Centro COME (Graziella Favaro)

LANGUAGE CONTEXTS AND PRACTICES IN SIX COUNTRIES

Questionnaire Analysis

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A. A COMPARISON BETWEEN THE COUNTRIES. FROM READING THE QUESTIONNAIRES

Introduction

Linguistic diversity is an important part of the DNA of Europe. It consists of different languages: national languages, minority languages, dialectal varieties and the languages of immigrants.

The IRIS project aims to recognize and enhance the linguistic diversity of the six partner countries and focuses mainly on three themes:

1. the teaching / learning of the language of schooling to the newly arrived, or students speakers of other languages (L2);

2. recognition of the mother tongue of immigrant pupils and children of immigrants, considered a common right for individuals and an opportunity for all (L1);

3. the development of strategies that allow learners to transfer the language and communication skills acquired from one language to another.

This report presents the results of an open questionnaire completed by each project partner team (see page 2). It outlines the contexts and results of "good practices" of the member countries.

The QUESTIONNAIRE (attached) used for the collection of data and good linguistic practices[1] is divided into four parts[2]:

A. the linguistic context;

B. the presence of foreign, students speakers of other languages and their scholastic inclusion;

C. the L2 teaching / learning methods for foreign and students speakers of other languages and the description of some good practices;

D. the methods for recognizing and enhancing the mother tongue and some good practices.

1. MULTILINGUAL CONTEXTS

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[1] The questionnaires completed by each partner as well as all documents related to "good practices" are available on the project platform: www.irisplurilingua.eu

[2] See the model in Annex1. We also present (Appendix 2) a glossary that groups the terms used in each country.

In the first part of the Questionnaire the linguistic contexts of the six contexts are described. All of the countries involved in the IRIS project are characterized by a more or less widespread multilingualism and by the presence of individuals and / or plurilingual groups in their territory.

We can say that in every context there are four different **"linguistic poles"** made up of:

– the national language and its varieties;

– dialects and local varieties;

– the minority languages;

– the languages used by immigrants and asylum seekers who are the most recent linguistic pole.

There are several national policies on this subject: two countries (France and Greece) do not officially recognize other languages besides the national one, while the four other countries have laws that formally recognize the minority languages (see Fig.1)

Fig. 1. The linguistic context in the six countries

Source: Eurydice, *Languages at School in Europe*, 2017
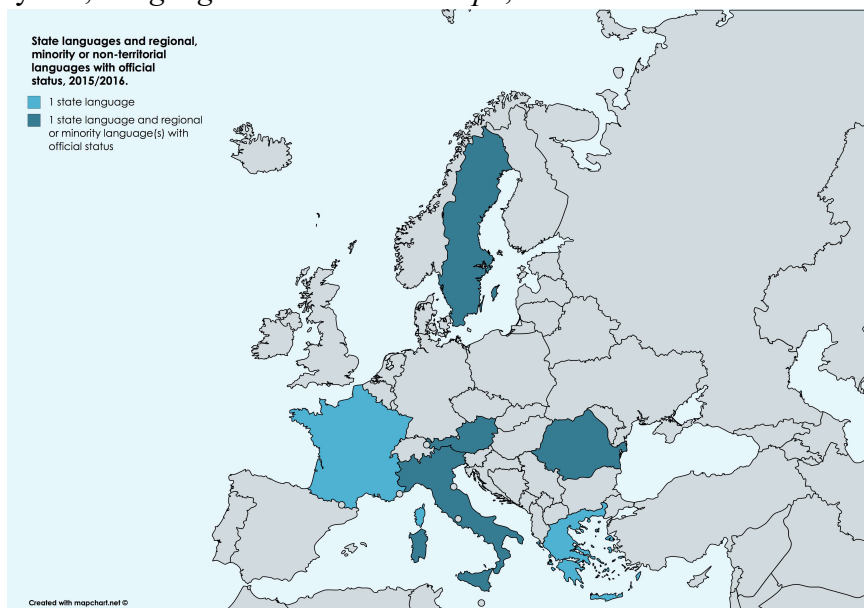
Austria recognizes six minority languages: Czech, Croatian, Hungarian, Slovakian, Slovenian, Romani. The Turkish language is the one most widespread among the population of foreign nationals and in schools, about 27% (statistics of 2017) of students have a mother tongue other than German. There is, however, no national support program for plurilingualism launched by the ministery of education, but teaching institutions and teachers can rely on a number of studies, teaching materials and exemplary projects and different initiatives to refer to.

As we have mentioned, France has signed the Charter for Regional Languages but hasn't ratified it, so this country doesn't formally recognize either the regional languages or the idioms of minorities. Thanks to immigration, both less and more recent, the most widespread languages are: Arabic (in its different national varieties), the languages of sub-Saharan Africa, Portuguese, Italian.

Like France, Greece is officially a monolingual country and the Greek language is recognized as the only official language. Among students of other nationalities, 33 different mother tongues were recorded. Among them were Albanian, Arabic, Russian, Armenian, Ukrainian, Romani, Bulgarian. In recent times, following the massive arrival of asylum seekers and unaccompanied foreign minors, speakers of other native languages have arrived.

Since 1999, Italy has officially recognized twelve minority languages besides Italian: Catalan, German, Greek, French, Friulian, Croatian, Ladino, Occitan, Provençal, Slovenian, Albanian, Sardinian. As a result of migration, the number of those who declare they have a mother tongue other than Italian is increasing: the percentage has increased from 4.1% in 2006 to 9.6% in 2015. The "most" most common languages are: Romanian, Arabic (in different national varieties), Albanian, Spanish, Chinese. Among foreign students in Italian schools, there are 200 different nationalities and about 80 languages of origin.

In Romania, 20 minority languages are recognized (law from 2007), 15 of which are taught in schools and included in the ordinary curriculum: Armenian, Bulgarian, Croatian, Czech, German, Greek, Hungarian, Italian, Polish, Romani, Russian, Slovak, Serbian, Turkish, Ukrainian. The other five language communities can autonomously organize bilingual schools.

Sweden has a long tradition of focusing on and promoting multilingualism and the plurilingualism of individuals. Five minority languages are formally recognized: Finnish, Meänkieli, Sami, Romani, Yiddish. In addition to official recognition, mother tongue teaching projects have long been funded and disseminated in schools and cover 27% of the school population.

2. LINGUISTIC POLICIES: WHAT WELCOME FOR ALLOGLOT PUPILS?

First of all, the term "foreign student" has a different meaning from country to country, since access to citizenship is governed by national laws that have different requirements and times. For this reason, anyone considered "foreign" on the basis, for example, of the Italian citizenship law from 1992, would instead be considered a citizen in France or Sweden. Also, to explore and discuss the different definitions and to have a common vocabulary, each country attached its own Glossary to the Questionnaire, containing the terms used in the drafting and in use in schools (Att. 2 Glossary).

The data present in the Questionnaires refer in some cases to the school population with foreign citizenship and in other cases to the only component of newly arrived or recently immigrated pupils. In all countries, be they of "older" or recent immigration, a common phenomenon is represented by the significant arrival of asylum seekers and unaccompanied foreign minors in the last 3-4 years.

In Austria, for example, non-Austrian pupils represented 26.3% of the school population in 2015/16, equal to 203,453 students. Furthermore, around 90,000 (88.349) asylum seekers were recorded in 2015, then their number decreased in the following years (in 2017: 24.735, in 2018: 12.539, which is less than in 2008). France is a country of historic immigration and most of the students with a migrant background have French citizenship today. In the results of the questionnaire, the newly arrived students in the school year 2014/15 or of recent immigration are indicated, a total of 52,500 students. Greece also provides data on recently entered children, children of asylum seekers or unaccompanied foreign minors. In 2017, 1,623 students speakers of other languages were integrated into the host country educational facilities, and another 1.005 were awaiting admission.

In Italian schools, the presence of non-Italian students dates back about thirty years. During the school year 2016/2017, there were 826,091 students of other nationalities, equal to 9.4% of the school population. The Ministry of Education, which collects and analyzes data, points out some trends:

– a stabilisation of the presence of non-Italian students, who have recorded a very limited increase in the last few years;

– a decisive Europeanization of presences;

– the constant increase in the number of non-Italian children born in Italy;

– the continuous decrease of NAI students (newly-arrived students in Italy).

In Romania, the presence of foreign students in schools is recent. The Questionnaire does not provide the data, but outlines types of students, distinguishing between:

– students who are children of economic immigrants;

– minor asylum seekers;

– repatriated minors and children of Romanian emigrant citizens returning home.

Sweden is a historic destination for migration and has witnessed an increase in the allophone school population in recent years. Between 2015 and 2016, the number of newly arrived students rose from 62,400 to 79,400. As is also the case in other contexts, the questionnaire poses the problem of the lack of homogeneity among the schools and the places of residence. There schools that enroll more than 30% students speakers of other languages, and other contexts where very low percentages are

recorded. The theme of schools "with a high concentration of students speakers of other languages" is one of the common aspects of the schools in the countries involved in the IRIS project. There are no easy solutions to this problem, since it is a phenomenon with many causes: residency, school policies, the choices of native parents.

3. INTEGRATION OR SEPARATION: WHICH MODEL

The procedure for the insertion of newly arrived and students speakers of other languages refer above all to two "models" or, sometimes, to a combination of them. The so-called "integrated" model provides for the immediate attendance in common classes, accompanied by linguistic support interventions defined on the basis of the needs of students speakers of other languages. The newly arrived pupil is placed in the class corresponding to age and education level and the school organizes L2 learning a few hours a week. This model is prevalently followed in Italy, Austria and France.

In Austria the L2 "recovery courses" provided 12 lessons per week and other interventions organized with local resources.

Starting with schoolyear 2019-20, integration is replaced by separation of students "with needs/deficits in German language" and that for half of the general compulsary lessons (15 hours of separation in special German lessons in primary schools and 20 hours in secondary schools. Courses are organised for a minimum of eight newly arrived pupils per class –'NA)

For the first two years after their arrival, NA students are considered " non-regular students" and their assessment follows specific and non-standard methods. After each semester, full integration in their standard class is possible and followed by 6 hours of compulsory German 'support-lessons'.

