

More languages? – PlurCur!

Research and practice regarding
plurilingual whole school curricula

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EUROPEAN CENTRE FOR
MODERN LANGUAGES



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The PlurCur publication, provides a range of examples of plurilingual, intercultural and inclusive whole school policies in different contexts in ECML member states and illustrates the dedication and active involvement of all those who participated within the ECML project which took place between 2012-15.

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Foreword

This publication is the translation of the book *Mehr Sprachen? – PlurCur! Berichte aus Forschung und Praxis zu Gesamtsprachencurricula*, published in 2015 by Schneider Hohengehren in Baltmannsweiler, Germany. It is vol. 11 of the series Multilingualism and Multiple Language Acquisition and Learning.

Through this translation we would like to widen the scope of our readership who might be interested in theoretical models and practical examples of plurilingual whole school policies. In the PlurCur project, we piloted these policies during the 2012-2015 programme of the European Centre for Modern Languages in Graz. The projects within PlurCur had various emphases and highlighted specific aspects of our prototypical whole school policy. Some were school development projects, others were research projects, yet others concentrated on the application of specific aspects. All of them gave us valuable insight into the possibilities, challenges and limitations of such a policy. Most of all, they showed how important it is to have a whole school policy because it supports a systematic languages approach, the use of synergies and smooth transitions between various subjects and phases.

Furthermore, this book also contains an introduction into the theory of whole school policies, summaries of all school projects and two contributions on language education policy. The main part is dedicated to theoretical reflections on multilingual teaching and learning and research projects carried out in diverse educational contexts.

We would like to thank Sue Webber from *Das Wort: Professional Language Services* for her thorough translation and helpful feedback.

We would also like to thank Susanna Slivensky, Michael Armstrong and Sarah Breslin for their encouragement to translate this volume into English and to provide us with the online space at the European Centre for Modern Languages of the Council of Europe.

Summer 2017

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1. Introduction

PlurCur – plurilingual whole school curricula, where they fit in the theory of language acquisition, their structure and their objectives

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1.1. Introduction

In the PlurCur project (www.ecml.at/plurcur) over the last couple of years we have been trying out, researching and evaluating elements of a plurilingual whole school curriculum in a number of European schools. Our aim with this publication is, on the one hand, to report on how the test phase has gone; but also to share some thoughts and comments with all those planning to create and launch their own plurilingual whole school curriculum in their own school or local education authority area. We will strive to keep in mind the interests of the various players and be aware of the differing planes where their activities take place; and to provide them all equally with information relevant to them.

1.2. The genesis of the project

The participants in the PlurCur project – supported by the European Centre for Modern Languages of the Council of Europe in Graz, Austria (ECML) – were engaged from 2012 to 2015 in testing out implementation of elements of a prototypical plurilingual whole school curriculum (Hufeisen 2011a). First reflections on specific aspects of this theme were presented in Hufeisen 2011b and 2011c. The publication presented here is intended to complement these by providing a perspective on the ideas on how to develop these elements of a prototypical plurilingual whole school curriculum further that first arose once the project was running.

The precursors to the first version date back to 2005 (Hufeisen 2005 and 2006); observations on the specific role of the majority language as the second language taking German-speaking environments as the case in point were made in Hufeisen & Neuner 2006a and 2006b; and individual aspects such as intercultural learning and writing, the role of the classical languages etc. were discussed in Hufeisen 2011b, 2011c and 2015a. The background to all of this was, on the one hand, the increasing tendency throughout Europe to stop anchoring second and further foreign languages in school curricula by making them compulsory subjects; instead, to continue to increase the prominence and incidences of English teaching – which is, without doubt, an important foreign language that should be learnt by everyone (cf. Hufeisen 2008). The purpose of these publications was to present ideas on how more foreign languages in addition to English could be anchored in the curriculum and used in the course of day-to-day teaching. The consistent and systematic implementation of bilingual subject teaching appeared to be an appropriate solution. Furthermore, there was a declared intention to make space in the curriculum for rarely learnt languages, first and foremost the languages of origin. That said, the majority language – which is after all the everyday medium for communication as well as the language of the educational institution – should maintain a prominent role and be promoted at all times and at various levels, regardless of whether it is the first or second language of the pupils.

We do not intend here to go into reasons or justifications as to why, particularly in a European context, learning or being able to speak (foreign) languages other than English makes sense from the point of view of educational policy or is socio-politically advantageous (cf. Cenoz & Jessner 2000; Backus, Gorter, Knapp, Schjerve-Rindler, Swanenberg, ten Thije & Vetter 2013: 185-188). We are of the firm opinion that, the

enthusiasm and necessity for English notwithstanding, there must be room for other languages; and that the excuse that pupils might be unable to cope if confronted with multiple languages is insufficient reason to reject such a model. We are quite sure that there are many methodologies for giving the not such high performing pupils an understanding of other languages and convincing them of the usefulness of these languages (cf. e.g. Fasse 2014 and in this volume).

Over the course of the project there were 16 schools across Europe that were interested in participating with multiple manageable activities in the project, reporting on them regularly, taking part in the project meetings and contributing their thoughts and observations on which ideas worked in practice and what the prerequisites for – as well as the constraints upon – success are. Of course, curricula are not going to be rewritten as a part of such a project: that would come under the authority of other institutions. Furthermore, the curricula across the different countries of Europe are so very different – sometimes even within the individual countries themselves – that it is not our objective to strive for the standardised implementation of a pan European plurilingual whole school curriculum in any case.

By taking on this project the European Centre for Modern Languages gave us the opportunity to implement in an everyday school environment an idea that had previously only existed on paper. A school which had originally been acting as a pilot school had in the end not taken part in the actual project. An interim report giving commentaries on those aspects which are easiest to implement, e.g. language days, and the prerequisites that must be in place in order to be able to test out elements of a plurilingual whole school curriculum in a school itself, such as genuine cooperation, based on trust, between teaching colleagues across subject and language boundaries, can be found in Hufeisen (2015b). But it – again – became clear, from the experiences of all the schools, that projects like these can only be realised if there are teachers involved who are idealistic, willing to try out new ideas, imaginative and with extraordinary reserves of energy, who will not let themselves be demotivated straight away by the (in most cases passive) resistance of underwhelmed colleagues or not-so-supportive school senior management teams, but who will start off – and often carry through – these projects on their own initiative. If schools taking part in this project were not successful, the reasons for this in most cases lay in the framework conditions; but it was never the case that pupils did not value or would not have valued the idea of cross-lingual and cross-curricular working (cf. chapters 2 and 5 as well as Allgäuer-Hackl, Brogan, Henning, Hufeisen & Schlabach 1994-2017).

For the purposes of verifying its effectiveness, the project has been and still is being academically monitored and evaluated, in the form of several theses at the Technische Universität Darmstadt and several research papers at the University of Innsbruck (cf. Kordt in this volume; Henning in this volume; Fasse in this volume; Jessner & Allgäuer-Hackl in this volume; Fasse & Henning in prep.). Some initial case studies are already available from the context of university learning (cf. Schlabach 2014). For school projects in particular, we believe it essential that analyses and evaluations should go beyond perceptions of general usefulness and fitness for purpose and action research conducted on one's own initiative, and be made against the quality criteria of general applied research (cf. Kessler in this volume).

1.3. Target group: Decision-makers in the spheres of education policy-making and teacher training, teachers, researchers

We would like to address this publication to everyone wishing to grapple with the questions arising out of a plurilingual whole school curriculum and increasing the number of languages used, and the amount of language-using done, in everyday schooling, and who have the opportunity to do so: in the first instance teachers, who deal with language-related and other subjects on the curriculum on a daily basis and who wish to get pupils excited about the concept (cf. the reports in chapter 2). People who work in teacher training are often also researchers: we particularly want to draw their attention to the accompanying research (cf. the

contributions in chapter 4), so that they can check whether their interest in the topic is sufficiently great that they might incorporate it in their teacher training programmes. People working in educational policy-making who are looking for new ideas on how to introduce foreign languages to schools in a way that is both pragmatic and meaningful form a third group that we would like to motivate to depart from well-worn curricular paths and strike out in new intellectual directions (cf. the two contributions in chapter 3).

The fourth group consists of those people who provide further training and education to teachers and who might like to adopt one or more of the concepts, to provide engrossing and productive advanced training workshops.

We would like to invite you all to engage with the concepts and (interim) results that are presented here; to check whether some of the content might be interesting for your country, either for test or implementation purposes; and we would welcome any thoughts and/or responses you might care to give us.

1.4. Introduction to prototype 1 of the plurilingual whole school curriculum

Curriculum and plurilingual whole school curriculum are taken to mean the conceptual basis (cf. Hufeisen 2010b and c) for planning the subjects and number of lessons to be taught to the various school year groups. Integral to this is the methodical, systematic and structured inclusion of more languages and taking into account of language in and across all subjects to greater extent.

The diagram below shows the first prototype of a plurilingual whole school curriculum, which served as the foundation for the start and duration of the project. The participating schools first came together at the meeting of the network in October 2012 in Graz and discussed at length the background to, objectives of and process involved in the prototype. Worthy of note was the fact that some of the colleagues and schools attending already had experience of facilitating general language acquisition in a multilingual context and were used to cross-lingual and cross-curricular working (cf. chapter 2).

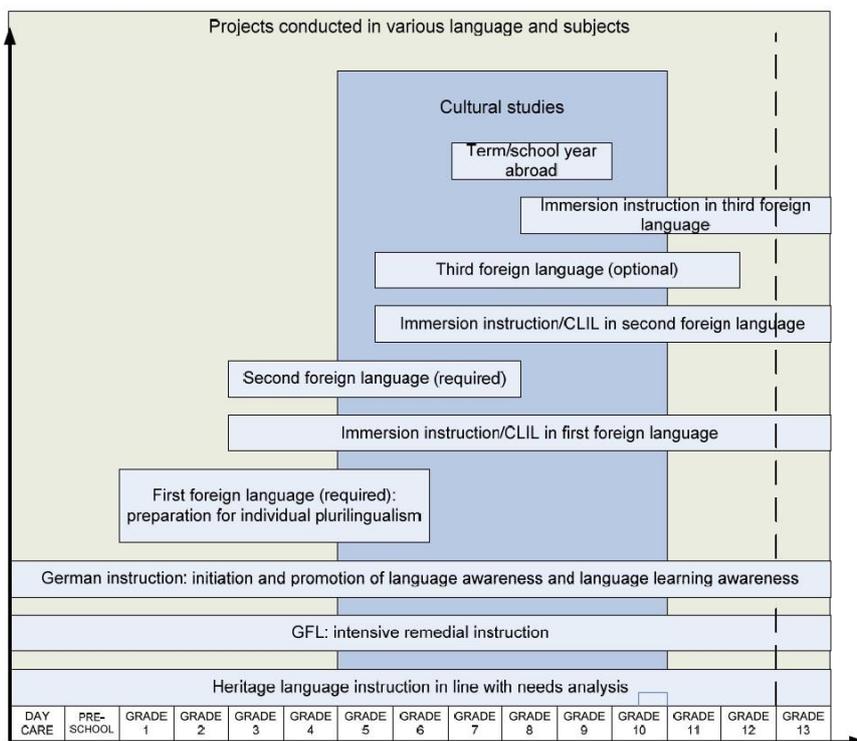


Figure 1 is best read from left to right (= the progress of a child from nursery to leaving senior school) and from bottom to top (= subjects in the curriculum):

Fig. 1: Plurilingual whole school curriculum prototype 1, with German as the majority language (from: Hufeisen 2011a: 272).

For curriculum models that are to be implemented in countries which have a different majority language to German, the relevant majority language should be inserted in place of German throughout the model. The principle behind this prototype is to teach and learn the majority language on an ongoing basis, regardless of whether it is the first or second language; intensive learning is envisaged for pupils with little or no prior knowledge in the majority language. All foreign languages are taught and learnt in formal foreign language lessons for a defined period of time; this form of teaching is then linked to the teaching of another subject in support of a bilingual and immersive solution, and is subsequently reduced (in terms of timetabling hours) or completely discontinued. Cultural and literary content is moved to “Cultural Studies”, which can be constructed to run as projects (cf. Hufeisen 2011b and 2011c) and dealt with in a highly concentrated, topic-based approach.

The following elements are important:

- Majority language teaching as L1 teaching, to run for the whole of an individual’s learning career, with the aim of awakening and developing language awareness and language learning awareness,
- Language teaching: these can be the so-called modern and classical foreign languages (cf. Hufeisen 2015a), but can also be languages of origin or minority languages. The first foreign language taught – which need not necessarily be English – should lay the foundations for the individual’s multilingualism,
- Intensive teaching of German as a second language, i.e. the majority language taught as a second language for those whose first language is not the same as the majority language; the BICS and CALP dimensions / conversational and academic language (as per Cummins 1979 and Gogolin 2005) must be particularly taken into account here. The same applies to teaching the majority language as a second language for pupils entering the system in the middle of a school year who are not yet able to operate fully in the majority language,
- Teaching the language of origin, which is intended to promote the language of origin as a cultural and identity-forming asset and to provide an essential foundation for all further learning of languages,
- *Content and Language(s) Integrated Learning (CLIL)* and bilingual teaching of a subject as a way of linking language and lesson content in a systematic and immersive manner (cf. Wode back in 2002),
- Cross-language, cross-subject and cross-year teaching as a structural element of life and learning,
- Project teaching involving many subjects and languages.

The arrow in Fig. 2 illustrates the concrete progression of a possible individual school career.

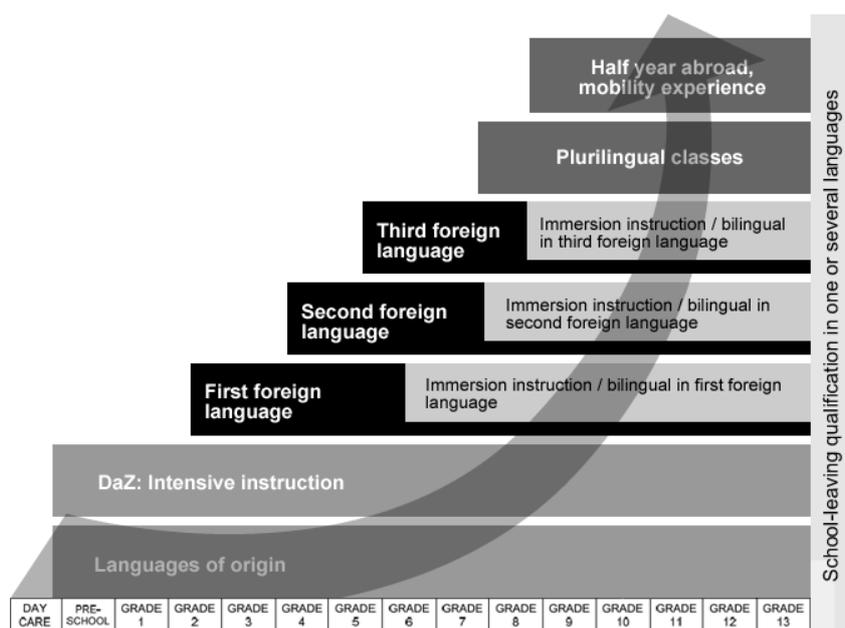


Fig. 2: A possible plurilingual whole school curriculum (created by Jonas Erin).

1.5. Theoretical foundation

The plurilingual whole school curriculum has its foundations in models of multiple language learning such as, for example, the Dynamic Model of Multilingualism (cf. Jessner 2008 and Jessner & Allgäuer-Hackl in this volume) or the Factor Model for learning multiple languages (cf. Hufeisen 2010a), of which version 2.1 (Hufeisen, in press) is shown and briefly explained here (see next page):

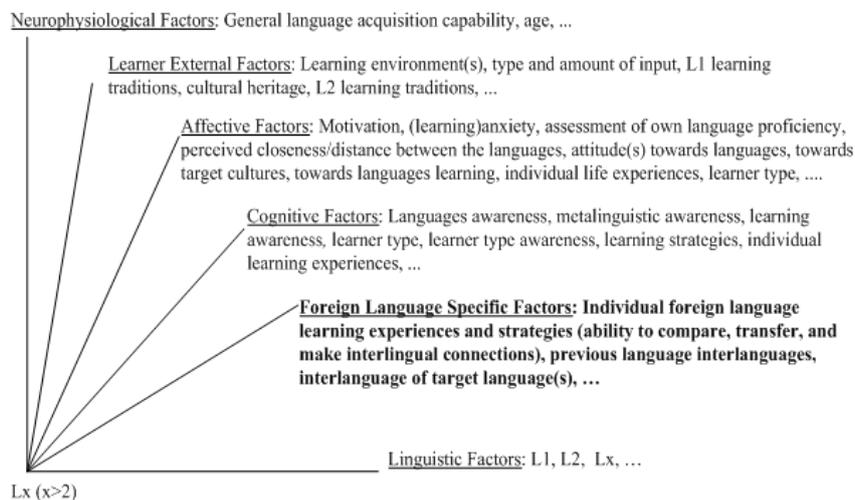


Fig. 3: Factor Model 2.1 for the learning of second and further foreign languages, as per Hufeisen (in press).

With the aid of the model it is possible to describe what factors influence the learning of foreign languages – in particular the learning of foreign languages through controlled teaching input – and to what extent the learning of a first foreign language differs from the learning of a second or further foreign language(s): with it, for example, it can be demonstrated that, in addition to neurophysiological, cognitive, affective and linguistic factors, learner external factors such as the learning environment and input as well as foreign language specific factors such as individual foreign language learning experiences and strategies define foreign language learning. In the learning of second and further foreign languages, the differences do not just lie in the linguistic factors (the interlanguage of the first foreign language influences the learning of the second foreign language), but first and foremost it is the foreign language specific factors that change: the learners bring many and varied experiences of, and strategies for, learning a foreign language into the learning process.

When establishing a plurilingual whole school curriculum, particular consideration must be given to the points relating to the learning traditions and learning culture of the learners themselves as well as the foreign language specific factors, which provide the basis for cross-lingual and cross-curricular working, and which the research reports in chapter 4 address.

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2. Short presentations of the partner schools' projects

In the PlurCur project, a number of schools worked on a variety of different projects. What follows are short descriptions of these partner schools and their projects. For some of the projects, more detailed reports are available online at ecml.at/plurcur. The descriptions have been ordered alphabetically.

1. Im Meer der Sprachen

Project name	Im Meer der Sprachen Förderung von Mehrsprachigkeit im kreativen Prozess des Theaterspielens
Participating school	Heinrich-Heine-Gymnasium Köln
City, country	Köln, Deutschland
Contact details	gfasse@gmx.net; fasse@hhgonline.de

Type of school / age of pupils

Durchführung 2012/13 und 2013/14 am Gymnasium mit SchülerInnen im Alter von 13–14 Jahren, das Konzept kann aber in allen Schularten und in verschiedenen Altersgruppen umgesetzt werden.

Topics

Erarbeiten eines eigenen Theaterstückes, in dem alle Sprachen (Familien- und Herkunftssprachen, schulische Fremdsprachen, Sozio- und Idiolekte) der Jugendlichen zu Wort kommen; Szenen werden ebenso selbstständig entwickelt wie auch das Bühnenbild; Kostüme, Musik, Plakate werden von der Gruppe erstellt.

Goals

Förderung von Sprach(en)- und Sprachlernbewusstsein; Wertschätzung vorhandener Mehrsprachigkeit; Wahrnehmung und Würdigung zuvor nicht bekannter Kompetenzen der MitschülerInnen und damit Förderung interkultureller Kompetenzen

Schedule

Flexibel: Im hier vorgestellten Modell: zwei Wochenstunden umfassende AG während eines Schuljahrs mit Präsentation am Schuljahrsende; bei anderen Rahmenbedingungen – etwa Projekttagen – ist eine Umsetzung ebenfalls möglich.

What has been realised / implemented?

Theaterstücke (2013 und 2014) wurden von den SchülerInnen entwickelt und präsentiert, alle Teilnehmenden (2013: 18 TN, 2014: 21 TN) entwickelten und spielten ihre eigene Rolle auf der Bühne; im jeweiligen Stück spiegelt sich die Mehrsprachigkeit der Gruppe. Im zweiten Durchgang wurde das Stück auch schriftlich dokumentiert, wodurch den Teilnehmenden auch verschiedene Schriftsysteme (Russisch, Türkisch, Tigrinya u.a.) sichtbar wurden.

How do you assess whether your goals have been attained?

Aktive Beteiligung aller SchülerInnen an dem Projekt während des ganzen Schuljahrs und an der über die Unterrichtszeit hinausgehenden Vorbereitung und Durchführung der Präsentation; Bereitschaft, eigene Sprachkenntnisse einzubringen, auch schulische Fremdsprachen; Interesse an den fremden Sprachen

3. LAWA (Language Awareness: Mehrsprachige Fähigkeiten wahrnehmen)

Project name	LAWA (Language Awareness: Mehrsprachige Fähigkeiten wahrnehmen)
Participating school	DaZ-Zentrum Sterup der Heinrich-Andresen Schule
City, country	Sterup bei Flensburg, Deutschland
Contact details	Heinrich-Andresen-Schule.Sterup@Schule.Landsh.de

Type of school / age of pupils

DaZ-Klasse; SchülerInnen verschiedener Nationalitäten, 10–18 Jahre

Topics

Mehrsprachige Fähigkeiten von Seiteneinsteigern bei Textbearbeitung wahrnehmen und einsetzen

Goals

Die vorhandenen Fähigkeiten bzw. Sprachlernerfahrungen von zweisprachigen Lernern (Seiteneinsteiger) der Sekundarstufe I erfassen und sie systematisch beim schulisch gesteuerten Spracherwerb zum Ausbau von Textkompetenz einbeziehen

Schedule

Dez. 2013 – August 2015

What has been realised / implemented?

Auswertung der ersten Daten; Pilotierung der Erhebungsinstrumente; Diskussion der Ergebnisse in verschiedenen Fachkreisen

How do you assess whether your goals have been attained?

Folgestudie nach Einsatz bei weiteren Probanden (Seiteneinsteiger) im Regelunterricht

Perspectives of school authorities and other project

Ausgangsstudie für Forschungsprojekt bei Erasmus+; mit zwei weiteren Partnerländern

Research questions

Wie bewältigen Seiteneinsteiger die Herausforderung Textkompetenz? Gibt es sprachenübergreifende Verfahren zur Bewältigung der Anforderung Textkompetenz, die sich fach- und sprachenübergreifend im Regelunterricht einsetzen lassen? Siehe Budde in diesem Band

4. Modellversuch Latein und Englisch

Project name	Schulprofil bzw. Modellversuch Latein und Englisch in der 5. Jahrgangsstufe
Participating school	Luitpold-Gymnasium Wasserburg, Salzburger Straße 11,
City, country	83512 Wasserburg, Deutschland
Contact details	andrea@heindl-net.de und heidi-sailer@gmx.de

Type of school / age of pupils

Gymnasium Bayern: naturwissenschaftlich-technologischer und neusprachlicher Zweig; ca.1000 SchülerInnen im Alter von 10-18 Jahren (im Regelfall)

Goals

- Etablierung einer breiteren Sprachenbasis auf der Grundlage des Lateinischen
- Bessere Integration von SchülerInnen mit Migrationshintergrund durch verstärkte Sprachreflexion

Schedule

Beginn des Projekts im Schuljahr 2009/10 ab Jahrgangsstufe 5. Ab Jahrgangsstufe 8 Überführung der Projektklassen in den regulären Lehrplan. Weiterführung abhängig von Anmeldezahlen (20 SchülerInnen als Minimum), im Schuljahr 2014/15 Weiterführung gesichert

What has been realised / implemented?

Gemeinsame Einzelprojekte in der Zusammenarbeit der Fächer Englisch, Latein und Deutsch; Zusammenarbeit auch mit anderen Fächern (z.B. Musik) Stärkung des Bewusstseins für Synergieeffekte

How do you assess whether your goals have been attained?

Erhöhtes Sprachbewusstsein, das sich in den Jahrgangsstufentests nachweisbar zeigt (siehe Jessner & Allgäuer-Hackl in diesem Band).

5. Mehrsprachigkeit im schulischen System Estlands

Project name	Mehrsprachigkeit im schulischen System Estlands
Participating school	Loo Oberschule
City, country	Harjumaa Landkreis, Jõelähtme, Loo, Saha 7, Estland
Contact details	lookool@lookool.ee; helgi.org@gmail.com

Type of school / age of pupils

Allgemeinbildendes Gymnasium; 7–19

Particular challenges at the school

Früher Deutschunterricht im Kindergarten wird in der ersten Klasse der Primarstufe fortgesetzt.

- Ab der 1. Klasse parallel Englischunterricht.
- Vergleich der zwei Verwandtschaftssprachen unter dem Motto „Zwei Freunde – in einem Boot“
- Ab der 6. Klasse (Sekundarstufe I) Russisch, Im Gymnasium, ab der 10. Klasse kommt die vierte Fremdsprache Finnisch als Verwandtschafts- und Nachbarsprache hinzu
- Schule ist als DSD-Schule (Deutsches Sprachdiplom, Niveau B2-C1) anerkannt.
- Langjährige PASCH-Schulanerkennung
- Schulpartnerschaft mit Ostalbgymnasium Bopfingen / Deutschland

Topics

Echte Mehrsprachigkeit als Integrationsschlüssel in die Europäische Union

Goals

- Die Vorverlegung des Fremdsprachenunterrichts, darunter auch DaF, in den Kindergarten Loo, ins Vorschulalter
- Frühbeginn des regulären Fremdsprachenunterrichts in der Primarstufe, Parallelunterricht der zwei Fremdsprachen ab der 1. Klasse in der Grundschule
- Drei Fremdsprachen aus der Neunjährigen Gemeinschaftsschule, unterschiedliche Sprachniveaus in den vier Fertigkeiten
- Der frühe Beginn des fach- und sprachintegrierten Unterrichts CLIL im Rahmen des Mehrsprachigkeitskonzeptes mit Fachunterricht in Wirtschaft und Tourismus auf Englisch
- Engere Zusammenarbeit nicht nur der Fremdsprachenlehrerinnen, sondern auch mit anderen SachfachlehrerInnen: Musik, Kunst, Sport, Muttersprache, Geschichte, Psychologie usw.
- Gegenseitige Hospitationen, Fort- und Weiterbildungen
- Vertiefte konsequente Lernhilfe für die Schüler in allen Schulstufen : Lernstrategien; Lerntipps usw.
- Engere Zusammenarbeit mit Eltern

Schedule

2012–2015

What has been realised / implemented?

- DaF wird im Kindergarten Loo unterrichtet: spielend, singend, handelnd.
- Die frühe Mehrsprachigkeit als roter Faden wird in der Schule fortgesetzt. Ab der 1. Klasse werden die zwei Fremdsprachen Deutsch und Englisch unterrichtet.
- Insgesamt werden bis zum Abitur vier Fremdsprachen erlernt.
- Diverse Aktivitäten innerhalb und außerhalb des gewöhnlichen Schulalltags sollen zu Motivationserhalt und -steigerung beitragen: Zum Beispiel Tage/Wochen der Mehrsprachigkeit, Europäischer Tag der Sprachen, Teilnahme an COMENIUS-Projekten, langfristige Schulpartnerschaften; eTwinning usw.
- Tage der Offenen Türen für Eltern, für KollegInnen.

How do you assess whether your goals have been attained?

Verbesserung der sprachlichen Fertigkeiten und Fähigkeiten der Schüler. Beweis dafür z.B. gute/sehr gute durch internationale Tests dokumentierte Prüfungsergebnisse

- Sprachniveau C1 im Fach Deutsch
- Schülerinterviews mit den Absolventen der Schule beweisen, dass z.B. beim Erlernen der Muttersprache, aber auch in anderen Fächern unterschiedliche beim Fremdsprachlernen erworbene Lernstrategien ihnen geholfen haben.
- Fragebogenergebnisse/Rückmeldungen von Eltern im Kindergarten sind positiv
- Der gemeinsame Ansatz im Sprachunterricht hat Einfluss auf die Gesamtentwicklung der Lernenden, auf die Sprachlernerfahrungen, die Entwicklung metasprachlicher Fähigkeiten, auf eine größere Sensibilität für Mehrsprachigkeit, aber auch auf Toleranz und Weltoffenheit.

Perspectives of school authorities and other project partners

- Zeitmangel von Seiten der Projektleiterin; Nicht immer war eine Unterstützung von Seiten der KollegInnen spürbar.
- Mangelndes Interesse des Bildungsministeriums; Mangelndes Geld für die Unterstützung der schulischen und außerschulischen Projekte;
- Enge Zusammenarbeit zwischen Schulbehörden und weiteren Projektpartnern ist höchst notwendig (Gemeinde- oder Stadtverwaltung).

Research questions

Wird der Lernfortschritt durch den gemeinsamen Ansatz im Sprachunterricht beschleunigt? Gibt es Instrumente, die das messen können? Gibt es andernorts vergleichbare Untersuchungen?

Other Probleme:

- Mangel an Finanzen, vieles ist abhängig vom Budget der lokalen Selbstverwaltungen
- Mangel an ausgebildeten Lehrkräften
- Mangel an Lehrmaterialien
- Mangelhafte Interesse von Seiten der Politiker
- Mangel an Verfügbarkeit wissenschaftlicher Betreuung

6. PlurCur-Henri Avril : « Des parcours européens au lycée »

Project name	PlurCur-Henri Avril: « Des parcours européens au lycée »
Participating school	Lycée Henri Avril
City, country	Lamballe, Côtes d'Armor, Frankreich
Contact details	jonas.erin@education.gouv.fr

Type of school / age of pupils

Lycée, 15 bis 18 jährige Schüler

Particular challenges at the school

Wie können die « Sections européennes » in Bezug auf ein „Europa-Bewusstsein“ und auf Mehrsprachigkeit überdacht und gefördert werden? Wie lassen sich durch einen flexiblen Stundenplan gemeinsame Unterrichtsmöglichkeiten entwickeln?

Topics

In einer 10. Klasse soll möglichst in jedem Sprachunterricht und in allen Sachfächern mehrsprachig und Europa bezogen gearbeitet werden.

Goals

Das Hauptziel ist, bei den Schülern die Bewusstheit mehrsprachiger und sozialer Kompetenzen zu fördern: Die Schüler sollen lernen, Mehrsprachigkeit zu schätzen, sollen Teamfähigkeit und Empathie durch interkulturelle Bildungswege entwickeln.

Schedule

Schuljahr 2013/14: Erprobung und Ausarbeitung von Materialien

Schuljahr 2014/15: Umsetzung, Verbreitung

What has been realised / implemented?

Durch interkulturelle mehrsprachige Projekte, mehrsprachiges Teamteaching (mit Fremdsprachenassistenten) und Netzwerkarbeit zwischen den französischen „PlurCur-Schulen“ wurden mehrsprachige, soziale und interkulturelle Kompetenzen bei den Schülern gefördert.

How do you assess whether your goals have been attained?

Durch die Einführung eines Bewertungsprotokolls zu Beginn des Schuljahres, im Laufe des Projekts und nach Abschluss des Projekts soll geprüft werden, ob die Ziele erreicht wurden:

- Indikator 1 – Schüler: Motivation und Selbstbewusstsein im Umgang mit Fremdsprachen;
- Indikator 2 – Schüler: In einer Sprache erlernte Strategien in anderen Sprachen transferieren und kontrastiv / interkulturell lernen;
- Indikator 3 – Schüler und Lehrer: Vernetzungen zwischen Sprachen erkennen und nutzen.

Perspectives of school authorities and other project partners

Durch ein Netzwerk innovativer Schulen eine aktive Zusammenarbeit zwischen den Lehrern aus der Académie de Rennes unterstützen vor allem im Bereich der Sprachen (Sprachen unterrichten und Sprachen erlernen).

Research question

Wie lassen sich Fremdsprachenunterricht und Sachfachunterricht zur Förderung mehrsprachiger Kompetenzen am besten vernetzen?

7. PlurCur-La Biquenais: « Une pédagogie inclusive des langues et cultures d'origine »

Project name	PlurCur-La Biquenais: « Une pédagogie inclusive des langues et cultures d'origine »
Participating school	Collège La Biquenais
City, country	Rennes, Ille et Vilaine, Frankreich
Contact details	jonas.erin@education.gouv.fr

Type of school / age of pupils

Collège, 10 bis 15 jährige Schüler

Particular challenges at the school

Wie können alle Lehrer auf die Vermittlung von Sprachkompetenzen geschult bzw. dafür sensibilisiert werden? Wie kann durch die Einbeziehung der eigenen Sprachen und Kulturen Inklusion an der Schule gefördert werden?

Topics

In der 6. Klasse sollen die Erstsprachen (L1) der Schüler systematisch in der Umsetzung von Aufgaben durch Sprachmittlung mit einbezogen werden.

Goals

Schüler sollen Sprachmittlungskompetenzen entwickeln, um die Schulakzeptanz zu erhöhen.

Schedule

Schuljahr 2013/14: Erprobung und Ausarbeitung von Materialien

Schuljahr 2014/15: Umsetzung, Verbreitung

What has been realised / implemented?

Materialien (Alphabet-Book, Mehrsprachigkeitsraster) wurden von und mit den Lehrern entwickelt.

How do you assess whether your goals have been attained?

Durch die Einführung eines Bewertungsprotokolls zu Beginn des Schuljahres, im Laufe des Projekts und nach Abschluss des Projekts soll geprüft werden, ob die Ziele erreicht wurden:

- Indikator 1 – Schüler: Motivation der Schüler mit Migrationshintergrund im Umgang mit der Schulsprache;
- Indikator 2 – Schüler: Strategien und Kompetenzen von der eigenen Sprache in andere Sprachen transferieren;
- Indikator 3 – Schüler und Lehrer: Sprachkompetenzen in den eigenen Sprachen erkennen und hervorheben / positiv bewerten.

Perspectives of school authorities and other project partners

Durch ein Netzwerk innovativer Schulen eine aktive Zusammenarbeit zwischen den Lehrern aus der Académie de Rennes unterstützen, vor allem im Bereich der Sprachen (unterrichten und erlernen).

Research questions

Inwiefern können Sprachmittlung und Mehrsprachigkeit zu einem besseren Schulklima führen?

Other

Das PlurCur-Projekt wird sehr wahrscheinlich im nächsten Jahr in den umliegenden Grundschulen weitergeführt, was aus strukturellen Gründen im Collège La Biquenais nicht mehr möglich sein wird.

8. Eurolangues-VHB

Project name	Eurolangues-VHB
Participating school	Lycée Victor-et-Hélène-Basch
City, country	35083 Rennes, France
Contact details	Inspection Pédagogique Régionale de langues vivantes, Mme Cécile CRESPIAN, M. Yannick HERNANDEZ, Rectorat de l'académie de Rennes; 96, rue d'Antrain ; CS 10503, 35705 Rennes cedex 07

Type of school / age of pupils

Lycée d'enseignement général et technologique / 15-18 ans

Particular challenges at the school

Développer un projet inclusif, intégré et transversal autour des langues vivantes

Topic

La médiation au service de la construction de compétences plurilingues et interculturelles et d'une pédagogie inclusive

Goals

Quatre axes se rejoignent autour de l'enjeu éducatif du « vivre ensemble » envisagé sous différents angles : culturel, linguistique, pédagogique et systémique.

- **L'apprentissage de deux langues vivantes étrangères**, selon toutes leurs spécificités, dans les enseignements dédiés (LV1 et LV2) ;
- la construction formalisée d'une **compétence plurilingue** et le renforcement **de l'estime de soi** par l'entraînement aux activités d'intercompréhension et de médiation ;
- la visée éducative et l'ancrage interculturel de la pratique de toutes les langues (y compris le français) ;
- la convergence de divers enseignements disciplinaires autour du **fait européen**.

Schedule

Janvier 2010 - ...

What has been realised / implemented?

Les élèves de deux classes de seconde bénéficient: d'un enseignement en anglais LV1 et d'un enseignement en allemand ou espagnol LV2 (5h/semaine);

- d'un enseignement Eurolangues-VHB reposant sur une exposition convergente à trois langues vivantes – l'allemand, l'anglais, l'espagnol – sous le guidage de trois professeurs, un dans chacune de ces langues (1 h/quinzaine) ;
- d'une exposition à l'anglais en mathématiques dans le cadre de l'Accompagnement Personnalisé.

Les assistants de langues vivantes sont mobilisés pour venir en appui des élèves et des enseignants dans la mesure du possible. Des élèves de terminale volontaires peuvent être sollicités pour accompagner les élèves de seconde dans la réalisation des tâches intermédiaires.

How do you assess whether your goals have been attained?

L'évaluation du dispositif a permis de constater:

- la construction de compétences plurilingues et interculturelles,
- le renforcement de l'estime de soi par l'entraînement aux activités d'intercompréhension et de médiation,
- une plus grande autonomie des élèves et davantage de place laissée à leur initiative,
- le développement de l'attitude réflexive des élèves,
- la construction de compétences opératoires et compétences transversales (ex. maîtrise de la langue, repères interculturels et compétences sociales),
- la valeur ajoutée du co-enseignement interlinguistique et interdisciplinaire,
- la nécessité pour les élèves de recourir à des stratégies discursives (ex. reformulation, explicitation, présentation...),
- la systématisation des démarches collaboratives conduites dans un climat de bienveillance et d'empathie réciproques.

Perspectives of school authorities and other project partners

Au-delà des enjeux pour les élèves et l'établissement cités précédemment, la démarche permet de :

- décroïsonner les enseignements et générer des dynamiques collectives à l'échelle des établissements et du territoire,
- faciliter à terme la mobilité personnelle et professionnelle visée pour les citoyens européens,

- faire évoluer la posture professionnelle des enseignants vers davantage de décentration et de distanciation,
- faire cheminer les enseignants vers une évaluation des démarches et des procédures mobilisées, au-delà des pratiques habituelles d'évaluation de la qualité et du degré de performance des productions réalisées,
- poser les fondements d'une pédagogie inclusive,
- faire évoluer la relation de l'élève à l'Ecole,
- générer des dynamiques collectives.

Research question

Problématiques de recherche si le projet est suivi par un chercheur (ce n'est pas le cas ici).

9. PlurCur-Lesage: « Les approches plurielles au service de la continuité des apprentissages en LV »

Project name	PlurCur-Lesage: « Les approches plurielles au service de la continuité des apprentissages en LV »
Participating school	Lycée Lesage
City, country	Vannes, Morbihan, Frankreich
Contact details	Jonas.erin@education.gouv.fr

Type of school / age of pupils

Lycée, 15 bis 18 jährige Schüler

Particular challenges at the school

Wie lassen sich Sprachen im Lycée konvergent unterrichten, um die verschiedenen Sprachcurricula der Schüler besser zu berücksichtigen und vernetzen?

Topics

Mehrsprachigkeit und Sprachlernbewusstsein durch Interkomprehension, Sprachmittlung und Mobilität systematisch fördern.

Goals

Das Hauptziel ist, bei den Schülern die Bewusstheit mehrsprachiger und sozialer Kompetenzen zu fördern: Die Schüler sollen lernen, Mehrsprachigkeit zu schätzen, sollen Teamfähigkeit und Empathie durch interkulturelle Bildungswege entwickeln.

Schedule

Schuljahr 2013/14: Erprobung und Ausarbeitung von Materialien

Schuljahr 2014/15: Umsetzung, Verbreitung

What has been realised / implemented?

Durch gezielte mehrsprachige Projekte, Teamteaching und Netzwerkarbeit zwischen den französischen „PlurCurSchulen“ wurde die fächerübergreifende Zusammenarbeit nachhaltig entwickelt und bei den Schülern das Interesse an Mehrsprachigkeit geweckt.

How do you assess whether your goals have been attained?

Durch die Einführung eines Bewertungsprotokolls zu Beginn des Schuljahres, im Laufe des Projekts und nach Abschluss des Projekts soll geprüft werden, ob die Ziele erreicht wurden:

- Indikator 1 – Schüler: Motivation und Selbstbewusstsein im Umgang mit Fremdsprachen;
- Indikator 2 – Schüler: In einer Sprache erlernte Strategien in anderen Sprachen transferieren und kontrastiv / interkulturell lernen;
- Indikator 3 – Schüler und Lehrer: Vernetzungen zwischen Sprachen erkennen und nutzen.

Perspectives of school authorities and other project partners

Durch ein Netzwerk innovativer Schulen eine aktive Zusammenarbeit zwischen den Lehrern aus der Académie de Rennes unterstützen vor allem im Bereich der Sprachen (Sprachen unterrichten und Sprachen erlernen).

Research question

Inwiefern lassen sich mehrsprachige (rezeptive) Kompetenzen durch Sprachmittlung, zweisprachigen Unterricht und Interkomprehension fördern?

10. Mehrsprachige Kompetenzen stärken

Project name	Mehrsprachige Kompetenzen stärken
Participating school	Sozialwissenschaftliches Gymnasium und Tourismusfachoberschule Bozen
City, country	Bozen, Südtirol, Italien
Contact details	Barbara Hofer, hofbar@libero.it

Type of school / age of pupils

Gymnasium/Fachoberschule; 14-19 Jahre

Particular challenges at the school

Wir versuchen möglichst viele Klassen und SchülerInnen mit einzubeziehen.

Topics

Mehrsprachigkeitsförderung, einzelsprachliche und mehrsprachige Kompetenzen stärken

Goals

Sprachen und die Freude am Sprachenlernen fördern, Bewusstsein für Sprachen und Sprachlernen stärken, SchülerInnen für Sprache(n) und Sprachenvielfalt sensibilisieren.

Schedule

Projektbeginn: Herbst 2012

What has been realised / implemented?

Projekte Schuljahr 2012/13

- Arbeiten mit dem Sprachenportfolio in 2 Schulklassen,
- sprach- und fachübergreifende Unterrichtseinheiten (Englisch-Italienisch; Englisch-Psychologie),

- englisches Theater (Text wurde selbst verfasst, 2x Aufführung vor einer Kindergartengruppe; die Aufführung wurde auf Video aufgezeichnet und online gestellt),
- sprachübergreifender Lesezirkel für 4 Schulklassen (Lektüre eines Buches in D-I- oder E), Arbeitsblätter in den 3 Sprachen D-I-E),
- sprachübergreifende Lesestunde (alle SchülerInnen der Schule lesen in einer festgelegten Unterrichtsstunde Bücher in der Sprache ihrer Wahl, z.B. Urdu, Hindi, Englisch, Ladinisch),
- LehrerInnaustausch mit unserer italienischen Partnerschule in Bozen (das Fach Rechtskunde wird in der jeweils anderen Landessprache im Umfang von 10 Wochenstunden von einer Lehrperson der jeweils anderen Schule und Sprache unterrichtet),
- Tag der offenen Tür 2013: Begrüßung der BesucherInnen in verschiedenen (Fremd-und Herkunfts)Sprachen durch bunte Plakate mit Gruß-und Willkommensformeln im Eingangsbereich,
- mehrere SchülerInnen besuchen das 4. Schuljahr an einer italienischen Oberschule in Bozen und umgekehrt besuchen italienische SchülerInnen ein Jahr lang unsere Schule (an der der Unterricht in deutscher Sprache erfolgt).

Projekte Schuljahr 2013/14

- Einrichten der Arbeitsgruppe PlurCur/ Mehrsprachenlernen (Gruppe umfasst 10 Lehrpersonen),
- Wahlfach Latein als L4 (ab der 2. Klasse) in der sozialwissenschaftlichen Fachrichtung, Spanisch oder Russisch als L4 (ab der 3. Klasse) in der Tourismusfachrichtung,
- nach Möglichkeit Durchführung sprach-und fachübergreifender Unterrichtseinheiten im Rahmen von FÜL (Fächerübergreifendes Lernen): z.B. CLIL; Tandemunterricht Russisch & Englisch, Spanisch & Englisch, Italienisch & Englisch,
- 2-stündiges Sprachencafé (mit den Sprachen Norwegisch, Ungarisch, Ladinisch, Spanisch, Russisch, Portugiesisch, Englisch, Italienisch, Französisch, Arabisch) für 45 interessierte SchülerInnen,
- mehrere SchülerInnen besuchen das 4. Schuljahr an einer italienischen Oberschule in Bozen; Italienischsprachige SchülerInnen besuchen das Oberschuljahr an unserer Schule,
- Online-Umfrage für SchülerInnen und LehrerInnen: Die Sprachen an unserer Schule (Erhebung aller an der Schule vorhandenen Sprachen).

Projekte 2014/15

- Vermehrte Durchführung sprach-und fachübergreifender Unterrichtseinheiten im Rahmen von FÜL (fächerübergreifendes Lernen): z.B. CLIL; Tandemunterricht Russisch & Englisch, Spanisch & Englisch, Italienisch & Englisch; Übungsfirma (Unterricht erfolgt in den Sprachen D-E-I),
- sprachübergreifende Grammatikterminologie (umfasst die Sprachen Deutsch, Italienisch, Latein, Englisch, Spanisch, Russisch),
- Februar 2015: 1-wöchige Sprachreise (für 24 SchülerInnen der 3. und 4. Klassen) nach London,
- kleine Feier und Sprachenquiz am Tag der Sprachen,
- 2 x 2-stündiges Sprachencafé (mit den Sprachen Ladinisch, Spanisch, Russisch, Portugiesisch, Englisch, Italienisch, Französisch, Arabisch, Griechisch, Niederländisch, Polnisch) für ca. 45 interessierte SchülerInnen,
- E-Mail- bzw. Skype-Kontakt mit einer Schülergruppe in Dublin,
- mehrere interessierte SchülerInnen besuchen das 4. Schuljahr an einer italienischen Oberschule in Südtirol; 6 Schülerinnen der italienischen Partnerschule in Bozen absolvieren das Schuljahr an unserer Schule,
- Februar 2015: Eine Schulklasse besucht ihre Partnerklasse in Padova und nimmt dort am Unterricht teil; die Unterbringung erfolgt in den italienischen Familien,

- April 2015: 3-wöchige Wanderausstellung und Workshops zum Thema Mehrsprachigkeit und Sprachenvielfalt (in Zusammenarbeit mit der Europäischen Akademie Bozen); die Veranstaltung findet an der Schule statt,
- WS 2014/SS 2015: Erarbeitung eines (Mehr)Sprachenkonzepts für unsere Schule (Zusammenarbeit Schulleitung und Arbeitsgruppe).

How do you assess whether your goals have been attained?

Aktive Beteiligung der SchülerInnen; positive Rückmeldungen vonseiten der SchülerInnen; begeisterte Mitarbeit zahlreicher Lehrpersonen und Unterstützung durch die Schulleitung.

Perspectives of school authorities and other project partners

Das Deutsche Schulamt in Bozen, insbesondere der zuständige Inspektor, steht dem Projekt sehr positiv gegenüber.

11. Gemeinsame Sprachendidaktik

Project name	Gemeinsame Sprachendidaktik
Participating school	Sozialwissenschaftliches, Klassisches, Sprachen- und Kunstgymnasium Meran
City, country	Meran, Italien
Contact details	Eva Tessadri (eva.tessadri@rolmail.net)

Type of school / age of pupils

Sprachengymnasium/14 Jahre

Topics

Gemeinsame Sprachendidaktik – Wortbildung und Textgattungen: Beschreibung und Inhaltsangabe

Goals

a) Wortbildung

Die SchülerInnen erkennen die Merkmale der Wortbildung in den unterschiedlichen Sprachen und transferieren diese Kenntnisse auf alle Sprachen, die sie lernen.

b) Beschreibung:

Die SchülerInnen

- ... entwickeln eine differenzierte Beobachtung- und Wahrnehmungsfähigkeit und sind in der Lage diese mit adäquaten sprachlichen Mitteln auszudrücken;
- ... können explizite/implizite Beschreibungen unterscheiden und formulieren.

c) Inhaltsangabe:

Die SchülerInnen können

- ... die Inhaltsangabe im Bewusstsein der Gemeinsamkeiten und Unterschiede in den unterschiedlichen Sprachen definieren und gegen die Textsorten Zusammenfassung und Nacherzählung abgrenzen;
- ... den Inhalt des Ausgangstextes durch Gliedern erfassen;

- ... Wesentliches von Unwesentlichem unterscheiden;
- ... das richtige Tempus verwenden;
- ... durch die entsprechenden Konnektoren den logischen Zusammenhang der Handlung sichtbar machen;
- ... eigenständig formulieren und in einem sachlich berichtenden Stil schreiben;
- ... die wörtliche Rede in der indirekten wiedergeben.

