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„We speak 17 languages in 2B: an awareness-raising project in a multilingual EFL classroom”

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Victoria Pertiller, BEd

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Univ.-Prof. Mag. Dr. Christiane Dalton-Puffer

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1. Introduction

“As diversity grows, so must we.”

Gary R. Howard (2007)

Linguistic diversity is the norm in Austrian society (de Cillia 2012: 187) and schools are becoming increasingly multilingual as well (Volgger 2011: 33). The Austrian curriculum has been adapted to correspond to the multilingual reality in today's classrooms and includes the development of multilingualism as a core principle (RIS 2020). It states that students' individual multilingualism and first languages should be seen as a valuable resource and emphasizes that educators should foster positive attitudes towards multilingualism (RIS 2020). However, concrete guidelines as to how these requirements should be implemented are missing. Moreover, many teachers still perpetuate the monolingual habitus inherent in the Austrian education system (Wojnesitz 2009: 91), which is mostly due to a lack of knowledge concerning multilingualism (Schader 2004: 21), or the fear of giving up control through allowing various languages in the classroom (Hu 2003: 301). Contrary to these practices, researchers highlight that multilingualism leads to a number of advantages, such as a heightened language awareness (Jessner 2008a: 29; Hammarberg 2018: 129), the ability to recognize and analyze differences and similarities between languages (Bermejo 2014: 122), and more thoroughly developed language learning strategies (Cenoz 2003: 80). Multilingual students frequently possess many of these skills unconsciously, without being able to make use of them in a meaningful way (Milambiling 2011: 35). It is therefore paramount that teachers raise this knowledge to the conscious level and guide students in their development of language awareness (Milambiling 2011: 35), since it is a skill which needs to be trained (Milambiling 2011: 19). Through awareness-raising projects and through showing students that the presence of their L1 at school is accepted and welcome, teachers can help generate positive attitudes towards individual multilingualism and can lead students towards viewing linguistic diversity as a valuable asset (Busse 2017: 58). This is not only vital for the development of the aforementioned skills but is especially important for students' identity and self-confidence (Krumm 2009: 239).

Multilingualism in Austrian schools mostly exists due to migration (de Cillia 2012: 187), which results in the fact that the most prevalent first languages in schools are Turkish, Bosnian, Croatian and Serbian (Statistik Austria 2020: 24). Sadly, these languages are predominantly

considered less prestigious by society than the foreign languages learnt at school, and frequently associated with negative stereotypes (Busse 2017: 58). Due to this rather negative perception of students' first languages by society, many students have internalized this negative view as well (Hu 2003: 201). However, a student's first language is a vital part of his or her identity (Volgger 2013: 93) and should not be repressed, as developing proficiency in the L1 is paramount for further language learning (Coelho 2012: 198; Cummins 1979: 233). Ignoring one's first language can lead to an incomplete feeling of identity, a decreased sense of self-esteem (Coelho 2012: 196), and can prevent students with different first languages than the dominant language from having the same opportunities as speakers of the dominant language (Montanari & Panagiotopoulou 2019: 19).

Even though the monolingual habitus still persists in some educational institutions, multilingual approaches to language teaching have gained increasing momentum (see for instance Allgäuer-Hackl & Jessner 2013; Krumm & Reich 2013; Meißner & Reinfried 1988; ÖSZ 2011, 2012a, 2012b). This shift towards an integrative approach to language teaching which acknowledges the interdependence of all languages (Jakisch 2014: 204) has resulted from a change of perspective in linguistics. For a long time, researchers believed that languages acted autonomously within the brain and that a mixing of languages would lead to problems of cognitive or linguistic nature (Jessner 2008a: 17). Recently, however, more dynamic models of multilingualism have emerged (see for instance Herdina & Jessner 2002), which acknowledge that language systems constantly influence each other (Jessner 2006: 32-33) and that "languages coexist in the same mind" (Cook 2008: 15). Multilingual teaching approaches emphasize the importance of students' L1s (Jessner 2008b: 96; Cook 2001), highlight the fact that monolingual learners differ from multilingual ones (Jessner 2008a: 21; Cenoz 2013: 11), and advise teachers to encourage students to make connections between all languages at their disposal (Meißner & Reinfried 1998: 20). There also exist various books and websites which present a number of practical tips for incorporating students' first languages into the classroom and for fostering multilingualism in general (see chapter 4.). However, most suggestions refer to the dominant language classroom (see for example Boeckmann 2011; Schader 2004; ÖSZ 2011, 2012a) and rarely include recommendations or studies regarding the foreign language classroom (Bermejo 2014: 126; Pitkänen-Huhta 2019: 138), despite the fact that the foreign language classroom would naturally lend itself to a multilingual approach to teaching, as each student already brings at least one other language, such as the dominant language, into the foreign language classroom (Bermejo 2014: 120). The EFL classroom would have the potential to counteract monolingual ways of teaching, since English is usually the first

foreign language that students learn at school (Allgäuer-Hackl & Jessner 2013: 131) and English teachers could lay the groundwork for developing positive attitudes towards all languages (Busse 2017: 58-59). Yet, the EFL classroom frequently perpetuates the monolingual habitus by insisting on a “target language only” principle (Decke-Cornill 2001: 183). However, because of the interdependence of all languages within multilingual speakers’ brains (Cummins 1979: 233), “language teaching should not aim at anything as unrealistic as native-like competence, but rather strive to produce proficient language users who are able to utilize all the languages they know” (Illman & Pietilä 2018: 239). Hence, all languages should be seen as a valuable resource, rather than a burden which should be avoided. Previously learnt languages or formerly made experiences cannot and should not be negated, as students always build on prior knowledge when learning something new (Cook 2008: 11).

Since there are limited suggestions for incorporating multilingualism into the foreign language classroom (Bermejo 2014: 126), this thesis will attempt to contribute to this rather neglected field of research by way of an action research project conducted in a lower-secondary EFL classroom. The main purpose of the action research project was to counteract internalized negative attitudes about multilingualism (Hu 2003: 201) by planning an intervention project which focused on highlighting positive aspects of being multilingual. In order to demonstrate that students’ L1s are a valid part of their identity which they can be proud of (Cummins 2006: 62) and use as a resource, materials which focused on training students’ language awareness and which encouraged them to reflect on their individual multilingualism were created. The main intention was to highlight the linguistic diversity present in the respective lower-secondary class and to show students that they are appreciated and acknowledged with their entire multilingual identity.

In summary, the aim of this thesis is to present practical suggestions for EFL teachers who want to highlight the linguistic diversity in their classrooms, incorporate students’ first languages in a meaningful way and encourage students to develop language awareness. This thesis seeks to demonstrate that linguistic diversity is an enrichment for everyone (Volgger 2011: 74; Coelho 2012: 225) which should not be ignored, but celebrated, made visible, and seen as an indispensable resource.

2. Theoretical Framework

In the following, several terms that will be employed throughout this paper will be explained and defined. First, issues regarding terminology will be discussed. In a next step, differences between first, second and third language acquisition will be outlined.

Researchers do not agree on a unitary terminology that should denote the first language that a person learns. A variety of terms, including first language, mother tongue, native language and heritage language are used to refer to the same phenomenon (Volgger 2011: 43). Even though the term *mother tongue* is widely used in non-academic contexts, this thesis will employ the term *first language* (further referred to as *L1*), as it is more appropriate than the rather archaic term mother tongue (Wojnesitz 2009: 34). The term *L2*, meaning *second language*, needs to be distinguished from *foreign language*, as the former is usually acquired naturally and the latter normally at school and therefore in an artificial context (Wojnesitz 2009: 39). Even though *L1* and *L2* are the most suitable terms to employ when talking about first and second languages, it must be noted that they “have lost their literal sense of language number one and two, due to the fact that a person may have more than one native [i.e. *L1*] and more than one non-native language [i.e. *L2*]” (Hammarberg 2018: 129). Whereas the terms *L1* and *L2* are quite established, the concept *L3*, *third language*, is relatively new and is much more complicated to define due to the number of languages involved (Hammarberg 2018: 129). What is important to consider is that *L3* does not necessarily mean the third language in terms of a chronological order of acquisition, as it is not always the case that there is “one *L1*, one previously learned *L2* and the current target language, *L3*” (Hammarberg 2018: 129). Language acquisition is not necessarily a linear process, as “languages may be acquired simultaneously, or in an alternating fashion where the order of onset may be hard to determine (Hammarberg 2018: 13).

Thus, due to the dynamic nature of multilingual language acquisition, defining the terms *L1*, *L2*, *L3* and so on is a highly complex endeavor (Jessner 2008a: 18). In this thesis, the terms *L1*, *L2*, *L3*, *L4*, ... will be employed to refer to the individuals’ different languages, as any additional languages should not all be subsumed under the term *L3* (Volgger 2011: 45). The researcher is aware that the order of acquisition is not always linear. However, due to simplicity reasons, the terms *L1*, *L2*, *L3*, *L4*, ... will be used throughout this thesis. It will, however, be indicated if a child grew up bilingually and when he or she started learning the dominant language German.

Before embarking on the journey of defining multilingualism, it is vital to briefly discuss the differences between first, second and third language acquisition, with a specific focus on second and third language acquisition, further referred to as SLA and TLA, respectively.

Even though there is a plurality of theories about how exactly first language acquisition occurs, there are several aspects that are generally agreed upon, such as certain developmental stages in the acquisition process (Lightbown & Spada 2013: 6), or simply the fact that *first language acquisition* is defined as the acquisition of an individual's first language (Lightbown & Spada 2013: 6). However, defining and differentiating between SLA and TLA is a more complicated venture. In SLA, the order of acquisition can take place in two different ways, either simultaneously or consecutively (Cenoz 2003: 72). When learning a third, fourth or even fifth language, there are also various ways in which acquisition can occur. Acquisition can take place consecutively or simultaneously; however, it is also likely that two languages, for instance the L1 and L2, are acquired at the same time, while the L3 is acquired later (Cenoz 2003: 72). Furthermore, the more languages are learnt, the higher the possibility that the learning process of one of the languages is interjected, and possibly restarted later, due to personal or environmental changes (Jessner 2008a: 19-20).

Although there are arguably differences between the acquisition processes, SLA and TLA have not always been and are still not always treated as two different processes (De Angelis 2007: 5). SLA is understood as a field that studies the acquisition of second languages, with the term second language frequently being applied quite broadly to any additional language learnt after the first language. TLA is often treated similarly to SLA, which primarily stems from the fact that there has been much more research into SLA than into TLA (De Angelis 2007: 5). Due to this bias towards studying SLA, TLA has only recently developed as its own field of research (Cenoz 2003: 71; Hammarberg 2018: 127). As the field is rather new, there is not yet a consensus regarding terminology, which is why different terms, such as TLA, Multiple Language Acquisition, Multilingual Acquisition and Third or Additional Language Acquisition can be found in the literature (De Angelis 2007: 10). In this thesis, the term TLA will be defined as “the acquisition of a non-native language by learners who have previously acquired or are acquiring *two* other languages” [my emphasis] (Cenoz 2003: 71). Since the field of TLA has been gaining more momentum, it has been found that while SLA and TLA share certain characteristics, they also differ in various ways (Cenoz 2003: 71; Jessner 2008a: 18; Jessner 1999: 201), as the process of language acquisition becomes more complex the more languages an individual has acquired (Hammarberg 2018: 1; Wilton 2009: 50; Volgger 2011: 47). For

instance, the L3 learner already has more language learning experience, greater language awareness, greater chance of cross-linguistic influences (Hammarberg 2018: 129) and more thoroughly developed language learning strategies (Cenoz 2003: 80) than the L2 learner. In addition, a learner who has already acquired two languages, has usually developed “advanced cognitive skills in language learning [which] can lead to the speeding up of the language learning process” (Jessner 1999: 207). What is important to note is that the knowledge of a language can change over time. It can either develop further or it can be lost because it is not used, which can lead to language attrition (Hammarberg 2018: 137).

Due to all the factors mentioned above, TLA is a highly complex field of research and it is consequently not surprising that there is an array of models that seek to describe the process of TLA. One of the most influential models called the *Dynamic Model of Multilingualism* (Herdina & Jessner 2002) will be outlined in chapter 2.1.4.

In the two previous subchapters, important terms which are the basis for the theoretical part of this thesis have been defined. The following chapter aims at defining *multilingualism*, which is the core concept of this thesis.

2.1. Multilingualism

The subsequent subchapters will focus on defining multilingualism. Since this is not a simple endeavor, the concept will first be differentiated from mono- and bilingualism. In a next step, the author will aim at providing a working definition of multilingualism which corresponds to the purpose of this thesis.

2.1.1. Defining multilingualism – some introductory remarks

As already indicated above, “[t]he fact that multilingualism research focuses on more than two languages has resulted in a number of terminological problems” (Jessner 2008a: 18). Multilingualism can very generally be defined as “the use of three or more languages” (Kemp 2009: 11). Li Wei provides another generic definition when he states that a multilingual speaker is “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” (2008: 4). As can already be seen in these two definitions, researchers do not agree on how many languages must be involved in order to consider a person *multilingual*. The first definition defines multilinguals as knowing *three* languages or more (Kemp 2009: 11), whereas the second definition describes a multilingual as someone who knows *more than one* (Li Wei 2008: 4) language. Hence, due to

the generality and vagueness of definitions for multilingualism, which include multilingual speakers who live in completely different settings, speak three, four or even seven languages with various levels of proficiency and who employ these languages for a variety of functions and purposes, researchers interpret this concept quite differently (Kemp 2009: 12). Unfortunately, this also leads to a lack of comparability of studies involving multilingualism (Kemp 2009: 13). What is more, finding a definition for multilingualism is closely connected to one's views on first, second and third language acquisition (see chapter 2.1.2). Depending on what understanding researchers have concerning language acquisition, different models and definitions of multilingualism can arise (Kemp 2009: 13).

2.1.2. Monolingual, bilingual or multilingual

An important issue to consider when trying to understand how a *multilingual speaker* can be characterized is the difference between bilingualism and multilingualism. An interesting question that arises when thinking about the difference between these two concepts is how many languages a person must speak in order to be referred to as *multilingual*. On the one side, there are researchers who claim that a person who is bilingual is not multilingual (Aronin & Hufeisen 2009: 157). Others do not draw this kind of distinction and use the two terms somewhat interchangeably (De Angelis 2007: 8), such as the *European Commission*, which defines multilingualism as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with *more than one language* in their day-to-day lives” (2007: 6) [my emphasis].

Before discussing the differences between bilingualism and multilingualism in more detail, it is important to distinguish the two from the term *monolingual*. According to Kemp (2009: 13):

[m]onolinguals are individuals who use one language and may be proficient at using a number of different varieties of the language together with different registers in the variety or varieties they know, and of switching between varieties and between registers in the appropriate context.

Based on this definition, it could be argued that if a person can speak in different varieties of one language, he or she could already be referred to as multilingual. Thus, one might also question if the notion of the *monolingual* speaker even exists (Tracy 2014: 18). However, this terminological discussion would go beyond the scope of this thesis and should therefore just be understood as an interesting side note.

In contrast to speaking one language, speakers who have acquired two languages are commonly referred to as *bilinguals* (Kemp 2009: 24; García & Wei 2014: 11) and speakers of three or more languages are termed *multilinguals* (Kemp 2009: 24; García & Wei 2014: 11), “rather than using the term bilingual to mean more than two languages, or multilingual for users of just two languages” (Kemp 2009: 24). This distinction will also be the basis of the definition of multilingualism employed in this thesis (see chapter 2.2.4.).

2.1.3. Bilingualism

Traditionally, being bilingual meant “knowing and using two *autonomous* languages” (García & Wei 2014: 11) [my emphasis]. This definition suggests that different languages within one individual act autonomously and separately. This view concurs with the monolingual habitus still prevalent in language teaching today, which also sees languages as separate entities that should not be mixed, as this could lead to cognitive or linguistic problems (Jessner 2008a: 17). As will be discussed later in chapter 3.4.1., this view is gradually changing towards a more dynamic conception of bi- and multilingualism.

One of the most influential researchers in the field of bilingualism is Francois Grosjean. He argues against the monolingual view of a bilingual speaker being “two monolinguals in one person” (Grojean 2010: 19) and against the atomistic view that languages are “discrete, fixed, and independent entities” (Cenoz 2013: 10). Furthermore, Grojean (2010: 21) describes the negative consequences that the monolingual habitus has had on the study of bilingualism. He states that bilinguals’ competencies have been measured against the “ideal-monolingual-speaker-hearer” (Grojean 2010: 21), resulting in the seeming need for bilinguals to be perfectly balanced bilinguals, meaning perfectly fluent and proficient in both languages. Due to this bias towards monolingual norms, bilinguals’ skills have also been tested according to monolingual standards. As these tests do not regard the difference between mono- and bilingualism, bilinguals often receive lower scores than monolinguals, which in turn perpetuates the view that bilinguals are less proficient than monolinguals (Grojean 2010: 21-22). In addition, typical bilingual practices such as code-switching are considered a negative side effect of bi- and multilingualism (Grojean 2010: 22; Cenoz 2013: 10; Portolés Falomir 2015: 38). According to Grojean’s (2010: 24) holistic view of bilingualism, the languages within an individual are not separate, but interact constantly. Depending on the situation and the bilingual speaker’s needs, he or she can make use of the various languages for different purposes. Thus, different levels of proficiency and fluency in the languages are completely natural, as one language might be needed for more purposes than the other (Grojean 2010: 24). Interestingly, Grojean does not

limit his definition of bilingualism to a person speaking only *two* languages, but to “people who need to use two (*or more*) languages [...] in their everyday lives” (2010: 20) [my emphasis]. This again highlights the blurry boundaries between definitions of bi- and multilingualism.

To summarize, due to Grosjean’s influence, the traditional conceptualization of bilingualism as knowing two separate languages that do not interact, changed towards a more dynamic view of bilingualism. This view is further related to Cummins’ *Developmental Interdependency Hypothesis* (1979: 233) which suggests a connection between all linguistic systems within an individual; thus, also arguing against the atomistic view of a strict separation of languages (Cenoz 2013: 10; Jessner 2008b: 96). More specifically, the hypothesis states that “the level of L2 competence which a bilingual child attains is partially a function of the type of competence the child has developed in L1” (Cummins 1979: 233). Hence, if a child’s L1 is not well- developed, it is likely that similarly low proficiency will be attained in the L2 (Cummins 1979: 233). This idea is rooted in another important concept introduced by Cummins, which is called the *Common Underlying Proficiency* (1980: 86). Cummins explains the notion through using the “‘dual iceberg’ representation of bilingual proficiency” (Cummins 1980: 87) as a metaphor. The theory implies that:

[even though there are] obvious differences between L1 and L2 in terms of surface features [i.e. the tips of the two icebergs] of phonology, syntax, and lexicon, there is a common underlying proficiency [i.e. the part of the iceberg which is underwater] that determines an individual’s performance on cognitive/academic tasks [...] in both L1 and L2 (Cummins 1980: 86-87).

Hence, Cummins argues that L1 and L2 are inherently connected, as the *Common Underlying Proficiency*, which is determined by the proficiency in the L1, influences the possible level of proficiency in the L2. Another important notion that is linked to the hypotheses described above is the *Threshold Hypothesis* (Cummins 1980: 97). It states that features of bilingualism which might have a “[positive] influence [on] cognitive growth are unlikely to come into effect until the child has attained a certain minimum or threshold level of competence in a second language” (Cummins 1979: 229). In other words, bilingualism can lead to certain cognitive advantages such as heightened language awareness or creative thinking; however, this will only be the case if the proficiency levels in the languages, especially in the L1, have reached a high-enough level (Jessner 2008a: 29). This issue of L1 literacy and proficiency will be further explored and discussed in chapter 2.2.

2.1.4. Towards a definition of multilingualism

In the previous chapter, the concept of bilingualism has been discussed. The consecutive chapter will give an overview about different approaches to and definitions of multilingualism and will finally aim at presenting a working definition of multilingualism which fits the purpose of this thesis.

In terms of historical development, Maximilian Braun (1937 cited in Jessner 2008a: 16) was one of the first to conduct research on multilingualism and one of the first who set out to find a definition for this phenomenon. Around 30 to 40 years later, Vildomec (1963 cited in Volgger 2011: 42) was one of the first to mention the benefits of multilingualism, and around 15 years later, Wadurszka (1979: 321-322 cited in Nieweler 2001: 216) emphasized that students' first languages should not be seen as a burden in the classroom.

In the previous chapters, it has been established that a multilingual person speaks two, three or more languages. However, an important issue has so far been neglected. It seems vital to think about a speaker's level of competence and proficiency when trying to define who should be described as multilingual. Should a person's multilingual proficiency be measured against a native-speaker norm? Or is it enough to have acquired basic communicative competence in a language in order to be considered multilingual (Wiater 2013: 14)? Generally, there are minimal definitions of multilingualism on the one side, and maximal definitions on the other (Wilton 2009: 60). Minimal definitions only require a person to have a very low proficiency in the languages acquired in addition to the first language in order to be considered multilingual (Bertrand & Christ 1990: 208 cited in Wilton 2009: 53), whereas a maximal definition requires the speaker to possess high proficiency in all languages (Wilton 2009: 60). However, another issue arises when asking what *being proficient* actually means. Is a speaker proficient in a language in which he or she can speak fluently, but cannot write or read? For instance, if speakers come from communities where literacy is restricted to the society's elite, they might not have gotten the chance to become literate in this language (Kemp 2009: 22). Another noteworthy differentiation is one between "balanced and unbalanced multilingualism" (Cenoz 2013: 6), where *balanced* means to be equally proficient in all languages and *unbalanced* refers to unequal levels of proficiency (Cenoz 2013: 6). What is problematic about these binary definitions and differentiations is that they neglect the fact that language proficiency can vary due to external circumstances or changes in a person's environment or personal life (Kemp 2009: 19). Furthermore, the more languages a person has acquired, the more they all interact and can influence each other

(Jessner 2008a: 18; Wilton 2009: 61). Hence, it is more common that a multilingual individual is more proficient in one language than in the others, either due to personal preference, language prestige or dominance in the person's environment (Wilton 2009: 60-61).

Levels of proficiency concern the definition of multilingualism on an individual level. However, a distinction which is also frequently made is the one between individual and societal multilingualism, where “[o]n a societal level, multilingualism can be broadly defined as the presence of more than one language (or speech community) in a society” (Wilton 2009: 54). This does not mean that the entire population is necessarily multilingual. It can indeed be the case that a major part of the members of society are multilingual, such as in parts of Switzerland or Canada (Wiater 2013: 13). However, it is more common that there are several small multilingual groups within a typically monolingual country, with these groups often being immigrants or minorities (Wilton 2009: 58-59; Cenoz 2013: 4). A relevant distinction that needs to be mentioned in terms of societal multilingualism is the difference between additive and subtractive multi-or bilingualism (Cenoz 2013: 5; García & Wei 2014: 49). Additive multilingualism refers to the acquisition of another language while still learning the first language (Cenoz 2013: 5-6). This typically happens when speakers of the majority language in a country acquire a foreign language in an educational setting (Cenoz 2013: 6; García & Wei 2014: 49). Subtractive multilingualism, on the other hand, refers to instances in which a child loses his or her first language, which is typically a minority language, because it is mostly exposed to the majority language and not given the opportunity to develop proficiency in his or her L1 (Cenoz 2013: 6; García & Wei 2014: 49).

Another term that is frequently associated with multilingualism is *plurilingualism*, which is occasionally used to refer to individual multilingualism (Jessner 2008: 18; Cenoz 2013: 5). The *Common European Framework of Reference for Languages* (further referred to as CEFR), for instance, defines multilingualism as the “the knowledge of a number of languages, or the co-existence of different languages in a given society” (2001: 4), whereas plurilingualism refers to “an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples” (CEFR 2001: 4). What is important to note is that the plurilingual person does not separate these languages, “but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact” (CEFR 2001: 4). This distinction is analogous to the distinction made between individual and societal

multilingualism. Chik and Melo-Pfeifer (2019: 149), for example, employ the term plurilingualism to describe “multilingual individual repertoires” and define multilingualism as describing “the presence of different languages in a given space”, thus referring to geographical and societal aspects in the latter. Although both terms are used interchangeably sometimes, the term multilingualism has gained more momentum (Wilton 2009: 51) and remains the more official term, whereas plurilingualism is mainly associated with the definition provided by the Council of Europe (García & Wei 2014: 11).

Today, one of the most influential models to describe multilingualism is Herdina and Jessner’s (2002) holistic model of multilingualism, termed the *Dynamic Model of Multilingualism* (further referred to as *DMM*). This model is not only holistic in nature, but also emphasizes the dynamic aspect of multilingualism as something that constantly changes over time, since already existing language systems influence developing ones and vice versa (Jessner 2006: 32-33; Jessner 1999: 203). In summary, “the DMM stresses the non-linearity of language growth, the interdependence between language systems and the change of quality in the language learning process” (Jessner 2006: 33).

As already mentioned in the introduction, the focus of this thesis is on using students’ individual multilingualism as a resource in the EFL classroom. Thus, in this thesis, *multilingual* is understood to refer to learners who have learnt or are learning *more than two* languages. What is more, learners will also be considered multilingual if they possess only minimal proficiency in one of the languages (Bertrand & Christ 1990: 208 cited in Wilton 2009: 53), as most learners who participated in the action research project carried out for this thesis were in the early stages of learning English. Hence, the definition employed in this thesis is similar to Li Wei’s previously mentioned definition of a multilingual person being “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” (2008: 4), with the slight difference that it requires a learner to speak more than *two* languages in order to be considered multilingual.

In the subsequent chapters, different concepts and skills connected to multilingualism will be outlined and described theoretically. Pedagogical guidelines for fostering these skills in the English language classroom will be discussed in chapter 4.

2.2. The importance of L1 literacy

As already touched on, the benefits of bi- or multilingualism, such as certain cognitive advantages, largely depend on L1 literacy (Jessner 2008: 29). In line with Cummins' *Interdependency Hypothesis* (1979), studies have confirmed that a certain level of proficiency in the L1 must be attained in order to avoid negative influences on learning another language. Baur (2011: 20), for instance, conducted a study in the 1980s which found that children who were proficient in their L1 had significantly better German skills than children whose L1 skills were not well developed. Needless to say, L1 literacy is not only vital for developing proficiency in a second language, but also for doing so in a third language. A study conducted by Swain and Lapkin (1990: 78) found that literacy in the participants' L1 led to an increased level of proficiency in the L3. Another study conducted with German primary school students found that L1 proficiency had a bigger influence on foreign language learning (English) than proficiency in the majority language (German) (Hopp, Jakisch, Sturm, Becker & Thoma 2020: 149), which again highlights the importance of fostering L1 literacy. Even though research indicates that L1 literacy is vital for developing literacy in L2, L3, or any other additional language, schools typically focus on teaching the dominant language and neglect the fact that students should first and foremost become proficient in their first languages (Cummins 2006: 53). It is, however, vital that this monolingual thinking changes and that schools provide students with the opportunity to expand their L1 knowledge from simple day-to-day conversation skills to higher academic skills (Volgger 2013: 92), as it is especially important that students are not only proficient in one skill, such as speaking, but that they can also read and write in their L1 (Busse 2009: 4). However, in reality, many students' L1 skills are limited to oral production, as they usually acquire their first language in non-academic contexts and are missing formal instruction (Hopp et al. 2020: 148).

In Austria, some schools offer *mother tongue lessons* [muttersprachlicher Unterricht] through which learners should increase their L1 literacy. Unfortunately, these lessons are only available at a limited number of schools, they often take place at impractical hours, they are voluntary, and students do not receive any marks (Volgger 2013: 92). What is more, mother tongue teachers [Muttersprachenlehrer*innen] are often not integrated into the school faculty (Volgger 2013: 92; Luciak & Binder 2010: 21). An additional problem is that many parents and students are against learning the L1 at school, as they believe that using the L1 too often can hinder the acquisition of a second or third language (Swain & Lapkin 1990:

65; Milambiling 2011: 19; Volgger 2013: 96). This mainly stems from the fact that parents and students are often not aware of the benefits of multilingualism. It is therefore an important responsibility of the school to raise students' and parents' awareness concerning the benefits of multilingualism and the importance of becoming proficient in one's L1 (Boeckmann et al. 2011: 24; de Cillia 2013: 8; Schader 2004: 30).

2.3. Multilingualism and identity

Language largely contributes to our sense of identity. Through language we constitute unity, we signal (social) affiliation and we set ourselves apart from others (Putzer 2006: 54). In other words, language and identity are inevitably connected as “[l]anguage as part of culture plays a vital role in the socialization [sic!] process of individuals, [and] also in the self-concept of groups and their sense of unity” (Wilton 2009: 59). Particularly the first language is a vital part of one's personal and cultural identity (Volgger 2013: 93). It is strongly connected to one's family and roots and “a source of cultural pride and self-esteem” (Coelho 2012: 195-196). Consequently, it is important to give learners the opportunity to develop a high level of proficiency in their L1, as it increases and strengthens their sense of identity (Coelho 2012: 225). However, it is not only vital to foster the development of students' L1 in specifically designed lessons, such as mother tongue lessons, but to include the various L1s into the classroom on a regular basis in order to show students that their L1s are appreciated. The L1 is part of a student's identity and consequently part of his or her daily life (Volgger 2013: 93-94). Hence, it is the teachers' responsibility to incorporate students' individual multilingualism [lebensweltliche Mehrsprachigkeit] into the classroom (Volgger 2013: 93-94). Concrete suggestions as to how and why students first languages can and should be integrated into the classroom will be presented in chapter 4.1.

2.4. Language Awareness

The Austrian curriculum for lower secondary schools includes the development of *language awareness* as an important didactic principle. Students should be supported in their development of multilingualism and language awareness though comparing aspects of different languages and discovering similarities and differences, through reflecting about language acquisition and language development and though exchanging knowledge about different languages with their peers. These practices should lead to more positive attitudes towards different languages and linguistic diversity (RIS 2020).

As already mentioned in the previous chapters, bi- and multilinguals usually possess greater language awareness than monolinguals (see for instance Hammarberg 2018; Jessner 2008a; Milambiling 2011; Bermejo 2014). Generally speaking, language awareness refers to “a person’s sensitivity to and conscious awareness of the nature of language and its role in human life” (Donmall 1985, cited in Volgger 2011: 65) or “coming into contact with many different languages in order to understand the way language works and the function of languages in society” (Hélot & Young 2006: 79). Looking at learners specifically, language awareness can be developed through encountering other learners’ L1s and learning about their cultures and languages, for example (Hélot & Young 2006: 79). As multilingual learners have learnt at least three languages, their language awareness is often quite well developed, albeit usually unconsciously. For instance, multilingual learners often implicitly know a lot about grammatical structures or about sociocultural topics such as politeness or rudeness (Milambiling 2011: 19). It is then the teachers’ responsibility to raise this knowledge to a conscious level, so that students can profit from it (Milambiling 2011: 19).

Training language awareness can have valuable effects on further language learning in that it leads to greater awareness about differences and similarities between languages, for instance between students’ L1s and the target language, and therefore train students’ brains to make connections between all the languages at their disposal (Allgäuer-Hackl & Jessner 2013: 129). Studies about third language learning have proven that making such connections is vital for successfully learning further languages (Allgäuer-Hackl & Jessner 2013: 129-130). However, as already mentioned in chapter 2.2., students often believe that their L1 impedes learning another language (Milambiling 2011: 19; Volgger 2013: 96). Thus, talking about languages and about the benefits of knowing multiple languages can change this negative view of the L1 and can encourage students to use their L1 as a resource when learning an additional language (Volgger 2013: 91). What is important to mention is that teachers need not speak all their students’ L1s in order to practice language awareness (Oomen-Welke 2016: 9). Students can be treated as experts for their own languages (Jessner 2008a: 100), which in turn also increases the prestige of these languages (Volgger 2013: 94). Finally, as language awareness is not only about language but also about culture, it is vital that teachers as well as students learn about fellow students’ cultural backgrounds and political or social issues in students’ home countries (Milambiling 2011: 19).

To summarize, language awareness includes developing the ability to reflect on languages, language learning, as well as differences and similarities between languages and cultures (Hélot

& Young 2006: 79, Allgäuer-Hackl & Jessner 2013: 129, Milambiling 2011: 19). Activities that focus on promoting language awareness can help learners to understand other languages, see linguistic diversity in a positive light, and get rid of stereotypes and prejudices about other languages (Hu 2003: 45; Schader 2004: 62; Coelho 2012: 195; Hüsler 2013: 31). Practical suggestions for fostering language awareness in the English language classroom will be provided in chapter 4.2.

2.5. Translanguaging

Another important skill that multilinguals possess and that should be encouraged and practiced in the classroom is *translanguaging*. There are numerous reasons why translanguaging practices should be part of every (language) classroom. Firstly, a monolingual way of teaching has long been outdated and does not correspond to today's multilingual society (see chapter 3.4.1.). Secondly, if students are encouraged to employ translanguaging, they are simultaneously encouraged to view their L1 as a resource when learning further languages (Ilman & Pietilä 2018: 245). Thirdly, endorsing learners to use their L1 will lead to more positive emotions towards the L1 (Chumak-Horbatsch 2019: 15-16).

