della scuola dell'infanzia: effetti sull'apprendimento lessicale in L2 e sulla partecipazione

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Abstract: La lettura interattiva è un atto sociale che assume diverse declinazioni a seconda dei soggetti coinvolti e delle tecniche impiegate (Panza, 2015). Leggere ad un bambino consente non solo di creare una storia condivisa che possa accrescere il suo senso di appartenenza, ma anche di avviarlo ad una nuova predisposizione verso l'oggetto 'libro' e di influire sullo sviluppo della sua lingua orale (Wasik, Hindman, Snell, 2016).

Tra le diverse tecniche impiegate, la Interactive Shared Book Reading e la Dialogic Book Reading (Ping, 2014) mirano ad un coinvolgimento sempre più specifico del bambino, il quale assume progressivamente il ruolo di narratore della storia, mentre è sostenuto dall'adulto che diventa, invece, ascoltatore attivo. Sia il livello di interazione richiesto dall'attività sia l'opportunità di utilizzare nuove parole, nel momento stesso in cui vengono 'processate', confluiscono positivamente sulle competenze linguistiche (Wasik, Hindman, Snell, 2016).

In linea con tali studi, e collegandosi al 3° orientamento tematico del convegno, questo contributo intende presentare alcuni effetti che la messa in pratica delle due tecniche di lettura menzionate ha avuto sulla partecipazione e sull'acquisizione lessicale in italiano L2 da parte di bambini con background migratorio, di età compresa tra i 3 e i 5 anni. La ricerca è stata condotta in una pluriclasse della scuola dell'infanzia situata nel comune di Portico di Romagna (FC), composta da 17 bambini di origine nigeriana (in prevalenza) e marocchina e italiana, a cui sono stati proposti libri illustrati e silent books. A partire dai testi, dapprima adattati linguisticamente, sono state create attività interattive collegate alla trama e ai personaggi.

Il corpus dei dati comprende audioregistrazioni, materiale fotografico ed elaborati raccolti nell'arco di 8 mesi, nell'anno scolastico 2022-2023. Adottando un approccio etnografico con osservazione situata (Fatigante, 2017), si è cercato di rispondere alle seguenti domande:

considerato l'impatto dell'Interactive Shared Book Reading sull'apprendimento linguistico degli alunni, in che modo la competenza lessicale in italiano L2 mostra uno sviluppo? Quali tecniche tipiche della Dialogic Reading risultano più proficue per questo apprendimento? Qual è il rapporto che si instaura tra le lingue del repertorio linguistico degli alunni? Quale tipo di partecipazione emerge in classe durante le attività di lettura?

Attraverso singoli studi di caso, si potrà osservare l'evoluzione dell'interlingua degli alunni e la graduale acquisizione lessicale, oltre che un progressivo cambiamento nelle modalità partecipative.

Mehrsprachige Kinderliteratur in der Szenariendidaktik

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Abstract: Lernszenarien unterstützen durch ihre Handlungsorientierung nicht nur den Spracherwerb sondern verstärkt zudem die fremdsprachlichen diskursiven Kompetenzen (vgl. Badstübner-Kitzig 2015: 13). So fokussiert die Szenariendidaktik auf den Erwerb interkultureller Kompetenzen im Sprachunterricht durch eine aktive Auseinandersetzung mit jeweiligen Kernthemen in handlungsorientierten Lernszenarien (vgl. Hölscher/Roche/Simic 2009: 44).

Grundlage und Einstieg in ein Lernszenario kann die mehrsprachige Kinderliteratur bilden. Denn Kinderbücher stellen syntaktische und lexikalische Grundlagen bereit, die für eine erfolgreiche Durchführung des Lernszenarios in plurilingualen Settings benötigt werden. Zum anderen führen sie über die alltagsbezogene Ebene der Lernszenarien hinaus und eröffnen einen mehrsprachigen, vieldeutigen Interpretationsspielraum. Die Kommunikation in verschiedenen LernerInnen-Sprachen wird durch die in Kinderbüchern thematisierte Mehrsprachigkeit angeregt. Vergleichbar beispielsweise dem Austausch zwischen der Ich-Erzählerin und dem marokkanischen Mädchen Saïda im Kinderbuch *Am Tag, als Saïda* zu uns kam entdecken die Kinder gemeinsam ihre Lebenswelt in verschiedenen Sprachen.

Kinderbücher ermöglichen es durch ihre Vielfalt und Mehrdeutigkeit, der Heterogenität von LernerInnen-Gruppen gerecht zu werden. Auf diese Weise kann das von Tracy geforderte intensive und breit gefächerte Angebot in sämtlichen beteiligten Sprachen (vgl. Tracy 2014:26 f.) bereitgestellt werden.

