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Evaluation of the improved version
of a plurilingual whole school policy

Implications for the further development

Final conference of
Plur>E, Towards a plurilingual whole school policy in European schools
TU Darmstadt, 22.9.2017



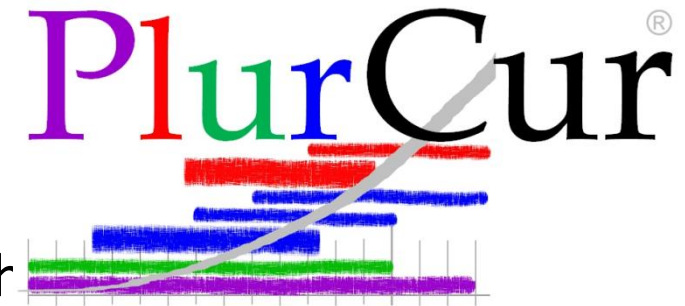
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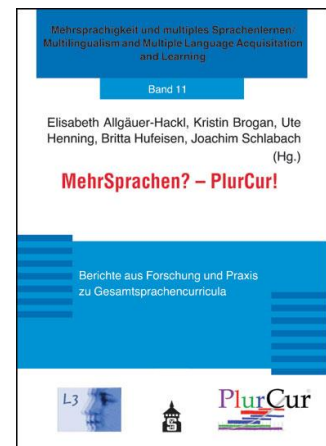
Background / sources

- Gesamtsprachencurriculum / Whole language policy
Hufeisen, Britta (2011), Gesamtsprachencurriculum: Überlegungen zu einem prototypischen Modell. In: Baur, Rupprecht/Hufeisen, Britta (eds.) (2011): "Vieles ist sehr ähnlich." - Individuelle und gesellschaftliche Mehrsprachigkeit als bildungspolitische Aufgabe. Baltmannsweiler, Schneider Hohengehren, 265-282

- PlurCur: Towards whole-school language curricula, ECML 2012-2015 www.ecml.at/plurcur
Getting started, Success factors, Examples; in German and English



- MehrSprachen? – PlurCur!
Berichte aus Forschung und Praxis zu Gesamtsprachencurricula.
Allgäuer-Hackl, Elisabeth; Brogan, Kristin; Henning, Ute; Hufeisen, Britta & Schlabach, Joachim.
[Mehrsprachigkeit und multiples Sprachenlernen: 11] Baltmannsweiler: Schneider Verlag Hohengehren, 2015. Available in German and English



Developments within the PlurE-project: Overall aspects 1/2

- Need for **positive attitudes towards plurilingualism** (pupils/students, parents, administration and government but most of all teachers)
- **Cross-linguistic and plurilingual courses** fostering metalinguistic awareness and preparing for future multilingual challenges
- Including **students' voices** (feedback, requests) and various research (questionnaires); taking them seriously
- Taking into account the importance of various levels of **framework**: for example, national like language education policy (like Ireland → Irish; Austria; Turkey), regional (South Tyrol → German, Italian, Ladin, English [+ other modern languages] and heritage languages), local (Cologne → heritage languages), school (like Ardscoil Ris) policies and attitudes of staff and management, and teachers' needs/resources (own capability, initiative and preferences)
- Existing plurilingual whole school policy like 'Südtiroler Mehrsprachencurriculum' promotes projects and activities

Developments within the PlurE-project: Overall aspects 2/2

1. **Focus on the learners:** What are their needs? What do they want? What are their emotions and motivation towards plurilingualism, based on a personal connection?
Implementing new structures like (parts of) a plurilingual whole school policy is more successful when objectives, content and methods consider the learners' needs such as autonomy; etc.
2. **Another focus on awareness:** Multilinguals show greater awareness (a higher grade of (metalinguistic) awareness) when using their languages and when learning language. A plurilingual whole school policy can be supported by tools that foster language (learning) awareness.
3. **Political framework:** Any kind of plurilingual whole school policy is realized in a given framework of language policies, for example, nationally, regionally, locally, and school specific. Every framework level can support or interfere with/endorse its implementation.