Schedule

- Schuljahr 2012/13: Ausarbeitung von Materialien
- Schuljahr 2013/14: Umsetzung und Erprobung in einer ersten Klasse

What has been realised / implemented?

- Unterrichtseinheiten zu Wortbildung, Beschreibung und Inhaltsangabe ausgehend vom Thema „Schönheit“
- Rahmenveranstaltungen zur Sensibilisierung der Schüler/innen
- Kooperation mit dem Institut für Fachkommunikation und Mehrsprachigkeit der Europäischen Akademie Bozen (EURAC)

How do you assess whether your goals have been attained?

Die SchülerInnen transferieren in einer Sprache erlernte Strategien der Wortschließung auf alle anderen Sprachen, die sie lernen;

Die SchülerInnen wenden die Merkmale der Textgattungen Beschreibung und Inhaltsangabe nach den Konventionen der jeweiligen Sprache und dem jeweiligen Sprachniveau entsprechend korrekt an.

12. PlurCur

Project name	PlurCur
Participating school	KTU Vaižgantas Progymnasium
City, country	Kaunas, Lithuania
Contact details	Mrs. Egle Grinkeviciene (deputy headmistress) Skuodo str. 27, 45131, Kaunas, Lithuania mokykla@ktuprogimnazija.lt, Telephone: (+ 370 37) 341 412, Fax: (+ 370 37) 341 412

Type of school / age of pupils

Progymnasium, i.e. pupils from 1st to 8th grade (ages 7-14).

Particular challenges at the school

The greatest challenge was to organize the integrated language lessons for the three foreign languages German, English and Russian, in which several foreign language teachers worked together. These teachers had to put a lot of effort into the preparation of the lessons and they also needed to find the best methods for organizing them.

Topics

Topics covered in integrated lessons of German, English and Russian were:

- Holiday traditions in Germany;
- Daily activities;
- Pets and the animal kingdom;
- Weather;
- Colors in nature and in our lives;
- Months and seasons of the year;
- Family bonds;
- Visiting a grandma on a farm; 9. Countries of the world; 10. A city life.

Goals

- To cherish and to stimulate the international communication and cooperation among the European nations;
- To stimulate the pupils' interest in learning as many foreign languages as possible;
- To provide the pupils with a basis for learning foreign languages both at school and independently.

Schedule

There were 6 teachers who participated in the project activities and they organized 1 lesson in two weeks and these lessons were included into the curriculum.

What has been realised / implemented?

As the main goal of the project is to learn languages as the means of communication, it is vitally important to consider multi-/ plurilingualism while studying. Bi-weekly integrated language lessons in German, English and Russian were carried out and several subjects were included, namely Music, Art, Physical education, Mathematics, Biology, Ecology, Nature etc.

How do you assess whether your goals have been attained?

- The goal of the project has been reached. The knowledge of the pupils was assessed according to each lesson's goal set: At the end of each lesson the pupils had to complete surveys, do crossword puzzles and participate in activity games.
- The incentive for the pupils of learning one more foreign language, i.e. German, has been initiated. The pupils adored the integrated lessons and they understood the advantages of learning as many languages as possible.

Perspectives of school authorities and other project partners

- Student exchange programs with the project partners from Norway, France, Germany and Estonia are intended;
- Fostering student participation in summer camps in Germany.

13. Förderung der Mehrsprachigkeit in unterschiedlichen Fächern und schulbezogenen Aktivitäten

Project name	Förderung der Mehrsprachigkeit in unterschiedlichen Fächern und schulbezogenen Aktivitäten
Participating school	Höhere Lehranstalt für wirtschaftliche Berufe (HLW) Rankweil
City, country	Rankweil, Vorarlberg, Österreich
Contact details	elisabeth.allgaeuer.hackl@gmail.com, angelika.kessler@schule.at

Type of school / age of pupils

Die Schule ist eine berufsbildende höhere Schule mit inhaltlichen Schwerpunkten in Wirtschaft, Sprachen und Tourismus/ Gastronomie. Die SchülerInnen besuchen diesen Schultyp nach der Sekundarstufe I (mit 14 Jahren) und schließen ihn nach fünf Jahren mit der Matura ab. Zwischen dem dritten und dem vierten Jahr absolvieren sie ein Pflichtpraktikum von 3 Monaten in touristischen Betrieben, und zwar primär im fremdsprachigen Ausland.

Die meisten der unten beschriebenen Aktivitäten werden ab dem 3. Jahr angeboten, können jedoch auch adaptiert und davor eingesetzt werden.

Topics

- Vernetzung der Sprachen durch Rückgriff auf Kenntnisse und Erfahrungen aus anderen Sprachen.
- Sprachen flexibel anwenden und mehrsprachige Kommunikationssituationen erfahren und einüben.
- Förderung des metalinguistischen Bewusstseins.

Goals

Die SchülerInnen

- erwerben Sprach(en)- und Sprachlernbewusstsein;
- erleben die Wertschätzung vorhandener Mehrsprachigkeit und sehen diese als Grundlage für den Erwerb von weiteren Sprachen bzw. für Bildungserfolg;
- erfahren, dass die angebotenen (Fremd)-Sprachen vernetzt sind und können Gemeinsamkeiten und Unterschiede zwischen den Sprachen nutzen;
- erweitern ihre Sprachkenntnisse im Sachunterricht (CLIL) auf Englisch und Französisch;
- erwerben eine höhere Flexibilität in der Kommunikation in mehreren Sprachen.

Schedule

Je nach Fach und Aktivität unterschiedlich: Das mehrsprachige Seminar (Freifach) umfasst eine Wochenstunde während eines Schuljahres.

CLIL-Angebote in Betriebswirtschaftslehre (Englisch) und Sport (Französisch), beides Pflichtfächer, werden im dritten bzw. vierten Jahr jeweils während eines Schuljahres angeboten.

Das Praktikum im Ausland zwischen dem dritten und vierten Jahr dauert 3 Monate, die Vorbereitung dafür wird in den Sprachfächern sowie teilweise auch sprachenübergreifend vor dem Praktikum durchgeführt.

Projekte werden je nach Thema, Möglichkeiten und Schwerpunkten der Schule durchgeführt (mehrere Schulstunden, Projekttag; Projektwochen etc.).

What has been realised / implemented?

- Fremdsprachenunterricht: Englisch, Französisch, Italienisch und Spanisch; Freifächer: Russisch, Chinesisch.
- Mehrsprachiges Seminar für die Schülerinnen der dritten Klassen als Freifach.
- Sprachübergreifende Vorbereitung auf das Praktikum am Ende der dritten Klasse.
- Sportunterricht auf Französisch mit begleitender Masterarbeit (eine vierte Klasse), vgl. Kessler in diesem Band.
- Betriebswirtschaftslehre-Unterricht auf Englisch (alle dritten Klassen).
- Viele unterschiedliche Projektaktivitäten, bei denen Sprachen und Mehrsprachigkeit eine Rolle spielen, z.B.: Kooperation mit einer Volksschule, in der Mehrsprachigkeit gelebt wird; Tag der offenen Tür mit Sprachencafé; Teilnahme an internationalen (sportlichen und kulturellen) Veranstaltungen, z.B. am Europäischen Olympischen Jugendfestival 2015; Projekttag mit mehrsprachigen/mehrkulturellen Workshops.

How do you assess whether your goals have been attained?

- Verstärktes Interesse und mehr Diskussion unter KollegInnen
- Verstärkte Kooperation in den Sprachen
- Erhöhte Motivation der SchülerInnen für Sprachen und Mehrsprachigkeit
- Verstärktes Selbstbewusstsein in Bezug auf Herkunftssprachen
- Höhere Flexibilität beim Wechseln zwischen den Sprachen

Perspectives of school authorities and other project partners

TeilnehmerInnen des Mehrsprachigen Seminars erhalten einen Vermerk im Zeugnis sowie eine Teilnahmebestätigung. Die Möglichkeit, einen Zeugnisvermerk für den bilingualen Unterricht einzutragen, wird geprüft.

Research questions

- Stärkt das mehrsprachige und sprachenübergreifende Arbeiten das Sprachbewusstsein (metalinguistisches Bewusstsein MLA) /Sprachlernbewusstsein der SchülerInnen (vgl. Jessner & Allgäuer-Hackl in diesem Band)?
- Unterrichtssprache Französisch im Fach Bewegung und Sport: Wie ist die Akzeptanz der Schülerinnen? Wie wirkt sich die andere Unterrichtssprache auf die Unterrichtsgestaltung aus? Welches sind Gelingensbedingungen (vgl. Kessler in diesem Band)?

14. Multilingual awareness and empowerment

Project name	Multilingual awareness and empowerment
Participating school	Hertha Firnberg Schulen für Wirtschaft und Tourismus
City, country	Wien, Österreich
Contact details	Mag. Hajnalka Berényi-Kiss hajnalka.berenyi@firnbergschulen.at

Topics

Multilingual awareness and empowerment

Goals

Das Projekt soll helfen, das Bewusstsein der SchülerInnen in den folgenden Bereichen zu entwickeln und zu stärken:

- die Sprachen, die sie umgeben,
- ihre eigene Mehrsprachigkeit.

Das Projekt soll helfen, SchülerInnen zu motivieren, um

- ihre Familiensprachen zu verwenden,
- ihre Kenntnisse und Fähigkeiten in der Familien- und Fremdsprachen zu verwenden, um anderen Sprachen zu verstehen.

Das Projekt soll helfen, die Lehrkräfte in folgenden Bereichen zu sensibilisieren für:

- die existierende Mehrsprachigkeit der SchülerInnen,
- die Produktivität der Mehrsprachigkeit.

Das Projekt soll LehrerInnen motivieren, um

- die Mehrsprachigkeit der SchülerInnen als Werkzeug für den Sprachunterricht zu verwenden.

What has been realised / implemented?

SchülerInnen:

- Form: Workshop-Stationen lernen über verschiedene Aspekte der Mehrsprachigkeit,
- Aktivitäten: decken ein breites Spektrum von Lernstilen und Sprachen ab,
- Produkt: Einzelportfolios. LehrerInnen:
- Form: interaktiver Workshop,
- Aktivitäten: Analyse der SchülerInnen-Portfolios,
- Produkt: mögliche Materialien für den Unterricht.

How do you assess whether your goals have been attained?

SchülerInnen und LehrerInnen: Bewertung der Fortschritte durch Pre- und Post-Workshop; z.B. Fragebogen und Diskussionen.

Research question

Wie trägt das Bewusstsein für und die Anerkennung des mehrsprachigen Hintergrundes der SchülerInnen zu einer besseren Lehr- und Lernumgebung bzw. zu einem erfolgreichen Lehren und Lernen von Sprachen bei?

3. Education and school policy

3.1. Experiences gathered in the area of education policy

Jonas Erin & Ferdinand Patscheider

1. Target group: policy makers

1.1. Decision-making levels

Various decision-making levels are called into action when it comes to the medium-term planning and implementation of school curricula. From political policy makers down to school authorities and school management teams, the people involved are primarily concerned with introducing learning content or skills targets relating to learning processes and standards to the school curriculum. In both centrally controlled and in (partially) autonomous school systems, the main priority is to fix at what level and according to which basic principles decisions on education policy should be taken, and how schools should go about meeting these requirements during the course of pupils' education. The introduction of a plurilingual whole school curriculum must be viewed taking these factors into account.

Every decision-making level is challenged here:

- Language policy has historically been one of the most important levers of education policy, and will continue to be so.
- Anything to do with the curriculum begs the questions, what are the educational goals and what are the demands on the school system?
- A plurilingual whole school curriculum is a cross-subject, cross- language and, usually, also a cross-school concept.

The introduction of a plurilingual whole school curriculum therefore presents challenges to all the three important levels: the politicians, the school authorities and the individual schools themselves. The real questions are not about the learning and teaching content, but are more concerned with how a plurilingual whole school curriculum can be conceived, developed and implemented to work as a system. Our aim in this chapter is to identify control mechanisms which could be useful to policy makers looking to establish a plurilingual whole school curriculum.

Of course, teachers and the schools' senior management teams make up two of the most important decision-making groups. Sustainable medium-term education policy can only be assured if school senior management teams support pedagogical projects also in relation to the course of their pupils' education. This means not just taking into account learning processes and learning progress, but also – and this applies in particular in the area of (foreign) language learning – promoting plurilingualism systematically through anticipation. For teachers, this cross-subject and, in part, cross-language approach almost certainly represents a high hurdle, particularly in those school systems in which teaching positions are taken to be specialisations in a single subject. In principle, however, this approach can and must be incorporated into course design as an intercultural approach. Good collaboration between the senior management team and teachers – for example when preparing the subject curricula for the school or creating the timetables, in supporting pupil and teacher mobility or regular, functional contacts with partner schools and associations, in allocating rooms/space, in involving pupils and their parents (including in particular those with a migrant background) – as well as an open-minded school culture together provide the optimum prerequisites for establishing a plurilingual whole school curriculum.

Policy makers working in the area of education policy bear substantial responsibility for creating useful and necessary framework conditions to allow a plurilingual whole school curriculum to be established. In addition to making the necessary decisions on school reforms and financing, it is essential that they promote clear cross-generational value concepts which closely link the social acceptance of a common educational system with the concept of plurilingualism, in order to bring about the successful realisation of the concepts of inclusion, interculturality, mediation etc. These concepts must be widely supported, both socially and conceptually, by the educational system.

1.2. Decision factors

From the point of view of education policy, three principles govern the drawing up and embedding of a plurilingual whole school curriculum which has as its aim the promotion of plurilingualism and multiculturalism:

- the intensified efforts to develop a common European education policy which is concerned both with incorporating and boosting international cooperation in education system structures, and with contributing to fundamental deliberations on the concepts of a common European identity and citizenship;
- the boosting of schools' networking potential, as a systemic requirement of an educational system aspiring to add value in a globalised world;
- the importance of language(s) as the foundation of every learning process, with the assumption made (and accepted) that language ability does not relate to an individual language (the language(s) of the school or the lingua franca), but rather, that the linguistic context must in each case always be viewed in its totality.

	A European education policy	Networking potential of schools	Language(s) as a foundation
Systemic level > School system	Developing system comparisons and convergences by exploring common objectives and recognising cooperation as a fundamental principle	Conceptualising and champion the concept of the school as a "network matrix" in the school system	Defining plurilingualism as the sustainable goal of democratic societies
Organisational level > School	Introducing enough space and time in everything from school buildings and routines to teaching units for European projects, facts and labels	Developing networking and networked school cultures through intermediaries, intermediary functions	Supporting a language-friendly environment in schools through intercultural openness, promoting language mediation etc.
Individual and interpersonal level > Teaching	Making a point of bringing out European values, common features and differences in every school subject	Building networking and team capabilities, collaborative thinking and working into teaching formats	Not isolating language ability from other skills; i.e. not viewing it as an end in itself or as a final outcome of a pupil's time at school

Tab. 1: Decision-making levels.

Table 1 shows how important it is to take into account all three levels (school system, school and teaching) when making a decision that has to be sustainable, as well as the significant role all three principles that have been outlined play when deciding to introduce a plurilingual whole school curriculum.

By taking all the decision-making levels into account and adhering to these basic principles, the most important framework conditions for establishing a plurilingual whole school curriculum can be explained.

2. Framework conditions for establishing a plurilingual whole school curriculum

2.1. Education standards and curricular planning

The core values of a Europe-oriented education policy are a binding requirement in curricular planning. Both conceptually and in terms of content, the objective is to consider ways in which linguistic diversity and intercultural competence can be promoted as part of an education policy. Making plurilingualism an educational standard is a significant step towards consolidating a plurilingual whole school curriculum. But it is not sufficient in itself; additional measures must be taken to ensure commitment. The mere setting of targets will not overcome traditions and perceptions. A new set of attitudes towards foreign languages and plurilingual teaching formats on the part of parents and teachers can also be facilitated through the explicit and convergent nurturing of intercultural competences, particularly if such learning units or teaching projects do not occur as isolated units in the course of a school career, but are a systematically-applied component of the synchronic (cross-subject transferability) and diachronic (progressive competence development) coherence of learning content.

The setting of objectives and planning work must explicitly cover how to motivate pupils, as an essential component of that education policy. Inclusion¹ – in the sense that every single pupil can identify with the learning content and teaching projects as a person – is an absolute priority. Moving away from tightly defined subject curricula and towards open curriculum educational programmes – taking, for example, the form of framework guidelines – gives schools the necessary leeway to apply inclusive work methods and strategies. The curricula or guidelines set down by the education authority must give the individual schools the opportunity to address characteristics or issues specific to that school.

Pupils, parents and teachers experience interculturality on a daily basis, whether in the form of multicultural social systems, the coming together of people from different cultural backgrounds or because of multilingual and/or multicultural life histories. This should be reflected both in the teaching concept as well as in curriculum planning. The feeling of belonging plays a significant part in achieving social acceptance, making the school system understandable and motivating the pupils.

Convergence, coherence and inclusion are amongst the most important, non-system-dependent framework conditions essential for establishing a plurilingual whole school curriculum.

2.2. Implementation in schools: Network competencies

Convergence, coherence and inclusion: all three terms are to do with grouping, linking and integrating. The school is playing an ever more important role in bringing about social cohesion. Schools are networks and

¹ Inclusion here is taken to mean “belonging”.

they create networks. The implementation of a plurilingual whole school curriculum in schools must be set up in networks, as a network and for networks.

- In networks: existing structures both internal and external to a school must be taken into account; and the involvement of every member of the school community and interested party is essential. How can continuity be assured, if the conceptual phase for a plurilingual whole school curriculum does not draw on input from and collaboration between the different types of school? What sort of up-front work can be done by primary schools, for example, to prepare pupils for linguistic diversity or families of languages? Putting it another way, a plurilingual whole school curriculum can reinforce the collaboration between different types of school, e.g. through bringing together pupils, creating school partnerships or, through sharing costs and expertise, helping to develop a broader palette of languages.
- As a network: creating a plurilingual whole school curriculum presents a huge challenge to schools, but also offers the opportunity to view the care and nurture of pupils as a collective responsibility, and to build up a sense of team, team skills and cross-subject competences.
- For networks: schools need to get enough functional support and technical advice from the education authorities to be sure of establishing and enhancing a plurilingual whole school curriculum through international partnerships, subsidised pupil and teacher mobility and intercultural cooperation programmes.

Networking competencies will also be called for by the social environment. Schools are not sole providers of education, in particular where languages are concerned. In this respect, the different forms of education provided should be included in the planning of a plurilingual whole school curriculum.

- Formal education: a plurilingual whole school curriculum not only offers a diverse range of opportunities where language teaching is concerned, it also supports the regular use of different languages in both language and other subject teaching and, as a result, encourages general language competence (awareness of language(s)) as well as learning competence (awareness of how to learn languages).
- Non-formal education: by using e.g. simple digital media (MP4 players, tablet PCs etc.), education authorities can help pupils to deliberately introduce materials in foreign languages, which come from their personal living environment, into learning processes.
- Informal education: school is increasingly regarded as a living environment and plays a role in placing language-intensive projects at the heart of school life. Generous decision-making when it comes to allocating time and space for project weeks (cf. Kordt in this volume), working groups, exchange programmes etc., can make a sizeable contribution to reinforcing multilingual skills. Skills acquired outside of school are encouraged and valued. With this in mind, the tying-in of the languages of origin of the children and young people with a migrant background to their educational biographies must be rethought (cf. Henning in this volume).

Ultimately it is the decision-makers and education authorities that support individual schools in developing the forms, methods and criteria of formative and summative assessment as part of the plurilingual whole school curriculum. This assuredly helps to increase and disseminate a willingness to experiment where plurilingualism is concerned.

2.3. The training and development of teachers as possible elements of systematic school development

Policy makers must recognise that the training and development of teachers is of particular importance for school development. Broadening informal education leads to a widening of the scope of duties taken on by teachers. Teachers play a pivotal role in establishing a plurilingual whole school curriculum, above all in the coherence of the learning paths, in the striving for cross-subject convergence and in the taking into account all language competences. The principles of plurilingual teaching and cooperative learning and working form the foundation in this respect.

For this reason, the training and development programmes must include the following elements:

- Formal, non-formal and informal development of language competences
- Transfers of language competences between language and other subject teaching
- Cross-lingual learning strategies
- The principles of plurilingual teaching, above all in language mediation and intercomprehension
- Intercultural cooperation and mobility
- Digital media and alternative ways of educating (flipped classroom etc.)
- Alternative forms of assessment.

The development of multilingual courses of study at universities and colleges, particularly in those countries in which teachers are specialists in a subject, could contribute greatly to the furtherance of plurilingualism. The issue of plurilingualism must be addressed in the initial training of teachers.

2.4. Establishment in the school development plan

Education policy objectives or the objectives set by the education authorities in the form of centrally-defined targets or guidelines (in both cases this essentially means defining skills expectations, which can be couched in quite specific or quite vague terms) must be reflected in the school development plans and the activity plans of the individual schools. Only in this way can local needs be addressed and reasonable obligations be placed on all involved. Whereas in Austria and in some federal states in Germany the drawing-up of a school development plan is merely recommended, in South Tyrol it is mandatory, anchored in the Autonomy Statute of 2000. Art. 4 para. 1 gives details:

Every school shall draw up its own school development plan – involving every constituent of the school community – which shall be a fundamental document reflecting the cultural identity and profile of the school. The programme shall cover curricular, extracurricular, educational and teaching organisation planning as decided by the individual schools within the framework of their autonomous powers (Autonomous Province of Bolzano 2000).

Furthermore, the provincial statute specifies that the school development plan must be agreed upon by the school boards, with the involvement of all stakeholders (teachers, parents and pupils), that it is binding and that it must be published (on the role and function of a school development plan: cf. Pädagogisches Institut 2000; Altrichter, Messner & Posch 2004; Schratz 2013).

In France, the teaching staff do not design school development plans. Although teachers are involved in the decision-making process, school development plans are drawn up at national level. The work done on programmes in the schools themselves concentrates on the levels of lesson sequence planning (*programmation de la séquence pédagogique*) and cross-subject linking of formal (school subjects aligned to school programmes) and informal (transverse teaching modules) teaching units. The planning of a plurilingual whole school curriculum can therefore really only be executed as an experimental concept (Article 34²) in the French education system and will therefore, in principle, be promoted as an innovation.

² Article 34, Code de l'Éducation – L.401-1 issu de la Loi d'orientation et de programme pour l'avenir de l'École du 23 avril 2005.

3. Context descriptions / Bearing on the country reports and bearing on the different types of schools

3.1. School system, school type and overall curriculum

The design of a plurilingual whole school curriculum is also and above all dependant on the structure(s) of the school system and/or the different types of school. The concept of the plurilingual whole school curriculum can underpin children's school careers through the convergence of supportive projects that can be pre-programmed to be deployed selectively but regularly. This anchoring strategy is to be recommended above all in centralised school systems. In opting for this, the education authorities must take into account the following points:

- How does one avoid lining up language courses which stand in isolation, and how can one better develop and support language skills by transferring the knowledge of and ability in one language so that it can be applied in another language?
- How can one measure the effect of a project on the overall curriculum, and can new convergences between the different subjects be developed as a result, which contribute to general language competence?

Continuity is a fundamental principle underpinning every curriculum. This means special attention should be paid to the coherency of a plurilingual whole school curriculum, e.g. enabling the concurrent learning of multiple foreign languages (usually English plus other languages), contrastive learning strategies (language mediation, setting tasks that permit a multicultural response etc.) or open teaching models (mobile digital teaching, *blended learning*, teaching that encourages mobility etc.).

One of the prime objectives of education policy in all OSCE countries is to promote sustainable plurilingualism in the education system. With regard to establishing a plurilingual whole school curriculum, the following points should be considered in combination:

- Which languages are offered as subjects at a school?
- What additional language skills do pupils and their parents bring to the schools?
- What languages (e.g. regional languages) are spoken in the region in which the school is located?

Consideration must, however, be given to these points regardless of the type of system and school.

3.2. Example: Italy, South Tyrol

As a matter of principle, German-speaking schools in South Tyrol may not disengage themselves from the national Italian school system. Types of school, educational cycles and official school-leaving qualifications are identical to the rest of the state. The School Autonomy Statute No. 12 of 2000 does, however, give individual schools in South Tyrol a large amount of room for manoeuvre, particularly when it comes to teaching methodology. The only area where there is no autonomy is essentially in the area of recruitment. South Tyrol is a trilingual province. Of the slightly more than 500,000 inhabitants in the province, approx. 70 % speak German, approx. 25 % speak Italian and approx. 5 % speak Ladin. Parents have the possibility of sending their children to a German, Italian or Ladin-speaking school. Given these facts, it is clear why so much importance is attached to language tuition in South Tyrol. The language concept for German-speaking schools, which was developed in 2003 and updated in 2007, sets the objectives in the area of language competence as follows: very good knowledge of the first language; as high a level of skill as possible in the second language, Italian; good knowledge of English. Some schools also offer further languages in their curricula. Arising out of this language concept is an explicit mandate for a common approach to language

teaching; but the reality of the situation in schools indicates that there is still, understandably, scope for development and optimisation.

The guidelines laid down in recent years by the provincial government for all subjects explicitly define the levels of competence expected (overarching competences have also been formulated). The schools set out their curricula for each discrete subject and, for the language subjects – but not just for these – they elaborate on the theme of a common teaching methodology (for languages). The concept of a plurilingual whole school curriculum is extremely helpful in this respect.

A team, composed of teachers from various schools (all school levels are represented), has set out to deliver on the mandate for a common approach to language teaching referred to in the abovementioned language concept and the accompanying mandatory guidelines, and to introduce teaching initiatives, which are outlined below. The team has set itself the target of identifying potential starting points for best using the ways in which the individual languages are acquired and learnt, and coordinating/aligning these. The teachers in the participating schools – there are currently five schools involved in the project – are advised and supported by the education authority, and meet regularly to share their experiences and lessons learnt with the other working party members. In this way, the following profiles have evolved at the individual participating schools (see also chapter 2):

Project 1

School	Sozialwissenschaftliches Gymnasium und Fachoberschule für Tourismus „Robert Gasteiner“ / “Robert Gasteiner” Social Sciences Grammar School and College for Tourism – Bolzano, Italy
Objectives	Pupils can use their existing experiences of learning a language, develop metalinguistic abilities; and they have confidence in their ability to learn languages and have strategies for so doing.
Subjects involved	Teachers of any subject who are interested, in particular language teachers of: German (first language), Italian (second language), English (1st foreign language); this is supplemented with Latin at the Social Sciences Grammar School, and with Spanish (as the 2nd foreign language) at the College for Tourism.
Pupils	Years 9-10
Measures	Cooperation with the German Schools Authority Inspectorate; various projects involving several classes and/or schools, e.g. cross-language work with the languages portfolio, to make it easier for the pupils to reflect on languages and language acquisition; in collaboration with the Mathematics teachers, survey of all the languages represented in the school (first languages, second/foreign languages; languages of origin); rehearsing short plays, sketches and songs in multiple languages; reading projects in collaboration with the Libraries Working Group; organising a cross-language reading group that compiles a reading diary, which is subsequently put on display; “English reading week”, in which pupils tackle English-language books and magazines; the compilation of a cross-language listing of grammar terms by the language subject teachers, to make it easier for pupils to learn grammar terminology.

Project 2

School	Sozialwissenschaftliches, Klassisches, Sprachen- und Kunstgymnasium / Grammar School for Social Sciences, Classics, Languages & The Arts – Merano, Italy
Objectives	For the pupils to explore the topic of word formation and the two text types: descriptions and summaries; to recognise the characteristics of word formation in different languages and transfer them to all the languages they are learning; to develop an ability to observe and perceive nuances, and to express these accordingly; to identify the differences between, on the one hand, listing contents and, on the other hand, summarising and retelling content and to learn to describe in brief the contents of a text by themselves in different languages.
Pupils	Years 9-13
Subjects involved	German, Italian, English, French, Russian, Spanish and Latin
Measures	Planning is done jointly across all languages; and in a next step the targets for each specific course are established and defined in more detail. Some content is selectively taught by way of team teaching. As an aid to learning, the pupils work with jointly-agreed terminology common to all subjects. The documentation used is collected and made available to all interested members of the teaching staff. The pupils put together a cross-language portfolio, in which parts of the content specifically contrast and compare the languages, e.g. vocabulary for specific topics etc. All the teachers involved in the project meet regularly to discuss and compare notes.

Project 3

School	Primary and Lower Secondary School Terlan – Middle School, Italy
Objectives	For the pupils to discover and explore their first language and their foreign language conjunctly; thereby recognising and making use of linguistic diversity.
Subjects involved	German and English
Pupils	Years 6-8
Measures	Thanks to a jointly agreed teaching methodology, jointly determined objectives and content and activity-oriented teaching units – e.g. learning at “stations” – pupils learn to use the competences already acquired while learning their first language as they learn a foreign language. Learning in larger units (modulation) is provided for, as is targeted support of individual abilities and ways of learning as well as of autonomous learning. Special emphasis is placed on the grammar terminology, working with the dictionary, the types of words and idiomatic expressions.

Project 4

School	Primary and Lower Secondary School Sarntal – Reinswald and Durnholz primary schools, Italy
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Objectives	For the pupils to discover and explore their first language, as well as the second and foreign language, conjunctly; for their enthusiasm to communicate in German, Italian and English to be kindled; for them to recognise and use multiple languages and to learn reading strategies.
Subjects involved	German, Italian and English
Pupils	Years 1-5
Measures	Lessons are planned and delivered jointly by the teachers (class teachers and language teachers); in activity-oriented teaching units the pupils learn to use the competences already acquired while learning their first language for their second and foreign languages. Special emphasis is placed on oral communication.

Project 5

School	“Josef Bachlechner” primary school – Bruneck, Italy
Objectives	Taking as its slogan “Gemeinsam – Insieme – Together”, the school community has set itself the objective of promoting plurilingualism. Pupils in the full-day year groups receive an extra 4 language lessons a week. The aim is for pupils to discover and explore their first language as well as their second and foreign language in all subject areas; and for their enthusiasm to communicate in German, Italian and English to be kindled right from Year 1. Pupils’ awareness is raised of the differences between the three languages, and also the features they share in common.
Subjects involved	German, Italian and English
Pupils	Years 1-4
Measures	Lessons are jointly planned and delivered by the language teachers; with the aid of linked topics and activity-oriented teaching units the pupils learn to use the competences already acquired while learning their first language as they learn their second and the foreign language. Special emphasis is placed on oral communication, as well as deploying the reading strategies acquired while learning the first language in the second and foreign language too.

Project 6

School	“Maria Hueber” middle school, Herz-Jesu-Institut (Sacred Heart Institute) – Mühlbach, Italy
Objectives	To create synergies (introduction – application: methodology; text types; terminologies etc.); to demonstrate and make clear what a beneficial effect the knowledge of different languages can have; to encourage mental flexibility (switching etc.); to make the links between different languages and cultures in everyday life evident – plurilingual teaching as a mirror to reality
Subjects involved	In every case: German, Italian, English; elective subjects (Drama, Editorial group) Selectively, but with increasing frequency: History, Geography, Art, Music, Technical Education
Pupils	Years 6-8

Measures

- Step-by-step drawing up of a plurilingual curriculum which specifies requirements to introduce methodologies, text types etc.
- Creation of a folder containing documentation on the abovementioned themes
- Planning of cross-subject teaching units with plurilingual sources and exercises
- Elective subject Spanish and plurilingual elective subjects – Drama and Editorial group
- Language tables and a language cinema in the day centre and the boarding house
- Language assistant – encouraging pupils to speak the language and giving an insight into a foreign culture Project with EURAC: Touring exhibition “Linguistic diversity – around the world and on our doorstep” with workshops
- Use of sources in the original language (film excerpts, articles, songs etc.)
- Exchange project with Civitanova – Marche (promoting the second language Italian)
- School partnership with English-speaking schools
- Language weeks in July (Ireland)

3.3. Example: France, Académie de Rennes

The prime concern in the centralised French school system is to support pedagogical innovation both structurally and conceptually. This presents big challenges, including cross-subject collaboration which is almost exclusively based on the formal school career, the fact that schools are still to develop any autonomy and the fact that the educational authority still has a very pronounced hierarchical structure.

For these reasons, the PlurCur project was developed on an experimental basis in the Académie de Rennes, i.e. with the intention of passing on the project schools’ experiences and insights in the medium term by means of training courses for teaching staff and for headteachers. Project schools were supported and coached pedagogically by school inspectors whose specialist areas were foreign languages.

Each of the three project schools in the Académie de Rennes cluster was charged with researching a specific aspect of the potential problems in establishing a plurilingual whole school curriculum. This led to three projects coming into being (see also chapter 2 as well as Erin, Crespin & Hernandez 1994-2017):

Project 1

School	Lycée (high school) Henri Avril – Lamballe, Côtes d’Armor, France
Problem / issue	How can “specialist subjects” and the teaching of languages be better linked to each other in pre-programmed plurilingual school curricula?
Principles	The following languages are involved: French, German, Spanish and English. The “specialist subjects” are History, Geography, Sport, Physics and Chemistry. This school is particularly interesting for the PlurCur project because the teaching staff had already been working together in innovative ways on projects for 4 years.
Project	Confronting first-year ³ pupils as often as possible with foreign languages. On average, first-year Lycée pupils in France have 3 hours of English teaching and 2.5 hours of Spanish or German teaching per week. The objective, therefore, is for teachers of other

³ The pupils in this case were 15- to 16-year-olds. In a French Lycée the “Seconde” is the first of three school years leading up to the Baccalauréat.

subjects to include foreign languages in their lessons. The aim is to develop a continuum between the subjects, to raise other subject teachers' awareness of the learning of foreign languages and to encourage language awareness and consciousness of learning a language amongst the pupils. This experiment relates to a first-year Lycée class, i.e. 30 pupils. The teachers for this class took as their common thread (object and subject) running through their lessons the topic of Europe, also in regard to the 100th anniversary of the start of the First World War.

Project 2

School	Lycée Lesage – Vannes, Morbihan, France
Problem / issue	To what extent can plurilingual (receptive) competence be supported and developed through language mediation, team teaching and intercomprehension?
Principles	Four foreign languages are offered at this school: English, German, Spanish and Italian. This project is of particular interest, as the pupils' receptive competence results are well below their productive competence results. Its objectives are to reflect on what can be offered to Lycée students who will have been learning German and English concurrently in their so-called "classes bilangues" ⁴ (bilingual classes) in the Collège; and to support and develop cross-language competence with the focus on deploying strategies to help transfer receptive competence going from Italian to Spanish and from English to German (and vice versa).
Project	Developing convergence. Teachers develop common, multilingual and intercultural projects. These projects are offered three times a year to first-year pupils. In terms of the form of these projects, teachers are guiding pupils towards to a common objective (to work on a project); in terms of their content, teachers are seeking to develop the pupils' plurilingual abilities. This experiment relates to 17 first-year Lycée classes, i.e. about 500 pupils. If an undertaking involves so many pupils, it is necessary to approach it with a high degree of flexibility. As a result, a relatively large and diverse number of projects were worked on.

Project 3

School	Collège de la Binquenais – Rennes, France
Problem / issue	To what extent can pupils' self-confidence be boosted through multilingualism, and, in turn, their tolerance and acceptance of school?
Principles	Both schools represent a continuum in the multicultural district of Le Blosne in Rennes. The pupils of the Collège will bring some 40 different languages with them to the Collège this year. French will be spoken by only approximately 20 percent of families at home. This linguistic and cultural diversity is viewed by many teachers as a fundamental problem and not an opportunity. The objectives should therefore be: to educate the teachers better in the area of general language competence; to take the culture and

⁴ In bilingual classes, pupils start to learn a second foreign language in year 6. Other pupils start to learn a second foreign language mainly in year 8.

language of every pupil more into account – ideally in every lesson; and to give fresh motivation to pupils and teachers alike through undertaking a joint, plurilingual project.

Project

Show teachers

- how general language competence can be developed and/or deployed at any time – whether during lessons or in homework support sessions or through various cross-subject projects;
- how pupils can use their own first language or multiple languages as an intermediate station in complex processing tasks, e.g. in mathematics, when the pupil needs to count; or to encourage learning awareness.

This ambitious project is being supported by reducing lesson times from 55 to 45 minutes and using the time gained for joint collaborative projects – i.e. informal learning.

A suggestion from amongst the French PlurCur project schools on how to implement and control plurilingual whole school curricula was developed under the name of REPI⁵. REPI is intended to be a controlling instrument. Its objective is to assess curricula using a scale consisting of seven criteria, and to highlight potential for improvement (see tab. 2).

	Stage 1: Discovery	Stage 2: Integration	Stage 3: Inclusion
Criterion 1: Nurturing empathy	The project makes it possible to discover a different culture, to experience otherness.	The project works on the principle of reciprocity. The stress is on thinking as a partnership and acting as a cooperative.	The stress is on joint projects during the course of which the participants experience empathy. Creative thinking, communication skills and empathy are all encouraged through intercultural thinking and decentralised working.
Criterion 2: Teaching and pedagogical methodology	The project cuts across all subjects and encourages cooperation amongst the pupils.	The project cuts across all subjects and is inclusive. It fosters a sense of responsibility and an ability to work in a team amongst the pupils.	The project cuts across all subjects and is inclusive. More heterogeneous profiles encourage cooperation and cohesion, so that the group is better able to overcome more complex problems together and to view diversity as their most important asset.

⁵ REPI: Radar pour l'éducation plurilingue et interculturelle. In German: "RIESIG" – Radarbildschirm zur Implementierung, Entwicklung und Steuerung Interkultureller Gesamtsprachencurricula. (An English equivalent could be: RIPE: Radar for an Intercultural, Plurilingual Education) This model was developed by Jonas Erin to accompany the PlurCur projects in Rennes in 2013 and tested by him and the inspectors for foreign language learning Catherine Batsch, Cécile Crespin und Yannick Hernandez.

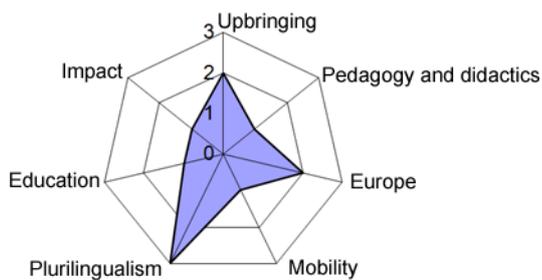
	Stage 1: Discovery	Stage 2: Integration	Stage 3: Inclusion
Criterion 3: <u>Europe and European integration</u>	In project groups, the pupils work through questions from different disciplines (history, economics, literature etc.) on the theme of Europe.	The pupils deal in their projects with the theme of European integration in a globalised world.	The pupils deal in their projects with the concept of a European identity, core culture and/or citizenship.
Criterion 4: <u>Partnership and mobility</u>	The project facilitates contact and communication between groups and working in tandem through the use of digital media.	The project leads to a bilateral exchange based on reciprocity.	The multilateral project works on the principles of reciprocity and cooperation.
Criterion 5: <u>Plurilingualism</u>	Two of the languages spoken by the pupils are used simultaneously L1+L2.	Three of the languages learnt by the pupils are deployed simultaneously L1+L2+L3.	At least three languages are involved, of which one is not used in practice by all pupils L1+L2+L3+L...
Criterion 6: <u>Education</u>	The project is based solely on formal educational paths.	The projects consists of a combination of formal and non-formal – i.e. cross-subject – educational paths.	The project references all educational paths – formal, non-formal and informal out-of-school education.
Criterion 7: <u>Systemic impact</u>	The project is very tightly specified and thus also has a time limit on it.	The project influences an entire system (school, school management, school system).	The project helps to explore new forms of cooperation which influence the system in a fundamental and long-term manner.

Tab. 2: REPI/RIESIG

The characteristics of a project are portrayed in a radar screen-style diagram (Fig. 1) to make management and transfers between innovative project schools easier.

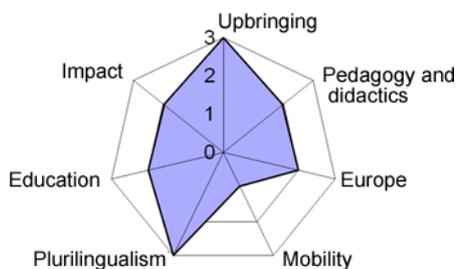
Two factors must be borne in mind for such an exercise:

- The value “zero” should be avoided for each and every indicator;
- Level “three” should most certainly not be the targeted value for every indicator: it may very well make sense for certain indicators for a given project to be fixed at levels 1 and 2.



Example 1: Lycée Lesage, Vannes

At this lycée, all the pupils in the 17 first-year classes work on plurilingual and cross-subject projects three times a year. These projects involve debate, intercultural communication or creative tasks, with the aim of developing convergences.



Example 2: Lycée Avril, Lamballe

Forty first-year pupils are taking part in this project. Through a plurilingual approach to all subjects, the pupils have to get to grips with multiple languages on an intensive, daily basis. But as not every pupil has learnt every language, this project calls for collaborative forms of working together.

Fig. 1: Examples of radar screen illustrations.

Even if it is, of course, essential to assess the language skills developed by the pupils in the various languages in accordance with the European reference framework, for the purposes of managing the plurilingual whole school curriculum, the emphasis should also be on checking that the project is at the right level for each of the indicators.

REPI is also intended to help align the potential for plurilingualism to school type. For example, the concept of a comprehensive school – particularly if this overall structure also includes a vocational section, such as in the “lycées polyvalents” in France – should be to promote plurilingualism inherently and across all disciplines by means of a principal of systematic inclusion and through collaborative forms of learning, partnerships and mobility.

4. Comments on controlling mechanisms

In the educational system controlling mechanisms are, to a great extent, also dependent on the system. The following comments are an attempt to classify system-independent controlling mechanisms according to top-level objectives, although every education policy strategy to establish a plurilingual whole school curriculum should be able to draw on each of these individual categories.

4.1. Systemic controlling mechanisms

Educational targets:

- Plurilingualism should be introduced as an educational standard, in particular with regard to the intercultural and multilingual skills and competences to be acquired, both for those going directly into the world of work and those going on to further study – and this should apply both to those parts of education that are compulsory as well as for institutes of higher/further education.
- Guidelines on subject curricula and (where prescribed from the centre) text books should sketch out potential educational paths in which the challenge of developing plurilingualism rests not solely with language teaching but is described as being part of a whole school curriculum.
- Plurilingual whole school curricula should be modified to fit each school level and school profile.
- The school world must find ways of recognising individual learning paths and pupils' informally acquired competences as educational credit.
- Team skills – that is to say, collaborative thinking and activity – are systematically nurtured in pupils through cooperation and reciprocal and bilateral teaching (TANDEM work, bilateral sharing of best practice, joint running of projects, mobility etc.).
- The training and development of teachers is viewed as a permanent process in which special emphasis is placed on innovation, research and school development through the collaboration between schools and universities. In the area of language acquisition and language research in particular, the aim is to develop optimisation methods which allow everyone involved to continue to learn and be creative, particularly when it comes to following the intercultural development of a society and developing curricular scenarios.
- There should be training and development programmes for headteachers to get them thinking in terms of plurilingualism and interculturality. The main challenges in school management are, after all, comparable from one school system to another, although the approaches to the solution may be different. In addition, it is inconceivable to think of schools today getting by without partnerships – including international ones. Ultimately, schools can only function efficiently if educational paths are embedded in inclusive whole school curricula.

Measurement data, evaluation by and of schools:

- Education authorities are developing data collection instruments which help to evaluate the multicultural and plurilingual approaches to education taken by individual schools and help schools to identify L1 language competences and further language competences in children, particularly those with a migrant background, so as to be able to initiate support measures where appropriate (e.g. language tuition in the language of origin).
- It should be possible to compare the range of languages offered in schools (and according to type of school) across Europe, taking into account local requirements (e.g. neighbouring languages, minority languages etc.). Cross-border educational paths should be made simpler through the introduction of language diplomas and internationally recognised certification of competence in multiple languages.

4.2. Controlling mechanisms related to pedagogical teaching methodology

A culture of plurilingualism:

- The Council of Europe offers common European guidelines. In this connection common Europe-wide guidelines on developing and promoting plurilingual whole school curricula (cf. Beacco et al 2010) would be particularly useful.
- The Framework of Reference for Pluralistic Approaches to Languages and Culture (FREPA), the Common European Framework of Reference for Languages (CEFR) and the European Languages Portfolio (ELP) should be more obviously linked together in terms of curriculum-building, to support teachers in developing and establishing plurilingual educational paths.
- European system-overarching tutorials should be developed to heighten the awareness of headteachers and teaching staff for plurilingual and intercultural education and to support curriculum planning.

Structures and basic principles:

The acceptance of heterogeneity and the promotion of inclusive learning models could be developed and supported by the following fundamental measures:

- allowing the schools to make autonomous decisions in the area of teaching methodology;
- developing task-oriented teaching methods in cross-subject areas of learning; linking up formal and non-formal education in a more targeted manner, supporting multicultural project work; nurturing self-initiative on the part of the pupils, recognising skills acquired via non-formal learning routes etc.;
- ways of working and teaching concepts: rethinking the way teaching time is used and supporting collaborative forms of learning, favouring open forms of learning and teaching, introducing reflexive methods (e.g. through language portfolios);
- taking European integration as a process and example of cooperation in all school subjects and thinking about it as the basis for developing partnerships and mobility;
- strengthening the networking function of schools through territorial networking, school partnerships and better digital media equipment.

5. Approach to an implementation methodology

5.1. The question of transferability and the challenge to the concept of best practice

Education systems are, both historically and politically speaking, very complex, interdependent entities. That which is viewed as an example of efficiency in a specific context in one school may not function the same way in another school. The principle of the exemplary will, in terms of systems, come up against a large number of boundaries:

- System and context: finalities and educational standards, structures, organisational and decision-making levels;
- Internal dynamics: networks, interlinkages, personalities and personnel movement/stability, subjective views of and the (embedded) reputation of a school;
- Rules, conventions and reforms: opportunities to change the interaction structures and the system environment, future development directions and development rhythms.

For these and other understandable reasons, the general cannot always be interlinked with the specific. However, some basic phenomena can be observed despite this. This resulted in the attempt to draw up a matrix – called “the magic triangle” – the aim of which is to take account of certain characteristics in equal measures and modified according to the context when developing and establishing a plurilingual whole school curriculum.

5.2. “The magic triangle”

Establishing a plurilingual whole school curriculum which is credible, efficient and sustainable should be assured thanks to three characteristics of equal importance:

- Type of language curriculum (languages learnt in parallel, or consecutively; language-specific education paths or integrated language teaching);
- Form, design and methods of teaching (intercomprehension, language mediation, multicultural approach, an approach based on the language culture etc.);
- Education standards and education targets (recognition of intercultural competences, different forms of certifying multilingual education etc.).

Decision-makers look for a logical interlinkage of these three components when it comes to implementation. Only if curricular scenarios are anchored in all three respects will it be possible to get all stakeholders involved and to move across, step by step, to a plurilingual whole school curriculum.

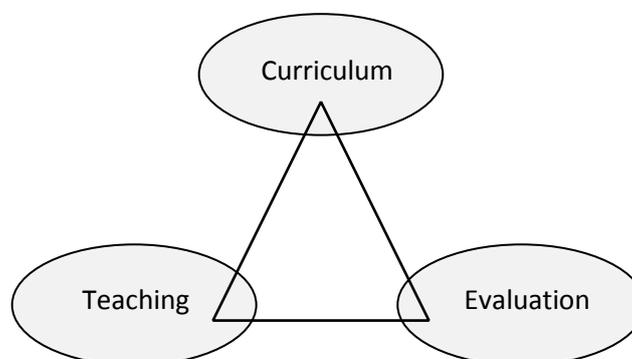


Fig. 2: Magic triangle.

5.3. Progression scale¹ of the implementation stages of a plurilingual whole school curriculum

Plurilingual whole school curricula must be progressively focussed on inclusive educational paths. The matrix shown below is intended to help decision-makers to plan for the implementation of a plurilingual whole school curriculum together with all the partners and stakeholders involved.