Um diese gewinnbringenden Möglichkeiten mehrsprachiger Kinderbücher für den Deutschunterricht in Grundschulklassen zu nutzen, ergänzten wir die im Rahmen des Erasmus+ Projektes *E-LearnScene* entwickelten Lernszenarien um passende mehrsprachige Kinderliteratur. Die Lernszenarien selbst wurden bereits in Erhebungen in Südtiroler Klassen mit einem hohen Anteil an Kindern mit Deutsch als Zweitsprache sowohl von den Lernenden als auch vom Lehrpersonal positiv evaluiert. Zudem konnte ein positiver Einfluss auf die syntaktische Komplexität der LernerInnen-Texte festgestellt werden.

Italfabula. Didattica dell'italiano lingua seconda e straniera attraverso l'albo illustrato, in prospettiva interculturale

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Abstract: Nell'ampio panorama dell'editoria per bambini/e e ragazzi/e, l'albo illustrato è uno dei generi maggiormente diffusi. Si configura come un materiale particolarmente fertile per le sue caratteristiche di versatilità, multisensorialità, ricchezza tematica, narrativa ed estetica, nonché per il supporto alla comprensione offerto dalle immagini e per le possibilità di apertura a una didattica plurilingue e fortemente orientata all'educazione all'intercultura (cfr. per es. Terrusi, 2012; Fornara,

2017; Vecchini, 2019). Eppure l'albo illustrato è, a oggi, ancora scarsamente utilizzato nella didattica delle lingue seconde e straniere.

Il progetto Italfabula (2022-2024), finanziato dall'Ufficio Federale della Cultura svizzero, intende contribuire a colmare questa lacuna, attraverso la realizzazione di dieci quaderni didattici, ciascuno incentrato su un albo illustrato di tipo narrativo. I quaderni si rivolgono ad allieve/i di scuola elementare e sono costituiti da tre percorsi, progettati secondo i principi della glottodidattica più recente (cfr. per es. Mezzadri, 2015; Balboni, 2019, 2023). Il primo percorso è orientato alla fruizione dell'albo di partenza e dei suoi elementi narrativi e iconici, che generano occasioni di incontro con la lingua italiana, spesso di tipo multisensoriale ed esperienziale. Il secondo percorso porta l'attenzione del bambino su aspetti più strettamente linguistici; propone attività orientate all'acquisizione, all'ampliamento e/o al rinforzo di determinati ambiti lessicali o di strutture grammaticali, sempre a partire dal materiale linguistico o iconico della storia; offre inoltre occasioni di riflessione sulle regolarità della lingua, secondo un approccio di tipo induttivo. Il terzo percorso propone attività orientate a promuovere l'educazione all'intercultura, sempre in stretta connessione con gli elementi della storia di partenza.

I quaderni sono progettati per promuovere il raggiungimento dei livelli A1, A2 e B1 del QCER e, in molti casi, si basano su albi illustrati disponibili in più lingue.

Il presente contributo intende presentare i primi esemplari del materiale didattico progettato, insieme agli esiti di una prima sperimentazione pilota. Quest'ultima prevede l'impiego, in 4 gruppi classe di allievi di italiano L2/LS in alcune scuole del Canton Ticino, del Cantone dei Grigioni e del Canton Uri (Svizzera), di tre diversi quaderni didattici. Il periodo di utilizzo in classe dei quaderni sarà seguito dalla somministrazione, a docenti e allievi, di un questionario orientato a ottenere un feedback sul materiale didattico, per poterne valutare e migliorare l'efficacia didattica.

6th December
09:00 – 10:30
Parallel Session 1

Preparing teachers for plurilingual education: using a language input observation scheme and video-stimulated recall to improve the quality of classroom discourse

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Abstract: In the rich linguistic landscape of South Tyrol, teachers require support in developing awareness about how to provide rich language input that is comprehensible to young learners from diverse cultural and linguistic backgrounds. This paper examines the results of a small-scale study that develops a framework for multilingual language input to assist teachers in supporting L2 skills of young learners. It is based on participatory action research carried out with in-service primary school teachers of English FL, involving classroom observations and the use of a language input observation scheme (LIOS) to quantitatively measure the quality of teachers' linguistic input.

Two research questions frame the study: (1) What aspects of linguistic input are most effective in supporting successful classroom interactions? (2) Is the use of a LIOS for self- and peer-evaluations and video-stimulated recall valid tools for enhancing teachers' language awareness and critical reflection regarding their classroom interactions? Drawing on samples of classroom discourse, conversation analysis (CA) (Gardner 2012, 2019; Lyster & Ranta 1997) is used to analyse interactions and identify opportunities for further language enrichment.

