

Brief report of the needs analysis of „Sozialwissenschaftliches, Klassisches, Sprachen- und Kunstgymnasium Meran“

STUDENTS

54 students out of ca. 300 of the Sprachengymnasium Meran

15 students 13-14 years, 25 students 15-16 years, 14 students 17-18 years

The students declare to be proficient in German, English and Italian, with best proficiency for German, middle for Italian and English for all students. 33 students declare best proficiency in South Tyrolean dialect. 20 students declare middle proficiency in French, 29 students basic proficiency in Latin, 20 low proficiency in Spanish.

The first languages named mostly are German, Dialect and Italian.

Most of the languages used are German, English, Italian and the ST Dialect, followed by Latin.

Most of the languages studied at primary/lower secondary school are Italian, German and English, in the present school English, Italian, German and Latin, followed by French and Spanish

Students declare to want to become very proficient in:

- 1) Italian naming the following reasons: we live in Italy, communication, for everyday life, we live in a bilingual country, better chances for professional future.
- 2) English: world language, communication, useful everywhere
- 3) French: I like the language, beautiful language
- 4) Spanish: world language, beautiful language

Nearly half of the students declare not to be interested in studying another language, because five languages are enough and they have no time. The students who'd like to study another language would learn Spanish or French.

70% of the students did an internship and used mostly German and Italian.

The three most important things for learning a language in school is for 60% speaking, 30% grammar and 20% reading and listening activities.

The ideas for improvements suggested are focus on speaking and oral communication, more presentations and films and native speakers.

TEACHERS at the Sprachengymnasium

10 teachers out of ca. 40, all language teachers, teaching different languages

The teachers declare all their proficiency in German, English and Italian, half of them in French. The first language is for 70% German. Daily use of German is declared by 90%, of English and Italian 40%. In the classroom 50% use German, 30% English and Spanisch, the rest the other languages taught. Students use German or the taught languages in the classroom, and outside 100% of them German, 80% Italian, 40% English and 30% Dialect.

40% of the teachers declare that school is already promoting multilingual language learning through various projects. 30% would see promotion through language weeks.

The challenges concerning foreign language teaching seen by the teachers are the lack of possibilities for authentic practice in real life situations, inhibitions concerning foreign language.

Concerning the language of education the challenges are the influence of the dialect and the differences between standard and common language.

Concerning the languages students speak in their families the challenge is the dialect and the interferences from Italian and family tongues.

The attitude to pluri-/multilingualism is very positive. Teachers agree that knowing more than one language helps and disagree about the statement that learning English is enough. 100% doesn't refer to the home languages and 100% doesn't like students speak their home language in class.

Teachers declare that students are going to need German, Italian and English and possibly another foreign language.

The expectations for the language classes at school are more time and financial resources for language teaching and co-planning.