Plurilingualism <i>(plurilingual issues)</i> L1+L2+L3 (+Ln)	Recognise language bridges Know and recognise language families Raise awareness of cultural mediation	Run intercultural projects Coach and evaluate intercultural mediation and language mediation	Implement education paths (e.g. intercomprehension) based on integrated language teaching Establish multilingual theatre projects in school curricula Develop multilingual “specialist subject” teaching sequences	Intercultural and internationally recognised educational paths Develop multilingual test models Promote intercomprehension as an educational target Encourage multilingual team teaching
	Raise pupils’ awareness of other languages (original soundtrack films, music etc.) Make clear the range of languages spoken	Joint projects (e.g. “Europe week”) Develop similar test models for all language courses Work contrastively (compare languages, draw attention to cultural difference and similarities)	Plan intercultural projects (e.g. “Europe week”) Programme in-course certification in the various languages Offer “specialist subject” teaching in L2 and L3	Introduce everyday, regular usage of different languages (signs, scripts, papers etc.) Recognise language certification in the national diplomas
	Develop consciousness of the existence of other languages and cultures	Offer majors in L2 Nurture intertextual and interlingual mediation	Offer “specialist subject” teaching in L2	Develop bilingual educational paths Encourage L1 + L2 team teaching
	Openness, interest	Association, integration, recognition	Pedagogically integrated educational approaches	Pedagogically inclusive educational approaches

Tab. 3: Progression scale of the implementation stages of a plurilingual whole school curriculum.

¹ This model was developed by Jonas Erin to accompany the PlurCur projects in Rennes in 2013 and tested by him and the inspectors for foreign language learning Catherine Batsch, Cécile Crespin und Yannick Hernandez.

6. Conclusion

- The pluralistic approaches to implementing and further developing plurilingual whole school curricula demonstrate how important it is to have many different irons in the fire at the same time. Plurilingual whole school curricula can only be efficient if they are also part of general deliberations on how to encourage inclusive school structures.
- The propagation of a multicultural and multilingual education has to be effected on both an individual level (educating the pupils, training and developing the teachers, headteachers) as well as globally and systemically (education policy, control mechanisms, subject convergences, development of partnerships and networks).
- Language teaching as a whole should play a significantly greater and more explicit role in the development and nurturing of intercultural and interpersonal competences, with real importance attached to language mediation, intercomprehension, multilingual team teaching and European cooperation.

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3.2. My language – your language – our school.

Valuing and promoting multilingualism as part of pedagogical and institutional school development work, taking the Gisingen-Oberau primary school (in Feldkirch, Vorarlberg, Austria) as an example

Simone Naphegyi

1. The changing face of the primary school

In the middle of the 1960s – a time of strong economic growth in Vorarlberg – the population of Gisingen, a district of Feldkirch, grew very rapidly. One reason for this was the settlement of workers, who were recruited from the former Yugoslavia and from Turkey within the context of the *gastarbeiter* recruitment treaties by a textiles factory located in the town. The workers, some of whom arrived with their families, were accommodated in housing developments near to the factory. The longstanding primary school in the centre of Gisingen was no longer able to cope with the rising number of pupils; and so the new Gisingen-Oberau school complex, with a primary and lower secondary school, was built on the edge of Feldkirch.

More than 35 years later, the primary school was faced with the problem of constantly falling rolls, not least because increasing numbers of parents were making applications to come under other schools' catchment areas. They appeared to have concerns about the quality of education their children would receive in this primary school, which was and is characterised to a very large extent by linguistic and cultural diversity. And it was the challenges of diversity and multilingualism that the school had to face up to in order to develop further as a school. In the housing developments referred to above, which formed part of the school's catchment area, there were by now countless families of second and third-generation migrants; additionally, a home for refugees run by the charity Caritas was also located in the school's catchment area.

Needs-based focus and first steps

It seemed clear to the head of school appointed in 2000 that there was an urgent requirement to reset priorities for the school's development: i.e. to develop a needs-based strategy, which should be implemented in small steps. It became apparent that the main challenges were the delivery of a high level – in terms of quality – of instruction in German, securing the desired level of parental cooperation and increasing parental participation in their children's education. In the discussion about increasing school autonomy, Wenzel (2004) describes the particular importance attached to the head of school as a "door opener" for innovation and as a guarantor of quality, in addition to being the manager overseeing the sustained, positive further development of the school (Wenzel 2004: 407).

In a first step, the strategy for German language tuition had to be rethought; and for each year group, two lessons were made available for targeted instruction, to run parallel to the (Catholic) religious instruction lessons. Alongside this, a very large number of support lessons had to be allocated for those pupils identified as not having a sufficient command of German for the purposes of general teaching and learning. These sessions were in part split away from the class teachers' own lessons and assigned to teachers specialised in this area. The aim of this measure was to improve the quality of language instruction – in particular, German language instruction – by focussing the teaching activities on this specific area.

Thanks to a year-long project that ran during the 2007/08 school year, the topic of multilingualism featured constantly in the thoughts and actions of the teaching staff, the pupils, their parents – but also the general public. What was so different about this project was that it was not restricted to a single year group, but that all the pupils in the school were involved in the activities and content of the project. It led to a multilingual play being performed, a multilingual audiobook being recorded and a multilingual school newspaper being produced. Going under the title of “The language carousel”, teaching units were delivered in which different languages were introduced and the cultural diversity of the school was made more apparent, by giving insights into the multiplicity of languages present in the school. In addition, “language portraits” of the pupils were displayed in the school entrance area, to make visible the broad spectrum of first and majority languages spoken by the pupils. The head of school had responsibility for overall project management; and was well supported by the commitment and hard work of a German language support teacher and several class teachers, who took a strong interest in the concept. As a result of the work done in this school year, multilingualism became a more visible, audible and tangible concept for everyone involved in school life.

2. Taking a new approach / developing new attitudes geared to the resources at hand

A prime indicator of a “good school”, as described in research into school effectiveness, is its approach to and use of the resources available to it (Wenzel 2004: 393). It can certainly be said of this school that, by the end of the project year, it had recognised the resources it could draw upon in this specific case and also where there appeared to be potential that could be further tapped. Starting from the viewpoint of a school as a learning organisation that – like every system – must constantly redefine itself and prove its identity through its actions, development can be understood to mean a cycle, in the course of which there are crises to get through and deal with (cf. Rahm 2005: 125).

It goes without saying that the implementation of the development steps planned for the Gisingen-Oberau primary school did not always go ahead without disputes and showdowns. There were dissenting voices in the staffroom and from amongst some of the parents, who were from the start unwilling to cooperate on approaches to addressing the topics of multilingualism, interculturality and diversity. Some of the people involved preferred to adhere to the old, familiar structures and did not immediately view the new developments as likely to be beneficial. Visions, concepts and targets which serve as guiding principles are critical to dealing with such challenges. Just like living organisms, organisations have to survive phases of repression, recrimination and resignation, before they can then enter a phase of reorientation (cf. Rahm 2005: 125).

The next – and certainly not easy – step was therefore to keep alive the interest awakened in the topics of multilingualism and interculturality, and to get the interest shown by part of the teaching staff in the theme of diversity on as solid a footing as possible. It was therefore very important to the head of school to expedite training of staff in these areas. She wanted as many as possible of the people working in the school to acquire some well-founded knowledge of the subject areas. Apart from the head of school herself, which linked in to networks across the country on the topics in question, an increasing number of the teaching staff showed an interest in participating in regional and national seminars, taking advantage of opportunities to share experiences and best practice and acquiring sound additional qualifications in the area of intercultural competence.

Rolff (2007) comments on the significance of this collective training activity as follows: “A feature of a learning school’s learning culture is that it has a stock of common knowledge which allows it to deal with complex situations, and which has come about as a result of joint work on the school’s development.” (Rolff 2007: 42).

Beginning with the many valuable external inputs that the teaching staff brought into the team as a result of their training activities, and as a result of the constant work done by the head of school on the attitudes of

members of staff, a gradual paradigm shift was observed in the majority of the teaching staff. Multilingual children came increasingly to be seen in terms of their potential. Teaching was therefore no longer exclusively geared to addressing their deficits in the language of instruction.

When thinking about organisational development, an organisation should ideally develop from within, i.e. primarily through its members. This makes the role of the head of school crucially important. Organisational development is taken to be a learning process for people and for organisations. A characteristic of an organisational development concept is that it relates to the whole of the school and not just to a part of it. At the same time, however, it is stressed that development can only be in steps. This approach also assumes that an organisation can only really be changed if the attitudes of its members change (cf. Rolff 2007: 12).

3. Structural changes

Alongside the change in the way the challenges posed by the school's pupil composition were viewed, changes were also introduced at a structural level as a result of the work of committed teachers, with support coming from the head of school.

School development in pedagogical terms starts by changing teaching methods. The starting point for this is a common endeavour to try out new forms of teaching and learning and to develop methodological competence together, so as to be able to change the teaching culture. The concepts of pedagogical school development offer teaching-related support systems and assume the involvement of both teachers and pupils in the development and trialling processes of modified forms of teaching and learning (cf. Blömeke & Herzig 2009: 24).

The aim was to create natural learning environments in which the different languages could, without constraints, be learnt, used and further developed. A "language studio" was set up in the school and fitted out with modern teaching and learning materials. The objective was to create additional space and resources to allow broad-based language teaching, including more than just vocabulary building and teaching grammar, that was wide-ranging and varied in scope and drew on the learners' realm of experience. A further, and important, structural change was made possible through the building alterations to the school – namely, the creation of an internal learning and working library with an emphasis on multiculturalism and plurilingualism. The aim of this was to provide uncomplicated, "drop-in"-style access to, in part, multilingual children's and young adult literature for all learners, independently of the support coming from the parental home.

The importance of books for educational success

A frequently-used indicator for mapping the educational resources in the parental home is the number of books available at home. The assumption is that there is more reading done in homes with many books and, accordingly, there is more appropriate knowledge for supporting school-related themes to hand than in homes with few or no books. Books are also taken to be a reflection of an affinity for education and of an attitude sympathetic to learning. Data from the TIES survey (Burtscher 2012) showed that 46 % of the young adults questioned who were living in Austria and whose parents had emigrated from Turkey stated that there were between 0 and 10 books at home. This figure was 30 % for the second generation of families which had emigrated from the former Yugoslavia; but for the group with no migratory background only 3 %. At the other end of the scale, of the group with no migratory background, 35 % stated that there were more than 100 books at home (cf. Burtscher-Mathis 2012: 31-32).

A school survey conducted during the 2013/14 school year, in which 90 pupils in years two to four took part, found that 40 % of all multilingual pupils got the books that they read exclusively from the school library, whereas only 12 % of children with German as their first language selected this answer. This shows the importance of this easy-access facility for encouraging the participation in education of children whose parents perhaps have little access to books and libraries.

The school library as a place of learning and knowledge

As already mentioned, two members of staff who were devoting an increasing amount of their time to German language instruction were particularly concerned to give pupils uncomplicated, “drop-in”-style access to children’s and young adult literature through a school library, which they wanted to be a place of learning and work with an emphasis on multiculturalism and plurilingualism. The facility was so well received just in its build-up phase, that in the first two months some 500 books and media items were borrowed by 100 pupils. This showed that it was the right strategy to set up this facility. In the intervening four years, the school’s learning library has become an established fixture in the school. It is used both by members of staff to give lessons in, but is also used enthusiastically by pupils during its opening hours before and after the core teaching hours. Figures show that nearly every single pupil in the primary school with 11 year groups is an active user of the library in the school year 2014/15. Borrowing figures show that, on average, around 600 books or media items are taken out each month. In addition, learners using the library during its opening hours have the opportunity to access digital media in the computer room attached to the facility. In particular, learners who do not have internet access at home can use this opportunity to, for example, work with the reading support programme Antolin (www.antolin.de) to answer questions on the content of the books they have read.

In addition to providing books and media in different languages, other important functions of the library are to serve as a space for reading aloud/story-telling sessions and for linking up with parents. Through multilingual sessions such as a story-telling afternoon or a 12-hour fairy tale marathon, it has been possible time and again to get parents with a range of different (first) languages involved in projects and to get across the idea of multilingualism as a positive way of life to all learners. Alongside these sessions, regularly-held “coffee and chat” sessions in the library give parents and learners the opportunity to meet up and talk to each other. In these, for example, the Turkish mother of one of the pupils, acting as bridge-builder, introduced some new bilingual children’s books that the library had acquired; or parents told vivid tales of their own experiences of school in a different country to pupils and other listeners. The main aim of and emphasis in staging such projects has always been to show appreciation of the first languages spoken and heard.

4. From pedagogical interventions to institutional school development in the context of a multilingual school

The introduction of the mandatory SQA work to be carried out in Austrian schools – and the implementation thereof – represented the next step in taking the work already done on internal school development further. SQA stands for “Schulqualität Allgemeinbildung” (“school quality in general education”) and is an initiative of the Austrian Federal Ministry of Education and Women’s Affairs to develop and assure quality in Austrian schools (www.sqa.at).

At a teachers’ conference in 2013, a resolution calling for the teaching development work already started in this particular school in the area of multilingualism to be continued on an institutionalised basis was passed by a clear majority. Given the multiplicity of first and majority languages and language variants, it was a fitting and logical decision to conclude that there should be further development of the area of language instruction. The individual phases of the subsequent school development work were supported by an external advisor whose task it was to use his outsider’s view to give a clear structure to the process. The process involved in school development work of this nature is divided into strongly differentiated phases. In the first instance it is necessary to identify and define the needs of the school as an organisation (cf. Blömeke & Herzig 2009: 25).

Becoming a “voXmi” school – a school in which everyone learns from and with each other

The decision-making phase setting the direction for the school’s development as an institution included deliberating on whether the school should link up to the nationwide voXmi network (www.voxmi.at). VoXmi

(“Von- und Miteinander Lernen”, or “learning from each other, learning together”) is a federal initiative which links together two important cross-sectional issues in current education and training development – on the one hand, plurilingualism; and on the other, honing teachers’ professional skills with regard to the use of digital media. There is special emphasis in this initiative on the need to value all the languages spoken in school, and to raise their visibility and integrate them in everyday teaching, viewing them as important resources contributed by the pupils. The starting point for working on and with the voXmi project are the voXmi objectives: every school must submit a binding strategy paper on how it intends to fulfil these objectives right at the start of the project. It was the teachers’ discussions and deliberations about the objectives that characterise a voXmi school that provided the basis for the decision to attain the criteria for joining the voXmi network in the 2014-15 school year, as part of the work on SQA. Six members of the teaching team formed a steering group for the project, which also reported to the head of school. The task of this steering group was to monitor implementation of the objectives agreed and to coordinate projects.

If a team decides on a development process, a steering group is set up and the process defined in a contract. The school is supported by facilitators (cf. Blömeke & Herzig 2009: 25).

A voXmi school is a “language-friendly” school, in which all languages are held to be equal in value. As a consequence there should be language-sensitive teaching in all subjects, intensive language support for German as the language of instruction and a subject in its own right, and support for teaching in pupils’ first languages. The teaching principle of “intercultural learning” should be an important priority for the school; and a feature of this is that there are clear school rules on behaviour, emphasising respectful, non-discriminatory treatment of every member of the school community. Digital media are used to facilitate communication, thereby giving all learners access to, and use of, networked educational activities.

Review of the kindergarten – primary school interface

The second topic to be addressed as part of the work on SQA was the transitional phase from kindergarten to starting school. The aim here was to close any gaps in (German) language instruction in particular, so as to pick up from the important development work being done by the kindergarten teachers.

Prior to defining specific objectives for these two areas of SQA work, an analysis was made of the actual situation to clarify the existing values, needs and structures in place. The teaching staff were asked to complete questionnaires anonymously, stating whether/to what extent the following applied:

- team teaching took place;
- there was a regular exchange of views and experiences between colleagues;
- colleagues and the head of school offered various forms of support;
- teaching incorporated autonomous working/learning techniques; and
- there was a spirit of cooperation in dealings with parents.

The teachers were also asked about the degree to which they viewed working plurilingually as an opportunity, what efforts they saw the head of school making in the area of plurilingualism, how they dealt with the children’s first languages on a day-to-day basis and what information had already been given to parents. The responses helped to paint a picture of the starting position for the development steps that were planned. In a further step, problem areas were identified, named and diagnosed, following which objectives could be jointly agreed and priorities set (cf. Blömeke & Herzig 2009: 25).

Taking the data from the analysis as the starting point, and with the needs of the learners as the guiding principle, development plans were drawn up for implementation in the following school year. Objectives were agreed both for the medium and the long term, and they covered both whole-school themes as well as specific implementation opportunities for general teaching.

With regard to the transition from kindergarten to primary school, a more detailed assessment of children's (German) language capabilities, particularly for those with a first language other than German, as well as detailed handover discussions between teachers at the two institutions, both prior to, and for six weeks after, starting primary school, serve as indicators of success in the development plan. A further measure implemented was the holding of a teachers' conference at which the kindergarten teachers presented the materials they used for teaching/developing the German language, which made it easier to create follow-up strategies for supporting language development.

As far as the second topic area is concerned, some of the measures acting as indicators of progress towards a school in which the focus is on language learning with and from each other include: regular participation by teachers at relevant training events on the subject of pluriculturalism and plurilingualism; different ways of raising the visibility of multilingualism in the school building through language portraits, staircases and classroom doors with multilingual friezes and posters; the use of multilingual greetings; and regular meetings of the steering group and of the teachers involved in German language instruction. The next step in the school's development work will be evaluation. The issue which will have to be assessed is the extent to which the objectives of VS Gisingen-Oberau's SQA development plan within the framework of the SQA implementation project have been fulfilled in school years 2013-2015. The plan is to ascertain the view of both the school and kindergarten management teams on the process, by means of guided interviews conducted by the SQA representative for the school and the external advisor. In addition, ratings exercises will be run to look at the effectiveness of programme delivery to the first classes and year groups by specialist German language and general primary school teachers. The overall assessment of the development process will be rounded off with questionnaires about the implementation of the development plans which will be distributed to all the primary school's teaching staff.

5. Criteria for successful school development – a comparison

This final section compares the criteria for successful school development as defined by Kerle (2014) with the development stages the Gisingen-Oberau primary school went through and shows which features of successful school development can be seen in the model presented. Kerle (2014) describes the role of the head of school as an important, ambivalent criterion for successful school development. Reference was made at the beginning of this paper to the fact that the – at the time – newly appointed head of school was clear on how to address the challenges that presented themselves.

Furthermore, the quality of the teaching team has a far-reaching influence on the quality of the work done on school development. The decision to invest in targeted training and development for school staff, as desired and expedited by the head of school can therefore be seen as seminal.

It is also beneficial to view the school as a factor contributing to the development of a community and to engage with the needs of all people involved as well as with social developments. The social and sociological changes taking place where the school is located were described at the beginning of this paper; and it seemed appropriate to take up the challenge posed by the multiplicity of languages spoken by the pupils by implementing the processes described at the beginning of this paper.

Finally, it is important to focus on the "fit" between a school and the community in which it is located. For a primary school, located on the edge of a small town, in which a high percentage of pupils come from families with a migratory background, the answer to the question of fit is a given: that is, it is important to take the opportunities offered by the children's multilingualism as the starting point, and not the shortcomings. The assessment which will be carried out in the near future will show the degree to which the Gisingen-Oberau primary school has succeeded in meeting its objectives within the framework of the work done on SQA in recent years.

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4. Accompanying research

4.1. Pupils' perception of affordances in the implementation of the EuroComGerm concept in schools – Insights into an explorative-interpretative study

Birgit Kordt

1. Introduction

The European Union quite explicitly aspires for all its citizens to be multilingual; and it strongly encourages them also to learn the “lesser” European languages. Many corporations, too, regard broadbased language competence as a positive attribute when recruiting new employees. Then there is, of course, the usefulness of having a broad knowledge of languages when travelling and meeting people, but also when researching topics on the internet. In all these areas, lifelong learning is most certainly desirable.

Of course, for most people it is neither possible nor necessary to have near-mother tongue ability in multiple languages. The ability to read and understand is totally sufficient for many purposes, with the possibility of using this as the platform to build up the other skills if required. Thus the Common European Framework of Reference for Languages (Council of Europe 2001: 17) published by the Council of Europe states that the aim of language teaching

is no longer seen as simply to achieve ‘mastery’ of one or two, or even three languages, each taken in isolation, with the ‘ideal native speaker’ as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place.

Roche (2013: 2) also calls for a new way of thinking; and he criticises traditional research into plurilingualism and language teaching

with their linear concepts of language acquisition (first language, second language, successive language acquisition and others) and their amnesic concepts of language teaching (each new foreign language starts off being taught with the same infantile structures, as if the learners had no knowledge of the world and languages around them).

The EuroCom concept aims to build up linguistic partial competencies and to use prior linguistic and non-verbal knowledge, and has as its target intercomprehension, i.e. “the ability to decode foreign languages or language variants without having acquired them in a target language setting or having formally learnt them” (Meißner 2010: 381). Haastруп describes the underlying process of inferencing in this way:

The procedures of lexical inferencing involve making informed guesses as to the meaning of a word in the light of all available linguistic cues in combination with the learner’s general knowledge of the world, her awareness of the co-text and her relevant linguistic knowledge (1991: 13).

The EuroCom concept makes it possible to extrapolate in the first instance as many elements as possible from an authentic foreign language text on the basis of prior knowledge, with the result that a dictionary is rarely referenced and if it is, then in a very targeted manner. The EuroCom approach has been developed for the Romance, Germanic and Slavic languages (as EuroComGerm, as EuroComRom by Klein & Stegmann 2000, Slavic intercomprehension by Tafel, Đurić, Lemmen, Olshevska & Przyborowska-Stolz 2009).

The seven inferencing strategies for the Germanic languages can be found in the seminal work published by Hufeisen and Marx, and are as follows (cf. Hufeisen & Marx 2007: 8-12):

1. Internationalisms and common Germanic vocabulary
2. Function words: The meaning of these frequently occurring, short words is often difficult to infer. As they are manageable in number, it is easy to compile a list for the target language in question.
3. Sound and grapheme correspondences: The consonants in High German are clearly different to those in all other Germanic languages; it is therefore helpful to be aware of the correspondences. This helps to make many words in other Germanic languages clear.
4. Spelling and pronunciation: Many words appear obscure because of their spelling, but can be decoded with relative ease by means of their pronunciation. This means that the texts being looked at should also be listened to.
5. Syntactical structures: When attempting to access a text it is often helpful to identify the individual parts of the sentence. People who have a very good command of German have an advantage, in that other Germanic languages “in relation to the positioning of the verb are either very similar (NL), or quite similar, yet simpler” (Berthele 2007: 168).
6. Morphosyntactic elements: The Germanic languages demonstrate parallels in the area of morphosyntax. Obvious special features of individual languages or language groups can be quickly absorbed either inductively or deductively.
7. Prefixes and suffixes

2. Research question

An approach based on affordance theory lends itself to the planning and analysis of the implementation of the EuroComGerm concept in schools. Aronin & Singleton, for example, argue persuasively for looking at the area of multilingualism as a whole on the basis of affordance theory (e.g. Singleton & Aronin 2007 and Aronin & Singleton 2012).

The term “affordance” was coined by Gibson (1986: 127), who explained it as follows:

The *affordances* of the environment are what it *offers* the animal, what it *provides* or *furnishes*, either for good or ill. The verb *to afford* is found in the dictionary, but the noun *affordance* is not. I have made it up. I mean by it something that refers to both the environment and the animal in a way that no existing term does. It implies the complementarity of the animal and the environment.

Neisser (1989: 21) summarises Gibson’s understanding of affordances as being “relations of possibility between animals and their environments”. I will discuss the term and its history in more detail in another paper (Kordt in prep.). Here, I will use as my basis the following definition: an affordance is a possibility of action for an individual resulting from the interaction of that individual’s attributes with those of the environment.

When implementing the EuroComGerm concept in school it was important to me to find out what factors in the learning environment were perceived by the pupils to be supportive or restrictive for their learning. Formulated, therefore, in terms of affordance theory, the research question (alongside other research questions, which I will not, however, address in this paper; cf. Kordt in prep.) is as follows:

What affordances do the pupils perceive as supporting and encouraging plurilingualism in the implementation of the EuroComGerm concept in school and which affordances do they actually use?

In the paper that follows, I would like to present the planning and execution of the teaching unit that will be analysed in the study as well as my instruments for collecting data; and I will also give an initial answer to the

question of whether, in practice, the EuroComGerm concept can be implemented in a school setting in such a way that pupils are offered the opportunity of

- developing their skills sufficiently so as to be able to read authentic texts in a language which has not been systematically learnt but is related to German, and to understand its key messages;
- expanding their ability to reactivate and apply prior knowledge of languages, of types of text and their general knowledge;
- developing their skills at being able to think about their learning, assess the factors that restrict and support their learning, and actively shape their own learning process;
- honing their skills at recognising and analysing linguistic structures;
- expanding their intercultural competency;
- further developing their ability to maintain their motivation to work even when a task initially appears to be difficult to solve;
- training up their skills at collaborating with others in order to solve complex tasks; enjoying languages.

As affordances are by their nature emergent, i.e. result from subject X coming together with environmental element Y, I am not able to create affordances that encourage plurilingualism; but through creating a suitable learning environment taking into account the known and assumed characteristics of my pupils, I am able to make it more probable that such affordances will occur.

When Gibson (1977: 68) describes the affordances of various objects for different people, he uses words like “get-underneath-able” or “climb-on-able”. In my implementation of the EuroComGerm concept in school, I am trying to create a learning environment that is full of elements that are *learnable/understandable/transferrable/work-with-able/take-in-able/linkable/integratable/deducible/readable/have-fun-with-able* for my pupils.

Hufeisen (2010: 205) summarises the various factors relevant to learning an L_x ($x > 2$) as follows in her factors model: neurophysiological factors, factors that are external to the learner, emotional factors, cognitive factors, factors specific to foreign languages and linguistic factors, stressing that it is important to bear in mind that “there is most certainly not just a quantitative, but in particular a qualitative difference between the learning of a first and a second (or subsequent) foreign language” (Hufeisen 2010: 201). Jessner (2008: 26) describes this qualitative difference in a multilingual system as being the “M-factor”:

The M-factor is an emergent property that can contribute to the catalytic or accelerating effects in TLA [third language acquisition, BK]. The key variable is metalinguistic awareness, which consists of a set of skills or abilities that the multilingual user develops due to her/his prior linguistic and metacognitive knowledge.

As the different pupils have completely different prior experiences and the nature and extent of their prior knowledge is quite different; and as a large number of the aforementioned factors cannot be influenced by the teacher, there will be different perceptions of affordance during the project week. Nevertheless it will be possible to identify tendencies about which elements of the learning environment develop affordances that are supportive of plurilingualism for many pupils.

3. Implementation of the EuroComGerm concept in school project weeks

When creating a learning environment that is rich in affordances that are supportive of plurilingualism for as many pupils as possible, the following considerations, amongst other factors, play a role:

3.1. Didactic reduction

There have been many and varied implementations of the EuroCom concept in the area of the Romance languages, also in schools (cf. e.g. Bär 2009). For the Germanic languages, to my knowledge, there have not been nor are there any exemplary application models of the concept in school.

For people with a good knowledge of German I would like to call German the “godparent language” in relation to the other Germanic languages. The image of “godparenthood” points to German as having a supportive, helping and companionship function, which recedes further into the background as time progresses. Godparenthood often also involves a familial relationship and stands for give and take on the part of both parties. Understanding of the German language will be enriched through contact with the new languages. Furthermore, godparenthood is not an exclusive relationship; the same applies to linguistic godparenthood: for of course other languages may play a supportive role when getting to grips with new languages.

The use of the EuroComGerm concept in school calls for didactic reduction and transformation, which I carried out by transferring the seven sieves into a detective-style exercise. Specialist terms have been replaced by terms with which the pupils are familiar. The following short version of the detective kit² could be seen on classroom posters after the students had worked out the main strategies themselves.

1. DNA-ANALYSIS → Using the similarities between words that are due to their common origin,
2. FINGERPRINT → Recognising international words,
3. MAGNIFYING GLASS → Paying special attention to the little words that are normally difficult to deduce in other languages,
4. COMPUTER DATABASE WITH INFORMATION ON GANGS → Using sound correspondence when decoding the text:

Germanic languages	German
t	z, s
ö	ü
e	ei
k (g)	ch
s	sch
v	b
d	t
p	f/pf

(These correspondences are certainly, from a linguistics perspective, extremely crude – but they were developed by the pupils themselves, checked time and again, and used with great success.)

² In the intervening period a revised edition of the foundation work has been published (cf. Hufeisen & Marx 2014; the detective kit has been adapted and aligned to go with it, and can be found in Kordt 2015).

5. BUG → Using pronunciation to decode a word,
6. GPS TRACKING → Identifying the individual parts of a sentence to aid understanding,
7. MICROSCOPE → Recognising word components which provide grammatical information (e.g. plurals),
8. PENKNIFE → Breaking up compound words as the components are easier to decode separately.

The posters displaying the detective kit were supplemented by a further poster, which pointed out the importance of using contextual clues to check the plausibility of the results obtained with the help of the detective kit.

The work of a linguistic detective includes:

- using all one's knowledge of the world around one,
- having the ability to differentiate between the important and the unimportant (the courage to leave gaps),
- constantly reviewing one's own hypotheses critically in view of new evidence.

The EuroComGerm concept clad in the form of a detective kit was intended to provide my pupils with the affordance (*deduce-texts-in-closely-related-languages-with-able*), but also with an affordance generator: The intention was that texts which had, prior to the project week, appeared totally incomprehensible to my pupils, now had the affordance *accessible* bestowed upon them thanks to the use of the detective kit.

The detective metaphor is well-suited to take up and underline a distinction made by Cook (1992: 580-581):

Code-breaking is the process of acquiring the knowledge of the language by attempting to understand messages, and leads to rules, parameter settings, and so on – the creation of knowledge in the mind. Decoding is the process of trying to understand or produce a message by using already established knowledge – the use of existing knowledge for a purpose. One is a diachronic developmental process, the other a synchronic state. Transfer is a source of both code-breaking and decoding.

By decoding texts in a language unknown to them based on their existing knowledge of language(s) and reflecting on this process, the pupils make their first inroads into unlocking this language, that is, getting insights into its phonology, morphology, syntax and lexis.

3.2. Criteria for text selection

The main criteria for the selection of texts can be summarised with the following acrostic:

Easy accessibility
Understandability
Relevance for intercultural learning
Orientation towards the pupils' interests
Progression
Authenticity (in the sense of using non-didactic texts)

Of course, not every authentic text in a Germanic language can be accessed by beginners, even with masterful use of the detective kit. Accessibility is dependent on a large number of factors, such as the frequency of words whose German cognates are known, the use of internationalisms, the complexity of the sentence structure, the familiarity of the topic and the type of text. Furthermore, whether the pupils perceive the experience of working on a text as a challenge or as asking too much of them, depends greatly on the help given when setting the task. Gudjons' (2003: 93) comments on aids to learning in general apply here to a very great extent:

They should ensure that the problem solving process works well for everyone involved; that they are being guided towards methodical discovery (and not just trial and error); that experiences of failure should be avoided as far as possible. [. . .] These aids to learning should help to structure and encourage the learners' activities, but not pre-empt solving the problem!

In order to maintain motivation, it is important not just to align the texts very closely to the learners' abilities, but to have regard for their interests when choosing the texts. The affordance *accessible* could well be passed up if pupils cannot relate to the content of the text.

These criteria allowed very different types of text to be used. Some examples worthy of mention include: an article from a magazine for teenagers; holiday adverts; a cooking recipe; a page from a maths book; the start of a children's book; biographies; song lyrics; or a comic.

In the project week being described, work on the texts became more and more challenging as we worked our way through Dutch, Danish, Swedish, Norwegian and on to Icelandic texts – the choice of languages alone equated to an increase in the difficulty of accessing texts.

All the texts were read aloud or played from a CD to the pupils. In order to expand their world knowledge of the countries whose languages we were visiting, and to provide some light relief, I used AV media in German at various points in the proceedings. The short films had the effect of significantly raising the pupils' affective engagement, which in my opinion had a positive effect on their cognitive engagement.

3.3. Choice of task formats

The design of the task has an extremely important function; Mishan (2005: 61) summarises it as follows: "[T]he task 'mediates' between the learner and the text. It follows that texts can be made accessible to learners not by simplifying these, but by adjusting the demands of the *task* involving them". The tasks can take on an important scaffolding function.

The task types that I selected can be summarised as follows:

- Hypothetical grammar rules – noting down observations (e.g. looking for definite articles in Dutch) to start to put rules together;
- Error identification – spotting errors in a translation provided;
- Actions and tasks to underpin linguistic work (e.g. drawing/painting a picture illustrating a Swedish text, translating a Danish recipe and baking it at home);
- Differences and similarities (e.g. comparing and reflecting on the Swedish and Norwegian versions of the same text);
- Scanning and skimming tasks (e.g. scanning: seeking out the corresponding Norwegian words to their German equivalents in a text; skimming: skim-reading adverts from various well-known Swedish firms with the aim of working out the blacked-out company names);
- Trying out hypotheses to see if they work;
- Assembling parts of text in the right order (e.g. sorting a cut-up poem in Icelandic into the right order, based on the German translation);
- Reflecting on the language learning experience (filling out "reflection sheets");
- Text translation and mediation.

By setting appropriate tasks, even challenging texts in a previously unknown Germanic language can assume the affordance *suitable for gleaning information* for the pupils.

3.4. The role of the teacher

When looking at a large number of related languages, language teachers may find themselves in a situation that takes some getting used to – namely, not mastering all the skill areas of all the languages being discussed. Hackl's challenge to teachers, to "throw off the essentially rather unproductive myth of omniscience" (1994: 95), is particularly important for EuroCom teaching: "If they do this, they will in most cases soon learn that they are assigned a new and more important 'expert function' Instead of seeing themselves as 'instantly accessible memory banks", they can act as experts helping people to acquire knowledge in a methodological manner and as experts for organising learning processes' (ibid.).

Tella & Harjanne (2007: 505) describe the job of the teacher as follows:

We argue that it is the teacher's task to encourage her pupils to first see and then capitalise on the functionally-significant properties of the affordances accessible to them in their language learning environments: in other words, the peers, the tasks, the artefacts and the language/discourse in the language classroom and outside it.

The teacher's conviction that the learners are able to be multilingual is as important as his/her enthusiasm for language learning. In this connection, I would like to take a statement made by Nuttall (1982: 192) in relation to reading, and re-state it with regard to multilingualism: "[Multilingualism] is like an infectious disease: it is caught not taught."

3.5. Encouraging learner autonomy through language awareness and language learning awareness

Working with the EuroCom concept makes an important contribution towards developing language awareness, which is taken to mean "insights into the structure and function of languages that are both explicitly present and can be verbalised" (Krumm 2012: 84). Multilingualism and language awareness here are seen to have a symbiotic relationship. Morkötter (2006: 322-323) makes the comment that:

The question remains open whether language awareness should be construed as a basis for multilingualism, or rather, as emerging as a consequence thereof. It may be assumed that language awareness and multilingualism have a dynamic and extremely complex relationship in which each influences the other.

In addition to thinking about languages there is the thinking about how one personally learns languages. The "reflection sheets" completed at the end of each project day, especially together with the discussions within the group about different ways to solve a problem and important grammatical features, make a valuable contribution here.

By acquiring strategies, the pupils are put in the position of being able to manage their language acquisition process more effectively by themselves in the future. Knapp-Potthoff & Knapp (1982: 171) see a core learning objective in this:

Thus, for example, the learning objective 'further learning' would, at the level of the concrete, detailed objectives, have as its consequence the systematic training of the processing of all pointers to understanding that the language to be learnt offers with regard to unknown vocabulary.

This is precisely the approach that the EuroCom concept stands for.

In terms of affordance theory, this means: the pupils should be put in the position where they find an ever-increasing number of linguistic products in as wide a range of languages as possible (at least partially) accessible and they can use these to expand their ability to (inter)act linguistically. Ideally this will result in active willingness to explore affordances.

3.6. Differentiation

A EuroCom project week provides the opportunity to offer additional learning opportunities to pupils with a particular interest in and/or talent for languages. But even within the project group, one must assume there will be different levels of ability and motivation, and very different perceptions of affordance amongst the pupils.

It has been my experience that the following factors play an important role in the successful application of the EuroComGerm concept.

- **Minimum of one strong “godparent language”**
- **Useful, transferable world knowledge**
- **Love of languages**
- **Tolerance of ambiguity and frustration**
- **Interest in cooperating with others**
- **Love of learning**
- **Inquisitiveness**
- **Natural interest in other cultures**
- **Good experience with learning languages to date and a high perceived self-efficacy**
- **Understanding and recognition of a wide range of text types**
- **Aptitude for thinking things through and for self-reflection**
- **Learning experiences with multiple different languages (all the better, if from different language families).**

It is a good idea to have prepared additional tasks and/or materials for pupils who work at a particularly fast rate. The majority of the work sheets I created therefore contained a task which all pupils had to work through, together with an added extra – an optional task, signposted with the image of a champion’s cup. In addition, there were always extra materials available.

4. Collecting data on pupils’ perceptions of affordances in a EuroComGerm-based project week

Prior to the project week in 2013 I had already carried out two EuroComGerm project weeks (working on texts in Dutch, Danish, Swedish, Norwegian (Bokmål) and Icelandic) to my own satisfaction, which had drawn very positive feedback from the pupils involved (for Years 6/7 and for Years 7-10). During the project week in the 2012/2013 academic year, I collected data on a systematic basis, with a view to determining the extent to which pupils were able to get familiar with, and apply, the EuroComGerm concept within a short period of time (4 days each of 3 ½ hours of pure working time); and to finding out which factors they found supportive and which restrictive.

The project group consisted of 18 pupils from Year 11 (end of the school year), who had been learning English since Year 3 and French or Latin since Year 6; and some of whom had gone on to learn Italian or Spanish. On top of this, about one-third of the pupils had a family language other than German; these did not include any Germanic languages.

Of the 18 pupils, 15 gave me permission to use the information they gave me for my analysis.

The instruments used for data collection were intended to be integral parts of the teaching process, slotting organically into the programme for the project week.

4.1. Initial questionnaire

The initial questionnaire asked for details of the language(s) spoken at home, the language biography thus far, previous contact with Low German (because it makes learning considerably easier when tackling other Germanic languages), the reasons for taking part in the project week, any preferences with regard to priorities/focus during the project week plus a request to portray how the languages spoken by the pupil in question relate to each other in pictorial form, using the outline of a head as the basis.

4.2. Daily feedback sheets

The feedback sheets requested feedback on any new insights gleaned and detailing any points that were still unclear, together with ideas on how to get them clarified. The pupils were also asked to note down anything that had made their work more difficult to complete, and what they or the teacher could do to change it. This was followed by a question asking about factors making work easier to complete; and a request to record their current status on a four-step mood barometer.

The daily feedback sheet had a dual function: firstly, it was intended to aid reflection over the pupils' own learning processes; and secondly, to give me an impression of which elements in the learning environment led, in the pupils' view, to the emergence of affordances for the build-up of plurilingualism.

Due to my experience, in the past, of feedback remaining far too general or not saying anything at all, I put up a poster in the classroom giving suggestions about what aspects of the lessons pupils might call helpful or problematic. This was a collection of the aspects named by pupils in the pilot phase:

- Way of working chosen
- Types of task
- External factors like time of the day, volume, where pupils were seated
- Internal factors such as how well they were feeling, how motivated they were, ability to concentrate
- Pace of learning
- Ample/insufficient prior knowledge
- Atmosphere in the learning group
- Teacher's behaviour
- Choice of media (worksheets, transparencies, AV etc.)
- Ease of understanding what was required in a given task
- Structure of the learning units
- Way of evaluating the results
- Choice of texts

It was, of course, totally acceptable to address other aspects.

It was possible to implement some of the suggestions for improvement made in the feedback sheets directly – for example, changing the seating arrangement to group tables.

4.3. Sample translation

The sample translation done by the pupils at the end of the project week was intended to give an insight into the pupils' use of their detective kit. To this end I chose the beginning of the Swedish Wikipedia article on Angela Merkel, as the text needed to refer to current events and allow the pupils to bring their world knowledge into play. In addition to translating the 130-word text, pupils were asked, for 15 of the words, not only to give their translations but also to give as much detailed information as possible on their strategies for finding a German equivalent.

These included both words where a linguistic connection could be made (e.g. *uppväxt/aufgewachsen*) and words for which this was not possible (e.g. *röster/Stimmen*).

I was particularly interested in the question of the strategies used to arrive at translations, and the extent to which pupils were able to apply a combination of top-down and bottom-up processes. Lutjeharms (2002: 132-133) comments:

In principle, any gaps at the decoding level can be compensated for by inference, based on prior knowledge or the text content. This may work in the case of text content that is very familiar to the reader; however, contextual information is frequently not spontaneously applied when compensating for deficits at the form level.

She points out that often – if at all – only the immediate context is taken into account (*ibid.*, 133) The following might be a possible explanation for this: “When reading a new language which has not yet been fully acquired, a great deal of concentration is required to process the new forms, as a result of which it may be that there is insufficient working memory left to process the content” (*ibid.*). I was interested to find out the extent to which this would also show itself to be a problem for the pupils following the EuroComGerm concept.

4.4. Closing feedback

In the closing questionnaire the pupils were asked to comment on the extent to which they felt they had achieved the skills targets (see section 2) I had identified at the beginning of the project week; and what had helped or hindered them in so doing. They were also asked what conclusions they personally drew about the project week, and to give tips for improving it in the future.

4.5. Questionnaire about effectiveness in the medium-term

After roughly half a year, I asked the pupils to answer questions about the influence of the project week on their current language learning, their perception of language(s) and their attitudes to language learning; and to give concrete examples of how they were applying what they had done in the project week. Only three pupils answered this questionnaire, however.

5. Initial results regarding the feasibility of implementing the EuroComGerm concept in school

I will be publishing a detailed presentation of the results of my study at a later date (cf. Kordt in prep.). At this point I would like to draw some initial conclusions.

The format they take is aligned to the success indicators named by Altrichter, Messner & Posch (2004: 81-83): input, process, product, impact, acceptance and meaning:

5.1. Input

Within the framework of a project week it was possible to create the necessary material and organisational conditions for working successfully according to the EuroComGerm concept.

5.2. Process

From my point of view, a view shared by another teacher who was keen to get to know the EuroComGerm concept and was thus present throughout, the project week was a success. The data collected also confirms that the pupils identified and used a wide range of different affordances to expand and enhance their

plurilingualism. Thus, for example, they viewed the segmentation of words (microscope and penknife) as being *useful for identifying known elements in the midst of the unknown* or their classmates as being *useful for coming up with further knowledge about languages* and the auditory presentation of the texts as *useful for understanding the texts*. On the other hand, in view of the proximity of the holidays, the good weather and the less work-intensive projects going on in neighbouring rooms, exploiting these affordances demanded a high level of self-discipline and application, which some pupils felt to be problematic.

5.3. Product

The pupils were less than enthusiastic about having to work on their own in test-like conditions at the end of the project week. But no one questioned the task of putting a Swedish text into German. As a result of the work done during the project week, the Swedish text now had, unequivocally, the affordance of being *(partially) accessible*.

When rendering the Swedish text into German, the pupils demonstrated a process referred to by Kirsten Haastrup (2008: 87) as “advanced processing”, that is to say, “top-ruled processing with integration of linguistic cues”. Haastrup (87-88) goes on to explain:

This complex type poses a challenge to the informant, as it requires analysis as well as synthesis skills: word analysis to identify relevant wordinternal linguistic cues such as word stems, prefixes and suffixes; and synthesis, understood as the ability to integrate these cues into a coherent whole at word level. The result of this process must, furthermore, be integrated into the conceptual framework of the text. Synthesis and integration skills are thus required from a lexical perspective as well as from a text comprehension perspective, implying that the informant has to master a double integration process.

In their closing questionnaires, the pupils stated they had made significant advances in skills.

5.4. Impact

The EuroComGerm concept in the form of the detective kit has had an affordance-generating impact for pupils in the medium term as well. So, for example, one of the pupils who filled out the questionnaire about effectiveness in the medium-term reported that she was able to use the knowledge she had acquired in the project week during a stay in the Netherlands.

5.5. Acceptance

When talking about acceptance, I would like to pick up on the distinction, introduced by Müller-Böling & Müller (1986: cf. in particular 26-27), between attitudinal (positive affective and cognitive judgement of a process) and behavioural acceptance (actual usage).

The pupils’ attitudinal acceptance with regard to the EuroComGerm concept was great, i.e. everyone involved was positive about it. The final test proves that the strategies practised to arrive at translations were used by all the participants as a matter of course and also with – in general – success; that is, that there was usage acceptance on the part of all, at least in the short term. But the following observation is important, with regard to attitudinal acceptance: the wish was very quickly expressed, by a large number of pupils, that they could learn how to speak at least one of the languages discussed during the week. Ideally the opportunity would be provided to follow up on the project week with a study group.

5.6. Meaning

The use of the EuroComGerm concept in schools is very well suited to promoting some key objectives of teaching (foreign languages) in schools:

- Multilingualism
- Europe competence
- Differentiation
- Learning efficiency
- Greater autonomy
- Lifelong learning

The pupils expand their affordance horizon significantly, without having to devote a huge amount of time to it; that is to say, they use their existing linguistic and extra-linguistic knowledge to develop their plurilingualism more efficiently and more autonomously; and they perceive a significantly broader spectrum of linguistic products as potentially accessible.

6. Interim conclusions and outlook

It has been demonstrated that it is possible to implement successfully the EuroComGerm concept in a project week in a school. If there is an appropriate selection of texts made, a varied range of tasks set and presentation of the procedure to be followed is adapted to the age group, it is possible to develop basic reading skills in a range of Germanic languages within a week. The pupils perceived the EuroComGerm concept in the form of the detective kit as an affordance; and found it in practice to be affordance-generating.

This poses the question as to whether there might be further, possibly even more appropriate, niches for working with the EuroComGerm concept in schools. There are project courses staged in Year 11 (Q1) in the Federal State of Nordrhein-Westfalen which have the following objectives, as described on the website of the Ministry for Schools and Further Education (Qualitäts- und UnterstützungsAgentur – Landesinstitut für Schule 2014):

With the newly-created opportunity to offer project courses as part of the overall qualification, our objective is to provide pupils with an even greater opportunity to work in an autonomous yet collaborative, project and application-oriented, subject-linking and overarching manner. Linked to their main subjects, pupils can hone their own subject profile with the new project courses, as in the individual courses increased emphasis on scientific preparation, the practical yet creative, experimental and also bilingual working has been facilitated, without being directly subject to curricular or exam constraints.

In the 2014/2015 school year, I had the opportunity of staging a project course based on the EuroComGerm concept at the ZeppelinGymnasium (grammar school) in Lüdenscheid. A course like this one can, firstly, pick up on and develop the very successful aspects of the EuroComGerm concept for schools; and secondly, minimise motivational problems and pick up on the pupils' suggestions. It makes it possible to specialise in one of the languages following on from the initial overview part of the course.

There is also the possibility of incorporating EuroCom elements into regular foreign language teaching. Meissner (2004: 116) speculates that modular elements have a greater long-term impact than project weeks and taster courses. I have incorporated EuroCom modules in Year 8 English teaching when the class was dealing with the USA as a country of immigration, but am unable to make a pronouncement on the relative effectiveness of this approach in comparison with the work done in project weeks.

One should also consider the extent to which it is advisable to embrace the pupils' widely-expressed desire to acquire active knowledge of a language, even to a very limited extent. Of course, this leads to teachers being confronted – to a far greater degree than when teaching pupils to understand written texts – with the problem of the limitations of their own linguistic knowledge; on the other hand, there is an excellent opportunity to tie in and use parents or partners external to the school.

I would like to describe what I can achieve in a project week as equivalent to the “principle of good enough”, so well-known in the IT sector. The Wikipedia article describes it as follows:

The principle of good enough (sometimes abbreviated to POGE) is a rule for software and systems design. It favours quick-and-simple (but potentially extensible designs over elaborate systems designed by committees. Once the quick-and-simple design is deployed, it can then evolve as needed, driven by user requirements (Wikipedia 2013).

According to their future needs in respect of holiday, personal contact or their jobs, pupils can build on the skills they acquired.

Put in graphic terms: the furniture that can be bought at IKEA is most certainly fully functional – as a rule. But sometimes it would be desirable for an adjustment to be made to meet individual requirements. The company *Parts of Sweden* can provide such enhancements. In the same way, the pupils have acquired, in the first instance, a functional basis for understanding written texts in other Germanic languages – but will surely want to adapt this to their own personal needs.

