IRIS

Identifying and Reconstructing Individual Language Stories
Promoting plurilingualisme and enhancing individual language repertoires
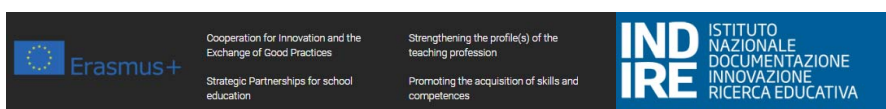
IRIS

RECOMMANDATIONS

Erasmus+

Cooperation for Innovation and the Exchange of Good Practices

Strategic Partnerships for school education

Strengthening the profile(s) of the teaching profession

Promoting the acquisition of skills and competences

IND ISTITUTO NAZIONALE
IRE DOCUMENTAZIONE INNOVAZIONE RICERCA EDUCATIVA

RECOMMANDATIONS

Theses RECOMMENDATIONS are the result of two years of work within the IRIS project, which involved teams from six different countries, and are based on awareness and lessons learned from the joint work and piloting in schools, universities and teacher training institutions.

The following features characterize our statements and guidelines:

- ◆ *Sharing: as the results are the fruit of work on a collaborative project.*
- ◆ *Transferability: as the results are applicable to practically everyone, beyond the various national backgrounds.*
- ◆ *Applicability: as these are suggestions and not general statements, which are supported in particular by the materials developed within the framework of the project.*
- ◆ *Synthesis, since the intense study of the subject matter is based on other official European and national documents and other texts and materials produced by IRIS.*

They provide a means of guidance tool and are intended to promote the most consistent and high-quality language use possible in different contexts.

They are aimed at public decision-makers, educational professionals and educational policy makers, schools, teacher training institutions and universities.

Ferroudja ALLOUACHE, Nicole BLONDEAU, Elena BONTA, Ilaria COLARIETI, Ema FACIU, Cristina FRACCARO, Katarina GAHNE, Danièle HOLLICK, Angelisa LEONESIO, Evangelia MOUSSOURI,

Isolde PLANGG-TAUSCHITZ, Gerda PIRIBAUER, Giuseppe POLIMENI, Anthippi POTOLIA, Helmut RENNER, Eleonora SALVADORI, Véronique SIMON.

http://irisplurilingua.unimi.it/

1. PLACING THE SCHOOL PROJECTS IN A PLURILINGUAL AND INTERCULTURAL CONTEXT

Including in school projects the consideration of plurilingualism and multi-culturalism, which is usually present in the classroom, in order to encourage teams of teachers to take part in cross-cutting digital projects or projects face to face.

Defining language and cultural policies based on an analysis of the resources and needs of each educational institution.

Defining partnership opportunities between European schools and/or linguistic and cultural meeting places, taking into account the existing linguistic and cultural classroom environment.

Participating actively on in European education policies through European cooperation programmes, which are an asset to be defended and negotiated.

2. EXPANDING THE RANGE OF LANGUAGES OFFERED

Broadening the range of linguistic diversity in schools and not limiting it to the teaching of languages considered prestigious.

Taking into account the languages and family cultures of learners with a migrant background.

Since these languages are not taught at school, they are often devalued by learners and teachers as well as by parents. Their teaching would promote plurilingual competences and generally support plurilingualism in the long run.

3. RECOGNITION OF THE COMPETENCES OF PLURILINGUAL LEARNERS

Recognising and building on the competences of people who do not speak the language of the country (allophones) and of learners who are considered monolingual but who have acquired limited knowledge of a second language through formal or informal learning.

This implies that learners' linguistic capacities should be taken into account and not predominantly their linguistic deficits assessed. Moreover, current migration often forces individuals to stay in several countries where they become familiar with local languages and cultures at different levels.

4. RETHINKING CURRICULA FROM A PLURILINGUAL AND INTERCULTURAL PERSPECTIVE

Reformulating curricula to be embedded in a genuine plurilingual and inter-cultural dimension.

Introducing learning units into the curricula to raise awareness of linguistic and cultural diversity.

5. INVOLVEMENT OF FAMILIES

Involving families in the various activities of the school should help to promote plurilingualism.

6. INITIAL AND IN-SERVICE TEACHER TRAINING

Training of educators to make them aware of the importance of languages for each individual in terms of personal, symbolic, emotional and social identification.

Awareness raising of the equality of all languages and breaking down of the hierarchies in which they are rooted and perceived.

Critical examination of the various forms of plurilingualism, in particular the false idea that plurilingual speakers should have the same language skills as in their first language. Giving advice and support to teachers on the way to understanding and internalising the concept of plurilingualism.

Involving teachers and learners in action research projects to raise awareness of the way in which the language potential and skills of plurilingual people work.

Combining theory and practice in pre-service and in-service teacher training.

7. PROMOTING THE NATURE AND METHODOLOGY OF LANGUAGE AUTOBIOGRAPHIES

Creating spaces for dialogue and considering the diversity of life experiences of learners.

Creating learners' awareness of the plurality of languages/cultures in the classroom and the importance of the their social and family environment.

Supporting learners in becoming aware and in making use of the objective richness of their own language repertoire to actively work on the permanent development of their language autobiography.

Before engaging learners in such a scheme, teachers need to involve themselves in training and develop their language autobiography.

UNIVERSITÀ DEGLI STUDI DI MILANO

UNIVERSITÉ PARIS 8 VINCENNES-SAINT-DENIS

FARSI PROSSIMO

VISION VEREIN FÜR INTERNATIONALE SPRACHZERTIFIZIERUNG, INFORMATIONSTECHNOLOGIE, ORGANISATION UND NETWORKING

ARISTOTLE UNIVERSITY OF THESSALONIKI

CASA CORPULUI DIDACTIC "GRIGORE TABACARU" - BACĂU

UPPSALA UNIVERSITET

Centro Educazione Media

These recommendations have been elaborated by the partners of the IRIS project, coordinated by the Università Statale di Milano, based on a grid elaborated by Graziella Favaro (Centro Come)