Similar to *language awareness*, the definitions for *translanguaging* are manifold. One of the first problems that arise when trying to find an appropriate definition is that translanguaging is frequently used synonymously with *code-switching* (Ilman & Pietilä 2018: 239). García and Wei (2014: 22), for instance, state that while code-switching merely regards the act of switching between two languages, translanguaging describes a more complex phenomenon, as the individual's whole linguistic repertoire is involved. In line with this argument, García (2009: 140 cited in Montanari & Panagiotopoulou 2019: 106) defines translanguaging as “the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential”. Thus, the practice of translanguaging understands language as fluid and dynamic and is about using all linguistic capacities available in order to communicate (Chumak-Horbatsch 2019: 13). Translanguaging lends itself to multilingual classrooms, as it is the norm for learners who grow up bi- or multilingually (García & Wei 2014: 23). Bi- or multilingual speakers constantly switch between languages, depending on the topic they speak about or who they speak to, such as friends, teachers or family members (García & Wei 2014: 23). However, translanguaging is not only prevalent in bilingual families, it is part of almost everyone's life. For instance, when travelling to a different country, people always communicate with all the linguistic resources available in order to make themselves understood (Montanari & Panagiotopoulou 2019: 106).

Unfortunately, the practice of translanguaging has not yet arrived in many classrooms (García & Wei 2014: 53). If teachers are willing to open themselves to this new practice, there are a variety of methods available to encourage students to *translanguage*. For instance, teachers could invite students to work with their entire multilingual repertoire when writing a text, as this leads to better results in the target language (Montanari & Panagiotopoulou 2019: 121). In practice this means that they could be encouraged to use their L1 when planning a text and then write it in the target language (further referred to as TL) (Prada & Turnbull 2018: 17). This is not only beneficial in terms of the output in the TL, but also in terms of cognitive development, as translanguaging leads to a more thorough engagement with the topic (García & Wei 2014: 64), encourages students to make connections between all the languages in their linguistic repertoire (i.e. cross-linguistic transfer and flexibility) and fosters the development of metalinguistic awareness (García & Wei 2014: 120). Further practical ideas for encouraging translanguaging in the (English) language classroom will be described in chapter 4.3.

2.6. Intercultural competence

One of the main objectives of the Austrian curriculum for lower secondary schools is to foster *intercultural competence* (RIS 2020). Intercultural competence can be defined as “the ability to experience otherness and cultural diversity, to [analyze] that experience and to derive benefit from it” (Beacco et al. 2016: 8). The curriculum states that acceptance of and respect towards others is of utmost importance in today’s diverse society and should be an integral part of education at school (RIS 2020). Furthermore, the curriculum mentions the importance of becoming proficient in the dominant language (i.e. German), while also appreciating and incorporating the linguistic and cultural diversity that students bring to the classroom. Students should be encouraged to make use of their multilingualism in the classroom, so that all students can learn from each other and acquire intercultural competence (RIS 2020). The development of intercultural competence is inherent to foreign language learning, as learners of foreign languages are frequently exposed to differences between practices in the culture(s) of the target language and their own culture. It is vital that students understand and reflect on these differences in order to be able to empathize with people from other cultures and in order to prevent any misunderstandings or problems that can arise due to cultural differences (Volkman 2002: 12-13).

Comparing different cultural practices should be as much part of the (language) classroom as linguistic comparison (see language awareness and translanguaging). For instance, one could compare how measurements, temperatures, or times of the day are defined and called in

different languages, or how different greetings work (Allgäuer-Hackl & Jessner 2013: 119). The foreign language classroom is especially appropriate for encouraging the development of intercultural competence, as it deals with something *foreign* per definition and thus provides students with the opportunity to make comparisons between the newly encountered foreign culture and their own culture (Alexandru 2017: 66).

An interesting project called *MARILLE* [Majority Language Instruction as a Basis for Plurilingual Education] provides an overview of different practices that can foster multilingualism in the classroom (Boeckmann et al. 2011: 8). The core idea of the project is to support teachers and students in dealing with and making the most of the linguistic diversity in today's classrooms (Boeckmann et al. 2011: 8). The project also highlights the significance of developing intercultural competence. According to *MARILLE*, intercultural competence can be developed through gaining knowledge about various languages and therefore developing greater sensitivity towards diversity. If students learn about the functions of different languages in society and about the connection between language and identity, it will increase their understanding of social and cultural differences and decrease prejudices against certain groups and languages (Boeckmann et al. 2011: 26). The project's website marille.ecml.at offers background information on the project, provides practical examples from multilingual classrooms and various links to websites and materials that can be used in a multilingual classroom.

3. Multilingualism in the educational context

The following chapter will explore multilingualism in the educational context of the EU and Austria. Furthermore, issues such as language prestige and the multilingual turn in language education will be discussed.

Language greatly influences educational contexts and is inherently connected to educational opportunities. It is therefore of utmost importance to foster student's entire linguistic repertoire and to treat all languages as a resource so that all students have equal opportunities (Krumm & Reich 2013: 21).

3.1. Multilingualism in the EU

For many years, a monolingual habitus persisted in European countries which resulted in a bias towards national languages and the suppression of *other* languages (Byram 2018: 39). Fairly recently, interest in multilingualism increased due to a new policy issued by the European Union (Jessner 2008a: 15). The European Union introduced the idea that every "EU [citizen] should be proficient in three European languages, their L1 and two other community languages, to ensure multilingualism as an essential characteristic feature of European identity" (Jessner 2008a: 15). Furthermore, the European Union emphasized the importance of teaching children to make connections between their L1, L2 and L3 and to view linguistic diversity as a positive asset (Volgger 2011: 12). Concrete guidelines as to how students' first languages should be integrated into the classroom have not been brought forward (Dorner 2008: 32), even though the European Union stresses the importance of preserving students' L1s and employing them as a resource in the classroom (Volgger 2011: 13). The Council of Europe also supports an inclusive approach to multilingualism in Europe. It has developed instruments such as the *CEFR*, which has had a great influence on foreign language teaching in the EU (Byram 2018: 33) and on the development of the Austrian curriculum (Volgger 2011: 15-16). Another tool which was developed by the Council of Europe is the *European language portfolio* [Europäisches Sprachenportfolio] (Volgger 2011: 15), which allows students to evaluate their skills in different languages and reflect on experiences with different languages, including their first language(s) (Horak et al. 2010: 7). Working with the European Language Portfolio should lead to and foster intercultural competence and multilingualism (Horak et al. 2010: 12). Another useful organization working on a European level is the project *AMuSE* [approaches to multilingual schools in Europe], which has made it its goal to support policy makers, universities, and schools in dealing with multilingualism. It

is the organization's objective to develop ways in which schools can make use of their students' multilingual potential and move away from the monolingual bias present at many schools (AMuSE n.d.: 1).

3.2. Multilingualism in Austrian schools

Multilingualism and multiculturalism not only influence policies on the European level, but also lead to changes in language teaching at a local level (Beacco 2016: 7). This is why the following subchapters will explore aspects associated with multilingualism and Austrian schools.

3.2.1. Facts and figures

In general, it can be stated that Austrian schools are becoming increasingly multilingual (Volgger 2011: 33), since the Austrian population is becoming more multilingual as well. After immigrants from Germany, most immigrants come from Serbia, Turkey, Rumania, Bosnia, Hungary, and Poland, closely followed by people from Syria, Afghanistan, Slovakia, Russia, Italy, and Bulgaria. Furthermore, immigrants come from Kosovo, the north of Macedonia, Slovenia, Iran, Iraq and the Czech Republic (BMI 2019). The most prevalent first languages, excluding German, of students attending school in Austria are Turkish, Bosnian, Croatian, and Serbian (Statistik Austria 2020: 24; ÖSZ 2012a: 10).

In the school year 2018/19, 26,4% of all students in Austria spoke a different first language than German at home (Statistik Austria 2020: 12). The number was even higher in Viennese public middle schools, where 80,1% of all students had a different L1 than German (Statistik Austria 2019a). The highest percentage of Viennese primary school students with a different first language than German attend schools in the 5th, 20th, 16th and 15th district (Statistik Austria 2020: 26). In contrast to 80,1% in public middle schools, only 42,4% of Viennese lower secondary grammar school [AHS] students had a different L1 than German (Statistik Austria 2019a). Even though linguistic diversity is already the norm in Austrian schools, it is obvious from these numbers that students who have a migration background and who do not have German as an L1 are underrepresented in the Austrian AHS (Statistik Austria 2020: 26) and are therefore often at an educational disadvantage (Volgger 2011: 20). This educational disadvantage is also reflected in the fact that education in Austria is usually inherited. 47% of children with migration backgrounds whose parents only completed compulsory education [Pflichtschulabschluss] do not go on to a higher level of education

than their parents (Statistik Austria 2019b: 52). In the school year 2017/18, the number of adolescents without Austrian citizenship who attended upper secondary schools was just 10-11%, whereas it was 23% in special needs schools [Sonderschule] and 22% in polytechnic schools [Polytechnische Schule] (Statistik Austria 2019b: 48). What is especially shocking is that students with migration backgrounds are often said to require special needs education, simply because they are not proficient enough in German (Cillia 2012: 194). Furthermore, adolescents with migration backgrounds outweigh the ones without migration background in terms of school dropouts, with the former making up 53,9% of all dropouts (Statistik Austria 2020: 122).

Even though the Austrian population and Austrian students are increasingly multilingual, the Austria education system still seems to hold on to a monolingual habitus (Wojnesitz 2009: 91). However, this reality does not correspond with the demands put forward by the Austrian Curriculum which will be outlined in the following subchapter.

3.2.2. Multilingualism and the Austrian curriculum

Fostering multilingualism is one of the core concerns of the Austrian education system. This includes fostering language learning in general as well as offering lessons in students' L1s [Muttersprachenunterricht]. Furthermore, it includes offering a variety of foreign languages at school and teaching certain subjects through a foreign language (i.e. Content and Language Integrated Learning) (Krumm & Reich 2013: 22). Spurred by an increasingly multilingual society, Hans-Jürgen Krumm and Hans H. Reich developed a curriculum which is based on the fact that the languages in the curriculum cannot be treated like separate entities (Krumm & Reich 2013: 23). The *Multilingualism Curriculum* [Curriculum Mehrsprachigkeit] focuses on students' entire linguistic repertoire and tries to connect students' first language learning experiences with their foreign language learning experiences (Krumm & Reich 2013: 23-24). The core aim of the curriculum is to foster the development of language awareness, to train the ability to reflect on and analyze linguistic situations and to develop a repertoire of strategies for foreign language learning (Krumm & Reich 2013: 24). As already stated in chapter 2.4., the Austrian curriculum also mentions the development of language awareness as a core principle (RIS 2020). However, the focus of the curriculum lies primarily on the target language and a holistic approach that considers students' entire linguistic repertoire is often missing (Krumm & Reich 2013: 25). A subject which is based on the *Multilingualism Curriculum* serves as an addition to regular (foreign) language teaching in that it can look at language learning in general and at relationships

between languages, without being biased towards one specific language. It can provide a common cognitive basis for language learning while simultaneously showing appreciation of every single language (Krumm & Reich 2013: 25). This notion of a curriculum for multilingualism has been realized in a similar way at the university level. The University of Innsbruck, for example, has established an interdisciplinary program in which student teachers reflect on their own language learning processes and discuss multilingualism in the foreign language classroom (Hinger et al. 2005: 18-20).

As already mentioned, multilingualism is a core concept in the Austrian curriculum for middle schools. The most important demands include multilingual education, appreciation of all languages, training language awareness and fostering intercultural competence (RIS 2020). Moreover, the curriculum emphasizes the importance of treating students' multilingualism as a resource and encouraging them to use it as such (RIS 2020). However, specific guidelines as to how this should be implemented are missing.

3.3. Language prestige

Even though the Austrian curriculum states that all languages should be appreciated and valued (RIS 2020), this is not the case in reality, since there exist tremendous differences in terms of language prestige. Just looking at the most common foreign languages taught in Austrian schools, it becomes obvious that students' first languages, which are often minority languages, are rather underrepresented (Volgger 2011: 26) in comparison to world languages such as English (Busse 2019: 8) or Spanish (Bermejo 2014: 124). English as *the lingua franca* plays a crucial role in this issue, as it can contribute to the perceived negative status of minority languages (Busse 2017: 54). Due to the high prestige associated with English and due to the fact that English is omnipresent in society, it is often the only foreign language that learners consider useful and therefore frequently focus on studying English only (Busse 2017: 54-55).

Differences between languages of high and low prestige become visible when looking at phenomena like code-switching. Speakers of the latter are often considered to be less proficient in their languages, whereas speakers of the former are perceived to be advantageous and more intelligent and their code-switching is seen as an admirable competence (Wilton 2009: 68; Tracy 2014: 20). It is important to note that "the prestige of languages strongly affects the attitudes towards multilingualism and also strongly affects the practices and policies concerning multilingualism" (Wilton 2009: 69). Thus, if languages are considered less prestigious because they are "not a globally relevant language" (Wilton 2009:

69) and are therefore rarely or never included in educational contexts, the multilingualism promoted at school will remain somewhat of an elite multilingualism and will neglect the individual multilingualism of the majority of students. A report composed by De Cillia and Krumm in 2010 provides an overview of the foreign languages taught in Austrian schools. Even though the theoretical offer is quite broad and includes languages such as Croatian, Russian, Slovak, Slovenian, Russian, Czech and Hungarian (de Cillia & Krumm 2010: 161), these languages are rarely actually taught in schools. During lower secondary school, for instance, 98,82% of all students learn English, followed by French with around 9%. In upper secondary schools around 25% learn French, 10% Italian and 5% Spanish, whereas all other previously mentioned languages are learnt by less than 1% of students (de Cillia & Krumm 2010: 161-162). Hence, the foreign languages primarily taught in schools are English, Spanish, Italian and French and rarely or never Arabic, Turkish or Serbian, except for some schools which offer L1 lessons (i.e. Muttersprachenunterricht) in these languages.

Since students' first languages are often regarded as inferior to other languages in society, it is an important responsibility of teachers to act against this tendency (Volgger 2013: 94). Even students themselves often regard their own L1 as less beneficial than foreign languages learnt at school (Volgger 2013: 94; Volgger 2011: 335), based on their experience that their own multilingualism is not as valuable as the one which can be acquired at school (Hu 2003: 201). However, as one's L1 is inherently connected to one's identity, negative attitudes towards one's L1 can lead to negative emotions towards a part of one's own identity (Leichsering 2003: 237 cited in Volgger 2013: 94-95). In addition, if students get the feeling of being excluded because of their L1, it will decrease their motivation to speak this language (Busse 2019: 9), which in turn has negative effects on their capacity to learn further languages (see chapter 2.2.). Incorporating and appreciating students' L1s in the foreign language classroom is vital in that it can increase the languages' prestige and consequently motivate students to make use of their multilingual competences (Volgger 2013: 93-94). Through the simple act of showing interest in students' L1s by way of learning certain expressions or words, the prestige of these languages can already be increased, at least in an educational setting (de Cillia 2013: 8). Furthermore, students should be allowed to use shared L1s with each other in breaks and designated parts of the lessons in order to make use of previously learnt knowledge (de Cillia 2013: 8). Unfortunately, though, the use of the L1 in any setting is still forbidden in many schools (Volgger 2013: 95; Busse 2019: 9; Wojnesitz 2009: 92).

In conclusion, high or low language prestige can influence a variety of factors. It can determine the willingness and motivation to speak or learn a certain language (Busse 2019: 9) and it can lead to positive or negative emotions and attitudes towards a language (Wilton 2009: 69). In order to act against this influence of language prestige, teachers should include their students' first languages into the classroom on a regular basis, since incorporating students' first languages leads to a valorization of these languages, which in turn leads to a more positive feeling of identity (Bermejo 2014: 123), and an increased sense of pride and self-esteem (Coelho 2012: 196).

3.4. The multilingual turn in education

Issues regarding the monolingual bias in linguistics and education have already been discussed in previous chapters. The following chapter will firstly look at the consequences the monolingual bias has had on educational policies. In a next step, the shift towards a multilingual approach to language teaching and its positive effects will be outlined.

3.4.1. From monolingual to multilingual

Through publishing her influential book called “*der monolinguale Habitus der multilingualen Schule*” [the monolingual habitus of the multilingual school], Ingrid Gogolin was one of the first to point out the monolingual habitus present at German schools (1994: 24). In her conception, a habitus is something which is deeply rooted in society and therefore difficult to change (Gogolin 1994: 30-31). The monolingual habitus is also difficult to change in today's schools, since many teachers do not have a multilingual background themselves (Schader 2004: 21) and often still believe in the myth of the homogenous, monolingual school (Wojnesitz 2009: 91). This also results from the fact that most teacher education programs center around the prototypical monolingual student or offer just one or two voluntary courses on multilingualism (García 2008: 393). Due to this lack of knowledge about the multilingual mind, students' first languages are frequently ignored in the (foreign) language classroom and teachers resort to the monolingual principle of “target language only” (Pitkänen-Huhta 2019: 139), thus perpetuating the monolingual habitus (Schader 2004: 21). Even if teachers are willing to include their students' multilingualism into the classroom, they often do not have the necessary resources or knowledge to do so (Hélot & Ó Laoire 2011: xi). Unfortunately, “the reality for many multilingual learners is that their languages are all too often silenced, unheard in the classroom or worse still envisaged as impeding the development of the language of schooling and of learning in general” (Hélot &

Ó Laoire 2011: xi-xii). Due to this monolingual bias, students with a different L1 than German often have difficulties at school, which are frequently attributed to a deficiency in terms of intelligence (Wojnesitz 2009: 92), rather than acknowledging the fact that their L2 skills cannot and should not be measured against a native-like standard (Cenoz 2013: 11; Allgäuer-Hackl & Jessner 2013: 133; Busse 2019: 10). Unfortunately, “[l]inguistic backgrounds of learners still function as a mechanism of social selection and exclusion and as a potential barrier to equal access and participation” (Busch 2011: 546). Speakers of minority languages are sometimes seen as not being a real part of society as they are often lacking perfect proficiency in the dominant language (Krumm 2009: 236).

The origins of the monolingual bias are rooted in various assumptions. Firstly, it is rooted in the idea of a purity of languages which would be “destroyed” by allowing languages to mix (Wilton 2009: 47). Furthermore, it was believed that the mixing of languages would confuse learners (Jessner 2008b: 96) and would lead to problems with language learning (Jessner 2006: 123). Thus, instances of code-switching were seen as “signs of linguistic and cognitive deficiency” (García & Wei 2014: 53). Following the ideas put forward by *Contrastive Analysis*, for instance, the use of the L1 in the foreign language classroom was seen as detrimental, as this would lead to an “interference or negative transfer on second and further language learning” (Jessner 2008b: 96). These notions then led to the strict separation of languages in the classroom (Busch 2011: 544) and the assumption that the L1 should be avoided entirely (Cook 2001: 404).

Even though several teachers still hold on to a monolingual teaching principle and see students’ first languages as a burden rather than a resource (Hu 2003: 284), there has been a gradual shift towards a multilingual approach to language teaching during the last years (Cenoz 2013: 13). This shift in education goes hand in hand with a shift from atomistic to holistic models of multilingualism in linguistics (Cenoz 2013:13), such as the DMM (Herdina & Jessner 2002). Holistic models of multilingualism no longer perceive languages as “clear-cut bordered units, but rather [...] as a bundle of communicative means, shaped by specific practices and ideologies, which speakers draw on in situated interactions” (Busch 2011: 544). A multilingual approach to language teaching acknowledges the fact that multilinguals differ from monolinguals in a variety of (cognitive) aspects, such as language awareness (Jessner 2008a: 21). Furthermore, it endorses the facilitative role of the L1 (Jessner 2008b: 96; Cook 2001), and it moves away from the ideal of native-like proficiency and towards a multilingual competence which entails the ability to manage and switch between a variety of languages (Allgäuer-Hackl & Jessner 2013: 133).

Some schools and teachers have since adapted to this shift towards multilingualism and have started to view multilingualism as a resource (Coelho 2012: 225). However, most suggestions for multilingual language teaching exist for the majority language classroom (i.e. German) (see for example Boeckmann et al. 2011), or learning German as a foreign or second language [Deutsch als Fremdsprache/Zweitsprache], and rarely for the foreign language classroom (Bermejo 2014: 126). Even though one might assume that the foreign language classroom would lend itself to a multilingual approach to language teaching, the monolingual habitus persists especially in this context (Decke-Cornill 2001: 183). Firstly, it persists because of educational policies that have decided which foreign languages are to be taught at school, such as English, French, and Spanish. Secondly, as already mentioned above, foreign language teaching methods are often based on a “target language only” principle and are therefore by definition monolingual (Decke-Cornill 2001: 183). Thirdly, if another language apart from the target language, for example English, is used, this is usually German, and since English and German then occupy the central roles in the classroom, other languages are frequently neglected or negated completely (Hu 2003: 283).

3.4.2. Multilingual pedagogy

With the shift from a monolingual to a multilingual approach to foreign language teaching, a new field called *multilingual pedagogy* or *multilingual didactics* [Mehrsprachigkeitsdidaktik] emerged. Multilingual pedagogy cannot be explained by means of a short definition, as it consists of a variety of concepts and principles that can be employed according to the specific teaching context (Barras, Peyer & Lüthi 2019: 378). According to Meißner and Reinfried (1998: 20), multilingual pedagogy includes the following core principles: making use of the learners’ entire linguistic repertoire (i.e. making use of prior knowledge and the L1), creating connections between previously learnt languages and offering opportunities to encounter a variety of languages. Following the traditional monolingual norm, foreign language teachers often regard their teaching as isolated from other languages taught at school or already known by their learners (Krumm & Reich 2013: 34). Multilingual pedagogy aims at fostering an inclusive approach to (language) teaching which moves away from an isolated and additive form of multilingualism (Jakisch 2014: 204), towards an integrative multilingualism which acknowledges multilingualism and its benefits (Volgger 2011: 30). The approach is holistic in that it does not just target language teachers, but all teachers, since all teachers must realize that the dominant language can be their students’ L1, L2, L3, ... and must therefore be ready and prepared to adapt their teaching to the specific needs of their students (de Cillia 2008: 80).

Furthermore, multilingual pedagogy states that schools should foster L1 literacy (Liu, Fisher, Forbes & Evans 2017: 380) and must be willing to include students' first languages into the classroom (Hopp et al. 2020: 157). Schools should make their multilingualism visible by displaying student work in different languages, by sending letters to parents in their respective L1s or by offering books in different L1s in the school library (de Cillia 2008: 80-81). Through small actions such as greeting students in their respective L1s, showing interest in their L1s and making an effort to pronounce their names correctly (ÖSZ 2012a: 13), students will feel that their L1 and their culture are valued and important (Liu et al. 2017: 385-386), which will in turn heighten the prestige of their L1s (see chapter 3.3.). Other suggestions for implementing the ideas put forward by multilingual pedagogy include talking about cognates in related languages, discussing cultural differences and comparing lexical and grammatical phenomena in different languages (Barras, Peyer & Lüthi 2019: 388). Such practices should not only be incorporated into (foreign) language teaching but can be included in basically any subject. During a P.E. lesson, for instance, counting-out rhymes could be done in a variety of different languages (Hüsler 2013: 32). What is especially important is that all languages should be permitted at school, be that during breaks or group work, as it can have negative effects if the natural and spontaneous use of the L1 is forbidden (de Cillia 2008: 82; ÖSZ 2012a: 13). Appreciating and allowing a variety of different languages and cultures to be present at school will not only have a positive effect on students whose L1 is not the dominant language, but it will also have a positive influence on the entire school climate and might motivate fellow monolingual students and teachers to start learning one of the "less dominant" languages (Coelho 2012: 202).

The demands of multilingual pedagogy have been realized in the shape of the *Multilingualism Curriculum* created by Krumm and Reich (2013). To recap, the core aspects of the curriculum include appreciating and incorporating students' first languages and language learning experiences as well as comparing languages (Krumm & Reich 2013: 35). Tracy (2014: 30) argues that the ideal place to start with multilingual pedagogy would be elementary school, as this is the first time that students are confronted with language learning on a more metalinguistic level. Moreover, Tracy (2014: 30) suggests offering a subject called *Language and Communication* during which elementary school students are given the opportunity to talk about languages and language learning. Through that they should gradually acquire metalinguistic knowledge and awareness about language (Tracy 2014: 30).

In summary, the goal of multilingual pedagogy is that learners develop a multilingual competence which allows them to think cross-linguistically, to transfer skills that they have acquired while learning one language to learning other languages and to reflect about language learning in general (Jakisch 2014: 204). It should be the teachers' goal to foster this multilingual competence by engaging in activities that encourage students to employ and reflect on their multilingualism in order to make the most of their multilingual repertoire (Milambiling 2011: 19).

Since English is usually the first foreign language taught at school, it bears an important responsibility in terms of laying the groundwork for the development of multilingual competence (Jakisch 2014: 205). According to Vollmer (2000: 82), English teachers should foster students' interest and willingness to learn further languages after English, they should lay the foundation for language comparison and reflection, foster students' general communicative ability and incorporate intercultural learning into the classroom. Chapter 4 will therefore take a closer look at multilingualism in the English language classroom and provide a variety of practical suggestions for incorporating students' L1s into the foreign language classroom. Before outlining these practical recommendations, teachers' and students' attitudes towards multilingualism will briefly be discussed, as attitudes can greatly influence how multilingualism is perceived.

3.5. Teachers in multilingual classrooms

Teachers' lessons are not only influenced by their (didactic) knowledge, but also greatly by their attitudes towards multilingualism and diversity (Busse 2019: 12). When trying to incorporate multilingualism into the classroom, both are equally important. On the one hand, teachers must have basic knowledge about language acquisition, intercultural differences and methodological knowledge regarding individualization and differentiation in heterogeneous classrooms (Schader 2004: 50). On the other hand, teachers must be willing to open themselves to multilingual practices and not be afraid to step out of their comfort zone. When planning their lessons, teachers should take the multilingual nature of their classroom into consideration, they should reflect on their own language awareness and contribute to making multilingualism visible in their entire school (Schader 2004: 50). Unfortunately, as already mentioned previously, teachers receive a limited amount of training regarding multilingualism (García 2008: 393) and are therefore frequently unsure as to how they should make use of their students' entire linguistic repertoire (Somers et al. 2014: 86). The way that teachers are educated at a university level rarely corresponds to the reality in today's schools. Student teachers should

acquire knowledge concerning intercultural learning and teaching German as a second language. Furthermore, they should be given the opportunity to collect more practical experiences, as most young teachers are confronted with the “real” reality at schools after they have finished their studies (BMUKK 2011: 217). A lack of knowledge concerning multilingualism results in the fact that some teachers perceive the use of the L1 at school as negative and even “annoying” at times, since they cannot understand or monitor what students talk about (Schönegger 2017: 228). What is more, teachers tend to regard multilingualism as beneficial only if students are perfectly proficient in their L1 and L2. Multilingualism is considered to be a disadvantage if students are only somewhat proficient in their L1, as some teachers argue that reflection about language is only possible if students can build on an elaborate language system (Schönegger 2017: 229). Thus, teachers focus predominantly on teaching the dominant language, which is usually the learners’ L2, as they regard students’ L1s as less important than the languages taught at school. However, this is not necessarily because of teachers’ negative attitudes, but rather because of curricula requirements which teachers are obligated to follow (Schönegger 2017: 229).

The project AMuSe, which was briefly mentioned in chapter 3.1, provides a list of recommendations for a teacher education that prepares teachers for multilingual classrooms (AMuSE n.d.: 2). First of all, student teachers should be equipped with “linguistic knowledge on multilingualism, first and second language acquisition, intercultural communication, second language and multilingual didactics” (AMuSE n.d.: 2). Furthermore, it would be desirable if teachers acquired basic knowledge in one of the typical minority languages spoken at schools (AMuSE n.d.: 2). On a governmental level, educational policy making should be reformed in that multilingual experts are included, and multilingual projects are professionally assessed in order to accumulate more knowledge and a deeper understanding about the effects of such programs at school (AMuSE n.d.: 2). Moreover, mother tongue teaching should be integrated on a regular basis, and mother tongue teachers’ status should be increased (AMuSE n.d.: 2; BMUKK 2011: 218).

3.6. Students in multilingual classrooms

Students' attitudes towards multilingualism are shaped by society on the one hand, and by their teachers on the other (Portolés Falomir 2015: 49). Studies have found that younger learners' attitudes towards multilingualism tend to be more positive than those of older learners (Portolés Falomir 2015: 172), which is why it seems especially important to start with activities that show the benefits of multilingualism at a very young age. The tendency of younger learners to show more positive attitudes towards multilingualism could be explained by the fact that they are not yet aware of language prestige issues regarding minority languages (Portolés Falomir 2015: 172). A study conducted by Wojnesitz (2009) at Viennese schools found that students with migration backgrounds generally had positive attitudes towards multilingualism. The students reported that they considered their multilingualism as something positive because it gave them the opportunity to make comparisons between languages and to have a so called "secret language" that others do not understand (Wojnesitz 2009: 181). Another study undertaken by Volgger (2011) also found that Viennese upper secondary students with migration backgrounds regarded their own multilingualism as a positive asset (Volgger 2013: 87). The participants explained that they valued their multilingualism, as they are proud of speaking various languages and as it helps them with learning further languages (Volgger 2013: 87). Hu (2003: 212) also found that even though students had differing attitudes towards multilingualism in general, their multilingualism and multilingual identity played an important role for all of them. Unfortunately, although students' multilingualism plays a major part in their everyday life, it is frequently ignored and considered worthless at school (Hu 2003: 212). Due to the experiences made at school, students tend to adopt this monolingual thinking and tend to agree with restrictions at school that prohibit the use of any other languages except for the language of instruction (Hu 2003: 212-213). Nevertheless, students are emotionally attached to the languages they speak and if they are asked to include them in the classroom, they generally display positive reactions (Hu 2003: 212-213).

Based on the aforementioned insights it seems highly worthwhile to incorporate students' first languages into the English language classroom, as students generally show positive attitudes and reactions towards their own multilingualism (Volgger 2013: 88). If students' attitudes have been biased because of the monolingual habitus (Hu 2003: 212-213), incorporating their first languages can have positive influences on language prestige and consequently on students' attitudes towards their own multilingualism and identity (Bermejo 2014: 123).

4. Practical suggestions for a multilingual EFL classroom

The following chapter will outline practical suggestions for incorporating multilingualism into the EFL classroom. Firstly, recommendations for incorporating students' first languages in general will be presented. Secondly, suggestions for fostering previously outlined skills such as language awareness and translanguaging will be provided. This chapter will also be the basis for the materials which will be developed for the empirical part of this paper.

As mentioned above, the foreign language classroom lends itself to a multilingual teaching approach. It is by nature multilingual in the sense that its students always bring at least one other language to the classroom (Bermejo 2014: 120). Thus, it is the responsibility of the foreign language teacher to aid students in their multilingual development, while simultaneously dealing with a variety of different first languages and an array of different experiences, learning contexts and proficiency levels in the dominant language (Bermejo 2014: 120). Yet, if made use of in a meaningful way, linguistic diversity has “the potential to enrich the experience of schooling for all students, parents, and teachers” (Coelho 2012: 225). Multilingual learners possess a range of advantageous competences, such as the ability to switch between languages (i.e. code-switching or translanguaging) or the ability to translate and interpret (Gogolin & Neumann 1991: 9-10 cited in Schader 2004: 32). Multilingual learners usually have a heightened metalinguistic knowledge and language awareness (Hinger et al. 2005: 18), as well as the capacity to differentiate between languages or varieties due to situational factors (Gogolin & Neumann 1991: 9-10 cited in Schader 2004: 32). Unfortunately, these competences are of little value when it comes to educational opportunities (see chapter 3.2.1.). As already mentioned in chapter 3.3., knowing a minority language is rarely seen as an advantage. Learners whose L1 is not German are often treated as less intelligent and their competences are underestimated, which in turn influences their self-confidence and leads to less successful performances at school, thus perpetuating this vicious circle (Schader 2004: 33).

Due to issues such as language prestige, positive attitudes towards linguistic diversity rarely develop on their own (Busse 2017: 58). Even though politics, society and the media greatly influence how certain languages are perceived, English teachers do have the power to counteract negative tendencies and lay the groundwork for developing positive attitudes towards all languages (Busse 2017: 58-59), especially because English is usually the first foreign language that students encounter at school (Allgäuer-Hackl & Jessner 2013: 131). If the English language classroom provides students with the opportunity to connect new knowledge with knowledge acquired through previously learnt language(s), positive attitudes towards

minority languages and multilingualism can be generated at a young age and can consequently influence further language learning in a positive way (Allgäuer-Hackl & Jessner 2013: 132). A study conducted by Vera Busse (2017: 67) found that only a small number of learners regard multilingualism as a desirable competence or as an important factor regarding professional development. Especially the focus on English as *THE lingua franca* encourages the view that only English is useful and pivotal in terms of occupational opportunities, thus pushing “less useful” languages into the background (Busse 2017: 69). Hence, it is necessary to emphasize the value of all languages and the benefits of multilingualism in the ELT classroom (Busse 2017: 69).