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4.2. Companion study on multilingual drama activities – qualitative research into attitudes to languages

Ute Henning

1. Origins of, and reasons for, the study

The ECML project PlurCur set up and developed a network for initiating cooperation projects and sharing experiences and knowledge of efforts to establish plurilingual whole school curriculum activities. A special attribute of PlurCur is that companion research was intended to be a fixed part of the project from the very beginning. The aim was to assess what had been tried out in the project, and the lessons learnt from it, from the perspective of foreign language research; and to make both visible and tangible also after the project had run its course. My task is to present such a study within the framework of a dissertation. It is a qualitative longitudinal study of the attitudes to languages and multi-/plurilingualism expressed by pupils in the multilingual drama group in the partner school in Cologne, at the start and as they develop (cf. also the report in chapter 2 and Fasse in this volume).

In this paper I will introduce the study by firstly describing how it arose as part of the PlurCur project and where it fits in the context of the plurilingual whole school curriculum. This is followed by an outline of the aim of the inquiry and the design of the research for the study. The paper closes with a preview of the evaluation of the data and possible results.

1.1. The multilingual drama group as an aspect of a plurilingual whole school curriculum

The range of topics linked to the plurilingual whole school curriculum is extremely diverse and complex: it covers questions about the bilingual teaching of specialist subjects, the didactics of plurilingualism, encouraging and developing receptive plurilingualism, language awareness, language learning awareness and many other such questions. These topics can themselves be further broken down and addressed, both in terms of theoretical and practical research, from various different perspectives. Most of these issues appear in the PlurCur project and many possible fields of research present themselves as a result. It was thus necessary to select a topic from these possibilities for the companion study to be produced within the context of PlurCur and to define one specific area to concentrate on.

The following considerations were key when deciding on an area. In the prototypical plurilingual whole school curriculum (Hufeisen 2011) the results of research into plurilingualism are taken into account and several didactic approaches to encouraging and developing plurilingualism are combined, with the result that numerous research possibilities are offered up. These research results and didactic approaches all suggest, however, that all the languages spoken at a school should be used as resources and that the linguistic diversity present within the school should be recognised – and this is fundamental to the plurilingual whole school curriculum. It is therefore desirable to align an evaluative study on PlurCur to these fundamental issues, as it could in this way provide useful pointers for plurilingual whole school curricula.

Right from the beginning of PlurCur in 2012, the project concerning the multilingual drama group that was being run at the HeinrichHeine-Gymnasium school in Cologne (cf. Fasse no date) appeared to be particularly exciting. The combination of drama with the creative use of foreign languages is seen as a promising area of activity and has been frequently discussed and researched in recent years (e.g. Küppers, Schmidt & Walter 2011). The approach taken by the drama group in Cologne, to put on genuinely multilingual drama (and not a mono-foreign language or a bilingual play), is quite new (for a detailed description cf. Fasse 2014 and Fasse to be published) and, as far as I am aware, unique. Furthermore, the project was quite deliberately not

restricted to elite plurilingualism (cf. Wagner & Riehl 2013: 2-4), that is, to plurilingualism covering only those languages that have social prestige (e.g. English, French). On the contrary, all the languages spoken by the participants were explicitly included, that is, also including family languages such as Vietnamese or Turkish, which often are regarded as less prestigious than the foreign languages learnt in schools.

This drama group was also a fitting candidate for the companion study because it brings together many of the aspects proposed in Hufeisen's (2011) plurilingual whole school curriculum. It is a drama group that is set up to run in a way similar to a project: it runs for a limited period of time (each time for an academic year) and during this period a unique piece of drama is developed and then performed at the end of the school year. Work on the play is managed as an open process, with the pupils determining the content and form of the piece. The drama group also works across subject boundaries: If one were to try to describe the school subjects involved or referenced by the project, the list would be impressive. In addition to drawing upon knowledge and skills gleaned from every linguistic subject, knowledge and skills from, for example, art, music, history and geography are also used. As a result, the drama group could be classified as part of the subject "intercultural studies" or "cultural studies", proposed as part of the plurilingual whole school curriculum. Although German is used as the working language for work on developing the play, the use of other languages as working languages is nevertheless allowed. The finished play, in particular, is proof that the group is working across multiple languages. These include, alongside German, the foreign languages taught in the school, English, French and Latin, the dialect spoken in Cologne and a whole series of languages of origin and family languages (e.g. Turkish, Russian and Kurdish). It is precisely this cross-language way of working which also uses languages that are rarely to be found in standard teaching situations that is so important for the development of plurilingual whole school curricula and research into them, as these sorts of approaches appear very promising but have not been examined or widely disseminated. This is linked also to nurturing pupils' language awareness and language learning awareness, which, in turn, was set out as one of the aims of the drama group. The idea is that pupils should lose their inhibitions about dealing with languages that are, in the first instance, incomprehensible to them and should be conscious of their own individual language repertoire, with the aim of being able to develop it further, both within and beyond the context of the drama group. The latter point reflects one of the core objectives of the plurilingual whole school curriculum, namely

to take account of and factor in the existing individual plurilingualism that pupils already bring with them into the institutional setting [...] This means that pupils should be made aware of the multilingualism that they so often already possess; and it should be made clear to them that this has value in and of itself, even if the languages in question are perhaps minority or less well-known languages, or languages not normally taught in a school context (Hufeisen 2011: 266).

The drama group should be seen here as a possible way of maintaining and supporting knowledge of minority migrant languages as pupils' first languages in school (cf. Hufeisen 2011: 278).

The outline of the drama group project (cf. Fasse no date) demonstrates that giving equal status to all languages and dialects forms an important basis for enabling multilingual drama work. Furthermore, it is assumed that working with the drama group increases language awareness and offers the pupils opportunities to experience their own and others' languages from a new perspective and thus to regard these languages differently. Associated with this is also the assumption that the pupils' attitudes to these languages can change positively while participating in the drama group.

The selection of the Cologne drama group as the research project behind the study to be carried out was also influenced by some practical research-related considerations. The willingness of the subjects of the research project to participate in the research process is critical to the success or failure of a study like this (cf. Aguado 2000). This PlurCur sub-project proved to be a reliable partner; indeed, it was made clear that there was considerable interest in exchanging thoughts and experiences with those from the academic sector, as well as, more specifically, in addressing the issues surrounding plurilingual whole school curricula. The questions

set out in the outline of the project (cf. Fasse no date) about the importance the pupils attach to their own languages and those of their fellow pupils, will be taken up again in the study. So not only was access to the field of research made easier, but my long-term presence as the researcher for this sub-project was, indeed, welcomed. Thanks to the above-mentioned points, the conditions for carrying out a study in this sub-project were ideal.

It is thus clear that the PlurCur multilingual drama group sub-project has many points of contact with the prototype plurilingual whole school curriculum model created by Hufeisen (2011), addresses many of its fundamental principles and offers an easily accessible field of research. It is therefore an ideal candidate for an empirical study in the area of plurilingual whole school curricula. The area of the pupils' attitudes to languages and multi-/plurilingualism has been selected as the focus of this study. The linguistic diversity present in the school and language awareness are given particular consideration in the sub-project run in the partner school in Cologne, and the approach to attitudes to languages and multi-/plurilingualism lends itself to studying them. Studying this topic is also worthwhile for the evaluation of the plurilingual whole school curriculum, as the attitudes of those involved in the plurilingual whole school curriculum – and the pupils play a key role here – need to be taken into consideration both for its practical implementation as well as for its feasibility in general terms.

In order to substantiate this approach, the next section contains a short explanation of the term “attitude” as it is used in social psychology (in more detail in Henning in prep.). This is followed by an overview of studies that have already been carried out on attitudes to languages in a school setting.

1.2. Pupils' attitudes to languages

In social psychology, attitudes are defined as “predispositions to react in a certain way” (Zimbardo 1995: 708). The thing being reacted to is termed the attitude object. According to the three-component model, these reactions may be cognitive (opinions about the attitude object), affective (feelings about the attitude object) or behavioural (how one intends to deal with the attitude object) (cf. Rosenberg & Hovland 1960: 3; Zimbardo 1995: 709; Garrett 2010: 19-20). Thus, according to this model, attitudes have cognitive, affective and conative components. If, for example, one relates this to the attitudes of a pupil in Year 5 in Germany to the attitude object of the French language, this could mean that the pupil considers French to be an important language internationally, that could prove beneficial in later professional life (cognitive component), finds the sound of French pleasant and therefore describes the language in its entirety as pleasant (affective component) and wishes to take French as an elective foreign language at school (conative component). It should be noted here that such an attitude does not necessarily mean that the pupil does, in fact, elect to take French: as the components of attitudes are not always congruent and do not necessarily determine actual actions (cf. Garrett 2010: 24-29). Attitudes are learnt and are considered to be relatively stable, and yet, they can change (Zimbardo 1995: 708).

Attitudes are often the subject of quantitative studies, particularly in social psychology. In questionnaires filled out by a large number of test subjects, either questions are posed about an attitude object (e.g. in relation to Scottish Gaelic: “Should children in any part of Scotland be able to learn Gaelic at school if they or their parents want it?”, from MacKinnon 1980, cited by Garrett 2010: 38); or language recordings of various accents are presented, for evaluation using a pre-defined scale (Garrett 2010: 39-46). Of the quantitative studies on attitudes towards individual languages and multilingualism, the one by Gärtig, Plewnia & Rothe (2010) is particularly worthy of mention here: This is a representative study on the attitudes of Germans aged 18+ years to languages. The study's results were supplemented, in a non-representative study (Plewnia & Rothe 2011, and Rothe 2012), by data on the attitudes to languages of pupils in Year 9 and 10 at various different types of school and from different regions of Germany. The questionnaire from the representative study, which also asked about the pupils' own language repertoires, was used, with a small number of changes. Attitudes to languages were recorded by asking which language(s) pupils wished they could speak;

which language(s) they liked or disliked; and which language(s) they would like to have as the foreign languages learnt in school. In response to the question about which languages they wished they could speak, English, Spanish, French and Italian were most frequently named, followed – ahead of the typical migrant languages of Russian and Turkish – by Chinese. A correlation was apparent between a positive attitude to French and positive attitudes to the other Romance languages Italian and Spanish, but a negative attitude to Russian. A positive view of English correlated with the naming of Arabic as an unappealing language. In general, the respondents' first language influenced their attitudes to languages, for example, the pupils with Turkish as their first language had a positive attitude to Turkish, whereas pupils with Russian as their first language had a negative attitude to Turkish. Studies of this nature show the attitudes that various pupil groups have to the typical foreign languages taught in school and to the more common migrant languages. What they cannot provide, however, is firstly, a precise description of the individual components of an attitude, and secondly, reasons for the attitudes: How did these attitudes come about? Why are there correlations between attitudes to individual languages, e.g. between French and Russian? Why do pupils wish they could speak Chinese? These questions can only be answered by taking a qualitative approach.

In the area of qualitative research there are very few studies of attitudes to languages – but there are a few in adjacent areas, e.g. language biographies. In a qualitative interview of a 17-year-old girl, for example, Reich (1998) determines her attitude to languages. He ascertains that Turkish, German, English, French and “Caucasian” – a language label which is not defined in any greater detail – are important to her. Turkish is termed her mother tongue by the respondent and has strong emotional significance for her. She describes with a fair degree of precision her competence in the Turkish language and reflects on this critically. Of French, the foreign language she is learning at school, she says merely that it is a difficult but attractive language; and she shows that she sees almost no opportunity to use her French in real everyday life. In the both quantitative and qualitative study conducted by Koliander-Bayer (1998), the research interest centres on the bicultural identity of Austrian “Hauptschule” students who have a language other than German as their first language. As part of the analysis of bicultural identity, the test subjects were asked about their attitudes to their own languages. The results showed, amongst other things, that the pupils questioned in general attached great importance to their first languages (which were not German), but that they considered German more important for their later lives, and that the majority of them enjoyed speaking German. Volgger (2012) has published a study on the perceptions of learners of French, who are multilingual in their everyday lives, of the role their plurilingualism plays in learning French; and she uses the concept of attitude here to study awareness of one's plurilingualism. In conjunction with this, she determines that awareness of one's plurilingualism exists as a result of attitudes to plurilingualism when learning a foreign language, attitudes to plurilingualism as an aid to learning a language and to the realisation of one's plurilingualism when learning a language (cf. Volgger 2012: 143). Of the results coming out of this study, the particularly relevant one here is that, for the 16- to 25-year-old vocational school students questioned, their real-life plurilingualism and their respective first languages take on a pivotal role when learning French.

The qualitative studies outlined briefly here all deal with the attitudes of pupils who are plurilingual in their everyday lives; the attitudes of those who are monolingual in their everyday lives are not discussed. Furthermore, they are dealing with test subjects aged 16 and above; and these are cross-sectional studies, which therefore do not seek to throw light on any changes in attitude. None of the studies deliver a comprehensive, qualitative description of the attitudes to all the languages relevant to the respondents; this has still to be done.

In summary, it can be stated that attitudes to languages in conjunction with plurilingualism and multilingualism in school is an issue of relevance, but that this area has only been researched to a very limited extent up until now and that research of a qualitative nature promises to deliver some very useful information. The questions that will be addressed in the study described here are discussed in the next section.

2. Interests and objectives of the study

The intention of the study reported on here is to capture the perspectives of the pupils. The aim is to throw light on their points of view and to feed these into the debate about plurilingualism and multilingualism in school. The multilingual drama group will therefore be evaluated to a certain extent, by conducting discussions about languages and multi-/plurilingualism with the pupils taking part in it, and about the effect the drama group is having and what the pupils make of it.

These are the key questions to be explored:

- a. What are the attitudes of the pupils taking part to multi-/ plurilingualism and to individual languages?
- b. How do these attitudes develop?
- c. How do the pupils assess the effect participation in the drama group is having on their perceptions of languages and multi/plurilingualism, and on their reactions to languages and multi-plurilingualism out of school?

The study is therefore intended to contribute towards the better understanding of attitudes to languages and multi-/plurilingualism in the 11 to 13 age group, as well as of the possibilities for these attitudes to change and evolve. Particularly in view of the field, in which both pupils who have grown up in a multilingual setting and who have grown up with German as their only language are to be offered positive access to a wide range of languages and to multilingualism and plurilingualism, consideration of the possibilities for these attitudes to change and evolve is important.

It is intended that the study offers answers to questions on various issues: in relation to the specific area of research, for example, it would be interesting to know whether the pupils do – as intended – see the drama group as a space in which they can demonstrate their abilities in various languages and in which these are valued. Do the pupils who come from multilingual backgrounds describe the drama group and the effect it is having differently to those pupils from a monolingual German-speaking background? Are the attitudes of these two groups of pupils different to one another? In relation to the different languages about which the young people's attitudes are to be ascertained, questions can be asked about the different attitudes to languages with a higher or lower level of prestige. Do the pupils differentiate between the multi-/plurilingualism of the world they live in and the multi-/plurilingualism of the elite?

3. Research methodology

The research objectives described above shape the design of the study. In the following passage the concept and process flow for the study are presented, followed by a short report of the data collection process that took place in the 2013/14 academic year.

The study is conceived as a longitudinal study so as to be able to record developments in the pupils' attitudes: data is collected at three points in the course of a school year, namely at the beginning of the school year in autumn; prior to the Christmas holidays; and at the end of the school year in summer. This approach makes it possible to record the existing attitudes of individual pupils prior to them starting the multilingual drama group, and to record any changes in these attitudes during the course of going to the drama group.

Qualitative face-to-face interviews (cf. Froschauer & Lueger 2003) were used to investigate attitudes. The interviews followed the approach of Hu (2003: 108), using open interviews with narrative parts and with furnished prompts that could be used flexibly. Conducted using a piloted interview guideline which was the same for all three survey points, they tracked the issues addressed within them (the multilingual drama group, the respondents' language biographies, multi-/plurilingualism, the languages spoken by their fellow pupils). The respondents were also given the opportunity to pursue other issues above and beyond these.

Throughout the survey period I was able to observe, as a non-participant, the drama group sessions and take copies of the documents (e.g. language portraits, transcripts of scenes) created in and by the drama group. This allowed two objectives to be pursued: firstly, I was able to gain insights into the actual way in which the multilingual drama work developed and thus into what was currently happening in the object of my research; and secondly, the documents and my observation notes on what was said and done by the pupils provided questions and prompt material for the interviews.

With the intention of making the research process as transparent as possible (cf. Aguado 2000), not only were the drama group leader and the parents of the pupils taking part in the study informed about the arrangements for collecting data, but also the pupils themselves were informed about the study in general and the interviews in particular. Furthermore, written research agreements were made with individual pupils, which set out the order of events for the study and the interviews and confirmed the pupils' participation. In addition, it gave assurances that data collected would be treated as confidential and only published in an anonymised form.

The data collection was successful overall: of the 18 pupils in the drama group, nine³ were prepared to take part in the study. It was possible to gather the data as planned from all nine test subjects, with the result that there is a complete dataset for each test subject. A total of 27 interviews were conducted, each lasting between 20 and 50 minutes; voice recordings were made. The interviews took place during the pupils' lunch hours, in rooms provided by the school. As was therefore to be expected, often small problems arose (e.g. room problems), which made it more difficult to collect data and called for the finding of on-the-spot solutions; and in certain cases it was difficult to create a situation in which there would be no interruptions and in which the pupils could speak freely, without any time pressure or distractions. Nevertheless, in most cases and with the aid of the interview guideline, a lively and detailed discussion about languages and multi-/plurilingualism ensued, which was suitable for analysis.

4. First insights from the data

This empirical longitudinal study, with the aid of qualitative interviews, investigates the attitudes to individual languages and to multi/plurilingualism of pupils taking part in a multilingual drama group. In so doing, it takes into account insights gained from (non-participatory) observations of the group and documents created in and by the drama group. The analysis – still to be completed at the time of writing – will take the form of a content-structuring qualitative content analysis (Mayring 2010), which takes account of relevant specialist literature from the areas of social psychology, linguistics and research into language acquisition on attitudes to languages and multi-/plurilingualism for each of the issues addressed.

Some of the first insights from the data collected are provided below. These insights are given using some examples that relate to issues that stood out in the course of collecting the data and that come up several times in the data. These are therefore subjectively chosen phenomena which have not yet been examined using qualitative content analysis, but which demonstrate the type of data that has been collected and what results are possible.

The first striking point is that all the test subjects made similar comments about English, the only language common to them all apart from German. They seem to perceive English as being a language that it is self-evident one must learn. It is described as “normal” and in conjunction with this, the test subjects explain that

³ Eight female pupils and one male pupil took part in the study. For the purposes of anonymisation, I will use the feminine form exclusively in the sections that follow, and will also use a feminine pseudonym for the male pupil.

it is a language they have to learn at school. They are aware that English is a compulsory foreign language for them, as e.g. Nele – who has grown up monolingual with German as her language – explains in her first interview:

I: OK, so why did - why are you learning English and French at the moment?

Nele: Well, with English you have to and - er - with Latin, that's the sort of language ... Well, we were able to choose between French and Latin

English occupies a special position, compared to the other languages named by the test subjects. It is neither a foreign language that they can opt to learn, nor is it a language that is spoken in their families and that is traditionally of significance there. Rather, it is a “global language”, used for communication around the world, which “everyone” can speak. Leyla, who has grown up with Turkish and German, said this about the global language English:

*Leyla: Well, English is a global language, isn't it; you can make yourself understood in it [...] but English is simply a global language that everyone can move around in at some point; yes, and the vocabulary is generally *coughing* well, pronunciation and all that is generally simple, and, yes.*

What becomes clear from this interview excerpt is that for Leyla, a global language is a language that is used by many people. She perceives English as a language that is easy to learn. At other points she says that one can make oneself understood in many countries by using the global language English; that it's used throughout the world; and she also mentions the importance of English on the internet.

There is therefore a great similarity in the cognitive component of the test subjects' attitudes to English, which can be described as developed. In contrast, the affective component is less pronounced. At first glance, one can only detect a close emotional tie to English in Betül. When asked what her favourite language is, she – who has grown up with German and Turkish – replies that it is English:

Betül: Well, of course, German is easiest for me, um, my fave - well but actually, I like English best. Because it's fun speaking English, because we can speak it well by now, and yeah. My English teacher was really nice, but we have a new one now, yeah.

When asked which of her languages she finds most attractive, she says English and gives the following reason:

Betül: Yeah, well, I like English songs the best, and um English is a language of culture, it's spoken - yeah, loads of people speak it, and it's just fun making yourself understood in English.

Leyla, who describes multilingualism as being something advantageous and worth striving for, says something else about English that is interesting: English is important for the pupils who have grown monolingually with only German as their language, because they couldn't be multilingual without English. The view expressed here is that English, the foreign language learnt by everyone at school, gives the monolingual pupils the chance to join the ranks of the multilinguals – seen as having positive connotations here. Whether other test subjects would attribute these possibilities to English will be examined in the next stage of analysis.

Furthermore, the data show that those languages which are seldom addressed in Germany and those languages which do not appear to be of any benefit to the pupils can play an important role for the pupils in terms of their personalities. In this respect, the data confirm and complements the results of the studies by Koliander-Bayer

(1998) and Reich (1998), which were referred to earlier. The test subjects Anna, Leyla and Sarema all have very different backgrounds which bring out the significance of languages spoken in the family, languages of origin and their own perceptions of language.

Anna, who has grown up with Kurdish and German, names Arabic as one of “her” languages, in the second interview. She explains that this is “really her mother tongue”, as this is her mother’s language, while Kurdish is her father’s language. With her parents she mainly speaks Kurdish, but would like to learn Arabic from her mother. In every interview she expresses the opinion that one should engage with the language of one’s family if this is other than German. In the second interview, for example:

Anna: I think you ought to be able to speak the language of your roots.

For her, Arabic is a language connected to her “roots”, and she therefore thinks it is her duty to engage with this language. Anna refers to her roots time and again in the interviews; and becomes increasingly precise about what she means. She also gives as another reason her religion, but does not expand on this. Anna demonstrates here that she has a special relationship with a language which she does not know well, beyond a few phrases, and the learning of which would not be of any use to her in the immediate future.

There is great significance for Sarema in a language that is scarcely known in Germany: Chechen. This East Caucasian language is used by about 1.35 million speakers in the North Caucasus (Lewis, Simons & Fennig 2015). When asked what languages their fellow pupils speak, very few test subjects name Chechen. The test subjects therefore have very little awareness of this language even though they are all taking part in the drama group with Sarema. For the shy and retiring Sarema, however, who learnt Chechen as her first language, went to kindergarten late on and only started to learn German there – which was quite a struggle for her – Chechen is an important language which has strong emotional connotations for her. She speaks the language at home in the family and when staying in Chechnya, which she calls her “homeland”. She expresses dissatisfaction with her knowledge of Chechen and makes an effort to maintain and improve it.

Leyla’s response to the question of what language she would like to learn in school is as follows:

Leyla: Well, if I had the opportunity, then it would be Mandarin - a language spoken in Africa, yes, that would interest me.

She talks in an animated way about Mandarin and would like to learn it. She believes that Mandarin is a little-spoken language, spoken in a country in Africa that she cannot name. She is able to articulate the cognitive component of her attitude to Mandarin – even though this is factually incorrect. She is interested in Mandarin, for her it is something “special”:

Leyla: And, well, I think er that every country should have its own language - so Afric - so Africa, well that’s French and English, and there are also areas where um they speak a completely different language and I think that’s something really special, you know, a language that not everyone can speak, and er, for example, Turkish is a more widely-spoken language than Mandarin, for example. And that’s why I think it’s more interesting.

In her interviews it becomes clear that she uses languages to differentiate herself from others and to give herself a unique characteristic. She would like to learn a language that only a few people around her speak, and which is rare:

Leyla: [...] Mandarin, I think, is er a language that you just don’t find round here. [...] We’ve got Russian, Spanish, yeah, we’ve got all that, yeah, and it’s good that they’re offered, but then that’s something that everyone can speak.

Some changes become evident in the final interview: Leyla has started to learn Arabic in the interim and is planning to choose Spanish as the language learnt in school in two years’ time; she no longer is set on learning Mandarin. From what she says it becomes clear that she now has a different perception of Mandarin and that she now explains her previous interest in learning this language in different terms:

Leyla: So, in general, yeah, I would be more interested in Asian and African languages, like Chinese, Mandarin, I mentioned that once before. Um, in general it's, well, because I was already learning English at primary school, and I had a teacher there who always used to say Chinese is becoming a global language, China is huge when it comes to industry and export-import and that it's going to be really important. It's a really difficult language, you know? Writing it, but definitely in general you can say it's a difficult language. So I'm a very ambitious person generally, and that's why I thought if I manage that then I've really managed something huge. That's why I wanted to do it, but in the meantime I'm not as interested as I was.

She no longer places Mandarin in Africa, but in Asia, and speaks at length about Chinese, which she equates with Mandarin. This language, with which she has had almost no contact (no one in the drama group speaks Mandarin or another Chinese language) and which she has not been learning during the data collection period, nevertheless is of great personal significance to Leyla and she uses it for identity formation.

These insights into the data show that very different languages alongside German are of significance to the test subjects and that the test subjects' attitudes throw up some strong differences and contrasts. It is also clear that an analysis of the attitudes to English could uncover some fascinating similarities between the test subjects, and promises to be fruitful.

The in-depth analysis of the data (cf. Henning in prep.) will examine in more detail the extent to which changes can be traced in the attitudes of individual test subjects and what impact participation in the multilingual drama group has had, in the opinion of the test subjects.

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4.3. A multilingual theatre project in school: In the Sea of Languages

Gisela Fasse

1. Diversity and multilingualism in school: preconditions and initial observations

Children and young people come to school as distinctly diverse beings. They have different interests, knowledge, skills and resources. As a result there is also a growing wealth of languages spoken in our schools. In large parts of the German Federal States of Nordrhein-Westfalen, Hessen and Baden-Württemberg, and the cities of Hamburg, Bremen and Berlin, the proportion of the population under 15 years of age with a history of migration in their family comes to over 40 per cent (Federal Statistical Office 2015: 18). Nearly one-third of all children and young people in German schools have a “migrant background” (mediendienst integration 2015). What is the relevance of this for schools, for teaching and, in particular, language teaching?

What, indeed, does “people with a migrant background” really mean? First and foremost, it is a statistics-based definition. By now, however, it has become a ubiquitous phrase – but it is not unambiguous with regard to language competence, immigration status or immigration generation. The term is intrinsically subject to generalisation and often carries negative connotations with it, which is why people are constantly coming up with new and different terms, such as “migratory history” or “an international family history”. None of these other terms has become truly dominant – although “people with a migrant background” has been put forward for the “Unwort des Jahres”⁴. Mecheril has introduced the term “migrationally different” (Mecheril 2010: 17), which alludes to the fact that this group does not have uniform characteristics – and which I shall use in the text that follows.

Economic status, average rent levels and the proportion of migrationally different residents in a given urban district determine the classification of schools in Nordrhein-Westfalen to one of five locality types which are of relevance when interpreting centrally-conducted surveys of learning status. Poorer results are expected of schools whose catchment areas cover urban districts of “locality type 5”. This classification confirms two facts: social background serves as a statement on the levels of learning and performance, and the multilingualism of the lived-in world of the migrationally different does not count as an enriching resource. Languages have a differing status; there is a “multilingualism of the elite and of the poor” (Krumm 2013), which is tied to the speakers’ social status. There is rarely a place in school for the languages which the pupils bring with them. What are these languages? How great is the linguistic diversity in our schools? There is no precise information on this subject; instead, there are only estimates: in Hamburg, it is estimated that there are some 120 languages spoken (Gogolin 2015). When the children started school at the grammar school in Cologne at which I teach, their parents named 41 different countries of origin. This statistical order of magnitude does not correlate to everyday teaching and school life. School is still characterised as being a “monolingual habitus” (Gogolin 2008). Yet this is set against the stated aim of European education policy that every EU citizen should be plurilingual (Council of Europe 2001: 17). When we talk about the furtherance of multilingualism in school, we usually mean the traditional foreign languages: i.e. in by far the majority of

⁴ “Un-word of the year”, i.e. an offensive or euphemistic word expressing anti-democratic or anti-human-rights notions; annually chosen by a group of linguists.

cases English as the first foreign language, followed by a further European language – normally French, Spanish or Latin.

No definite, positive assessment of the language acquisition process(es) that have already been undergone by pupils with a language of origin/family language other than German and which includes existing learning experiences into current learning processes, takes place in school. German as a second language support is offered from the perspective that the pupil is deficient in mastering the language of teaching. But German as the language of education is already causing increasing problems for young people with a German linguistic background. On the other hand, the “migrationally different” can achieve very good results in German as a subject – proof of how unhelpful generalisation can be. Repeatedly experiencing that one is deficient in a given aspect – also confirmed by the seeming requirement for support teaching – can lead to poor self-esteem. Educational success at school is influenced positively by the appreciation and recognition of the individual; and the appreciation of pupils’ existing multilingualism can play an important role in this as well. This should not, however, lead to “attribution” – also not in the form of a well-intentioned intervention by the teacher, making the pupil an expert in a culture s/he may well not be acquainted with, as Terkessidis describes, based on his own experience (Terkessidis 2010:77). This way of implying a person is different to the others has the effect of “taking away his/her equality” (Terkessidis 2010: 83) and of excluding him/her.

2. Multilingual theatres a forum for encountering others

How can the many languages that pupils bring with them into school become recognised as a resource for everyone involved in the school environment?

How can the experts in cultural diversity find a common form of working to provide enriching experiences and present these as a project result?

How can pupils find out that their own personal language skills and experiences can help them to acquire further language competence?

The subject of this paper, the multilingual drama work group (“Theater-AG”), is making an attempt to answer such questions. It aims to provide a space within the school environment for young people in which they can be creative in a huge number of different ways, whilst speaking the languages they know and listening to the languages spoken by the others, allowing everyone to process and get to grips with this phenomenon. “The languages they know” is taken to mean the languages they bring with them to school, which they would like to speak, including their first language, family language or language of origin, the foreign language(s) they are learning at school, as well as dialects, sociolects and idiolects.

Why theatre pieces?

Children and young adults enjoy acting. Every individual has an important role to play when staging a play – be it as one of the actors or spectators; one involved in the discussions about the plot, production etc. or one of the scriptwriters; or one of the developers involved in the creative process with the group. The use of facial expressions and the body is meaningful and important – different to how it is in other school subjects. The aim is not to achieve a pre-defined error-free objective – the emphasis is on trying out things. By assuming a role and by being part of a community, enjoying a form of protection from the group associated with the play, it is allowed to act out something silly, indeed, to make a fool of oneself. In the complex process of developing a performance together, all participants are challenged to take an active role, to play a full and responsible part in the proceedings. The resulting performance will put them out in the public domain and motivates the participants to engage in the work of the group. In assisting with the aesthetic creation of a performance, pupils gain new, formative experiences. They get to know themselves and their fellow participants in a new and different light. A theatre performance only works if the ensemble works together

well as a team. To get to that point, it is necessary to pay attention to each other, view each other with respect and work out solutions to unclear or disputed points. Theatre as a form of art integrates movement, music, costume and speech. For the pupils involved, the opportunities for expressing themselves are many and diverse.

The multilingualism present in the group of pupils reflects the diversity of the community. The drama work group allows the diversity of the languages and cultures to be experienced, to the extent that the participants desire and permit this. It allows young people to play at and experiment with this meeting of languages and cultures. The theatrical language appears to be an appropriate vehicle for preparing young people for life in a world characterised simultaneously by globalisation and diversity, because “it crosses boundaries – physical, emotional, mental, real or imaginary...” (Aden 2010: 49).

Intercultural exchange and the role of empathy

In the full-day school, participation in a 90-minute-long work group (“Arbeitsgemeinschaft”, or AG) is compulsory for pupils in year seven. The activities offered in the work groups are varied; the majority are of a sporting nature. The young people are allowed to choose for themselves what work group they would prefer to join. A new option for everyone is to put on a multilingual drama. While some young people are spontaneously enthusiastic about the opportunity to contribute their own knowledge of various languages, others only display their individual multilingualism after an initial reluctance – or, indeed, not at all. The reason for this may lie in experiences of being excluded, and the fear of not being seen as belonging to the group. It is therefore essential for the success of the project that there is, from the very beginning, a learning atmosphere characterised by mutual recognition. Any discrimination against individual language biographies must be ruled out.

Ute Henning has studied and researched the “attitudes” of the participants themselves to (their) languages, and the potential influence of the drama work group on changes to these attitudes in a longitudinal study (cf. Henning in this volume). The pupils come from different classes and do not all know each other at the beginning of the school year. When they start working together, a particularly important activity for the group is carrying out exercises in team building and building up trust in each other.

Although the pupils know that many of them speak languages other than German, they do not always know which language, and they normally do not know from what regions and countries these languages originate. In their learning groups at school, situations arise as a result of circumstances in the institutions that are perceived as self-evident. As a result, some unexpected situations can arise in the drama work group sessions, too. For example, if a previously unknown language is heard in public, this can lead to alienation, embarrassment, surprise, laughter, and/or amazed questioning. How should such a situation be dealt with? Acting out a play provides a special way of approaching this through “scene-setting” and trying out various possibilities. These allow the young people to gain other – and presumably more lasting – experiences than through analytical dialogue. Taking on board the standpoint of another person while being at the same time aware that one is not that person, is what constitutes empathy – and it offers many opportunities for acting out a scene. Aden makes the case for viewing “empathy as an absolute skill in its own right” (Aden 2010: 55) in intercultural communication and, due to its importance also for language learning, for deploying acting as an effective process for supporting language teaching (cf. Piccardo & Aden 2014: 253).

3. The creation of a multilingual theatrical performance

The concept of the multilingual work group precludes the idea of acting out a play that already exists. The participants write and present a piece that is totally of their own making. The importance of the voice and the body on stage – and the possibilities with both – as well as an introduction to aesthetic theatrical devices

are dealt with as topics and tried out, and are interspersed with exercises that address the languages spoken by people in the group, give them a public hearing and compare them with each other. The young people present their own language portraits (cf. Neumann 1991), they reflect on their own experiences with languages and they speak the languages that they want to speak. They listen to the sound of languages that are foreign to them, listen very intently, register the change from one language to another and they themselves switch between the languages available to them.

Improvisation exercises, props, music or pictures provide varied starting points for scenes that can subsequently be woven into a play. In the course of a few weeks and months during the school year, these scenes coalesce and are supplemented to form a whole; they are given a thematic framework. The characters and situations they come up with for these scenes are multilingual. Options for the content and look of the production are tried out playfully in the scenes. In this process of trying out things as part of a role, in this “what-if” process that is an integral part of putting a play together, the pupils discover and expand their own range of expression. This also includes their linguistic diversity. Languages are spoken, both from their own repertoire of languages as well as from learning foreign languages at school and from the language repertoire of the other participants. Code-switching, language mediation, repeated questioning and body language all make it possible for the spectators to understand what is being presented, despite the many languages used.

The experts in this work process are the pupils taking part themselves: they speak their languages, they develop their own characters and settings for their play. They know what they want to present out there on the stage. There is no “right” or “wrong” when putting on the play. The activity leaders are neither able nor do they wish to assume the traditional teacher’s role in this work process. The pupils bring their personalities to the group and should be able to create and perform without anxiety. The task of the activity leaders is to stimulate and facilitate the creative process by providing the troupe with the means required to answer the question “how?”.

Scenes are developed in small groups and also in a large group all together. While individuals or a small group act out a scene on the stage, the other group watches what they are doing closely, after which there is a discussion on what has been seen from previously defined points of view. “Putting on a play is a permanent interplay of activity and contemplation” (Sting 2012: 123). Being able to watch closely, describe something precisely, use terms you have learnt to label what you have just seen performed on stage are prerequisites for success in these discussion phases. The feedback is important for the young people who have just put themselves out there on the stage; it needs to be experienced as a helpful and positive activity (cf. Plath 2009: 60).

Both developing the scenes as well as viewing them critically and developing them further supports and encourages personal, social and oral skills. Many decisions are arrived at through negotiation; if there is disagreement, the group has to look for convincing options and come to an agreement.

Two unique, multilingual plays were created and performed over two school years by different groups (cf. Fasse 2014). Whereas the first play, “Die Celestine im Meer der Sprachen” (“Celestine in the Sea of Languages”), really only existed as an oral version – with just a very few scripted scenes excepted – and was performed very freely at the time, the participants in the second work group produced a script for their play “Ja, nee, oké” (“Yeah, no, OK”) and thus discovered additionally that many of their fellow students were proficient in various different languages, but also in various different writing systems, too.

The framework conditions for putting on a play are not ideal. For organisational reasons, the work groups come together at the end of the nine hour-long school days, which are timetabled in 45 minute blocks. The total period available – two lessons – is really not long enough to get things flowing; there is no drama studio to work in ... and yet, there was great enthusiasm and satisfaction on the part of everyone who took part and who successfully performed their play to the rest of the school community at the end of the school year.

4. How did the drama work group succeed in staging a multilingual play?

In order to answer this question, it seems to me to be important to examine two further aspects.

“The best thing about our work group is that we developed everything ourselves. Nobody told us we had to do something in a certain way.”

With her use of “we”, the pupil in question confirmed that an “ensemble” was formed out of the individuals and small groups taking part in the drama work group. The structure of the play created was such that rather than having main parts and supporting characters it was more the case that there was a large number of people involved whose contributions were seen as equal in importance. The pupil was also confirming, with her statement, that she viewed the way of working, whereby the participants worked cooperatively and independently to produce a result, as a success.

The drama work group is conceived to be open and process-oriented. A performance can only be put together on the basis of inputting many ideas, trying things out and discussing things. The multilingual performance is born out of referencing the biographical and media experiences of the young people, whose thoughts, interests, issues and ways of speaking are taken seriously. The prerequisite for being able to work together in such a way is the ability to get to grips with role assignments, empathetic behaviour, thinking and acting proactively in a (self-)critical way – generic skill sets, and wording that can also be found in the reference framework for school development (Ministry for Schools and Further Education NRW 2015).

Which generic skills do the actors deploy – when, how and why – in the drama group’s work process, thereby supporting and contributing to a work process that bears fruit?

“We recognised from it (*the way of working in the work group*) that every language spoken in our school is sort of present.”

This statement by one of the participants is interesting, for multiple reasons. In the first instance, the use of the word “present” most certainly has positive connotations. The pupil is not just saying this applies for the languages she herself speaks, but that she sees a value in all the languages spoken at her school. She describes her view as an insight gained from being in the work group.

While working towards a performance, there are time and again phases in which the participants are encouraged to reflect on the multilingualism evident in the room, the multilingualism of certain individuals and the linguistic composition of their own role. Precise questions are posed in the feedback sessions; technical linguistic terms are used; opinions are offered, taking care to be constructive: the language used is tending towards the educated in terms of the linguistic register. In their small teams, the young people talk differently to each other: they use their slang and they switch between various languages. Up on stage there are characters devised by the group, who speak the first or familial languages of the actors. In the course of working on the theatre project, the pupils go through a large range of different speech acts. They learn a lot about different languages; they find out about the significance of body language; they practise translating, imitating, paraphrasing.

Does this ongoing process also reflect an increasing awareness of language(s)?

If it does, the multilingual work group could be viewed as a contribution – in the sense of an “accompanying measure” (Hufeisen 2011: 265) – to a plurilingual whole school curriculum. Its aims equate in many respects to the objectives and processes of the drama work group, in the way that they factor in the existing plurilingualism of the people taking part, make this a theme of the work undertaken and wish to promote and develop language awareness (Hufeisen 2005, 2011).

In order to answer the overarching question it would be necessary to observe the following:

How are the conversations structured in the work groups? Is the terminology of the language of education being applied, and if so, to what extent? Is an increasing use of code-switching or code-mixing observable?

How are the ways of communicating the multilingual action taking place on stage planned and implemented?

Do the participants also chat amongst themselves about their experiences of language and languages, and about discovering similarities or differences?

5. Outlook

In her statistically-based impact research on personality development in young people as a result of putting on a play, Domkowsky draws positive conclusions in respect of motivation to achieve, interest in taking on other people's perspectives, extroversion, openness and open-mindedness, as well as empathy (Domkowsky & Walter 2012). There are, however, doubts about the statistical method as an appropriate instrument for researching theatre-related processes as there is a threat that "the object itself may disappear" (Seitz 2008: 38). Thus, for example, it is also the case with the multilingual drama work group that the actors' approach to the play, the way they work with individuals and with the group, the presence and opening up of many languages cannot be separated from the exercises and the content of the work process that they follow, the rehearsals and, ultimately, the performance itself. The "problems of measuring impact, risks and side-effects" in artistic and aesthetic processes is an issue addressed by Hentschel (Hentschel 2008: 82), who declares that impact research is necessary for the educational system but stresses:

Artistic work processes and the experiences gained from them – also in relation to their pedagogical value – are unique and incomparable and to a very large degree dependent on the situation. An appraisal of these processes that is geared solely to standards that must be reached, will therefore not go far enough (Hentschel 2008: 89).

In concrete terms, the aim must be to look at what the participants in the drama work group's field of experimentation are thinking about, trying out, rejecting and holding on to; and how they are doing this. The pupils taking part are those who can give us information on the unique process they are going through.

Generic and language-related skills are bound up in the work of the drama work group: this intercultural field of play calls for *fair play*, namely the orientation towards a common work process and its result, which is to present the plurilingualism of the group and multilingualism of the individual.

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4.4. Identifying and using the multilingual potential of late entrants to the German education system: Project LAWA

Monika Angela Budde

1. Background

- 52 **B:** dann äh (-) erste hab ich geleset und dann:, die BILder noch einmal gucken.
("At first I did readed it and then: I'm looking at the PICTures again.")
(-)
- 53 **I:** hm=hm.
- 54 **B:** und noch einmal lesen. ("And then reading it again") (--)
- 55 **I:** hm=hm. okay. (--) ähm wie erkennst du zum beispiel wichtige informationen?
("So, er, how do you identify important information, for instance?") (4.0)
- 56 **B:** ähm (-) ich konnte das:, mit bilder (--) ("Er ... I was able to do it - with pictures")
- 57 **I:** hm=hm
- 58 **B:** was steht in bilder, so wie beispiel ähm AUTO und dann steht alfrica; ("It's what's in the pictures, like, for example, a CAR and then there's africa.")

This excerpt is from the transcript of an interview conducted with a 12-year-old late entrant to the German education system. Two test subjects were initially chosen for this pilot study. One of them is called Florentina¹. Florentina, as a young learner with a language of origin that is not German, belongs to the group of late entrants to the German education system (hereinafter called: late entrants). Children and young people, who have already had experience of schooling in their countries of origin, and who then come to Germany, are called late entrants. At the time of the interview Florentina was twelve years old and had been in Germany for half a year. As she works her way through the text in a text book, the accompanying recordings make it clear how she approaches the reading and processing of texts. At this point of the interview she describes how she looks for the clues coming from the photos (proper names, labels given to individual aspects) above the text, and then takes these pointers to be important information when addressing the text. Florentina applies her knowledge of how text books are composed, namely with information texts and diagrams and facts that assist in understanding the contents.

In her country of origin, in addition to lessons in her first language, Florentina had also had foreign language tuition, namely five years of English as her first foreign language. She knows this form of text layout and design from the lessons in her original school:

- 235 **I:** [...]was hattet ihr zum beispiel für aufgaben im [...]unterricht? ("What sorts of exercises did you do in lessons?") (-) unter einen text stehen?
("Positioned under a text?")
- 236 **B:** auch so mit bilder und text. ("Like that - with pictures and text.") (-)

According to Ezhova-Heer (2011: 113), approximately 600,000 late entrants come to Germany every year (cf. also BMBF 2007). They bring with them learning skills from the teaching of a wide range of subjects, including

¹ Name has been changed.

languages, and have acquired competences in their language of origin that relate both to subject-related knowledge and to language-related knowledge (cf. also Schmölzer-Eibinger 2008). When they arrive in Germany, they already have the potential to acquire and develop text-based knowledge and they also have the ability to pick these up. In addition, late entrants also bring with them knowledge of learning a language; they frequently have highly-developed language awareness, experience of learning languages and knowledge of a second, official language of their country of origin; they frequently have knowledge of English as a foreign language; and in many cases have developed intercultural and communicative skills through living with multiple languages and cultures (cf. DESI Consortium 2006; Doff & Giesler 2014). Late entrants have encountered the cognitive, academic language of school in learning situations and have often learnt to read teaching texts and extract and conserve from them knowledge and information, which they go on to use for their own learning (cf. Brizić 2006). These abilities are known as text competence.

However, these skills are rarely recognised by teachers in German schools. In most cases no thought is given to the fact that learners who have no knowledge of German will nevertheless have other learning and linguistic skills that they acquired as pupils in their original schools. If the pupils' abilities are underestimated, they will not be taken into account in school learning situations. The potential for learning and for learning languages that could be tapped into will instead remain unexploited. With regard to standard writing research in German teaching, Griebhaber has concluded that the abilities already possessed by learners with a background of speaking two or more languages, and who have already acquired learning skills in their country of origin, are not taken into account and therefore that the skills that lead to the acquisition of text competence (e.g. writing), so important for a successful school career, are not adequately developed (cf. Griebhaber 2008: 231f.).

There are no recommendations for teachers on what to do to take account of existing skills and incorporate these into their teaching. Teaching models need to be developed for this purpose. To be able to do this, research must be conducted into the potential the pupils bring with them.

One area of research, given the variety of the language learning processes experienced, must be oriented initially towards pupils' individual language biographies and must try to come up with some general assertions that can form the basis for didactic modelling.

In relation to the situation for learning German experienced by late entrants, the research conducted up until now into second language acquisition does not go far enough. It takes as its basis the learning of German as a second language, following the acquisition of a different language as the first language. Research into language learning processes should instead relate to the learners themselves, who, alongside their first language(s), have learnt other languages in a directed and/or undirected manner. Taking as her starting point the language learning situation in Germany as a plurilingual language learning situation, Hufeisen describes the limitations of research conducted up until now on language learning in the area of German as a Second Language (GSL):

Common to all research projects is the assumption that if the learner can speak more than one language this leads to the emergence of language competence, which changes approaches to further languages in such a way as to change the process of learning subsequent languages. The learning of a third language will occur on the basis of knowledge of two, and not just one, languages. It is to be expected that these multilinguistic models will replace the two-language-models in the long term, as the latter have lost their power to shed light on the process (Hufeisen 2008: 386f.).

Foreign language research – in particular research into multilingualism – has for a long time now acknowledged the potential arising from learning and using two or more languages and uses it to create a transfer to the various already-known languages when learning new languages. Results from research into multilingualism already show that it has ramifications for the didactic modelling of foreign language teaching. Particular mention should be made here of the plurilingual whole school curriculum approach (cf. Hufeisen

& Lutjeharms 2005) and German as a Foreign Language (GFL) teaching outside Germany, which takes account of the knowledge of, and abilities in, previously-learned foreign languages. But there is not really such an approach for regular foreign language teaching in Germany (cf. Rymarczyk 2010; cf. proposal for an inclusive method of teaching German, GSL and language(s) for special purposes by Budde & Michalak 2014). In order to develop language teaching models, therefore, it is essential that they draw on findings from research into multilingualism.

Project LAWA (Language Awareness: Potentiale Wahrnehmen = recognising potential) builds upon this desired research outcome. The excerpt from the interview reproduced at the beginning of this paper is part of the pilot study for Project LAWA. The study investigates the abilities of late entrants in the area of text competence, and aims to exploit these abilities in regular German and foreign language teaching. To achieve this objective, LAWA factors in the research discussions taking place in the various disciplines and tries to build a bridge between the various conclusions drawn for subject-specific teaching methodology. Project LAWA is thus aiming for an inclusive language teaching methodology.

2. Project LAWA

Project LAWA aspires to exploit existing potential for standard teaching practice and to develop it further. It first seeks to examine what (partial) text competence abilities are already possessed by late entrants, and how they apply these. The definition of text competence covers the ability to process text in writing, i.e. the ability to read and understand text, and to work on it in the written form.