Even in France, the prevailing model is inclusive or the "integrated" one. The newly arrived students have double registration: a administrative one for the ordinary class and a pedagogical one for the French L2 courses, which can vary from 4 to 12 hours per week. 90% of newly arrived students benefit from a device called UPE2A: a pedagogical unit for newly arrived student speakers of other languages.

In Italy there is an integrated model which means that newly arrived students immediately attend the regular class. The school organizes Italian L2 classes with its own resources or those made available by local authorities. However, there are many disparities from school to school and from city to city, regarding the consistency, the timeliness and the quality of interventions. For this

reason, a comparative study conducted among European countries has defined the Italian model "a-systematic".[3]

The three other countries (Greece, Romania, Sweden) follow the so-called "separate" model: the newly arrived students are enrolled for a certain time (usually one year) in specific reception classes. In Greece, there are classes for minors seeking asylum (DYEP) and ZEP structures (priority educational areas) that precede inclusion in "conventional" classes. In Romania and Sweden, these classes are called "preparatory". In 2016/17, 60,200 students were enrolled in Sweden and represented 18% of the school population.

Fig. 2: Integration models in schools
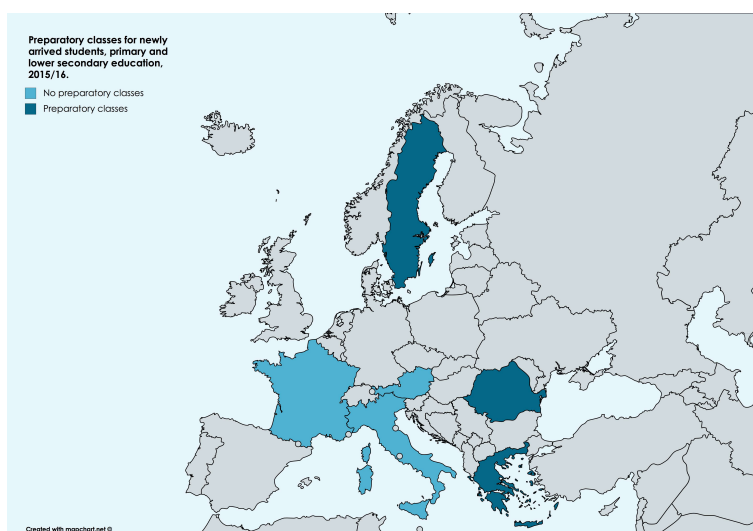
Source: Eurydice, *Languages at School in Europe*, 2017

4. L2 TEACHING AND GOOD PRACTICES

Teaching the national language as L2 is obviously widespread in all countries and generally includes teaching materials and specific courses made available by schools, associations and university centers and teachers with experience in the field. Often, the proposals and teaching materials distinguish between:

– teaching / learning the language for basic interpersonal communication (BICS, *basic interpersonal communication skills*, based on the definition by Jim Cummins);

– teaching / learning L2 as a language for education and a vehicle for disciplinary content (CALP, *cognitive academic language proficiency,* as defined by Cummins).

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3 To learn more: Study on educational support for newly arrived migrant children. Publications Office of the European Union, Final report, Luxembourg, 2013

An observation contained in the French questionnaire underlines this differentiation: the distinction between the French proposed in the specific texts for L2 learning and the language of subject textbooks. Between these two "languages", there is an important gap and student speakers of other languages may have linguistic difficulties in the comprehension and production of school texts even a few years after their arrival and immersion in the L2.

Below is a summary table of the best practices mentioned in the Questionnaires related to second language teaching.

Tab. 1. Good Practices in L2 teaching

	Name/Institution	Country	Content	References
1	*USD – Unterstützendes Sprachtraining Deutsch – ein ESF Projekt. Supporting language training: German for migrants (ESF-project)*	AUSTRIA	In many Austrian professionally oriented schools (e.g. for economics) training courses for migrants are organised, financially supported by the ESF (European Social Fund)	https://www.hak-bregenz.ac.at/esf/
2	*Deutsch lernen – Special material for migrants with Arabic, Farsi, Russian*	AUSTRIA	Materials to be downloaded for free "Deutsch lernen"	German - Arabic http://www.oehphooe.at/pdfs/Skript_Arabisch_NEU.pdf German – Farsi http://www.oehphooe.at/pdfs/Skript_Farsi_0809.pdf German - Russian http://www.oehphooe.at/pdfs/Skript_Russisch_0809.pdf
3.	*Le français langue seconde/langue de scolarisation.* SÉLECTION BIBLIOGRAPHIQUE edited by Sol Inglada Academy of Orléans-Tours	FRANCE	Updated bibliographic review on materials and texts for learning French L2	www.francaislangue seconde.fr
4.	FROM THE CITY TO THE UNIVERSITY: MULTILINGUAL PATHS, AUTOBIOGRAPHIES, AWARENESSES	FRANCE	Project carried out in some secondary schools in collaboration with the University. Objective: to modify the devalued self-representation and to counter scholastic and professional "destiny".	
5	USING THE LINGUISTIC AUTOBIOGRAPHY	FRANCE	Research - action carried out within the project PLURI-LA, carried out in Middle Schools and nvolved parents	
6.	XENIOS ZEUS. Greek language for refugees	GREECE	Teaching tools and materials to support teachers teaching young and adult refugees (levels A1 and A2).	www.opencourses auth.gr/ZEUS101
7.	DIAPOLIS	GREECE	Within the project, didactic materials and different paths were realized:- programmazioni per la scuola primaria - L2 literature course for secondary school - inclusion activities	www.diapolis. auth.gr
8.	MATERIALS FOR ITALIAN L2	ITALY	The Centro COME has long been involved in the inclusion of minor	www.centrocome.it

	Centro COME		children of immigrant allophones and in developing intercultural projects with schools. It has drafted many Italian L2 materials, such as: - programs for different language levels; - placement tests - teaching materials	
9.	OBSERVING INTERLANGUAGE	ITALY	Project realized by the city of Reggio Emilia and the university of Modena-Reggio Emilia. It provides tools and guidelines for observing the development of Italian L2 Interlanguage and didactic paths for developing writing skills and the comprehension of texts written in Italian L2 for studying.	www.interlingua. comune.re.it
10.	CLIPFLAIR PROJECT	ROMANIA	The project was developed by a consortium of 10 universities including Babes-Bolyay University from Cluj-Napoca. It offers a free online platform and a library of multimedia and Web 2 resources for learning 15 languages, including Romanian, as L2.	http://clipflair.net/consortium/
11.	AIDRom Association	ROMANIA	The organization runs projects at national level aiming social inclusion of disadvantaged groups like: migrants, refugees, asylum seekers, minorities. Their projects offer also educational activities, including Romanian language courses and cultural orientation / accommodation.	http://aidrom.ro/english/
12.	Course of Romanian language, culture and civilization (LCCR)/ Romanian Language Institute	ROMANIA	The main objective is to teach the Romanian Language, Culture and Civilization Course to Romanian pupils (children of Romanian migrants) enrolled in educational institutions from Italy, Spain, Belgium, Portugal and Ireland. The project started in 2007 and is supported by the Romanian Ministry of Education.	http://www.ilr.ro/lccr/

5. THE "PLACE" FOR THE MOTHER TONGUE

The presence of plurilingual students in all schools has highlighted new training challenges that, in the reality of a globalized world, actually concern all students. In countries already characterized by recognized and valued multilingualism, such as Sweden and Austria, the topic of linguistic diversity receives particular importance and has given rise to projects and actions disseminated in schools.

In Austria, the *Nationaler Bildungsbericht Österreich* has mentioned a dedicated class for students with multilingual status since 2012 (classes for refugies or preparatory classes). The measures adopted, starting from the compulsory preschool period, aim at strengthening plurilingualism and provide for lectures in the mother tongue and the teaching of the mother tongue as the first or second foreign language. Sweden has a well-established tradition of paying attention to the mother

tongue: in 2016/17, 27% of all students received teaching regarding/in L1. If the school system in Sweden and Austria takes direct responsibility for organizing and supporting the courses and teaching activities in the L1 and the enhancement of plurilingualism, in France since 1974 the ELCO project (Teaching of languages and cultures of origin) is active. This can take place thanks to bilateral agreements with the countries of origin that send paid teachers to French schools. Course attendance takes place on a voluntary basis. and often the assessment obtained is not considered by the school the students attend. The project has been the subject of criticism and since 2016 it has been replaced with EILE (International Foreign Language Teaching) that wants to address everyone (not only immigrants or children of immigrants) and puts the accent on the value of plurilingualism.

In Romania pluri-lingual classes are a new phenomenom and not yet wide spread, but the right to education in mother tongue is provided by law (Law No. 282/2007). In the areas where the school age communities of language minorities are big enough, the state education (from kindergarten to university, usualy bi-lingual schools) is provided using maternal language as language of teaching, and Romanian as L2. Also, the national exams can be taken using mother tongue. It is the case of 10 minority languages: Hungarian, German, Ukrainian, Serbian, Slovak, Czech, Croatian, Bulgarian, Rromani, Italian. For other five minorities (Armenian, Turkish, Polish, Russian, Greek) even if the school subjects are taught in Romanian, there are included courses in the official curriculum for maternal language and literature, for history, arts and traditions of the ethnic minority. In both cases manuals and educational resources are provided by the Ministry of Education.

In the three other countries (Greece, Italy, Romania), there are activities or proposals for the enhancement of the languages of the students, but they are sporadic initiatives, still not widespread, almost always conducted during extracurricular time and optional.

In the six countries involved in the IRIS project, studies and surveys have been conducted (often limited to some schools / localities and of a qualitative nature) on teachers' attitudes towards the mother tongues of allophone pupils. In this regard, a sort of paradox emerges: alongside a positive representation of plurilingualism in the abstract, there is instead a perception of the mother tongue as unrecognized and sometimes considered as an obstacle to second language learning. This idea is based on the conception of bi- or plurilingualism referring only to languages that enjoy social prestige and an idea of linguistic competence in one or the other languages as separate and distinct.

On the following page is a summary of good practices regarding the recognition and enhancement of the mother tongue described by the six partners in the Questionnaires.

