

Reflective questions¹

for teacher educators

Which languages are teachers/will student teachers be confronted with in schools?

What is expected of teachers/will be expected of student teachers in schools?

How is multilingualism handled administratively/legally in primary and secondary school in my country?

Is there special support for the majority language as a second language in schools?

How should teachers/student teachers themselves handle multilingual situations?

What kind of knowledge/skills do (student) teachers need in order to be prepared for a plurilingual approach? How can they best develop this knowledge/these skills?

How do I prepare student teachers to deal with multilingual settings successfully from a psychological and educational perspective?

Is it feasible/necessary to offer special courses to (student) teachers on how to introduce/integrate linguistic and cultural diversity into their teaching?

How am I going to make (student) teachers aware of the benefits of plurilingual education in the majority language? How can I motivate them to try out plurilingual approaches?

What kind of examples of successful implementation of plurilingual education in the majority language can I provide and how (presentation format/training event type)?

How can I explore (student) teachers' attitudes towards cultural and linguistic diversity and how can I make them aware of these attitudes?

How can I teach (student) teachers not only to accept, but also to actively promote plurilingualism/multilingualism?

How can I motivate (student) teachers to exploit their own personal resources, such as rich language repertoires?

How am I going to respond to the (student) teachers' objections (e.g. "Why the majority language class? Why not the foreign language class?") Where can I get help in finding arguments?

¹ Boeckmann, Klaus-Börge; Aalto, Eija; Abel, Andrea; Atanasoska, Tatjana; Lamb, Terry (2011): *Promoting plurilingualism. Majority language in multilingual settings*. Graz: Council of Europe. Online: <http://marille.ecml.at> [Zugriff: 12.10.2015], page 67f.



What materials do I need in order to introduce (student) teachers to plurilingual approaches? How can I or (student) teachers get access to these materials? Do I have to produce my own material? Can anybody help me with producing materials?

What kind of activities should I organise to let them experience plurilingual approaches? Is it possible to organise opportunities for direct contact with the countries of origin or with minority groups/communities in the country, such as through field trips, scholarships or exchanges?

Can I establish co-operative networks with schools, training institutions, professional associations and school administrators to help me in my work?

How am I going to evaluate what I have achieved? How and how often can I get feedback from (student) teachers and other stakeholders? Do I act as a „reflective practitioner“ and can I co-operate with universities or other training/research institutions to establish action research activities?