Text competence

Text competence is crucial for educational success. When talking about learning at school, text competence relates to the ability to shape the learning process in both verbal and written terms, the ability to take in information and use it. Text competence is also required in verbal teaching situations and in interaction between people (that is, speaking and listening) (cf. Portmann-Tselikas 2002). The ability to read and understand text, and to be able to write, is pre-eminent, as educational knowledge is increasingly obtained and applied through written texts as the learning age increases. According to Portmann-Tselikas, this includes learning how to produce and interpret written language and how to identify the context, which includes the reader's intent in analysing the text. It also includes focussing on the issue(s), i.e. homing in on a particular issue or topic being addressed, and not on the details of the subsequent discussion (cf. Portmann-Tselikas 2002: 14f.). Critical to both reading and writing is the knowledge of how texts are written in certain ways for certain purposes (reflection and use of the writing function, orientation towards the situation and the persons being addressed, the resulting orientation towards specific types and forms of text and specific ways of organising text, awareness and creation of text coherence, i.e. the assertions made in the text and their links to, and relationships with, each other).

As text competence plays a key role in assuring a successful education, it is the task of all subjects at school to teach and promote it. Research studies such as PISA (cf. Baumert 2001) show that learners with a migration background, in particular, frequently fail at meeting the requirements for text competence.

The educational disadvantages endured by migrant children are linked time and again to insufficient written language skills and the resulting consequences that limited reading and writing abilities negatively impact on performance in individual subjects and knowledge acquisition generally in schools, and thus determine subsequent educational careers (Ehlers 2010: 109).

Text competence does not just provide a crucial foundation for absorbing and processing knowledge and culture in the German school system, it is a core competence in all societies for which the written word is key to the way it functions. Learners who have experienced school in a non-German setting have therefore already developed text competence in the main language of their country of origin.

Research design

The project has two objectives: firstly to record the abilities and experiences of language learning already acquired by late entrants to stage I secondary education; and secondly to make systematic use of it in school-led German and foreign language learning, with the purpose of developing text competence.

In pursuit of the first objective, a research study will be carried out, which has the aim of being able to draw some conclusions about the abilities already possessed. It is intended that these results will subsequently contribute to the approach taken with the second objective.

The actual **research question** is as follows:

How do late entrants cope with the challenge represented by text competence? In order to gather the evidence and data to make it possible to provide first answers to the question and to provide the foundation for a wider survey, Project LAWA has undertaken research into the late entrants in a GSL centre in Schleswig-Holstein. This involves recording the prerequisites in terms of language biographies, as well as the explanations of the strategies/activities and skills and processes when reading and processing text (**subject of the research**). The first research study was carried out between May and July 2014.

Following on from this, the revised instruments were to be deployed in six further individual case studies with other late entrants under different learning conditions. This phase has been ongoing since January 2015.

The insights gained in relation to existing procedures and strategies for mastering text competence that can be applied on a general basis allow an intervention study to be drawn up. It is to be carried out in regular German and foreign language teaching settings. Building on this, an exchange of ideas and experience between GFL and foreign language teaching practitioners has been taking place at international level, with partners in Poland (Poznań) and the Czech Republic (Brno), with the aim of verifying and building on the insights already gained. A long-term objective is, based on these insights, to create learning environments for cross-language language teaching focussed on accessing and processing texts in such a way that the skills already possessed for these types of task are used and can be put to use in all subjects.

3. The research methodology

The approach to developing the research methodology was, in the first instance, to look at proven procedures in research into plurilingualism, which consist of a combination of quantitative methods (questionnaires completed by large groups of survey subjects) and qualitative methods (case studies of individual language learners). As the subject of the research in Project LAWA is about recording and explaining data characterised by the individual, it is necessary to approach it from different perspectives. Furthermore, the explorative nature of the study aims to develop a way of accessing in-depth recording of learning activities and skills. It is therefore necessary to relate different methodologies to one another and to seek to interpret the data in as transparent and descriptive a way as possible. The study centres in on the cognitive abilities of late entrants, and it attempts to make these clearly visible and understandable by drawing on different types of data.

To this end, the following data is to be recorded:

- Linguistic and cognitive prerequisites, language biography, subjective appraisal of one's own way of learning a language. Instrument for gathering data: **questionnaire**;
- Quality of text comprehension and text production. Instrument for gathering data: **paper and pencil test**;
- Information provided by the subject on his/her way of processing texts. Instrument for gathering data: **guided interview**.

The data is being analysed by assessors working independently of one another. The pilot study uses in the first instance the results from two assessors, which are compared and checked against each other. In the follow-up study, the results from four persons are viewed in relation to each other.

First questionnaire: linguistic and cognitive prerequisites

The aim of the first questionnaire used is to allow the selection of test subjects who are both cognitively and linguistically in a position to explain abstract facts and concepts. In addition to asking for general information on the school career to date and the subjects that were taught in respondents' countries of origin, the questionnaire also contains simple, logical thinking tasks. The pupils are asked here to highlight the words that do not belong in given word sequences, to complete the figures in a logical sequence of numbers, create patterns with figures and to give reasons for, or support, their decisions in writing (see Appendix A). Mastering the task calls for the ability to reason, but above all for sufficient linguistic ability to be able to assign – or not – words to the word fields *fruit, family, types of sport*, and to give reasons for so doing; and likewise for linguistic ability to be able to explain simple mathematical and logical correlations.

Based on successful completion of the tasks, the targeted selection of two late entrants was made and the instruments for gathering data were piloted. Two test subjects were selected: Florentina, whose country of origin is in the Balkans; information about her will be explained in more detail in this article. The second test person is 15 years old and originates from the Middle East. Alongside Persian, she also learnt Arabic and had two years of English at school; apart from this, she speaks Azari and Turkish. She has been in Germany since May/June 2013. The analysis of data from the second test person followed in Prüsmann (2015). All data has been anonymised.

Extended questionnaire: prerequisites for language (learning) biographies, subjective appraisal of one's own language learning ability/progress/style

In the following extended questionnaire, the attempt is made to record the language learning biographies of the pupils. The learners assess themselves with regard to their individual experiences of learning languages and they reflect on their language learning process.

The lead questions and relevant items needed for the recording of the subject of the research, the prerequisites in respect of language biographies, were developed taking Behr's (2007) questionnaire survey as the guiding principle. Behr's study captures both prerequisites in respect of language biographies as well as the development of language learning awareness when multiple (foreign) languages are learnt as part of the standard curriculum in German schools and is linked to an intervention with a pre- and post-study. Lead questions developed for this study, which relate to the respondents' appraisals of their own language learning and prerequisites in respect of language biographies, were used for the LAWA survey; further items relating to specific issues for late entrants were modified or added. The theory underpinning it was derived from insights gleaned from research into learning and language learning strategies (Haudeck 2008; Gläser-

Zikuda 2008; Rampillon & Zimmermann 1997) and studies of the value of prior language learning experience in foreign language teaching (amongst others: Hufeisen & Marx 2004; Marx 2005, summary by Gnutzmann & Jakisch 2010). The following key questions formed the basis for the development of further points:

- What languages were being learnt?
- What different forms of language teaching were used in the country of origin?
- What areas of language learning were covered and what form did they take?
- What is the respondent's attitude to the languages learnt?
- What are the processes and forms of foreign language learning in the country of origin as compared to learning German as a second language now?
- Is the previously acquired knowledge of languages being used for learning GSL?

The questionnaire uses closed questions, with the most appropriate answer from 5 on a scale of *very much / a lot / a reasonable amount / seldom / not at all* to be ticked.

The text-based data gathering exercises were conducted in each case with one test subject and the examiner taking about 60 minutes to complete the session, and with a gap in between each session. Data is available for two test subjects. Following on from the first analysis, additions are being made in particular to the appendix of the extended questionnaire. Data has been gathered from four further test subjects using this revised questionnaire since January 2015.

Paper and pencil test

Two procedures have been selected for surveying the ability to read, understand and process text as well as the techniques/strategies or the ways of proceeding used: a paper and pencil test and a guided interview. The paper and pencil test is used to determine the extent to which a text of an appropriate linguistic standard is understood and the key information from it reproduced in writing. It is not intended to pass judgement on the prowess shown; rather it represents a further instrument for capturing data that describes methods of processing text. To do this, a factual text of an appropriate level should be selected. This should be read through and the key information in it relayed in writing. This captures the test subjects' understanding of the text; and allows observation of how they go about reading, understanding and relaying the text content in writing. Reflection on this approach is linked directly to the guided interview, so that reference can be made specifically to the text and to the activities surrounding it. Our understanding of what constitutes text competence and of the strategies/processes or the ways of going about accessing a text – underpinning this work – can be rendered through two definitions:

Text competence is taken here to mean the linking of reading and writing competence and the ability to process the subject-specific content of teaching, which can be communicated both orally and in writing, for the purposes of learning (cf. Schiefele, Artelt, Schneider & Stanat 2004; Portmann-Tselikas & Schmörlzer-Eibinger 2002; Baur & Hufeisen 2011).

Strategies and processes for reading and processing text are taken to mean a sequence of actions and activities undertaken with the specific aim of acquiring and processing knowledge. This can be of varying complexity and the individual activities can be linked to one another. These actions and activities or processes can be carried out consciously and can be called into play more or less explicitly. They can be learnt (cf. Mandl & Friedrich 1993, 2006).

The primary text from which the test subjects work is taken from the textbook *DaF kompakt A1-B1* (Sander, Braun, Doubek, Fügert & Vitale 2011: 141). It is an information text on the history of the German company Ritter, which produces the square-shaped chocolate bar Ritter Sport. It is entitled "Why come to us? A

straight answer” – “From foundation through to today”. The text can be found in the topic area “Job applications and CVs” and deals, in terms of content and language used, with how internships are managed. Tasks are set to ensure the text can be accessed. In this data gathering exercise, however, only the text is used – with accompanying illustrations – and it is given a different title “The story of Ritter Sport”. The task set is: “Read the text and write down the most important information in your own words.”

The selected text (281 words long) is representative of the information texts normally to be found in textbooks. It is classified as language level A2 (GER) in the textbook, that is, for learners at the advanced end of elementary language usage and on the way to independent language usage. Simple texts and clear sentence structures are usual for this level. In terms of content, the text selected deals with the history of the Ritter Sport company and it uses many terms from the topic area “Jobs” (here company, factory). The information is ordered chronologically by year. The sentence structure consists of simple statement sentences: there is frequently temporal information at the beginning of a sentence, which stands out as a result and assists in structuring the text information in terms of time/by year. The passive in both the present and past tense is primarily used in the text. Other striking linguistic features, which could make it harder to understand the text, include the use of attributive adjectives and adjectivisation (*industrial production, original idea, extended “SchokoLaden” shop*). Their frequent use – as well as that of passive verb constructions – may be due to the fact that they can be found more and more in teaching texts for the whole range of different subjects. Accessing them is extremely important for reading comprehension and for developing text competence in all subjects (Fluck, 1992). Furthermore, there are many numbers in the text (year numbers and quantities).

The test subjects have the task of writing down the most important information in their own words. This task is selected as a key comprehension task. It calls for a type of writing that provides the preparatory foundation for a summary. In research into reading comprehension, the ability to be able to write a summary of the text is seen as a complete form of processing and relaying information (cf. Friedrich & Mandl 2006; Schnotz 1994; Ballstaedt 2006: 120). A summary consists of a coherent text that orders and preserves in compact written form the content of the information and what has been understood for the benefit of the writer and other people (Becker-Mrotzek & Böttcher 2012: 77-93). In research into reading comprehension leaning towards the cognitive-psychological (cf. Baumert 2001; Kintsch & van Dijk 1983), the processing steps involved are separated into hierarchically low and hierarchically high steps. The processes do not follow on from one another, but interact with one another. The low hierarchical level covers the understanding of words, phrases and sentences. They are decoded for their meaning and key items of information in the text are taken on board. The hierarchically high process of understanding takes place when several consecutive sentences and sections of text are involved. The text is taken in at the level of its overall message and its core informational content. The reader draws on other areas of knowledge, that are outside the text itself, to understand it – these include the reader’s prior knowledge of the subject, but also knowledge of types of text, patterns of text structure and text functions. The reading competency model underpinning the PISA studies breaks down reading competency into three partial competencies: 1. Extract information, 2. Place items of information gleaned from the text in relation to one another, 3. Reflect on and analyse the content of the text (cf. Baumert 2001). A summary calls for text comprehension at both a hierarchically low and hierarchically high level of understanding.

In this case there is quite conscious foregoing of the requirement to write a coherent, connected-up text, as it could not be expected that the first two test subjects already possessed sufficient linguistic skills in the German language. Nevertheless, the task set – namely, to write down the key information and thus to start forming macro-propositions (cf. Kintsch & von Dijk 1983) – would allow identification of whether the key statements in the text had been captured. Mastery of the task thus provides the foundation for being able to write a summary.

The criteria grid developed by Budde (2014: 76) to enable assessment of written summaries of educational texts serves as the basis in this study for describing understanding of content. The linguistic criteria for the creation of a coherent text based on style considerations are not considered here for the reasons already stated.

In order to assess the writing capabilities of the late entrant, appropriate criteria specifically for this target group have to be developed. If one takes the research conducted into German taught as a written language (e.g. Becker-Mrotzek & Böttcher 2012; Jost & Böttcher 2012; Knapp 2014) as a yardstick, the text used must be seen as a type of preliminary text, which has the function of aiding understanding and should be seen as an interim step in the process of writing a summary. For the assessment of pupils' texts in German teaching, the Zurich text analysis grid (Nussbaumer & Sieber 1994), with its five dimensions (correctness of language; appropriateness of language, intelligibility, coherence; text structure and development, reader-friendliness; quality of form, aesthetic considerations; quality of content), is today still seminal. There are various follow-ons from this, in particular in respect of focusing on individual partial competencies when acquiring writing competence (cf. Jost & Böttcher 2012). The Zurich text analysis grid assumes the writers are writing in their mother tongue; that they compose texts according to certain specifications, but in so doing do not have to make reference to their understanding of a primary text. For the purposes of this study's objective and for the texts written by the pupils in this case, the fundamental criteria can only be applied to a certain extent – namely, criteria from the categories of quality of content, intelligibility of text and quality of form. The dimensions for assessment used in research into writing in foreign language teaching also only provide for an analysis of the writing formats without reference to primary texts (cf. Nieweler 2010). GSL-related studies – of which there are only a few (cf. the overview in Ballis 2010; Schindler & Siebert-Ott 2014; on telling a story in writing, in Knapp 1997) – take into account writing skills in conjunction with the writer's language capabilities (in the second language, German). They are therefore linked to surveys of language capability. These surveys do not relate the capabilities to the text competence already possessed. Abilities such as being able to write coherent texts, use sample text and options to develop the text, take account of the readers' leanings and the situation, may most certainly be present in the first language, but not applied (in the target language) due to lesser language capabilities. The study by Peyer & Studer (2014) as part of research into multilingualism looks specifically at the writing capabilities of pupils who already demonstrate experience of writing and dealing with texts in two or more languages; this could be included in follow-on studies in Project LAWA. The standards grammatical spectrum, task completion, lexical spectrum, grammatical correctness, orthographic correctness and coherence underpin this study; however, it focuses solely on the pupils' texts and not on any primary texts which must at first be understood and then be used.

The combination of text comprehension of primary texts with the writing of summaries is taken into account in the survey conducted by Berkemeier, Geigenfeind & Schmitt (2013). This is an intervention study of young people with a GSL background, which works with a catalogue of support measures and analyses results with respect to the support criteria. These areas to be supported provide a provisional bedrock for the objectives of Project LAWA, from which a catalogue of the criteria that can be used to describe the ability to read, understand and process text can be developed.

An observation protocol is maintained; the written text and the primary text worked on are available.

Guided interview

The interview represents a potential methodology for achieving the aim of obtaining further data on the specific and the generalisable steps taken to read, understand and process text and on learning a language. It is used in this case to give the pupils themselves the opportunity to talk about how they approach working with texts. They can talk quite specifically about the working out they did only a short time before; they can also talk about how they generally approach such tasks. In an explorative study such as this, the interview is

an advantageous form for striving for mutual understanding in communication between the interviewer and interviewee and for discovering and recording hitherto unknown or new facts, or factors that had not previously been taken into account. Structuring and steering the interview by means of the guidelines is a logical step, for three main reasons: at 12 and 15 years of age respectively, the pupils are not yet able to formulate longer, free-format statements in school settings without feeling under pressure to perform. They would possibly also shy away from trying to make longer statements given their lack of sufficient language competence in German; and ultimately, the interviewer him/herself needs a framework to work with, so as not to lose sight of the object of interest in a complex situation of communication and comprehension between speakers with different first languages. In research into multilingualism there is data already available from guided interviews conducted to survey the use of language learning strategies (e.g. Mißler 1999; Martinez 2008). These studies were conducted with adult learners, who reflect upon their own learning processes in different ways. In Morkötter's study (2005), Year 10 pupils in a Gymnasium (grammar school) are asked about the way they learn and speak foreign languages at school, and to reflect on the benefits of language awareness and language learning awareness (in this study both covered by the term language awareness). This has been preceded by language teaching which quite explicitly addresses an approach to learning based on comparing languages and knowing about structural phenomena in languages. The pupils involved in the study are grammar school pupils who are capable of talking about metacognitive approaches and of tackling linguistic phenomena metalinguistically. The respondents demonstrate a positive attitude to learning foreign languages that are very well-regarded in society. They have a high level of linguistic ability in the German language as a language of communication. In contrast, the test subjects in Project LAWA do not have the same level of linguistic ability in German and the interviewers have no linguistic ability in the first languages of the test subjects either. This may have led/may lead to some topics relating to languages and learning languages not being addressed, and to complex issues not being communicated in a nuanced way, due to an inability on both sides for clear expression. In order to deal with the problem to some extent, the approach taken is to look at very specific aspects arising from the work done on the text immediately prior to the interview, and to develop a structured, guided interview.

The interview guidelines are structured in the same way as the steps taken when reading the text, i.e. they are divided into the phases prior to reading, during reading and after reading. The test subjects are questioned accordingly after their activities. The techniques used in research into reading geared to cognitive psychology serve here as a further basis for helping to formulate categories (Ballstaedt 2006; Friedrich & Mandl 2006). Questions relating to the learning of languages follow Bär's (2009) approach. The following structure underpins the questioning:

Prior to reading

- Getting an overview
- Being aware of what has and has not been understood
- Clarifying unknown words and phrases

During reading

- Being aware of structural features of the text
- Being aware of the text's content characteristics
- Being aware of the way the text has been laid out
- Reading through once / multiple times
- Underlining / highlighting

After reading

- The link between reading and writing
- Emphasising parts of the text
- Concurrent/sequential processes

References to previous language learning experience

- Application of previously learnt techniques for accessing a text
- Comparisons made between languages

Learning from texts

- Textual learning
- Targeted language learning (making vocabulary “stick”, absorbing grammatical phenomena, looking up words etc.)

The interviews are all analysed for their content (Mayring 2010; Helfferich 2011). The categories are generated on the basis of the material, with coding being carried out in a first review by two assessors working independently of one another, who then, in a second review, consulted each other before reassessing. The test subjects' responses/statements are then looked at in relation to the observation protocols and to their written texts. The transcribed data from both interviews is now available. Each lasted about 20 minutes. Furthermore, the test subjects' written texts, the primary texts worked on and the questionnaires are available.

Staging of the pilot study

The pilot study at the Sterup GSL centre started with the selection of two late entrants and the development of a set of research tools for capturing the strategies for accessing texts already possessed. The test instruments were tried out, then evaluated and modified for the subsequent run-through. The examiner was a teacher in this group. She carried out all the data gathering exercises and had a good relationship with the pupils based on mutual trust. In a first step the first questionnaire was used with all the pupils in the centre's GSL class, with the aim of recruiting test subjects meeting the linguistic and cognitive (or metacognitive) prerequisites to be able to give information on their experiences of learning languages and their approach to accessing texts. At that initial stage of the study, all eleven pupils who were being taught at the GSL centre took part. They were all aged between 10 and 16 years and between them spoke seven different first languages. All were late entrants to the German system, with experience of schooling in other countries and of further languages, which had either been acquired as a link or second or foreign language at school or otherwise acquired during the course of their lives. All late entrants had already been learning English in their previous schools, so that no one in this group had to first learn the alphabetic script.

It is possible to make initial observations based on the data for the test subject Florentina from the pilot phase.

5. Initial data analysis and observations relating to the test subject Florentina

First questionnaire

Florentina gives the following information about her school career in the first questionnaire: she went to school for seven years in her country of origin in the Balkans and had tuition in her first language for seven

years; she had English lessons from Year 3 to Year 7. She also had instruction in mathematics, music, history, biology, geography and sport in the school in her country of origin.

She performs the task set in the questionnaire of highlighting the word that doesn't belong in a sequence correctly; and justifies her decision each time by starting her sentence with "weil" (because), although in her response the finite verb is – incorrectly – put in the second position. "Weil Mutter, Schwester und Oma sind eine Familie, aber Hund ist Tiere." (Because are mother, sister and granny in a family, but dog is animals) She also performs the tasks of working out the next number in a number sequence correctly; and for the most difficult of the three tasks (number sequence 2, 6, 8, 12, 14, ...), she formulates her answer using the modal verb müssen (must) with the verb rechnen (calculate): "Weil 2+4=6 dann 6+2=8 dann 8+4=12 und 12+2=14 und erste muss ich mit 4 rechnen und dann mit 2." (Because 2+4=6 then 6+2=8 then 8+4=12 and 12+2=14 and first I must calculate with 4 and then with 2)

She gives a logical explanation of the patterns she has recognised in certain arrow sequences. In her written explanation, which calls for more complex vocabulary than in the previous task types (specific vocabulary such as "direction", "arrow pointing up/down"), she does not use technical wording – rather, she describes the facts using language she has already acquired. "Weil alle drei gehen wo sie wollen, aber nur eine geht bei diese punkt." (Because all three go where they want, but only one goes for this point.)

Extended questionnaire

This questionnaire asks for information on the respondent's language learning experiences and routines.

The following extract (Table 1) shows Florentina's responses about her use of what she already knows about languages in her German lessons.

Use of existing knowledge of languages in German lessons (GSL)	Florentina (Favourite language: English)	
	First language (3 WS)	English (4 WS)
Understanding unknown words	Quite a lot	Quite a lot
Understanding grammatical rules	Quite a lot	Quite a lot
Speaking	Quite a lot	Seldom
Listening	Not at all	Quite a lot
Reading	Quite a lot	Quite a lot
Writing	A lot	Quite a lot
Common features	yes; "Gitarre" (guitar)	yes; "Clever" (clever)
Approach to learning new words		Same approach

Table 1: Florentina's responses to part of the extended questionnaire

To begin with, Florentina states that her favourite language is English. When asked to explain why, she replies “*Nur so*” (It just is). Florentina’s answers to the subsequent questions on the teaching methods used in language lessons, to her proficiency in various areas and to her assessment of the GSL/German course she is following – which takes the form of ticking the appropriate box – is varied and nuanced. Florentina gives the following answers to the question *What is important to you when learning German?* *Speaking: “Important”; Listening: “Partially important”; Reading: “Partially important”; Writing: “Important”; Grammar: “Very important”; Learning vocabulary: “Very important”*. To the question *What helps you with learning German?* she replies “*Das Buch und Nachhilfe*” (The book and the extra lessons).

In response to the block of questions on her use of her existing knowledge of languages in German lessons, she says – in relation to her first language – she uses it “quite a lot” in the areas of understanding unknown words, understanding grammatical rules, speaking, reading and writing. For listening, her answer is “not at all”. When asked if there are common features between her first language and German, she replies “yes”; and answers the question, “If yes: What common features are there” with “Guitar”.

In reply to the block of questions on her use of her existing knowledge of languages in German lessons, she says – in relation to English – she uses it “quite a lot” in the areas of understanding unknown words, understanding grammatical rules, listening, reading and writing. For speaking, her answer is “seldom”. When asked if there are common features between English and German, she replies “yes”; and answers the question, “If yes: what common features are there?” with “Clever”. Florentina states that she learns English vocabulary in the same way as German vocabulary. To the question of what, for a new/foreign language, she needs to be particularly good at, she replies “grammar” and “speaking”. Her reasoning for this is “Wenn ich will sage dich, kann ich nicht sage er” (If I am wanting to say you, I cannot be saying he).

The first pass-through in the GSL centre involves answering questionnaire-style questions; in addition, in the data collection situation, many comprehension questions are put, many detailed explanations given and reassurance is sought.

Paper and pencil test

The objective of setting the task of relaying the key information from the educational text on the history of the Ritter Sport company is to capture the extent of the test subject’s understanding of the text and, based on her written texts, to identify indications of text competence. Additionally, using the observations of how the test subject approaches the challenges of reading, understanding and relaying what she has understood in writing, the aim is to provide starting points for the subsequent interview.

A first description of the text written by Florentina (see appendix B) is given in table 2, using the provisional criteria catalogue.

Table 2: Provisional criteria catalogue for describing text quality (taking Florentina as an example).

Category / description criteria	Using her own words	Orientation towards the primary text	Close to the primary text ²
Understanding of the content		✓	✓
1. Extracting information Selection of individual sentences, either reproduced word-for-word, or paraphrased; understanding of key propositions, but not completely. Leaving out text information (copy-delete strategy)			
2. Relating the items of information given in the text to each other Relaying of nearly all items of key information; listing information from two or more sentences in a single sentence; generalising or bundling information into one sentence		✓ One item of key information (shape, colour, snap-pack) is missing	✓
3. Reflecting on and assessing the content of the text Relaying of all key information; formulating her own conclusions and interpretations by herself; drawing on her own knowledge; grasping the overall concept			✓

² Closeness to the primary text should only be taken as descriptive here, as it does not necessarily indicate a lack of understanding of what has been written or insufficient ability to express ideas in the test subject's own words – rather, it could be ascribed to the fact the test subject does not yet possess the necessary writing/speaking ability in the target language.

Intelligibility of the text	Using her own words, intelligible	Orientation towards the primary text, intelligible in the main	Taken from the primary text, intelligible only to a small extent
		✓	✓
Organisation of the text	Evident	Partially in evidence	Not yet evident
– Completion of the task	✓		
– Heading	✓		
– Complete sentences	✓		
– Textual structure	✓		
– Textual coherence		✓	
Level of vocabulary	Autonomously formulated	Oriented towards the text	Not yet appropriate
– Choice of words	Use in some places of cohesive devices “and”;	✓	
– Correctness of words	“then”	✓	
– Orthographic correctness		✓	
Syntax			
– Inflexion		✓	
– Use of tenses		✓	✓
– Sentence construction		✓	

Table 2: Provisional criteria catalogue for describing text quality (taking Florentina as an example).

Florentina’s text recounts nearly all the key items of information concerning the company’s history³. The key item missing concerns the product characteristics – the square shape, the range of varieties, the different colours and the snap-pack packaging. In the text, the individual facts are primarily relayed through use of the

³ These were put together based on six expert texts.

copy-delete strategy; there are conscious omissions which reduce the number of facts in a rational way. The years cited in the text are used to structure the summary text. The adverb *dann* (then) and the conjunction *und* (and) are used as connecting words to create text coherence. The passive form, which is used frequently in the primary text, is used in the summary – although not always correctly: “*werden*” (is/will) is usually used at the beginning of a sentence, in two sentences the finite verb is missing from the end of the sentence; in sentence no. 8 it appears to be used in the form of future construction – however, the verb is inflected at the end of the sentence (“*Dann werden sie die Herstellung von Schokolade und die Geschichte von Ritter Sport präsentiert*” – then they go on to presented the manufacture of chocolate and the history of Ritter Sport).

Florentina’s text consists of 110 words. It is laid out with a heading (*Ritter Sport*) and in three sections. Overall, the simple past form is used.

In summary it can be said that nearly all the key items of information have been captured; the missing item relates to the brand-specific features. How relevant this missing item of information is has not yet been determined definitively by the team of assessors. Florentina deploys a comprehension strategy which is appropriate to her mastery of the language – namely a copy-delete strategy. She generally deploys this strategy correctly, reducing the statements made to their core message. The passive form is used frequently in the primary text, and Florentina picks up on this in her own text. She appears not to be able to sufficiently master this form yet, but may have attributed a lot of significance to the fact that it appears so frequently and thus adopts it herself.

The use of a textual form which suggests a continuous text, and possibly even a *précis*-style text, is striking. A heading is provided, the text is divided into sections and cohesive devices are used. In her text, Florentina adopts the primary text’s structuring of content and uses milestone years in the same way.

Guided interview with Florentina

The interview has been transcribed; in the first instance, the data was categorised in terms of material by two assessors independently of one another. In the next step, summary categories were defined (for the most part reproduced here in bold), which allow the first assertions to be made on the subject.

With regard to **prior knowledge of the subject**, Florentina had no background knowledge about the company and what is so special about Ritter Sport. As far as **text comprehension** is concerned, through her verbal relaying of important items of information, which she in part reads from her own written notes, she demonstrates that she has written down and can reproduce key items of information. She does not pick up on the special features of Ritter Sport, its square shape and range of bright colours. Florentina deploys the following **processes** in order to master the task of **reading, understanding and processing the text**. Prior to reading, she looks for and at the **additional information available (separate from the text itself)**, namely the photos and images, and the names contained in them. She **reads the text through more than once** and when doing so generally **underlines words** (although with this text she refrains from doing this) that relate to **the important information in the text**. At the same time she looks for help from the **images** and the objects contained within them and/or the **names or terms** contained in the images. She either looks up **unfamiliar words** in the dictionary or works them out from the **context** or her **prior understanding** of them. When **absorbing important information and setting it in writing**, she proceeds **section-by-section**; she writes down the most important points one section at a time, using the **images** and/or **numbers** in the illustrations as orientation and writing down the key points as she sees them chronologically, in the same order as they appear in the text.

With regard to **familiarity with the type of task** called for – text interpretation – Florentina says that this is familiar to her from lessons in her first language: these, too, called for texts to be read and questions about them to be answered. When asked for a more detailed description of such tasks/lessons, she says that she

has forgotten. She also says at this point that – in relation to her English lessons – that she is not familiar with this type of task/this type of work on texts.

Of the **processes** Florentina goes through to learn aspects of a language, she talks, on the one hand, of **learning vocabulary**. In this case she looks up unknown words in a dictionary and tries to remember them. Sometimes she also notes down new words. She also talks in the interview, with regard to **learning grammatical phenomena**, about phenomena that struck her in this particular text and which call for her to use her knowledge of languages: for example, she identifies the morpheme *-en* as a plural morpheme; she recognises measurement words such as *keine* or *viele*; and she uses this knowledge to help her understand what she is reading. She explains that, in general, she has to **read through again, learn and practise** grammatical phenomena at home.

She also uses other processes to master the tasks: She gets external help by going to the extra lessons; and she asks the teacher questions.

5. Initial interpretation and reflection

Practices and processes for reading, understanding and processing texts in general

Florentina can describe and give reasons for her approach, albeit in a limited way in a language that is foreign to her. She is able to give reasons for the approach shown in the extended questionnaire and also describe in a nuanced way in which skill areas her first language and foreign language help her with learning German at school. With regard to reading and writing, she states that both languages help to a moderate extent. Further nuanced information on how and in what form they are used was not taken into account in this study. Florentina rates knowledge of grammar when learning a language as important, and gives a concrete example that relates to both speech and comprehension. From the examples she gives it can be assumed that she has metalinguistic abilities and a linguistic awareness of their use and significance. This allows one to assume, furthermore, that she uses these abilities in a targeted way.

Practices and processes for understanding and working through texts

Taking into account her linguistic abilities with regard to German, her fulfilment of the task of interpreting/summarising the text can be assessed as successful, or rather, successful to a degree. Nearly all the key points of the source text can be found in her text. However, the signature feature(s) of the Ritter Sport product is not mentioned. In the interview, Florentina says that she did not know anything about Ritter Sport prior to the exercise, and did not view the information provided on the appearance of the chocolate's packaging as being relevant, perhaps in part due to her having grown up in the Balkans. The information given in the interview and in the questionnaire on prior knowledge of how to interpret/summarise a text confirm that she possesses text competence and that she deploys a variety of methods to work through a text systematically and pinpoint the important information in writing. This becomes clear in her strategies for accessing the text (using aids to highlight key points of information, creating units of meaning, summarising information, using structural features such as sections, headings and numbers). Florentina puts together a coherent, structured text.

The methods Florentina uses to work through the text are comparable with the methods explicitly taught in German schools as reading strategies for the reading of texts and writing strategies for the writing of texts. These are, for example, clarifying unknown words, reading through the text multiple times, looking for guidance from images and numbers given, approaching the text section by section. In addition, she uses processes specific to the learning of languages, e.g. looking for help from written information in the illustrations, which she then looks for in the text itself. She does not look up every word she does not know,

but rather tries to work out the meanings of some words from their context or tries to recall them. In the interview Florentina states that she already knew how to do this before she started at the GSL centre, and she states that she was familiar with doing such tasks in lessons in school in her country of origin. In the subsequent interview, very little information is provided on the skills she possesses for accessing texts. It is clear, in the recording of the interview, that Florentina is trying to provide more detailed information, but breaks off, possibly because she cannot express herself (*“und so; wie Beispiel”* – well, you know; in example).

Her reply to the question about the requirements in the text that relate to learning new words and phrases, and new aspects of grammar show a level of linguistic reflection. She identifies grammatical phenomena such as pluralisation or case inflection, names them using examples and states that it is important for her to know them. Based on this study it is not possible to clarify why she looks up certain words in a dictionary and tries to work out other words from the context. The question of how Florentina masters the requirement text competence can to a limited extent, using the data gathered, be answered with the deployment of methods with which she is already familiar, which are comparable to strategy-oriented processes taught explicitly in German schools. Potentially there is a starting point here for teaching text competence in a way that transcends individual languages.

Reflection

The attempt to triangulate the methods that should lead to deeper recognition and understanding of cognitive processes and skills is proving in this first step to be fruitful. The information that has been assembled can be described, compared and reformulated from the different perspectives of the people involved in the data gathering and analysis. Using different data from differing approaches, assertions can be combined to contribute to a deeper understanding of the processes and more exact defining of the skills. The informative value of the insights gained does nevertheless remain small. One reason for this lies in the limited abilities in the required languages (interviewers and test subjects); a further reason may lie in the survey situation itself. The fact that the interviewer also has the role of the teacher could lead to self-consciousness and to a fear, on the part of the pupil, of giving a wrong answer or possibly of displaying undesirable attitudes to languages from the country of origin. This may result in a desire to make as few assertions as possible. A situation in which pupils worked together on tasks set for them might be a potential further approach to the topic. In a situation in which the observation was unobtrusive (e.g. a camera mounted on a PC) the test subjects could agree on how to tackle the task based on the different strengths/skills they all have; and could exchange opinions using their different linguistic abilities in their own ways.

Furthermore it is apparent that the criteria for studying linguistic skills that have been developed on the back of existing research studies into multilingualism cannot be simply transferred to the language learning situation of late entrants. If assumptions are made about the abilities possessed with regard to text competence, these have to be integrated in the study profile: analysing the spoken level of competence is not enough. The criteria applied that stem from research into writing in the teaching of German take as their basis a German speaking ability at the level of German as the first language; and here it is necessary to apply differentiated benchmarks relating to the different phases of acquisition. Up until now there has been a strongly-held assumption that a normative-oriented benchmark should be used, with which analyses are made of textual and spoken aptness in German. Any pre-existing text competence is not yet taken into account. Further development of a catalogue of criteria for describing and evaluating the texts written by late entrants must be increasingly carried out on the basis of descriptive observational data, in order to do justice to individual learners' requirements.

Using a questionnaire to gather data with the aim of collecting statements about language biography prerequisites and about language learning is just a first step along the road to this target. What is needed here is a detailed discussion and understanding of the different concepts of language learning and of the

forms language learning and language teaching can take. When conducting the questionnaire-based part of the study, for example, questions relating to teaching methods arose. An exchange of views is essential on what both communications partners understand by *face-to-face* or *independent working* and this cannot be captured using this sort of survey instrument. This and other specific information, for example on how knowledge of a given language affects the comprehension, learning and speaking of the German language can be better researched through further, qualitative survey methods.

Project LAWA is currently gathering data from other test subjects who, as late entrants, have their own specific language biography. It should become apparent from this work whether further, different data can be gleaned that suggests there are generalisable, language-overarching skills pertinent to text competence; or whether the survey form must be fundamentally revised in order to be able to come up with generalisable descriptions.

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Appendix A

b) Choose an arrow for the empty field



- ↑ (1) ↗ (2) ↖ (3) ← (4)

Why did you choose this arrow? Please explain:

Alle gehen in ^{ein} punkt.

c) Choose an arrow for the empty field



- ↘ (1) ↗ (2) ↙ (3) ↖ (4)

Why did you choose this arrow? Please explain:

Weil alle frei gehen wo sie wollen, aber nur eine geht bei diese punkt.

Thanks for participating!

Appendix B

	Ritter Sport
	Alfred Ritter in 1912 wurde in Bad Cannstatt bei Stuttgart die Schokoladen- und Zuckerwarenfabrik gegründet. In 1919 er wurde eine Schokoladenmarke auf den Markt die „Afrika“. In 1939 wurde die Firma ins Idyllische Waldenbuch verlegt. Dann Clara Ritter seine Frau hatte eine Idee „Produzieren eine Schokoladentafel in 1932. Sie erhielten den Namen „Ritter's Sport Schokolade.“
	2005 wurde das neue MUSEUM RITTER mit dem erweiterten „Schokoladen“. Dann werden sie die Herstellung von Schokolade und die Geschichte von Ritter Sport präsentiert
	2008 wurden new Bio-Schokolade entwickelt.
	Und die Firma hat heute ca. 800 Mitarbeiter, sie exportiert ihre Schokolade in über 90 Länder und macht einen Umsatz von 274 Millionen Euro.

4.5. Bilingual PE (Physical Education) lessons – a research report.

Bilingual teaching and learning – an action research project in the fourth year of a Höhere Lehranstalt für wirtschaftliche Berufe (College of Management and Services Industries)

Angelika Kessler

This research project gives an insight into the practical part of my Master's thesis on the topic “Bilingual PE (Physical Education) lessons”, which I wrote as part of the course “Development, support and counselling in schools” (2011-2014) at the PH (College of Education) Vorarlberg (www.ph-vorarlberg.ac.at).

In the 2012/13 academic year, I taught a fourth year class at the Höhere Lehranstalt für wirtschaftliche Berufe (HLW) in Rankweil, Austria, the subject PE (Bewegung und Sport (BSP)) in French. My participation in the EBB Master's course gave me the opportunity to pursue and evaluate this project academically.

The questions to be researched were as follows:

- What is the level of acceptance and what feedback is there from the pupils to having French as the teaching language for PE?
- What practical implications does having French as the working language have for lesson design and lesson planning?
- What are the prerequisites and framework conditions for being able to implement French as the working language in PE as a subject?

This research report describes the concrete steps taken to implement the project, the research carried out and the results.

1. Background

The topic I selected for my Master's thesis developed out of my own specific teaching situation. I teach the subjects French and PE at the HLW in Rankweil. For many years I have been thinking about using French as the working language for the PE course.

Foreign languages are immensely important for pupils' further study and their careers. Languages are a stated focus of HLW Rankweil in its school profile. In addition to English as the first living foreign language, French is offered as the second foreign language and Spanish or Italian as the third. Whereas the business and economics course is taught in English in the third year, the use of the second living foreign language as a working language has been given little consideration in course and lesson planning up until now.

Movement, sport, physical fitness is a constant theme in society and the media. This has led to pupils having a positive attitude towards PE as a subject at school. There is no pressure with regards to marks for PE; as a subject, it creates a space in the curriculum for relaxation, fun and games. The value of movement for health is undisputed and current neurological research results underline the value of movement for successful learning (e.g. Spitzer 2006).

With these considerations as my starting point, I decided to teach PE to Class 4C in French in the 2012/13 school year.

School portrait

HLW Rankweil is the only public college of management and services industries in the province of Vorarlberg and is run in three streams in all five years. The school is open to both boys and girls, but has very few male pupils. Pupils receive practical training in catering and hospitality services; and do a compulsory three-month internship in the hospitality sector between their third and fourth years. In addition to the practical training they receive, they also follow a comprehensive curriculum covering general and commercial subjects. From the third year onwards, the focus of learning shifts to the third living foreign language. Italian and Spanish are offered. English and French, as the first and second foreign languages, are taught all the way through from the first to the fifth year. Due to its central location, pupils attend the school from every part of the province. The proportion of pupils with a migrant background is very small. The criterion for being offered a place at the school is the school report for the lower secondary school year 4 (Year 8 of schooling overall). It is a very popular school in the province of Vorarlberg. There were 467 pupils in the 2014/15 school year, with a teaching staff of 58¹.

Class portrait

With the agreement of the Headteacher, and having consulted with the Administrator, Class 4C was assigned to me for my project. This allocation proved to be particularly beneficial for my project, as PE is a single-period lesson per week in the fourth year, however, the class is split into two. There were 30 pupils in Class 4C in October 2012: as a result of splitting the class, group sizes were 16 pupils in Group 4C1 and 14 pupils in Group 4C2. The teaching year does not start until October for fourth year pupils, after they have completed their compulsory internship. Lessons last 50 minutes each. As the gym is in the building of the Höhere Technische Lehranstalt school next door and there is no break-time between the first and second lessons of the day, however, the time effectively available for PE comes to 30-35 minutes. Taking into account the loss of lessons due to extended, two-hour tests, there were 11 lessons in the first semester and 15 in the second. There were thus 26 lessons in total available to me and the pupils.

I had not taught Class 4C before, either for PE or for French. In the spirit of action research (see section 2.1.), which has as its stated objective that researchers and the subjects/those affected by the research should be equally involved in the process, it was important to me to involve the pupils in my project from the very start. I explained my project to them in detail, obtained their agreement to take part in it and asked them for their whole-hearted support. The fact that 14 of the pupils had done their three-month compulsory internship in France and were therefore highly motivated as far as learning French was concerned, made my task easier. A further bonus was that I had no knowledge of how good each individual pupil's French was. This meant that teacher and pupils could approach each other unencumbered. The pupils were enthusiastic and curious. I was as full of anticipation as the pupils, as I was about to enter into a new teaching and learning situation with this project – uncharted territory for everyone involved.

The design of the bilingual PE lessons

The same structure was used for the bilingual PE lessons as for PE lessons conducted with German as language of instruction: it started off with all the pupils seated in a circle in the middle of the sports hall, the register was taken and a short overview was given of the theme of the lesson. There was then a short warm-

¹ For further information please visit www.hlwrnkweil.at.

up phase, which was adapted to the theme of the lesson; followed by the main body of the lesson. The lesson always finished with a few closing remarks, also delivered in the middle of the hall. The greeting and the closing remarks were delivered in French; the lesson overview and explanations of the games/exercises were given first in French and then in German. The pupils were invited to talk in French, but they were allowed to speak German and ask questions in German. In the first lesson, the pupils were given a vocabulary list with the most important terms such as *stand up, race, stand still, catch, catcher, team* etc. At the start of the school year I chose themes that required parts of the body to be named (gymnastics using hand-held equipment, strengthening exercises, aerobics). The second block of themes covered badminton, basketball and volleyball. This would involve repeated use of vocabulary such as *court, line, out, attack, defend* and *counting/scoring method*. This was followed by one lesson of dance and three lessons using gymnastic equipment. From mid-May onwards, the pupils were given the task of designing the PE lessons themselves. They planned the lessons in groups of two or three. They were required to deliver the greeting and closing remarks in French and could choose to use German or French for the main part of the lesson.

2. The approach to the research methodology

The project being described here was researched and evaluated using the concept of action research.

In the following part of this research report, the theory of action research will at first be outlined; this will then be followed by a description of the surveys conducted and their analysis.

2.1. Action research methodology

The origins of action research go back to the social scientist Kurt Lewin, who promoted a new form of social research in the 1940s. Lewin aspired to practically relevant research, which could change the social systems in which it was used. The term *action research*, coined by Lewin, is today synonymous with practitioner research and praxis intervention in the field of pedagogy. This approach has been criticised by empirical fields of research because of its subjectivity. Lewin himself always emphasised the scientific nature of action research (cf. von Unger, Block & Wright 2007: 11).

Mayring (cf. 2002: 51) summarised the aims of action research as follows: firstly, action research always addresses specific, actual problems directly; secondly, the results of action research are always put directly into practice; and thirdly, an exchange of thoughts takes place between the researchers and the subjects, with both groups on an equal footing.

According to practice researcher Moser, action research can be said to be taking place,

when academics and the people on the ground develop and carry out a project together. [...] action and research are then linked into a (“cyclical”) process in which both sides must constantly relate to each other in turn: the research activities lead to new approaches to action, and this action is then researched in a new phase. The result of this research activity in turn leads to an examination of the direction the action is taking etc. (Moser 2012: 43).

In school settings, action research attracts a lot of attention in England and Austria in particular (ibid.: 43). Following the approach of John Elliott, the most important English proponent, Altrichter & Posch explain action research in relation to schools as follows: “Action research is the systematic examination of professional situations, which is carried out by teachers themselves, with the aim of improving them” (Altrichter & Posch 1998: 13; accentuations in the original). This approach is intended to give teachers the motivation to be innovative in tackling everyday problems at school. It does, however, assume there is a

willingness to research and get to grips with the strengths and weaknesses of the school, the school's senior management, teaching staff and pupils.

Every action research process is dependent on the issue and realities of the situation at hand. However, in every process some typical stages can be identified (cf. Altrichter & Posch 1998: 22-23):

1. The issue and the willingness to work at solving it
2. Data collection
3. Analysis and interpretation of the lessons learnt
4. Clarifying the situation
5. Development of various strategies for action
6. Trying things out and then implementing them in practice
7. Knowledge sharing and discussion

The range of methodologies for collecting data is very wide; Altrichter & Posch divide the methodologies into several categories, including acoustic, visual, audio-visual and written data. When selecting the methodology, Altrichter & Posch (1998: 164-167) argue for triangulation. Triangulation is taken to mean the careful selection and combination of various methodologies, depending on the issue to be addressed. The aim of triangulation is to take in different perspectives, to underpin the hypotheses made with the results of different data collection approaches and thus to uncover any contradictions and discrepancies (cf. Moser 2012: 49-50). Altrichter & Posch stress that, depending on the field of enquiry, it can be helpful to get the perspective of a neutral third person. This results in the "three corners" of triangulation: the perspectives of the pupils, the teachers and that of the third party (cf. Altrichter & Posch 1998: 164-165).

I selected action research as my research methodology for this project, as my starting point was a specific issue in teaching practice. From the beginning the aim was to analyse and evaluate the experience of every participant in the project, based on multiple data gathering activities. Each time, the result of a research activity formed the basis for the direction subsequent activities would take, and influenced the next stage of the project. This research approach allowed me to work in a practically relevant way with the group that was the subject of the research, as well as to take account of unforeseen or contradictory factors arising in the research process and to reflect on what I was doing. Furthermore, true to the principles of action research, I view this project as being a valuable contribution to the school's development.

2.2. Gathering the data

In line with action research methodology, various data gathering activities were carried out during the course of the project, which I will outline below: their results provided the foundation for subsequent actions. The answers were anonymised, with each pupil being given a code name from S1 to S30.

Measuring the mood: smiley surveys and open questions

I designated October to December a familiarisation phase for both the pupils and for myself. On 8 January 2013 I carried out the first two data collection activities with both groups of Class 4C.

Procedure: at the start of the lesson I announced that we would finish PE fifteen minutes earlier and use the remaining time to carry out these surveys. I set great store on communicating to the pupils time and again that they were playing a critical role in this project. I explained to them that their answers would influence the future direction the lessons would take; and that they were an important instrument to help me in my reflections on the project.

Smiley survey

To get a picture of the mood of the class as far as bilingual PE lessons were concerned, I decided to conduct a smiley survey. A smiley survey is very easy to run in terms of organisation; the result is obtained rapidly and can be clearly identified.

The question and the choices that could be made were as follows: PE lessons in French: 😊 (I like a lot) 😐 (OK) ☹️ (I don't like). The pupils were asked to make a mark under the smiley face that applied to them on a pre-prepared flip chart.

Open question

The second part of the survey consisted of an open question. This was also easy to organise and carry out. Every pupil was given a sheet of paper and something to write with. I then asked them the following question: "What, if anything, does having PE lessons in French do for you?" I asked the pupils to find themselves a quiet spot and answer the question in peace. The pupils took the task seriously and answered the question, some of them at great length.