Tab. 2. Good practices for the promotion and recognition of the mother tongue

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	Name/Institution	Country	Content	References
1.	A MULTILINGUAL BOOK	FRANCE	Creation of a multilingual text with the story of family history, migration, and linguistic autobiography. The project was implemented in secondary school.	
2.	LITERATURE AS A SPACE FOR HOSPITALITY AND INTERCULTURAL CROSSING	FRANCE	Four anthologies intended for learners of different linguistic levels containing literary texts that refer to various languages and cultures.	
3.	DIAPOLIS	GREECE	Development of teaching materials for the maintenance and development of the Albanian and Russian languages: - entry test and evaluation in a multilingual version; - interactive online materials	www.diapolis.auth.gr
4.	POLYDROMO	GREECE	- actions to support plurilingualism; - Greek-Arabic bilingual project; - CREATET: Promotion of the L1 of refugees	www.polydromo.gr
5.	LSCPI PROJECT	ITALY	Following the publication of the "Guide for the implementation of a multilingual and intercultural curriculum", the Ministry of Education in 2013 promoted actions in schools for the enhancement of linguistic diversity. The multi-year project, conducted in many schools, involved a different class each year starting from the second year of the primary school.	www.istruzione.it
. 6.	DRAWING BILINGUALISM	ITALY	Research-action in different schools on the representation of bi or plurilingualism on the part of children and young people through the collection of drawings and words.	www.italianolinguadue.it
7.	Manuals in maternal languages	ROMANIA	National Assessment and Examination Center and Didactic and Pedagogical Publishing House provide manuals in maternal languages for the subjects included in the official curriculum	https://www.manuale.edu.ro/
8.	Romanian language as L2 for classes with teaching in maternal language	ROMANIA	National Assessment and Examination Center and Didactic and Pedagogical Publishing House provide manuals for Romanian as L2	https://www.manuale.edu.ro/

B. DESCRIPTION OF THE CONTEXTS SYNTHESIS OF THE QUESTIONNAIRES IN THE SIX COUNTRIES

Introduction

Below we present a summary of the Questionnaires divided by country.[4]

For each country, following the shared outline (Att. 1), the following topics are dealt with:

- the linguistic context;

- the scholastic inclusion of students speakers of other languages;

- L2 teaching L2 and good practices;

- recognition and enhancement of the mother tongue and some good practices.

Tab. 3. Data on the QUestionnaires divided by country

Country	Filling	Language
AUSTRIA	Helmut Renner Isolde Tauschitz Danièle Hollick Gerda Piribauer VISION – Verein für Internationale Sprachzertifizierung, Informationstechnologie, Organisation, Networking	English
FRANCE	Ferroudja Allouache Nicole Blondeau Anthippi Potolia Radija Taourit UNIVERSITÉ PARIS 8 VINCENNES SAINT-DENIS	French
GREECE	Evangélia Moussouri ARISTOTELIO PANEPISTIMIO THESSALONIKIS	French
ITALY	Graziella Favaro Ilaria Colarieti Centro COME – Farsi Prossimo Onlus Società Cooperativa Sociale	Italian
ROMANIA	Maria-Ema Faciu Oana Jianu Gabriel Leahu CASA CORPULUI DIDACTIC "GRIGORE TABACARU" Bacau	English
SWEDEN	Véronique Simon UPPSALA UNIVERSITET	English

1. AUSTRIA

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4 The full versions of the Questionnaires are all available at: *www.irisplurilingua.eu*

➢ *The linguistic context*

In addition to the German national language, Austria recognizes six other minority languages: Czech, Croatian, Hungarian, Slovakian, Slovenian, Romani. Turkish is the most widespread language (spoken by 2.3% of the population) but has no official status. In schools, about 20% of pupils know and speak a mother tongue other than German. Among the allophone minors, the most widespread languages are: Turkish, BKS (Bosnian / Croatian / Serbian), Albanian and Arabic.

There are no binding regulations on the subject of multilingualism in schools, but there are studies and materials to which teachers can refer. Among these, we mention:

☐ Materials on plurilingualism and data on the development of multilingualism at school: www.schule-mehrsprachig.at

☐ Guidelines for managing multilingualism at school:

http://www.oesz.at/download/publikationen/kiesel/3.9_bilder_von_der_welt.pdf

☐ Plurilingualism in the classroom:

https://www.cebs.at/service-angebote/mehrsprachiger-unterricht/

☐ Multilinguistic curriculum (Krumm 2011):

http://oesz.at/download/cm/CurriculumMehrsprachigkeit2011.pdf

➢ *Scholastic inclusion of students speakers of other languages*

• *Data*

During the 2016/17 school year, in the Austrian compulsory schools there were 280.857 students with mother tongues other than German, equal to 27.8% of the total school population. In secondary schools, the percentage was 22.7%, mainly in professional training courses where they constituted 40.7% of the attending students.

In 2015, Austria received around 90,000 asylum seekers, which fell in 2016 (to around 42,000), in 2017 (to around 24,300) and in 2018 to 12.539, a number which is less ~~important~~ than in 2008.

There are national and / or regional institutions that deal with the scholastic inclusion of students with a migrant background:

▫ BIMM – Bundeszentrum für Interkulturalität, Migration und Mehrsprachigkeit: www.bimm.at;

▫ ZIMT – Zentrum für Interkulturalität, Migration und Mehrsprachigkeit: https://www.phdl.at/ueber_uns/zentren_initiativen/zimt/

▫ Federal Ministry of Education and Research (Information and Materials for plurilingualism in School: www.schule-mehrsprachig.at;

□   NAP National Plan for Integration: https://sprachportal.integrationsfonds.at/

Regulations

The legislation regulates the scholastic inclusion of student speakers of other languages and establishes some principles and references:

Among these:

- the integration agreement and the teaching of German as L2.

Those arriving in Austria must take German courses and sit an examination. Since 1992/93, recovery courses in German as L2 have been provided in schools and are part of compulsory education at various levels. The German courses are regulated by the supplement to the curriculum of 1992. They address all student speakers of other languages who need linguistic support and they provide twelve lessons a week.

Additional lessons can be organized in schools with a strong presence of student speakers of other languagess and with local resources.

- *Teaching of the mother tongue*

It is not allowed to label or devalue other languages in official school communications and informal school communication.

The *Muttersprachenunterricht* program (mother tongue teaching) is provided for all student speakers of other languages. The L1 courses are generally organized as additional courses and outside of school hours. The teachers of these courses are under the responsibility of the local authorities; in 2015/16 there were 400 teachers in the mother tongue courses. The languages provided are: Albanian, Arabic, BKS (Bosnian, Croatian, Serbian), Bulgarian, Chinese, French, Greek, Italian, Kurdish, Nepali, Pashtu, Persian (Farsi / Dari), Polish, Portuguese, Romani, Romanian, Slovak, Slovenian, Somali, Spanish, Chechen, Czech, Turkish, Hungarian.

- *Inclusion strategies*

In Austria, both the integrated model and one involving preparatory classes are practiced. Currently, the highest number of students with migrant backgrounds or newly arrived students are included in the ordinary classes, but the choice to implement the welcome classes is under discussion at government level. For the first two years, students who are not able to follow the lessons in the national language are defined and included as " non-regular students". This status means that they receive a certificate of attendance and not the actual certificate / diploma.

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➢ *L2 teaching and good practices*

The BMBWF (Department of Education) provides the necessary resources for L2 German language courses. There are also numerous teaching materials made available to teachers and volunteers who teach L2, also including refugees. In addition, the Austrian Integration Fund and the Austria Institute compile and update the catalog of German publications, texts and online learning courses. Below is a description of two examples of good practice.

❑ *Plurilingual final exam*

In vocationally oriented schools, students can choose to take the final exam by combining languages and including the mother tongue or a foreign language learned in the country of origin. For example, in addition to German a combination of the following languages can be chosen: English + French; English + Italian; English + Spanish; English + Russian. www.cebs.at/fileadmin/userupload/service

The focus is the implementation of a plurilingual oral exam at several types of Upper Secondary Vocational Colleges in Austria. The overall aim is to give learners the opportunity to show evidence of their oral plurilingual competences (between L2 and L3) in an official leaving examination and thus to raise awareness in schools of the importance of these competences. As part of the project, a framework document called "Designing and Implementing Plurilingual Oral Exams" has been published and a series of teacher development workshops have been designed and carried out. There are some schools where students have already taken this exam. This project is combined with another one, which focuses on the teaching of plurilingual competences in class. (out of ECML: A QUALITY MATRIX FOR CEFR USE: Examples of promising practices: Project description)

❑ *International Business School Hetzendorf*

IBC (International Business School Hetzendorf) is considered one of the most innovative Austrian schools due to the multilingual nature of its curriculum integrated into school life. Multilingualism is not considered a problem, but a resource and an opportunity for everyone. The method is strongly cooperative and urges pupils and teachers to a dialogue and search for solutions. www.ibc.ac.at or www.ibc.ac.at/english

➢ *Recognition and promotion of the mother tongue*

As stated above, the MUTTERSPRACHENUNTERRICHT (teaching in the L1) is for all allophone or bilingual students. In addition, the following languages are taught as first or second foreign languages: English, French, Italian, Russian, Spanish, Bosnian / Croatian / Serbian (BKS), Croatian, Slovenian, Czech, Turkish and Hungarian.

There is no quantitative and extensive research on other languages by teachers.

Limited studies of a qualitative nature have highlighted some aspects:

- Linguistic diversity in Austrian classes is very strong;

- teachers often do not have information and knowledge about other languages;

- the number of students and the lack of time make it difficult to discover and enhance bilingualism;

- teachers spend a lot of time preparing lessons;

- contact between languages, according to teachers, tends to create problems, produce errors and requires too much practice and commitment by the students, so that only the most gifted can succeed.

In general, a paradox emerges from the words of the teachers: the attitude towards plurilingualism is always positive, but the perception of the real bi- or plurilingualism of the students is regarded problematic.

2. FRANCE

> *The linguistic context*

France has a diverse linguistic heritage composed of regional idioms (Alsatian, Breton, Occitan, Corsican, Flemish) and minority languages (Dialectal Arabic, Berber, Yiddish, Romani, Armenian, Creole ...). Neither the regional languages nor the minority languages are officially recognized.

The most widespread languages are the following: Dialectal Arabic (Morocco, Tunisia, Algeria), the sub-Saharan African languages (Malinke, Peul, Wolof, Bambara ...), Portuguese, Italian, Spanish, Turkish, Central and Eastern European languages (Romanian, Polish).