Results indicate that the LIOS instrument helps improve teachers' language input quality in FL instruction in two interconnected ways: first, by guiding corrective feedback strategies in classroom interactions and encourage students' noticing (Long 1981; Nassaji & Kartchava, 2021); second, by raising language awareness and encouraging critical reflectivity among teachers on how to foster and manage language-rich episodes in L2 instructional contexts.

Fostering plurilingual competences in South Tyrol

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Abstract: In an increasingly globalized world plurilingual education becomes an urgent desideratum. At the intersection of multiple languages and cultures South Tyrol is in a unique position to take on this challenge as it affords unique opportunities to develop students' plurilingual competences. In line with a growing body of literature we argue that there are multiple benefits that can accrue from plurilingual learning including enhanced meta- and crosslinguistic skills, and communicative flexibility. We argue against the insular role of language teachers and show that treating curriculum languages as separate units is reductive as it fails to take account of learner's plurilingual experiences. To support our point, we present research conducted at the primary and lower secondary level in the South Tyrol context. Hofer reports on a study into plurilingual competences in 5th year primary schoolers in traditional and plurilingual educational models. The aim was to find out how well young emergent multilinguals are capable of work with and across a range of languages which include not only the curricular languages but also other languages such as French, Dutch, Ladin, Swedish etc. To this end we administered language tests in German/Italian/English and a multilingual competence test (MCT) inclusive of a linguistic and a metacognitive dimension. Spechtenhauser's research focuses on the development of young adolescents' trilingual MeLA (metalinguistic awareness) in German, Italian and English during their lower-secondary school years and examines possible transfer of MeLA. For this purpose, Pinto's Italian test battery (MAT-2) was tailored to the trilingual situation. Afterwards Spechtenhauser investigated to which degree her participants with different MeLA levels decoded a novel language system and activate their prior (meta)linguistic knowledge in this context.

Our research shows that approaches which build on learners' plurilingual capital promote metacognitive and crosslinguistic thinking and ability. We end our presentation with educational implications and provide recommendations for further research.

Die Inklusion aller Herkunftssprachen im DaZ/ DaF-Unterricht an einer italienischsprachigen Schule in Südtirol

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Abstract: Der Vortrag beschäftigt sich mit einer Bildungsaktivität in der 5. Klasse Grundschule, die alle in der Klasse vorliegenden Herkunftssprachen in den DaZ-Unterricht einbindet (Rathay, Scochi 2023). Die Unterrichtsmethode richtet sich nach den Lernszenarien (Hölscher, Piepho und Roche 2006), wobei eine Ballade in Gruppenarbeit und sprachheterogen erarbeitet und präsentiert wird.

Die anschließende Aktivität vergleicht die Verbklammer im Deutschen mit den anderen Herkunftssprachen in einem Satzbaukasten. Daraufhin erfolgt im Plenum ein Sprachvergleich im Hinblick auf Syntax, Semantik und Prosodie (vgl. Bredthauer 2019, Bremer, Mehlhorn 2015, Putzer 1984). Diese Bildungsaktivität ist auf alle Schulstufen übertragbar.

Ein kurzer Einblick erfolgt auf die in diesem Zusammenhang durchgeführten empirischen Studien, welche sich mit den Aussagen der Lehrer*innen befassen, die zu Ihrem Unterricht und dem Einbezug der Mehrsprachigkeit in den Klassen befragt wurden. Außerdem gibt der Schüler*innen-Fragebogen Auskunft zu den von ihnen verwendeten Sprachen in und außerhalb der Schule und dem Arbeiten mit den verschiedenen Herkunftssprachen in der Schule. Die Lehrer*innen-Fragebögen wurden im Kontext einer Dissertation (Scochi 2022) erhoben, die Schüler*innen-Fragebögen hingegen wurden am Ende der 1. Klasse Mittelschule von denjenigen Schülern und Schülerinnen, die in der 5. Klasse an der Bildungsaktivität teilnahmen, ausgefüllt. Dieser Schritt erfolgte später, um den Übergang von GS auf MS zu beobachten. Die Fragebögen wurden mit SPSS ausgewertet.

Die Ergebnisse weisen darauf hin, dass die Vorgaben der Rahmenrichtlinien, die den aktiven Umgang mit der Mehrsprachigkeit im Unterricht vorgeben, teilweise im Gegensatz zu der Vorgehensweise der Lehrer*innen stehen. Andererseits scheinen die Schüler*innen das Verwenden bzw. Kennenlernen aller Sprachen wertzuschätzen.