External perspective: a view from the outside

The surveying of views by someone with an outsider's perspective was particularly valuable for me, as this was done by a person with no connection to the school or to the pupils, namely by Ms Ingrid Broch. Ms Broch comes from Brazil and spent two semesters in Germany in the 2012/2013 school year in order to write her Master's thesis on the subject of plurilingualism. My colleague, Elisabeth Allgäuer-Hackl, had invited Ms Broch to sit in on lessons at HLW Rankweil. Ms Broch spent the week 11-15 February 2013 at our school and observed language lessons, conducted interviews with teachers and sat in on the bilingual PE lessons on 12 February. As she was so enthusiastic about my project, she offered to conduct interviews with the pupils. Her sitting in on classes was extremely valuable to me, as this gave me the opportunity – in keeping with the principle of triangulation – to incorporate the viewpoint of a neutral third party.

Interviews conducted by an external person

Ms Broch conducted two interviews, each with a small group of three pupils, on 14 February 2013. The pupils volunteered to take part in the interviews, which were held in English. Ms Broch did not carry out a guided interview; rather, her questions stemmed from the answers she got from the pupils, and from their interests. The first interview was very structured, the second less so, as the recording device did not work at first and the time available for the interview was thus short. Furthermore, using the English language presented a considerable barrier to understanding.

Through sitting in on the lessons and taking part in a briefing, Ms Broch was familiar with the project and the situation. She was suitably distanced from the project to be able to pose questions with the necessary impartiality. Ms Broch therefore met all the requirements which, according to Altrichter & Posch (cf. 1998: 125), people should possess in order to be neutral observers.

Final survey at the end of the school year: questionnaire

The last survey was conducted on 18 June 2013. I decided to produce a questionnaire for this final survey. There were six questions in total on the questionnaire. The first four questions could be answered by ticking one of four levels of answer. The fifth question called for one of two answers; and the sixth was an open question.

Internal perspective: research diary

Parallel to these four surveys I kept a research diary, in which I noted impressions and experiences as they were happening. This diary was particularly helpful to me in my reflections on the project. It has also served as a valuable basis for me in working on the chapter that follows.

2.3. Milestones of the research project

Milestones are those occurrences and experiences that had a major influence on the progress of the project.

“Automatic switch-on”

As I have already mentioned, speaking French in the gym was not only a completely new experience for the pupils, it was for me as well. If a French lesson is timetabled, switching over to the foreign language is an automatic process. The switch is flicked, so to speak, as I enter the classroom and then greet the pupils, register those present and absent, correct homework etc. This is all done in French, at a level of the language that is as closely matched to the class's level as possible. When entering the gym, I had to concentrate very hard at the beginning in order to go through the usual start-of-lesson procedures such as take the register, explain the plan for the lesson or explain the rules of a game in French. It was on the fifth occasion (22 November 2012) that I noticed that the reflex reaction of speaking French as I walked into a class now applied to PE lessons in the gym as well.

As soon as I had overcome my inhibitions and the switch to the foreign language was automatic, I was personally a lot happier and less weighed down by these bilingual lessons, which had seemed so strange at first. This feeling of relative lightness gave new impetus to the lessons and had two further effects. Firstly, I incorporated some of the elements of the bilingual class into the monolingual PE lessons I took with other classes; and secondly, I followed the path I had set out along with greater clarity and decisiveness. This approach – namely the interrelation of action to reflection, and vice versa – is a typical characteristic of action research as described by Altrichter & Posch (1998: 16). The fact that this “automatic switch-on” was possible in the PE lessons too, was highly motivating for me.

“A poster always helps”

The module “The creative design of flip charts” presented by Alfons Stadlbauer, which I attended on 16-17.11.2012 as part of my Master's course (see above) at the PH Vorarlberg, had a great influence on me and significantly changed the way I designed my PE lessons. The aim of this module was to get participants to design flip charts that were attractive yet easy to read, even if they had no talent for drawing.

Up until that point, I had been producing a sheet of paper with vocabulary or instructions for the exercises for each lesson topic. I distributed the sheets at the beginning of the lesson; they were used by the pupils to aid translation and understanding, and were then filed in a loose-leaf binder. After I had attended the module on flip chart design there was, instead of the usual sheets of paper, one large poster. Even before the lesson started, a couple of the more curious would gather in front of the poster and try to guess what the theme of the lesson was going to be. This provided a way into the lesson; their interest had been awakened. The use of flip charts helped significantly to give pupils a rapid overview of what they were going to be doing in the lesson; and shortened the time needed for explanations.

“External interest”

One very positive experience that I had during the course of the research process was the surprisingly great external interest shown in my project. In addition to Ms Broch sitting in on my lessons and conducting interviews, the Technische Universität Darmstadt expressed interest in my project. HLW Rankweil has been a pilot school in the PlurCur project, the subject of this book, since 2012. As part of a course on the subject

of the plurilingual whole school curriculum run by the Technische Universität Darmstadt, Mag. Ute Henning and her students interviewed Ms Allgäuer-Hackl and me on the various multilingual projects running at HLW Rankweil and showed great interest in my bilingual PE lessons. This networking showed me the importance of exchanging views and experiences with interested parties working in the same subject area, and encouraged us to communicate even more intensively.

2.4. Evaluating the research process

When it came to evaluating the research process, I decided on the following approach. Initially I analysed the data collected through the smiley survey, the open question, the interviews and the questionnaire individually. The answers to the open questions and to the interviews were coded and categorised. I presented the results from the questionnaires using diagrams. In the context of my research project, based on action research, the aim of my data gathering exercises was to document pupils' interest and engagement in a standardised way that would be useful in practice. As the data collected was of a manageable quantity, it was suitable for manual analysis. In addition to showing the frequency of answers, I was thus able to conduct a qualitative analysis of the results of the answers to the open questions. I then organised the results along the following lines: acceptance and feedback from the pupils' perspectives, lessons learnt from the point of view of the teacher, prerequisites and framework conditions.

3. Presentation of the results

The results of the data gathering process in the order in which they were carried out are presented below. The records of the data gathering process were numbered in sequence: observation protocol 1 (OP 1) for the smiley survey; observation protocol 2 (OP 2) for the open question on 8 January 2013; observation protocol 3 (OP 3) for the interviews; observation protocol 4 (OP 4) for the questionnaire and observation protocol 5 (OP 5) for the open question at the end of the standardised questionnaire.

3.1. Results of the smiley survey

For the first exercise, the smiley survey, the object of which was to get an initial picture of the class's mood, there are separate results for each group (4C1: N = 16; 4C2: N = 14) as well a total result for the whole class (4C: N = 30). One pupil was absent on the day the exercise was carried out.

The results by group were not important for the research process, only the overall picture. For this reason the results by group are shown, but not interpreted.

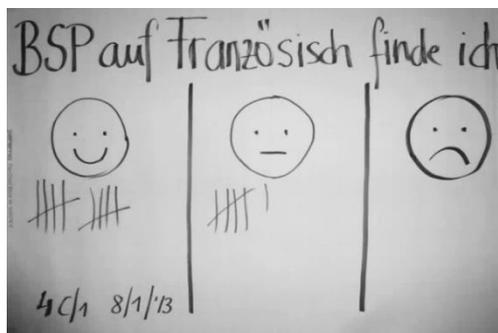


Fig. 1: Poster showing the smiley survey of 4C1 (self-made).

In Group 4C1, ten pupils indicated that their feeling about the bilingual PE lessons was "I like a lot", and six pupils gave the answer "OK".

In Group 4C2, the survey gave the following picture:

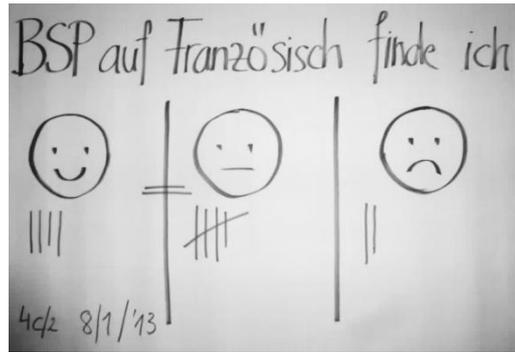


Fig. 2: Poster showing the smiley survey of 4C2 (self-made).

Four pupils answered “I like a lot”, five pupils answered “OK” and two pupils were not enjoying PE lessons in French. Two pupils were undecided and positioned their marks between “I like a lot” and “OK”. The overall picture was that fourteen pupils answered “I like a lot”, eleven pupils answered “OK”, two pupils answered “I don’t like” and two pupils were undecided between “I like a lot” and “OK”.

The smileys were labelled as follows for the graphs:

- ☺ Like a lot (= sehr zufrieden)
- ☹ OK (= zufrieden)
- ☹ Don’t like (= nicht zufrieden)

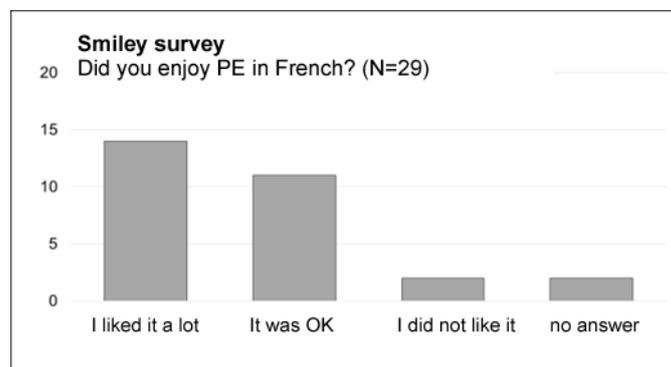


Fig. 3: Smiley survey (own analysis and presentation).

3.2. Result of the open question (OP 2)

The open question following on from the smiley survey – “What, if anything, does having PE lessons in French do for you?” – was intended to give more specific information about why the pupils were or were not enjoying bilingual lessons. Having coded the pupils’ answers, I grouped them into the categories and sub-categories listed below. The number in brackets shows how many times the category was named. As this was an open question, multiple responses were possible. The categories are shown in order of the frequency of their citation.

- Vocabulary, increasing one’s vocabulary (17)
- Increasing one’s vocabulary in general (9)
- Vocabulary / everyday French (7)
- Vocabulary / specialist terms (1)

- Aural comprehension /helps understanding of the French language (9)
- Learning without being under pressure, learning that's fun, makes a nice change (9)
- Additional lesson in which to learn and practice French (5)
- Learning and moving around (2)
- Learning in context (2)

For the more detailed description, I am including some quotes from the pupils by way of illustration. These quotes consist mainly of keywords and are taken from the observation protocol 2 (OP 2). I transcribed them while performing the analysis.

More than half of the pupils (17) specifically stated that doing PE in French led to them learning more as regards vocabulary and extending their vocabulary. The quotation below makes this plain:

P 25 (OP 2): + larger vocabulary. We're learning new vocabulary

The sub-category "Vocabulary / everyday French" was mentioned by seven pupils. These pupils emphasised that the newly-learnt words/phrases included words that they would find useful for everyday communication, e.g. parts of the body and sports.

P 3 (OP 2): larger vocabulary. Using French in everyday situations

When one is setting up equipment or naming types of movement, the PE lesson involves a high proportion of specialist vocabulary. One pupil made reference to this in her answer:

P 6 (OP 2): learning new terms that are not part of everyday vocabulary

This statement refers to such terms as: *trampoline, mats, vaulting boxes* etc., without which it would not be possible to teach PE.

The category aural comprehension was in second place. Nine pupils stated that the bilingual lessons provided them with an opportunity to practice listening and understanding, and thus to improve.

P 26 (OP 2): Listening and understanding +

One pupil even saw it as an opportunity to improve performance in listening comprehension tests.

P 17 (OP 2): [...] you practice listening to French and try to understand it. Good for when you have to do listening exercises in French lessons later

There was the same number of citations for the category "Learning without being under pressure, learning that's fun, makes a nice change". It was clear that pupils liked the idea of learning "in passing" and learning at play a lot. They found the challenge of doing PE lessons in French made a welcome change.

P 22 (OP 2): Makes a nice change, learning becomes fun

The fourth category that came out of their answers was the recognition that bilingual PE lessons presented an additional lesson for practising the subject French.

P 9 (OP 2): [...] As we only have 2 lessons of French, this gives us an extra lesson for practising French

The fifth category was only mentioned by two pupils, but seemed to me to be particularly interesting against the theoretical background of learning while on the move. Both emphasised that they found it beneficial that movement and learning had been combined.

P 21 (OP 2): Movement means it's better and easier to learn the language (so it's a good combination)

The same applies for the sixth category "Learning in context", which was also mentioned by only two pupils. This implicit form of learning is a significant component, and the grasping of connections is not just useful for learning languages.

P 26 (OP 2): [...] be able to draw conclusions even if you haven't understood everything

The answers indicate that the majority of the pupils were accepting of bilingual PE lessons. The many different answers showed that holding the PE lessons in French resonated with the pupils in a variety of ways.

Criticism was also voiced in the answer to the open question. There were three areas of criticism:

- A general dislike of PE or French as a subject (2)

P 11 (OP 2) [...] I am not exactly a fan of the French language

- Loss of time spent moving (1)

P 12 (OP 2): [...] As we only have one lesson a week, I would personally prefer to spend more time doing PE than learning French!

- Misunderstandings as to the rules of a game/sport because of the language barrier (1)

P 10 (OP 2): [...] I've also noticed quite often that people didn't understand the rules because they were explained in French. This is only clarified as we get into the game

3.3. Results of the interviews

As already mentioned, the interviews were a very important part of the data gathering. Although Ms Broch did not know the results of my data gathering activities, and her interview was open-ended and unstructured, the same sorts of categories arose out of the answers of the pupils to her questioning.

The categories

- Learning vocabulary
- Learning without being under pressure, and
- Learning in context

were identical to the categories from the open question described in section 3.2. These were supplemented by the following two categories:

- Codeswitching
- Influence of the foreign language on the interaction between pupils and teacher.

The first question in the interview was:

What is different about having PE lessons in French, as compared with PE lessons in German?

These were the pupils' responses:

- They were learning vocabulary.

P 2 (OP 3): [...] I think it also helps with vocabulary. (Z. 38)

- They were learning without feeling under any pressure, it was fun, it made a real change.

P 3 (OP 3): I think you don't recognize that you learn something, but you do. (Z. 30)

P 2 (OP 3): Because usually it's just funny [...].
(Z. 9)

- They learn from the context, even if they don't understand everything.

P 2 (OP 3): [...] I think you learn a lot, because you learn to understand the language. [...] so you start to...to match those things in your brain. (Z. 26)

Two pupils underlined this viewpoint further when they pointed out that learning was taking place in particular through the way that, in bilingual lessons, what was being learnt was being physically demonstrated and experienced.

P 4 (OP 3): [...] you do an action with what you learn. For example, if the teacher says "give me the ball please" I go and get the ball and give it to her, and if we do it in the class, we go to write it down, but there is no action. (Z. 104 - 107)

P 5 (OP 3): And in sports, she makes actions with her hands if we don't understand everything. (Z. 131)

When asked if holding the PE lessons in French was fun, they all agreed:

P 1, P 2, P 3 (OP 3): Yes, definitely (laughing). (Z. 47)

The intention of the third question was to find out if the use of the foreign language had any effect on the relationship with the teacher. All the pupils replied that it did not; and said that it made no difference to them whether the teacher was speaking his/her mother tongue or a foreign language.

They gave as their reason the fact that they had not known the teacher beforehand and therefore it was not possible to make comparisons.

P 1 (OP 3): No... (Z. 56)

P 3 (OP 3): No... (Z. 57)

P 2 (OP 3): I don't think too much. (Z. 58)

When asked if they would recommend their PE lessons to other pupils, they all replied that they would. The reasons given were: learning more, learning without being under any pressure, doing something completely different and: it was fun.

P 2 (OP 3): I totally would do French again. I think it's just fun and you learn to know this language on another way than just sitting in class and watching the blackboard. So, it's something different, it's just...I like it. I don't know, what about you? (Z. 67 - 69)

P 2 (OP 3): Yeah, I like it too, because, yeah, you learn it and it's not like learning. (Z. 70)

P 1 (OP 3): It's like fun. (Z. 72)

P 5 (OP 3): Because we can improve our French, and, it's nothing bad. It's just positive aspects. (Z. 166)

The next question had not been asked in any of the prior questioning. Ms Broch wanted to know if the pupils thought it was beneficial that they didn't have to speak French, but that they could also speak German.

P 1, P 2, P 3 (OP 3): Yeah. (Z. 60)

This unanimous response from the pupils confirms that the possibility of choosing one's language is seen as a relief and increases pupils' acceptance.

3.4. Results of the questionnaire

The third and last survey conducted during the course of the research process was the questionnaire. The results of questions one to five are presented as bar charts; question six is analysed by categorising the answers. For figures 4 to 8, N= 30.

Figure 4 (next page) shows that the pupils welcome the idea of bilingual PE lessons. With 12 *I like very much* (= sehr gut) and 15 *I like* (= gut) responses, the idea of bilingual teaching meets with a very positive response from the pupils. Only two pupils do not find the idea that good (= eher nicht); and one pupil does not like the idea at all (= gar nicht). This result echoes the smiley survey carried out at the beginning of the year. The number of pupils who, five months earlier, were positive about the bilingual lessons remained stable. In January 2013, 26 pupils liked or liked a lot having their PE lessons in French; and in June 2013, 27 pupils still found the idea good or very good.

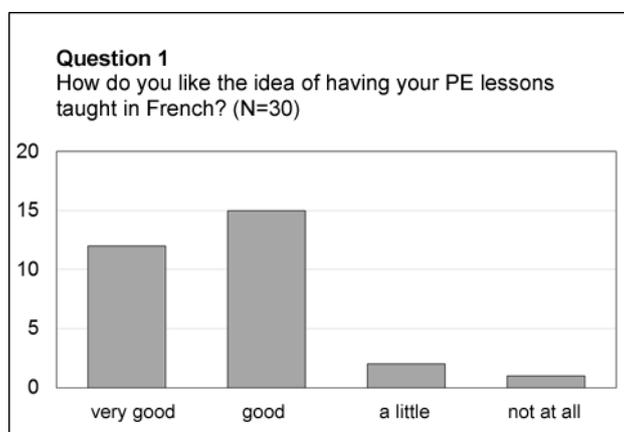


Fig. 4: Question 1 (own analysis and presentation)
(Question: How do you like the idea of having your PE lessons taught in French?)

Question 2 investigated whether there had been an increase in learning. The results are shown in Figure 5.

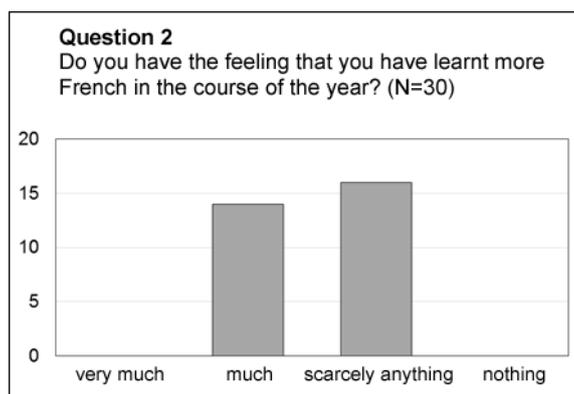


Fig. 5: Question 2 (own analysis and presentation)
(Question: Do you have the feeling that you have learnt more French in the course of the year?)

Almost half (14) of all pupils think they have learnt more French from having PE lessons in French (= much); 16 pupils feel that the progress made in learning is almost imperceptible and say that they have scarcely learnt anything to help their French as a subject (= scarcely anything).

The third question asked: “At the end of the 2nd semester you put together a lesson of your own. Did you enjoy doing that?” (Figure 6) It should be said that pupils who did not have bilingual PE lessons also had the opportunity to put together, in twos or threes, a lesson at the end of the 2nd semester. This allows them to introduce their own interests into the PE lesson. In the bilingual PE lesson, the challenge was to deliver the greeting and closing remarks in French.

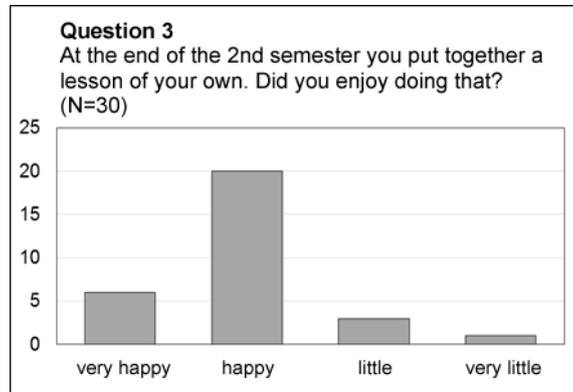


Figure 6: Question 3 (own analysis and presentation)

The result for question 3 is very positive. It shows that six pupils were very happy, and 20 pupils were happy to put together a lesson by themselves. Only four pupils got little or very little from the exercise.

Question 4 looked at general satisfaction with the project as it had been in reality:

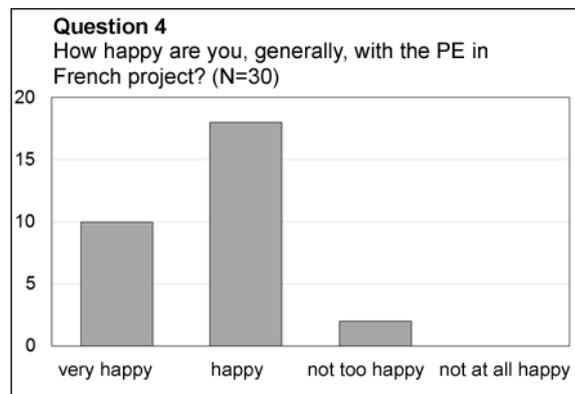


Fig. 7: Question 4 (own analysis and presentation)
(Question: How happy are you, generally, with the PE in French project?)

The diagram shows a very high level of satisfaction with the project. 28 out of 30 pupils reply that they are very satisfied (10) or satisfied with the project (18).

This satisfaction also shows through in the answers to question 5. “If you had the choice between PE in French and PE in German in the 4th year, what would you choose?”

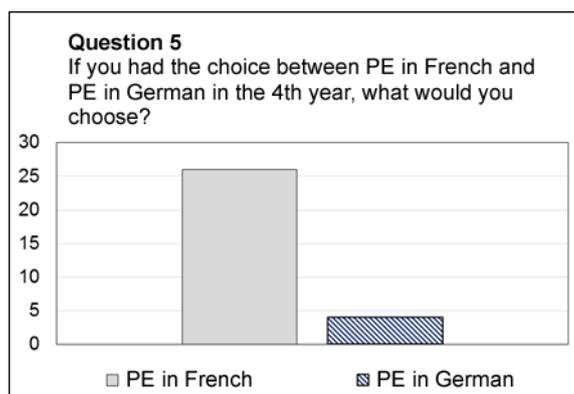


Fig. 8: Question 5 (own analysis and presentation)

The answers in figure 8 are unambiguous. 26 pupils would choose to have PE in French; only four would prefer PE in German.

The sixth question was an invitation to the pupils. It read: “I’d also like to say...” ...

The answers or statements were again coded and grouped under categories. The following categories emerged from the responses:

- Learning without being under pressure
- An increase in learning
- Choice of language as an aid

The category *Learning without being under pressure* included such aspects as learning was fun and this form of teaching made a nice change from the usual lesson. 13 statements made by the pupils come under this category. The pupils stated that bilingual PE lessons made a nice change from usual and were interesting.

One pupil put it this way:

P 12 (OP 5): It’s fun speaking a foreign language without feeling under pressure!

The category “An increase in learning” covered learning progress both in terms of vocabulary and understanding what they had heard.

Six pupils wanted to make the point that they had made progress in French during the course of the year.

P 18 (OP 5): I think it’s great to have the lesson in French, as we learnt a lot of vocabulary that would never, or hardly ever, come up in normal French lessons.

P 2 (OP 5): Let’s have PE in French earlier on in school; gives us 1-2 hours more French per week - I’m understanding more now.

Three pupils commented that they found the direct translations from French to German very helpful.

P 26 (OP 5): It’s good that after explaining things in French there was also an explanation in German, in case this was needed. [...]

The opportunity to put together a lesson themselves was felt by two pupils to be worthy of mention.

P 26 (OP 5): [...] I really enjoyed putting my/our own lesson together.

Three pupils stated that the posters helped them a lot.

P 9 (OP 5): I thought the posters explaining things were very good, and the vocabulary sheets. [...]

Critical comments were also made in response to this open question. Two pupils criticised the fact that time for actual movement was lost in some lessons, through explaining things in two languages.

P 15 (OP 5): As we only have one lesson a week in any case, we lose a lot of time because of the French. But apart from that, I liked the variety of the course.

In the same way, one pupil found the lack of clarity caused by the use of the foreign language was annoying:

P 2 (OP 5): Sometimes it's difficult to understand the explanations of how to play/what to do. There are misunderstandings quite often.

Improvement suggestions and wishes were also expressed in this part of the questionnaire. One pupil suggested starting the project earlier. She put it this way:

P 11 (OP 5): [...] In this relatively short period of time I haven't learnt a huge amount, but if we had more lessons and did the project for longer, I'm sure we'd get more from it. Thank you!

Another pupil wanted a double lesson, with more time for PE itself.

P 7 (OP 5): I think a double lesson would be better, because you can do more in that time. There are many things you can't do at all when you only have a single lesson.

With regard to using French, two pupils suggested encouraging the pupils to speak more.

P 13 (OP 5): Speak more French - or rather, get the pupils to speak more French.

As can be seen from the survey responses, there was great willingness on the part of the pupils to collaborate on this project. Their comments show, in particular, that they have different ways of looking at the concept but are positively disposed to it.

4. Comparative analysis and interpretation of the results

Taking these results as the starting point, I have investigated which aspects of bilingual teaching/learning the pupils have picked up on in particular, and how they view and relate to these. I have also presented the teacher's – in other words, my own – views and experiences. Coming out of the results of this analysis are reflections on the prerequisites and framework conditions required in order for PE lessons in French to be a success.

4.1. Acceptance and positive feedback from the pupils' perspectives

The great majority of the pupils' reactions to the project are positive. As the first surveys (smiley survey and open question) were not conducted until January 2013 – three months after the start of the project – the result does not reflect their expectations, rather their actual experience of bilingual teaching. At that point in time, many (27) pupils were already expressing their satisfaction or, indeed, great satisfaction with the PE lessons being taken in French. This result is echoed by the results of the concluding questionnaire. 27 pupils

welcome the principle itself of teaching PE in French. And satisfaction with the actual project as it unfolds is extremely high, with 28 of the respondents positive (10 of them selecting the category “I like a lot” and 18 the category “OK”). When looking for the reasons for this high level of acceptance and positive feedback from the pupils’ perspectives, two main reasons become apparent.

4.1.1. Improving their foreign language skills

It is striking that from the first survey (OP 1, January 2013) to the last one (OP 5, June 2013), the category “Learning vocabulary” comes to the fore time and again. This is mentioned for the first time in the open question in the first round of data gathering. Where the pupils are asked in the interview (OP 3, February 2013) why they would recommend this type of lesson to future cohorts, the prime reason given is that it allows them to learn new vocabulary. In question 6 of the questionnaire (OP 5, June 2013) the focus is again on learning vocabulary.

The clearly stated response of the pupils – “I am learning vocabulary” – means that a key area of bilingual teaching is being directly addressed. One of the reasons the improvement of foreign language skills is supported in the PE lessons is because, as described in chapter 4.2.1, a large amount of everyday communication is called for and because it is strongly linked to actions.

An example of this use of everyday communication is the start of the lesson. In the French lessons, too, the checks are made that all pupils are present. The names of any absent pupils are entered in the class register; then the lesson can start. In PE lessons, however, there are reasons why pupils may be present but cannot take an active part in the lesson. Heavy colds, recovering from a prior medical condition or injury are all reasons why a pupil may not be able to take part. Having to describe one’s state of health, to excuse oneself, give reasons – these all call for language skills that can be acquired from the second year of learning the foreign language onwards. The situation that pupils are required to master linguistically is a real one. The task is not to use vocabulary in the sense of practising it, but to deal with a situation that affects them personally.

The pupils were appreciative not just of the fact they had to cope with everyday communication but also that they were learning specialist vocabulary. The explanations of the various specialist terms caused surprise and “light-bulb moments” time and again. Just as with German, the specialist terms used in sport are linked to everyday words and phrases. So, for example, the terms horse, box, basket (in basketball) have a different meaning in everyday language. French uses this everyday vocabulary for naming gymnastic equipment, too. “*Panier*” stands for both the basket in basketball as well as for a shopping basket, for example; and “*tapis*” for a gym mat and a house rug. A further benefit when learning vocabulary and, above all, retaining vocabulary is the fact that in PE lessons things are grasped – in the truest sense of the word. *Le tapis* – the mat is not just there in the vocabulary list, but is handled, carried, when the equipment is being set out/up; pupils stand, sit or lie on the mat.

With regard to improving listening comprehension, too, the pupils gave very positive feedback; and this contributes to an improvement in foreign language skills.

The fact that the pupils place so much emphasis on their personal learning progress is perhaps down, in part, to the fact that the pupils at HLW Rankweil are highly motivated. For many of them, the school’s emphasis on foreign languages is a key reason why they choose this school.

4.1.2. Learning without being under pressure

The subject PE (Nietsch & Vollrath 2003: 147-148) occupies a special niche. It is very popular with most pupils, because it makes a change from normal everyday school life and because the emphasis is not on cognitive

performance, for there are no tests and exams. Against this background, pupils can find learning in this context a relaxing and enjoyable experience.

In all the surveys, learning without being under pressure plays a major role from the pupils' perspectives, for how they perform in terms of languages has no influence on their grade for PE/Sport. This comes through in the answers to the open question (OP 2, January 2013), in the interviews (OP 3, February 2013) and in particular in the responses to question 6 in the questionnaire (OP 5, June 2013).

The language is a means to an end. Instead of German, French is spoken – but no time is spent on addressing grammatical errors. Instead, it's all about communication; the important thing is that the pupils understand me and I understand them. If they do not have the word(s) they need in French, they can speak German. The main objective is to get some physical exercise – the emphasis is unambiguously on PE. Thus the PE lessons conducted in French deliver the theoretical – framework needed to allow the foreign language to take on a supporting function, as a working language (cf. Haupt & Biederstädt 2003: 49). In the case of bilingual PE lessons this is relatively easy to bring about, because the learning objectives in the subject of PE are not as rigidly dictated as they are in other subjects, in which a subject area is to be worked through up until the next test or exam. In PE, it is not important whether all the pupils can do an upper circle forwards on the high bar by the end of term. This gives the teacher greater freedom in choosing topics and designing lessons; and in certain situations presents a huge opportunity.

A further point coming under the category “Learning without being under pressure” that was made multiple times by the pupils was that they find PE lessons conducted in French both interesting and a change from the usual. PE is a compulsory subject; as a result, a pupil in the fourth year of a vocational college has already been doing PE at school for ten years. The fact that there is now suddenly something “different” about the familiar routine grabs the pupils' attention. Spitzer (2006: 146-151) describes the importance of active synapses for learning. Either movement or alertness is required for the synapses to be active. It is probably precisely this combination of movement and attention that put the brain in the ideal state to learn.

No heed is paid in literature on bilingual teaching and learning to the fact that a high degree of both interest and alertness is triggered in bilingual PE lessons. The reason probably lies in the fact that sport does not belong to the typical subjects that are taught bilingually, and thus is not the subject of research in this area.

Quite apart from the general interest aroused by the bilingual PE lessons and increased alertness caused by the varied nature of the lessons, the pupils say that PE lessons in general are fun. This is another way in which PE lessons trump over other subjects. In PE there is room for fun, games and good humour. This third component probably contributed significantly to the high degree of acceptance on the part of, and positive feedback from, the pupils about the bilingual lessons.

4.1.3. Dissenting voices

Despite the high degree of acceptance with regard to participating in PE lessons in French, there were individual dissenting voices. I feel it is important to give sufficient space to these voices, firstly, because they are pointers to reality and secondly, because they contain suggestions for improvements.

The criticisms of the teaching of PE in French were aimed primarily at the fact time for physical activity/movement was lost because of the extra time needed to make the announcements in both languages and to introduce new vocabulary. As the amount of time for physical activity – at 30 minutes – is already very tight, this objection is absolutely justified. In a single period of PE, it is not possible to get around this dilemma.

A further point of criticism was the misunderstandings that arose occasionally in the course of a game as a result of the language barrier, and which led to interruptions to the game. This observation also reflects reality. Individual pupils said that they do not like the French language. It is therefore self-evident that the combination of French with sport is not desirable for these pupils from their perspective.

At the same time as expressing criticism, the pupils also make suggestions on what they would like to see. First and foremost, they relate to starting PE in French lower down the school; and to having a double lesson so that there is more time for movement. The negative opinions I have mentioned have a direct correlation with the pupils' personal preferences and dislikes and with the specific way the teaching of PE is organised at HLW Rankweil.

Bilingual lessons are accepted by the pupils and the resonance is very positive. The article published by the pupils in the 2012/13 annual report also makes this very clear.

4.2. Lessons learnt from the teacher's perspective

Teaching PE in two languages was a totally new experience for me as well. I was just as curious as the pupils were, and went about the preparation for, and delivering of, the bilingual PE lessons with heightened awareness. The excitement of the new held for me right up until the end of the project, as I kept making new, and occasionally exciting, discoveries throughout the course of the school year. Bilingual teaching calls for considerably more work.

The combination of the subjects French and Physical Education called for a rethink of many aspects of the lessons. I made many discoveries of a didactic nature, experienced changes of a linguistic nature and occasionally reached the boundaries of what is possible in bilingual PE teaching.

4.2.1. Teaching insights

From the point of view of teaching this project was a huge challenge. Even though the pupils were highly motivated and keen to speak French, the level of knowledge of a second foreign language after just three years of learning is not high enough for the participants to be able to communicate without linguistic support. In subject lessons the pupils sit in their seats and the topic is preselected and presented to them by the textbook or by other documentation. In PE lessons, the pupils are moving freely around the hall, which is also quite a bit bigger than a classroom. Furthermore, in PE lessons, the structuring of the content of the lessons cannot be as hard and fast as in a lesson of French. On top of this, the language used in a PE lesson is decidedly different to the language used in French lessons.

Going back to the very beginning – I had to work in a similar way to a teacher in his/her first year of teaching – but without the benefit of being able to ask colleagues for advice on how to go about it. Taking as my basis my experience of teaching PE and French, my original aim was to bring as much French as possible into the PE lessons. Jansen O'Dwyer (2007: 43) describes the following as major characteristics of bilingual teaching: understandable input, redundancy, codeswitching, a specific approach to mistakes with the language as well as to tests and exams. In keeping with these didactic principles, in the section that follows I will describe the lessons I have learnt from the project.

The requirement in teaching methodology for understandable input calls, in the case of bilingual PE lessons, above all for visible vocabulary. In the initial stages of the project I used photocopied sheets, as there was neither a whiteboard nor a flipchart available in the gym. In the first lesson I distributed a vocabulary sheet with the most important terms, such as *run, go!, stop, ball, line, whistle* etc. In order to make it simple for the pupils to document what they were doing/learning, I provided them with loose-leaf binders so that they could file the sheets. I stored the loose-leaf binders in the PE teachers' staffroom, as the pupils were not used

to taking written material to their PE lessons. Distributing and filing the sheets led to a small, but clear, loss of time.

The module “The creative design of flip charts” gave me the idea of taking previously prepared flipcharts into the lessons. As there was no whiteboard available, I stuck the charts to the wall before the lessons started. Depending on the subject of the lesson there were one or more charts, which made clear the lesson plan and the new vocabulary that would be used. This is shown by example in figure 9.

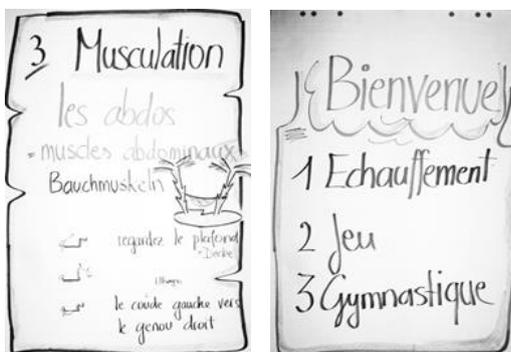


Fig. 9: Chart showing lesson plan (self-made).

This teaching aid made things much easier for the pupils and for me. I continued to record important terms, rules or dance steps in the form of vocabulary lists and sketches. I handed these out only in the last lesson; and we filed them away in the binders together, and the pupils were able to take them home.

In addition to using charts, I would like to mention how relevant *the art of breaking down* by Butzkamm (2010: 92) was to my approach: he stresses how important it is to simplify and rephrase content, particularly when presenting it. It was quickly very clear to me each time, from the pupils’ reactions, if I had succeeded in presenting the content sufficiently clearly for all levels of understanding. As reactions are noticeably quicker in PE than in a subject lesson, I could react immediately and use these experiences in the design of subsequent lessons.

The requirement in bilingual teaching methodology for redundancy calls for variations on a theme to be offered. This principle was put very clearly into practice in my project. Due to the pupils’ limited opportunities for speaking, it was necessary to take a theme and run with it for several lessons in a row.

Here is an example to illustrate this principle: at the start of the year I decided to work on the topic *parts of the body* and consciously use the relevant vocabulary time and again. I started by naming the parts of the body on a large chart (Fig. 10):



Fig. 10: Parts of the body chart (self-made).

I linked the names of the parts of the body to a repeat of the content of the “Bewegungspausen” project. “Bewegungspausen” is the name of a project that has been running for eight years at HLW Rankweil, the aim of which is to promote a healthy body through movement and fitness. The short gymnastic exercises associated with it were thus already known to the pupils.

The topic of the next lesson, gymnastics and strengthening exercises, also used the body parts vocabulary. Finally, a relay game, which not only required the participants to be quick, but also to know the vocabulary for the various body parts, rounded off the topic of parts of the body. The naming of body parts came up time and again in PE lessons. Having compiled the vocabulary and phrases/sentence structures necessary for this topic, the chart displaying them was hung in a highly visible position for the next few lessons. This visual support was provided as an aid to the pupils and could be used by them individually as required. I used these teaching steps for other topic areas, e.g. for the minor and major sports games. The rules for each were different, but the vocabulary such as catch, throw, score, knock-out, cross the line, pitch/court/playing field, line etc. was used time and again. Drawings and charts helped here, too. Using modular phrases/sentence structures and vocabulary called for good planning and an anticipatory way of working. The pupils were stretched but not overwhelmed.

As this was the first time of going through this learning process for me as well, I was able to assess directly for myself what the challenges and interim steps for this approach were. This allowed me to experience and shape the pupils’ learning situation step-by-step. I found this raising of awareness of the particular learning situation at hand both refreshing and astounding, as it allowed me to experience the pupils’ progress as they themselves were experiencing it.

I dealt with the third characteristic of bilingual teaching – codeswitching – as follows: I left it up to the pupils to decide whether they wanted to speak in French or German. I spoke French; and when I had to make an announcement or explain the rules of a game, I translated directly into German. I decided upon this for two reasons. As I did not know the class, I also did not know how enthusiastic they would be about bilingual PE lessons. By using the principle of volunteerism it was my hope that the teaching would appeal to as many pupils as possible.

This principle equates to the principle of receptive bilingualism as described by Butzkamm (2010: 97-100). As previously mentioned, PE lessons contain both a high proportion of everyday language and a large amount of specialist language. By translating directly into German, the time and effort required for long explanations in French is kept within bounds. From my experiences to date it seems sensible to me, when considering which language to use, to take into account the specific situation the class is in when implementing such a project.

The requirement to take a special approach to linguistic mistakes, as well as to tests and exams is irrelevant to the subject “PE”, as no written tests and exams take place, and language is only used orally. With this project, I had already decided at the beginning that the active use of the French language would have no bearing on the assessment criteria for the subject “PE”. Nevertheless, it would certainly be interesting to address this aspect in follow-up projects.

In preparing the procedures, it became very clear to me the great extent to which the combination of two subjects, where one is a language, influences the approach to teaching.

4.2.2. Change processes in language behaviour

Due to the regional peculiarity of the Vorarlberg region having a dialect that deviates hugely from the standard language, I encountered an additional, interesting aspect of teaching a class bilingually.

In German-speaking PE lessons I normally speak the dialect. As previously mentioned, PE lessons are very different to other teaching classes. Through the use of dialect there is a particularly close relationship with the pupils. Everyone chats, laughs and plays together. It would feel strange to me to speak High German in such situations in PE lessons.

In this respect, the project brought about a change. By using the French language, I at first had the feeling there was significant distance between me and the pupils; and I missed the close relationship I was used to. The distance was increased by the fact that when I translated from French to German, I translated into High German. In order to counteract this distance and to bring clarity in this area, I decided to speak dialect in the last lesson before the semester holidays. I was curious about whether the language was creating as much distance as I suspected. The result surprised me on two counts. I felt personally that I got closer to the pupils as a result of this short dialect-speaking interlude. However, the pupils seemed to be disappointed that I spoke German, or rather dialect, instead of French. As a result of this experience I resolved to carry on speaking French, despite the seeming distance. It became very clear to me at this point that pupils and the teacher had quite different perspectives on the situation. In the interviews conducted by a person external to the project, the pupils made it clear through their answers that in their view it made no difference to the relationship whether the teacher spoke German or French. Presumably, the fact that the pupils in this class had no prior experience of me in terms of oral communication played a significant role. In literature on the bilingual teaching of PE, no reference is made to this issue, presumably because the importance of dialect is not as great in other countries.

During the course of the project, I identified another interesting change. I noticed, in the second semester, that when I was translating from French into German, I no longer translated into High German, but into dialect. I assumed that this change was connected to the fact that I was beginning to feel ever more comfortable and assured in these bilingual PE lessons. The surprising results from the pupils' points of view, as well as reflecting on the problem, probably also contributed to this change.

4.2.3. Special situations

Having presented the learning process from the pupils' point of view and from my own experience, I would now like to talk about some of the situations which I personally felt to be the limits of this form of teaching.

I encountered two types of situation which clearly called for the mother tongue to be used. These were: emotionally-charged situations; and in the midst of certain sporting activities. Emotions play a big role in PE lessons. Pupils like to give free rein to their feelings when they enter the sports hall. They get worked up about events in the preceding lessons, moan about how stressful school is, and use the opportunity to talk about any ongoing conflicts within the class. There should of course be a place for such emotions in bilingual PE lessons, too. Due to the fact that the pupils are emotionally engaged in the subject matter, these discussions are held in the mother tongue – that means, normally, in dialect. In such cases the requirement to communicate in the foreign language takes a back seat. At this point I would like to make mention of Butzkamm's (2010: 94-95) "shuttle strategy". This principle calls for a great deal of experience, experimentation and instinctive feeling. In my experience it is sufficient to allow a short time to discuss and express emotions and feelings in the mother tongue; and then to resume teaching in the foreign language.

There are similar difficulties when emotion-charged situations arise in the middle of a game or activity. For example, if a pupil does not have the confidence to carry out a movement/exercise on a piece of equipment because s/he is afraid, there is no point in explaining in the foreign language what needs to be done.

In my capacity as a referee, I frequently find myself in situations where a decision needs to be taken as quickly as possible. Here too, the foreign language takes a back seat in the interests of keeping the game moving. Referee decisions must be clear and rapid; and they are therefore mainly delivered in the mother tongue.

Apart from the situations just described, sometimes the PE topic itself causes difficulties. Despite the huge range of topics we can potentially choose from, in my experience not all topics are suitable for teaching bilingually. A good example of this is gymnastics using the apparatus. Simple and familiar exercises, such as basic jumps on a trampette or basic swings using the rings, are certainly very suitable. But as soon as the sequences become more complex, the language competence is insufficient to register and simultaneously carry out both activities, namely speaking and moving. There were similar obstacles, in my experience, when learning a new dance. The same applies when introducing a brand new sport, if the rules for it are complicated – such as, for example, baseball. The teaching of PE is only marginally addressed in literature on bilingual teaching. In the situations just described it seemed to me that the foreign language becomes subservient here; and the specialist teaching has to come to the fore (cf. Doff 2010: 11-25).

In conclusion I can say that these experiences have been garnered at several different levels. The insights in the area of teaching methodology have greatly enriched my teaching experience to date; the linguistic processes were a surprise to me and allowed me insights I had not expected. My awareness of the particular features of PE as a subject has been boosted by this bilingual approach to teaching.

4.3. Prerequisites for success

Important prerequisites and framework conditions for the successful teaching of PE in French can be derived from the data collected and analysed.

4.3.1. Motivation of the participants

For this project I deliberately chose this form of teaching – which is not provided for in the regular teaching syllabus. Sound training in both subjects, many years' teaching experience and a continuing interest in both subjects made it possible for me to take on this project.

My great enthusiasm was very helpful for the whole process, due to the fact that – as described in the relevant literature – the extra work and effort needed for bilingual teaching was very palpable.

Great motivation on the part of the teacher is an important prerequisite if bilingual teaching in the second living foreign language is to be a success. This calls for courage and the readiness to be exposed to new situations, to carry on learning about one's specialist area(s) and – above all – to reflect on established patterns of teaching.

Ideally, the decision to use French as the teaching language should be taken in consultation with the class concerned. Success is dependent on the pupils and teacher collaborating well together. It was my experience that allowing oneself to be carried along by the enthusiasm of another helped the whole group to carry on through to the end. This is another instance where the emotion latent in sport and PE teaching plays a role. The high degree of emotion that characterises the teaching of PE and sport and can help to hold people's attention and cause excitement in the bilingual teaching of the same, can – on the other hand – equally be the cause of boredom and disappointment. Furthermore, a highly-motivated teacher can encourage the

pupils to cope with periods where success is missing or lack of motivation, which arise in particular when it requires a lot of effort to deploy the foreign language or as soon as school in general becomes more stressful.

4.3.2. Organisational prerequisites

The results from this project relate to the teaching of PE to a fourth-year class at the HLW Rankweil college. The prerequisites in this year are ideal in my opinion, as the pupils are motivated to use their foreign language skills after a three-month internship which is nearly always spent abroad.

PE is only taught for one lesson a week in the fourth year at HLW Rankweil, in contrast to the other years at the college. This is ideal for the bilingual teaching of PE for the following reasons, garnered from practical experience.

The time actually available for movement/sport (30 minutes) calls for compact preparation, which is particularly suitable for the foreign language. This short period of time for movement means that the lesson topics have to be modified. Fourth-year pupils are familiar with the rooms used, the routines and the safety measures. The same applies for the equipment. I also see the manageability of a single-period lesson as a real opportunity for teachers to familiarise themselves with the topic to be taught bilingually.

A further organisational prerequisite relates to the size of the group. At HLW Rankweil, groups are split into two when a subject is to be taught in a single period. This means a group consists of sixteen pupils on average. Teaching in the second foreign language calls for a high degree of individualisation and adaptation to the group. A high level of attentiveness is needed from the pupils. It seems to me that a maximum group size of 20 pupils is ideal to take account of both factors.

With this project, it turned out to be very beneficial that the PE lessons took place in the first two morning timetable periods and that the two groups had their lessons one immediately after the other. This allowed me to get the visual aids in place in good time and to make available any materials/equipment needed. The charts could be left in place, which was a great help in organisational terms.

One factor that should not be underestimated is the support of the Headteacher and administrative team. I only presented my plan to the Headteacher and Administrator at the end of August – but got the genuine commitment of both within a very short space of time. I also received support for my project as it progressed. The recognition that went hand-in-hand with the support received really motivated and encouraged me.

5. Summary and outlook

The action research project described and evaluated in this chapter, which was conducted with a fourth-year class at a Höhere Lehranstalt für wirtschaftliche Berufe (College of Management and Services Industries), examines the experiences of pupils and teacher with regard to the teaching of PE in French. Based on these experiences, the degree of acceptance and positive feedback from the pupils' perspectives is described, the teacher's insights are presented and a set of important prerequisites derived for the success of this form of teaching.

Bilingual teaching in the second foreign language is neglected in literature; the main object of research into bilingual teaching – in respect of the language – is English, the first living foreign language. The objectives of bilingual teaching cover the content, foreign language and intercultural level. Bilingual lessons are anchored into the syllabus in Austria, and can be an element graded in school reports. The teaching methods deployed in bilingual teaching are very similar to those in foreign language teaching, but are nevertheless differently accentuated.