Although there are numerous studies on the plurilingualism of students with migration backgrounds, there are no indications or guidelines from the Ministry regarding the promotion of linguistic diversity.

➢ *Scholastic inclusion of students speakers of other languages*

- *The context*

With regard to data on "foreign" students, it should be noted that all children born in France to immigrant parents are French by right of land, as well as those who arrive in the first years of life.

As for the new arrivals, in 2014/15 there were 52,500 new entrances to school, distributed as follows:

- 25,500 in primary school;

- 22,300 in middle school;

- 4,700 in highs chool.

Nine out of ten of these students benefit from the UPE2A (pedagogical unit for allophone pupils) or from a diagnostic support. The newly arrived represent 0.4% (2012) of the school population and are often integrated with a delay of one or more years: 3.6 out of 10 in primary school are late; two thirds in middle school and in 75% in high school. Their distribution throughout the country is very uneven: 1/3 of the academies welcome 65% of them (Créteil-Paris-Versailles, Provence Alpes Côte d'Azur, Languedoc-Roussillon, Rhône-Alpes, Alsace-Lorraine).

In recent years we have witnessed the arrival of minors coming from countries at war, in particular from Eritrea and Sudan and from the Middle East.

CASNAV (Academic Center for the schooling of newly arrived students and travelers) deals with reception, evaluation and orientation in schools. The tasks of the CASNAV are as follows:

- accompaniment and pedagogical advice on the educational, organizational and statistical aspects concerning the EANA (arrival students speakers of other languages);

- cooperation and mediation between the academic and departmental levels, local authorities, social services, family associations;

- dissemination of resources, documentation and training, initial and continuous for operators, schools, services.

- *Regulations and inclusion model*

There are two circulars that regulate the scholastic inclusion of studentss with migratory backgrounds:

- n. 2012-141 of 02/10/2012 on the "Methods of enrollment and education of students of foreign nationality in the first and second degree". Official Bulletin n. 37 of 11 October 2012. France: Ministry of National Education. (www.education.gouv.fr);

- n. 2012-143 of 2/10/2012 on the organization of CASNAV (www.education.gouv.fr).

The model of scholastic inclusion adopted today prevalently in French schools is defined as inclusive or "integrated". Each student is enrolled pedagogically in the French L2 course for a time that varies from 4 to 12 hours per week. From the administrative point of view, however, the enrollment is in the ordinary class corresponding to the age and prior education (principle of double registration). In the first phase of inclusion, the student follows the subjects that are less demanding from the linguistic point of view (sports, plastic arts, music, mathematics, foreign language ...). Subsequently, on the basis of progress and learning, the lessons and the common curriculum follow.

> ## *L2 teaching and learning and good practices*

All teachers who teach French L2 to allophone pupils must obtain an "additional certification" through a specific training of about 20 hours, which also includes a final "paper" on a theme related to the teaching of a second language and a final interview. There are also volunteer teachers who, with or without specific training, often work alongside schools in teaching French L2.

Currently there are many methods and didactic materials made available to teachers and diversified on the basis of: linguistic needs, levels, age and class of learners.

For an updated bibliographic review, see:

- Le français langue seconde / langue de scholarisation. Sélection bibliographique, edited by Sol Inglada: www.francaislaugueseconde.fr

Regarding teaching materials for learning French as L2, one observation of the teachers concerns the distance that exists between the language of these texts - accessible, gradual, simple - and the language of school textbooks, which is complex from the syntactic, textual, lexical points of view.

The teaching of French L2 has been regulated for some time through various circulars: in 1970, for primary school; of 1973, for secondary school; of 1986 for all school orders and in which the principle of double registration is also introduced; and 2012 (cited above). In this last document, the provisions concerning scholastic inclusion and the teaching of the language of the immigration

country are grouped under the abbreviation UPE2A (Pedagogical unit for newly arrived students speakers of other languages). In this circular, the term "scholastic inclusion" appears several times and this seems to refer to a paradigm shift by the Ministry of National Education, on the basis of which it is the institution's duty to adapt to the singularity and diversity of the students, and not the other way around.

There are many good practices that refer to this principle / horizon of school inclusion, shifting the center and attention from the student "to be integrated", to the class / school in its totality and plurality. A guide to "good practices", collected by the Orléans-Tours Academy, can be consulted at: www.vousnousils.fr/2015/10/13/renssite-des-eleves-un-guide-de-bonnes-pratiques-pedagogiques-577008.

Below are two good practices:

From the city to the university: multilingual journeys, autobiographies, awareness

The project, recognized and funded by the Ministry of National Education, is implemented by five schools of Seine Saint Denis: two middle schools and four high schools and the University of Paris 8 Vincennes Saint Denis. 100 secondary school students and 25 university students were involved, as well as university professors and researchers.

The project aimed to modify the ideas that secondary school students had about their scholastic and professional "destiny". It sought to create a successful image, undermining the forms of social determinism and enhancing the talents and skills of each individual.

From the methodological point of view and the activities proposed, the project included:

- visiting cultural places to which students did not normally have access to;

- contact with university students, as examples of successful experiences;

- autobiographical writing activities, creating scenarios, making videos and interviews;

- workshops for expression and public speaking to discuss, deepen, explain

□ *The linguistic autobiography*

Within the European project "PLURI-LA. Plurilingualism and linguistic autobiography ", carried out from 2012/2014, an action research was conducted in a secondary school in the northern suburbs of Paris. At the same time, the parents of the pupils and, in particular, the immigrant mothers were also involved in the project. The hypothesis at the basis of action research aimed to explain the resistance to learning, identity stiffness, the rejection of the host country by students of foreign origins who lacked the intergenerational transmission process.

The project was based on the linguistic autobiographies that allowed the students to reflect on the languages and their ideas, the identities and their own existential and migratory paths and those of their families.

Two booklets containing the students' texts, are available at: www.pluri-la.eu.

> ### *Recognition and promotion of mother tongues: good practices*

The ELCO project (Teaching of languages and cultures of origin) started in France in 1974. It is based on bilateral agreements with the countries of origin of the immigrants: Portugal, Algeria, Morocco, Tunisia, Turkey, Spain, Italy, the former Yugoslavia. The initial objective was to facilitate the reintegration of the children of immigrants upon their return home. (Return that, as we know, did not happen). The project envisaged the presence of teachers made available and paid for by the countries of origin, but required to comply with the rules and working methods of the Ministry of National Education. Registration for ELCO courses takes place on a voluntary basis and even if the evaluation obtained is reported on the official student file, it is often ignored or not considered by the teachers. The project has often been criticized for various reasons, such as the fact that it is actually destined for a specific audience of minors who continue to be considered "immigrants" even if they were born in France. The methodological and language choices to be taught are also often traditional and not very effective.

Since 2016, the ELCO project has been replaced in EILE primary school (International teaching of foreign languages). ~~New agreements must be established with the countries of origin for~~ These courses are open to all, but they remain optional and always provide for the choice of families. In the meantime, individual teachers or educational institutions can propose projects for the recognition of linguistic diversity and bilingual teaching. For its part, the Ministry of National Education publishes a list of schools offering international classes and bilingual teaching: www.education.gouv.fr/cid23084/les-sections-internationales-au-college.

The ideas of teachers regarding the languages of origin and plurilingualism are very varied and also depend on personal history, training and the discipline taught. However, the predominant attitude seems to be that the mother tongue is considered an obstacle to second language learning.

Below is a description of two good practices conducted in France.

□ *A multilingual book*

In a reception class (now called UPE2A) in the secondary school of Gennevilliers, students with different languages of origin and nationalities made a text telling the story of their family history, the migratory project, the languages learned, loved, lost ... The activities proposed to the students were as follows:

- writing their own and their family's linguistic autobiography;
- development of a tourist guide in the mother tongue;
- reconstruction of the migration route;
- writing short stories and poems in L1 and translating them into French.

□ ***Literature as a space for hospitality and intercultural mingling***

The use of literary texts in heterogeneous classes can be an effective support for second language learning. The literary texts allow for enrichment and perfecting the language, acquiring knowledge and elaborating an aesthetic perception. Furthermore, literature is strongly intercultural because it offers different points of view and visions of the world. Four anthologies, addressed to learners of different linguistic level, propose gradual and intercultural literary texts. They are edited by N. Blondeau and F. Allouache and published by CLE International:

- Littérature progressive de la francophonie
- Littérature progressive du français – Niveau avancé
- Littérature progressive du français – Niveau débutant
- Littérature progressive du français – Niveau intermédiaire

3. GREECE

> ### *The linguistic context*

In Greece, the national language is the only one recognized officially. Minority languages, such as Turkish, Pomak, Romani which are spoken by minorities - as well as the languages of origin of immigrants and refugees - are not officially recognized. In the region of Thrace, where a Turkish- and Islamic-speaking community lives, the only pilot project of a Greek-Turkish bilingual school began in 2017.

In recent years, there has been a massive arrival of asylum seekers in Greece: in 2016 872,519 refugees arrived mainly from: Syria, Afghanistan, Iraq, Pakistan, Iran. The number of unaccompanied foreign minors amounted to 2,940 as of March 15, 2018.

Among foreign minors who attend in Greek schools, of the 33 most widespread mother tongues, according to data from the Ministry of National Education, are: Albanian, Arabic, Russian, Armenian, Ukrainian, Roma and Bulgarian.

o On the theme of the enhancement of plurilingualism, the PLURALITÉS research group has been active since 2015: www.pluralites.we.auth.gr/fr/accueil. Composed of researchers, academics, teachers and operators, the project aims to promote and disseminate plurilingualism in all orders of school.

o POLYDROMO (www.plydromo.gr) is an inter-university group that investigates the theme of contact between languages and bilingualism. They are a group of researchers and parents active in schools, organizing language courses in the languages of origin, and promote their magazine of the same name.

o DIAPOLIS (www.dyapolis.auth.gr) deals above all with teaching Greek language to foreign or repatriated students. It supports the scholastic integration of students speakers of other languages and organizes training courses for new teachers.

o A new project has recently been launched aimed at the implementation of educational projects for Roma children. Led by the universities and the Ministry, it organizes a series of actions in schools of all levels: www.Keda.uoa.gr/rom.

Finally, it should be recalled that in recent years Greece has implemented material efforts and widespread actions to respond to the linguistic needs of recent migrants and asylum seekers, operating both in the reception camps and establishing "priority education areas" (ZEP) in schools.