4.1. Including students’ first languages

During their linguistic development, children need to feel that their linguistic identity, and especially their first language, are being appreciated (Krumm 2009: 234). Unfortunately, this is often not the case with speakers of minority languages, even though it would be particularly important for the children’s development and self-confidence (Krumm 2009: 234). Since identity and language are inherently connected, Krumm (2009: 235) developed so called *language portraits* which are a reflective tool that focus on the language biography of a person (Krumm 2009: 235-236). Based on the language portraits created by several primary school students in the years 2004/5 and 2006/7, Krumm (2009: 238-239) reports that most students drew their first language at the center of their silhouette, around the heart, regardless of the proficiency in their L1. This shows that students do not assign random places to their languages but think about this choice quite consciously (Volgger 2011: 335). The results highlight the importance of the L1 for a person’s identity and thus confirm the relevance of incorporating students’ L1s in the classroom, as the appreciation of the L1 has a great influence on students’ self-concepts and self-confidence (Krumm 2009: 239). Furthermore, language portraits can give the teacher and classmates an insight into the language biographies of all the students and into the emotions connected to the languages (Volgger 2011: 335). Unfortunately, though, teachers are often afraid of bringing languages into the classroom that they are not proficient in or do not understand at all, especially because they cannot assess or control whether students’ utterances are correct (Hu 2003: 301). Hu argues that teachers should overcome this fear and move away from the myth of the omnipotent teacher (Hu 2003: 301), towards a conception of the teacher as someone who guides and aids students’ learning processes (Hopp et al. 2020: 157). As already mentioned previously, students can be treated as experts for their own languages (Jessner 2008a: 100) and teach their fellow students something in their respective

first language. However, teachers must be careful with asking students to function as experts for their first languages, as some students might have very little proficiency in their first language and might feel uneasy when asked to explain something in their first language (Hopp et al. 2020: 153). Thus, it seems vital that teachers first identify which proficiency level their students possess in their first languages before engaging in tasks that require high L1 proficiency. Alternatively, teachers can make it their aim to show linguistic diversity and minority languages in a positive light, without forcing students with low proficiency to actively produce something in their L1 (Hopp et al. 2020: 153).

What should not be forgotten is that foreign language teaching should still focus on using the *target language* for the most part (Hu 2003: 301), while using students' first languages as a resource when appropriate and feasible (Bermejo 2014: 120-121; Hu 2003: 301). Using the first language could be especially worthwhile for children who are not that proficient in the dominant language. The dominant language, which is German in this case, frequently plays a big role in the English language classroom, especially during the first years (Schönegger 2017: 230). Thus, children whose L1 is a minority language often have to learn a foreign language with the "help" of the dominant language which they are also not proficient in (Illman & Pietilä 2018: 237). A study conducted by Schönegger (2017: 230-231) found that due to the frequent comparisons made with German during foreign language lessons, students who were proficient in German had less difficulties learning the foreign language than students who were less proficient in German. In such cases, it seems advisable to encourage the use of the L1 as a resource, assuming that proficiency in the L1 is high enough (Coelho 2012: 198). As already mentioned in chapter 2.2., students should develop high proficiency in their L1, as this leads to "a higher level of development in L2, supports their [i.e. students] sense of identity, helps to maintain effective communication within the family [...], and promotes overall cognitive development" (Coelho 2012: 225).

Still, no matter how proficient learners are in their first language, there is always an interaction between previously learnt languages and the current target language, as students, consciously or unconsciously, always draw on previously made experiences (Nieweler 2001: 213). It is the teacher's responsibility to show students that this interaction is beneficial and natural when learning another language. The teacher could, for instance, incorporate natural instances of code-switching into the classroom, by using the target language to repeat previously learnt information and by employing the dominant language to explain challenging grammatical concepts (Cook 2001: 412). Through this, the teacher can show his or her students that code-

switching is natural and not a negative side-effect of speaking multiple languages. What is more, it is sometimes simply impossible to follow a target language only principle, as teachers must be able to fall back on one shared language in order to explain more complicated issues that students would not understand in the target language (Cook 2001: 413-414).

If the use of the L1 is strictly forbidden in the classroom, it can have a variety of negative effects on students. Somers et al., for instance, state that if teachers forbid their students to make use of prior knowledge through using the L1, “activation and expression will be limited to the extent that students are able to mediate it through the weaker language of instruction, which will [...] be partial at best, thereby restricting students’ learning experiences” (2014: 89). Thus, the prohibition of the L1 can impede further language learning. Moreover, the L1 is “an important component of the learner’s identity and a source of cultural pride and self-esteem” (Coelho 2012: 196). If ignored or forbidden, it can have negative effects on students’ self-esteem and might result into a defensive attitude towards learning the dominant language on the one hand (Busse 2019: 9), or into the rejection of the first language on the other hand (Coelho 2012: 196-197; Busse 2019: 9). The latter “represents a loss of a precious personal resource and a rejection of the child’s identity as a member of a linguistic and cultural minority and may have adverse effects on self-esteem” (Coelho 2012: 197). Furthermore, if a child stops using the L1 before having developed relatively high proficiency in the L2, they might remain semi-proficient in both languages and might therefore have troubles with academically challenging or abstract tasks (Coelho 2012: 198).

To summarize, the advantages of incorporating the L1 into the classroom clearly outweigh alleged disadvantages. Including the L1 can have positive effects on students’ sense of identity and self-esteem, it can aid the process of learning further languages, it improves overall cognitive and linguistic development, and it can increase the prestige of students’ first languages. Furthermore, including first languages on a regular basis can improve students’ attitudes towards them, it can normalize linguistic diversity and lead to social inclusion of all students (Cummins 2006: 63).

In the following, several practical suggestions for encouraging language awareness and translanguaging will be described.

4.2. Fostering language awareness

Metalinguistic aspects, such as developing language awareness, tend to play a minor role in many classrooms, which is mostly due to time constraints (Schönegger 2017: 232). To recap, language awareness comprises a variety of skills, such as the ability to compare and contrast aspects and functions of different languages, to reflect on language learning, to make connections between various languages and to be more sensitive towards different languages and cultures (see RIS 2020, Milambiling 2011, Allgäuer-Hackl & Jessner 2013). Bi- or multilinguals are generally said to have a heightened language awareness, due to the exposure to various languages (Hopp et al. 2020: 150). However, as with other advantages that result from multilingualism, “benefits in metalinguistic awareness hinge on proficiency and use of the minority language” (Hopp et al. 150). Furthermore, the advantages of possessing a heightened sense of language awareness can only be made use of if the skill is trained (Milambiling 2011: 19). Teachers should make their students aware that multilingualism is the norm, rather than the exception and that it is a useful resource to employ (Busse 2019: 12). Most students in today’s classrooms are in some way or another multilingual and can greatly benefit from each other through reflecting on differences and similarities between languages (Volgger 2011: 74). Language comparisons can encourage students to become interested in grammatical and lexical differences and might even encourage them to learn a few words and phrases in their classmates’ first languages (Wojnesitz 2009: 227-228). Such actions can increase the prestige of low prestige languages, as speakers of the respective languages realize that their teachers and classmates are interested in their first language and that they can contribute valuable insights because of their multilingualism (Volgger 2013: 93-94).

There are a number of activities and projects that can be done with students of different levels in order to encourage the development of language awareness. The project MEG-SKoRE, a project which took place at German primary schools, aimed at training its participants’ language awareness over a period of several years (Hopp et al. 2020: 153). This was done through a variety of activities, such as the design of language portraits and tasks that involved figuring out which word belonged to which language, thus encouraging students to think about language on a metalinguistic level (Hopp et al. 2020: 156). Another interesting project was conducted by Susanne Reif-Breitwieser (2011) for a period of three years. The goal of the project was to increase students’ language awareness through pointing out grammatical and lexical differences between languages and through showing them the importance of intercultural competence for communication (Reif-Breitwieser 2011: 11). Another goal was to show students that every

language is unique and complex in its own way, which should encourage them to appreciate every language, no matter how prestigious it is considered by society (Reif-Breitwieser 2011: 11). At the beginning of the project, the author wanted to highlight the class's linguistic diversity through writing down all the languages spoken in the class. A poster with the title "We speak ten languages in 1C" was later hung up in the school building in order to make the diversity visible (Reif-Breitwieser 2011: 12). Students were also asked to talk about all the languages they know, how they feel about each language, when they acquired it and how proficient they are. This activity was intended to encourage reflection about students' own language learning processes (Reif-Breitwieser 2011: 13). Furthermore, language awareness activities that focused on grammatical structures were included. Students were given one example sentence in German and English and were then asked to translate it into their first language. Afterwards, they were asked to explain the sentence structure in their first language and compare it to the German and English one (Reif-Breitwieser 2011: 13). This encouraged the students to reflect on differences between various languages on a grammatical meta-level. During the entire project, students were asked to keep multilingual dictionaries into which they wrote down words and phrases in all ten languages present in their class (Reif-Breitwieser 2011: 13). Further activities included producing multilingual dialogues, giving language courses to fellow students, or translating poems from the first language to German or English (Reif-Breitwieser 2011: 13-15).

Language awareness projects are also frequently conducted in countries which are already bilingual, as they lend themselves to these kinds of undertakings. David Little and Déirdre Kirwan, for instance, conducted a study involving primary school children in Ireland, in which teachers encouraged their pupils to make use of their first language, Irish and English by way of writing parallel texts in all three languages (Hélot et al. 2018: 16-17). The researchers found that students benefit the most if they are allowed to employ their entire linguistic repertoire at any time. Moreover, they concluded that even primary school children with low proficiency can profit from using their L1, and that language awareness is vital for further language learning (Little & Kirwan 2018: 197-198). Another worthwhile language awareness project was conducted by Gail Prasad in two classrooms in southern France. It involved "reflexive drawings, language portraits and writing multilingual books" (Hélot et al. 2018: 17) and led to a rise in students' curiosity concerning their peers' first languages. Furthermore, the activities highlighted the benefits of multilingualism and showed students how they could use their L1 as a resource (Prasad 2018: 227). The project showed that training language awareness by way of "collaborative multilingual project-based learning [...] can be powerful for all students but can

make all the difference for minoritized students' academic success and social inclusion in schools" (Prasad 2018: 227).

As just described in the previous paragraph, language awareness activities can be performed starting from a young age. A typical activity for primary school or young lower secondary school students would be to discuss similarities and differences between languages by comparing single words, such as by asking, "What's this word called in your language?" (Milambiling 2011: 21). On a secondary level, students could watch a film about a multilingual community and reflect on different languages within their own community afterwards. Furthermore, they could reflect on grammatical differences between languages, such as the position of the noun in a sentence, for example (Milambiling 2011: 22-23). On a high school level, one could move to the meta-level even more by discussing benefits and drawbacks of multilingualism based on students' own experiences (Milambiling 2011: 24). An activity that can be done with all age groups and that is especially appropriate at the beginning of a new school year is a *language audit* (Coelho 2012: 205). The goal of the activity is to create an overview of all the languages spoken in class, and then add who speaks which language as a first, second or additional language. The activity not only highlights the linguistic diversity in class but also provides students with the opportunity to learn more about their classmates' backgrounds and engage in meaningful conversations about learning and speaking several languages (Coelho 2012: 206-207). Another activity which is appropriate for all ages is the creation of *language profiles* (Coelho 2012: 210). The purpose is to create a poster or web page about one's first language, including information about its history, an example of a piece of writing, a few interesting words and expressions, information about where it is spoken et cetera. The teacher can provide a template which students must fill out and then present their language profile to the class (Coelho 2012: 210). To include language awareness activities on a regular basis one could have a language of the week or month, during which students who speak the respective language can teach their fellow classmates bits and pieces in their L1 (Coelho 2012: 211).

Language awareness projects are not only important on a school level, but also on a university level, since (student) teachers should develop language awareness themselves. For instance, a workshop conducted by Candelier (2000) asked participants to translate a given question into their first language and then compare it with the others in order to identify similarities and differences between the languages. This activity was the starting point of a variety of tasks that aimed at raising the participants' language awareness to a conscious level (Candelier 2000: 9).

Milambiling (2011) also taught a language awareness course at university level in Indonesia. At the beginning of the course, the students were asked to write a text about their own multilingualism, including questions about the languages they speak, the situations in which they use the various languages and examples of how they adapt their language use based on situational factors (Milambiling 2011: 19-20).

In conclusion, it is the (EFL) teachers' responsibility to encourage students' development of language awareness. The activities outlined above are appropriate for various age groups and settings and aim at motivating students to reflect on their language use and language learning and to employ their entire linguistic repertoire as a resource (Milambiling 2011: 19).

4.3. Encouraging translanguaging

The notion of translanguaging has already been explained on a theoretical basis in chapter 2.5., and basically refers to the flexible use and blending of several languages, thus highlighting the importance of using one's entire linguistic repertoire for communication (see García & Wei 2014; García 2009). Translanguaging is naturally part of bi- and multilingual speakers' lives (García & Wei 2014: 23) and should therefore be part of every classroom, especially since translanguaging practices lead to a more inclusive classroom environment (Rabbidge 2019: 181).

Translanguaging activities typically involve the use of at least two languages in order to complete a task, where "the input and output are [usually] in different languages" (Illman & Pietilä 2018: 239). Examples of such translanguaging activities include drafting a presentation in the L1 and then giving it in the TL or watching a video in the TL and then discussing it in the L1 or vice versa (Prada & Turnbull 2018: 17). The activities just described are more appropriate for older learners or for learners who are proficient enough in their L1 to write or read an entire text (Coelho 2012: 212). Regarding younger learners, activities which only require certain words to be in the L1 seem to be more appropriate. A fun and easy activity would be to listen to an English chant and then replace certain words with words from different L1s (Corcoll López & González-Davies 2016: 73-74). Another enjoyable activity would be to adapt the well-known German game "Stadt, Land, Fluss" [city, country, river], in the sense that words in the L1, in the dominant language, and in any foreign language, such as English, are allowed (Schader 2004: 155). If students are more proficient in their L1, creating stories that feature bilingual characters or writing dialogues in which speakers of two different languages

communicate with each other have also proven to be effective and entertaining translanguaging activities (Reif-Breitwieser 2011: 8; Prada & Turnbull 2018: 17).

There are also a number of long-term projects that can encourage translanguaging on a regular basis. A worthwhile project could be to create multilingual dictionaries (Reif-Breitwieser 2011: 8) into which students can add words and phrases that they learnt in the TL, in their own L1, in the dominant language and in their peers' first languages. Through comparing one's first language with the dominant language and the target language, "target words [can] be linked to the mother tongue and thus strengthen the students' vocabulary skills in both English and the community language" (Illman & Pietilä 2018: 245), thus moving away from a monolingual target language only principle, towards appreciating the importance and value of all languages (Illman & Pietilä 2018: 245). Another long-term project which results in a great final product that students can be proud of is the creation of a multilingual (story) book or booklet (Schader 2004: 191; Coelho 2012: 218). This could be a book containing short stories or fairytales, texts about students' home countries or special recipes. Regardless of the kinds of texts included in the book, they must all be written in the first as well as the target language in order to create a multilingual book (Schader 2004: 192).

4.4. Further resources for incorporating multilingualism into the classroom

In the previous subchapters, several activities that foster skills associated with multilingualism have been outlined. The selection of activities mentioned above is by no means extensive. Further information on activities appropriate for incorporating and fostering multilingualism in the classroom are available on a number of websites. Even though most of the recommendations on these websites are directed towards majority language classrooms, they can be adapted to the foreign language classroom as well. The website *MARILLE*, which has already been mentioned in chapter 2.6., offers a variety of tips and resources for incorporating multilingualism into majority language classrooms. The *KIESEL* materials provided by the *Österreichisches Sprachenzentrum (ÖSZ)* [Austrian center for language competence] also include various suggestions for activities in multilingual classrooms. The materials consist of ten volumes that deal with different aspects of multilingualism and offer various suggestions for activities and projects (ÖSZ 2012b). The website *schule-mehrsprachig.at*, supported by the Austrian ministry of education, includes various useful tools for integrating multilingualism into the classroom. For example, it mentions the magazine *TRIO*, which is a magazine for young multilingual learners, and which features texts, jokes and riddles in German, Bosnian, Serbian, Croatian and Turkish. Furthermore, the website provides

a list of multilingual children's books that are appropriate for the classroom. There is also an extensive selection of language profiles, including Bulgarian, Arabic, Chinese, Russian, Hungarian and many more, which include important information about the respective language, a few exemplary words and similarities between German and the respective language. A comprehensive selection of materials and activities can also be found in the databank called *FREPA* [A framework of reference for pluralistic approaches] which was created by the *Council of Europe*. For teachers working with younger students, the website *Amira* offers online children books in nine different languages, including Farsi, Arabic and Turkish.

There also exist multiple books on dealing with multilingual classrooms. The two which have proven most useful include when planning the empirical part of this thesis are Basil Schader's (2004) *Sprachenvielfalt als Chance: 101 praktische Vorschläge* [101 practical suggestions for multilingual classrooms] and Elizabeth Coelho's book *Language and learning in multilingual classrooms: a practical approach* (2012). Both books outline a variety of suggestions and practical tips for incorporating multilingualism into the classroom.

5. Methodology

For the empirical part of this thesis an action research project was conducted in a multilingual lower-secondary EFL classroom. The overall purpose of the action research project was to generate positive attitudes towards multilingualism among the students in the respective lower-secondary EFL classroom, and to show the students that their individual multilingualism is something to be proud of. In order to achieve this goal, materials which highlight positive aspects of multilingualism and encourage students to reflect on their individual multilingualism, develop language awareness and practice translanguaging were developed and tested out by way of three intervention lessons. During the three lessons, the researcher took field notes in order to have a basis for personal reflection. Feedback on the materials was received through a short questionnaire and ten student interviews, which consisted of a mixture of individual student interviews and paired interviews. Furthermore, the questionnaire and the interviews aimed at identifying students' attitudes towards their individual multilingualism and their experiences with multilingualism at school. The questionnaire was designed and analyzed with Google Forms, as the participants were already familiar with the format. The interviews were partially transcribed and analyzed by means of tape analysis and qualitative content analysis (Dörnyei 2007: 249). More detailed information on the project, including the aims and objectives of the lessons, the participants, and the lesson plans, will be outlined in chapter 6.

The following chapters will now describe the research methods employed in this thesis. First, the method *action research* will be described and reasons for selecting this particular approach will be illustrated. In a next step, reasons for choosing interviews as the primary research method, information on developing interview questions and the analysis thereof will be presented. Finally, the use of a questionnaire as an additional research tool will be briefly discussed as well.

5.1. Action Research: possibilities and limitations

By definition, action research (further referred to as AR) combines the theoretical and the practical in that it combines action, which refers to a social context, and research, which aims at identifying underlying reasons for the respective action (Burns 2009: 289-290). The action usually involves “developments and interventions [...] to bring about improvement and change” (Burns 2009: 290) and the research seeks to observe and analyze in order to draw conclusions from the changes made in the action (Burns 2009: 290). Action research requires

the willingness of teachers to reflect on current practices in the classroom, to identify possible problems and to address these problems by implementing changes, so as to generate an improved classroom environment (Banegas & Consoli 2020: 177).

AR is particularly appropriate for classroom settings, as the teacher moves into the position of the researcher, while simultaneously staying in the field of practice (Burns 2010: 2). Conducting action research projects can improve teaching situations, as teachers must reflect on their teaching, investigate their practices, question established strategies and develop alternative methods afterwards (Burns 2010: 2). However, in comparison to “regular” reflection, this process is not simply based on assumptions, but on an elaborate and systematic research cycle (Burns 2010: 2). The main goal of action research is to identify areas or situations which the teacher desires to be improved and then “[intervene] in a deliberate way in the problematic situation in order to bring about changes and [...] improvements in practice” (Burns 2010: 2). In other words, action research lends itself to teachers who want to solve problems within their own teaching environment and are open to studying their own classroom practices and behavior (Burns 2009: 291). Hence, AR was chosen for the purpose of this thesis, since I, as the teacher and researcher, identified an issue in one of my own classes and planned an intervention project within my possibilities (Banegas & Consoli 2020: 179).

As already mentioned, action research is conducted systematically, following a specific research cycle. One of the most well-known models of AR, first developed by Kemmis and McTaggart in 1988, states that action research involves four stages. The first stage is the *planning* phase, where the teacher identifies a problematic area to be dealt with and comes up with a plan to improve the situation, keeping in mind the possibilities and limitations of such an endeavor (Kemmis, McTaggart & Nixon 2014: 100). The second stage is the *action* phase, where one or several interventions are carried out in the classroom setting. During this stage, the teacher researcher should collect enough evidence for later reflection and think critically about which evidence is needed to bring about the change planned for during the first phase (Kemmis, McTaggart & Nixon 2014: 105-106). During the third stage, *observation*, the effects resulting from the action research project are collected through taking notes or asking participants for their feedback (Kemmis, McTaggart & Nixon 2014: 107). During the final stage, *reflection*, the teacher as a researcher reflects on the action research project, tries to draw conclusions from the results and responses and possibly plans further AR cycles in order to improve the situation even more or to get an even deeper understanding of the situation (Kemmis, McTaggart & Nixon 2014: 108). This four-stage model has been criticized for being

too fixed since research in classroom situations should be flexible and spontaneous (Burns 2010: 8). Nevertheless, the model provides a clear overview of the stages involved and can, if necessary, be adapted in a more flexible way (Burns 2010: 8). Since the model is succinct and simple to follow, it was also followed during the action research project conducted for this thesis (Burns 2010: 56). The individual stages will be described in more detail at the beginning of chapter 6.

Even though AR has various advantages, possible limitations must also be considered. A clear limitation of AR is that findings are not generalizable and difficult to replicate, as the sample size is usually quite small and the context highly specific (Banegas & Consoli 2020: 184). However, generating generalizable findings is not the purpose of AR, as AR always focuses on a specific classroom (Banegas & Consoli 2020: 183), and its main goal is to find solutions for a *distinct* teaching context (Banegas & Consoli 2020: 179). Another possible drawback of action research could be that the entire research process as well as the analysis are quite subjective, as the researcher is both participant and researcher at the same time. Moreover, using qualitative research methods makes the process even more subjective (Burns 1999: 23). However, as qualitative research usually involves a small sample size, it “does not [even] seek to generalise [sic!] beyond the research context” (Burns 1999: 23). Rather, qualitative research aims at interpreting and describing based on extensive data and focuses on narrowly defined contexts (Burns 1999: 23). Through this type of research, the teacher can gain extensive and valuable insights for his or her own classroom practice, which “‘external researchers’ may otherwise fail to capture” (Banegas & Consoli 2020: 178). Another criticism that AR has had to face is the claim that it is not a “real” research method, compared to experimental research, for example (Burns 1999: 24-25). Yet, AR does involve careful data collection, data analysis and interpretation and, most importantly, AR focuses on *real* practical issues addressed by *real* teachers (Burns 1999: 25). Research is often missing practical relevance and focuses too much on the theoretical. Through action research, the gap between the two can be bridged, as teacher researchers can put their theoretical knowledge into practice (Burns 1999: 25) in order to transform their habits (Banegas & Consoli 2020: 183). The fact that practice and theory can be so well connected through action research was one of the decisive factors for choosing this method for this master’s thesis.

5.2. Field notes

Another reason why action research is especially appropriate for conducting research in classroom settings is that teachers are participants themselves (Burns 2010: 2) and therefore have easy access to a lot of valuable information (Burns 2010: 54). Having a classroom full of students is a great environment for data collection, as surveys, interviews or observations can be carried out quite easily (Burns 2010: 54). Classroom observations are a typical research method employed in AR and must be focused and well-documented so that they can be evaluated afterwards (Burns 2010: 57). There are also less structured forms of observations, such as field notes. Field notes are typically descriptive in nature and include notes of what occurred in the classroom during a certain period of time, a certain task, or a student interaction (Burns 2010: 67). Moreover, field notes include information about the setting, the time, the activities carried out, participants' actions, and speculations about participants' feelings and reasons for reactions (Curdt-Christiansen 2020: 343-344). Even though teacher researchers can gain valuable information from observing and taking field notes, a limitation of this method is that observations will inevitably be subjective. If researchers are participants themselves and know the group of learners who participate in the project, they will arguably be influenced by this relationship (Curdt-Christiansen 2020: 346). It is therefore important that teacher researchers are aware of this personal bias and consider its influence when drawing conclusions from their observations (Curdt-Christiansen 2020: 346). Keeping the possible drawbacks in mind, I selected field notes as one of three research methods employed in this AR project. Since I, as the teacher and researcher, played a vital part in the AR project myself, extensive classroom observation would have been impossible. As field notes are less structured and can be done in the form of notes (Burns 2010: 67), I decided that they were an appropriate additional research tool which I could employ to retain the most important observations I made during the AR project, while keeping in mind potential problems which could arise due to personal bias (Curdt-Christiansen 2020: 346).

Burns (2010:74) states that such methods of observation should ideally be combined with non-observation tools, such as interviews or questionnaires, in order to get a more thorough picture of what is going on in the classroom. As action research projects are typically qualitative in nature and tend to employ methods of observation and interpretation (Burns 2009: 291), the central research method selected for the purpose of this thesis are interviews.

5.3. Interviews

As just mentioned, interviews were the main research methods employed in this thesis. Several reasons why this qualitative research tool is appropriate for this specific context will be outlined in the following.

5.3.1. Individual interviews

Interviews are especially appropriate when trying to get a deeper understanding of students' beliefs, experiences and reactions and can offer more specific insights than questionnaires (Codó 2008: 158). Interviews are frequently utilized when researching issues connected to bi- or multilingualism, as researchers can “gather biographical and other relevant contextualizing information from language users together with their views, values, and attitudes towards their own and others' linguistic practices” (Codó 2008: 159). This is one of the many reasons why interviews were chosen for the purpose of this AR project. Since the purpose of the AR project was to identify students' attitudes towards their individual multilingualism as well as their reactions towards working with materials that highlight positive aspects thereof, interviews seemed to be a suitable method. Another reason for choosing interviews as the central research method was that if done efficiently, a fairly high amount of data can be acquired in a short time (Codó 2008: 159). As the AR project was undertaken in a school setting and the participants were only 11-13 years old, it was necessary to have a research method which is engaging and does not require too much time. Moreover, interviews are a commonly known technique which is socially accepted and might therefore make participants less uncomfortable or anxious than other forms of data collection (Dörnyei 2007: 143). Regarding the type of interview, semi-structured interviews were chosen as the most suitable kind when interviewing students. Semi-structured interviews consist of a set of fixed questions or topics that should be followed, while simultaneously leaving room for flexibility (Dörnyei 2007: 136). Hence, if students are eager to talk about one question more than about the other, semi-structured interviews can be highly valuable, as they give the interviewee the opportunity to go into depth with some questions and only touch the surface with others (Burns 2010: 75). This is especially important since students' personalities are very diverse and some students might share a lot themselves, whereas others might prefer sticking to set questions. Moreover, this type of interview might feel more like a conversation than a highly structured interview (Burns 2010: 75), which might also influence students' willingness to talk.

5.3.2. Paired interviews

In order to make all participating students as comfortable as possible during the interviews, they were given the opportunity to choose between individual interviews and paired interviews. The initial plan was to let them choose between individual interviews and focus group interviews, since the latter are frequently used in educational contexts when wanting to “assess the effectiveness of a particular course to understand what was or was not working and why” (Dörnyei 2007: 146). This exactly corresponds to the purpose of the interviews conducted for this AR project, since they were done in order to learn about students’ experiences during the three intervention lessons. What is more, they are a vital tool when wanting to save time (Burns 2010: 74) or when trying to take the “spotlight off one speaker, who may get nervous or anxious about being interviewed, and allowing ideas and thoughts to be triggered by what others in the group say” (Burns 2010: 77). Unfortunately, due to Covid-19 regulations, conducting group interviews with many participants was not allowed. This is why the initially planned focus group interviews turned into paired interviews during which students were able to keep a minimum distance of 1,5 meters while still being intelligible on the audio recordings. Thus, even though only two participants were interviewed at a time, there was still the advantage of having a peer around rather than being alone with the researcher (Codó 2008: 163).

5.3.3. Limitations of interviews

Researchers should understand that even though self-reported data can offer valuable insights, the setting through which these insights are gained is still an artificial one and influences speakers’ utterances (Codó 2008: 159). In addition, researchers must be aware of the fact that interviewees’ reports might not match their actual behavior, either because they subconsciously act differently than they think they do, or because of issues such as language prestige (Codó 2008: 161-162). Also, due to the lack of anonymity, participants might be inclined to say what they think is a socially desirable answer (Dörnyei 2007: 144). Specific problems can also arise when interviewing one’s own students (Burns 2010: 77), as students might be afraid of saying something “wrong” or something they think the teacher does not want to hear, since they are used to saying the “right answer” when asked by the teacher. In order to prevent any uncomfortable situations resulting from the uneven power-relationship between teacher (researcher) and student (interviewee), teachers should clearly explain the purpose of the interview, provide positive reinforcement during the interview and react sensitively to students’ needs (McKay 2006: 55).

Regardless of possible drawbacks, interviews can offer valuable insights into multilinguals' attitudes, beliefs, and reactions (Codó 2008: 162), and were therefore chosen as the central research method of this thesis. The researcher was aware that the interviews were probably influenced by her presence to some extent and took this fact into consideration during the analysis (Codó 2008: 164; Banegas & Consoli 2020: 178; McKay 2006: 55).

5.3.4. Interview questions

Developing interview questions might seem fairly easy and straightforward at the first thought; however, a variety of factors need to be considered and questions should be planned carefully in order to obtain useful results (Dörnyei 2007: 137).

Having an interview guide and questions to stick to during an interview is highly valuable, as this ensures that nothing important is forgotten and that the researcher has certain formulations or probes to fall back on (Dörnyei 2007: 137). Yet, when formulating the questions for the interview guide, researchers must bear in mind various crucial issues. In multilingual settings, the language employed in the interview is particularly important, as it will shape the way interviewees perceive the interview (Codó 2008: 166). Since the students who participated in the AR project at hand had only been learning English for around one year, the interviews were conducted in German, since this is the shared language between the students and the researcher and since most students are quite proficient in it. Before starting with the questions, ethical issues regarding the practice of interviewing must be considered. For example, participants must be informed that they are guaranteed anonymity (Codó 2008: 169). Furthermore, the researcher him- or herself should be aware of careful and sensitive issues and should avoid questions that could make the participants feel uneasy (Codó 2008: 169). If the interview is being recorded, which is advisable when doing a semi-structured interview (Dörnyei 2007: 139), participants must be informed thereof in advance and give their consent (Dörnyei 2007: 136-137). Since the participants in the study at hand were still quite young, the consent form was given to their parents. Moreover, before starting the recording, the purpose of the interview should be explained again, and participants should be informed about what will happen with their data (Dörnyei 2007: 139-140). Some participants might be hesitant to do an interview that is being recorded, which is why some researchers choose note-taking over recording. However, note-taking can be quite disruptive, and researchers will never manage to get as much actual data as they would from a recording (Dörnyei 2007: 139). Thus, the interviews conducted for

this thesis were recorded and participants were provided with enough information about what will happen to their data in order to decrease any possible anxiety (McKay 2006: 55-56).

After having dealt with the aforementioned ethical and organizational issues, the interviewer can start with the first questions. As already mentioned previously, these questions should be particularly well thought through, since they set the tone and influence the climate, sense of trust and the willingness of participants to speak (Dörnyei 2007: 137). Participants should feel validated and confident after answering the first few questions, so that they are more relaxed and ready to share their thoughts when more complex or personal questions are asked. To create such a setting, researchers typically ask easy personal questions at the beginning, so that participants can answer the first questions easily (Dörnyei 2007: 137). Regarding content questions, it is important not to ask suggestive questions that lead the respondent into a specific direction. Furthermore, it is vital to diversify the types of questions asked, so that participants do not get bored (Codó 2008: 167). As for the formulation, researchers should avoid using jargon and ambiguous or vague words and strive towards asking easy questions that respondents can relate their real-life experiences to (Codó 2008: 167; Dörnyei 2007: 138). Question formulation is especially important when interviewing younger participants, such as the students interviewed for the AR at hand. Questions should be formulated as simply as possible, in order not to discourage students because they do not understand what they are asked. Obviously, interviewers should try to leave most of the talking to the interviewee and listen carefully (Burns 2010: 79) and provide positive reinforcement and feedback (Dörnyei 2007: 142). At the end of the interview, the participants should be given the opportunity to add anything else they would like to say, as this gives the interviewees the feeling that their opinion is being valued and appreciated (Dörnyei 2007: 143).