For me as a teacher, this was the first time that I had combined the subjects PE and French, to offer PE lessons in French. New perspectives in many different respects arose out of this combination. In terms of teaching, the lessons presented me with a great challenge. I experienced again what it is like to be in the starting blocks as far as one's reflections on teaching are concerned; in return, however, I was also privileged to be able to enjoy the excitement of the new for nine months. I was surprised at the high degree of acceptance and positive feedback on the part of the pupils with regard to this project. My own learning processes took place primarily in the area of teaching methodology, in particular in the actual implementation of the principles of bilingual teaching. Over and above this, over the course of the project I reflected upon, and changed, my own language behaviour. My experiences during this school year contributed to my increased focus on the prerequisites and framework conditions needed for this project. I was able to conclude that the requirements of this project were accommodated by the organisational set-up. This included basic knowledge of the foreign language; a group size of no more than 20 pupils, or split classes; and single-period PE lessons.

Having to tackle this topic in such an intensive way had far-reaching ramifications for my professional activities, and opened up further perspectives. My approach to my profession was greatly enriched by learning about and applying action research methods. The closeness of this methodology to practice, and the constructive exchange of views with my pupils, has had a lasting effect on my teaching. So, for example, I have successfully used elements of action research in my teaching of French, too. In the years prior to this project, I had perceived the subjects PE and French to be of an extremely contrasting nature. French was the language subject that was accompanied by tests and required pupils primarily to perform cognitively; and PE as the contrasting subject, offering relaxation, fun and variety. The project introduced, on the one hand, more dynamism to French classes; and on the other, greater cognitive challenges to the PE lessons. By getting to grips with the issue of bilingual teaching, the interrelationship of these two subjects became ever more apparent to me. The great success of this project encouraged me to take another bilingual PE-French class the following year.

Looking back, I can say that the work and effort were worth it; and I would like to take the opportunity to thank the pupils of Class 4C in the 2012/13 school year, without whose support and excellent cooperation the project would not have succeeded in the way it did.

If you are interested in my Master's thesis please contact angelika.kessler@hlwrankweil.at.

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4.6. Multilingualism from a dynamic/ complex perspective – or why aren't multilinguals monolinguals in replicate?

Ulrike Jessner & Elisabeth Allgäuer-Hackl

1. Introduction

This article presents some aspects of multilingual development from the perspective of the dynamic systems theory. At the heart of these observations is the assumption that multilinguals are not monolinguals in replicate with deficiencies in each of their languages, but that they have particular characteristics and skills which are summarised in the M-factor or multilingualism factor in the Dynamic Model of Multilingualism by Herdina & Jessner (2002).

2. How is multilingualism defined?

The many and varied definitions of multilingualism result on the one hand from the complex nature of the use of languages in a multilingual context, and on the other hand from the background, ideology and aims of those researching (cf. Kemp 2009). In this paper multilingualism is taken to be an umbrella term for phenomena resulting from bilingualism and multilingualism, with the focus on the contact between more than two languages.

Who counts as bilingual or multilingual? Can only multiple language acquisition in early childhood lead to the targeted, so-called “true” bilingualism or multilingualism – or can learning in schools and institutions also lead to multilingualism?

Marianne, for example, speaks mainly dialect, only rarely standard German and some English that helps her get through the most important situations when she is on holiday. Nicole grew up speaking French and German, and studied both these languages. She also speaks other languages. Fatima came to Austria as a refugee speaking Kurdish and with a knowledge of written Arabic, and has been learning German for three months. According to earlier definitions, only Nicole would have been classed as bilingual; since the 1960s, the definitions have become much more open and broader (cf. Macnamara 1967) and are no longer oriented towards a *native speaker* level of skill in the individual languages. Research into multilingualism nowadays assumes that bilingualism and multilingualism – in the sense of a high level of skill in all languages – can also be acquired in institutional settings and/or as an adult (cf. Herdina & Jessner 2002). It should also be pointed out that there can be many combinations and/or variants between the multilingualism of children who have learnt and speak their languages at a comparable level from earliest childhood and institutionally acquired multilingualism, as the three examples above demonstrate; and that, from a dynamic perspective, classifications such as foreign language, second language, first language etc. should be applied with caution. As the emotions relating to languages or language competence can change, correlations are often very complex and the use of labels may lead to the definition of identities that scarcely exist or that are restrictive in their impact. The following example illustrates this very well: a pupil at the local primary school, whom we shall call Luka, is somewhat of a puzzle to his teacher. The language of the family is Serbian, the parents talk in dialect to the teacher – but Luka speaks only standard German, to a high level; it is both his first and his only language, although the classic school classifications would place him in the category “German as a second language”. It is clear that this is the wrong category in this instance, and factors other than the chronology of his language acquisition have influenced the child’s choice of language.

3. Multilingualism is not multiple versions of monolingualism

A multilingual person is not a person speaking multiple languages monolingually, each with deficiencies. Grosjean (1985; 1988) came up with a comparison from the world of sport to describe the particular qualities of bilingual people: a high-jumper and a sprinter train for different disciplines and are thus comparable with people who acquire and use different languages. However, a bilingual person is not someone who does not have a satisfactory command of both languages (disciplines); rather, that person develops new and different abilities to monolingual speakers of those languages and is therefore comparable with a person who has to combine running and jumping, yet is neither a high-jumper nor a sprinter, but rather a hurdler.

Multilinguals are different to, and have other resources compared to monolinguals. In this connection, Cook (2003) talks of multi-competence. Unfortunately, the deficient view of perfecting individual languages in the school setting is reinforced through continual comparisons made with pupils who have grown up monolingual. Yet it would never occur to someone, in the case of sport, to pit hurdlers against sprinters.

4. Multilingualism is complex and dynamic

Research into multilingualism deals with complex and dynamic developments and can therefore not operate with monolingual development models; rather, it must find new approaches which have their foundations e.g. in the dynamic systems theory (DST). Like other areas of research which are characterised by dynamism and complexity, such as psychology, meteorology, physics, biology, mathematics, chemistry (overview in Gleick 1987; Briggs & Peat 1989), multilingualism lends itself to a dynamic systems theory approach. This is taken to be a metaphorical lens used to focus on the dynamism of and the changes to (language) systems over the course of time (e.g. Ellis 2007; Larsen-Freeman & Cameron 2008; Herdina & Jessner 2002; de Bot, Lowie & Verspoor 2007).

Van Geert (1994: 50) defines the dynamic system as “a set of variables that mutually affect each other’s changes over time”. Changes assume a pivotal position in the explanation of dynamic processes, i.e. what happens after is explained by what happened before and there is no concentration solely on the present. Furthermore, systems are termed open, that is to say, they are open to external influences. Learning and changes are thus influenced by both individual and social factors (see section 4.3.).

Language systems are subject to permanent change, too, for the environment, the requirements, language usage, living conditions, the languages themselves, all change in the course of a person’s life. Thus domain-specific knowledge of languages, the dominance of and relationship to languages reflect a person’s biography and not just the chronology of his/her language acquisition (cf. Allgäuer-Hackl, Jessner & Oberhofer 2013 on dynamic aspects of multilingualism).

The interplay of stability and variation is important in the dynamic systems theory, with variability viewed as the benchmark for stability. Increased variability can be observed when there are process transitions and is an indicator of learning processes.

If we look, for example, at an infant learning the German present perfect tense: The child is already confidently using forms such as *gemacht*, *gelacht*. Then, from fresh input, it discovers verbs like *gelesen*, *gegessen* or *gesungen*. It uses all these forms, mixes them up and can, as a result, easily conjugate and use verbs “wrongly” that s/he had previously used correctly, and say *gelachen* or *gegesst*. That is to say, the child is going through a phase of high variability, until the use of the standard forms beds down. This variability is therefore an indicator of the change to the system for forming the present perfect tense in the child’s understanding.

4.1. Language systems adapt and develop new characteristics

In the Dynamic Model of Multilingualism (DMM) of Herdina & Jessner (2002) the dynamic systems theory or complexity theory is applied to the learning and usage of languages. Languages are understood to be language systems which influence each other and are also influenced by external factors.

The multilingual system is an adaptive, complex system which has two significant properties, namely elasticity – the system adapts if temporary changes occur in the environment of the system – and plasticity – the system reacts to changes in conditions by developing new characteristics.

If pupils learn a new language, the new language system influences the systems already acquired. This leads to transfer phenomena, which may manifest themselves as “light-bulb moments” – “I recognise that, it’s (nearly) the same in French” – or as a disruptive influence, as “errors”. For pupils learning Spanish or Italian as a third foreign language after French, this contact with a new language can suddenly have the most varied of impacts on the learning of French: pupils may change how they pronounce endings in French, even when they had “mastered” them relatively soundly previously; Spanish words appear in written pieces; sentence structures are changed. After a phase of high variability, the overall system re-establishes itself over time, and new, so-called emergent properties arise, which point to a metamorphosis of the system (Herdina & Jessner 2002). Teaching that uses these phenomena as learning opportunities, and thereby develops multilingual awareness (see Allgäuer-Hackl & Jessner 2013), will help towards reinforcing the networking of all languages in the pupils’ overall system and allowing these new system properties to be formed.

It should be borne in mind that these language systems influence in all directions. This means that the L4 (Spanish) influences the L3 (French) and vice versa; but also the L1 and L2 influence further languages and are influenced by languages learnt later on. There are continual examples of this occurring in the classroom: The Spanish word for *Reise* (journey) is masculine, as is the French word. Pupils, however, regularly use *la viaje*. It is a similar case with *el trabajo* (work) for *die Arbeit*. But for *el coche* (*das Auto*) (car), pupils often say *la coche*. This conscious comparison of the articles makes it clear that in this example, pupils are – subconsciously – taking the French *la voiture* as their basis, whereas in the first two examples, the pupils had the German article at the backs of their minds.

Transfer phenomena also include the use of different linguistic elements in communication (*code mixing, borrowing*), changing language when the collocutor changes (*code switching*) or using different languages and language variants to clarify content in teaching and work situations (e.g. *translanguaging*, see Blackledge & Creese 2010). The mixing of languages is not pathological, but is often a part of creative solutions to make oneself understood, to successfully maintain communications or to present oneself as part of a group. These creative and interesting uses of language, which can also include language variants within a single language, are common in international communication situations, but play a subordinated role in language teaching or are viewed as flawed. This means that an important linguistic resource – namely, pupils’ prior knowledge of languages, which can not only apply to foreign languages learnt at school but also to different first languages and dialects – is either not used at all or not used enough.

In summary, it should be emphasised that a holistic and integral approach to multilingualism is a prerequisite for a dynamic perspective and for understanding the dynamic interaction of complex systems in a multilingual context. When looking at things from a multilingual perspective, therefore, no language system should be looked at in isolation from the others.

4.2. Different paths lead to multilingualism

Multilingualism can be achieved in a variety of different ways and in a variety of different sequences. Todeva & Cenoz (2009) make this clear with the following illustration. Two languages can be learnt in parallel or one

after the other. In the case of three languages this has already risen to four possible combinations; for seven languages the possibilities rise again – Todeva & Cenoz give 32 variants, assuming, for the purposes of this calculation, that a maximum of three languages can be learnt in parallel:

3 languages	7 languages
a) L1→L2→L3	a) L1→L2→L3→L4→L5→L6→L7
b) L1→L2+L3	b) L1+L2→L3→L4→L5→L6→L7
c) L1+L2→L3	c) L1→L2+L3→L4→L5→L6→L7
d) L1+L2+L3	d) L1→L2→L3+L4→L5→L6→L7
	e) L1→L2→L3→L4+L5→L6→L7
	f) L1→L2→L3→L4→L5+L6→L7
	g) L1→L2→L3→L4→L5→L6+L7
	h) L1+L2+L3→L4→L5→L6→L7
	i) L1+L2→L3+L4→L5→L6→L7
	j) ...

Fig. 1: Combination possibilities (cf. Todeva & Cenoz 2009: 7).

Thus the chronology of learning multiple languages alone leads to considerable complexity. If there are 20 pupils in a class who are growing up with two, three or more different languages, the combination of the languages with respect to their chronology is only a possible explanation for the heterogeneity of language developments. Further factors heighten the complexity further still, as will be discussed in the next section.

4.3. Language acquisition is dependent on many variables

Multilingual development is processual and complex, as all variables are dependent upon each other and interact with each other. It is influenced by social, psycholinguistic and individual factors, and from the interaction of all language systems with each other and with other systems. It is thus determined by a large number of internal and external factors, e.g. hearing ability, self-confidence, motivation, the social context and social conditions. All these variables are dependent upon each other and they influence each other.

One's own attitude to languages and to learning a language impacts on motivation in just the same way that national and international developments in the area of (language) politics can influence one's motivation to learn a language. Inhibitions can be reinforced by other personal factors, but also by the reaction of the outside world to one speaking a particular language. Thus, for example, you will hear time and again from migrants saying that, due to the negative reaction to them speaking their first languages in public, they become largely silent. Self-esteem and self-confidence influence language acquisition; and these can in turn be reinforced or eroded by social and political dynamics (cf. Brizić 2007).

In many schools in the German-speaking world, German is still specified as the language which must be used at break times, and other languages are forbidden. Children experience this as a rejection or denigration of their person, their place of origin and their language, which can have a negative impact on their motivation to learn German. An entirely different dynamic is set in motion if the school reinforces and supports all languages and all language variants and children experience appreciation of their language abilities (cf. Naphegyi in this volume).

4.4. Multilingual development includes language attrition

The development of languages over the course of time is not linear, but reversible. Language development can mean an increase in knowledge, but it also includes the loss of language and language attrition. When children spend the summer holidays with their family abroad where a foreign language is spoken, they return with a diminished active knowledge of German quite simply because they have not used this language. Viewing this phenomena as natural and working with it – for example, by making it a topic for them to tell of their experiences, including their family languages, making use of interferences in lessons – brings far more success than putting the parents and the children under pressure or demanding that they speak German during the holidays. Language attrition or the forgetting of a language may also be the result of having been denigrated or of traumatic experiences etc. (cf. Busch 2013). Teachers repeatedly tell of pupils not wishing to be associated with their first languages, for example – which must, of course, be respected.

Learning a language does not automatically mean a continuous increase in (linguistic) knowledge; and this can also be observed in foreign language teaching. Language teachers know that at the beginning of a school year, pupils who have not used the language for two to three months will have lost – that is to say, forgotten – a lot. Furthermore, in the upper school years, it can be difficult to improve the levels of standard language lessons foreign languages in standard language lessons if they are not supplemented with new inputs such as the teaching of specialist subjects in the foreign language, opportunities to talk when staying abroad or attending international events, cultural studies in several languages – as envisaged in the plurilingual whole school curriculum – which influence progression positively or steer it in new directions.

The diagram below shows the possible development of a multilingual system where languages are retained and forgotten as modelled in the DMM, with the two axes being *time*, showing the progress of time, and *language level*, showing the level of language capability.

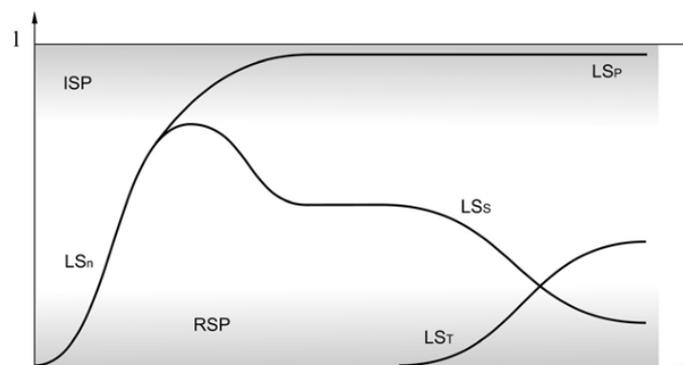


Figure 29b Learner multilingualism: overall development

LS_n = prior language system(s); LS_p = primary language system; LS_s = secondary language system; LS_t = tertiary language system; ISP = ideal native speaker proficiency; RSP = rudimentary speaker proficiency; t = time; l = language level

Fig. 2: Model of multilingual development (Herdina & Jessner 2002: 124)

Emily came into contact with various languages (LS_n) very early on in life because her family moved around a lot, due to her father's job as an embassy official. German (LS_p) developed into her dominant language, not just because it was spoken in the family, but also because she always attended a German-language school. In the diagram, therefore, her command of the language is shown around the level of *ideal native speaker proficiency* (ISP). In various places in Africa she also used French (LS_s) and as a result attained a very high level of language capability. When she left Africa she never used French again and, due to her occupation as a foreign language correspondent in an international company, English (LS_t) has now become her second-strongest language. Although her knowledge of English has demonstrably increased, through non-use her French has dwindled to *rudimentary speaker proficiency* (RSP).

4.5. Relationships and contact are necessary for language development

Language develops through relationships and in dialogue with other people as a result of the need to communicate. In this connection, in the DMM the term *perceived communicative needs* is used (Herdina & Jessner 2002: 136). Children learn languages if they have someone who adapts him/herself to their communicative needs and to their level of language capability (co-adaptation, cf. Larsen-Freeman & Cameron 2008). As a result of the continuous communication with the child and the interest in what occupies the child and in what s/he has to say, language development is made possible. Larsen-Freeman & Cameron (2008) suggest, in relation to language development, that language should be taken to be a complex, adaptive and dynamic system.

Language develops in the way that it has been used; and emergent stabilities arise out of this interaction. Here is an example from the context of school education on this point: complex language develops from appreciative, demanding and complex use of language throughout the whole time at school. If young people have completed their compulsory school-leaving certificate with only rudimentary knowledge of German, the school language, which does not even open up the way to an apprenticeship, this means that, for years, they have got by in school and in their surroundings with the simplest of language patterns and have therefore not developed any complex language.

Analyses of teaching (e.g. Larsen-Freeman & Cameron 2008) show that linguistic resources may also be deployed to a very limited extent through reciprocal teacher-student co-adaptation. Teaching dialogues are not infrequently characterised by the teacher's questioning leading to one-word answers from the pupils, like "yes/no/don't know/ maybe". How often are such answers then justified, for example, on the grounds of a lack of time, thereby setting in motion a dynamic that proves to be fatal when the child finishes its schooling.

4.6. Trilingualism and the learning of a third language

The dynamics of multilingualism can, furthermore, be extremely well demonstrated through the differences between the acquisition of a second and a third language. The acquisition of a third language differs from the acquisition of a second one, as it is already based on a bilingual norm and therefore qualitatively results in a different overall system to that when learning the second language (Herdina & Jessner 2002; cf. also the factor model from Hufeisen (2011).

In a comparative study Cenoz (2003) established that research into the impact of bilingualism on the acquisition of a third language (*third language acquisition* or TLA), in which general language competence was compared, demonstrated that the pre-existing bilingualism had a positive impact on the acquisition of the L3 (e.g. Cenoz & Valencia 1994; Lasagabaster 1997, 2000; Ringbom 1987; Safont 2003; Sanz 2000; Thomas 1992). In these cases the groups involved tended to speak a national language (e.g. Spanish, Finnish) together with a politically well-established minority language (e.g. Catalan, Basque, Swedish). Furthermore, the better the test subjects' level of proficiency in their L1 and L2 was, the better their L3 English was (e.g. Lasagabaster 1997; Muñoz 2000; Sagasta Errasti 2003). In studies in which the participants were required to find out the rules for an artificial language, experienced – i.e. multilingual – language learners achieved better results than their less experienced counterparts (e.g. Kemp 2001, 2009).

In their research into the writing skills of their trilingual test subjects in South Tyrol, De Angelis & Jessner (2012) found that there was a correlation between the level of competence in the second and third languages and the level of competence in the first language. Put another way, bilingual pupils with Italian L1 and German L2 and with a high level of mastery of both languages, also had better results in their written work for L3 English.

Neurolinguistic studies (e.g. Goral 2012) and recent studies on the cognitive benefits of trilingualism also confirm there is a qualitative difference in the overall system depending on whether one, two or three (and more) languages are involved. It is easy to understand that multilingual people having to process tasks multilingually (i.e. compared to bilingual test subjects) might exhibit delayed reactions in test situations. Nevertheless there is clear evidence from more recent research that, despite the structural complications arising from trilingualism, this need not always be disadvantageous. One could argue, as Goral (2012) has done, that trilinguals have additional resources that help them in the acquisition of a further language without there needing to be an increase in the effort and time needed, because the process is now being repeated for the third time and because three systems are interacting, and not two (cf. Aronin & Jessner 2015). A holistic and dynamic analysis based on systems theory that studies the interaction of all languages, facilitates a broader view of overall linguistic capability and of the multilingual awareness at the service of all the languages.

4.7. Language and emotions

A more recent field of research is concerned with the role of emotions in the language usage of bilingual and multilingual people (e.g. Pavlenko 2005; Dewaele 2010). Emotions have a significant influence on multilingualism. This is not only reflected in attitudes to one's own or other languages, but in attitudes to multilingualism in general. More academic attention should also be paid to such questions as why languages feel different to each other or the extent to which our feelings influence our choice of languages. At the time of writing, questions on the influence of emotions on multilingual language acquisition unfortunately remain almost completely unanswered. Attitudes to, and the motivation for, language acquisition have, however, recently begun to be studied, also from a dynamic/complex perspective (Hadfield & Dörnyei 2013).

5. The multilingualism factor

The assumption is made in the DMM (Herdina & Jessner 2002) that multilingual people have an enhanced multilingual monitor and heightened metalinguistic awareness (MLA). The emergent properties and abilities (see example in chapter 6) arising from the contact between the language systems in multilingual people are summarised in the multilingual factor (M-factor). This term is applied to skills which are not present right from the beginning, but which develop to the extent that language systems interact with each other. These interactions trigger a qualitative change to the overall system.

Multilingual awareness, as a key component of the M-Factor, is made up of two components: metalinguistic awareness – MLA – and interlingual (cross-linguistic) awareness – XLA. Jessner (2004, 2006, 2008a, 2008b) defines metalinguistic awareness as the ability to concentrate on the spoken form, to shift the focus from the form to the function and meaning and vice versa, to identify words as parts of speech and be able to explain why words have certain functions. MLA is seen as a key component that explains the advantage bilingual people possess when learning a third language (e.g. Cenoz 2003). Metalinguistic awareness is also linked to creative thinking (e.g. more association possibilities, original ideas), greater interactional and/or pragmatic competences and greater communicational sensitivity and flexibility, as well as better translation skills.

Multilingual children who receive sufficient spoken input develop metalinguistic awareness earlier than monolingual children as they are continuously confronted with the fact that one and the same object can have multiple names for it. They also learn very early on to suppress irrelevant information and to focus their attention, as this is what they have to do every day in their multilingual communication situations (cf. Bialystok, Craik, Klein & Viswanathan 2004).

Another component of the M-Factor, cross-linguistic awareness or XLA, relates to the awareness of the interaction between the language systems. Languages can play different roles in this, as Jessner (2006) found in her study. Learners draw both on implicit knowledge of similarities between languages as well as on explicit awareness of languages and their relationships, and use all their languages as supporter languages, but in differing ways.

What this means for teaching is that it should, in a planned way, consciously reflect on the similarities and differences between the languages, so as to exploit the learning opportunities that arise out of addressing the different forms of transfer. Contrastive linguistics therefore plays a certain role in teaching as the opportunity to enhance metalinguistic awareness. One way of approaching this, suggested by James (e.g. 1996, 1999) is to make learners aware of what they already know about (a) language(s) and to use this knowledge for the acquisition of new languages.

There are useful suggestions for teaching using tertiary language approaches (Hufeisen & Neuner 2003) and suggestions relating to intercomprehension (Meißner 2010, 2012), provided that one thing is borne in mind: pupils draw on different languages as their link languages: English is not automatically the link language for all when learning German; French does not always and exclusively play this role when a further Romance language is learnt. The languages pupils use depend on the typology of the languages, but also on their individual relationship to their various languages, whether or not they see the languages as being typologically related or not (*psychotypology*), their current usage and on further factors. That means that very heterogeneous preconditions for learning can be found in this area too; and that holistic and cross-lingual teaching should take this into account.

6. Multilingual awareness in the context of school

In their research projects, the members of the Dyme (*Dynamics of Multilingualism with English*) research group at the University of Innsbruck look at dynamic aspects of the language development of multilingual children and young people in the context of school. This section outlines in brief some of the research projects that are of interest in the context of developing plurilingual whole school curricula, as well as an evaluation of the Latin/English pilot project conducted at the Gymnasium Wasserburg (Wasserburg Grammar School) (see chapter 2 section 4 in this volume and www.ecml.at/PlurCur).

In her dissertation, Hofer (2014, 2015) studied the development of metalinguistic and cross-linguistic awareness in 8 and 9 year-old primary school pupils in South Tyrol. She compared pupils in a bilingual branch with Italian and German as teaching languages in the same proportions with pupils in a traditional setting, i.e. with Italian as the teaching language and German as an additional language. All the children also learnt English. The children's metalinguistic abilities were ascertained using a shortened version of the Metalinguistic Awareness Tests MAT-2 (Pinto, Titone & Trusso 1999); their level of language proficiency was also tested in all three languages. The statistical analysis made clear the head start enjoyed by the classes taught bilingually; they outperformed the control groups by a significant margin in all tests. This result therefore supports research findings on the acquisition of English as a third language conducted in other European contexts, which had confirmed the advantage enjoyed by bilingual children when acquiring a further language (see above).

In her thesis, Pargger (2013) compared young people taking their Matura (high school leaving certificate) who had learnt English and Italian with a second group which had also been taught Latin. The test subjects had to work out the content of a Romanian text and answer reading comprehension questions on it. The research methodology deployed was to make records of them thinking aloud: that is, the test subjects formulated their translations, possible solutions and interpretations verbally, and what they said was

recorded and then transcribed. Additionally, retrospective logs were compiled. The analysis of the records and logs shows that the control group resorted more strongly to conjecture, while the pupils with Latin showed a clear analytical approach and used strategies based on solid linguistic principles. The results of the study made it clear that experience of Latin led to qualitative differences in interlingual strategies.

Multilingual work and work linking languages together is offered at the HLW Rankweil/Vorarlberg in the form of a multilingual seminar (see Allgäuer-Hackl & Jessner 2013; also chapter 2 section 13 in this volume and www.ecml.at/PlurCur). Research was conducted into the question of whether this type of training influences metalinguistic awareness positively. The tasks to be carried out in the test related to metalingual awareness, interlingual awareness and language competence (cf. Cenoz 2003; Jessner 2006; Pinto, Titone & Trusso 1999; Meara 2005). A test group (participants in the multilingual seminar) and a control group of non-participants were formed from the total number of test subjects in a school year. Pupils who had received multilingual training did better in all tests; the degree of difference was statistically significant for tasks in which rules had to be drawn up and applied in an unknown language on the basis of examples. Instruction in how to do this was not given in the multilingual seminar: this is therefore a case of an emergent property.

At the grammar school in Wasserburg, Latin and English are taught in parallel from the beginning in one of the classes, from entry in year 5 onwards (see www.ecml.at/plurcur and chapter 2.4). Phases with cross-lingual learning in Latin and English also include German as a subject. An important objective is the acquisition of a solid linguistic foundation through effectively linked-up collaboration between the subjects German, English and Latin with their associated synergy effects when working on vocabulary and grammar.

A first evaluation of this cross-lingual collaboration was carried out in 2011. The academic year test for German, which is always taken by all pupils in that school year, was used to compare the school's test group of 25 pupils with the control group (n=72). The school's test group performed better in 8 out of 15 tasks; for three of the tasks the difference was statistically significant. One of these tasks contained questions in multiple choice format on text content; in the second, pupils had to correct grammatical errors; and in the third, define cases and gender. The difference between the test group and the control group was particularly big in the last task (on average, 20 % more points scored).

7. Conclusion

The observations on the acquisition of multiple languages from a DMM perspective, which uses the dynamic systems theory as an explanatory model and a metaphorical lens, suggest that encouraging multi-competence alongside encouraging single language capabilities is an important and realistic objective of language teaching.

Nurturing multilingual skills within the meaning of the dynamics demonstrated means pursuing the following aims in teaching and in the school's development:

- Appreciating and raising the profile of multilingualism.
Both non-linguistic and personal factors influence language acquisition; for this reason, raising the profile of existing multilingualism in the institution, as well as appreciating and linking in all the languages and language variants spoken into daily classroom work, is the basis for linguistic development in all languages.
- Linking and encouraging knowledge of languages (from both family and school settings) in all subjects.
Languages interact with each other; they are not stored in separate compartments in our heads. To promote all languages efficiently it is necessary to teach languages in a linked-up way and to seize on pupils' prior knowledge of languages and subjects to link these to new content.

- Deliberately include the promotion of knowledge of the written language in various languages of origin into school development.
As studies show, well-supported bilingualism and multilingualism gives pupils cognitive and linguistic advantages that impact positively on, amongst other things, the learning of further languages.
- Encouraging metalinguistic and crosslinguistic awareness. Making languages a theme and making the results available to all pupils encourages language awareness as well as interlingual awareness. Both aspects of the M-factor are an explanation of the advantages enjoyed in the acquisition of further languages.
- Supporting multilingual communication, the mediating, translating, translanguaging, using languages/language variants creatively. Being multilingual, and therefore multi-competent, means not merely acquiring knowledge of languages as individual languages, but also being capable of communicating in more than one language and being able to attune oneself to different speakers.
- Supporting and developing cross-language learning strategies. Making people conscious of language learning strategies, particularly in the inter-lingual area, is an important part of plurilingual teaching and a foundation for the life-long learning of languages.
- Being aware of the dynamics of language development and mindful of initial conditions. Language development depends on the way in which language is used, particularly in institutional settings. It is therefore essential to make conscious decisions on how languages will be supported and taught, in order to create favourable initial conditions to provide positive dynamics. One example of this is the inclusion of all language spoken by pupils in lessons. The question of how much time should be allowed to give children and pupils time to be able to formulate answers by themselves can be a further factor that can encourage or restrict language development in a dynamic sense as outlined above.¹

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4.7. The potential in resistance. Subject-related empirical research in the multilingual classroom

Eva Vetter

1. Introduction

Multilingualism can be discussed from very different perspectives. In this contribution to the PlurCur project, positions from the sphere of applied linguistics are taken up in relation to the issue of multilingualism in schools. These provide the background for an examination with regard to pupils as users of languages. The paper uses data from teaching research and from research accompanying teaching projects on multilingualism, which has arisen since 2011 from work done on multilingualism by the Language Teaching and Learning Research Unit at the University of Vienna¹. Addressing the perspectives of the pupils, as is proposed here, is linked to the interpretation of the aspirations of the PlurCur project. In addition to its other objectives, PlurCur is a project intended to create opportunities for pupils. The paper will show that pupils who experience a school environment that does not encourage multilingualism develop plurilingual strategies outside of school. These strategies can be attributed to their resistance. In this article the various forms of resistance provide a starting point for considering multilingualism in schools. The 7th OECD learning principle, taking up the link between the lived-in world and knowledge (Dumont, Istance & Benavides 2010) proposes that schools should use pupils' individuality as a potential force for plurilingualism. PlurCur is a suitable means to this end.

2. Multilingualism in schools in the global context

From amongst the many positions that have been taken on multilingualism, this paper argues for an examination pulling together many levels, that takes into account local, regional, national and global aspects. In the first instance we look at global aspects. The Austrian school is the example for concrete observations on this theme.

Canagarajah illustrates most impressively the history of monolingual orientation, which may underpin plurilingual ideologies, beginning with Herder (Canagarajah 2013: 19-34). For the linkages worked on as part of PlurCur, the concept, which arose with the formation of the European nation states, of languages as being clearly delineated from one another and belonging to specific territories is particularly interesting – a concept which has spread to and influenced extra-European regions as well, as Heugh shows in her portrayal of the dilemmas in Australian language teaching policy (Heugh 2014). Heugh's observations on Australia contain distinctions that provide insights into the European and Austrian context discussed here. Heugh argues that Australia did not pursue the fruitful discussions on the topic of languages in the 1990s, specifically, that it was/is conceivable that the nation state of the future would be multilingual – whereas Europe, in contrast, and the EU in particular, currently has the opportunity to create such an opening. Heugh identifies as a second dilemma the different concepts of multilingualism: in the Global North – continuing the European tradition – multilingualism is thought of as bringing together individual languages; in the concepts found in the Global South, the demarcations between the languages are to a great extent dissolved, and multilingualism is understood to be a continuum. According to Heugh, developing the themes of Fardon's and Furniss' work on

¹ [<http://fdz-sprachen.univie.ac.at/>].

Africa (Fardon & Furniss 1994), multilingualism is the *lingua franca*. Heugh views the convergence of the first two dilemmas as presenting a third dilemma: rethinking multilingualism in the Global North in a post-nationalist world should not block out the realities and research findings of the Global South, even if it necessarily spawned different concepts. This is of particular significance for Australia, with one part of the population classified as stemming from the Global South and another part rooted, socio-culturally, in the Global North, coexisting in one state (Heugh 2014: 358).

Australia is distant in geographical terms, in fact almost on the opposite side of the world from the place in which the empirical research has been carried out for this paper. Nevertheless, in the dilemmas described by Heugh there are distinctions which can be applied to multilingualism in the Viennese schools researched for this article and the data on pupils and students in Austria. One of these distinctions is that of the Global North and Global South.

The migration of recent decades has brought people from the Global South to Austria. In 2014, just under 20 % of the Austrian population had a so-called migrant background, i.e. both parents were born outside of Austria; of them, 74 % had themselves been born abroad, 26 % were born in Austria (Statistics Austria a). The proportion of people with foreign nationality stood in 2014 at 12.5 % of the total population; approximately half came from European Union countries. At about 15 %, Germans continue to make up the largest group of foreigners in Austria. People from Turkey make up the largest group of non-EU citizens; Asians are the largest group of non-Europeans, and of these, the majority originate from Afghanistan. As a result, the structure of Austria's population today is distinctly different to that of the 1960s and 1970s, when the foreign population came to less than 5 % of the total population at the time and was largely made up of workers who had been recruited from Yugoslavia and Turkey (Statistics Austria b).

These numbers do not allow any hard and fast conclusions to be drawn about the languages they brought with them. But they do show that today, people can be found in Austria who come from the so-called Global South and allow one to conclude that their language experiences have come with them. This argument is supported by the data on teaching of pupils' mother tongues in Austrian schools (Fleck 2013: 14). Amongst the languages taught as part of this voluntary additional subject offering are – alongside Dari, Pashto, Persian or Somali (Garnitschnig 2014) – languages which stem from the Global South, whose speakers can, following on from Heugh, be assumed to have certain views on, and practices relating to, speaking multiple languages. It can be assumed that their experiences and concepts of speaking multiple languages differ from those discussed in Austria. Given the global peace and security situation, it can be expected that the presence of speakers of Global South languages is not just for a short time.

Different experiences of multilingualism are not just a question of location, however, but of the times. Canagarajah shows this through the example of translingual practices in Europe prior to the emergence of national languages (Canagarajah 2013: 52-54). Austria occupies a special position in this respect through its history as a multilingual multinational state (Rindler-Schjerve 2003). Today the historical references are to a large extent buried and it would seem that little has remained in the collective consciousness. Migration movements lead to differing concepts of multilingualism not just being linked to each other in academic theory, but pragmatically so and in very specific ways. Viewed this way, the school is a place in which different experiences and different concepts come together.

The statistics cited do not say a lot about individual schools or classrooms, and nothing at all about individual learners, who are the subject of this paper. It is quite possible to find schools in Austria in which all pupils speak a variety of German at home; as well as schools in which practically no one does. The different regional and local characteristics of these multilingual ways of life can be described in many different ways: the statistical differences between the federal states are just one of them. For Vienna, to which the majority of the empirical data presented here refers, the statistics show that in the academic year 2013/14, 56 % of

children of primary school age were using a language other than German for day-to-day communication, at stage 1 secondary education there was a difference between the “Hauptschulen” and new-style “Mittelschulen” (lower secondary schools) and the lower school sections of the AHS “allgemein bildenden höheren Schulen” (grammar school equivalents), with the former two showing more than 65 %, the latter showing 34 % of children using a language other than German for day-to-day communication (information sheets provided by the Migration & Schools Service 2/2013-14). The majority of data analysed in this paper comes from the upper school sections of AHS schools, where 31 % of the young people have other first languages than German. Thus by the time the upper school sections of AHS schools are reached, the schools have already lost children who come from a multilingual environment and have no, or few, such children in their intake from the lower secondary schools. Of those who make it to the upper school sections of AHS schools, one can assume that they have developed specific strategies, which are to be examined here as resistance with regard to opportunities for schools.

This first outline of multilingualism in schools argues, therefore – based on the reality found in schools – for a multi-level, inclusive approach that takes into account local, regional, national and global aspects. The statistical data allows the conclusion to be drawn that multilingualism in the lived-in world is not a phenomenon to be found purely on the periphery.

3. Contradictory positions on multilingualism in schools

In presenting three contradictory positions on multilingualism in Austrian schools in the following section, this should be seen as a further attempt to get to grips with the context, this time with the national level as the starting point. Again, it is not specifically about Austria here, for global positions are interacting constantly with national, regional and local positions. Furthermore, this is not about a specific state: the positions identified here – similar to the example of Australia earlier – can easily apply to other areas.

Three positions are taken from the ongoing discussions on multilingualism in schools. In each case a fusion of both expert and lay opinion is evident. The contradictions are in most cases not explicitly dealt with and resolved in the public sphere. In this paper they are developed further, following on from the dilemmas identified by Heugh for Australia and from academic literature in the last decade. It should be stated that the list is by no means exhaustive and can be added to. The following three positions are, in the view of the author, critical contradictions in the discussion about language and schools in Austria: monolingual entry to the school system v. multilingual exit from the system; cognitive benefits v. people losing out on education; and the right to v. the instrumentalisation of multilingualism.

Entry into the school system is increasingly monolingual, whereas individual multilingualism in school leavers is deemed to be a success.

Recent language policy measures, which have specified knowledge of German as a criterion for starting school are ensuring increasing monolingualism at the start (decree BMUKK-36.300/0064-I/2013, discussed by Krumm 2014: 31), in total contrast to the legal position that applied prior to 2013 (Fleck 2013: 20-21). For a young person’s educational path – be it through statutory schooling, an AHS “allgemein bildende höhere” school or a vocational school – to be classified as successful, knowledge of languages other than German on leaving school is necessary. The figures show that in this case that language is English (plus a few other foreign languages, depending on the type of school). The contradiction between the requirements when starting and when leaving school points to more than just a varying, but in both cases high, number of languages in the repertoire of pupils entering and leaving the school system. In the first instance it points to two types of multilingualism that are rated differently. Rudolf de Cillia uses the term “lebensweltliche Mehrsprachigkeit” (multilingualism of the lived-in world) for the languages that children bring to school with them, and differentiates between it and school-taught multilingualism, while pointing out the distinctions are

sometimes blurred (de Cillia 2013: 6). It is clear that not all the languages of our lived-in world are valued equally – one needs only to think of bilingual or French-speaking schools. This contradiction therefore points more to wanted, desirable multilingualism as opposed to unwanted multilingualism; to languages with differing statuses and prestige, and the balance of power and attitudes in society that underpin them. Krumm (2014) conceptualised this contradiction as the multilingualism of the elite and of the poor. Just how unwanted the multilingualism of the lived-in world of the poor is, not just in Austria, can be seen in the fact that it scarcely finds its way into official statistics on languages spoken due to the emphasis on school-taught multilingualism (Vetter 2013a).

From a linguistics point of view, it has been vehemently argued for many years now that languages are of equal value and the strong case made that we should depart from the additive foreign language model and move to an inclusive whole-school language concept (e.g. Krumm 2014: 30-31; de Cillia & Haller 2013: 161-162; Vetter 2013b; Hufeisen 2011; Hufeisen & Lutjeharms 2005; ÖSZ, BMUKK & BMWF 2009). There is a training module that has – at least in part – been implemented at various institutions for training the teachers – the “Curriculum for Multilingualism” (“Curriculum Mehrsprachigkeit”: Krumm & Reich 2013; see Vetter 2014 with regard to its implementation at the University of Vienna). International programmes supported by the Council of Europe’s European Centre for Modern Languages are creating, through their results, the bridge between academia and real-life teaching. An excellent example of this is the MARILLE project (Boeckmann 2012a, 2012b, 2013, 2014), in which multilingual teaching is analysed and reconceptualised – as also is the case with PlurCur, which looks at all the languages spoken in a setting. At the same time there are countless local initiatives, from smaller projects limited to specific locations (Steinhauser 2014) to larger-scale projects, such as Project “mehrSprache” coordinated by the project office *okay.zusammen leben* in Vorarlberg².

Despite these very many initiatives and activities, the contradiction is becoming ever more acute: as the school-leaving age approaches, diversification becomes more apparent – the Austrian foreign language curricula could in principle include any language, although they currently only show certain languages as potential foreign languages. In 2006, Polish and Slovak were included in the canon of foreign languages that can be taught at grammar schools; but Turkish continues to be merely under discussion. The canon of foreign languages that can be taught at “Hauptschulen” schools and the new “Mittelschulen” (lower secondary schools) is in principle open. In contrast to this, monolingual normativity is being reinforced in the school entry phase through the introduction of knowledge of the teaching language as the criterion for starting school. Ultimately, this first contradiction points to the fact the monolingual habitus of Austrian schools is becoming increasingly questionable, but is still not yet in a position to be dealt with successfully.

Multilingualism creates a situation where people lose out educationally, despite the fact multilingual people enjoy cognitive benefits.

The second contradiction refers to a question that has been taken up in research literature over many decades now, and which is examined from a variety of aspects, in particular in relation to language as a challenge, resource or a human right. The second contradiction that has been formulated here is made up, at first sight, of the following elements: on the one hand, we have the reports on the positive aspects of multilingualism, giving the speaker an intellectual advantage (e.g. Bengsch 2011) or delaying the onset of Alzheimer’s (e.g. Bialystok, Craik & Luk 2012), but at the very least making the learning of other languages easier (e.g. Cenoz 2003; Allgäuer-Hackl & Jessner 2014). At the same time there are regular messages about how the system has failed, in which multilingual schoolchildren are portrayed or perceived as having lost out in their schooling. The “Integration Report” has been published annually in Austria since 2011. From the very

² [<http://www.okay-line.at>].

beginning, language and education has been one of the core themes. The Integration Report 2015 (Council of Experts for Integration 2015) calls the segregation in the education system a danger to the equal rights of people to participate in society. It also shows the extent to which the educational experience of children with and without an immigrant background differs: pupils with an immigrant background (1st and 2nd generation) are significantly more likely to leave the school system early (with or without having attained school leaving certificate status) than pupils who do not have an immigrant background (Council of Experts for Integration 2015: 39): 4.6 % of 18 – 24 year-olds with no immigrant background had not achieved stage II-level secondary school leaving certificate status and were currently not in training. Amongst young people with an immigrant background this proportion was 16.0 % (1st generation) and 14.7 % (2nd generation) respectively.

In the report “Education in numbers 2013/14” the data relates to pupils who do not have German as their conversational language (Statistics Austria c: 48-50). A disproportionately large percentage of this group leave the school system after completing their compulsory schooling. Of the 14 year-old pupils in the academic year 2010/11, 6.8 % did not move on to another school in the year following completion of their compulsory education; this proportion was almost twice as high for pupils who do not have German as their conversational language. Furthermore, the report points out that the proportion of those pupils having to repeat a year in stage I secondary schooling is higher amongst pupils who do not have German as their conversational language than amongst pupils with German as their conversational language. These findings are confirmed in the national educational reports for 2009 (Specht 2009) and 2012 (Herzog-Punzenberger 2012): young people reaching the end of stage I secondary education are shown to be a particular risk group, as a particularly high – in international comparison – proportion of low-skilled pupils can be observed – i.e. pupils whose results are at the bottom end of the performance scale in a standardised set of tests. Based on the PISA data, one in every three young people is thus either low-skilled or not in training (Bruneforth, Weber & Bacher 2012, 208). “Children who do not have German as their first language and who class themselves as not speaking German very well, run a substantially greater risk of being low-skilled,” was one conclusion (Bruneforth, Weber & Bacher 2012, 211).

In the comparison between multilingual and monolingual pupils, multilingual pupils take distinctly longer to complete their education (Herzog-Punzenberger & Schnell 2012, 248) and exhibit a tendency to go to less prestigious schools, which do not offer a pathway through to the Matura (high school leaving certificate) (Herzog-Punzenberger & Schnell 2012, 244).

Based on such findings, multilingualism could easily be interpreted as a disadvantage, even if the studies in question invite more nuanced conclusions to be drawn. Herzog-Punzenberger und Schnell show that the differences in attainment between mono – and multilingual youngsters in Austria can only be half-explained by the socio-economic background of their families (Herzog-Punzenberger & Schnell 2012, 252). They therefore call for a model that looks at different influences on several levels and reflects critically on presuppositions.

Even if it will only be possible to take an analytical look at the degree of participation in education by multilingual pupils once such a model exists, the conclusion can be drawn from this data that the Austrian education system clearly represents a huge challenge to children with a non-German-speaking home background, which they fail to surmount in above-average numbers.

The contradiction outlined here can be debated against the backdrop of the question, in which circumstances can multilinguals best take up and profit from education. Researchers have long been preoccupied with this question. Jim Cummins made it the starting point of his studies of Canadian immersion schools and of submersion education in the 1970s and 1980s. In his threshold and interdependency hypothesis, he postulates a clear correlation between the linguistic development of pupils in the first language and their ability to express themselves academically in the second language (Cummins 1976, 1979). In later studies

Cummins identifies that the optimal cognitive development of the individual in learning communities is dependent on the interplay of the learners' cognitive and identitarian application (Cummins 1996). Distinct competence profiles that allow the success or failure of an education programme to be predicted are not up for discussion here and also do not correlate to the heterogeneity of the language repertoire of pupils to be found in schools here. But the relevance of the first language for the overall linguistic development of pupils can clearly be inferred from Cummins' results.

The instrument of so-called mother tongue teaching is available in Austria to promote and develop the languages pupils bring with them to school – a voluntary additional service offered for all children who only or partially speak another (other) language(s) in their family groups (Fleck 2013: 15). But there was criticism in the OECD report (Krause & Liebig 2011: 6) for what was perceived to be an over-emphasis on mother tongue teaching in Austrian language teaching policy – leading to outraged reactions from academics, not least because mother tongue teaching only reaches one-fifth of all affected children (verbal 2012). The contradiction is made keener through the clearly increasing monolingual direction being taken in school language policy shown up in the first contradiction. No other options other than the use of the institutionalised instruments of mother tongue teaching, intercultural learning and German language tuition are currently up for discussion. Put differently: proposals based on international research for multilingual schooling (e.g. García, Skutnabb-Kangas & Torres-Guzmán 2006) are not included in the discussions about language teaching policy, while the focus shifts ever more towards German language tuition. At this point in time it can be assumed that this second contradiction will further intensify in future.

Multilingualism should ensure peaceful coexistence, but causes conflict.

The third contradiction refers to the ideological aspect of multilingualism and is closely linked to the first and second contradictions: of course, multilingualism itself does not create conflict – but rather the question of how multilingual people can develop and realise their potential in the different areas of society. In the area of schooling, the suppression of the multilingualism of the lived-in world of the poor (contradiction 1) and the insufficient options to provide comprehensive linguistic development in education and to link it to a broad range of identities (contradiction 2) have serious consequences: a failure to deliver educational equality is always linked to problems of marginalisation and ultimately poses risks to social harmony. This stands in crass contrast to multilingualism as a rallying call, a political programme, as in particular is clear within the context of the European policy of multilingualism. Multilingualism is intended to be a process that helps secure social harmony and is supposed to deliver the conditions for mutual understanding and tolerance.

In the discussions about language policy in Europe at the beginning of the 21st century multilingualism plays a very prominent role; the talk is after all about creating a single whole out of the diversity of the many member states (Rindler-Schjerve & Vetter 2012). Multilingualism is strategically deployed and monitored as the strategy for attaining economic, political and cultural goals (Vetter 2013a). Critical studies scrutinise the political and economic instrumentalisation of languages and multilingualism and criticise the exaggerated expectations and impact of multilingualism. These critical studies focus their attention on the new distinctions created or intensified by the politics and the capitalisation of multilingualism (Canut & Duchêne 2011).