➤ *Scholastic inclusion of students speakers of other languages*

On the subject of the scholastic inclusion of newly arrived or recently immigrated pupils, the Ministry of National Education provides some data reported in the Questionnaire. It is estimated that as of February 2017, 1,623 minors were placed in facilities for the education of refugee children (DYEP) and another 1,005 minors were waiting to be placed in new educational facilities.

From an organizational point of view, the Ministry has provided for the establishment of specific structures, such as:

- the ZEP - priority education areas - which last one school year, with the possibility of extension and especially welcome refugee children;

- the reception classes and the ZEP1 and ZEP2 courses which are for foreign minors who do not know the Greek language or have limited competence. They are attended by Roma pupils, allophones, repatriates, with specific educational needs ...;

- refugee education reception facilities (DYEP), whose purpose is to offer activities for animation, expression and first language knowledge.

Greece adopts an integration model that includes separate classes. As we have read above, the legislation provides for the schooling of newly arrived students in the ZEP (priority education areas), in the ZEP 1 and 2 reception classes and in the dedicated educational facilities for refugees.

➤ *L2 teaching and learning and good practices*

The final objective of the specific educational structures and of the reception classes is the inclusion of students speakers of other languages in ordinary schools, defined as "conventional". However,

there are learning and linguistic difficulties on the part of the immigrant or refugee students who remain in time and which also affect non-linguistic disciplines.

Below are some good practices organized to respond to language and learning needs in general.

- ☐ ***XENIOS ZEUS. Greek for refugees***

This teaching tool supports teachers in courses for learning the Greek language by young and adult allophones who have to learn the second language for the needs of everyday life (levels A1 and A2). The site presents descriptions of teaching methods, programming / type and directions for developing educational materials:www.opencourses.anth.gr/ZEUS101

- ☐ ***DIAPOLIS***

The DIAPOLIS project has developed many tools and materials for language learning and intercultural education, intended for various school levels. We mention:

- an example of a language course for the second year of primary school;

- a course on intercultural literature for secondary school;

- teaching materials for an intercultural approach in kindergarten;

- PRESS (Provision of refugee education and support scheme) for refugees: identification of the linguistic and educational needs and sensitization of the Greek population.

➢ *Recognition and promotion of the mother tongue and good practices*

Some research conducted among Greek teachers shows an attitude towards the pupils' language of origin ranging from tolerance to ethnocentrism. The bilingualism of the students is neither known nor recognized and is often perceived as an obstacle to learning Greek. Even today there are educators and teachers who advise foreign parents (who are often not very competent in the second language) not to speak with their children in their mother tongue. Foreign language teachers seem to be an exception, showing an attitude of appreciation for linguistic diversity.

The greatest efforts for the enhancement of plurilingualism come from university projects and centers.

We mention two good practices.

- ☐ ***DIAPOLIS:*** www.diapolis.auth.gr

The project develops materials to support learning and maintenance of the Russian and Albanian language: tests for the detection and evaluation of students in the two languages; online and interactive materials for learning the two languages.

- ❑ **POLYDROMO:** www.polydromo.gr

Within the project, support actions for plurilingualism are organized, as in the case of the promotion of Greek-Arabic bilingualism and CREATE, aimed at refugees.

4. ITALY

➢ *The linguistic context*

From a linguistic point of view, Italy presents a variety based on four poles: Italian, the national language, and its varieties; regional dialects and their varieties; the languages of historical minorities recognized by the special law of 1999; the "new" languages of immigrants. The law of 1999, called "*Norme in materia di tutela delle minoranze linguistiche storiche*", officially cites and recognizes twelve languages and cultures: Albanian, Catalan, German, Greek, Slovenian, Croat, French, Franco-Provençal, Friulian, Ladin, Occitan and Sardinian.

A study conducted by ISTAT in 2015 on "The use of Italian language, dialects and foreign languages" found that the population (from age 6 years over) who claims to have a mother tongue other than Italian rose from 4.1% in 2006 to 9.6% in 2015. The most spoken languages are: Romanian, Arabic, Albanian, Spanish and Chinese. If we consider the population aged between 25 and 34, the percentage of those who claim to have a mother tongue other than Italian rises to 16.9%. As a result of immigration, the so-called "fourth language pole" has been enriched with different languages and alphabets, and schools accommodate a significant number of pupils who practice another language at home.

The legislation that deals with the integration of foreign students and intercultural education has accompanied these changes with indications and suggestions.

We quote four documents, reporting some fragments::

- ❑ *"La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri",* National Observatory for the integration of foreign students and for intercultural education, MIUR, 2007

"... The general offer (not limited to immigrants) of foreign languages must be rethought, including the languages spoken by the largest communities according to the areas of the country. ... In all cases, even in primary schools, teachers can enhance plurilingualism by giving visibility to other

languages and to various alphabets, by discovering "linguistic loans" between languages, etc. ... ". And again: "The maintenance of the language of origin is a human right and a fundamental tool for cognitive growth, with positive implications also on Italian L2 and foreign languages studied at school. The teaching of the languages of origin, in their standard version, can be organized together with Italian and foreign groups and associations, while families and communities will be exposing their children to non-standard varieties spoken by them."

- *"Linee Guida per l'accoglienza degli alunni stranieri",* MIUR, 2014

From the document "Guidelines for the reception of foreign students": "As for other mother tongue languages, an important resource for cognitive and affective development, it is necessary to assume, for their enhancement, a polycentric view that involves both the families and the public and private social agencies present within the territory".

The guidelines also provide for the presence of linguistic and cultural mediators with the tasks of: reception, translation, collaboration in teaching proposals for knowledge of languages and cultures of origin.

The presence in schools of "books original languages, bilingual or multilingual ... in collaboration with the multicultural services of public libraries" is also positive.

- From: *"L'italiano che include: la lingua/le lingue per non essere stranieri"(a cura di Graziella Favaro),* National Observatory for the integration of foreign students and for intercultural education, MIUR, 2015.

"The plurality of languages present in the multicultural school is now a fact, as recognized by the recent National Guidelines for the curriculum in the first cycle of education: "*Una pluralità di lingue e culture è entrata nella scuola italiana*". The languages of foreign children are today largely ignored, repressed and sometimes considered an obstacle to learning Italian. In recent times, also following the issuance of the European Guidelines for the implementation of the multilingual and intercultural curriculum, timid progress is being made towards the recognition of plurilingualism and teaching, still experimental and limited, of non-EU languages. Linguistic diversity must be identified, recognized and valued, whatever languages are in contact. It is positive, both for speakers with more than one language, and for monolingual pupils, since it teaches openness to the world in a concrete way, stimulates an attitude of curiosity, promotes a metalinguistic competence and sensitivity in everyone ". Some pratical proposals:

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- – - "In the multicultural school, the languages of origin must be given visibility through: signs, writings, posters, multilingual messages. Symbolic methods of recognition that act positively both on Italians and on foreigners and that they immediately communicate that the school belongs to everyone and that languages are a richness.

- – - Every teacher must know and recognize the linguistic context of the students and which languages are spoken outside the school. Examples for the collection of linguistic biographies - also disseminated through the LSCPI experimental ministerial project - can be used in schools.

- – - The schools can host extra-curricular language courses organized in collaboration with consulates, associations, and communities or groups of foreign parents.

- – - The languages of origin of non-Italian speakers can replace the second foreign language in secondary school. In any case, the competence in that language that constitutes a credit must be recognized.

- – - The teaching of non-EU but widespread languages should be foreseen in the common curriculum and addressed to all pupils ".

- ▫ From: "*Diversi da chi? Raccomandazioni per l'integrazione degli alunni stranieri e l'intercultura*", National Observatory for the integration of foreign students and for intercultural education - MIUR 2015

"The scholastic integration of children and young people with migratory origins has in recent years followed mainly "compensatory "methods, especially underlining the shortcomings and voids and not recognizing the acquired knowledge and skills, for example, in the maternal language. Linguistic diversity, in fact, represents an opportunity for enrichment for all, both for multilingual speakers and for locals, who can precociously experiment with the variety of codes and grow more open to the world and its languages.

How to enhance linguistic diversity:

- activate optional courses for these other languages, also in collaboration with the governments of the countries of origin, within schools;

- offer non-EU foreign language learning experiences to all students (Chinese, Arabic, Russian);

- identify, recognize and value the forms of bilingualism present among the students in the class;

- train teachers on the topic of linguistic diversity and plurilingualism.

> ➤ *Scholastic inclusion of students speakers of other languages*

- • *Data*

For several years now MIUR has collected and analyzed data on the presence of students with non-Italian citizenship in schools. The following observations, which refer above all to trends in recent years, are taken from: "*Gli alunni stranieri nel sistema scolastico italiano. Anno scolastico 2016/2017"; MIUR 2018.

- A presence that is settling

"During the 2016/2017 school year, there were 826,091students of migratory origin present in the Italian schools, 9.4% of the total student population. They have increased compared to the 2015/2016 school year by +1.38%, over 11 thousand units. [...] The steady decline of students with Italian citizenship, which has decreased over the last five years by almost 241 thousand, makes the incidence of migrant students continue to increase with regard to the total, from 9.2% to 9,4%. It follows that students with non-Italian citizenship are still a dynamic factor in the Italian school system. Preschool school has registered a reduction of children with migratory background for the second consecutive year, equal to about 1,600 fewer units. The 164,820 children with non-Italian citizens currently attending preschool make up 10.7% of the total number of children in this order of school, [...] their incidence on the total increased, due to the decrease in the number of Italian children. [...] Primary school [...] absorbs the highest number of students with non-Italian citizenship. During the 2016/2017 school year, an increase equal to about 4,800 units (+ 1.63%) was recorded. However, this was the lowest increase in the last decade. [...] The 302,122 children with non-Italian citizenship currently attending primary school make up 10.8% of the total number of students of this order of school, the highest percentage among the different levels of education. In middle school, students with non-Italian citizenship increased by about 3,900 units after a three-year period of constant decline. The 167,486 students with non-Italian citizenship currently attending high school account account for 9.7% of the total number of students of this order of school [...] This 2.4% increase value is the highest among the school orders. [.,.] In 2016/2017, the number of secondary school students with non-Italian citizens present were 191,663, an increase of 2.21% (+4,138 units) compared to the previous year. [...]"