The interview questions developed for the interview guide (see appendix, 10.4.) employed in this thesis follow the suggestions made by Dörnyei (2007), Codó (2008) and Burns (2010). In general, it centers around three overall themes, which each include a few general questions and several potential sub-questions which the researcher can fall back on if a student is not that talkative or needs more guidance and prompts (Dörnyei 2007: 136). The first part of the interview focuses on students' individual multilingualism, their attitudes towards it and their personal language biography. The focus of the first part is on personal questions in order to ease students into the interview (Dörnyei 2007: 137). The second part focuses on students' experiences with multilingualism at school. The purpose of the second part is to identify if students have the feeling that their multilingualism is valued by their teachers and if they believe

that their L1 has a place at school. This is especially interesting since many students have internalized the belief that their L1 is inferior to other languages and therefore not relevant at school (Hu 2003: 201). The third and last part of the interview centers around the AR project and students' experiences with it. It starts off with a few general questions about what students enjoyed the most and how they felt during certain activities. Depending on how detailed students respond to the more general questions, there are a variety of sub-questions which each focus on one of the activities completed during the AR project and can be asked to receive more detailed feedback on the individual tasks.

5.3.5. Data analysis

Qualitative data analysis is frequently done by means of *qualitative content analysis*, which can generally be defined as the analysis of communication in a systematic way (Mayring 2015: 13). Qualitative content analysis is a typically inductive approach where categories are not generated before but established during the analysis (Dörnyei 2007: 245). This type of analysis is interpretative in nature and focuses on identifying underlying meanings. First, the respective data, which commonly consists of recordings, needs to be transcribed (Dörnyei 2007: 246). The interviews carried out for this thesis largely focused on students' attitudes and responses towards the developed materials and were primarily conducted in order to receive feedback. Since the interviews were conducted in order to "provide additional illustration or clarification" (Dörnyei 2007: 248), a full transcription of each interview was deemed superfluous (Dörnyei 2007: 248-249). Instead, tape analysis, which "means taking notes while listening to the recordings, possibly marking parts of the data [...] that warrant more elaborate subsequent analysis" (Dörnyei 2007: 249), was selected as an alternative and more suitable research tool. Important and insightful passages were, however, transcribed and included as examples, which is what Dörnyei (2007: 249) calls *partial transcription*. Qualitative content analysis was chosen for the analysis and subsequent interpretation of these passages. In order to interpret the data, the researcher needs to come up with an appropriate coding system. A code refers to "a label attached to a chunk of text intended to make the particular piece of information manageable" (Dörnyei 2007: 250). Thus, through coding, the data can be simplified and classified into overarching topics (Dörnyei 2007: 250), which is needed in order to draw conclusions at the final stage of qualitative content analysis (Dörnyei 2007: 257). The analysis and interpretation of the interviews conducted for this AR project will be described in detail in chapter 7.

5.4. Questionnaire

As already mentioned, interviews were the central research method employed in this project. Since only ten students participated in the interviews, adding a short questionnaire seemed essential, as it gave all students the feeling that they are a valuable part of the project. Without administering a questionnaire, I would have only learnt about 10 students' experiences with the project and would have neglected 13 other valuable and insightful responses. However, as questionnaires only provide "a rather 'thin' description of the target phenomena" (Dörnyei 2007: 115), they were not chosen as the primary research method. Questionnaires are particularly appropriate to receive quantifiable data regarding attitudes and practices in a short time and to get an overview of the situation in a specific group (Codó 2008: 158; Dörnyei 2007: 115). This is why questionnaires were employed to get a general overview of all students' individual multilingualism and experiences with the materials. The questionnaire is derived from the interview guide and focuses on the same themes, albeit in a more condensed manner (see appendix 10.3.). The questionnaire features some yes/no questions as well as rating scales in order to receive more detailed answers (Burns 2010: 82). Likert scales are the most well-known type of rating scales (Burns 2010: 82) and typically include five response options ranging from "strongly agree" to strongly disagree" (Dörnyei 2007: 105). However, when participants are given five response options, they often display a tendency towards the middle (Burns 2010: 82), which is why only four options were available for most questions in the questionnaire (Burns 2010: 82). In addition, as the participants were quite young, the response options were simplified and adapted to fit the respective question (Burns 2010: 82). Just like the wording in the interview guide, the questions asked in the questionnaire were simple, unambiguous, short, and straightforward (Dörnyei 2007: 108), which seems especially relevant when dealing with young participants. Finally, the questionnaire also includes three open questions in order to give students the chance to elaborate further on some of the issues (Burns 2010: 85).

The questionnaire was administered right after the final lesson of the AR project. It was designed with Google Forms, since students were already familiar with the format. Furthermore, Google Forms summarizes the answers in a succinct way and already calculates percentages and creates charts. The questionnaire was only an additional research method and not the primary one, which is why factors of feasibility, simplicity, and efficiency prevailed.

6. “We speak 17 languages in 2B”: an action research project in a lower secondary EFL classroom

The subsequent chapters will outline the action research project which was carried out for the empirical part of this thesis. First, the process of the AR project will be described. Second, the aims and objectives of the project will be illustrated. Third, the setting and the selection of the participants will be outlined. The fourth subchapter will present the lesson plans and the materials produced for the three intervention lessons. Finally, the researcher’s field notes, and the products created by the students will be presented.

6.1. The process

The action research project followed the four stages described by Kemmis, McTaggart and Nixon (2014). In the first phase, the planning phase, I, as the teacher and researcher, identified a problematic area that I wanted to improve (Kemmis, McTaggart & Nixon 2014: 100). This period lasted quite long, as I observed a variety of issues for a while before deciding on a topic for my action research project and my thesis. I finally chose to focus on multilingualism, since the majority of my school’s students are multilingual. During my first year of teaching (2019/20), I observed that teachers at my school have very different approaches when it comes to dealing with students’ first languages in terms of permitting or forbidding the use of these languages. There is, however, a common trend to either forbid or ignore students’ first languages, not only during the lessons but also during breaks. Due to this rather negative school culture towards first languages and multilingualism, I experienced that students tend to perceive their first languages as unimportant or secondary as well (Volgger 2013: 94). As I was aware of the negative consequences of ignoring students’ L1s (Busse 2019: 9; Somers et al. 2014: 89), I started planning an intervention project which should highlight the positive aspects of multilingualism. Through the intervention, my students should begin to develop language awareness and be encouraged to see their L1 as a resource which they can be proud of. It was my hope that giving students’ first languages room in the classroom would also lead to an increase concerning the prestige of these languages and consequently motivate students to make use of their entire multilingual repertoire (Volgger 2013: 93-94). Another reason for focusing on this topic was that I was teaching a first grade at the time of the planning phase and I had to use a lot of German in order to explain vocabulary or grammatical concepts. After a while, I started wondering if I was actually helping my students, as German is usually their L2, not their L1 (Illman & Pietilä 2018: 237). Thus, I decided to research how students’ L1s can be

incorporated into the foreign language classroom in a meaningful way. At the final stage of the planning phase, I planned my intervention by developing three lesson plans and by adopting, adapting, and drafting materials that highlight positive aspects of multilingualism, and encourage the development of language awareness (see chapter 6.4.). Furthermore, the activities were designed to encourage students to reflect on their language biographies, language use and multilingual identities, since talking about one's L1 and making the experience that it is being appreciated has positive effects on students' identities and self-confidence (Krumm 2009: 239). Afterwards, during the action phase, the intervention was carried out during three English lessons (Kemmis, McTaggart & Nixon 2014: 105-106). Since the third stage, observation, involves observing the effects of the project and asking participants for feedback (Kemmis, McTaggart & Nixon 2014: 107), I took field notes after the intervention. Additionally, I administered a short questionnaire immediately after the project and interviewed ten students in order to receive more extensive feedback. The semi-structured interviews were chosen to shed light on participants' views regarding their individual multilingualism, multilingualism at school and to receive feedback concerning the lesson and materials. Finally, during the last stage, the teacher researcher typically reflects on the project and process and draws conclusions based on observations, outcomes and feedback in order to improve the problem identified in the beginning (Kemmis, McTaggart & Nixon 2014: 108). Thus, during the final stage, I analyzed the responses that students gave on the questionnaires. Next, I analyzed the interviews and identified categories by means of qualitative content analysis. Furthermore, the field notes and student products were described and interpreted as well. Finally, conclusions and implications for incorporating students' first languages into the English language classroom were drawn.

6.2. Aims and objectives

The overarching purpose of the entire project was to show my students that their multilingual biographies and identities are valuable and something to be proud of, and that everyone, especially themselves, can benefit if they share information about and knowledge in their first language, with the latter having a great influence on developing language awareness (Hélot & Young 2006: 79). Thus, the main thought was that students should understand their multilingualism as a resource, rather than a burden. Additionally, it was my objective to encourage students' development of language awareness, since a heightened language awareness increases the ability to reflect on language, leads to the development of positive attitudes towards learning (about) other languages, and encourages learners to accept other

languages (Bermejo 2014: 122). Another objective was to highlight the potential of making connections between previously acquired languages and the target language, which can also increase language awareness and improve the ability to learn further languages (Bermejo 2014: 122). Such cross-linguistic behaviors also correspond to the core principles of multilingual pedagogy (Jakisch 2014: 204).

Through the activities and materials I created, I wanted to inspire my students to be proud of their language biographies, as it is a gift to speak several languages, and as it is an important part of their identity which they should acknowledge and use to their advantage. No matter how proficient students are in their L1s, they are always emotionally attached to their first language and generally react positively when asked to talk about it (Hu 2003: 212-213). I tried to show them that they can enrich the knowledge of the entire class by sharing information about their first language (Coelho 2012: 225) and that making comparisons among languages and finding similarities and differences is vital for further language learning (Allgäuer-Hackl & Jessner 2013: 129). The focus was primarily on showing appreciation of every language and incorporating all languages through awareness raising activities, rather than actively using the L1s for an extended period of time, since I did not want to demotivate students with little L1 proficiency (Hopp et al. 2020: 153). The goal was to normalize the use of the L1 in the classroom (Cummins 2006: 63) and to move away from a German or English only policy, so as to motivate students to see their L1 in a positive light (Hopp et al. 2020: 153) and develop a positive feeling of identity (Bermejo 2014: 123).

In summary, the purpose of the project was to highlight and value the linguistic diversity which is naturally present in the class where the AR project took place. The materials and activities created to achieve this goal include language awareness raising activities and reflection activities about multilingual language use, and students' multilingual biographies and identities. Furthermore, the materials feature a translanguaging activity that seeks to foster the ability to make connections among languages (Illman & Pietilä 2018: 245). Through administering a questionnaire and through conducting student interviews after the intervention, I wanted to identify students' attitudes towards their own multilingualism, their opinions about multilingualism at school and, most importantly, receive their feedback, opinions and experiences regarding the materials we worked with during the three intervention lessons.

The aims and objectives of the project also concur with the requirements mentioned in the general didactic principles [allgemeine didaktische Grundsätze] of the Austrian curriculum for *Neue Mittelschulen*. As already stated in previous chapters, the curriculum mentions language

awareness as a central didactical principle which should be developed in every subject (RIS 2020). Furthermore, the curriculum emphasizes the importance of appreciating all languages, encouraging students to make use of their multilingual repertoires and exchanging knowledge about various languages in order to profit from each other (RIS 2020).

Before describing the materials and lesson plans in detail in chapter 6.4., the following chapter will focus on the setting of the project and will provide information on the participants.

6.3. Setting and participants

The action research project took place during three English lessons in September 2020 at the Viennese middle school where I had been teaching for a year at the time of the project. The participating students were not selected randomly, as I conducted the research in one of my own classes – class 2B. Class 2B consists of 23 students, of which 10 are female and 13 are male. The students are between 11 and 13 years old and have a number of different backgrounds and first languages. Based on the materials that students produced during the three lessons and based on the questionnaire which was filled out at the end of the project, 14 different first languages could be identified. These languages include Slovak, Portuguese, Bulgarian, Tagalog, English, Urdu, Turkish, Serbian, Rumanian, Kurdish, Arabic, Syriac, Farsi and Dari.

I chose the respective class due to three primary reasons. Firstly, I know the students very well and we have a trusting and close relationship. Secondly, I chose this specific class because I had already learnt a lot about their individual multilingualism during personal conversations before the actual project and I was therefore quite confident that they would be open to a project like this. At the very beginning of the project, I thought about conducting it with older learners, since they might be able to express their reflection processes more eloquently. However, I decided against it, as I wanted to do it in one of my own English classes, and as I was quite sure that students would open up more and be more talkative and honest during the interviews if they already knew me well (Codó 2008: 163). The final reason for choosing this class was that younger learners tend to have generally more positive attitudes towards multilingualism than older learners (Portolés Falomir 2015: 172) and can therefore be directed towards continuously seeing multilingualism in a positive light and make use of it for further language learning (Allgäuer-Hackl & Jessner 2013: 132).

Before getting started, parents and legal guardians were informed about the project by means of a consent form which was given to them via the students. The consent form included information about the project in German and asked parents for their permission and signature

(see appendix, 10.6.). The wording was as simple as possible, since many students' parents are not very proficient in German. Moreover, the consent form was translated into English (see appendix, 10.7.) and into some of the most prominent languages present in 2B, which included Bosnian, Serbian, Croatian (see appendix, 10.9.), Turkish (see appendix, 10.8.) and Arabic (see appendix, 10.10.). The translation was completed by two helpful colleagues of mine who are proficient in the aforementioned languages. The consent forms were translated so as not to perpetuate a monolingual habitus while simultaneously informing about a project that focuses on multilingualism (Volgger 2011: 136). Still, students were allowed to decide themselves in which language they wanted to give the consent form to their parents (Volgger 2011: 136).

As already mentioned in the previous chapter, a short questionnaire was administered immediately after the project. All 19 out of 23 students who were present on the final day of the project were asked to fill out the questionnaire; however, only 10 students, 5 female and 5 male, were chosen to participate in the interviews. These students were not selected completely randomly. Of course, the selection of participants was first and foremost based on voluntariness. However, I also specifically asked students who are not too shy or uncomfortable in such situations, as I did not want to force any student who would only participate for my sake. Furthermore, I tried to have an even number of female and male students and to interview students with various language backgrounds and first languages. Thus, the selection of participants was based on judgmental sampling, which means that the participants were chosen because they are suitable for the purpose of the research (Lanza 2008: 85).

6.4. Lesson plans and materials

In the following, the lesson plans created for the teaching unit focusing on positive aspects of multilingualism will be presented. The activities and materials chosen were mostly adopted and adapted from ideas which were presented in chapters 4.1 to 4.4. Hopp et al. (2020: 155) state that lessons focusing on multilingualism should not be treated separately from “regular” classes but should preferably be integrated into the topics dealt with in the schoolbook. On the one hand, this can be beneficial since students realize that the focus of the lesson is still on learning English, and that the topic multilingualism is connected to their regular classes and not just something which is done once and then forgotten. Nevertheless, adhering to the textbook can limit the choice of additional materials that fit the specific unit or topic of the textbook (Hopp et al. 2020: 155). Based on the latter argument, the lesson plans created for the AR project predominantly include materials that are not connected to a specific topic in the English textbook. This is largely due to the reason that the project was

carried out during the Covid-19 pandemic, which meant that unforeseen and spontaneous changes could occur at any time. Hence, I chose to include activities which do not have to be carried out at a specific time of the school year, as the exact dates of the action research project could have changed anytime. There was only one exercise which loosely corresponded to a unit in the textbook, which was about the months of the year (see figure 5). Since this is a topic which should frequently be repeated anyways, I decided that it would not matter whether the project was carried out right after I had dealt with this specific unit.

Unfortunately, the lesson plans only include one pair work task and no group work, due to Covid-19 regulations which advise students to keep a certain distance from each other (BMBWF 2020: 7). Group or pair work would, however, be quite important, since it is an integral part of the communicative foreign language classroom (Hedge 2000: 13) and often increases students' motivation since the task is usually less demanding if it can be done in pairs (Richards 2015: 204). Moreover, the project was not just about reflecting on individual multilingualism but on exchanging thoughts on multilingualism and learning about fellow classmates' experiences, which could be done really well by means of pair or group work. Due to the aforementioned constraints, I considered it to be essential to have a common goal that students can work towards collaboratively (Prasad 2018: 227), albeit with physical distance, in order to experience something comparable to group work. Therefore, the final goal of the three lessons was to create a *wall of our languages*. The idea was adapted from Cummins (2006: 62) and Schader (2004: 114-115) and will be outlined in detail in chapter 6.4.3.

Even though the teaching project concentrated mainly on reflecting on multilingualism and on developing language awareness, I did not want to neglect the fact that speaking English should still be part of the three *English* lessons. An important consideration during the planning process was to include activities with alternating levels of difficulty in terms of English language proficiency. Since the 11- to 13-year-old participants had only been learning English for a little more than a year at the time of the project, activities which only required low proficiency in English were included, so as to provide students with opportunities to practice their speaking skills. When students were asked to reflect on a more metalinguistic level, they could switch to German if they wanted to. I, as the teacher, switched from English to German when I felt that something was too difficult for them to understand in the target language. Through doing so, I simultaneously incorporated natural

instances of code-switching, in order to show my students that code-switching is a natural part of speech (Cook 2001: 412).

Another aspect which required careful deliberation was the number of lessons that should be used for the action research project. After much contemplation, I finally chose to plan three lessons, since three lessons offer enough time for students to get into the topic and simultaneously do not take up too many “regular” lessons which are needed to continue with compulsory curriculum content, especially since a lot of time was lost during the lockdown in spring 2020. Initially, I started planning only two lessons; however, there is rarely time to get through everything that was planned, since there can be disturbances or external issues all the time, which is why I decided it would be better to split the tasks into three lessons in order to give students more time to engage with the topic of multilingualism.

In the following, the three lesson plans will be presented. The activities chosen will be described thoroughly and will be linked to relevant literature outlined in the theoretical part of this thesis. As already stated earlier, the primary focus of the awareness-raising project was on giving students the chance to reflect on their own multilingualism and develop positive attitudes towards it and the linguistic diversity in their classroom.

6.4.1. Lesson Plan 1

The overarching purpose of the first lesson is to make students acquainted with the topic of multilingualism and to lay the groundwork for fostering their language awareness. The focus will be on students’ own multilingualism and on their individual language biographies. At the beginning of the lesson, students will briefly be reminded of the purpose of the following lessons again. However, they will only be told that we will be doing a project about multilingualism for my master’s thesis, as telling them the exact purpose of the project would arguably influence the outcome.

rough time frame	procedure	interaction format	skills	materials	notes
5	Explaining the project again briefly	T-S	Listening	-	Students will of course be informed about the project before the first lesson since their parents need to sign a consent form, but they will quickly be reminded of the purpose of the project again.

5	Pre-reading activity: clarifying important vocabulary (first language, multilingualism, ...)	T-S	Writing, Reading, Speaking	blackboard	Students need to understand these central concepts before exploring the topic further.
10	Reading: Amira's languages	individual work	Reading	Worksheet <i>Amira's languages</i>	The text includes the vocabulary which was discussed previously and contains positive aspects of multilingualism. This should give students the incentive to think about their own multilingual biography and understand multilingualism as something positive.
10	Post-reading activity: answering questions	T-S	Speaking, Listening, Reading, Writing	Worksheet <i>Amira's languages</i>	Link question 5 to students' own experiences → code-switching, translating for parents, ... Focus on language awareness Focus on multilingualism as a positive asset and resource
10	My multilingual language biography	individual work	Reading, Writing	Worksheet I'm multilingual worksheet <i>languages in English</i>	Students receive "what's my language called in English worksheet" for help Focus: reflecting on individual multilingualism
10	My multilingual language biography: interviews	pair work	Speaking, Listening	Worksheet I'm multilingual	→ students are provided with example sentences on the board: Mohamed's first language is... He speaks ... with his family. repetition of third person s when students report each other's answers Focus on highlighting linguistic diversity in 2B

Table 1 lesson plan 1

The first activity (see figure one) is a reading activity which should get students into the topic by introducing important concepts connected to multilingualism and by appealing to their own experiences as multilingual speakers. Students should be especially motivated to read the text because they should be able to relate to the content (Hedge 2000: 207). Simultaneously, the task fosters students' reading for detail and scanning skills when they

are asked to answer questions about the text afterwards (Hedge 2000: 195). As a pre-reading activity, central terms that students should comprehend in order to complete the following activities will be discussed (Hedge 2000: 210). This includes the terms first, second and third language as well as the central concept *multilingualism*. The reading activity itself is an awareness-raising activity which illustrates a fictional student's multilingualism and highlights positive aspects of speaking several languages, including the ability to code-switch, translate for parents and understand other languages based on linguistic similarities (Schader 2004: 32). As mentioned in previous chapters, students often perceive their L1 to be something negative that should not be spoken in a school context, as it impedes further language learning (Milambiling 2011: 19; Volgger 2013: 96). In order to counteract this tendency at the very beginning of the project, I chose to create a text which students might be able to relate to, in order to show them the advantages of multilingual practices. The text is about a fictional multilingual child called Amira and describes her language biography, language practices and attitudes towards her own multilingualism. The idea is based on and was adapted from an activity which I found in one of the *KIESEL* materials (volume 3.1) published by the ÖSZ (2011: 17). Students have often internalized the fact that their L1 is not worth anything compared to more prestigious languages such as English or German (Volgger 2011: 335). Thus, awareness-raising activities which demonstrate the value of all languages (Busse 2017: 69) and the beneficial skills that multilingual speakers possess can show students that they can profit from these abilities (Milambiling 2011: 19). Also, such an activity can make students aware that multilingualism is the norm, rather than the exception (Busse 2019: 12) and that being proficient in several languages is a valuable competence, since making connections between previously learnt languages and the target language can positively influence further language learning (Bermejo 2014: 124). As a post-reading activity, students are asked to answer questions about the text (Hedge 2000: 211). The questions will serve as a scaffolding device (Lightbown & Spada 2013: 223) since they are similar to the questions that students will be asked to answer about themselves during the next task. Dealing with similar questions beforehand should make the following task easier and provide them with a model of how they could go about during their own reflection processes (Richards 2015: 203). After having answered the post-reading questions, the teacher will aim at connecting Amira's experiences with students' own experiences by asking them about their own code-switching practices and multilingual language use in order to encourage students to reflect on their multilingual identities and develop positive attitudes towards their individual multilingualism (Milambiling 2011: 19).

Amira's languages



1. Read the text about Amira's languages.

Hey there! My name is Amira and I live in Vienna with my family. I'm multilingual* because I speak many languages and I think that's awesome. At home, I speak Arabic with my parents because they were born* in Syria. Arabic is my first language*. I can speak Arabic well, but writing is difficult for me. At school, I learned to speak, read, and write German. German is my second language. German and Arabic are very different languages, but some words are similar*. Sugar is "Zucker" in German and "sukkar" in Arabic! That's really interesting! My parents can't speak German really well, so I often help them and translate* for them. It's really cool and it makes me feel very proud* because I can speak two languages so well! My two brothers speak German, but at home we switch between* German and Arabic all the time. That's normal for us and it's a lot of fun. My friends and I usually speak German. Many of them are from Turkey, so I also understand* a bit of Turkish, but I can't speak it. My Turkish friends tell me that they can sometimes understand French, because many words sound* similar to Turkish. How interesting! I can't speak French, but I really want to learn it. At school, I am learning English and I really like it. Some English words are really similar to German, which often helps me when I have to study new words. English also helps me to understand things I see on Youtube or TikTok – I think that's awesome!

new words: multilingual (mehrsprachig), were born (wurden geboren), first language (Erstsprache/Muttersprache), similar (ähnlich), translate (übersetzen), proud (stolz), switch between (herumwechseln zwischen), dialect (Dialekt), understand (verstehen), sound (sich anhören)

2. Answer the questions below.

1. What languages does Amira speak?
2. Which word is similar in German and Arabic?
3. What language(s) does Amira speak with her brothers?
4. Why can her Turkish friends understand some French?
5. How does English help her?
6. What cool things can Amira do because she speaks many languages?
7. Why is Amira multilingual?

idea adapted from ÖSZ (2011:17)

Figure 1 worksheet Amira's languages

The final activity of lesson one, which is called *I'm multilingual* (see figure 3), again focuses on encouraging students to reflect on their personal multilingualism. The task created for this purpose is a combination of a *language audit* (Coelho 2012: 205) and an activity from the brochure *Poliglottto: Sprachen in Europa* [Poliglottto: languages in Europe] which was created by *RML2future*, a network for multilingualism and linguistic diversity in Europe. Similar to the language audit (Coelho 2012: 205), which was already explained in chapter 4.2., the activity *I'm multilingual* is a starting activity which seeks to provide an overview of the linguistic diversity present in class 2B. Just like the language audit, the task includes questions about students' first, second and third languages as well as questions about which languages students speak with whom (Coelho 2012: 207). The format and layout of the task were adapted from the activity *my languages* (Wilmes & Leroy 2012: 2), which can be found in the brochure *Poliglottto: languages in Europe*. Before the activity, students will be given the worksheet *What's my first language called in English?* which they can use as help if necessary. The worksheet includes the English translations for every student's first language since the students had only been learning English for a year at the time of the AR project and their lexical knowledge is still limited. Yet, there are several students who are already quite proficient in English, which is why the worksheet will not be dealt with as a separate activity but as a possible help which can be used if need be.



Deutsch	German		Albanisch	Albanian
Englisch	English		Slowakisch	Slovak
Französisch	French		Urdu	Urdu
Spanisch	Spanish		Türkisch	Turkish
Portugiesisch	Portuguese		Kroatisch	Croatian
Arabisch	Arabic		Tagalog	Tagalog
Bosnisch	Bosnian		Bulgarisch	Bulgarian
Serbisch	Serbian			

Figure 2 worksheet L1 in English

After students have completed the task, they will be asked to get together in pairs and interview each other as a follow-up task. Pair work has been selected as the interaction format for this activity since interviews naturally lend themselves to pair work (Richards 2015: 204). Depending on the Covid-19 regulations effective at the specific date of the project, pair work might not be possible. If pair work is not allowed, students will be asked to exchange their worksheets with a peer and complete the exercise without interviewing each other. If pair work is feasible, students will ask each other about their answers to the questions on the worksheet. Afterwards, students will present their colleagues' answers to the class. Pair work is especially valuable when trying to get shy students to speak, since they might be less afraid to talk in the TL to a peer than in front of the entire class (Richards 2015: 206). The pair work therefore serves as a preparation before speaking in front of the whole class. This exercise not only serves the purpose of highlighting the linguistic diversity in the class, but simultaneously leads to a repetition of the third person s, when students have to report each other's answers. As scaffolding is especially important for younger learners (Richards 2015: 228), students will be provided with example sentences and sentence starters on the board.

The objective of the last activity is to raise students' awareness concerning the multilingual potential in their class, to learn more about their classmates' language practices and engage in conversations about their own experiences with multilingualism (Coelho 2012: 206-207). The first lesson will hopefully be an effective incentive towards seeing individual multilingualism and linguistic diversity as something positive. Furthermore, the tasks completed in the first lesson should show students that all languages are worth the same, no matter how prestigious they are considered by society (Krumm & Reich 2013: 21). Since language prestige can have a significant influence on positive or negative attitudes towards certain languages (Wilton 2009: 69), the tasks completed during this lesson and the entire project should contribute to increasing the prestige of students' first languages. Giving students the space to talk about their first languages or actively use them in the classroom leads to a valorization of these languages and consequently to a positive sense of identity (Bermejo 2014: 123), pride and self-esteem (Coelho 2012: 196).

At the end of the lesson, the teacher will collect students' multilingual biographies in order to identify the number of different first languages present in 2B. This information is not only interesting for the teacher and the students, but also an integral part of the final product which will be put together at the end of lesson three.



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I'm multilingual



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Languages I speak:

Languages I understand:

My first language(s):

My second
language(s):

My third language(s):

My favorite language:

Languages I want to
learn:

With my friends I
speak:

At home I speak:

With my grandparents I
speak:

adapted from Coelho 2012: 205-207 and
Wilmes & Leroy 2012: 2

Figure 3 worksheet I'm multilingual

6.4.2. Lesson Plan 2

The second lesson will begin with a short repetition of the most important issues discussed in lesson one. The first part of the second lesson will continue to focus on raising students' language awareness through tasks which center around their individual multilingualism and their multilingual identities (Hopp et al. 2020: 156; Hélot et al. 2018: 17). The second part of the lesson will encourage students to practice their translanguageing skills through an age- and level-appropriate activity.

rough time frame	procedure	interaction format	skills / language system	materials	notes
5	Recap lesson 1 + tell students how many different first languages are spoken in 2B	T-S	Speaking, Listening	blackboard	Repeating important concepts such as first language, multilingualism, advantages of multilingualism, ...
20	Language portraits	Individual work	Writing	Worksheet <i>my language portrait</i>	The teacher explains the instructions in detail, without providing an example (see imitation problem below) Focus on language awareness and multilingual identity
20	Translanguageing: my multilingual word list months Comparison of words in different languages → finding similarities and differences	Individual work T-S	Writing, Speaking, Listening	worksheet <i>my multilingual word list</i>	Students should use at least 3 languages: German, English, L1. They can use any other language they know as well. After students have filled out their lists, they share examples with the class and similarities and differences between the various languages will be discussed (→ language awareness)
5	Homework: translate "We speak 17 languages in 2B" into your first language	T-S	Listening	home exercise book	Translating an entire sentence into the L1 is more challenging than translating individual words. This is why students are given the opportunity to ask family members for help

Table 2 lesson plan 2

Based on factors such as low language prestige and the monolingual habitus, multilingual speakers frequently try to repress their multilingual biographies and identities (Krumm 2009: 236). As it is a central concern of this project to counteract such negative attitudes towards one's own multilingual identity, *language portraits*, which focus on raising multilinguals' awareness of their multilingual identities and biographies (Krumm 2009: 236), were selected as the central activity of lesson 2. *Language portraits* are a well-known reflective tool that focuses on the language biography of a person and consists of a picture of a silhouette which learners are asked to color in different colors, with each color representing a language that they know (Krumm 2009: 235-236). The activity can shed light on students' attitudes and feelings towards certain languages, which they can express through the size of the body part that they color or through the specific part of the body, such as the heart, that they choose for a certain language (Schader 2004: 125). After completing the portrait, students are asked to describe what the various languages mean to them and why they chose them (Hopp et al. 2020: 153). They can do so in German if they prefer, as their English level (A1) is still too low to write an entire text without explicit preparation. Creating language portraits is especially appropriate for highlighting the linguistic diversity in a classroom, for demonstrating that learners' multilingualism and linguistic biography are something to be proud of (Krumm 2009: 236) and for showing appreciation of all languages (Galling 2011: 216). Language portraits can help learners to become aware of their own multilingual identity. Furthermore, they feel validated when permitted to talk about their first language, as it usually plays a paramount role in their lives, no matter how proficient they are (Krumm 2009: 239). It is also a suitable activity for easing students into the topic of multilingualism, as they can reflect more easily about things that are directly connected to themselves (Galling 2011: 217). Moreover, the activity can be done with any age group (Galling 2011: 216) and is in my opinion especially appropriate for younger learners, since they do not have to write much and can focus on expressing their multilingualism in an artistic way. In a study conducted in 2011, Isabella Galling incorporated language portraits into her classroom and showed students her own language portrait in order to provide them with an example. When looking at her students' language portraits, she found that many students had created portraits which were quite similar to her own (Galling 2011: 219). After careful deliberation, this is why I decided against showing my students an example of my own language portrait, as I am sure that students would copy central ideas such as putting the most important language around the heart, or the language one mostly dreams or thinks in close to the head (Galling 2011: 218). I considered it to be more important that students reflect on the meanings that different languages have in their lives on their own and come up with their

own ideas. Providing them with an example would have probably skewed the outcome of the activity. Needless to say, the task will be carefully explained in advance and students will be told to thoroughly think about where to put which language and how much space to color, as they will have to give reasons for their choices. The purpose of this activity is to further foster students' language awareness and raise their multilingual identity to a conscious level so that they can experience a positive feeling of identity (Krumm 2009: 239). What is more, the task can provide the teacher with valuable information on students' attitudes and feelings towards certain languages (Schader 2004: 125) which is vital when planning follow-up activities. After having completed the language portraits, the teacher will collect them for analysis but will bring them back for the third lesson, as the language portraits will be part of the final product.