The third contradiction positions multilingualism somewhere between a source of conflict and a project for peace, thereby encouraging us to get to grips with the objectives and the nature of multilingualism. From this – and bearing in mind the first two contradictions – the clear conclusion can be drawn that multilingualism cannot be developed by programmes alone, but must always be thought of in relation to specific practices on the ground, their ideological foundations and their effects.

The three contradictions point to lines of discussion which need to be settled and which could potentially lead to conflict in the future. Furthermore, all three contradictions are directly connected to schooling and take up questions, for which PlurCur could at least provide partial strategies. The discussion of these three fundamental contradictions only provides a point of access, but attention here should be on the subjects at the core of this paper. The subjects of this paper are school pupils or students in Vienna and surrounds, who have been observed and interviewed over the last three years and whose positions are illustrated in the sections that follow. The following chapters deal with the data on these subjects on which this paper draws, and the results and conclusions drawn from the research.

4. Data material – corpus and process of analysis

The data material comprises statements by students about their language biographies and various data from teaching research. There are language biography interviews about the students which took place as part of the “Curriculum for Multilingualism” course at the University of Vienna. A total of approximately 80 students have attended this course since the summer semester of 2013. It aims to provide a basis qualification for prospective teachers on the topic of language and is linked to the “Curriculum for Multilingualism” developed by Hans Reich and Hans-Jürgen Krumm (Krumm & Reich 2013). By way of an entry into the topic, the students sketch their own language portrait and then conduct an interview with a colleague on the basis of that person’s language portrait. Data from 80 interviews is available as complete audio files. There are also transcripts of the interviews recorded in varying degrees of detail by the students. For this paper 20 interviews were selected, on the basis of the length of the transcripts available. This is a criterion based on pragmatism, not content. Where the students had transcribed the majority of the interview – so, for example, only left out digressions, the introduction and the wrap-up – the document was included in the corpus of data. If, however, there were only short excerpts without a contextual link available as the transcript, then the relevant interview was not included in the corpus for this analysis. In accordance with the procedure for analysing the content, core themes were identified in the texts – these are presented in the results of the analysis.

The second data corpus comes from the teaching research and forms the foundation for three students’ theses. In recent years one video project and one teaching project have been carried out in Brittany by the Language Teaching and Learning Research Unit on the topic of multilingualism in teaching. These formed the basis of the following degree dissertations: Imamovic (2014), Rinas (2013) and Osterkorn (2013). These papers triangulate various data, in particular ethnographical notes (lesson observations, *linguistic landscape*), interviews and, in the case of Edna Imamovic and Tatjana Rinas, video recordings as well (5 teaching units of 40 minutes). This paper uses the data from these theses. The transcripts are reproduced in line with the conventions of the each respective publication, i.e. different conventions are used in the text extracts (upper case for stressed passages, no highlighting to suggest stressed passages).

In addition, in the last 3 years more than one hundred language portraits have been created in the Language Teaching and Learning Research Unit in smaller research and teaching projects with pupils and teachers. Thanks to the heterogeneity of the creation of these language portraits, however, the assignment remained the same. The test subjects were required to draw in “their languages” into a pre-drawn silhouette – or one they could sketch themselves – and use a colour for each language. This paper uses portraits from a workshop with pupils in stage II secondary education.

What follows, therefore, uses data that has come out of various related research contributions. They are revisited against the background of the contradictions that have been discussed here. How do pupils deal with these contradictions in everyday real-life school? What do the students say now, looking back? What

resistance strategies do the test subjects use to give themselves possible courses of action? These questions were at the heart of the analysis of the empirical data collected in the last three years.

5. Presentation of results

Luki, you should make more of your Croatian roots

Insecurity and ethnic attributions in school and their reinforcement through videography

The subject of this discussion is data which came from the aforementioned video project. This data was indirectly initiated by colleagues from the branch of the natural sciences. They contacted the languages teaching and learning division as they had audio recordings of the experimental teaching approach they were researching, in which pupils worked through science tasks in groups. Many of these audio recordings contained passages in languages other than German; and the members of divisional staff understood these to be primarily about relationships between the members of the groups. The colleagues from the science division were focused on the learning of their discipline, the text passages were in their view of no interest. In contrast, these recordings excited the curiosity of the linguistics specialists: what is the role of languages other than German in group work? What implicit norms start to develop in language usage? What is the nature of the connection between learning a subject and forging relationships? How is the change of language initiated? What forms of code mixing are apparent and what is their function? They would have liked to work through these, and similar, questions, however, the linguistics specialists no longer had access to the audio material. From this was borne the idea of the video project. The project was carried out in collaboration with colleagues from Biology at a school with which there was a good working relationship. The school did not have an explicit language policy, i.e. no rules enforcing or forbidding the use of any languages. For the project pupils were observed and filmed working through Biology topics and tasks. The data, which was analysed by Tatjana Rinas in her thesis, was supplemented by language portraits and interviews to ascertain the pupils' language biographies (Rinas 2013).

The project was presented to the classes as videography in the classroom, in which the researchers were primarily interested in language. The interviews to ascertain the pupils' language biographies were agreed with those pupils whom the teacher assumed or knew to speak another language other than German, i.e. who could be termed as being multilingual in their daily lives. A month of preparation, in which the researchers built up a level of relative familiarity with the pupils, preceded the filming. But right from the start of the filming, however, it was clear that the videography was perceived as invasive, and that it would not be sensible to allow any further intrusion into what was happening in the classroom if teaching was to be observed in as authentic a context as possible. The research team therefore restricted itself to videoing selected groups of pupils and left all other decisions such as group composition, room/space allocation etc. to the teacher and to normal class procedures. In the classes in which recordings were made, the pupils selected their group members by themselves – as is normally the case; questions of language did not arise during selection. As a result, young people with a family language other than German and/or young people with German as their family language were to be found in every pupil group. In the recordings there were – as expected – no passages to be found in languages other than German (and the research question had to be modified to fit the context). In their interviews, the pupils gave as the reasons for the sole use of German both the group dynamic and the fact that they were all used to German as the language of learning content (Rinas 2013: 133): The use of another language would exclude those fellow pupils who do not understand that language. Furthermore, the teaching materials were presented and discussed solely in German, therefore, the pupils reasoned, no other language would have been appropriate for discussions about the materials. At one single point a quotation is made in Bosnian/Croatian/Serbian, and Edna Imamovic situates this in a stand-alone excerpt of approx. 15 minute's duration and makes it the object of a hypothesis-based

detailed analysis in her study. She considers the question of the degree to which the camera, as an “institutional eye”, reinforces attributions (Imamovic 2014).

In the group recorded, four boys around 18 years of age are working on a biology task in a worksheet. Two of the boys use German as their first and family language (S2, S4), one boy has Serbian as his family language (S1) and there is one boy who speaks Croatian at home (S3). The passage recorded is mainly in German.

During the recording they talk several times about the research situation: (04:03/23 – “You know what, you know what surprises me. Why you of all people are going to have an interview, because we have enough (points to S1)” S2 asks this question of S3 and at the same time positions S1 as someone that could be of interest to the researchers. In reply to S3’s question whether it really was the case that no one else had been selected, S2 says: “No, they only talked to you, looked for you (1s). You’re the Super-Slav (“Obertschusch”).” with particular emphasis on the “the” (Imamovic 2014: 67). S3 subsequently tries several times to change the subject in this section – but without success; and at the end of the excerpt selected the subject of ethnicity is dealt with in an ironic manner, which Imamovic interprets as distancing oneself from the collective to which one has been attributed. This is her description of the excerpt of the discussion initiated by S2 and aimed at S3 (Luki):

“Luki, you should make more of your Croatian roots (grins)” (23:34/10). S3 puts on his ironic air again and starts prosodically to adopt a variant of German recognisable as a linguistic satirisation of the language spoken by people from former Yugoslavia. He makes great use of his hands to help him act out his stereotypes. (23:38/11: “Dude (stretches out his hands), should I spik like zis, what you think?”) Everyone laughs as a result; and at first S4, then S2 comment that he should make a bigger effort to play this role (23:44/13 and 23:46/14). From 23:55/18 onwards he takes the role further still and adds another stereotypical component to it. To the accent he adds a form of stereotypical behaviour. At 24:01/20 S3 says “Party non-stop (clenched fists raised in the air)”. His hands emphasise, as a gesture, the stereotypical image that he is reproducing and at the same time satirising. S4 picks up on the clichés and starts to sing “Mach ma Party!?” by the Viennese rappers Semkoo, Da.Niko, ASZ, Dzingiz, Almanakadum³ (24:03/21-24:14/24). There is code-switching in the song between German and B/K/S, and the verses in German remind one of the prosodic characteristics that S3 is mimicking. S4 is the only one to quote the migration language: <Večeras se pije>⁴ (24:11/23). S3, who is already laughing, laughs even more when S4 says this sentence (Imamovic 2014: 65-66).

Thus, attributions are to be found in this excerpt, triggered by the research situation. Against the background of the researchers’ interest, one pupil identifies a fellow pupil as a suitable research candidate, but categorises him not as *multilingual*, but as an “*Obertschusch*”, a derogatory term in Austrian German for a foreigner (in particular for people from South-Eastern Europe or Asia). This attribution is taken up again later when talking of national identities, with the comment on *Croatian roots*. After several attempts to get away from the unpleasant situation, the person addressed then takes up the attribution ironically and reacts, at first through speech, and then through reference to a song in which young migrants not in education and from the former Yugoslavia are portrayed in an exaggerated way. Their actions as represented in this song have no role model function and contribute to the stigmatisation of the group. Is this the place occupied by

³ Semkoo, Da.Niko, ASZ, Dzingiz, Almanakadum (2011), Mach ma Party!?. Online at: <https://www.youtube.com/watch?v=BrHmNNjnMGY>, semirimes channel [22.04.14].

⁴ Translation: We’re gonna drink today.

the multilingualism of the lived-in world in school? Are there no alternative blueprints that would point the way to non-stigmatising options?

As the language biography interviews also confirm, the school functions in German. In line with the school's monolingual habitus, the pupils' assumption of what is the norm only offers one option, i.e. German. Due to the arrival of the researchers, the focus of their research and in particular the video recordings, a situation arises in which the languages of the lived-in world are accorded a prominence that they do not otherwise have. The pupils react at first with uncertainty and ultimately with stereotypes relating to the speaker groups.

It was notable that the speakers stand out for speaking both a specific variety of German as well as for their other languages, namely Bosnian, Croat and Serbian. The distinction between the languages, which is becoming ever sharper in the states of the former Yugoslavia, is suspended in the attribution here and supplemented with German features. The stigmatisation here is therefore translingual in nature, with the ethnic component added in with the reference to *roots*. The only forms of resistance to the related attributions that are available to the subject are ironic exaggeration and setting himself apart from the group or aligning himself to the *normal* collective. For the group as composed in this case study, which does not equate to the norm, the languages of the lived-in world are excluded from school and from schools' efforts to achieve multilingualism.

It makes you feel a lot cooler

Language biographies show languages with potential – self-esteem and a project for the future

Multilingualism of the lived-in world may be confronted with disparaging attributions in the classroom, but this is not the whole picture when it comes to young people's view of its relevance to them. Here the language biography interviews allow further distinctions to be made, as they address how pupils who have knowledge of more than just German use their languages and their relationship with those languages. Their answers, with regard to the use of language in the family and at school, and their emotional relationship with those languages, show great diversity.

Language X as a family and majority language can conceal many very different types of language usage. The three interviews conducted by Tatjana Rinas (Rinas 2013) demonstrate usage patterns that have all established themselves over many years and do not allow much room for uncertainty where language usage is concerned: this can mean German is spoken with the father and the mother, for example, even though the mother speaks Serbian; yet Serbian is spoken with the neighbour.

I know, I've always done it that way, but I always speak Serbian with the neighbour, somehow it seems to me I can do that with my mother but not with her, no idea why. I always feel so guilty if I reply in German (Rinas 2013: 116).

Another pupil tells how she only speaks Bosnian at home, except when friends come round who don't speak Bosnian. In a third interview, language usage is different when talking to the parents (Croat) than when talking to older siblings (German).

The complex and diverse usage patterns in the family and home environment are in contrast to the clear rules on language at school. The monolingual standard imposed by school is not perceived to be much of a problem. All the pupils interviewed have spent at least eight years in the Austrian school system and have internalised its rules and structures, including those relating to languages.

L: //um// at school=at school (--) it's not so important I think, because - you know - (.) GERman is just so (---) it's so much the standard language in school that there's not much ROOM for any other ones //um// is what I think (Rinas 2013: 133).

Unsurprisingly, there is only space for the other languages at the periphery of school life, at break times or on school trips:

L: (1.0) //ah// once we were (1.0) in=when we were in SALzburg, in a room /laughter/ in some HOtel and we spoke loads more CrOat, Serbo-CrOAt()/(then) /shrieking/ (5.0) yeah, we just spoke a lot more Serbo-CrOAt (--) (-) //ts// because it's easy, innit (1.0) when you're with FRIENDs, it's EAsy that way::; (--) (Rinas 2013: 132).

Outside of school these additional languages are seen as valuable, however; also for self-perception. All the subjects have a very positive and multi-faceted attitude to their multilingualism. The added value of having a language repertoire bestows the advantage of finding it easier to learn certain languages. For example, against the background of Bosnian/Croat/Serbian, the choice of whether or not to study Russian as a foreign language in school is taken as a strategic one. Similarities between the languages are helpful when learning; on the other hand, the choice of a language from another language family would open completely new and additional opportunities (Rinas 2013).

In addition there is a generally positive attitude towards multilingualism: "The more languages you can speak the better .hh the better it is for you (--) the more DOORs open up [//mhm//] for you" (Rinas 2013: 121) or "I think it's better to be able to speak more languages." (Rinas 2013: 117). The pupil from whom the second quotation stems makes comparisons with her schoolmates who can only speak German: "Yeah, well that's so BORING and they, they just can't do it (1.0), what I mean is, it makes you feel a lot COOLER" (Rinas 2013: 119). Another pupil sees the benefit as lying particularly in the communication opportunities: "L: Like, when you're on holiday somewhere, at the SEAside, (--) you can tALK to the PEOPle there, THEY(--) don't just immediately clock you as (.) an Austrian tourist or someone like that (2.0), you know" (Rinas 2013: 131).

One might assume that the pupils have created these positive attitudes for the benefit of the interviewer as they know she is interested in multilingualism. Such effects can, of course, not be discounted – however, in the interviews the pupils also talk about future projects in which the languages they bring with them play a central role. They elaborate on these projects and demonstrate a degree of discussion and detail that simply cannot have been produced just for this interview situation. The young people most certainly link their ideas about what they want to do in the future with their multilingualism of the lived-in world: these include projects like moving to their parents' country of origin or the desire to teach the language from that country. Resistance to the normative effect of school on language – which in principle is said to be acceptable – shows through when talking about developing the language:

I also learnt Bosnian when I went to Bosnia //um// to see my relatives. In Bosnia //um// when you watch TV .h, all the series on TV have subtitles (1.0) and //um//the subtitles in a film, for example, or a series in German or English with subtitles and every time I just tried //um// to read the subtitles as I went along [wicked!] and actually it was quite quick (---) if you=if you take a series=I don't know (---) can't think of one [//mm//] any old series and //um// if you think about //um// frantically trying to read all the subtitles, at the beginning it's just .hh, a huge hassle, it took a year, two years, when you think I was (--) I was only going to Bosnia twice a year max ((swallows)) but now it's the case=I'm quite happy to sit down in front of the TV and read the subtitles as I go along [//mm//] and

now it's easy (--) yes(-) so I've managed to learn the written language too, in that way //um// (Rinas 2013: 120).

The language user found a way to learn written Bosnian autonomously, by strategically using the subtitles with TV programmes in different languages whenever she was in Bosnia. From her description it becomes clear that this was a long-term, demanding project, but that she ultimately achieved her objective.

Can this be interpreted as resistance through creativity in the face of the failure of school to offer this facility? Such an interpretation would lead to a demand for school tuition of language X. Without wishing to gainsay or weaken this demand, the interview nevertheless allows a different conclusion to be drawn. At another point the pupil in question says that she would not have done a course in Bosnian in school ("I wouldn't have chosen it, no .h, because // um//(1.0) you know, me and Bosnian..." Rinas 2013: 122). In the course of the interview she opens up a further interpretation option, as she would like to get a Language Certificate ("So that I have something to SHOW for it (--) because it's the only thing you can use in the future" Rinas 2013: 122). This shows a contradiction that cannot be resolved with the data available. On the one hand there is a desire for official recognition of the language she brings into school with her, efforts are made to master this language in its written form as well, yet on the other hand school is rejected as a course provider. Without doubt, more research is needed here. One possible interpretation might offer itself in terms of the course design – pupils know very well how traditional foreign language courses are structured in Austrian schools: they teach a language in every area of competence right from the start, following the GERS (Council of Europe 2001) level descriptors. Subjects whose multilingualism comes from their lived-in environments have knowledge of their language in areas that would not be recognised by these descriptors. Blommaert's (2010) *truncated repertoire* is more suitable for them, as it takes as its starting point the level of differentiation of what one can do with one's language and opens up options for a potentially better-structured course offering. Writing specialist texts or business communications in a given language, reading (and/or listening) comprehension in related languages, or similarly focused course outlines, are conceivable for language courses based on such a differentiated course design. In short, the question of resistance in the language biography interviews leads to autonomous ways of relating to the language(s) of the lived-in world – while at the same time accepting the normative influence of school.

"May I draw in my mother tongue, even though I can't speak it?"

Language portraits contra attempts to define languages

The question cited above – from a pupil in stage II secondary education – might come as a surprise. It was posed by a girl during the "Multilingualism" workshop put on by the Language Teaching and Learning Research Unit for the Uni Club. Attendance was voluntary and open to all members of the Uni Club; all participants had a migration background. The response to her question checking she had understood correctly reinforced the relevance of the language as perceived by each individual. The girl labels the language, which she by her own admission only understands moderately well, as "my mother tongue" and then naturally also draws it in to her language portrait.

In recent years more than one hundred language portraits have been created in the Language Teaching and Learning Research Unit, and are witness to the very subjective relationships individuals have to their languages at that point in time. Even if the task set was always the same, namely to enter the languages in a pre-drawn (or self-drawn) silhouette and to use a different colour for each language, the end results are very different, as the example portraits from pupils in stage II secondary education show (see Fig. 1 on the next page).

Even if the portraits do not have a lot in common, they do demonstrate a certain resistance to conventional categorisations of languages. At first glance it is not clear which language is the "most important one". It is

not immediately recognisable where the first and second languages or the mother tongue(s) have been drawn in. The borders between languages can be very sharp and clear or they can be merged or indistinct. But this is not a case of linguistic typology demarcations. The question cited above stands in contrast to the superelevation of mother-tongue-speakers in native speaker ideology, which continues to structure foreign language teaching (Seidlhofer 2011: 50-53). In reference to resistance, the question of the mother tongue that is not fully mastered can be interpreted as an example for the argument to create useful new categories for defining languages.

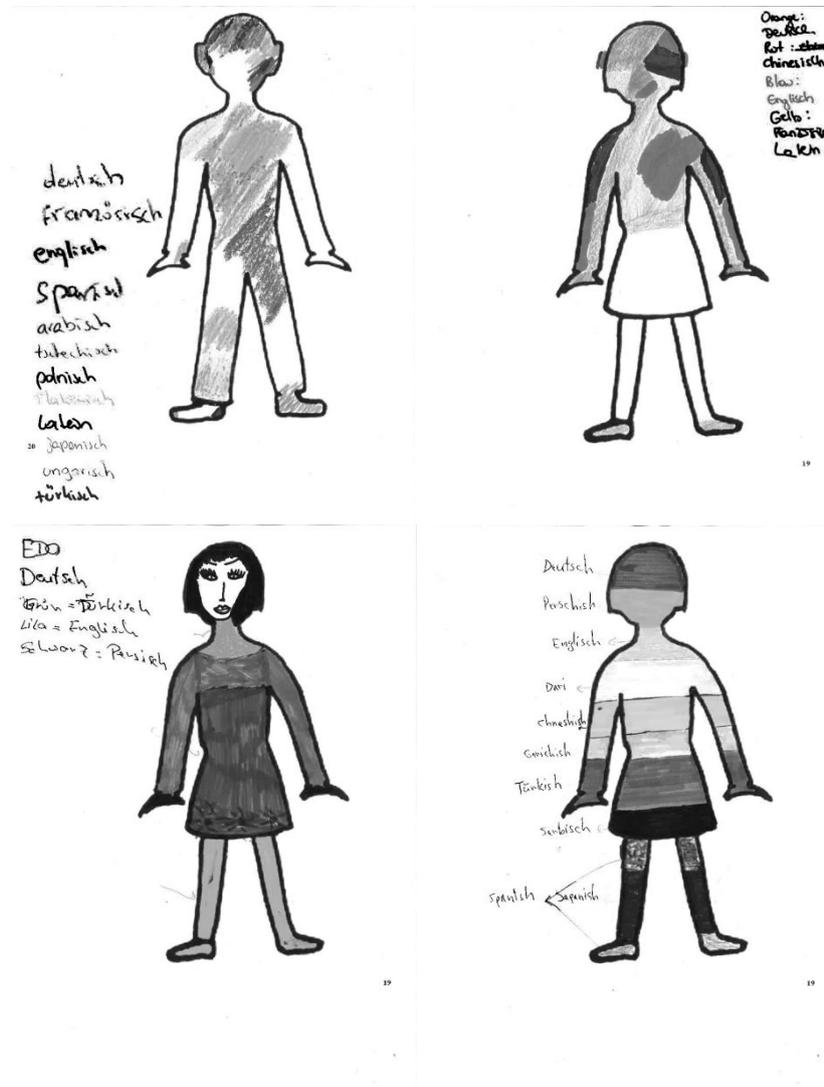


Fig. 1: Language portraits drawn by pupils in stage II secondary education, December 2014.

The familiar categories can also be found in the portraits and in interviews with the students. As subjective snapshots of the language users' attitudes to their languages and their language experiences, language portraits cannot be interpreted in respect of general criteria such as where the languages are positioned or the connection with certain colours. But in reference to resistance, some observations can be made: many of the students' language portraits make reference to dialect as an important part of that individual's ability with languages. In certain regions this is particularly significant: the following example refers to the dialect from the Mühlviertel region of Upper Austria.

And I drew a heart where I wrote in Upper Austria, and then I added Mühlviertel - because actually I come from the Mühlviertel and German for me is really

the Mühlviertel dialect. (...) So when I'm in Vienna I make a real effort to ensure I don't start talking in the Viennese dialect, because that one doesn't really appeal to me, I want to stick with the Mühlviertel dialect, because that one is my true German (BIO8_13).

The emotional tie to the regional varieties of Austrian German comes through in many interviews. Despite the frequently observable positive emotional charge and the clearly close relationship with the dialect, ambiguities are evident, which can be seen in the way they talk about language in the interviews. Dialect is starkly contrasted with a better class of colloquial language (BIO8_13). Dialect variations are described as being varying degrees of "extreme" ("...back where I come from. The kids speak a much more extreme version of our dialect than I do." BIO8_13) or "strong" ("That's why it's a mixture and not the full-strength dialect." BIO2_14); it is easy to lapse into dialect and it does not seem to follow any strict rules ("They just spoke it." BIO3_14). The distinction between variants of German referred to in the language portraits are talked about in more detail in the language biography interviews. In contrast to the portraits, the interviews bring out the fact that it is never just about communication, but also about belonging, affinity and self-image.

So when I'm here in Vienna I find it easier, or when the person I'm with is speaking High German then I can fit in with this and speak High German, but if everyone else is speaking Steirisch (Styrian dialect) I lapse back into it really easily; in my case, about eighty per cent of the teachers spoke High German or nice German, and then the others, they really spoke normal Steirisch, they just spoke it, but they were also the teachers who said we didn't need to speak High German then and there just to be better but that it's all about what you really know and can do, and not just about how you present it (BIO3_14).

The fine distinctions in the area of intralinguistic multilingualism lead ultimately to a reassessment of categories: "A "high" form of the language as the first foreign language, I think that would be a very good thing for a child." (BIO3_14). Put somewhat exaggeratedly, dialect is positioned as a socially unacceptable, emotionalised language-speaking capability in contrast to a "high" form of the language when it comes to speaking a foreign language. The translanguaging practices in the area of multilingualism in the lived-in world also invite one to question traditional categories:

L: //ah// I=I can (--) so, for example, when I phone my parents or TALK to them ((swallows)) we often find that (.) when one of us can't reMEMber a word in CrOAt, for example, then we [//mm//] SIMply replace it with the German word .h, but then we add the right ending for the CrOAt [(laughs) really?] yeah in CrOAt you have to add an ending depending on the case [ok] (.) (Rinas 2013: 126).

Unlike with dialect, in the data there are no pointers to a similarly high level of emotion with translanguaging practices, but the assessment is critical in the same way as with dialect: "My circle of friends [//mhm//] has Bosnian speakers .hh, and they //um// really do switch, when they're speaking (1.0) //um// for example, if you take a look at just one sentence (.) you'll find it's made up of=three words in Bosnian and the rest in GERman (2.0) and that really irritates me=I, I don't do that [//mhm//] and to be honest I'm very glad I don't do that" (Rinas 2013: 126).

Taking the observations from the language portraits and the language biography interviews as the basis, the conclusion can be drawn that resistance or creativity is shown when dealing with categorisations such as mother tongue, first language or foreign language. At the same time, language teaching policy measures are based on these very categories, which are dealt with here in a creative and critical manner. The proposed, subject-oriented approach invites critical reflection and suggests more open and universal categorisations.

6. Outlook

If one reflects on the contradictory statements about multilingualism formulated at the beginning of this section based on the results of the subject-oriented research, some questions about multilingualism in school are well-illuminated, some less so. For the contradiction between a monolingual entry into the school system and multilingualism when leaving it, pupils have developed autonomous strategies for multilingualism in the lived-in world. These strategies have empowered them to further develop their multilingualism of the lived-in world outside the school environment. Of course, this is in the case of – from an educational perspective – privileged pupils, that is to say those who are in stage II secondary education and therefore have successfully completed at least eight years of school. Many of their colleagues have already left school at this point in time, among them a very large group with experience of multilingualism in the lived-in world. Educational disadvantage is not an issue for this privileged group – more to the point are the benefits of their multilingualism on a cognitive and pragmatic level. Their existing knowledge of languages helps them when learning further languages and enlarges the room for communication. Multilingual young people appreciate the fact of their multilingualism and – we can conclude from the data available to us – see it as an advantage. These additional languages they possess also feature in their plans for their futures. In these visions of the future they follow their own paths – as they are already doing during their school years. One fact becomes very clear in the subject-centred qualitative research presented here: school is not the setting which these pupils see for the languages they bring with them from the lived-in world. They show no initiative themselves when thinking about opportunities for other languages, and they have adapted their linguistic behaviour to the monolingual normativity. The educational advantage that they reap from the multilingualism they bring with them to school relates to communication and advantages when learning other languages, but not to the many other options that might exist, such as educational opportunities in other subjects. Gathering information in other languages could certainly be exploited as an educational advantage in schools, but is absent as a considered option from the data collected here.

The results are not surprising, neither with regard to the positive attitude to multilingualism nor with regard to the paucity of ideas when it comes to using the languages of the lived-in world brought into school. The successful pupils appear to have come to terms with the language regimes in schools. But what about the less successful ones? What do they think about how they deal with languages and what visions are they developing for the future? The answers are missing to these questions. Amongst the results from this body of material that could be deemed slightly more surprising are the strategies developed by successful pupils to nurture their multilingualism of the lived-in world and the precise nature of their thoughts on their linguistic behaviours. This precision and differentiation stand in contrast to the rough-and-ready categories used to classify languages in school. The lived-in world simply does not fit into the model specified by the institution. Or is it that the institution is too far removed from real people's experiences of and with languages?

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5. Closing remarks: Review, conclusions and outlook

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In this part of the report we would like to discuss the possible consequences and ramifications that could arise for individual participating groups in their school, school district or education authority. These reflections stem from the experiences of the schools that took part in the project and from the initial results of the accompanying research.

1. For the pupils

In relation to the individual pupils, a school which offers teaching based on a plurilingual whole school curriculum should value every single language and language variant that the pupils bring with them into, and want to contribute to, school; and should use it/them for the subsequent learning of other languages and other subjects. So, for example, if a pupil can read Russian because Russian is the language spoken by his family and he was taught to read and write it, or a pupil has mastered some simple verbal language structures in Croatian because she learnt it on holiday in Croatia, this is a good basis on which to develop awareness of languages and it provides useful starting points for metacognitive and comparative exercises in language teaching. Individual multilingualism is, therefore, both the starting point and the objective of learning in a plurilingual whole school curriculum.

The objective of learning in a plurilingual whole school curriculum is not just to get pupils to add further languages to their repertoire and thus increase the number of languages they can speak, but also, and in particular, to help them to develop their multilingual competence. By this is meant the skills and knowledge needed for communication in multiple languages, which are developed to a higher level in speakers of more than one language than in speakers of a single language, e.g. mediation, code-switching, language learning strategies, interlingual awareness (cf. “M Factor” in the piece by Jessner & Allgäuer-Hackl in this volume or “Foreign language-specific factors”, Hufeisen 2010 and in press). Plurilingual competence was promoted in many of the schools taking part in the project (e.g. in Bolzano, Lüdenscheid, Rankweil, Vannes; cf. chapter 2 and the articles in Allgäuer-Hackl, Brogan, Henning, Hufeisen & Schlabach 1994-2017) by allowing, initiating, guiding and driving forward multilingual communication. The pupils were happy to make use of these learning opportunities; and the overwhelming majority gave positive feedback on them (cf. e.g. Kordt and Fasse in this volume).

The PlurCur project showed, time and again, what a huge variety of languages and variants make up the individual plurilingualism of the pupils. They are not just competent in the major European languages, German dialects and some of the major global languages, familiar to us in the context of migration around the world. By taking a broader view of the plurilingual competencies of the pupils for our work on the plurilingual whole school curriculum, we also found a large number of languages that we had either not known about before, or known only little about. In the work done on drama teaching in the project school in Cologne, for example, pupils were found to speak Tigrinya (spoken in Ethiopia), Chechen (an East Caucasian language) and various Kurdish dialects (cf. Fasse 2015). In the school in Bolzano, in cross-lingual reading lessons, pupils read aloud in Urdu (amongst other languages), the language spoken primarily in Pakistan. The projects helped to raise the profile of these languages in their respective schools.

The fact that individual factors influence language learning is apparent in the differing learning outcomes achieved by individual pupils within the same learning group. In the individual PlurCur sub-projects, in particular, the significance of people’s attitudes in a multilingual learning context became very clear. The attitudes of teachers and pupils to languages of origin and the language spoken in the family are often rather

negative, particularly in the case of languages which do not have a lot of prestige. This poses a barrier to the languages concerned being used for language-linked learning. In the main PlurCur projects, too – for example in the school in Cologne or the schools in South Tyrol (cf. chapter 2) – reservations were shown with respect to certain languages. But ways and means of countering these attitudes and changing them for the positive were tested out in those cases (cf. Fasse 2015; Henning in this volume).

2. For teaching colleagues

Managing plurilingualism in education always presents a challenge. On top of this, the PlurCur projects are very demanding and may require teachers to devote a lot of time to them. This is not easy when teachers already have many demands made on them by their daily teaching schedules and simply cannot find the time needed to manage a new project successfully in their schools. In this connection, the aim of the following section is to look at the reports by the partner schools of their experiences and summarise the points that could be particularly important for teachers in secondary education thinking of engaging with PlurCur projects. What, for example, can one take and use from the partner schools' experiences and learn from the models?

The project run by the Luitpold-Gymnasium Wasserburg grammar school in Germany was a series of individual projects addressing, for example, networked collaboration between the German, English and Latin disciplines; their aim here was to create a common specialist terminology and to organise a Languages Day at the end of the school year. These projects made it possible to develop and enhance alternative, cross-subject teaching formats (e.g. team teaching; the creation of common vocabulary lists and grammatical terms). But this could only be done if the colleagues involved were highly predisposed to work with each other, and the necessary discussions with the school's senior management team and other colleagues in the departments involved took place.

There were three PlurCur projects running in three different schools in the Académie de Rennes cluster in France. The focus here was on encouraging language awareness and language learning awareness amongst the pupils, with the teachers working together on joint multilingual and intercultural projects. The teachers' aim was to develop plurilingualism in the pupils, and they themselves became more firmly aware of how language competence can be applied at all times, be it in teaching, homework support or through various cross-curricular projects. So, for example, the teachers strove to incorporate pupils' primary languages in every task-oriented project with the help of a plurilingual grid. It is important to emphasise that it is not feasible for a teacher to work on his/her own to realise PlurCur project ideas and concepts. In all three schools the teaching and school management staff were monitored and supported by inspectors and colleagues; and discussions with the senior management team were a necessary part of this process. Every teacher in such a project has ideally been trained in the principles of plurilingual teaching (the language of the school, foreign languages, plurilingualism) and/or has the time and opportunity to continue to train and develop their skills and knowledge. Certain conditions and pre-conditions should be fulfilled in order for PlurCur projects to be successfully carried out: for example, teaching staff must work as a team on the aspects of the work that cuts across subjects and involves colleagues. This is certainly possible if the necessary prerequisites, in terms of time and facilities, can be fulfilled.

In the project involving multilingual drama lessons in the grammar school in Cologne (Germany), the pupils experience not only code-switching but also mediation – but above all they experience body language, gesticulation, facial expression, guessing, repetitions in different languages. The reciprocal view of each other as multi-faceted personalities led the pupils to become more aware of their own language repertoire and their own process for learning a language. The role of the teacher is important in this project, in particular with regard to initiating and supporting the creative process of putting together a multilingual play.

When reporting on the multilingual projects carried out at the Loo secondary school in Estonia, it was particularly noted that support from colleagues was not always forthcoming, and that close collaboration with the school authorities (including the municipality or town administration) and other project partners is important if the project is to be followed through to a successful conclusion. It was also pointed out that the teaching staff suffered from an acute lack of time to devote to the projects; and that real flexibility was required to cope with the insufficient budget and lack of trained teaching staff and learning materials. It is worth stressing that teaching staff should be informed in advance of the conditions necessary for the successful execution of a project.

The project leaders at the HLW (Höhere Lehranstalt für wirtschaftliche Berufe – College of Management and Services Industries) in Rankweil, Austria, report that colleagues were keenly interested and eager to discuss the project, that there was increased cooperation in the languages, that pupils were more motivated to embrace languages and multilingualism, and that self-confidence was increased in relation to pupils' language of origin. These are all important arguments for a committed teacher wishing to motivate colleagues to take an active part in a project.

In another school in Austria, one of the Hertha Firnberg schools for the commercial and tourism sectors, the project is intended to help raise the awareness of teaching staff for the fact that their pupils are multilingual. The project is also intended to motivate teachers to start using their pupils' plurilingualism as a tool for teaching languages. These are further, convincing arguments as to why teaching staff might consciously engage with PlurCur projects. The use of a pupil-related portfolio and the creation of an interactive workshop at the Hertha Firnberg schools also helped to awaken colleagues' interest in working on the project.

Cooperation amongst the teaching staff is an equally significant feature of the project at the Beda Weber foreign languages grammar school in Merano in Italy. The teaching personnel taking part in the project have formed a working party that meets regularly, also with input from the coordinator for lesson development. The head of the working party is also in regular contact with senior management. This underlines the fact that, if PlurCur projects are to succeed for everyone involved, close cooperation with fellow colleagues as well as with representatives of the management/administration bodies is necessary.

3. For the school and school management

The school is the place in which a plurilingual whole school curriculum can be implemented in practice – or at least where plurilingual projects such as the PlurCur projects can be realised. The school as an institution must constantly redefine itself and address changes in society (e.g. the increasing multiplicity of languages) as well as new insights into the learning of multiple languages. Critical to this are visions, concepts and objectives that offer everyone involved – the school's senior management, the teachers, the pupils and also the parents – a guiding principle for how to learn and how to structure everyday school life. This is where the school can take an unambiguous stand and quite explicitly make space for every language – the language of instruction and majority language(s), taught foreign languages and languages of origin. Openness towards these languages, particularly in other languages and subjects, is crucial to the success of plurilingual projects. Even where the school is dependent on the education authority and the provider, it is to be hoped that the school management will feel empowered to use its room for manoeuvre to create its own guiding principles and approaches (potentially as a jointly-developed concept) to initiate, promote and supervise cross-lingual and cross-subject projects. Plurilingual approaches and projects can, ultimately, be of significance for the school itself, as they provide the opportunity for the school to boost its own image. For "plurilingualism" as a specialism or a school programme in its own right can be a measure to underpin quality assurance and guard against pupils potentially drifting away from the school (see e.g. Naphegyi in this volume). Based on

the PlurCur project reports¹ (see chapter 2) and the contributions in this book, we can therefore draw some general conclusions as to how schools can promote plurilingual projects in a targeted way:

Plurilingual projects can often be traced back to the initiatives of individual teachers; these should be supported and reinforced. The support starts at the project development stage – an openness towards ideas for projects which might at first seem unconventional is desirable here – and becomes even more critical as the project is being carried out and, later, being developed further. The school can support projects by helping with the organisational framework, for example: making suitable rooms available; reserving slots in the timetable for e.g. cross-subject sessions and team teaching; freeing up the teachers involved in the project to attend meetings or plan/develop the progress of the project. The execution of projects and the development of new teaching concepts require latitude – for interesting projects often come into being as the result of a single conversation, held perhaps between colleagues talking together in a free period. Multiple schools can create and nurture networks for cooperation on, and the further development of, projects. Anchoring the projects in the school community, so that they are held in esteem by colleagues and presented in a positive light to pupils and their parents, is a further action conducive to their success. The teachers involved and any interested colleagues receive content-related support at training events on plurilingual topics and approaches. However, it is emotional support that is critical, to ensure that individuals' enthusiasm and engagement does not get lost along the way in everyday school life. "The recognition that went hand-in-hand with the support received really motivated and encouraged me." (Kessler in this volume, p. 138). One of the most important factors seems to be the support coming from the school's senior management team – not just for the projects themselves, but above all for the training of the school staff involved and the implementation of the principles in the school's approach to educating.

The multilingualism of the pupils should be viewed as an opportunity, not as a problem. In this respect only a few small adjustments are required to create natural learning environments that encourage plurilingualism, such as a multilingual school library, multilingual actions at school functions, multilingual activities offered on project days etc. Projects going into greater depth include multilingual drama, instruction in how to compare languages with all the languages available to a group, creating a cross-language grammar terminology or content and language(s) integrated learning (CLIL), for example in the second foreign language in biology or sport. Furthermore, plurilingual learning can be documented in a pupil's report record. In general, all measures that increase the visibility and recognition of plurilingualism and that have as their goal the awareness and use of multiple languages are meaningful.

If one looks more closely at the individual circumstances in schools it becomes clear that conditions at each school, with all its teaching staff and with every pupil there, vary enormously. It is probable that standardised solutions will be less successful than individual projects, which take into account the conditions in situ, the skills and preferences of the teachers and the experiences and abilities of the pupils. Until such time as a plurilingual whole school curriculum is introduced, the aim should be to ensure greater plurilingualism in schools through plurilingual projects.

4. For teacher training

If a university or teacher training college decides to incorporate elements of a plurilingual whole school curriculum into its teacher training programmes, some structural and organisational changes will have to be

¹ See also <http://www.ecml.at/ECML-Programme/Programme2012-2015/PlurCur/AboutthePlurCurproject/tabid/1822/language/en-GB/Default.aspx>. 18.05.2017.

taken into consideration to ensure that both prospective (foreign) language teachers and teachers of other subjects are prepared for cross-lingual and cross-subject learning and teaching. Whether this preparatory work is integrated into the course on the subject itself or on the subject-specific teaching methodology; or whether it is covered in the general parts of the course covering basic and core knowledge and pedagogy, is in fact unimportant. Depending on the emphasis, it can surely be assigned in different ways. The value and practicability of holding joint seminars – e.g. a surely mandatory seminar for all language teachers on the theories of language acquisition and their consequences for the learning and teaching of the attendees' own subjects – is evident: the question arises, however – and has rarely been satisfactorily solved – of the language in which to hold such an event. In the study of the language and literature of a foreign language, teaching in the target foreign language is in fact an important area, allowing immersion in the foreign language (cf. Pilypaityte 2013); but joint seminars with students of the language and literature of different languages make this impossible. One would have to consider whether to hold the main event in the majority language (as the common language for communication), with essays during the semester and also coursework credits and assessments in the chosen target languages. But the plurilingual teaching methodology can really only be authentically imparted if the class ceases to use only *one* target language and if teaching and discussion is in several languages, just as will be required of the prospective teachers when they come to teach. To give an example, in the teacher training course for foreign language teachers at the University of Innsbruck, several modules are taught using a cross-lingual methodology (cf. Hinger et al. 2005).

A further example is the “Plurilingual curriculum” course offered at the University of Vienna (cf. Vetter in this volume). This is aimed at providing a basic training course for prospective teachers on the subject of language (Vetter 2014) and ties in with the curriculum for multilingualism developed by Hans Reich and Hans-Jürgen Krumm (Reich & Krumm 2013).

The students of so-called specialist subjects frequently take this course, pointing out explicitly that they do not perceive themselves to be language-affine and this is why they are studying mathematics, history or sport at the teacher training college. These totally legitimate reasons must be taken carefully into consideration when introducing teaching methodology tips for language-sensitive teaching and – even more so – when working together with language teachers, so as not to provoke a defensive attitude (cf. Drumm 2016). The possibly ultimate aim of training all specialist subject teachers such that they teach their subject in a manner that is sensitive to languages both in the majority language as well as in a foreign language, may be somewhat of an illusion at this point in time, but in the project format approach of the prototype and in collaboration with language teachers the aim is to convince specialist subject teachers that language components can always play a role and can be integrated into the teaching. The necessary raising of awareness has to be part of teacher training regardless of the subject – which is indeed at least partially the case in Germany, as the study by Baumann & Becker-Mrotzek (2014) on promoting languages in teacher training shows. But a few changes are still required to arrive at a satisfactory situation; and the recommendations given in Baumann & Becker-Mrotzek (2014: 47-51) relate in particular to better dovetailing of the phases of teacher training and to clearly formulated and binding objectives.

5. For the training and further development of teachers

A good training and development structure picks up on the current findings from (psycholinguistic) research into plurilingualism and puts it in a socio-lingual and language policy context, thereby supporting the development of concepts specific to that particular school. One of the most important prerequisites for success is a common theoretical and practical foundation for as many of a school's teachers as possible, which helps with anchoring, implementing and developing plurilingual teaching approaches or PlurCur elements in the school development plan (cf. Naphegyi in this volume). The objective is not just to acquire knowledge, based on the most recent research findings, about multilingual development and multi-

competence, but is primarily about developing attitudes and mindsets in teachers that are conducive to promoting the use of multiple languages, particularly with regard to the languages or language variants they and the pupils bring with them, and on how to deal with plurilingual phenomena such as code-switching or code-mixing. Specific tools and materials that make the implementation of plurilingual and cross-lingual teaching approaches easier or indeed possible go to make up the third component for training and development. An aptitude for working in a team and for planning, carrying out and evaluating cross-subject projects and plurilingual teaching are further important prerequisites for implementing plurilingual projects, as many of the reports² from PlurCur schools confirm (cf. chap. 2; cf. also Allgäuer-Hackl & Jessner 2013).

Teachers who view the promotion of multilingualism as a holistic task are challenged themselves to train to become language experts and to develop and nurture their own multilingualism. This means that training and development provision should not just have the individual language(s) that the teachers teach in mind, but rather the entire repertoire of the pupils. They should draw attention to the issues that the prestige of languages, the emotions associated with languages as well as language policy and socio-economic hierarchies and developments have on the acquisition and use of languages by people. They should raise teachers' awareness of the value of the languages and language variants spoken by parents and pupils, and the role of confidence and self-esteem in language acquisition. The aim of such training and development measures is to produce teachers with an appreciation of multilingual ability: they are multi-competent speakers of the languages they are imparting; know about languages and their connections, i.e. have an awareness both of languages and interlanguage; and understand the social, political and economic contexts that affect languages and language speakers (cf. García 2008).

6. For educational policy-making

If an educational authority (Ministry of Education or similar institution with the relevant authority to direct) decides to embrace elements of a plurilingual whole school curriculum this is, in the first instance, a positive political sign as it implies support (of an ideological, organisational, structural and possibly even financial nature). The educational authority stipulates the framework conditions, without which systematic change is inconceivable over the long term. On the other hand, it should also be borne in mind that regulations from above do not guarantee that changes will be implemented immediately, because various supporting measures are missing, not least those of information and assistance. We feel it is important that the colleagues "on the ground" should be convinced of concepts like these if they are to participate in the organisational and above all content-related and collegial work required, for plurilingual whole school curricula always demand a significantly higher level of cooperation and consultation – regardless of how they are implemented in the end – than is the case with ordinary and traditional curricula.

7. Outlook: Possible ways of continuing, developing the concept further

For understandable reasons, none of the schools involved had the opportunity to move teaching completely over to a plurilingual whole school curriculum. Thoughts and comments on realistic possibilities have been debated from the point of view of education policy in chapter 3. But it was shown that at a practical school organisational level, there were many opportunities to implement individual aspects, both large and small: from language days to a common grammar terminology relevant, in the first instance, to the language

² See also <http://www.ecml.at/ECML-Programme/Programme2012-2015/PlurCur/AboutthePlurCurproject/tabid/1822/language/en-GB/Default.aspx>. 18.05.2017.

teaching subjects only; and through to more systematic bilingual “specialist subject” teaching (CLIL) that covers subjects unrelated to languages; or cross-subject multilingual and plurilingual projects, many approaches were trialled, revised, re-tried and, in some instances, incorporated into ordinary operations. The examples in chapter 2 show what individual schools and the colleagues working in them have accomplished, and what can be achieved with a relatively small amount of upheaval in other schools. It seems that a constant relevant factor is that the individual colleagues involved must relish working on such projects and experiments, and are prepared simply to try things out, be they in project weeks, working groups, the regular teaching of various subjects or in combined regular teaching of two or more subjects. Absolute commitment is required in the lessons themselves – and this can scarcely be ordered from on high. Those higher up in the hierarchy can most certainly give useful input or give the teachers involved space, but it is always those same teachers who must deliver the projects “at the coalface”.

The work done using the prototype of the original plurilingual whole school curriculum has shown that it must be developed further, as it has more dimensions than originally thought and because some aspects, which were covered implicitly but were not made explicit, need to be explicitly referred to and described: first and foremost this applies to teaching of the so-called classical languages (cf. Hufeisen 2015). Where Latin and Ancient Greek are offered at a school, they should of course be included in the plurilingual whole school curriculum in the same way as the typical modern foreign languages like French or Spanish and, indeed, the potentially up-and-coming foreign languages like Chinese; or Russian, a foreign language making a comeback. The fact that Latin and Ancient Greek are normally not used in verbal dialogue most certainly does not mean that they cannot be used in cross-subject teaching – one only has to think of music (e.g. masses and requiems, *Carmina Burana*, *Catulli Carmina*), chemistry (e.g. technical terms) or history (e.g. source texts in Latin or Greek). Teaching in what may be minority languages is a further point that needs to be mentioned explicitly, and which should, of course – just like teaching in a language of origin – also be open to students for whom these languages are neither their language of origin nor their first language. It is already the case in various countries that teaching in the so-called languages of origin is a common occurrence: thus, for example, Polish and Russian are offered as second (compulsory) foreign languages not just along Germany’s Eastern borders but also, for instance, at a grammar school in Darmstadt.

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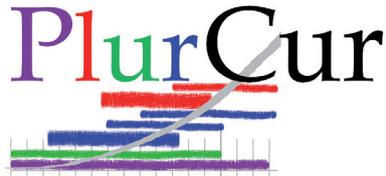
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European language policy aims at fostering plurilingualism in individuals but how this goal can be attained within schools as institutions has not been part of the education policy discourse. A project at the European Centre for Modern Languages of the Council of Europe took up the idea of a plurilingual whole school curriculum, and specific elements of such a curriculum have been implemented and tested at 16 schools in a number of European countries. Some of the elements have been accompanied by research. This volume presents research and reports on practical implementation of plurilingual whole school curricula.

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