– *The number of students born in Italy has increased*

"From 2012/2013 to 2016/2017, the group of students born in Italy to parents with non-Italian citizens increased from about 371,332 (2012/2013) to 502.963 (2016/2017), an increase of 35.4%.

In the last year, growth was 24,441 units (+ 5.1%). Regarding the total number of students with non-Italian citizenship, the percentage of those born in Italy was 60.9% (47.2% in 2012/2013), while in relation to the total number of students they represent 5.8% (4.2% in 2012/2013). In 2016/2017, the incidence of those born in Italy was 85.3% in preschool, 73.4% in primary school, reaching 53.2% in middle school and 26.9% in high school".

– *Fewer NAI (newly-arrived in Italy) students*

"The number of NAI students tended to decrease, despite the fact that between 2012/2013 and 2016/2017 - comparing the data of attending students, excluding children - there was still a positive balance of 818 units. However, between 2015/2016 and 2016/2017, the number of NAI students decreased by 10,394 units (- 30.5%). The reduction, referred to all levels of education, particularly affected primary school students -42.1% (from 16.075 units in 2015/2016 to 9.303 units in 2016/2017, therefore 6.772 fewer children) ".

- *Legislation*

The integration model adopted by the Italian schools is the "integrated" one: there are not in fact separate reception classes, but the students speakers of other languages are integrated in the class corresponding to age and education level and attend an Italian L2 course for a few hours weekly. There are schools that in recent years have tried out effective organizational and teaching methods; others seem to act as if the theme was always an emergency. The legislation defines the right to education in the same way as for Italian students and provides schools with organizational guidelines and pedagogical suggestions.

The name of the main documents is shown in the box below.

Legslation regarding the scholastic inclusion of foreign students

-DPR 394/1999 art. 45, comma 4: "Disposizioni in materia di istruzione, diritto alle professioni";

-*Linee guida per l'accoglienza e l'integrazione degli alunni stranieri*, MIUR, 2014;

-*Diversi da chi? Raccomandazioni per l'integrazione degli alunni stranieri,* MIUR, Osservatorio 2015;

-*L'italiano che include: la lingua per non essere stranieri. Attenzioni e proposte per un progetto di formazione linguistica nel tempo della pluralità*, a cura di Graziella Favaro, MIUR, Osservatorio 2015.

- *Institutions and centers of reference*

There are many institutions, associations and cooperatives that deal with various aspects related to the inclusion of the children of immigrants in Italy. We mention two that have national significance and are points of reference for schools and teachers.

□ **Osservatorio nazionale per l'integrazione degli alunni stranieri e per l'intercultura, MIUR**

The National Observatory for the integration of foreign students and for interculture was established in 2014 by special decree by the Minister of Education, University and Research Stefania Giannini with the aim of identifying solutions for the adaptation of school integration policies to the needs of an increasingly multicultural and constantly changing society.

The Observatory has advisory and propositive tasks: it promotes and "suggests" school policies for the integration of students with non-Italian citizenship and verifies their implementation (also through monitoring), encourages inter-institutional agreements, encourages experimentation and methodological, teaching and disciplinary innovation, expresses opinions and formulates proposals on regulatory and administrative initiatives under the jurisdiction of the MIUR.

The Observatory is chaired by the Minister or the Undersecretary with responsibility for integration issues; it is made up of representatives from research institutes, associations and bodies of national importance engaged in the field of the integration of foreign pupils and intercultural education, experts in the academic, cultural and social world and school leaders. The members remain in office for three years.

□ **Rete Nazionale dei Centri interculturali**

Intercultural Centers are present in several Italian cities, mainly due to the commitment of local administrations or voluntary associations and private social organizations. The centers act - creating relationships, projects and reflections - in order to implement positive inclusion and cultural integration in schools and cities through:

- the creation of training courses for teachers, operators, social workers, health workers, volunteers, educators and animators;
- the promotion of opportunities for meeting, mutual knowledge and intercultural exchange between Italians and foreigners;
- the availability of spaces and opportunities for reflection and professional self-reflection on issues related to integration and intercultural education;

- the development and dissemination of tools, materials, (multilingual) publications which useful for educational and cultural work in multicultural contexts;

- the creation of strategies aimed at encouraging the participation of and paths to citizenship for the new citizens;

- the dissemination of ideas and practices interculture and positive interaction to support the work of teachers and services for all.

The map of Intercultural Centers is available on the website of Centro COME: www.centrocome.it

> ## *L2 Teaching and learning and good practices*

As we have seen, the model of scholastic integration for non-Italian students in Italian schools is the "integrated" one. The student is immediately placed in the appropriate class, defined on the basis of age and previous education level. Regarding Italian L2 (calendar, hours, objectives ...), there are no definite and binding guidelines. In general, the school organizes itself to offer a specific learning path for Italian L2 during school or after-school hours. In the first case, the non-Italian speaking student follows a specific language course especially during the hours when classes with a strong verbal component are foreseen.

The resources for teaching Italian L2 to non-Italian pupils are the following:

- funds earmarked for schools that have a "strong immigration process", in particular "newly arrived students", Article 9 of the CCNL School Section "Incentive measures for projects relating to schools with a strong immigration process ...";

- European funds (FAMI) for immigrants' integration projects;

- funds made available by local authorities.

Who teaches Italian L2 in schools?

- class teachers during additional times;

- teachers working in schools thanks to the "enhancement" (*potenziamento*) device;

- - external specialists, directly called by schools, who have targeted training;

- specialized operators belonging to cooperative associations, institutions ... with which schools establish projects and integration actions.

Recently, a specific competition class (A 23) was set up for teaching Italian to foreigners, aimed at those with qualifications and specialization. The first teachers nominated through this channel are currently engaged in Italian L2 courses for adults (Centri Provinciali Istruzione degli Adulti CPIA).

Class teachers or teachers entering through the enhancement (*potenziamento*) mechanism rarely have specific training in teaching Italian L2. Those involved in the school as external figures have specific qualifications and training. Currently, many universities issue language teaching certifications for teaching Italian to foreigners (www.ditals.com).

The critical points in the teaching system of Italian L2 are above all in the a-systematicity, that is, in the gap from school to school, from city to city, as regards the availability of resources and the quality of actions. Another critical point concerns the training of teachers (pre- or in-service) that does not yet address Italian L2 teaching as a widespread, necessary and ordinary skill.

The strengths concern the liveliness of the exchange between the teachers (seminars, conferences, sites ...) and the remarkable elaboration of materials, proposals and educational experiences (for learners, linguistic needs and different levels) that have been developed.

Below is a description of two good practices.

□ **Materials and proposals for teaching Italian developed by CENTRO COME (www.centrocome.it)**

For a long time, Centro COME (founded in 1994) has dealt with the themes of the school integration of non-Italian pupils and support for multicultural schools. In particular:

☒ for learning Italian L2

The Center develops L2 Italian courses in Italian schools for:

newly arrived students;

language enhancement and school transition;

learning the language of the study;

passing the eighth grade exam.

☒ for teacher training

It offers seminars and training and refresher courses for teachers and professionals on the subjects of learning / teaching Italian L2 to different subjects and learners. It spreads the legislation and references on the topic; updates on projects and guidelines at the national and European level.

☒ for the development and dissemination of teaching tools and materials

Thanks to working groups and field trials, the COME Center has been developing targeted paths and specific teaching materials for some time. All materials are made available for free. On the COME Center site, teachers can find resources and tools for teaching Italian L2 to children, young people and adults: annotated bibliographies; examples of entry and verification tests; teaching materials for learners of different ages, levels and needs.

We mention among others:

- How to organize an Italian L2 course

- Between here and there

- Writing in Italian L2

- Studying in Italian L2

- The Italian of parenting

□ **Observing interlingua: www.interlingua.comune.re.it**

The Project is implemented by the Municipality of Reggio Emilia in collaboration with the University of Modena and Reggio Emilia.

The experimentation aims at identifying new models of Italian teaching starting from a fundamental premise: to teach well, it is first of all necessary to understand the student who learns, his/her cognitive and socialization processes, his/her hypotheses.

The project focuses on two objectives:

- It urges teachers to observe the interlingua of Italian L2 learners;
- It aims to disseminate materials and proposals for the development of reading and writing in Italian L2.

For the first objective, the reasons for the observation and the different stages of interlingua that the learners pass through are made clear. Some materials and "tests" used for observation and examples of the production of learners at different interlinguistic stages are also presented.

For the second objective, examples of materials and educational proposals for the development of reading-writing in primary and secondary schools are given.

The site is divided into sections:

the project;

- interlingua: what is it, how is it observed ...:

- educational paths: writing and understanding of different texts (narrative, informative, regulatory ...);

- the data collected: the oral and written linguistic productions of the students observed;

- materials and resources useful to deepen understanding.

> *Recognition and promotion of the mother tongue and good practices*

The attention paid to the languages known and spoken by the students and the new plurilingualism that has developed in Italy following the migration flows is recent and still not fully implemented.

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Therefore, initiatives aimed at teaching the mother tongues of immigrant students are limited, sporadic and voluntary.

We can mention among these:

- mother tongue teaching courses organized by immigrant communities and associations during after-school hours;

- courses for teaching the mother tongues of foreign students hosted in schools during after-school hours;

- optional courses in non-EU languages offered to all students during extra-curricular hours, especially in secondary schools: Chinese, Japanese, Arabic;

- non-EU foreign language courses experimentations included in the common curriculum (for example, Chinese in some high schools or secondary schools);

- the attention to the plurilingualism of the students included in the common curriculum: initiatives in occasion of Mother Tongue Day (21 February); survey of the languages present in the class; linguistic autobiographies of studentss; linguistic loans ...

- giving visibility to the "other" languages in the school: multilingual notices and placards; linguistic first aid; books in multiple languages, names of the students in the original alphabets; bi or multilingual glossaries ...

Below, we mention two good practices.

□ **LSCPI National Project – Language of schooling and multilingual and intercultural curriculum (www.istruzione.it)**

The action research project was promoted by MIUR in 2013 in primary and middle schools. It aimed to identify new methodological strategies for teaching the language of schooling and other languages present in the school: minority languages, foreign languages and students' mother tongues. Diversified actions are proposed to schools based on the age of the students and the class attended. Below are some research-action proposals that have been launched and tested:.