Der Vortrag stellt eine Verbindung der Schulpraxis mit der Forschung im mehrsprachigen Unterricht her.

6th December

09:00 – 10:30

Parallel Session 2

La pedagogia plurilingue nell'insegnamento dell'inglese come lingua straniera: pratiche in classe e attitudini degli insegnanti

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Abstract: La ricerca sulle pedagogie plurilingui ha dimostrato l'importanza del riconoscere e valorizzare la diversità linguistica in classe. Tra i vantaggi dell'educazione plurilingue si possono includere una maggiore consapevolezza metalinguistica degli studenti (Candelier, 2017; Leonet et al., 2020) e un impatto positivo sui risultati di alfabetizzazione dei bilingui emergenti (Ascenzi-Moreno & Espinosa, 2018; Kirwan, 2020; Carbonara et al., 2023). La svolta plurilingue nell'educazione linguistica

sta anche alimentando il dibattito accademico nel campo dell'inglese come lingua straniera (EFL), tuttavia le implicazioni pratiche e l'impatto delle pedagogie plurilingui in questo dominio non sono state ancora ampiamente studiate (Turnbull, 2019; Fallas Escobar, 2019; Hopp & Thoma, 2021). Questo contributo illustrerà uno studio condotto in cinque scuole primarie e secondarie italiane che partecipano al progetto L'AltRoparlante, una rete di scuole che supporta l'implementazione di pedagogie plurilingue in contesti con un numero elevato di studenti con background migratorio (Carbonara & Scibetta, 2022). Attraverso osservazioni e registrazioni video durante le lezioni di lingua inglese, lo studio fornirà esempi di strategie di insegnamento che si basano sull'intero repertorio linguistico degli studenti e che promuovono pratiche di translanguaging e di traduzione dalle loro L1. Inoltre, l'analisi qualitativa di un corpus di interviste con gli stessi insegnanti sottolineerà 1) l'importanza di un'adeguata formazione degli insegnanti per adottare una lente plurilingue nell'insegnamento dell'inglese come lingua straniera e 2) l'impatto di un approccio plurilingue sulla consapevolezza metalinguistica degli studenti e sullo sviluppo di un senso di cittadinanza globale che riconosca una visione degerarchizzata delle lingue e delle culture.

“I think that I believe it's a problem, that English takes over”

Sara Snoder & Maria Nilsson

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Abstract: In Sweden, multilingualism is stipulated as an educational goal and primary education mandates support for learners' development of both Swedish, English, and home languages, through mother tongue instruction. The fact that a quarter of the population has a home language other than, or in addition to Swedish is, however, not reflected in most classrooms, due to segregation; there may be only a few learners with home languages other than the majority language Swedish, or vice versa.

The current study was conducted at a multilingual suburban school in Sweden. It was initiated as a response to teachers noticing that an increasing number of their multilingual learners in primary school, (especially those in upper primary, aged 10-12) choose to use English as their means of communication amongst each other, rather than Swedish. Whereas most research has centred around learners' use of their home languages and the majority language in school, the present study highlights a primary school setting where the high-status language English is favoured. The study focuses on teachers' deliberations and concerns with regard to learners' enactment of identity and agency by opting to communicate in English.

Qualitative content analysis was conducted on focus group data involving the 27 teachers at the school. Findings suggest that the use of English among learners seems related to status, enjoyment, belonging and identity. The teachers want to maintain and encourage learners' multilingual identities, and sees the potential of English as a lingua franca. Nevertheless, they fear negative consequences for learners' development in the majority language, and their home language, as well as for their future education and integration in Swedish society. The current situation, where English, which is common in Swedish society, but still regarded a “foreign language”, is felt to compete with both the majority and the minority languages, is new territory that does not seem to fit within language policy and practice frameworks such as, for example, Ruiz (1984) or Bourdieu (1991).

The Udele project: Using multilingualism as a resource for English language learning [in linguistically diverse middle schools in Vienna]

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Abstract: In this presentation, we present our research and teacher education project: Udele, which is running from 2022-2026 at the University of Vienna. In this project, through transformative action research, we are seeking both to better understand students' multilingualism in relation to their English learning and to support teachers in using linguistically and culturally responsive approaches to enhance their students' language awareness and language learning. This project has been developed in order to counter the existing opportunity gap in English learning, which is particularly observable in diverse urban middle schools located in socially disadvantaged areas in Vienna (Erling et al., 2022). These schools are also most strongly affected by the current teacher shortage in Austria, meaning that many of the English teachers in these schools are newly or partially trained and – while often highly motivated – lack basic support and resources.

