

| <b>School:</b><br>- name<br>- country<br>- contact person                             | <b>Specific settings:</b><br>- no. of students<br>- range of age<br>- language of instruction<br>- languages in curriculum | <b>Project (shortened version)</b>   | <b>Specific aims/focus</b>  |
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| <b>ArdSCOIL Ris</b><br><br>Ireland<br><br>Tracey Foley                                | - 740 (boys)<br>- 12 – 18<br>- English<br>- Irish compulsory and German <b>or</b> French as a compulsory Foreign Language  | Students are taught and encouraged to <b>write blogs</b> and use online platforms in German and/or French and Irish; to <b>translate and perform songs</b> ; to participate in <b>bilingual QI Gong sessions</b> ; do <b>science experiments through German/French</b> ; work on <b>mathematical questions</b> through German, French and Irish by using all 3 languages to make sense of the questions; projects on all <b>Euro 16</b> countries using <b>slogans</b> in all languages of the countries; <b>signage &amp; proverbs</b> throughout the school in Irish, German, French & English, as well as watch, study and work on movies, adverts, art and culture <b>in a plurilingual approach</b> | - increasing the profile of German/French and Irish in the school environment through plurilingual school signage and proverbs throughout<br>- promoting cross-curricular teaching through music, art, climate change, history,<br>- encourage students to engage with languages outside of classroom content<br>- online interaction using blogs |
| <b>Gymn. „Walther v. der Vogelweide“</b><br><br>Italy, South Tyrol<br><br>Gisela Mayr | - 900 +<br>- 14 – 18<br>- German<br>- Italian (compulsory), English, French, Spanish, Russian, Latin, Ancient Greek        | School project embedded in the frame of „South Tyrolean schools on their way towards a plurilinguistic school curriculum“. Here: first school to <b>create a CLIL-section in the field of science-mathematics-English/ law-Italian/history-Spanish/ art history-French</b>   | - Further development of plurilinguistic curriculum<br>- Evaluating curricular CLIL-practice<br>- Dissemination of results  |

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| <p><b>Fachoberschule für Tourismus und Biotechnologie „Marie Curie“</b></p> <p>Italy, South Tyrol</p> <p>David Augscheller</p>     | <ul style="list-style-type: none"> <li>- 600</li> <li>- 14 – 19</li> <li>- German</li> <li>- Italian (compulsory), English, French, Russian; optional: Chinese</li> </ul>            | <p>CLIL/Erweiterter Sprachunterricht:</p> <p>Taking part in the English language project: Youth Parliament tot he Alpine Convention (YPAC)</p> <p>Festival of Languages in school: multilingual presentations, performances</p> <p>Language Café</p> <p>Tourism project: preparing a creative multilingual tour in the „Touriseum“ (local museum of tourism)</p> <p>Multilingual cook book</p>  | <ul style="list-style-type: none"> <li>- combining subject content and language promotion</li> </ul>  |
| <p><b>Sozialwiss.schaftliches , Klassisches u. Sprachen- u. Kunstgymn. Meran</b></p> <p>Italy, South Tyrol</p> <p>Eva Tessadri</p> | <ul style="list-style-type: none"> <li>- 1000</li> <li>- 14 – 19</li> <li>- German</li> <li>- Italian (compulsory), English, French, Spanish, Greek, Ancient Greek, Latin</li> </ul> | <p><b>Comparing multilingual and and multicultural realities:</b></p> <ul style="list-style-type: none"> <li>- transfer of skills in different languages learnt and spoken by students</li> <li>- focus on literary texts and intercultural education</li> <li>- presentations of experiences during language weeks in Spain and France: analysis of stereotypes</li> <li>- Languages &amp; Sport-competition</li> <li>- European Day of Languages</li> <li>- Promotion of Language Certificates</li> </ul> | <p>Working out plurilingual teaching modules to</p> <ul style="list-style-type: none"> <li>- promote strategies of language learning skills/raising metalinguistic awareness</li> <li>- facilitate linguistic networked thinking</li> <li>- enhance multilingual and multicultural awareness</li> </ul> |

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| <p><b>HLW Rankweil</b></p> <p>Austria</p> <p>Elisabeth Allgäuer-Hackl</p>                | <ul style="list-style-type: none"> <li>- 450</li> <li>- 14 – 19</li> <li>- <b>German; English in CLIL-classes in 3rd year in business administration; French CLIL classes in 4<sup>th</sup> year</b></li> <li>- <b>English and French (compulsory)</b></li> <li>- <b>Spanish or Italian as compulsory choices</b></li> </ul> | <p>Multicompetence and plurilingual proficiency in work: project in 3 steps</p> <ol style="list-style-type: none"> <li>1) Defining the skills in multicompetence and plurilingual proficiency that are necessary for future work placement by students through a questionnaire</li> <li>2) Development and implementation of training sessions according to the results</li> <li>3) Evaluating the impact of training sessions in work placements and further development</li> </ol> | <p>Promoting plurilingual competencies that will be needed in work placement:</p> <ul style="list-style-type: none"> <li>- negotiating skills</li> <li>- translating skills</li> <li>- multilingual communication</li> <li>- adopt other perspectives and develop empathy</li> </ul>  |
| <p><b>Heinrich-Heine-Gymnasium</b></p> <p>Germany</p> <p>Gisela Fasse/Atina Krawczyk</p> | <ul style="list-style-type: none"> <li>- 850</li> <li>- 10 – 18</li> <li>- German</li> <li>- English, French, Spanish, Latin</li> </ul>  | <p><b>Multilingual Drama Group</b></p> <p>Students use all their languages in a theatre group, an extra mural activity for grades 7 and 8.</p> <p>Languages are: language of instruction, foreign languages learnt in school, dialects, sociolects and their family languages – about fifty % of our learners know and/or speak other family languages than German on different levels due to the migration background of their families.</p>  | <ul style="list-style-type: none"> <li>- raising awareness of own individual plurilingualism as well as the multilingual competencies and the cultural diversity of the school community</li> <li>- comparing and contrasting languages, thus playfully experiencing language learning strategies</li> <li>- promoting intercultural awareness and develop empathy</li> </ul> |

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| <p><b>Esenler Vocational and Technical Anatolian High School</b></p> <p>Turkey</p> <p>Emre Deveci/Mustafa Demirer</p> | <ul style="list-style-type: none"> <li>- 1800</li> <li>- 14-17</li> <li>- Turkish/Arabic in Immigrant classes</li> <li>- English</li> </ul>  | <p>Cross curricular teaching and learning; teaching in Arabic and Turkish to achieve Bilingualism</p>  | <ul style="list-style-type: none"> <li>- create a demand for Arabic classes</li> <li>- raise interest in and promote intercultural exchange</li> </ul>  |
| <p><b>Sozialwissenschaftliches Gymnasium Bozen</b></p> <p>Italy</p> <p>Barbara Hofer/Samantha Plattner</p>            | <ul style="list-style-type: none"> <li>- 600</li> <li>- 14 – 19</li> <li>- German</li> <li>- Italian, English, Spanish/Russian/Latin</li> <li>- German and Italian taught as L2 for pupils with migrant background (about 5% of pupils)</li> </ul> | <p>Language Café: organised twice a year for about 60 pupils to get an insight in 12 – 13 different languages and cultures</p> <p>Multilingual workshops: working across languages, some unknown to participating students</p> | <ul style="list-style-type: none"> <li>- raise awareness of meta- and crosslinguistic similarities and differences</li> <li>- promote language learning</li> <li>- promote multilingual learning</li> </ul> |