_____ 's language portrait



(template adopted from Busch 2018: 9)

Figure 4 worksheet language portrait

The final activity focuses on fostering students' translanguaging competencies, since translanguaging is highly beneficial in terms of cognitive development (García & Wei 2014: 64), invites students to think cross-linguistically (García & Wei 2014: 120) and encourages them to engage more thoroughly with a topic (García & Wei 2014: 64). As mentioned in chapter 4.3., an array of activities is available for encouraging students to *translanguage*. Typical activities include tasks where “the input and output are [usually] in different languages” (Illman & Pietilä 2018: 239), such as drafting a text in the L1 and then writing it in the target language (Prada & Turnbull 2018: 17). However, the participants in this action research project had only been learning English for around a year at the time of the project, which is why writing an entire text in English without any specific preparation would have been too difficult. Moreover, since some learners are not that proficient in their L1, an activity which requires extensive use of the L1 might only discourage them (Hopp et al. 2020: 153) and could destroy positive attitudes towards their L1 which they might have developed during the previous lesson. This is why I selected a translanguaging task which requires minimal proficiency in the L1 and in the target language (Illman & Pietilä 2018: 245). The activity, which is called “*my multilingual word list*” (see figure 5), is based on suggestions made by Illman and Pietilä (2018: 245) and Schader (2004: 63) and has been adapted for the context of this project. During the activity, students are asked to write down the months of the year in the target language (English), in the shared language of the community (German), in their L1 and in any other language they know. The topic *months* was chosen because of two reasons. Firstly, it is very likely that students know what the months of the year are called in their L1, as it is a fairly basic topic. This was highly important to me, since I did not want to embarrass or discourage students who have little proficiency in their L1 and would not be able to write entire sentences or texts (Hopp et al. 2020: 153). The second reason for choosing the topic *months* was that lessons focusing on multilingualism should in some way or another be connected to “regular” classes (Hopp et al. 2020: 155). As already explained in chapter 6.2., this was quite difficult to achieve because of the Covid-19 pandemic. However, the months of the year are always a worthwhile topic to repeat, and if time permits it, the activity can easily be connected to a task in the schoolbook and can therefore be incorporated into “regular” teaching even better. Illman and Pietilä state the advantage of creating a multilingual word list quite well when they argue that such activities “enable the target words to be linked to the mother tongue and thus strengthen the students’ vocabulary skills in both English and the community language” (2018: 245). As has been outlined in the theoretical part of this thesis, making connections between languages is highly valuable and a natural part of the multilingual speaker’s brain, which is comparable to a

dynamic system where all languages influence each other (Jessner 2006: 32-33). Moreover, making use of learners' entire linguistic repertoires is a core principle of multilingual pedagogy (Meißner & Reinfried 1998: 20). What should not be forgotten when doing an exercise like this is that the teacher is not required to understand the words in students' L1s (Oomen-Welke 2016: 9). During a task like this, it is the students who are experts for their own languages (Jessner 2008a: 100) and teachers should not be afraid of letting someone else take the lead for a while (Hu 2003: 301). Through giving students' L1s room in the classroom, the language prestige of their L1s can also be increased (Volgger 2013: 94).



My multilingual word list – the months of the year



English	German		
January			
February			
March			

idea adapted from Schader (2004: 63) and Illmann & Pietilä (2018: 245)

Figure 5 worksheet my multilingual word list

After completing their multilingual word list, students will be asked to read a word in their L1 out loud and fellow students have to guess which language the respective word belongs to (Hopp et al. 2020: 156). Furthermore, students will be encouraged to compare words in their first language with German, English, or other first languages and switch to the position of the teacher while explaining differences and similarities to fellow classmates (Reif-Breitwieser 2011: 87). This is not only motivating for students who can feel like experts for their first language, but simultaneously fosters the development of language awareness (Allgäuer-Hackl

& Jessner 2013: 129), since language awareness is developed when students learn about each other's languages and cultures (Hélot & Young 2006: 79). Furthermore, the activity encourages students to view their first language as an important tool for comparison (Schader 2004: 274), and can also increase the prestige of students' first languages, as they experience that others are interested in their first language and that they can contribute important information that others cannot (Volgger 2013: 93-94). Also, through talking about differences and similarities between languages, students might be motivated to learn more about each other's first languages (Wojnesitz 2009: 227). Finally, the task also corresponds to objectives of the curriculum, which mentions that exchanging knowledge about different languages is vital for creating a school culture which views linguistic diversity as a positive asset (RIS 2020).

The last minutes of lesson two will be used to explain the homework. Students will be asked to translate the sentence "We speak ... languages in 2B" into their first language. The number of languages will of course be inserted after lesson one, as the teacher will take the "*I'm multilingual*" worksheet home in order to count the number of different first languages present in 2B. As already mentioned, some students are not that proficient in their L1, especially when it comes to writing. This is why they are given the opportunity to translate the sentence at home with the help of their parents, siblings, grandparents or any other person who shares their L1. Asking the parents for help might even have positive effects on the parents' perception of the school, as they might finally feel that they can help their children with something language-related (Hélot & Young 2006: 82).

6.4.3. Lesson Plan 3

The purpose of the third lesson is to round off the topic of multilingualism by collaboratively creating a final product that highlights the linguistic diversity in 2B. At the end of lesson two, students were given the homework to translate the sentence “We speak ... languages in 2B” into their first language. The idea to emphasize the linguistic plurality in a classroom by expressing it in a sentence like this was adopted from Susanne Reif-Breitwieser (2011: 12).

rough time frame	procedure	interaction format	skills / language system	materials	notes
5	Teacher checks if students have translated the sentence “We speak ... languages in 2B”	T-S	Writing	Home exercise book	A big poster with the sentence “We speak ... languages in 2B” is already created by the teacher in advance. It will be the center of the “wall of our languages”
20	Language profiles about students’ first languages	individual work	Writing	Worksheet: <i>my language profile</i>	Students are asked to write the translated sentence into the middle of the Instagram profile and draw the flag of their country of origin. Focus on multilingual identity, heritage and language awareness
10	Final product: creating a wall of our languages students are encouraged to read each other’s language profiles and ask each other questions	Group work	Speaking, Reading	Poster student worksheets pins	Students can also put up their language portraits and multilingual language biographies if they want to. Focus on making linguistic diversity visible. Also focus on language awareness, translanguageing, improving language prestige, valuing linguistic diversity
15	Feedback: questionnaire	T-S	Reading, Writing	students’ phones Printed questionnaires	

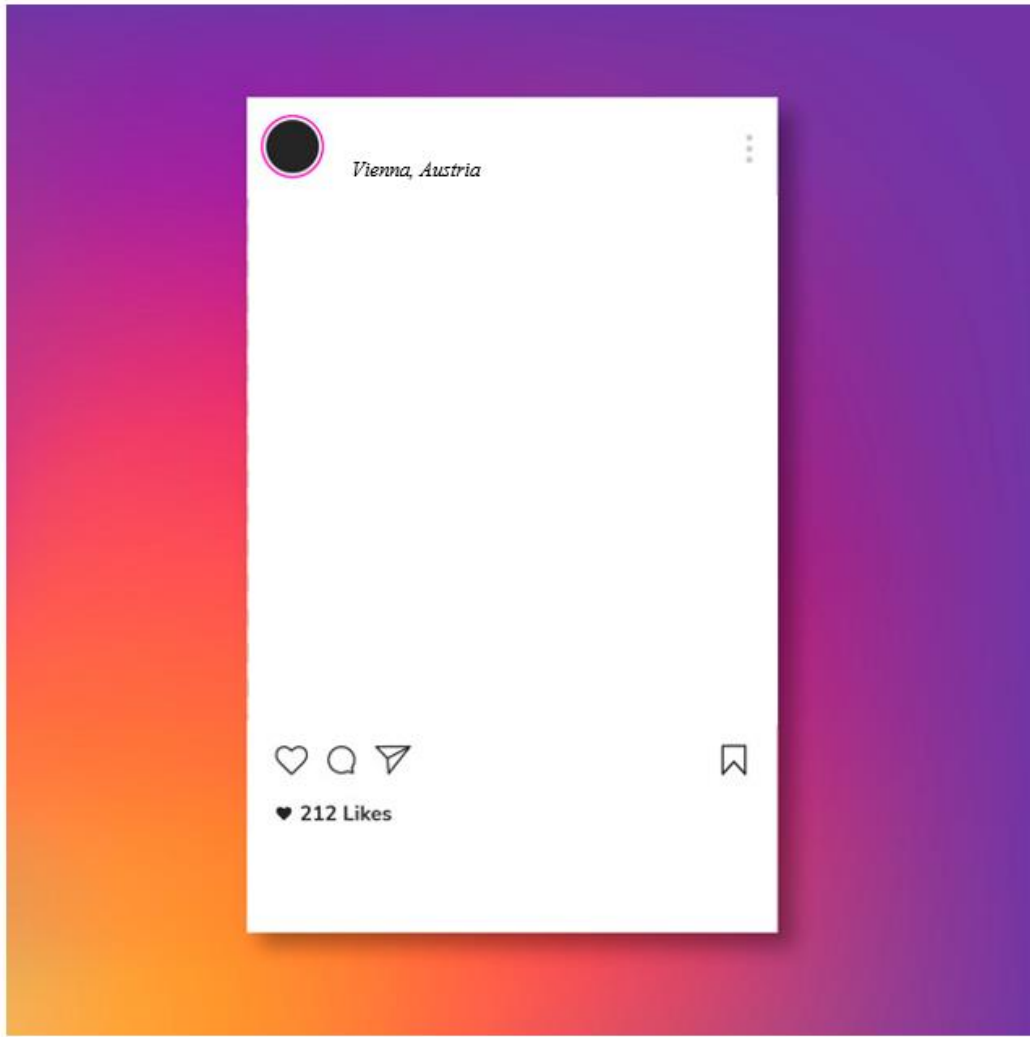
Table 3 lesson plan 3

At the beginning of lesson three, students are given the worksheet “*my language profile*”. The idea to create *language profiles* was taken and adapted from Coelho (2012: 210) and has already been outlined briefly in chapter 4.2. Coelho (2012: 210) advises teachers to provide students with a template for creating the language profile. In order to make the task more meaningful

and connect it to students' real-life experiences (Richards 2015: 241), I chose to create a template which looks similar to an Instagram post. Based on my personal experience I know that Instagram plays a major role in most students' lives, which is why I hope it will increase their motivation to complete the language profile. First, students will be asked to think of a username. Second, they will be told to write the sentence "We speak ... languages in 2B", which serves as an example of a piece of writing (Coelho 2012: 210), in their L1 into the blank space where there would normally be a picture. Moreover, they are told to draw the flag of their country of origin into the aforementioned blank space. Next, they should think of possible hashtags that are associated with their first language and add these as well. In the comment section below, students are asked to provide further information on their L1, such as where their L1 is spoken, how one can greet in their L1 and which food is typical in their country of origin (adapted from Coelho 2012: 10). After they have completed the compulsory parts, students can include any other information they would like to share about their first language and culture.

Coelho (2012: 210) suggests presenting the language profiles to the rest of the class afterwards; however, I have decided to leave out presentations due to time constraints and since students are not that proficient in English yet. The language profiles will, however, be hung up on the *wall of our languages*, which is the final product of the project, and fellow students will be encouraged to read about each other's languages, ask questions and make comparisons. Engaging with each other's language profiles and making comparisons among the different languages should again foster students' language awareness (Hélot & Young 2006: 79) and should encourage them to show interest in each other's first languages and possibly learn a few words or phrases in their peer's first languages (Wojnesitz 2009: 227-228). In general, the activity is especially suitable when wanting students to become interested in each other's first languages, cultures, and heritage and when trying to encourage them to make comparisons among languages (Coelho 2012: 210).

My language profile



Comments



My first language is:

It's spoken in:

This is how you say hello in my language:

Typical food from my country is:

Figure 6 worksheet my language profile

idea adapted from Coelho 2012: 210

As already mentioned, the final activity is to create a *wall of our languages*, which will be put up in the back of the classroom. First, the teacher will hang up a big poster with the sentence “We speak ... languages in 2B” in English in the middle of the wall. Next, students will add their language profiles all around the bigger poster. Through displaying student work in different languages, the multilingual nature of the classroom is made visible, which is especially effective when trying to counteract the monolingual habitus (de Cillia 2008: 81). Students will also be asked to hang up their multilingual language biographies and their language portraits, since language biographies and language portraits also highlight the class’ linguistic diversity and offer students the opportunity to learn more about each other’s backgrounds (Schader 2004: 112-113).

Visualization of the multilingual nature of the classroom is especially worthwhile since it leads to students being proud of their first languages because they realize that their first languages are valuable and legitimate (Cummins 2006: 62). Moreover, when learning about each other’s first languages, students can be sensitized towards respecting and appreciating every language, as each language is unique and complex in its own way (Reif-Breitwieser 2011: 11). Doing a project which puts students’ first languages into a positive light can also have a positive influence on L1 literacy, as “positive recognition of the languages [students] bring to school with them can encourage them to maintain and continue to develop their own languages” (Coelho 2012: 195). Since L1 literacy is a vital foundation for further language learning (see for instance Hopp et al. 2020, Jessner 2008a, Cummins 1979 and chapter 2.2.) and influences whether students profit from cognitive advantages caused by bi- or multilingualism (Jessner 2008a: 29), it seems paramount to engage in activities which motivate students to continue to learn and practice their L1.

The remaining time of lesson three will be used to fill out a quick questionnaire about the lessons on Google Forms. Students will be asked to bring their phone and use it for answering the questionnaire in class. I know from experience that three students do not have their own phone. Moreover, it sometimes happens that students do not have enough internet, or the school Wi-Fi does not work. In order not to depend on any technical aspects, the questionnaire will also be printed out and will, if not possible otherwise, be filled out by hand by some students.

6.5. Field notes and student products

In the following chapter the field notes that were taken during the three-lesson project will be presented. The field notes include personal observations I made during the project as well as speculations regarding my students' feelings and reactions (Curd-Christiansen 2020: 343-344). Furthermore, examples of students' products will be presented. Due to anonymity reasons, students' names have been hidden and only initial letters will be used.

6.5.1. Lesson 1

The first lesson took place on Thursday, the 24th of September 2020. The students had already been informed previously that the project would start on the respective day. Nevertheless, they were informed about the project and its purpose at the beginning of the lesson again. In order to familiarize students with central concepts and important vocabulary, I started the lesson by writing the most important terms on the board. We started with the term multilingualism and I asked students to guess what it means. I subsequently added the terms first, second and third language and explained the differences by means of examples. I had already anticipated that talking about such an abstract topic would be quite challenging for the students, especially since the group is very heterogeneous regarding their English levels. During the first minutes I quickly realized that it was too difficult to talk about the terms in English, which is why I only introduced them in English but continued explaining them in German in order to make sure that students grasped the meaning. It took a while for students to realize that they were indeed all multilingual, since they all spoke at least three languages. On the one hand, this was because some of them struggled to understand the concept in the beginning. On the other hand, it was because some of them did not view English as a language that they really "knew", since their proficiency was still low. However, after talking about multilingualism and how I defined it for the purpose of this thesis in more detail, all students raised their hands when I asked them who considered themselves multilingual.

While trying to make students understand the concept of multilingualism, I started asking them which languages they spoke in order to use their answers as examples for highlighting that they were multilingual. Since 2B is a very communicative class, the majority of students were very eager to share information about their language use and about the number of languages they speak. When I planned the lesson, I had not anticipated such a lively discussion at the very beginning. However, since students were so eager to talk about their languages and since other important concepts such as code-switching were luckily mentioned in their contributions, I

decided not to interrupt the flow of communication and use the time to start creating a positive atmosphere regarding multilingualism. During these first 20 minutes students mentioned that they often spoke “mishmash” at home, which provided me with a great transition to explaining the concept of code-switching and highlighting its benefits. After I explained the concept, even more students realized that they used code-switching as well and it seemed like they consciously thought about this practice for the first time. Since the questions we were talking about corresponded to the questions that I had planned to discuss after having read the text “Amira’s languages”, I decided to continue with the discussion and explore the topic further since students were so motivated to share their experiences. Thus, we continued talking about code-switching and students gave examples of situations in which they mixed several languages. Most of them reported that they used code-switching with siblings (i.e. speaking the L1 and German) or with parents when they did not know a word in German or the respective L1. Also, the pupils employ it in case a certain word does not exist in German or their L1, such as a Turkish word for a typical Turkish dish, for example. While students reported their experiences, I frequently emphasized the benefits of being able to switch between languages in order to repeatedly show students that their ability to speak several languages and do so even simultaneously is something to be proud of. Obviously, I am aware that emphasizing positive aspects of multilingualism for a few lessons cannot change students’ entire attitudes; however, I did have the feeling that students felt a sense of pride when I told them that the ability to code-switch was something to be proud of and that many children, including myself when I was their age, are not able to do this. Furthermore, various students recounted that they often translated for parents, specifically in the school context. For instance, one student mentioned that she always joins her parents at parent-teacher conferences in order to translate the entire evening. She did, however, highlight this as something positive rather than annoying, since being able to translate on the spot gave her a feeling of competence. Seeing code-switching and translating as something positive was the general consensus among all students.

After around 20 minutes I had to interrupt the discussion, even though there would have been many more contributions. However, I still wanted to finish the majority of the activities that I had planned for the lesson, since I had already set the date for the interviews and it would have created lots of chaos to use more than three lessons for the entire project and consequently postpone the interviews. Thus, after ending the discussion and promising students that they would get many more opportunities to share their experiences, I handed out the reading task “Amira’s languages”. Since we had talked about central concepts which were mentioned in the text already, most students did not have any difficulties understanding the text. Due to time-

related issues, I decided against answering the questions in a written way and decided to discuss them orally instead, since students seemed more eager to talk than write anyways and since I wanted to maintain their motivation. The questions were answered in the plenary after different students read passages from the text out loud. We talked about question two (“Which word is similar in German and Arabic”) quite extensively, since the Arabic-speaking students were positively surprised by this similarity and started thinking of other examples. In addition, corresponding to question four (“Why can her Turkish friends understand some French?”), I asked the Turkish-speaking students to translate “toilet” into Turkish, since I knew that it was very similar to the English, French and German word for toilet. This baffled the Turkish-speaking students and generated a lively discussion about a variety of words that are similar in various languages, since the Portuguese-speaking student and the Rumanian-speaking student also realized the similarity and also started mentioning more examples. Another interesting remark was made by a Turkish-speaking student who knew some French and explained that the French “pantalon” (i.e. pants) was similar to the Turkish “pantolon”. After he said that, the Tagalog-speaking student realized that even though he had thought that his language would not have similarities with any of the other languages present in the class, the French and Turkish word for pants was the same in Tagalog (i.e. “pantalon”). Most students seemed very surprised that there were quite a lot of similarities between their first languages and more “dominant” languages such as French, English and German, which confirmed my assumption that students had rarely been asked to use their first language as a resource or means for comparison before.

Instead of the 20 minutes which I had planned for the final task, there were only about 10 minutes left. Moreover, doing the last task was quite challenging because the students had gotten quite noisy and overexcited from talking so much about their personal lives and from not having a “normal” English lesson. Still, I finally managed to get them focused and quiet again and they started working on their *I’m multilingual* worksheets (see figure 3). In the beginning, it was not clear to some students that they should fill out the worksheet in English, since we had mostly talked in German before. Furthermore, some students had difficulties remembering the difference between first, second and third language. After answering students’ individual questions, most of them understood the task in the end and managed to fill it out correctly and in English. Unfortunately, I had to leave out the final activity completely. In the final activity, students would have been asked to interview each other about their multilingual language biographies and then report it to the class. Even though it was a pity that I had to skip this activity, students had already learnt about each other’s first languages and language practices during the long discussion phase in the beginning of the lesson.

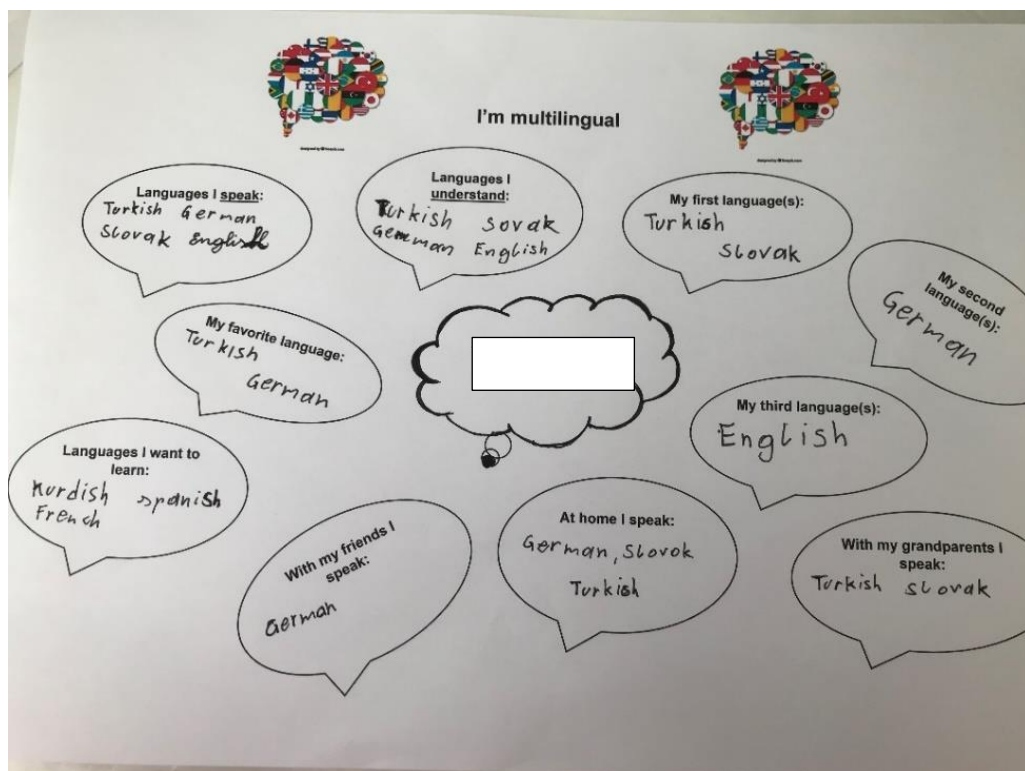


Figure 7 worksheet 'I'm multilingual' example 1

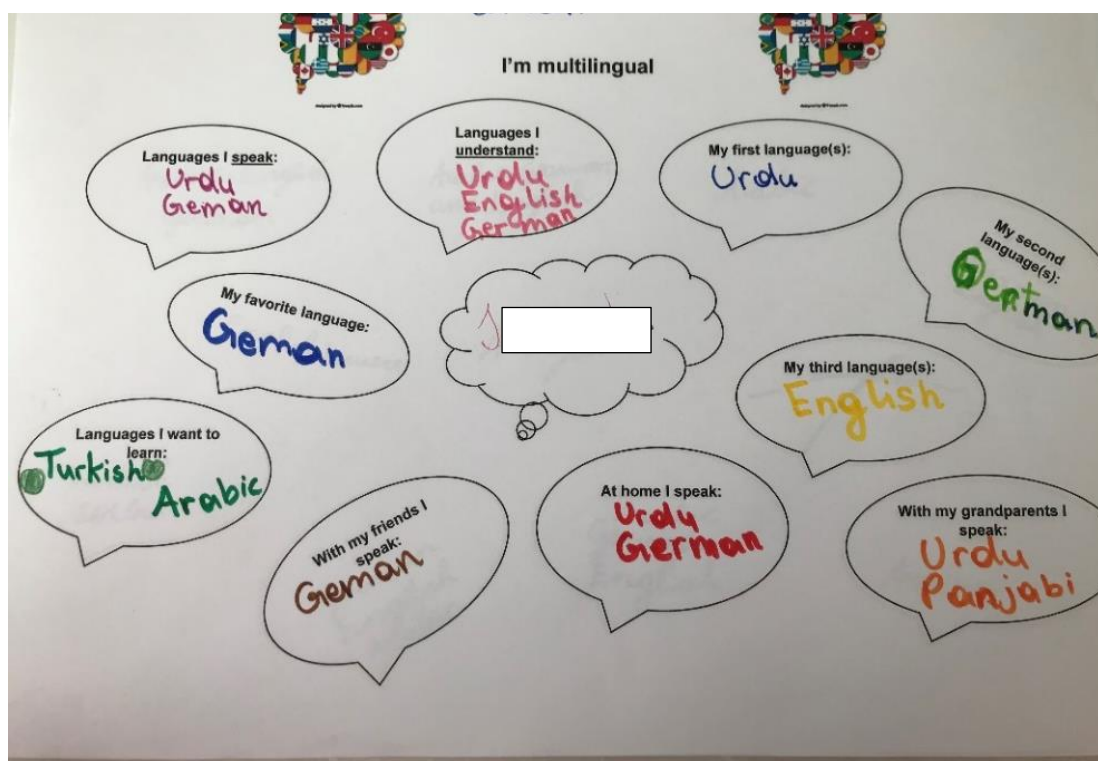


Figure 8 worksheet 'I'm multilingual' example 2

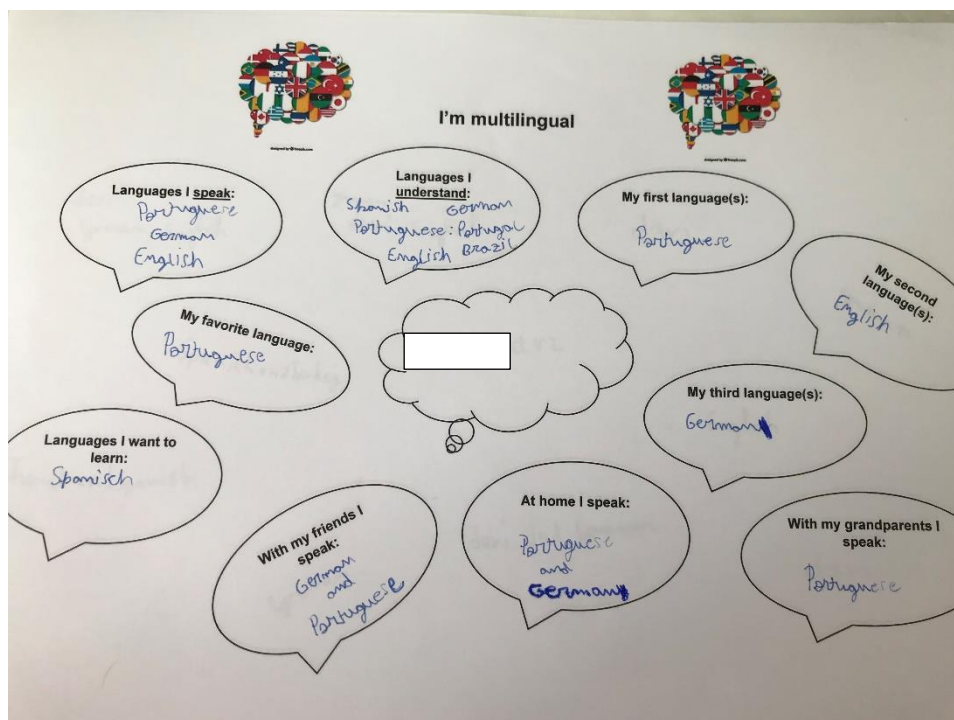


Figure 9 worksheet 'I'm multilingual' example 3

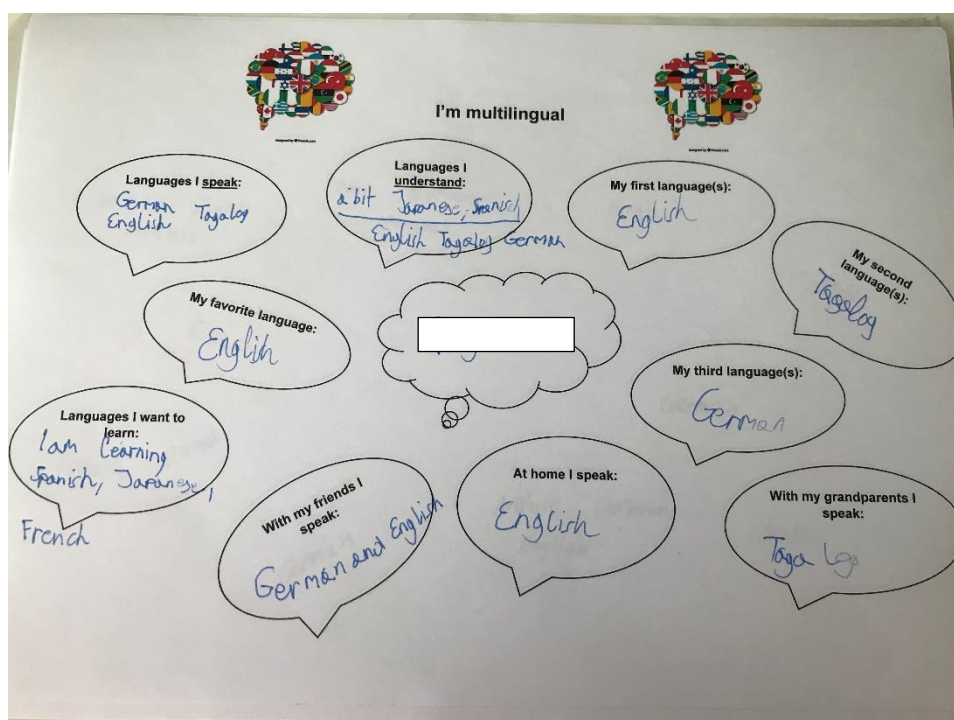


Figure 10 worksheet 'I'm multilingual' example 4

At the end of the lesson, I collected the worksheets that the students had filled out in order to count the number of languages spoken in 2B. I decided to include all the languages they mentioned as their first, second or third languages or as other languages which they spoke at home or with grandparents. On the first day of the project, 20 out of 23 students were present. These 20 students mentioned 17 different languages in total, including Turkish, Slovak, Arabic,

Bulgarian, Urdu, Rumanian, Serbian, Farsi, Dari, Portuguese, English, Tagalog, German, Kurdish, Panjabi, Greek and Albanian. The number of different first languages in 2B is almost as high. Based on the *I'm multilingual* worksheet and based on the questionnaire, which was administered after the final lesson, 14 different first languages could be identified (see chapter 6.3.). However, for the purpose of the final project I did not only want to include students' L1s, but all the languages they spoke since all of them play a role in their lives.

There are several other interesting insights I gained from looking at students' *I'm multilingual* worksheets. Firstly, the majority of students have German as their L2; however, six students also have it as their L3 or even L4. Secondly, contrary to what I had expected, the students did not necessarily select their L1 as their favorite language. In total, 11 out of 20 students did not state that their L1 was their favorite language. Most of them selected German or English as their favorite language. The fact that some of them selected English as their favorite language might have been influenced by the fact that I am their English teacher, and they knew that I would take a look at the worksheets. For instance, one student wrote "English, I swear" as her favorite language. Interestingly, a student who speaks English, Arabic and German selected French as his favorite language. When I asked him about it, he explained that he loved the sound of the language and had once briefly learnt it in a school in his country of origin. Regarding language use with the family ("At home I speak...") most students stated that they spoke their L1 and German at home. When talking to peers, most students tend to rely on German as the shared language. This might be due to the fact that Arabic, Turkish and Serbian are the only languages spoken by more than two students in the class and students simply have to rely on the only shared language German.

6.5.2. Lesson 2

The second lesson took place on Friday, the 25th of September 2020. On this day, 17 out of 23 students were present. At the beginning of the lesson, I asked my students how many different languages they thought were spoken in their class. Their guesses ranged from 7 to 12 different languages, which is why they were quite surprised when I told them that it was actually 17 different languages. I had initially planned to give them the homework at the end of the lesson; however, I decided that it would make more sense to give them the homework right now, since it would be their homework to translate the sentence "We speak 17 languages in 2B" into their L1. After I explained the task, some students told me that they could just translate the sentence right now and did not need the help of their parents, whereas others told me that they had difficulties writing in their L1 and preferred to ask their parents for help. There was only one

student who was reluctant to do the task since he said that he could neither write nor read in his L1 and therefore did not see any reason to do it. Since I did not want to push him to do something which was causing him to have negative feelings about his L1, I told him that he could also translate the sentence into German if he preferred. In the next lesson he had, however, translated it into his L1 with the help of his parents.

After the homework task had been explained thoroughly, I handed out the templates for the language portraits. As already explained in chapter 6.4.2., I deliberately chose not to provide students with my personal language portrait as an example, so as not to influence the outcome. Nevertheless, I knew that simply explaining the task orally would be too complicated and challenging for the rather young students. This is why I decided to draw a very simplistic sketch onto the board and chose one language, German, as an example of where I would put a language which is important to me and which is a central part of my identity. Thus, I provided the students with a fraction of an example in order to give them an idea of the purpose of the activity without providing them an entire template. Since I drew German around my heart in my example, many students copied this in their own language portraits; however, the portraits generally turned out quite creative and diverse. Most students also managed to thoroughly explain their reasoning behind choosing a respective language and its location on the language portrait. The explanation was written in German by every student since it would have been too challenging to do so in English and students would arguably not have been able to express what they would like to say. As far as I could tell, students were very eager to complete the exercise and seemed motivated to express their languages in an artistic way. Some students needed more time to think about or explain their choices which is why some of them took the language portraits home and finished them until the next lesson.