- 1st grade, primary school (1st grade): linguistic autobiography and the interview made by children to parents about the languages known in the family;

- 2nd grade, primary school: From speaking to writing. Creativity, reflections and meta-cognitions starting from the collection of stories in various languages;

- 3rd grade, primary school: Through art: languages, writing and alphabets and expressive and artistic languages;

- 6th grade, middle school: The discovery of oneself and the other through languages.[5]

☐ **Drawing bilingualism**

What are children's and young people's ideas about linguistic plurality? Do they see themselves as bilingual (foreign children) or as potentially bilingual (Italian-speaking children)? In what way do they imagine that a bilingual mind functions, able to give two names to things and to choose which language to speak? To discover their ideas about bilingualism and bilingual people, they were asked to draw the "bilingual mind" and then to explain the meaning of their drawing. The numerous drawings suggest how children construct their explanations of the world and diversity, in this case, regarding linguistic diversity. Many students, in addition to drawing the "place" in which the two languages are located, posed many questions about the dilemma of control. Who organizes and orders the two languages? How do you choose whether to speak one or the other? Which people or contexts provide linguistic inputs that allow for the acquisition of languages? How do we avoid confusion and mixing of words?

Struggling with these questions, some of their drawings include wardrobes, containers and drawers that store words and are clearly distinct; others feature computers and light bulbs that turn on and off on command. Still others present images of trains with multiple cars or trucks / vehicles with two different compartments, each of which containing different vocabularies but which are always driven by the brain, an intelligent driver.

The action-research "Il bilinguismo disegnato" has been conducted so far in schools in the Treviso Network; in Ancona and Fermo; in Arezzo; in the preschools in Turin and in some schools in Milan.[6]

5. ROMANIA

➢ *The linguistic context*

Romania has as official language, the Romanian language, and since 2007 the number of minority languages officially recognized has been increased at 20 (Law No. 282/2007). The Romanian Institute for Research on National Minorities (http://ispmn.gov.ro/) is the organization responsible to conduct inter- and

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5 For more information: Indicazioni sul progetto nazionale LCSCPI 2014/15: www.istruzione.it

6 On this project see: Graziella Favaro, *Il bilinguismo disegnato,* in: Italiano LinguaDue, n. 1 2013, www.riviste.unimi.it

Graziella Favaro, *Parole d'infanzia. I bambini disegnano e raccontano la diversità linguistica*, in: G. Anfosso, G. Polimeni, E. Salvadori (a cura di), *Parola di sé. Le autobiografie linguistiche tra teoria e didattica*, Angeli, 2017

multidisciplinary studies and research with regard to the preservation, development and expression of ethnic identity, as well as about social, historical, cultural, **linguistic,** religious or other aspects of national minorities and of other ethnic communities living in Romania. The Institute has been legally constituted in year 2000, as a public entity under the authority of the Romanian Government and coordinated by the Department for Interethnic Relations.

In addition to historical minorities, the linguistic landscape has been further enriched as a result of migration and repatriation. 19 of recognized minorities have historical roots in Romania (Hungarian, German, Ukrainian, Serbian, Slovak, Czech, Croatian, Bulgarian, Romani, Italian, Armenian, Turkish, Polish, Russian, Greek, Tatar, Yiddish, Macedonian and Csanga), while the 20th ethnic community, the Chinese have been formed in the last 20 years through migration.

In schools, with the exception of children from the historical ethnic community, the presence of student speakers of other languages falls into one of these three groups:

- children of economic immigrants from different countries. The top four countries of origin are: Turkey, China, Israel, and Vietnam. The term "economic immigrants" includes job seekers (China, Vietnam, Adzerbadjan), but also bussines owners (Turkey, Italy, China, Russia) and employees from multinational companies (USA, France, Italy, South Korea);

- children of refugees and asylum seekers from different backgrounds, including: Ukraine, Syria, Afghanistan, Iraq, Pakistan. In most cases Romania is considered an intermediary phase to other destinations, more attractive economicaly, and parents are not interested in accesing the educational system. An exception is represented by Ukranians, over 4000 requests for Romanian citizenship being granted in 2016;

- children of Romanian emigrants returning home from Italy, Spain, France, Germany, United Kingdom. These children may be grouped in two categories: 1) children which attended school in Romania for a number of years, moved with their parents in the country of migration, continuing schooling in the new country, and then returning in Romania; 2) children born in other countries, and/or started school in their country of origin, and after a number of years moving with parents back in Romania. According to Romanian Ministry of Internal Defense, over 300 000 Romanian birth certificates were requested for children born in other countries between 2007 and 2018 (September). According to Ministry of Education, in 2014 the number of students which requested reintegration in Romanian educational system was of 7470, 15% of them being from Bacau county (second highest percentage). No recent centralized data were found, the press posting a number of over 21000 students returning in Romania between 2014 and 2018. According to Botosani County School Inspectorate during 2017-2018 school year, from 223 students repatrieted, 165 of them never attended a school in Romania and 30% from the total have had difficulties integrating at school, both linguistically (written language) and related to the content of the curriculum.

➤ *Scholastic inclusion of students speakers of other languages*

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For the <u>children with other citizenships than Romanian (children of migrants, refugees, asylum seekers)</u>, which want to attend to state schools, the system provides preparatory classes for students who do not know the language of schooling. During the first phase of inclusion (generally, the first year), students attend intensive L2 courses and catch up with the curriculum content corresponding to their level. Subsequently they attend ordinary classes like the native students. Manuals and educational resources are provided by the Ministry of Education.

The <u>students with Romanian citizenship which previously attended to schools in other countries</u> are integrated directly into the equivalent class. Because of the high percentage of students with problems of linguistic, psychological and emotional re-adaptation, the School Inspectorates recommend an initial evaluation of the student basic skills and repetition of the year, if necessary. In order to assure a good comprehension of Romanian language to Romanian pupils (children of Romanian migrants) enrolled in educational institutions from other countries, Romanian Language Institute (http://www.ilr.ro/lccr/) developed the Course of Romanian Language, Culture and Civilization (LCCR). The course is run in five countries: Italy, Spain (since 2007), Belgium (since 2008), Portugal and Ireland (since 2015) and it was attended by over 35000 students.

➢ *L2 teaching and learning and good practices*

Language training for teachers considering teaching the Romanian language as L1 or L2 is ensured strictly by the universities.

In state schools Romanian is taught as L2 in classes / schools with teaching langues from the recognized linguistic minorities. The activity of these schools is coordinated and monitored by the Department for Education of National Minorities from the Ministry of Education. Also, National Assessment and Examination Center and Didactic and Pedagogical Publishing House provide manuals for Romanian as L2 for classes with teaching in maternal language (https://www.manuale.edu.ro/).

In Romania, the presence of foreign students in schools is recent and the pluri-lingual classes are a new phenomenom and not yet wide spread. During preparatory year of foreign students, an approved curriculum and manuals are used (https://www.libris.ro/puls-manual-de-limba-romana-ca-limba-straina-a1-POL978-973-46-5974-6--p1040441.html). We mention also other two examples of good practices:

- CLIPFLAIR PROJECT was developed by a consortium of 10 universities including Babes-Bolyay University from Cluj-Napoca. It offers a free online platform and a library of multimedia and Web 2 resources for learning 15 languages, including Romanian, as L2 (http://clipflair.net/consortium/).

- AIDRom Association runs projects at national level aiming social inclusion of disadvantaged groups like: migrants, refugees, asylum seekers, minorities. Their projects offer also educational activities, including Romanian language courses and cultural orientation / accommodation (http://aidrom.ro/english/).

➢ *Recognizing and promoting the mother language*

The right to education in mother tongue is provided by law (Law No. 282/2007).

Considering the students with migration backgrounds, the educational policies of the State pay particular attention to the languages of origin mostly through optional extra-curricular courses. Also, the schools and communities are encouraged to access fundings for projects aiming development of multicultural and plurilingual communities.

6. SWEDEN

➢ *The linguistic context*

The Swedish Language Council (Språkrůdet) is the official institution regarding the linguistic context of the country. The Council's mission is to monitor the development of the Swedish oral and written language and at the same time to monitor the use and status of other languages spread in Sweden. In particular, this means promoting the spread of Swedish and the other five official minority languages: Finnish, Meänkieli, Sami, Romani and Yiddish. A further objective of the Council is to strengthen Scandinavian linguistic unity, also in other Scandinavian countries there are similar institutions.

Support for minority languages is achieved through funding for the promotion of oral and written skills, activities with children and parents, reading initiatives in L1. Other funds are dedicated to the promotion of multilingualism and the enhancement of all languages, a cultural vehicle and support for transmission between generations, and are especially intended for projects involving children and young people.

To know more:

www.sprakochfolkminnen.se/sprak.html **(last consultation** on the 27th June 2019**)**

www.ethnologue.com/country/SE **(last consultation** on the 27th June 2019**)**

Since 2009 the Language Act has been in force in Sweden. It states:

"All residents in Sweden have the opportunity to learn, develop and use the Swedish language. In addition:

- people belonging to national minorities have the opportunity to learn, develop and use the minority language;

- people with hearing impairments or vocal disabilities have the opportunity to learn, develop and use sign language.

- Furthermore, people whose mother tongue is not included in the minority languages also have the opportunity to learn, develop and use their mother tongue "

.www.regeringen.se **(last consultation** on the 27th June 2019**)**

➢ *Scholastic inclusion of students speakers of other languages*

The number of newly arrived students in Swedish compulsory schools grew by 27% between 2015 and 2016, from 62,400 to 79,400. The official statistics also show a lack of homogeneity in the distribution among the schools of newly arrived students: in primary schools, 10% of schools host

43% of all newly immigrated children and there are 700 schools that have not accepted any new pupils.

A context similar to that of schools is observed among the municipalities: also in this case, 10% of the municipalities have welcomed 41% of newly arrived minors and their families. Often, these are small municipalities and schools with few pupils and this means that in some cases the percentage of pupils who entered the Swedish school for the first time in small schools was 30%.

In addition to the municipalities, there are also differences between municipal (public) and "independent" (private) schools. The latter accept only 3% of newly arrived students compared to 6.5% of public educational institutions.

