

## Reflective questions<sup>1 2</sup>

*for head teachers*

How multilingual is my school? Which languages are spoken – by the learners, but also by the teachers? What can I do to make the school's multilingualism visible and to ensure that all languages in the school are treated with equal respect?

What is the school climate/atmosphere like with regard to multilingualism/plurilingualism? Are there hierarchies with regard to different languages and their teachers? Are learners proud of their languages or do they “hide” them?

What do teachers in my school know about the linguistic repertoire of the students? What do I know of the linguistic background of my teaching staff?

Given that my learners are plurilingual, but the teachers mostly monolingual, how can I make the teaching staff more plurilingual? Have I ever encouraged teachers to become more plurilingual?

What legal/administrative basis (curricula, etc.) is there for promoting plurilingualism in the majority class? How open/active/competent do I consider my teaching staff with regard to the topic?

How do I convince my team (especially my majority language teachers) of the usefulness of making plurilingualism a topic in the classroom – for teachers and learners?

Do the learners get the opportunity to introduce all their languages into the (majority language) classroom? Are the language (learning) experiences of learners recognised? Are these experiences seen as strengths, fostered and promoted in teaching and developed into conscious competences?

Is special in-service training needed to promote plurilingualism in majority language teaching? Are there experts who can be asked to give a training session in my school?

Does the school have enough materials and resources to promote plurilingualism in majority language teaching? Does, for instance, the school library have multilingual literature for children and young people? Where can I get funding/financial support to purchase it?

As regards language teaching in general, how do I promote interdisciplinary co-operation between teachers of all language subjects – majority language(s), foreign and classical languages and (if applicable) minority language(s)/languages of origin? Is it possible to develop a “whole school language policy”, which integrates all languages taught or otherwise spoken at my school?

<sup>1</sup> These lists were compiled as a result of group work in the network meeting using additional ideas from Anna Lasselsberger, Alexandra Melista, Magda Maver and Veronika Pólay.

<sup>2</sup> 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 69f.



Will there be resistance to a plurilingual approach from my team, school administration, parents or learners? If yes, how can it be overcome? Where can I get support in arguing for changes? How do I motivate my team to try something they have never done before? How do I cope with reluctant colleagues? What is needed to convince parents?

Are there institutions (at local, regional or national level) that could support me in establishing the topic of promoting plurilingualism at my school? Can I get funding (and where) for extra measures necessary to implement a plurilingual approach?

# Reflective questions<sup>1</sup>

## 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?

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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?

# Reflective questions<sup>1</sup>

*for teachers*

Do I have a plurilingual class? Which languages are spoken in my class? What are the first languages (mother tongues) , heritage languages, home languages, additional languages or varieties/dialects?

If none are present, how can I encourage the learners to look around and find out which languages or language forms are spoken in their environment?

What do I know about those languages and cultures? How can I learn more about them? Do I have personal resources such as a language repertoire that I can exploit for promoting plurilingualism?

Am I aware of my learners' emotional and social backgrounds? Can I establish co-operative networks with social workers and guidance teachers/psychological counsellors?

Is there any opportunity for me to gain new insights into multilingualism and plurilingualism by experiencing life in a foreign country through scholarships or exchanges?

What skills do I need in order to bring learners' language repertoires into the classroom? How can I acquire them?

What do I know about teaching languages, bilingualism, plurilingualism or intercultural education? How can I improve my knowledge? (Language teachers)

What methods and strategies are available for my subject in order for me to bring the learners' language repertoires into the classroom? How can I find out about them? (Subject teachers)

How can I get more information and training with respect to plurilingual education in the majority language?

Who else in the school is interested in implementing plurilingual education in the majority language? Are there possibilities for co-operation/team work/cross-curricular projects?

Who is going to support me/us inside and outside the school – head teacher, colleagues parents, partner schools, professional networks, school administration, in-service trainers, wider community, etc?

Is there any teaching material and how can I find out about it and get it? Do I have to produce my own material? Can anybody help with producing materials?

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How am I going to evaluate what I have achieved? Is it possible to focus on the learners' learning process instead of learning outcomes/products? Do I act as a „reflective practitioner“ and can I cooperate with universities or other training/research institutions to establish action research activities?

How/Where can I find out more about other languages in the classroom and get at least some basic information (e.g. on pronunciation, writing system, some important words, etc.)?