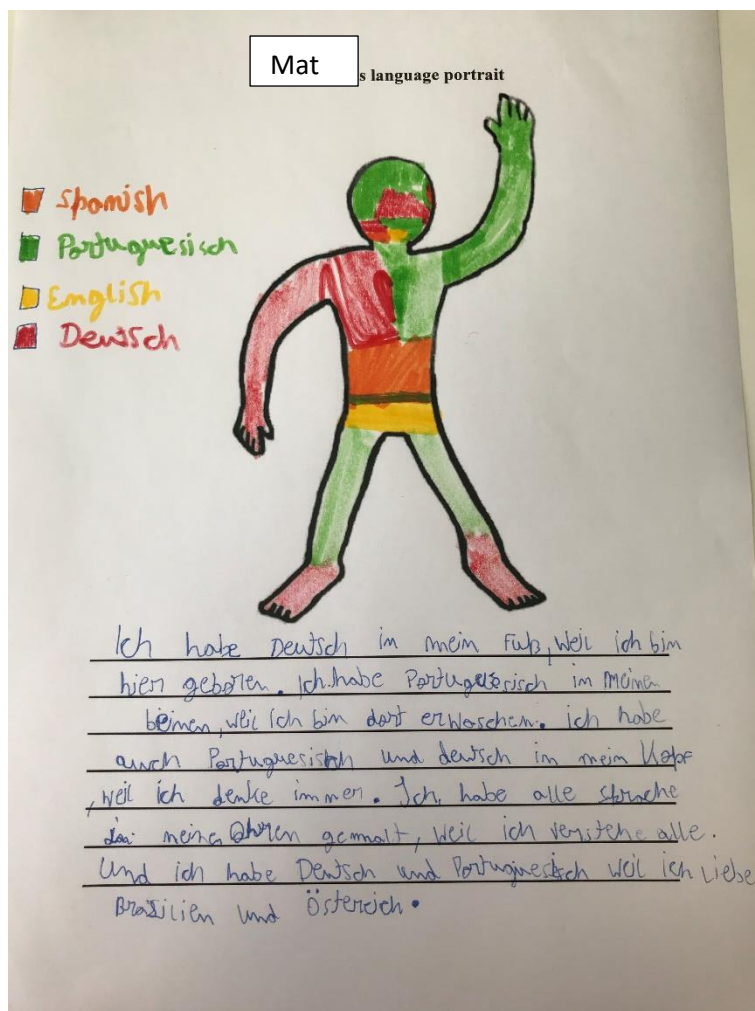


Figure 11 language portrait example 1

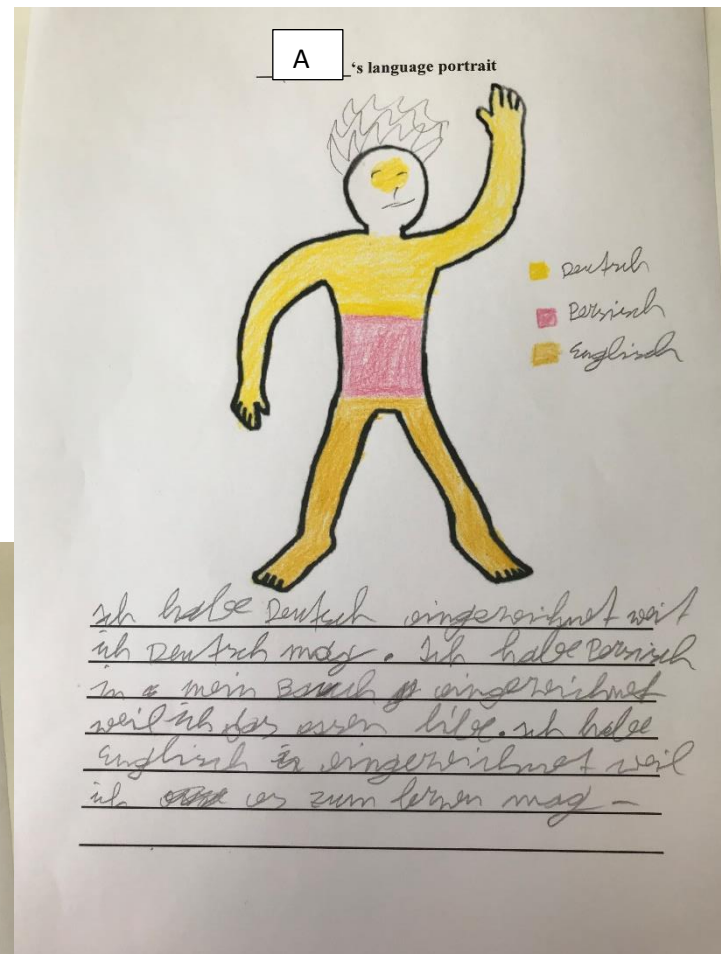


Figure 12 language portrait example 2

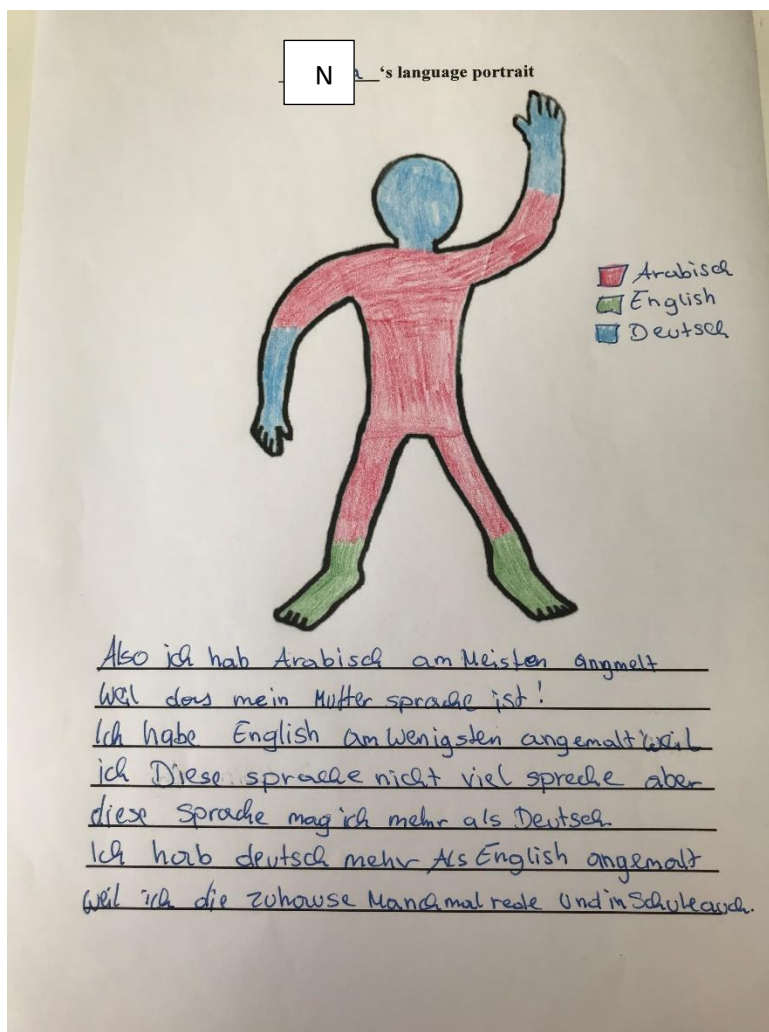


Figure 13 language portrait example 3

Figure 14 language portrait example 4

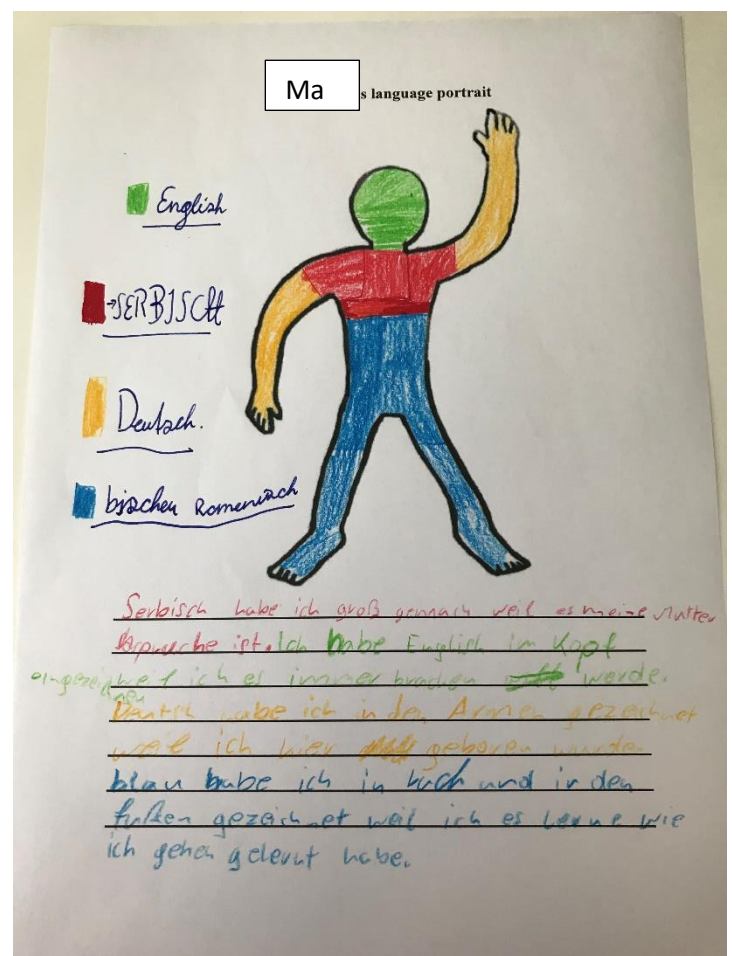
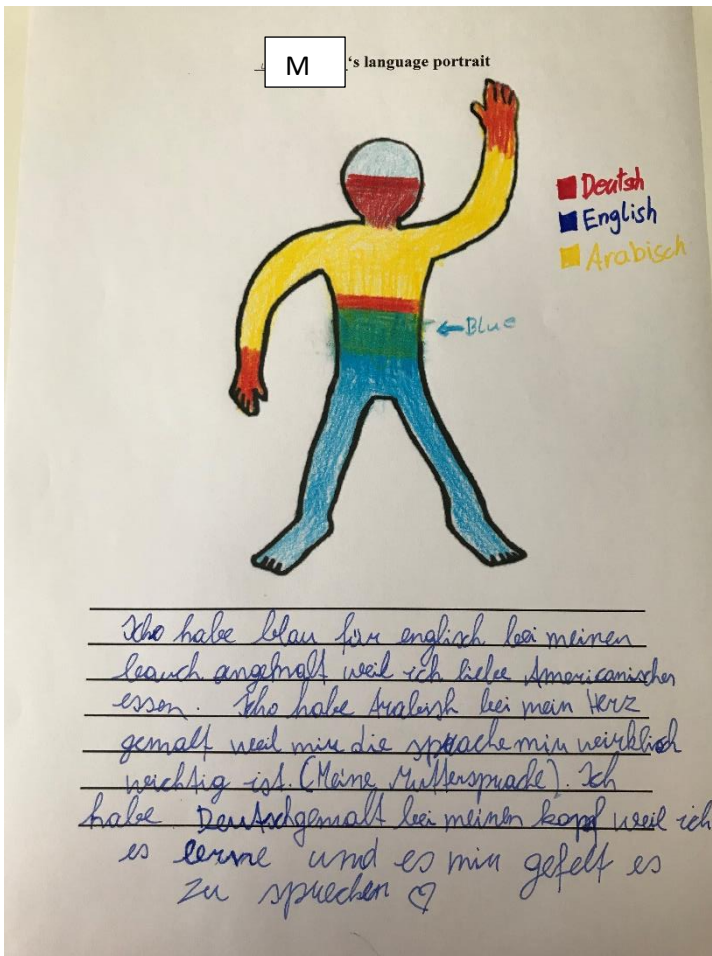


Figure 15 language portrait example 5

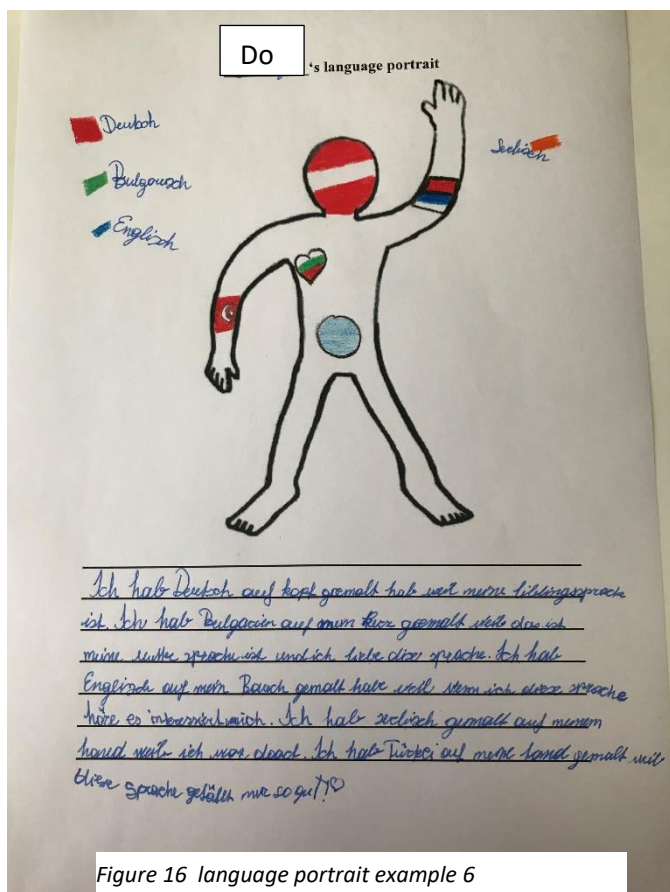


Figure 16 language portrait example 6

The purpose of creating the language portraits was to foster students' language awareness regarding their own multilingual identities. Furthermore, the purpose was to normalize multilingualism and to encourage students to think about their feelings regarding different languages in their lives in a conscious way (Galling 2011: 220). Thus, it was my aim to start a reflective process about the students' individual multilingual biographies. Finally, creating the language portraits added to my goal of making the linguistic diversity in 2B visible and demonstrating that learners' multilingualism and linguistic biography are something to be proud of (Krumm 2009: 236). As can be seen based on the six examples provided above, the students implemented the task very creatively and differently and gave interesting explanations for their choices. I especially like Mat's portrait and explanation since it shows that he really thought about his choices and went into a process of conscious reflection when he states that he drew "German" into his feet because he was born in Austria and then selected Portuguese for his legs because he grew up in Brazil. A, on the other hand, focuses on a different aspect and writes that he drew Persian into his stomach because he enjoys Persian food. N's language portrait clearly shows how important her first language, Arabic, is to her since her language portrait almost exclusively consists of the color she chose for Arabic. Just like A, M also associated one language, English, with food when she states that she drew it into her stomach because she likes American food. Similar to various other students and probably influenced by my example, she also drew her L1, Arabic, around her heart. What is especially interesting to read is that she drew German into her head because she missed speaking it, by which she probably refers to the months after the lockdown in March 2020. Another remarkable and interesting explanation was provided by Ma when he states that he is learning Rumanian in the same way he learned to walk, which presumably means that he is learning it naturally, just by hearing it and being around it. In my opinion, this shows that he has already developed language awareness since he was able to consciously reflect on the way that he has previously learnt other languages or skills. Do's language portrait looks different than most of the others since she decided to not only select a color for each language but to draw the respective flag as well. Interestingly, she was one of very few students who added languages which she does not speak, such as Serbian and Turkish in her case, but which are important to her in another way.

After the students had completed the language portraits, I handed out the final activity, which was the *my multilingual word list* task. Before I explained the activity in detail, I asked students if they remembered the words we talked about in the lesson before and which were similar in various languages in order to activate their background knowledge regarding language similarities and differences. In a next step, I explained the task in detail and told

them that they should select their L1 and, if they wanted to, any other language in which they knew the months of the year. The activity was useful since some students were able to repeat how to pronounce and spell the months in English and since they were given the opportunity to not only translate the words into German, like they always do in regular classes, but also into their L1. Some students were able to quickly translate the words into their L1 and did not have difficulties with writing them either. Two Turkish-speaking students were unsure whether the way their parents said the months in Turkish was correct, since it was so different than in any other language. The two students translated January into “1ay”, February into “2ay”, March into “3ay” and so on. They told me that they were sure that Turkish also has specific words for the months of the year, but that they had learnt it like that. Since this is the way that they know and say the months in Turkish I told them to leave it like that and later asked a Turkish-speaking colleague of mine. She confirmed that both ways were possible and that the way my students had translated the months was typical for how children would call the months in Turkish. Another interesting problem emerged among the Arabic-speaking students. At first, they could not explain why translating the months was an impossible task for them. Some of them told me that even though they were able to write in their first language, a direct translation was not possible. After a while, one student managed to explain that they only knew the months of the Islamic calendar and that the terms for these months do not correspond to the months January to December. They did, however, state that their parents would probably know the translation and we therefore decided that they should translate the words with the help of their parents. Taking the task home in order to receive help from parents was not only done by the Arabic-speaking students but by many others who knew the words orally but were unsure how to spell them correctly. Unfortunately, there was no time to carry out the comparison task during which students would have been asked to read words in their L1 out loud and discuss similarities between their L1 and other languages present in the classroom.

My multilingual word list - the months of the year

English	German	Rumanian	
January	Jänner	Januarie	
February	Februar	Februarie	
March	März	Martie	
April	April	Aprilie	
May	Mai	Mai	
June	Juni	Junie	
July	Juli	Julie	
August	August	August	
September	September	Septembrie	
October	Oktober	Oktober	
November	November	November	
December	Dezember	Dezembrie	

Figure 21 multilingual word list example 6

My multilingual word list - the months of the year

English	German	Kurdish	Türkisch
January	Jänner	كانون	Ocak
February	Februar	شباط	Şubat
March	März	مذار	Mart
April	April	نيسان	Nisan
May	Mai	ايار	Mayıs
June	Juni	حزيران	Haziran
July	Juli	تموز	Temmuz
August	August	اب	Agustos
September	September	ايلول	Eylul
October	Oktober	تشرين	Ekin
November	November	كانون	Kasım
December	Dezember	كانون	Aralık

Figure 20 multilingual word list example 5

My multilingual word list - the months of the year

English	German	عربي	Français
January	Jänner	يناير	Janvier
February	Februar	فبراير	Fevrier
March	März	مارس	Mars
April	April	أبريل	Avril
May	Mai	مايو	Peut
June	Juni	يونيو	Juin
July	Juli	يوليو	Juillet
August	August	أغسطس	août
September	September	سبتمبر	septembre
October	Oktober	أكتوبر	Octobre
November	November	نوفمبر	novembre
December	Dezember	ديسمبر	décembre

Figure 19 multilingual word list example 4

My multilingual word list - the months of the year

English	German	Urdu	Türkisch
January	Januar	جنوری	1 ay
February	Februar	فروری	2 ay
March	März	مارچ	3 ay
April	April	اپریل	4 ay
May	Mai	مئی	5 ay
June	Juni	جون	6 ay
July	Juli	جولائی	7 ay
August	August	اگست	8 ay
September	September	سپتمبر	9 ay
October	Oktober	اکتوبر	10 ay
November	November	نومبر	11 ay
December	December	دسمبر	12 ay

Figure 18 multilingual word list example 3

My multilingual word list - the months of the year

English	German	Bulgarisch	
January	Jänner	януари	
February	Februar	февруари	
March	März	март	
April	April	април	
May	Mai	май	
June	Juni	юни	
July	Juli	юли	
August	August	август	
September	September	септември	
October	Oktober	октомври	
November	November	ноември	

Figure 22 multilingual word list example 2

My multilingual word list - the months of the year

English	German	Türkisch	
January	Jänner	1 ay	
February	Februar	2 ay	
March	März	3 ay	
April	April	4 ay	
May	Mai	5 ay	
June	Juni	6 ay	
July	Juli	7 ay	
August	August	8 ay	
September	September	9 ay	
October	Oktober	10 ay	
November	November	11 ay	
December	Dezember	12 ay	

Figure 17 multilingual word list example 1

6.5.3. Lesson 3

The third and last lesson took place on Monday, the 28th of September 2020. On the day before I reminded the students via Google Classroom to translate the sentence and to bring their phones for the questionnaire in order to ensure that the last lesson could go as planned. Since I had reminded them several times, all students except for two had done the homework and translated the sentence with the help of their parents. Two students had not been present in the two previous lessons but luckily managed to translate the sentence into their L1s by themselves. The two students who had forgotten to ask their parents were allowed to use Google Translate to complete the task.

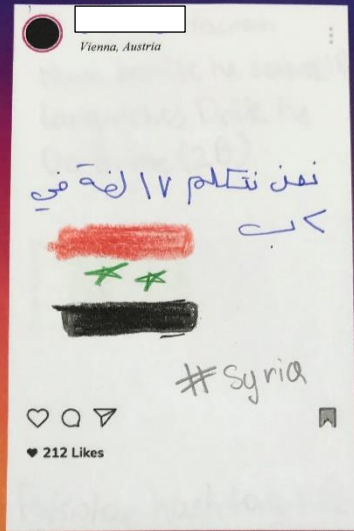
Before getting started with the lesson I explained again that the students would be asked to fill out a questionnaire at the end of the lesson and that those students who wanted to be interviewed would be interviewed in the subsequent two lessons. In a next step, I explained the main task for the lesson, the *language profile*, by showing the students a template which I had drawn on the board. This was necessary in order to ensure that students understood where they were supposed to write the sentence in their L1 and draw the flag and what other aspects they should add. When I handed out the worksheet students got very excited because most of them like Instagram and the familiar format on the worksheet seemed to motivate them immediately. Moreover, many students seemed to feel a sense of pride when drawing the flag of their country of origin and did so with concentration and precision. Generally, students did not have any problems completing the task since I had explained in thoroughly in advance. When I explained the task, I used examples in order to demonstrate what information they should add. I said “hello” in Arabic and Turkish as an example of what they should write down after the statement “this is how you say hello in my language” and I used the typical Turkish food “Sujuk”, a Turkish garlic sausage, in order to illustrate what they could say about typical food in their country. Students were overly excited that I knew these things in their languages, which, in my opinion, shows how easily teachers can create an environment that welcomes different languages and show their students that they appreciate their multilingual diversity and are eager to learn from them. All in all, I was very happy to see them working on their language profiles in such a motivated way and I felt very proud of them because they were interested in what their classmates were writing and started asking each other about greetings and typical food.

When a few students were finished with their language profiles I asked them to help me put them up on the wall in the back of the classroom. I had already hung up a poster which read “We speak 17 languages in 2B” before and together we started hanging up all the language profiles. While doing so, I also asked the students whether they would allow me to put up their language portraits. Almost every student agreed and after everyone was finished, we had created a beautiful “wall of our languages”. The students were very proud of it and even asked if they could take pictures of it.



Figure 23 wall of our languages

My language profile



Comments

My first language is: Arabic
 It's spoken in: Syria
 This is how you say hello in my language: السلام عليكم
 Typical food from my country is: مكشوي

Figure 27 language profile example 4

My language profile

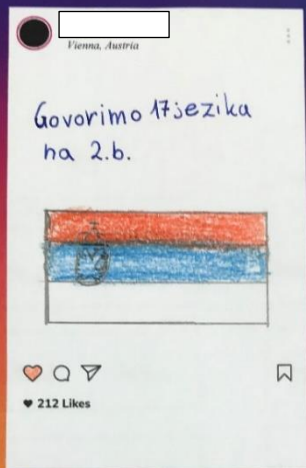


Comments

My first language is: Turkish
 It's spoken in: Turkey
 This is how you say hello in my language: Selam
 Typical food from my country is: Sacak yamurta

Figure 26 language profile example 3

My language profile



Comments

My first language is: Serbian
 It's spoken in: Serbia
 This is how you say hello in my language: Čao/Zdravo
 Typical food from my country is: Sarma, bela čorba, barek, panjane paprike, žito

Figure 25 language profile example 2

My language profile



Comments

My first language is: Persian
 It's spoken in: Iran
 This is how you say hello in my language: Salam
 Typical food from my country is: Kolte hariz

Figure 24 language profile example 1

During the last ten minutes of the lesson, students were asked to fill out the questionnaire. 19 out of 23 students were present on that day and 16 of them filled out the questionnaire online via Google Forms. Three students did not have a phone and were therefore given a hardcopy. I reminded the students again that the questionnaire was anonymous, that there were no wrong answers and that they should answer as honestly as possible. Completing the questionnaire worked well for most of the questions. However, there was one question (“Was hat dir am meisten gefallen und warum?“) where students were unsure what I was referring to. In retrospect, it would have been better to add “in the last three English lessons” in order to make the question clearer. Also, some students struggled to remember all the activities that we did, since the first two lessons had been before the weekend. During the interviews that followed I had more time to remind them of the tasks that we did and was therefore able to get more detailed answers than in the questionnaire. After everyone was done with the questionnaire, I thanked the students again for participating in the project and told them that I really appreciated their help.

7. Analysis of the questionnaire & interviews

In the following, the analysis of the questionnaire and the interviews will be presented. The questionnaire was completed by 19 out of 23 students, 16 of which filled out the questionnaire online via Google Forms. In total, ten student interviews were conducted. Eight of them took place on the afternoon of Monday, the 28th of September, right after the final lesson of the AR project. Since there was no time left to conduct the two final interviews on Monday afternoon, they took place on the next day.

7.1. Analysis of the questionnaire

As already outlined in chapter 5.4, the questionnaire is a shortened version of the interview guide and centers around students' individual multilingualism, their experience with their personal multilingualism at school, and their reactions towards the materials dealt with in the AR project.

The first question concerning students' individual multilingualism and language biographies was about the number of languages each student speaks. The pie chart below (figure 28) clearly illustrates that the majority of students speak three languages, and a few students speak even more than three languages.

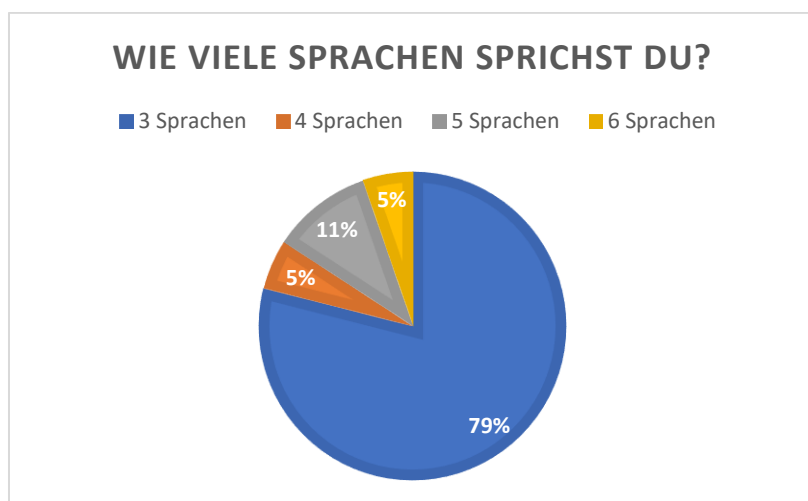


Figure 28 number of languages

Thus, adhering to the definition of multilingualism employed in this thesis (see chapter 2.1.4.), all students are multilingual. 17 out of 19 students also agreed when they were asked whether they considered themselves multilingual (question 8) and 16 of them would like their children to grow up multilingually as well (question 9).

Question two asked students to list all the languages that they know and question three focused more specifically on which language students considered to be their first language. Figure 29 below illustrates the variety of different L1s present in 2B.

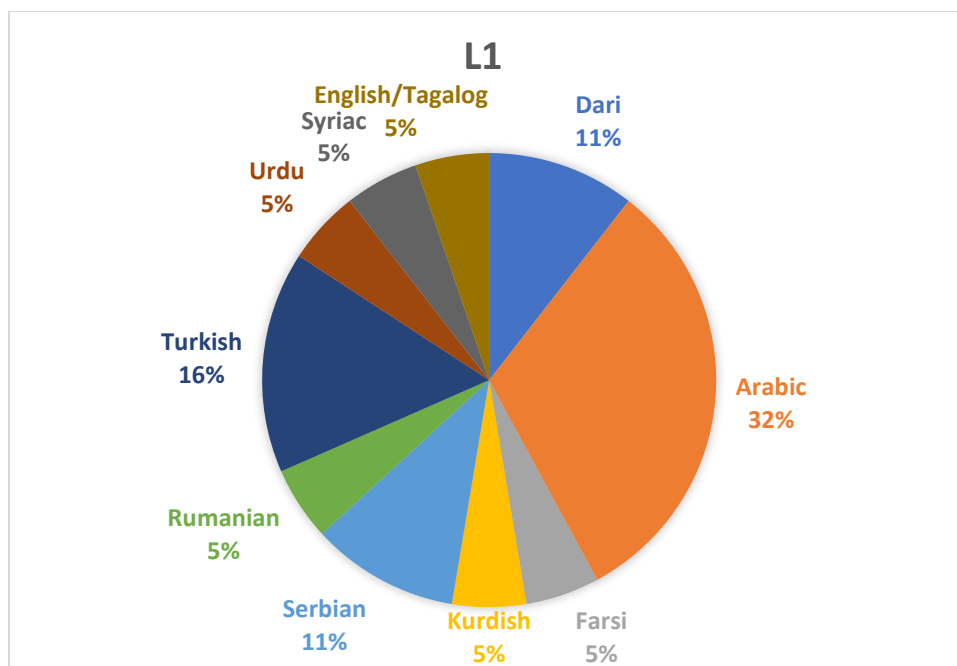


Figure 29 first languages in 2B

As already outlined in chapter 6.3., there are 14 different first languages present in 2B. The chart only shows 11 different languages, since three students were absent on the day when the questionnaire was filled out. The languages missing from the graph are Portuguese, Slovak and Bulgarian, each spoken by one student in the class, respectively. The language which is represented most in 2B is Arabic, followed by Turkish, Dari and Serbian. Several languages, including Urdu, Tagalog, or Kurdish, are only represented once.

Since L1 literacy has a great influence on further language learning (Cummins 1979), the subsequent three questions focused on students' L1 proficiency regarding writing, reading, and speaking. The majority of students answered that they can speak their L1 fluently (68,4%). However, only 36,8% stated that they were able to write in their L1 and 52,6% stated that they could read in their L1. This could be explained by the fact that only some students have received formal instruction in their L1, either through L1 lessons in elementary school or because they went to school in their countries of origin before coming to Austria. Some might have been instructed by their parents, whereas others have never had formal instruction and are therefore not able to read or write in their L1. This issue also came up during lesson two when students had to complete the multilingual word list in their L1. It was especially the Arabic-speaking

students who were not able to complete the list by themselves since the Arabic script is very challenging.

Question 7 required students to state which language was their favorite and why. Interestingly, the L1 was not necessarily indicated as the favorite language. 11 out of 19 pupils stated that their L1 is the language which is most important to them. Some of them explained that it is their favorite language simply because it is their L1. Others specified their answer and explained that they felt confident and not afraid of making mistakes when speaking their L1 (i.e. “Arabisch weil es meine muttersprache ist und ich mich wohl fülle wenn ich es spreche weil ich da keine fehler machen kann”), that they like it because they can speak it with their family members (i.e. “Serbisch weil meine ganze Familie auch serbisch sprich und wen mich die anderen nich fehrstehen dann ist es mir egal auptsache meine familie fehrsteh mich“), or that it reminds them of the past (i.e. “Arabisch, weil das mich an alle meine Erinnerungen erinnert”). Several students referred to English as their favorite language and gave reasons such as the ability to communicate with many people or the fact that English is spoken all over the world. Interestingly, only two students stated that German was the language which was most important to them. One of them provided a reason for this answer which seemed to relate more to the importance of being able to speak the language because of living in a German-speaking country rather than the fact that the language was of personal importance (i.e. “Deutsch weil ich in Wien lebe und ich muss deutsch sprechen”).

The second part of the questionnaire focused on students’ experiences with their multilingualism at school. The first question asked students about their use of the L1 at school. As can be seen in figure 30 below, the answers were quite diverse.

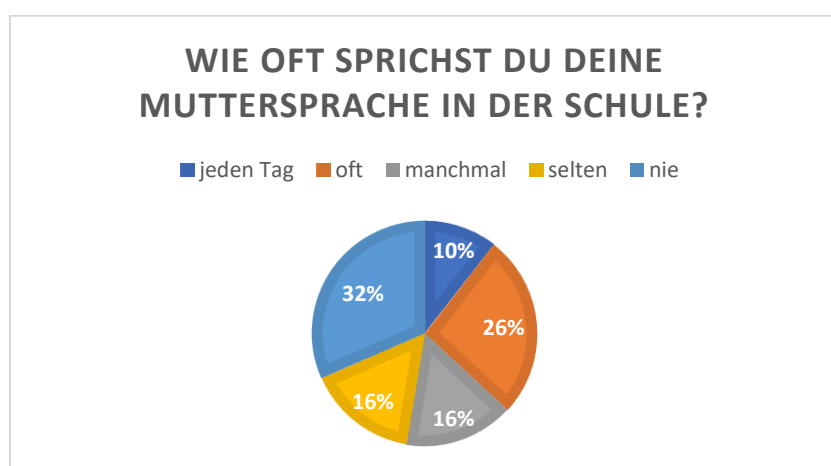


Figure 30 L1 at school

There are only two students who speak their L1 every day and five students who often speak it at school. The remaining 12 students only speak their L1 sometimes, rarely or never, which can probably be explained by the fact that several languages are only represented once and can therefore not be spoken with a peer in class. Another reason might be that some teachers do not allow the use of the L1 at school and students have simply accepted this fact.