Based on the definition used in schools, those who enrolled in Swedish schools in the last four years are considered "newly arrived" students. After this period, however, linguistic support continues to be guaranteed to students who need it and have specific linguistic needs. Projects aimed at new arrivals and bilingual students continue over time and are part of the regular offer of Swedish schools.

The newly arrived students in primary or secondary school begin their scholastic inclusion in the preparatory classes, which are separate from the ordinary classes. At the same time, however, they are formally registered in the ordinary class, which they attend after the preparatory phase. The main objective of the preparatory class is to learn the Swedish language. In 2016/17, approximately 60,200 students (18% of the school population) attended a preparatory program.

To know more: www.skolverket.se **(last consultation** on the 27th June 2019**)**

➢ *L2 teaching and learning and good practices*

No good practices are described.

➢ *Recognition and promotion of the mother language and good practices*

In the 2016/17 school year, about 275,000 students enrolled in compulsory schooling were able to request teaching in their mother tongue. Modern languages can be read both in language choice and as the student's choice. According to school regulation (SFS 2011: 185) there should be language choices. The headmaster offer at least two of the languages French, Spanish and German, and in addition

strive to offer other languages as a language choice. A student may also choose some of the subjects mother tongue, swedish, swedish as second language, english or sign language as an alternative to language choice.

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They represented 27% of the school population- an increase, compared to the previous year, of 10%. The ten most common mother tongues were the following:

- Arabic

- Somali

- Persian

- Bosnian / Croatian / Serbian

- English

- Spanish

- Kurdish

- Finnish

- Polish

- Albanian.

ANNEXES

Introduction

Linguistic diversity is an important part of the DNA of Europe. It consists of different languages: national languages, minority languages, dialectal varieties and languages of immigrants.

The IRIS project aims to recognize and enhance the linguistic diversity of the six partner countries and focuses mainly on three themes:

1. the teaching / learning of the language of schooling by the newly arrived, or in any case, allopone students (L2);

2. recognition of the mother tongue of immigrant pupils and children of immigrants, considered as a right of individuals and opportunities for all (L1);

3. the development of strategies that allow the various learners to transfer the language and linguistic competence and communication skills acquired from one language to another.

During the first phase of the IRIS project, there will be an action to describe the contexts and recognition of good practices on the three themes through the use of an open questionnaire and the sharing of documents, projects and materials on the dedicated platform.

The QUESTIONNAIRE for collecting data on quality linguistic practices is divided into 5 parts:

    A. LINGUISTIC CONTEXT
    B. PRESENCE OF FOREIGN AND STUDENTS SPEAKERS OF OTHER LANGUAGES
    C. L2 TEACHING / LEARNING FOR FOREIGN STUDENTS AND STUDENTS
    SPEAKERS OF OTHER LANGUAGES: GOOD PRACTICES
    D. RECOGNITION AND PROMOTION OF THE MOTHER LANGUAGE: GOOD
    PRACTICES

The QUESTIONNAIRE is open and must be supplemented by attached documents, links to sites, bibliographic references. It can serve as a basis for a brief national report and for the collection of good practices: materials, projects, tools and methods, referring to different ages and levels of school.

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Name, surname, institution and date of completion
E-mail

A. LINGUISTIC CONTEXT

A.1a

The national situation. An image below describes the linguistic situation of the six partner countries of the IRIS project.

A.1b

The following table shows the national, regional and minority languages recognized in the six partner countries of the IRIS project.

Source: Eurydice, *Languages at*

State languages and regional, minority or non-territorial languages with official status, 2015/2016

STATE	State language	Regional and/or minority language with official status
AT	German	Czech, Croatian, Hungarian, Slovak, Slovenian, Romany
EL	Greek	
FR	French	
IT	Italian	Catalan, German, Greek, French, Friulian, Croatian, Ladin, Occitan, Provençal, Slovenian, Albanian, Sardinian
RO	Romanian	Bulgarian, Czech, German, Greek, Croatian, Hungarian, Polish, Romany, Russian, Slovak, Serbian, Turkish, Ukrainian
SE	Swedish	Finnish, Meänkieli, Sami, Romany, Yiddish

A1.c

Other notations related to multilinguism, notes and additions.

In particular concerning the teaching of European foreign languages (FL).

A.2

What are the most widespread languages among immigrant minors and children of immigrants?

Insert the ranking of the most widespread languages, by number of speakers, among foreign minors and with migration ba

A.3

	What are the foreign languages that are most studied in your school system?
	Include the ranking for the first eight languages studied.
A.4	
	Are there any documents or regulations on the plurilingualism of foreign students with migration backgrounds?
	Insert reference to documents and excerpts from documents. Specify the paragraph or paragraphs.
A.5 Notes	

B. PRESENTS OF FOREIGN OR STUDENTS SPEAKERS OF OTHER LANGUAGES

B.1	
	Recent data on the scholastic insertion of students with migration backgrounds, with particular reference to newly arrived
	Enter recent data on: foreign students by school order; foreign students by nationality and language; foreign students newly
B.2	
	Changes in the presence of pupils with migratory background in the last two years
B.3	
	Is there an institution that deals with the topic at national and / or regional level?
	Name, description and links
B.4	
	Regulations regarding the scholastic inclusionof students with migratory backgrounds and newly arrived.
	Include references to recent legislation and insert significant excerpts. Specify the paragraph or paragraphs.
B.5a	
	The following image distinguishes between a *separate* model and an *integrated* model.
B.5b	
	Which inclusion model is implemented?
B.5c	

Notes and integrations

C. SCHOOL LANGUAGE TEACHING / LEARNING TO FOREIGN AND STUDENTS SPEAKERS O

C.1
Description of the context.
Description of the context at the national and / or local level with particular reference to: organizational methods; who tea
C.2
Regulations or guidelines on the subject.
Include references and excerpts from the legislation. Specify the paragraph or paragraphs .
C.3
Describe two good practices related to different ages and school levels. (see Annex, Section E). Distinguish between preschool (3-6); Primary school; Secondary school; Professional training (insert description
C.4
Notes

D. RECOGNITION AND PROMOTION OF PLURILINGUALISM AND THE MOTHER LANGUAGE

D.1a
Description of the context.
Explain if attention is paid to the languages of origin of immigrants: teaching at school and in the curriculum of non-Comm
D.1b
National or local regulations and guidelines.
Insert references and excerpts. Specify the paragraph or paragraphs.
D.2
Research conducted on teachers' ideas of the languages of origin of immigrant students: language teachers and teachers of
D.3
Describe two good practices related to different ages and school levels.
D.4
Notes

GLOSSARY OF WORDS AND MEANINGS AND THE ETHICS OF WORDS

Introduction

Words are "stones"

The idea for an IRIS glossary stemmed primarily from the need to share words and meanings used in the six countries involved in the project. But it is also based on the idea of the importance of the words we use, which describe reality, but often also "build" and represent it. There are linguistic automatisms that do not recount reality and its changes, but tend to simplify and "label" it. This currently happens with respect to the general theme of "migration", but it also reverberates in the language of school and education.

The proposal aims at two objectives:

a. to create a project Glossary for the words and definitions used in each country, in official documents and in school projects. Shared definitions and references will facilitate communication between the partners, thanks to the questionnaire and subsequent analysis for the preparation of the Reports;

b. to propose more coherent and effective vocabulary and definitions for a shared glossary of new words that are ethically correct and respectful in describing the "new citizens", starting from school and educational spaces.

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For <u>a:</u>

The words and definitions of the Glossary project contain the terms that are currently used in official documents and school projects and refer to the IRIS project contexts and contents. They are grouped into two domains:

-subjects

-themes

Each partner will draw up its own Glossary starting from the following proposal (integrating and revising it), which reports the lexicon of the Italian context.

For <u>b:</u>

Proposals for new words for a shared glossary can be elaborated by individual partners and discussed in remote or in-person meetings

WORDS AND DEFINITIONS IN USE IN ITALY IN DOCUMENTS AND SCHOOL PROJECTS

A. **HOW SUBJECTS ARE IDENTIFIED AND DEFINED**

- *Foreign student, with non-Italian citizenship (CNI)*

Student who is legally "foreign" and has non-Italian citizenship based on the current citizenship law (n. 91/1992)

Migrant or immigrant student
Born in the country of origin and experienced migration first-hand

Student child of migrants

born in Italy to immigrant parents and did not experience the migration

- *First generation (G1)*

as a migrant student: having arrived from the country of origin and experienced the migration first-hand**.**

Second generation (G2)

born in Italy to immigrant parents

Student with a migrant background

child of immigrant parents

New Italian generations

how young Italians/foreigners who belong to CoNNGI (Coordinamento Nazionale Nuove Generazioni Italiane) want to be defined

NAI student

Just arrived in Italy: immigrated and attending school for a short time (in the last 2 years)

Unaccompanied foreign minor MSNA

Unaccompanied foreign children in Italy (great increase in numbers in recent years) protected by a law passed in 2017

Speakers of other languages/Non-Italian speakers

Speakers of other languages who do not know the national language (Italian)

B. DESCRIPTION OF THE LINGUISTIC CONTEXT IN ITALY

Italian L2 or second language

Italian learned in Italy, in the country where the language is used and the language of schooling by non-Italian speakers (following migrations or transfer)

Italian FL

Italian as a foreign language learned at school or in courses in the country of origin. Differs from Italian L2 (in terms of objectives, methods, and acquisition modes)

National language

The official language of a country; in Italy, Italian

Language of schooling

The language used at school and for learning

Italian L2 for communication

the second language used in basic interpersonal interactions (*BICS, basic interpersonal communication skills,* as defined by J. Cummins)

Italian L2 for schooling

the second language used as a vehicular language for curricular learning (*CALP, cognitive academic language proficiency* as defined by J. Cummins)

L1 or mother tongue

The first language acquired in childhood

Language of origin

Language learned and spoken in the country of origin

Linguistic minority

groups and communities speaking other languages and living within national borders: in Italy, there are 12 linguistic minorities and they are protected by a special law (n.482/1999)

- ### FL1-First foreign language

Is the first foreign language learned in school (e.g. English ind Italy, English in Sweden, ….)

- ### FL2-Second foreign language

Is the second foreign language learned in school (e.g. French/Italian/Spanish in Austria, ….)

plurilingualism

linguistic condition of individuals who speak multiple languages

multilingualism

contexts and territories in which several languages are spoken