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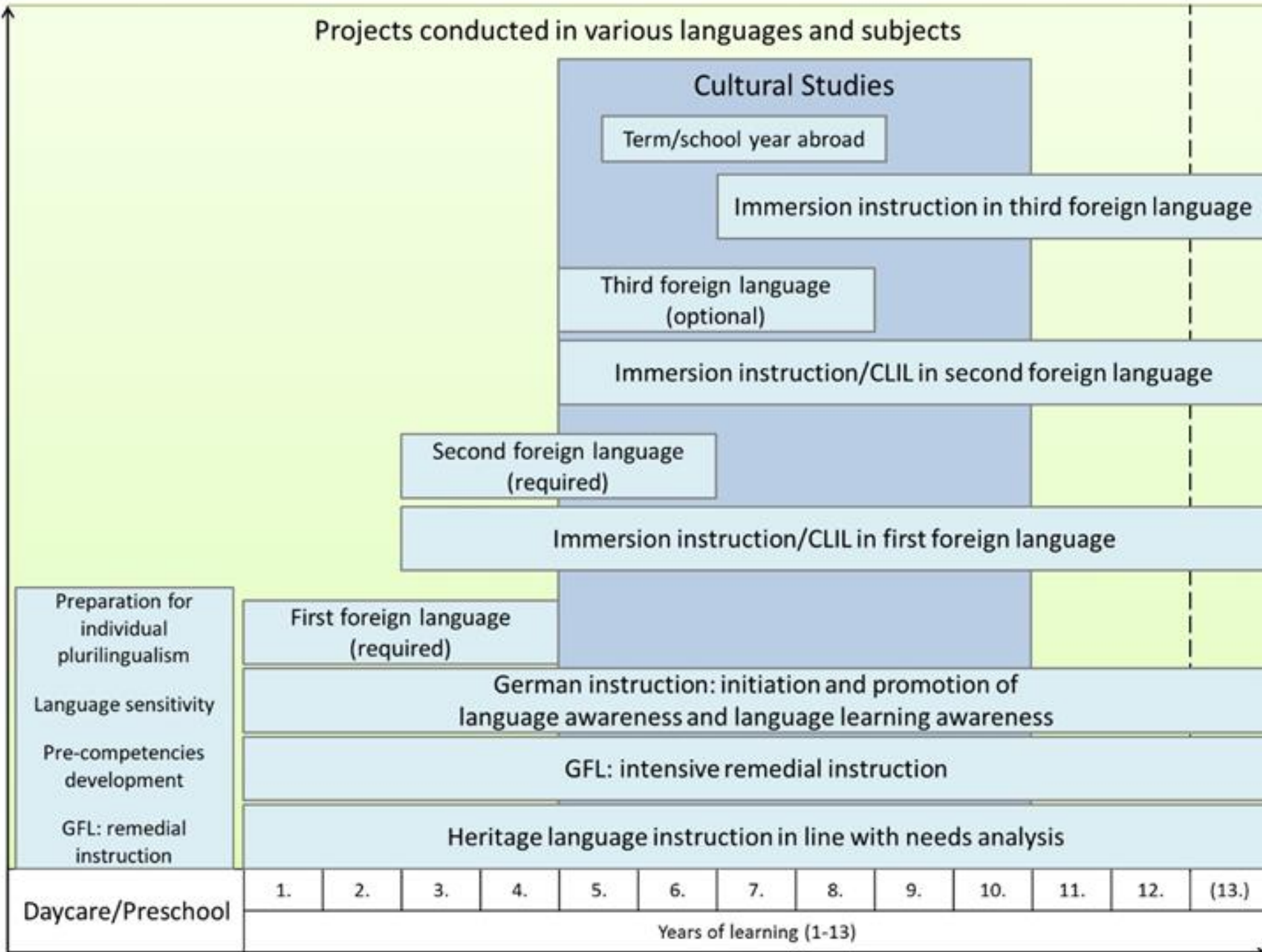
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Projects conducted in various languages and subjects



Outlook on future tasks: New aspects

- Focus on the learners:
What is the impact of surveys and interviews (additionally also of teacher's higher commitment) for the implementation of a plurilingual whole school policy?
- Another focus on awareness:
New objectives through cross-linguistic / plurilingual courses / learning.
- Political framework:
How much multilingualism in a society must exist so that a plurilingual whole school policy can be implemented?

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