The subsequent two questions focused on students' practices concerning language comparison and learning new vocabulary. Since I always have to resort to German when explaining new vocabulary or grammar, I was curious whether it actually helped students to use a language which is not their L1 as a tool for comparison. Based on the answers it seems that comparing English words to German ones is helpful to the majority of students (68,4%). While many students seem to use German as a tool for comparison, only 7 out of 19 students stated that they resorted to their L1 as a tool for comparison, and 10 students said that they did not do so at all. The reasons for this can be manifold. On the one hand, students might not rely on their L1 as a tool for comparison since they have never been instructed or offered to do so. On the other hand, if they only have low proficiency in their L1, they will probably not benefit from a comparison or translation into the L1 anyway. What is more, not all languages lend themselves to frequent and useful comparisons like it can be done with German and English.

The purpose of the final part of the questionnaire was to get feedback on the three-lesson AR project. In general, as can be seen in figure 31 below, students reacted quite positively.

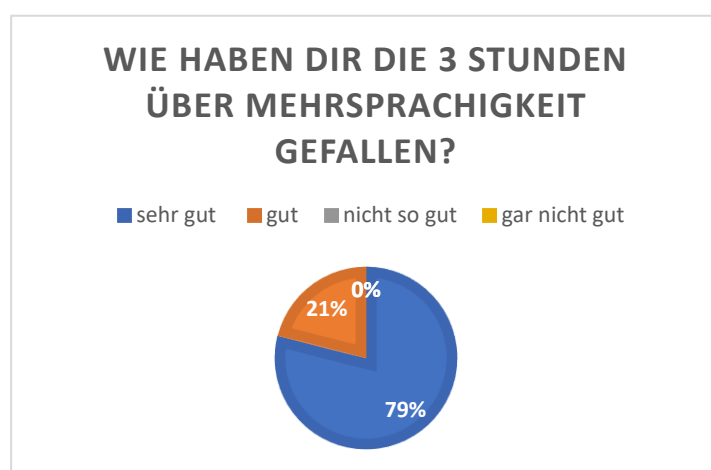


Figure 31 feedback AR project

The next question asked students what they enjoyed most during the three-lesson project. Some students struggled with the question at first; however, after I explained the question again and quickly reminded them of the various activities we did, most students managed to give an answer. Many students simply wrote that they liked “everything”, since they probably did not remember all the things we had done or did not want to give an elaborate answer. The students

who did give a specific answer provided a variety of different reasons. Three students mentioned liking the Instagram worksheet because they found it fun and interesting (i.e. “my instagram weil es mir Spaß gemacht hat“). Four students stated that they liked talking about their L1, reflecting on the different languages in their lives (i.e. “Diese Fragen über alle deine sprachen“) and learning about other languages (i.e. “Man lernt auch andere Sprachen kennen“). Two students mentioned that they enjoyed the language portrait (i.e. “Das mit diese Figur was wir anmalen mussten“) and one student explained that he/she liked translating the sentence “We speak 17 languages in 2B” into her L1 because he/she had missed writing in Arabic (i.e. “Mir hat am meisten gefallen diesen satz was man in unsere sprach übersetzen sollen weil ich hab lange nicht auf arabisch geschrieben“).

After the open question I also added two closed questions about two specific aspects of the lessons. The first question was about whether students enjoyed telling others about their L1 and the second asked them whether they liked learning about their peers’ L1s. Based on the answers, which can be seen in figure 32 and 33 below, it can be inferred that students predominantly enjoyed both.

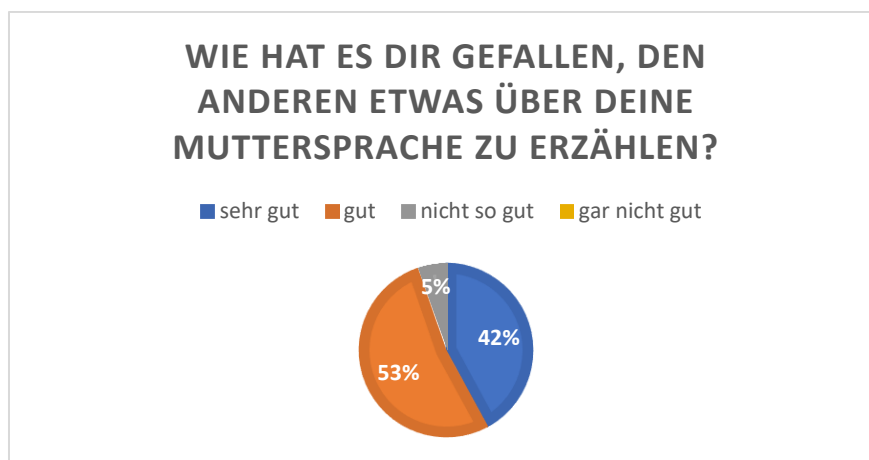


Figure 32 feedback talking about L1

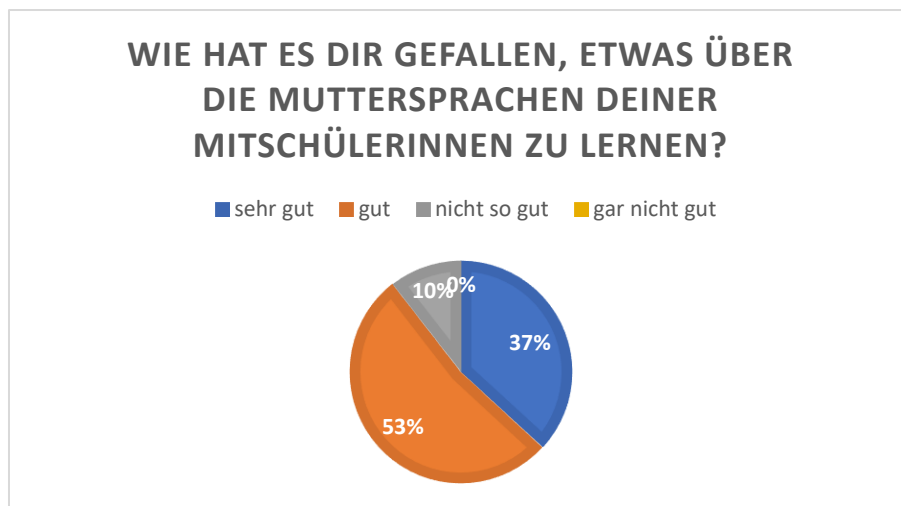


Figure 33 feedback learning about L1

7.2. Analysis of the interviews

As already mentioned in the methodology section, the interviews conducted for this thesis primarily serve the purpose of providing additional feedback on the materials developed for the AR project. Since “[r]esearch methodology is often a balancing act between goals and resources” (Dörnyei 2007: 249), the interviews were not fully transcribed. Instead, tape analysis (Dörnyei 2007: 249) was chosen as a more suitable alternative (see appendix 10.5.). However, important passages were transcribed and included as exemplary extracts. This is especially vital since “[p]roviding extracts from interviewees’ responses enables readers to check on the accuracy of interpretations and gives the researched a voice” (Codó 2008: 170). In order to simplify the data and classify it into meaningful categories, a “qualitative coding [technique]” (Dörnyei 2007: 250) should be employed. This process typically involves an inductive approach of coming up with certain themes and labels based on an extensive reading of the transcripts (Dörnyei 2007: 251). Since the semi-structured interviews conducted for this thesis were already structured into themes, categories were already predetermined through the questions asked in the interviews. The questions in the interview guide were grouped into four overall themes (see chapters 7.2.1., 7.2.2., 7.2.3. and 7.2.4.). Further sub-categories for each overall theme were established through an inductive approach while reading through and listening to students’ interviews (Mayring 2015: 85). This inductive categorization process, which means that categories are established after the research has already been carried out (Mayring 2015: 85), led to the following categories:

1. Individual language biographies and L1 use

- a. Linguistic background
- b. Code-switching
- c. L1 literacy
- d. Benefits of being multilingual

2. Attitudes towards L1

- a. L1 and identity
- b. Importance of L1

3. Multilingualism and L1 at school

4. Feedback materials

As already mentioned, eight interviews took place right after the final lesson of the AR project and two interviews took place in the first lesson on the next day. The setting chosen for the interviews was my own classroom since I could ensure that it would be a comfortable setting without any interruptions. In the following, a short overview of the interviewees will be provided. Due to anonymity reasons, only the initial letter or the first two letters of the interviewees' names will be used throughout the next chapters.

Interview Nr.	Name(s)	Age	L1(s)	Duration
1	Mo	12	Arabic & English	8:57
2	Mi	12	Turkish	6:48
3	Im & Mar	both 11	Urdu / Arabic	20:29
4	E & R	both 12	Serbian / Tagalog & English	15:50
5	S & M	12 / 11	both Arabic	17:26
6	D & T	both 12	both Turkish	10:10

Table 4 Overview Interviews

The interviews consisted of a set of fixed questions in order to ensure comparability and in order to make sure that all the important topics were touched on (Dörnyei 2007: 135). Still, there was room for flexibility since students were free to choose which questions they wanted to elaborate on and which questions they wanted to answer very briefly (Dörnyei 2007: 136). In retrospect, this way of structuring the interview was appropriate to the context, since some students were very talkative and others answered the questions in a more reserved way, which is also visible when looking at the different durations of the interviews.

Before starting with each interview, the students were allowed to choose whether they wanted to do it in pairs or alone. What needs to be mentioned is that I chose the respective pairs in

advance and deliberately chose pairs which I knew were friends or at least liked each other. As already mentioned previously, focus group interviews were not feasible due to the Covid-19 situation. In order to still give my students the opportunity to feel more comfortable during the interview with a peer around (Codó 2008: 163), I suggested pair interviews as an alternative. All except for two students took up the offer and were consequently interviewed in pairs. Before starting the interview, students were always informed about its purpose. Furthermore, they were again reminded that I would be the only one listening to the interviews and that everything was anonymous. Finally, I made sure that they knew that there were no right or wrong answers and that the interviews would in no way influence the English grade. The interviews were recorded using two different tools, including my phone and a recording device, in order to be prepared if any unforeseen technical issues should arise.

The following chapters are organized according to the central themes of the interview guide. They are further divided into the various sub-categories which were identified in the course of the tape analysis.

7.2.1. Language biographies and L1 use

Linguistic background

In general, all of the interviewed students are multilingual and have a different L1 than German. Overall, the majority of the interviewed students speak three languages on a regular basis, which are their L1, German and English. Four students (Mo, Mar, S, M) have Arabic as their L1, three students (Mi, D, T) have Turkish as their L1, and three students Serbian (E), Tagalog (R) and Urdu (Im), respectively. Some students speak even more than three languages. Im, for instance, also understands some Punjabi because it is spoken in a part of Pakistan, where she is from, and E also speaks Albanian, as well as some Rumanian and Macedonian:

Mit meiner Mama spreche ich Serbisch und Deutsch und manchmal Rumänisch, weil sie eine serbische Rumänin ist und mit meinem Stiefvater auch Rumänisch. Mit meinem Vater ist es Albanisch. Ich rede mit ihm mehr Deutsch als Albanisch, Albanisch rede ich, wenn Oma oder Tante da sind. Und Mazedonisch kann ich auch.

R, who already speaks English (L1), Tagalog (L1) and German (L2) is currently also learning Spanish and Japanese: “ich spreche zu Hause immer Tagalog aber mit meiner Schwester spreche ich immer Englisch. Sonst spreche ich noch Deutsch und ich lerne gerade Japanese and Spanish“.

Code-switching

The fact that code-switching is a natural part of multilinguals' speech (Cook 2001: 412) can perfectly be seen in R's utterance when he says "Japanese and Spanish" in English, while the rest of the sentence is said in German. Code-switching practices are also mentioned in most of the other interviews. All except for one student (T only speaks Turkish at home) speak a mixture of their L1 and German at home. They usually employ code-switching with their siblings, with German usually outweighing the use of the L1. However, when speaking to parents, students generally employ the L1, since their parents are often not very proficient in German. Mar, for instance, often speaks German to her mum who then answers in Arabic: "mit Mama schon Deutsch, aber sie antwortet immer auf Arabisch. Sie kann verstehen aber nicht gut antworten auf Deutsch". M, for example, speaks Arabic with her parents and younger brother who is not that proficient in German, and German and English with her older siblings. She often employs code-switching practices and enjoys mixing several languages: "Ich rede dann oft drei Sprachen gleichzeitig, ich finde das voll lustig". Sometimes she also speaks German with her little brother so that he can learn the language from her: "manchmal spreche ich mit meinem kleinen Bruder Deutsch damit er es lernt". Just like R and M, Im also teaches German to family members. She explains:

wenn ich nach Hause komme gehe ich oft zu Mama oder Papa und spreche ein bisschen Deutsch mit ihnen damit sie Deutsch lernen. Und meinen Brüdern lerne ich ein bisschen Urdu, weil meine Eltern dafür keine Zeit haben und dann gebe ich ihnen Aufgaben und sie haben eine Stunde Zeit oder so und wissen Sie ich bin so eine Art Lehrerin zu Hause.

L1 literacy

As already stated above, most students have acquired German as their L2. Two students explained that German was their L3 and one student later corrected her earlier statement and said that even though she acquired German before Serbian, she sees Serbian as her mother tongue. The other students primarily learnt German in kindergarten or at school and some learnt it from their parents. Only two of the interviewed students were not born in Austria. One of them, Mo, explained that he started learning German exactly three years and ten days ago on the day of the interview. When I asked how he knew this so specifically, he answered, "das weiß ich so genau, weil mir meine Mama gestern gesagt hat, wie lange wir schon hier sind". The other student, S, told me that she started learning German approximately three or four years ago. Before coming to Austria, she attended school in Syria, where she was born, and in

Lebanon, where she lived with her family for two years. Thus, unlike many of her fellow Arabic-speaking peers, S is able to read and write in Arabic. Mar, for example, explains that she was able to speak Arabic fluently before kindergarten, but has since become less proficient due to the frequent exposure to German. Moreover, she has never received formal instruction in Arabic and can therefore not read or write. However, she does not feel a strong need to learn it: “Wenn meine Mama Lehrerin wäre, dann wäre es schon praktisch, aber ich würde jetzt nicht nach einem Arabischkurs suchen“. M recounts that her parents wanted her to learn some Arabic during their summers in Egypt. However, she did not like the school there and found the alphabet too hard: “Meine Eltern wollten mich in Ägypten im Sommer in eine arabische Schule geben, aber ich habe nichts verstanden und es war so schwierig. Meine Eltern lernen mir jetzt manchmal arabische Buchstaben und das ist viel besser als in Ägypten“. E has also never attended L1 lessons (i.e. Muttersprachenunterricht) and explains that her reading and writing skills developed just like that: “nein, es ist von selber so gekommen“. She further states that she once attended a language course in Serbia where she was taught the “old Serbian”, by which she presumably means the Cyrillic script, which was too difficult in her opinion. She can read Cyrillic script a bit but can read and write much better using the Latin spelling. Of the Turkish-speaking students, Mi attended L1 lessons in elementary school and can read and write perfectly. The other Turkish-speaking students, D and T, have never attended L1 lessons but have learnt how to read and write from their parents. The three students also translated the sentence “We speak 17 languages in 2B” on their own.

In summary, it can be said that the students’ L1 literacy differs greatly. Whereas the three Turkish-speaking students can read, write, and speak in their L1, only one out of the four Arabic-speaking students can read and write well. R also explains that whereas he can read quite well in Tagalog, he has difficulties with writing it and even though Im can speak Urdu fluently, she has never learnt the Urdu alphabet and cannot write or read.

Benefits and drawbacks of being multilingual

In order to see whether students were able to reflect on their multilingual identities and language use and to see whether they already possessed some language awareness, I asked them about advantages and disadvantages of growing up multilingually. All of them responded that they considered growing up multilingually as something positive. Some of them saw advantages regarding the ability to communicate in English with people all over the world. Mo, for instance, told me that he would not have been able to communicate with anyone in Austria, if he had not known English: “Hätte ich kein Englisch gekonnt, hätte ich hier am Anfang nichts sprechen

können. In der Schule hab ich am Anfang nur Englisch gesprochen mit der Lehrerin“. Mar and Im emphasize the benefits of understanding what people are saying in different languages: “ja eigentlich schon gut. Wenn ich in Ägypten oder in anderen Ländern bin, es gibt ja in vielen Ländern Arabisch, dann kann ich das verstehen, auch Syrisch“(Mar), or the ability to translate: “Wenn jemand in deiner Sprache spricht und der weiß nicht dass du es verstehst, dann kannst du es verstehen und hören was die Person sagt oder du kannst für jemanden übersetzen“ (Im). Four students reflected on a meta-level and showed signs of language awareness when they talked about the positive effects of knowing several languages on learning further languages (RIS 2020; Hélot & Young 2006: 79). E, for example, states that knowing several languages has helped her to learn other languages faster (“Und wenn du mehrere Fremdsprachen redest dann kannst du auch schneller andere Sprachen lernen, so ist es mir gegangen“) and M explains that being multilingual makes language learning easier (“wenn man mehrsprachig ist kann man oft neue Sachen und Sprachen lernen und dann ist es leichter“). E identifies a possible disadvantage of being multilingual when she talks about language attrition:

Nachteil ist halt, wenn man lange zum Beispiel in Mazedonien ist und nur Albanisch spricht und dann verlernt man andere Sprachen. Ich war mal sehr lange in Mazedonien und dann bin ich zurückgekommen und konnte fast kein Wort mehr richtig aussprechen auf Deutsch.

R agrees with her and adds:

bei mir ist es genau dasselbe, als ich so 6 oder 7 war konnte ich mal ein bisschen Spanisch und jetzt lerne ich Spanisch zum zweiten Mal, weil dann habe ich so viel Englisch und Tagalog gesprochen, dass ich mich nicht mehr an Spanisch erinnern konnte.

Based on students’ utterances it can be summarized that they generally regard their personal multilingualism as something positive, which provides them with advantages, rather than disadvantages. Moreover, some students gave very insightful answers which indicate that they have already developed language awareness.

7.2.2. Attitudes towards L1

L1 and identity

In order to get an insight into students' attitudes and feelings towards their L1, they were asked whether they would like their children to grow up multilingually and which languages they would like them to learn. This question was supposed to show whether they considered their L1 as an important part of their identity which they would like to pass on to future generations. The subsequent question asked students about the importance of their L1 in their lives and whether they felt differently when speaking it compared to speaking German.

The previous subchapter has highlighted the fact that students consider their multilingualism as something positive. Thus, it is not surprising that all students would like their future children to grow up multilingually as well. Eight of them mentioned their L1 as a language they would like their children to learn. However, the L1 was not necessarily considered the most important language to learn. Mar, for instance, states that she would first and foremost want her children to learn German and English because those are the two most important languages for her. Then she adds that it would also be good if they spoke Arabic since it is her L1. Mi also mentions English and German before Turkish and E states that she would prefer it if her children learnt her L1 but would not mind if they wanted to learn an entirely different language:

mir wäre es lieber, dass sie meine Muttersprache können also zum Beispiel Albanisch damit sie mit der Familie kommunizieren können und dann auch die Sprachen von ihrem Vater lernen. Wenn sie nicht wollen, müssen sie nicht, es ist mir eigentlich egal ob Japanisch oder keine Ahnung, Indisch, egal was.

For M, D and T the L1 seems to be more prevalent since they highlight the importance of passing on the L1 to their children. M, for example, says, "Arabisch sollen sie bestimmt lernen" and D explains, "also bei mir ist es so, ich will, dass meine Kinder Kurdisch lernen, auch Deutsch und Türkisch. Türkisch damit sie mit meinen Eltern reden können. Und Kurdisch, weil mein Vater ist Kurde". R, on the other hand, does not really have an opinion on this and describes that he would let his children choose freely and would not impose any language on them. Interestingly, three children (Mo, Mi, S) mention French as a language they would like their children to speak, even though none of them can speak it and even though only Mo has somewhat of a personal connection to this language. This could be due to the fact that French is considered a rather prestigious language by society and that the students have internalized this conception.

Based on students' answers it can be assumed that although the L1 is an important part of their identity which they would generally like to pass on and which they associate with their family, culture, and roots (Coelho 2012: 196), their L2 German is a part of their identity as well. This tendency is also reflected in their answers to the next questions, which asked them about their favorite language, the importance of their L1, and their feelings when speaking it compared to speaking German.

Importance of L1

Interestingly, only four (M, R, Mar, Mi) out of the ten students mentioned their L1 as their favorite language. What is more, two of those four students stressed that even though they considered their L1 their favorite language, German is the more important language for them. Mi, for example, explains that German is more important to him because he lives in Vienna. Mar struggles to explain whether Arabic or German is more important in her life and finally concludes that both languages play a central role in it, albeit regarding different parts of life: "Deutsch ist für mich für die Zukunft wichtiger, aber für meine Vergangenheit Arabisch, das erinnert mich an die guten Zeiten". Moreover, she states that Arabic is her favorite language in terms of speaking, but she prefers German in terms of writing and reading because she feels more comfortable and competent. S mentions something similar when she says, "Ich fühle mich wohl beim Arabisch sprechen aber für mich ist jetzt im Moment Deutsch wichtiger. Ich spreche eh nur Arabisch zu Hause, ich brauche es nur zum Sprechen".

E also makes an interesting point when she explains that her feelings towards the languages she speaks depend on where she is physically: "also mir gefallen irgendwie mehr die Fremdsprachen als Deutsch, so vom Klang. Aber eigentlich ist es meistens gleich wichtig, wenn ich hier bin ist mir Deutsch wichtiger und wenn ich unten bin dann Albanisch oder Serbisch". Even though Urdu is Im's L1, she explains that she actually sees German as her mother tongue and therefore considers it more important. Nevertheless, Urdu also plays a role in her life, as it connects her to her family:

ich sehe eigentlich Deutsch mehr als meine Muttersprache und deshalb ist mir die Sprache eigentlich wichtiger, so wie Mar gesagt hat. In Pakistan hab ich sehr viele Cousinen und mit denen rede ich Urdu und wenn ich nur Deutsch könnte, dann könnten sie mich gar nicht verstehen also ist Urdu schon auch wichtig für mich.

Based on the students' utterances it seems that they made a conscious or unconscious differentiation between *important* and *favorite*. Most students understood *important* in terms of *useful*, which is reflected in the fact that many of them mentioned German and justified this choice by explaining the importance of speaking German when living in Austria (Mar: "ich

finde es gut, wenn ich mehr Deutsch kann als Arabisch, wegen der Schule und so, weil mit meinen Kindern will ich hier leben und nicht in Ägypten”). Three of them also mentioned that English was very important because they were currently learning it (M) or because it is spoken all over the world (R). As already stated above, only four students said that their L1 was their favorite language and four other students mentioned languages that they did not even speak. Based on their answers, which include French, Spanish and Russian, it could be inferred that they thought more about pronunciation or sound rather than personal connection to or importance of these languages (E: “Englisch und Spanisch weil ich liebe wie es sich anhört”; Im: “Türkisch und Arabisch, weil ich will beide Sprachen lernen und ich mag die Schrift bei Arabisch”). Regardless of whether the students categorized their L1 as their favorite or most important language, all of them did mention it in some way or another. Hence, it could be assumed that their L1 is so inherently connected to them, that they do not feel the need to mention it as their favorite language explicitly. This assumption is confirmed by Mo’s statement when he says that French is his favorite language, but that his L1 is “sehr wichtig, weil sonst kann ich mit meinen Eltern nicht reden oder mit Oma/Opa”. Thus, the L1 is primarily seen as a vital connection to the family, which is also reflected in the answers that students gave on previous questions.

The fact that students’ L1s do indeed play a central role is also made clear when they are asked about how they feel when they speak their L1 in comparison to speaking German. The majority point out that they feel different when speaking their L1, which most of them base on differing levels of proficiency in their L1 and German. M, for example, explains that she feels more confident when speaking Arabic, since she knows that she will not make mistakes:

Ich fühle mich wohl, wenn ich Arabisch rede, weil wenn ich rede dann weiß ich, dass ich halt keine Fehler machen kann und so und da muss ich auch nicht lernen. Bei Deutsch fühle ich mich auch wohl, aber bei Arabisch wohler, weil bei Deutsch kann ich viel mehr Fehler machen.

S also states that she feels comfortable when speaking Arabic; however, she feels that speaking German is more important right now, as she speaks Arabic only at home and does not need it anywhere else. R, whose L1s are English and Tagalog, also feels more comfortable speaking English rather than German. For Mo it is the other way around, since he feels that he has forgotten some Arabic and therefore feels it is more difficult to speak Arabic than German. D makes an interesting statement when he explains that he feels different when speaking Turkish because his voice changes and Mi states that he feels different when speaking Turkish because others sometimes laugh when he says something in Turkish that sounds strange to them.

7.2.3. Multilingualism and L1 at school

This subchapter will outline students' responses to questions about the role of multilingualism at school. Since I wanted to give students the opportunity to answer as freely as possible, I phrased the questions about multilingualism at our school quite broadly. When I asked them whether they had the feeling that multilingualism was important at our school or played a role there, most of them did not entirely understand the question. Hence, I had to specify the question in most cases and asked whether students had made the experience that other teachers asked them about their L1 or whether they had ever done something about multilingualism or the different languages in their classroom with another teacher before.

Overall, it appears that students have rarely experienced that teachers are interested in their L1s or are seeking to include them into their lessons. Half of the students stated that they had never been asked about or talked about their L1 in school before. Others remembered short instances of being asked about their L1 or country of origin. E, for instance, recounts that her Geography teacher once asked her about her country of origin: "letztes Jahr hat der Herr C. gefragt, woher ich komme und dann habe ich alle Sprachen aufgezählt, die ich kenne". Mo explains that his class teacher once asked him to translate something for a fellow Arabic-speaking student and R also recounts that his teacher in elementary school once asked him what his L1 was. Yet, these instances seem to be isolated cases and it does not seem that students feel like their multilingual identities are often topicalized at school.

When I asked the interviewees whether multilingualism played a role at our school, they immediately thought about the fact that their class was multilingual, rather than about their school or teachers making multilingualism a topic. For instance, Mar states that multilingualism plays a role in the sense that she can translate for students who are not proficient in German. Mo also mentions this when he talks about a student in 2B who is not that proficient in German: "zum Beispiel A kann nicht gut Deutsch und vielleicht kann sie Arabisch oder Englisch und dann kann man mit ihr reden". The multilingual nature of their everyday interactions is also highlighted by the fact that half of the interviewees sometimes speak their L1 at school. Mo and R, for example, often speak English with each other, even though they are both proficient in German. They do so for fun and in order to practice their English. Mo explains that he never speaks Arabic at school, whereas Mar, M and S do so at least sometimes. Even though Mar and M, who have Egyptian roots, speak a different variety of Arabic than S, who grew up in Syria, they can understand each other most of the time: "wir [S und M] reden fast nie Arabisch zusammen, obwohl wir es beide können weil wir reden nicht das gleiche Arabisch, aber ich

kann ein bisschen ägyptisches Arabisch auch”, and they can sometimes even learn from each other: “S fragt mich manchmal verstehst du das oder das? Dann lerne ich ein bisschen Arabisch von ihr, weil sie kann es gut“ (Mar). The Turkish-speaking students explain that they sometimes speak Turkish at school, but not too often, since there are only three Turkish-speaking students in 2B. E, whose L1 is Serbian, also sometimes speaks Serbian at school: “ich spreche manchmal Serbisch mit Ma oder mit meiner Freundin von der 2C, ah nein jetzt 3C, und auch ein Schüler von dieser Schule mit dem spreche ich Englisch, weil er kommt aus Kolumbien und er kann kein Deutsch“.

In summary, most of the students do not frequently speak their L1 at school and primarily rely on German as the shared language. The reasons for this can be manifold. On the one hand, many students in 2B have an L1 which they do not share with anyone else in the class, such as Tagalog, Urdu, Slovak or Portuguese, and therefore do not have the opportunity to speak their L1 at school. On the other hand, students might have internalized the monolingual dictum “German only” which is emphasized by some teachers at our school. What is more, I believe that the use of the L1 at school is largely dependent on the respective class. In my own class for instance, which is also a second grade, students often communicate in their shared L1s during the break or during pair or group work.

Since German occupies an important role in EFL classrooms (Schönegger 2017: 230), I wanted to find out whether students actually profited from the comparisons I made between German and English, such as talking about cognates or “false friends” (Lightbown & Spada 2013: 63). Furthermore, as I am aware of the low proficiency that some of my students have in German, I wondered whether they instead relied on their L1 as a resource when learning new words in English. Even though some of the students are also not that proficient in their L1, students always draw on previously acquired knowledge, be that consciously or unconsciously (Nieweler 2001: 213). Thus, I asked the interviewees whether they relied on German or their L1 as a tool for comparison when learning a new word in English. Almost all students replied that they only used German as a tool for comparison. M, for example, explains that she predominantly relies on German but uses Arabic if she does not know a word in German. S states that she relies on Arabic in order to fully understand what a word means: “es übersetzt sich selbst in meinem Kopf, aber dann denke ich auf Arabisch damit ich es verstehe und mir merke“. S seems to be one of the 7 students in 2B (see chapter 7.1) who, at least sometimes, rely on their L1 as a resource when acquiring new vocabulary in English. As already discussed in chapter 7.1., the reasons for this can be manifold and can only be guessed. The most likely explanation seems to be that the students have never been instructed or given the opportunity

to use their L1 at school. Lightbown and Spada state that “[t]eachers should not assume that students will always recognize borrowed words or cognates” (2013: 63); thus, it cannot be assumed that students make comparisons between English and their L1 on their own, without being instructed to do so. This claim can further be substantiated when looking at Mar’s statement regarding similarities between languages: “ich finde es interessant, dass manche türkische Wörter wie arabische Wörter klingen, ich wusste das davor gar nicht bevor wir dieses Beispiel gemacht haben“. Hence, it seems that if students are explicitly asked to use their L1 as a tool for comparison, they will most likely be able to do so and might profit from it even more, especially if they are more proficient in their L1 than in German. Nevertheless, it needs to be highlighted that talking about cognates and similarities does not work with all languages.

The final question regarding the topic of multilingualism and school required students to state which languages they would like to be taught at school. I told them to imagine that they were the principal of our school and that it was up to them to decide which languages should be taught. Eight out of ten students answered this question and only two of them mentioned that their L1 (both Arabic) should be taught at school. The others mentioned socially prestigious languages such as Spanish, French, and English as well as the dominant language German. They did not give reasons for this choice, except for D who explained that German was the most important language to be taught at school: “weil ich will perfekt Deutsch lernen”. Since there was not enough time to go into detail and ask about reasons for their choices, the motives for their answers can only be guessed. As already mentioned previously, French, Spanish and English are considered prestigious languages by society (see Volgger 2011; Busse 2019; Bermejo 2014), which is something that students might have internalized as well. Moreover, almost none of them were given the opportunity to receive L1 lessons and therefore do not know what it could be like. Another reason might be that they have accepted the fact that their L1 is something they only need at home and that it does not have any relevance at school or in society.

7.2.4. Feedback on the materials

The final part of the interview focused specifically on the AR project and asked students to give feedback on the lessons and the materials. In order to leave the question as open as possible, the students were simply asked to talk about what they enjoyed most during the last three English lessons and to give reasons for their answers. As already indicated in chapter 7.1., this question was quite difficult for the students. There are a variety of reasons why this was the case. Firstly, we worked with various worksheets throughout the three lessons, which presumably made it difficult for the students to remember everything we did. Secondly, the interviews took place on a Monday and the first two lessons took place on Thursday and Friday, with the weekend in between. Thirdly, even though students often remembered a certain activity and told me that they liked it, they struggled to give reasons for their choice. This was probably because answering abstract questions is especially challenging for young learners. Hence, I often had to remind the students of the various activities that we did, and I often made the question more specific by asking whether they enjoyed telling their peers about their L1 and whether they enjoyed learning about their colleagues' language backgrounds.

Overall, students predominantly mentioned two activities as the ones they liked the most. Seven students mentioned enjoying the “Instagram activity”, which was the final task in the last lesson and asked students to create an Instagram profile of their L1. Mi explained that he liked the activity because he could draw his flag and R told me that he liked that the worksheet looked so similar to a real Instagram profile. The other activity which was mentioned several times was the worksheet “I’m multilingual” (see figure 3). Mo, for example, states, “dieses, wo wir schreiben mussten welche Sprache dir am wichtigsten ist oder welche du magst“ and M explains that she enjoyed the activity because:

es hat echt Spaß gemacht und man konnte was über sich und seine Sprachen erzählen und über die Muttersprache und so. Und es war auch cool von den anderen zu hören und ich wusste davor auch nicht von jedem aus der Klasse so genau wer welche Sprachen spricht.