Drawing on a combination of qualitative methods, including classroom observation, interviews with teachers and with students, we present here some of our initial findings, which provide insight into the spaces of possibility for teaching English in the context of many constraints (cf. Erling et al., 2022). We suggest that students have an impressive range of multilingual resources and motivations to learn English. We also show how teachers are developing strategies to enhance their students' metalinguistic awareness and language learning strategies, with the intention of enhancing their English learning. In turn, we show how we are attempting to support these teachers to develop more agency and resilience to remain committed to teaching in such difficult circumstances. The presentation will close by providing examples of some of the teacher and teacher education resources that are being developed in the project, and how we are hoping that the use of such resources and practices will contribute to decreasing the opportunity gap for English learners in diverse urban schools in Austria and beyond.

6th December

09:00 – 10:30

Parallel Session 3

Alcune riflessioni sulla formazione del corpo docente dei Percorsi AALI

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Abstract: I *Percorsi di Alfabetizzazione e Apprendimento della Lingua Italiana* (Percorsi AALI) sono uno dei principali strumenti per l'integrazione e la formazione linguistica delle e degli stranieri adulti offerti dai CPIA (*Centri Provinciali per l'Istruzione degli Adulti*).

Questi corsi si rivolgono un pubblico che per caratteristiche socioanagrafiche, provenienza, tipo di progetto migratorio, repertorio linguistico, scolarità e alfabetizzazione si distingue dai pubblici tradizionali dell'italiano L2. L'utenza dei percorsi AALI include al suo interno una notevole varietà di profili che spesso confluisce in classi che possono essere dette plurilingui non solo per l'eterogeneità

delle provenienze delle e dei corsisti ma anche per le specificità della realtà linguistica italiana, articolata e dinamica, a cui questi sono esposti e di cui spesso sono portatori inconsapevoli.

Il corpo docente dei Percorsi AALI è formato prevalentemente da insegnanti della scuola primaria, ai quali si aggiungono docenti della scuola secondaria. (insegnanti di italiano, inglese, matematica, tecnologia e di potenziamento) e anche docenti A23, ossia docenti di *lingua italiana per discendenti di lingua straniera*, i quali sono gli unici che nella scuola italiana possono essere ritenuti competenti nella didattica dell'italiano L2 per requisiti e titoli.

Sulla base di quanto emerso da un lavoro di ricerca dedicato ai Percorsi AALI, il presente contributo mette a fuoco il profilo del corpo docente che insegna in questi corsi. Grazie a quanto emerso da due questionari somministrati in tutti i CPIA italiani, il primo esclusivamente a docenti A23 mentre il secondo a chiunque insegni nei percorsi AALI, si metterà a fuoco il profilo di questi insegnanti. Ci si concentrerà sulla loro formazione iniziale, il conseguimento di specializzazioni in italiano L2, l'esperienza maturata, la formazione continua e l'aggiornamento e i bisogni formativi dichiarati. Si cercherà di dimostrare in che misura la solida formazione linguistica e glottodidattica abbia delle ricadute nella pratica didattica e possa aiutare nella gestione delle classi plurilingui. Questo aspetto sarà discusso attraverso acquisizioni riguardanti la realtà didattica di questi corsi emerse dallo studio di produzioni scritte delle e dei corsisti, che documentano la ricchezza e varietà linguistica presente nelle classi, e in base alle abitudini dichiarate dalle e dai docenti intervistati, spesso fortemente legate alla loro stessa formazione.

KEYNOTE

Sociological approaches to languages in education and society: tools to harness the power of reflection and make visible local expertise

Gabriela Meier

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Abstract: Most societies value social cohesion, however, opinions are divided as to how this could be achieved in a linguistically diverse society. Some feel operating in one language will help people to get along, while others consider multilingual approaches to offer greater cohesive power. There is no easy answer to this. Education not only perpetuates socially dominant norms and opinions, it can also transform and influence change how we understand the world over time.

There are many inspired and creative educational projects that aim to influence practice, policy and wider societal norms, by questioning what some refer to as the monolingual myth (Ortega, 2014). However, such endeavours are often focussed on a local school or a region. As educational contexts vary greatly, findings from one project are not easy to transfer to other contexts.

In order to develop more generally applicable approaches, this talk will combine two approaches that enable reflection on diverse contexts. Firstly, I will report on the common denominators that we identified in a systematic literature that links languages and social cohesion (Meier & Smala, 2022). Second, a multilingual socialisation framework (Meier & Wood, 2019, 2021) will be presented which enables reflection on language norms in educational contexts and offers some ideas that can be implemented in educational contexts. Both approaches offer tools that are designed to harness the power of structured reflection and make visible local expertise.