Mar mentions that she found it interesting to create the language portrait and S states that she enjoyed translating the months of the year into her L1. E, who was only present in the final lesson, emphasizes that she liked: “ja über die ganzen Sprachen und Länder sprechen und dass man das jetzt hinten in der Klasse sieht“. In general, all students agree with E’s statement since all of them state that they enjoyed talking about their L1 and learning about their peers’ language backgrounds. Mo and T, for instance, point out that they liked learning words in other pupils’ L1s and E mentions that she enjoyed it because her colleagues could learn something

about herself, her culture, and her L1. For Mar it was very interesting to learn that some Arabic words are similar to Turkish ones: “ich finde es interessant, dass manche türkische Wörter wie arabische Wörter klingen, ich wusste das davor gar nicht bevor wir dieses Beispiel gemacht haben mit toilet“. After Mar’s utterance, Im also starts thinking about similarities between languages again and tells me, “Frau Lehrerin auf meiner Sprache heißt Zuckerl zum Beispiel „tofi“, wie toffee“. Thus, talking about similarities between languages seems to have been quite memorable. Im’s ability to come up with an example of her own presumably indicates that she already possesses some language awareness. Since language awareness generally refers to the ability of “understand[ing] the way language works” (Hélot & Young 2006: 79) and of making connections between all the languages at a person’s disposal (Allgäuer-Hackl & Jessner 2013: 129), Im’s ability to make a connection between Urdu, her L1, and English, her L3, shows that she probably possesses some language awareness.

At the end of the interview, I asked the students whether they would like to do another project about multilingualism and why. All of them stated that they would enjoy another project like this. Of course, this might have been influenced by the fact that I was the one who did the project and they wanted to say what they thought I wanted to hear. Yet, some of them specified why they would like to do more about the topic of multilingualism. Mo, for instance, stated that he learnt some interesting new things and would therefore like to hear more about this topic, and M even suggested an activity that could be done:

ja gerne. Wir könnten uns in einen Kreis setzen und dann übersetzen wir ein paar Wörter in alle Sprachen, die wir sprechen und dann können wir das voneinander lernen. Weil meine Traumsprache, die ich lernen will, ist Türkisch und das wäre cool.

In summary, it seems that the students generally enjoyed the project and were able to broaden their knowledge regarding multilingualism. Furthermore, they were able to learn about each other’s language backgrounds and enjoyed getting the opportunity to inform others about their languages. Based on my personal observations I can say that students were eager to participate and liked being part of the project. At the very end of the interview, two students also expressed their gratitude and thanked me for choosing their class for the project:

Es war einfach so cool, dass man so viel über Sprachen geredet hat und gelernt hat. Und ich wollte mich bei Ihnen bedanken, dass Sie uns für dieses Projekt ausgesucht haben. (S)

Ich wollte gerne mehrere Stunden dazu haben, weil es hat am meisten Spaß gemacht von allen Fächern. Und ich wollte mich bedanken, dass sie uns so was Cooles gelernt haben. (M)

8. Implications and conclusion

The final chapter of this thesis will outline implications for incorporating students' first languages into the EFL classroom. Furthermore, this chapter represents the final stage of the action research project, which is the stage of reflection. During this stage, the researcher draws conclusions from the results and responses and plans further steps (Kemmis, McTaggart & Nixon 2014: 108). Hence, after briefly summarizing the main aims and objectives of this thesis, conclusions will be drawn based on the various data collected during the AR project.

The overall purpose of this thesis was to present practical suggestions for incorporating students' first languages into lower-secondary EFL classrooms. The reasons for focusing on this topic are manifold. Firstly, this topic was chosen in order to do justice to the multilingual nature of today's classrooms (Volgger 2011: 33). Secondly, this topic was selected to counteract the monolingual habitus still inherent in the Austrian education system (Wojnesitz 2009: 91), since it leads to the exclusion of students' first languages in school (Busch 2011: 546) and contributes to students seeing their L1s as something negative (Hu 2003: 201). Thirdly, multilingual teaching approaches and the field of multilingual pedagogy have continuously emphasized the importance of incorporating students' L1s (Jessner 2008b: 96; Cook 2001), since the L1 is a vital resource for further language learning (Coelho 2012: 198) and since students always draw on previously acquired knowledge when learning something new (Cook 2008: 11) and should therefore be encouraged to make connections between all the languages at their disposal (Meißner & Reinfried 1998: 20). Moreover, the L1 is a central part of a student's identity (Volgger 2013: 93) and its use in the classroom should therefore be normalized (Cummins 2006: 63). Finally, it was the aim of this project to implement the requirements put forward by the Austrian curriculum, which states that students' individual multilingualism and first languages should be seen as a valuable resource and made use of in the classroom (RIS 2020). Since concrete guidelines as to how this should be implemented are missing and suggestions for incorporating multilingualism into the EFL classroom are scarce (Bermejo 2014: 126), the purpose of this thesis was to contribute to this rather neglected field of research by way of a three-lesson action research project. In the course of the project, materials which focused on different aspects of multilingualism were developed and tested out. Through these activities, students should begin to develop language awareness and consider the linguistic diversity present in their class, as well as their own multilingualism, a valuable asset. The activities, which correspond to suggestions put forward by multilingual pedagogy (Meißner & Reinfried 1998: 20), included awareness-raising tasks which focused on students' language

biographies and language use, the design of language portraits, a translanguaging exercise and the creation of language profiles. The final product was the creation of a “wall of our languages” in the back of the classroom in order to make students’ multilingualism visible (de Cillia 2008: 81). In order to receive feedback and be able to draw conclusions, three research tools, including fieldnotes, a questionnaire and ten student interviews, were employed.

This thesis concludes that embracing multilingualism and including students’ L1s and individual language biographies in the EFL classroom leads to a positive and inclusive class environment and gives students the opportunity to learn more about themselves and each other. Based on the feedback received in the questionnaire and the student interviews, providing students with the opportunity to talk about their first languages, their habits regarding language use and code-switching, encouraging them to reflect on their individual language biographies and inviting them to translanguage seem to be enjoyable activities which students can benefit from in a variety of ways.

Firstly, the aforementioned activities can lead to the development of language awareness in the sense that they nudge students into the direction of thinking about languages and language use on a meta-level. Of course, language awareness is difficult to measure and it cannot be claimed that students have developed language awareness solely because of the AR project. Yet, students were taught how one can talk about multilingualism on a meta-level and might therefore continue these practices in the future. As already indicated in chapter 7.2., several students showed signs of language awareness during the interviews. This was visible when they talked about the fact that learning further languages is easier when already knowing various other languages, or when they came up with examples of cognates in languages that we did not talk about during our project. Furthermore, signs of language awareness can be identified when looking at students’ language portraits. As described in chapter 6.5.2., several students’ descriptions of their language portraits included explanations that indicate language awareness, such as Mat’s, when he states that he drew German into his feet because he was born in Austria and then selected Portuguese for his legs because he grew up in Brazil (see figure 11). In addition, some students showed signs of language awareness when they were asked about the benefits of growing up multilingually. Two interviewees explained that being multilingual has helped them when learning further languages, which shows that they are able to think about language and language learning on a meta-level. As already mentioned in previous chapters, multilinguals often already possess language awareness, albeit unconsciously (Milambiling 2011: 35). Thus, it is highly important that teachers raise this knowledge to a conscious level (Milambiling 2011: 35). Raising students’ language awareness to a conscious level can be done

by talking about code-switching practices and by encouraging students to make connections between all the languages within their brain (Meißner & Reinfried 1998: 20; Volgger 2011: 12), like it was done in this AR project. Arguably, this had a positive influence on some students who showed signs of language awareness in the interviews and when completing the activities.

Secondly, letting students speak about the languages in their lives and learning about their peers' language backgrounds can bring them closer together, strengthen their sense of identity and show them that their L1 is a resource, rather than a burden. During the interviews, various pupils stated that they learnt interesting things about their peers, taught each other words in their respective L1s and enjoyed informing others about their L1, their culture and their heritage. Since the majority of students stated that they enjoyed talking about their L1 and multilingualism, it can be inferred that awareness-raising projects which highlight and value multilingualism can generate positive attitudes towards linguistic diversity (Busse 2017: 58). However, even though students mentioned that they found it interesting to learn new words in their peers' languages, such as Turkish or Arabic, almost none of them mentioned the desire to fully acquire one of these languages in the future. This is probably because the pupils are influenced by the fact that some languages are considered more prestigious by society than others. Many of them stated that they would like to learn French in the future, even though only one of them has a personal connection to the language. Students gave similar answers when they were asked which languages they would like to be taught at our school. Only two students mentioned their L1, whereas all the others mentioned socially prestigious languages such as Spanish, French, English, or German. This shows that students have internalized the fact that certain languages are considered more prestigious than others (Hu 2003: 201). Since students' attitudes towards multilingualism are shaped by society to a certain extent (Portolés Falomir 2015: 49), they might not even think about the possibility of acquiring a "less prestigious" language. However, as was shown in this thesis, when encountering other "less prestigious" languages, students do start to show interest, which is why it seems advisable and worthwhile to incorporate all first languages into the classroom on a regular basis.

The influence of language prestige is not only visible when looking at students' answers regarding languages they would like to acquire. The issue is also reflected in students' responses regarding their favorite language. In the questionnaire, only around half of all students stated that their L1 was their favorite language, and in the interviews it was even less than half of all students. Most of them emphasized that even though they generally liked their L1, German and English were more important to them in the sense that these languages were more useful to them. Overall, students seem to consider their L1 important in terms of a connection to their

family, culture, and roots (Coelho 2012: 196), whereas they consider German and English more important regarding their future and their life in Austria. Thus, the L1, L2 and L3 play central roles, albeit regarding different parts of their lives and identities. These different parts are often considered separate, as students rarely see a connection between the languages they need for school and the language they employ at home (Hu 2003: 215). This was often evident when students were asked about the benefits of multilingualism. Many of them referred to the benefits of knowing English and were sometimes unsure as to how they were supposed to benefit from their L1. This could result from the fact that students' first languages are predominantly ignored or viewed as a disturbing factor at school (Hu 2003: 216) and that students have internalized this perception as well (Hu 2003: 201). The claim that students' L1s are often ignored at school was confirmed in the interviews, since students recounted that their L1s are rarely or never included in the classroom by other teachers at our school or by teachers at any previous schools. In order to tackle this problem, teachers should be educated on the benefits of including students' L1s, since doing so will show the pupils that their L1s are valued at school and accepted as a part of their linguistic and cultural identity.

Thirdly, it is important to mention the impact that teachers can have on students' attitudes towards multilingualism (Portolés Falomir 2015: 49). Small gestures such as greeting students in their L1 or asking them about linguistic or cultural aspects of their L1, which is also recommended by experts in the field (ÖSZ 2012a: 13), can lead to positive emotions towards the L1. This was again confirmed during the AR project. When I said hello in Arabic and used a typical Turkish dish as an example, students were very excited that I knew these things in their languages. In my opinion, this shows how easily teachers can create an environment that welcomes different languages and how easily they can show their students that they appreciate linguistic diversity and are eager to learn from them themselves. As already mentioned previously, studies have found that younger learners tend to have quite positive attitudes towards their multilingualism (Portolés Falomir 2015: 172), which was also confirmed in this study. Students' positive attitudes were especially visible when they were asked whether they would like their children to grow up multilingually, which almost all students confirmed, and when they were asked about potential benefits and drawbacks of multilingualism, where all students agreed that multilingualism provided them with advantages, rather than disadvantages. Hence, starting with activities that highlight positive aspects of multilingualism at a young age, like it was done in this AR project, seems to be a worthwhile endeavor.

Even though the advantages of incorporating students' first languages into the EFL classroom clearly outweigh possible disadvantages, there is one problematic issue, L1 literacy, which needs to be discussed. As thoroughly discussed in chapter 2.2., L1 literacy largely influences proficiency in the L2 and L3 (Cummins 1979: 233). For instance, it was found that children who were proficient in their L1 had significantly better German skills than children whose L1 skills were not well developed (Baur 2011: 20). Another study conducted by Hopp et al. (2020: 149) highlighted the influence of L1 literacy on the acquisition of the L3. Thus, the fact that L1 literacy has an influence on L2 and L3 literacy is quite undisputable. In the analysis of the questionnaire and interviews it was found that students are generally quite proficient in their L1 when it comes to speaking. However, there are only a few students who are completely proficient in their L1 in terms of reading and writing, which also became apparent during the translanguaging task (see chapter 6.5.2.). This corresponds to findings from other researchers who also discovered that students' L1 skills are often limited to oral production (Hopp et al. 2020: 148). In order to profit from the benefits of multilingualism it would, however, be of utmost importance to be proficient in all skills (Busse 2009: 4). The negative effects of limited L1 literacy on the students' L2, German, could be observed during the analysis of the language portraits, which students were asked to describe in German. It was the first time that I read a German text written by these students, since I was only teaching them in English. Reading their texts confirmed what researchers have pointed out repeatedly, namely the importance of L1 literacy for attaining a high level of proficiency in another language (see Swain & Lapkin 1990; Hopp et al. 2020). The fact that many students have never had formal instruction in their L1 and can often not read or write proficiently, seems to have had a negative influence on their German language abilities. However, this is a problem which needs to be tackled on a governmental and societal level. Firstly, the possibilities for students to receive L1 instruction [Muttersprachenunterricht] are very limited (Volgger 2013: 92). Secondly, the abilities of students whose L1 is not German are still measured against a native-like standard, which inevitably leads to students achieving worse results than native speakers (Wojnesitz 2009: 92). Thus, it should be acknowledged that their L2 skills cannot and should not be measured against a native-like standard (Cenoz 2013: 11; Allgäuer-Hackl & Jessner 2013: 133; Busse 2019: 10). Thirdly, parents play a crucial role as well, as many of them believe that L1 lessons would negatively influence the acquisition of the dominant language (Swain & Lapkin 1990: 65; Milambiling 2011: 19; Volgger 2013: 96). In order to tackle this issue, the number of L1 lessons should be greatly increased, the L2 German should be taught as a second language and not as an L1, and parents should be educated on the benefits of L1 proficiency.

Even though L1 literacy greatly influences whether students can benefit from their multilingualism on a cognitive level (Jessner 2008a: 29), the proficiency level does not seem to influence whether students can benefit on a personal and emotional level. Students are always emotionally attached to their L1, regardless of their level of proficiency (Hu 2003: 212), which is why incorporating their L1s into the EFL classroom has a variety of positive effects, even if L1 proficiency is limited. As can be seen based on the feedback that students gave in the questionnaire and the interviews, the project was able to generate positive attitudes, or strengthen already existing ones towards individual multilingualism. Furthermore, it led to students becoming interested in each other's language backgrounds, it encouraged them to learn from each other, and to reflect on themselves. Through this, students were able to develop, or at least begin to develop, language awareness. Finally, students were proud of everything they produced after the three lessons and were eager to display their work and make the multilingual nature of 2B visible.

Finally, the limitations of this paper must be acknowledged as well. Since the purpose of action research is to find practical solutions for specific classrooms (Banegas & Consoli 2020: 183), the findings are not generalizable and difficult to replicate (Banegas & Consoli 2020: 184). Furthermore, even though the participating students were frequently informed about purpose of the interviews, interviewing one's own students still influences the outcome to some extent, since they might have said what they believed that I, as their teacher, wanted to hear (Burns 2010: 77) or what they think is a socially desirable answer (Dörnyei 2007: 144). Moreover, since the AR project targeted a particular classroom, the sample size is rather small and homogenous in the sense that all students were roughly the same age and were all multilingual. Thus, further research needs to be conducted in similar contexts in order to expand the number of empirical studies focusing on incorporating students' L1s into the EFL classroom. Fellow English teachers are invited to use the materials developed for this AR project when wanting to explore the topic of multilingualism in their classrooms in order to increase the number of findings. If further research is conducted, practical guidelines for incorporating multilingualism into the EFL classroom could be established and included in the Austrian curriculum.

I started the introduction of this thesis with a quote by Gary R. Howard (2007) which states, "as diversity grows, so must we". As was shown in this thesis, our classrooms are getting more diverse and we must therefore open ourselves to the new possibilities and challenges that linguistic diversity brings along, as it is a benefit and enrichment for everyone.

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10. Appendix

10.1. Abstract English

Even though linguistic diversity is the norm in Austrian schools, students' multilingualism still plays a minor role in today's classrooms. However, spurred by new insights in linguistics, multilingual approaches to language teaching have recently gained increasing momentum and multilingualism has therefore been included as a core principle in the Austrian curriculum. However, concrete guidelines as to how students' first languages should be integrated into the classroom are missing. Therefore, the central aim of this thesis was to develop practical suggestions for incorporating students' individual multilingualism into lower-secondary EFL classrooms. A three-lesson action research project was carried out in a lower-secondary classroom at a Viennese middle school and materials which focused on various aspects of multilingualism were developed and tested out during the project. The purpose of the project was to show the participating students that the multilingual nature of their classroom is an enrichment and that their L1s are welcome at school, regardless of how prestigious they are considered by society. In the course of the project, students reflected on their individual language biographies, learnt about their peer's L1s, encountered translanguaging practices and completed language awareness-raising tasks. Three different research tools, which included field notes, an online questionnaire and ten semi-structured student interviews, were employed in order to receive feedback and gain further insights into students' individual multilingualism. The results indicate that students generally react positively towards activities about their multilingualism and can begin to develop language awareness through reflective tasks about their language use. Thus, incorporating students' L1s into the EFL classroom is a worthwhile and rewarding endeavor for students and teachers, which leads to a positive and inclusive classroom environment. Since the AR project focused on a specific class, further research should be conducted in similar contexts in order to increase the number of findings available and in order to develop practical guidelines which could be integrated into the Austrian curriculum.

10.2. Abstract German

Sprachenvielfalt stellt schon lange die Norm an österreichischen Schulen dar. Dennoch spielt die Mehrsprachigkeit der Schüler*innen oft noch eine untergeordnete Rolle. Kürzlich fand die lebensweltliche Mehrsprachigkeit der Schüler*innen Eingang in den österreichischen Lehrplan und wird dort als allgemeines Bildungsziel, welches von Lehrer*innen gefördert werden soll, genannt. Da konkrete Vorschläge zur Umsetzung dieses Prinzips im Lehrplan fehlen, war es ein zentrales Ziel dieser Arbeit, praktische Vorschläge für das Einbinden der Erstsprachen der Schüler*innen in den Englischunterricht zu generieren. Dafür wurden Aufgaben, welche sich mit verschiedenen Aspekten von Mehrsprachigkeit beschäftigten, entwickelt und in einer Wiener Mittelschulklasse erprobt. Das Ziel des dreistündigen Aktionsforschungsprojekts war es, die Mehrsprachigkeit der Klasse sichtbar zu machen und den Schüler*innen zu zeigen, dass diese eine Bereicherung darstellt. Im Zuge des Projekts reflektierten die Schüler*innen über ihre lebensweltliche Mehrsprachigkeit, tauschten sich über ihre verschiedenen Erstsprachen aus, probierten *translanguaging* Aufgaben und begannen dadurch, Sprachbewusstsein zu entwickeln. Um Feedback zu erhalten und weitere Einblicke in die individuelle Mehrsprachigkeit der Schüler*innen zu erlangen, wurde ein Online-Fragebogen sowie zehn Interviews durchgeführt. Zusätzlich wurden Forschungsnotizen verfasst, welche persönliche Beobachtungen und Interpretationen enthalten. Die Ergebnisse zeigen klar, dass Schüler*innen positiv auf das Thema Mehrsprachigkeit reagieren und durch Reflexionsaufgaben dazu angeleitet werden können, Sprachbewusstsein zu entwickeln. Die Ergebnisse verdeutlichen die Tatsache, dass die Einbindung aller Erstsprachen ein erstrebenswertes Bemühen ist, welches eine Bereicherung für Schüler*innen und Lehrer*innen darstellt und zu einem positiven und offenen Klassenklima beitragen kann. Da die Stichprobe nur eine Klasse umfasste, sind die Ergebnisse nicht generalisierbar. Es ist von zentraler Bedeutung, weitere Studien und Projekte in diesem Gebiet durchzuführen, um generalisierbare Aussagen treffen zu können und allgemeine Richtlinien, welche in den österreichischen Lehrplan integriert werden können, bereitzustellen.

10.3. Questionnaire

Fragebogen Mehrsprachigkeit

Bitte lies dir alle Fragen genau durch und beantworte sie ehrlich. Alle Antworten sind anonym, das heißt ich sehe nicht, was du geantwortet hast. Danke für deine Teilnahme, du hilfst mir dadurch sehr für mein Studium! :)

* **Erforderlich**

1. Wie viele Sprachen sprichst du? *

2. Schreibe hier bitte alle Sprachen auf, die du sprichst. *

3. Welche Sprache siehst du als deine Muttersprache? *

4. Kannst du in deiner Muttersprache schreiben? *

☐ ja

☐ nein

☐ ein bisschen

5. Kannst du in deiner Muttersprache lesen? *

☐ ja

☐ nein

☐ ein bisschen

6. Kannst du deine Muttersprache fließend sprechen? *

- ☐ ja
☐ nein
☐ ein bisschen

7. Welche Sprache ist für dich am wichtigsten und warum? *

8. Würdest du sagen, dass du mehrsprachig bist? *

- ☐ Ja
☐ Nein

9. Falls du später einmal Kinder hast, sollen sie mehrsprachig aufwachsen? *

- ☐ Ja
☐ Nein

10. Wie oft sprichst du deine Muttersprache in der Schule? *

Bitte nur eines ankreuzen.

- ☐ jeden Tag
☐ oft
☐ manchmal
☐ selten
☐ nie

11. Fragen dich deine LehrerInnen im Unterricht nach Wörtern oder Dingen in deiner Muttersprache? *

Bitte nur eines ankreuzen.

- ☐ ja, oft
☐ ja, manchmal
☐ ja, aber sehr selten
☐ nein, nie

12. Wenn du ein neues Wort auf Englisch lernst, vergleichst du es dann mit Deutsch? Wenn ja, hilft dir das? *

Bitte nur eines ankreuzen.

- ☐ nein
☐ ja, aber es hilft mir nicht.
☐ ja, und es hilft mir.

13. Wenn du ein neues Wort auf Englisch lernst, vergleichst du es dann mit deiner Muttersprache? Wenn ja, hilft dir das? *

Bitte nur eines ankreuzen.

- ☐ nein
☐ ja, aber es hilft mir nicht.
☐ ja, und es hilft mir.

14. Wie haben dir die 3 Englischstunden über Mehrsprachigkeit gefallen? *

Bitte nur eines ankreuzen.

- ☐ sehr gut
☐ gut
☐ nicht so gut
☐ gar nicht gut

15. Was hat dir am meisten gefallen? Bitte erkläre auch warum. *

16. Was hat dir nicht gefallen? Bitte erkläre auch warum. Wenn dir alles gefallen hat, kannst du diese Frage auslassen.

17. Wie hat es dir gefallen, den anderen etwas über deine Muttersprache zu erzählen? *

Bitte nur eines ankreuzen.

- ☐ sehr gut
☐ gut
☐ nicht so gut
☐ gar nicht gut

18. Wie hat es dir gefallen, etwas über die Muttersprachen deiner MitschülerInnen zu lernen? *

Bitte nur eines ankreuzen.

- ☐ sehr gut
☐ gut
☐ nicht so gut
☐ gar nicht gut

19. Möchtest du sonst noch etwas sagen? Hier kannst du alles reinschreiben, was du noch zu dem Projekt über Mehrsprachigkeit sagen möchtest.

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Google **Formulare**

10.4. Interview guide

Interview guide

Beginning: purpose of the interview, anonymity, no wrong answers, interview does not influence the English grade

Part 1: (Attitudes towards) personal multilingualism

1. **Zu Beginn werden wir ein bisschen über dich und deine Sprachen sprechen. Erzähl mir einmal, welche Sprachen du sprichst, wann du sie gelernt hast, mit wem du sie sprichst, und so weiter. Du kannst alles sagen, was dir einfällt.**

Possible sub-questions:

- In welcher Sprache würdest du deinen Eltern/deinem Freund/deiner Freundin/deiner Oma *Hallo* sagen?
 - Wann hast du begonnen, Deutsch zu lernen?
 - Würdest du dich als mehrsprachig bezeichnen?
 - Wechselst du öfter zwischen Sprachen hin und her?
2. **Findest du es gut, mehrsprachig aufgewachsen zu sein? Welche Vor- und/oder Nachteile hat es für dich?**
 3. **Wenn du später einmal Kinder hast, sollen sie auch mehrsprachig aufwachsen, so wie du? Welche Sprachen sollen sie lernen?**
 4. **Wie wichtig ist deine Muttersprache für dich? Wie fühlst du dich, wenn du in deiner Muttersprache sprichst?**

Possible sub-questions:

- Welche Sprache siehst du als deine Erstsprache/Muttersprache? Wie wichtig ist dir diese Sprache? Welche Gefühle verbindest du mit dieser Sprache?
- Kannst du in deiner Muttersprache lesen und schreiben? Hattest du bereits einmal Muttersprachenunterricht?
- Hast du eine Lieblingssprache? Wenn ja, welche und warum?
- Gibt es andere Sprachen, die du gerne magst bzw. die dir wichtig sind? Warum?
- Gibt es noch weitere Sprachen, die du in der Zukunft lernen möchtest? Warum?

Part 2: Multilingualism and school

5. Hast du das Gefühl, dass Mehrsprachigkeit an unserer Schule wichtig ist?

Wenn ja/nein, wie merkst du das? Wenn ja/nein, wie findest du das?

Possible sub-questions:

- Welche Sprachen sprichst du in der Schule? (im Unterricht, in der Pause, mit Lehrer*innen, mit FreundInnen?)
- Welche Sprachen sollten in der Schule unterrichtet werden?
- Bevor wir die letzten 3 Stunden über Mehrsprachigkeit gesprochen haben, hast du darüber schon einmal in einem anderen Fach gesprochen?
- Fragen dich deine Lehrer*innen manchmal nach deiner Erstsprache bzw. fragen dich, wie man etwas in deiner Erstsprache sagt?

Part 3: Feedback on the lessons & materials

6. Erzähl mir bitte ein bisschen davon, wie die letzten 3 Englischstunden für dich waren.

Was hat dir am besten gefallen und warum?

Possible sub-questions:

- Wie war es für dich, über deine sprachliche Geschichte nachzudenken? Wie hast du dich gefühlt? Hast du davor schon einmal so genau darüber nachgedacht?
- Bitte erzähle mir kurz etwas über dein Sprachenportrait. Warum hast du diese Sprache/Farbe gewählt etc.? Wie war diese Aufgabe für dich?
- War es schwierig/einfach für dich, die Monate auf Englisch, Deutsch und deine Erstsprache zu übersetzen? Konntest du irgendwelche Ähnlichkeiten zwischen den Wörtern finden?
- Wenn wir im Englischunterricht neue Wörter oder neue Grammatik lernen, vergleichst du die dann mit dem Deutschen oder mit deiner Muttersprache? Helfen dir solche Vergleiche beim Merken von Vokabeln oder Verstehen von Grammatik? Wenn ja, in welcher Sprache helfen sie dir am meisten?
- War es einfach oder schwierig für dich, den Satz "We speak 17 languages in 2B" zu übersetzen? Hat dir jemand dabei geholfen?
- Gibt es etwas, das dir nicht so Spaß gemacht hat? Wenn ja, warum?

7. Wie war es für dich, so viel über dich und deine Sprachen nachzudenken und den anderen davon zu erzählen?

8. Hat es dir gefallen, etwas über die Muttersprachen deiner MitschülerInnen zu erfahren?

Possible sub-questions:

- Gibt es etwas, das du besonders interessant gefunden hast bzw. das ganz neu für dich war?
- Hast du etwas in der Sprache einer Mitschülerin oder eines Mitschülers gelernt? Wenn ja, möchtest du noch mehr davon lernen, zB. als eigenes Fach in der Schule?

9. Würdest du so ein Projekt über Mehrsprachigkeit gerne noch einmal machen? Warum (nicht)?

10. Gibt es noch etwas, das du sagen möchtest?

Danke für deine Teilnahme!

10.5. Interview guide – summary and partial transcription

Interview guide

Part 1: (Attitudes towards) personal multilingualism

1. **Zu Beginn werden wir ein bisschen über dich und deine Sprachen sprechen. Erzähl mir einmal, welche Sprachen du sprichst, wann du sie gelernt hast, mit wem du sie sprichst, und so weiter. Du kannst alles sagen, was dir einfällt.**
 - **Mo:** L1 Englisch und Arabisch, dann Deutsch. Mit Geschwistern D, mit Eltern Arabisch. Wechselt zwischen Sprachen hin und her, vor allem wenn er auf Arabisch etwas nicht sagen kann, dann wechselt er zu Englisch oder Deutsch. Deutsch vor 3 Jahren und 10 Tagen begonnen zu lernen: „das weiß ich so genau weil mir meine Mama gestern gesagt hat wie lange wir schon hier sind“
 - **Mi:** Türkisch (L1), D (seit Kindergarten), E (seit VS). Wechselt zu Hause nicht zwischen Sprachen hin und her, nur Türkisch zu Hause. In der Schule manchmal Türkisch mit einem Mitschüler, sonst fast immer Deutsch.
 - **I:** Urdu L1 (Eltern und Familie), Deutsch L2 (mit Geschwistern, manchmal mit Familie aber „nicht so mit Mama weil sie kann nicht so gut Deutsch“), Code-Switching manchmal zwischen Urdu und Deutsch mit Geschwistern. weitere Sprachen: E, ein bisschen Türkisch und ein bisschen Punjabi („diese Sprache wird „undeutlich“ gesprochen, deshalb kann ich sie nicht so gut. Diese Sprache wird in Multan gesprochen“). „wenn ich nach Hause komme gehe ich oft zu Mama/Papa und spreche ein bisschen Deutsch mit ihnen damit sie Deutsch lernen. Und meinen Brüdern lerne ich ein bisschen Urdu weil meine Eltern dafür keine Zeit haben und dann gebe ich ihnen Aufgaben und sie haben eine Stunde Zeit usw, ich bin so eine Art Lehrerin zu Hause“.
 - **Mar:** L1 ist Arabisch, dann in den Kindergarten gegangen und Deutsch gelernt und seit dem Kindergarten Arabisch ein bisschen verlernt. Kann Arabisch verstehen, aber nicht lesen oder schreiben. Mit Geschwistern nur Deutsch und ein bisschen Englisch, „mit Mama schon Deutsch aber sie antwortet immer auf Arabisch. Sie kann verstehen aber nicht gut antworten auf Deutsch“. noch nie Muttersprachenunterricht gehabt, hätte sie aber gerne gehabt. „Wenn meine Mama Lehrerin wäre, dann wäre es schon praktisch, aber ich würde jetzt nicht nach einem Arabischkurs suchen“. Wenn es das an der Schule gäbe, würde sie es machen.
 - **E:** L1 Serbisch, „mit Mama spreche ich Serbisch und Deutsch und manchmal Rumänisch weil sie eine serbische Rumänin ist und mit dem Stiefvater auch Rumänisch. Mit meinem Vater ist

es Albanisch. Ich rede mit ihm mehr Deutsch als Albanisch, Albanisch rede ich wenn Oma/Tante da sind. Und Mazedonisch kann ich auch“.

Deutsch ist L2 für E persönlich, aber eigentlich Deutsch zuerst gelernt und dann erst Serbisch. Serbisch schreiben gelernt in Serbien in einer Schule (im Sommer), „das war schwierig zu lernen die alten serbischen Buchstaben [E meint kyrillisch]. Das neue Serbisch ist viel leichter [gemeint ist lateinische Schreibweise] wo es nur zB č undso gibt“.

- **R:** „ich spreche zu Hause immer Tagalog aber mit meiner Schwester spreche ich immer Englisch. Sonst spreche ich noch Deutsch und ich lerne gerade Japanese and Spanish“. In Österreich geboren, L1 E, L2 Tagalog und L3 Deutsch. Mit Schwester E/Tagalog/D damit sie alle Sprachen lernt. Kann gut lesen auf Tagalog, aber aussprechen/schreiben mittelmäßig.
- **S:** „ich bin in Syrien geboren und habe dort Arabisch gelernt und dann bin ich hierhergekommen und dann musste ich Deutsch lernen. Deutsch habe ich vor 3-4 Jahren ca. gelernt“. In Syrien in die Schule gegangen und dort auch schreiben und lesen auf Arabisch gelernt. Zu Hause nur Arabisch, mit dem Bruder manchmal etwas Deutsch. War auch im Libanon in der Schule für 2 Jahre und dort nochmal Schreiben gelernt. Umstieg auf lateinisches Alphabet hier in Wien war nicht so schwer, weil sie schon Englisch konnte.
- **M:** L1 Arabisch, hier geboren aber in Ägypten viel Familie, Deutsch im Alter von 2 Jahren gelernt (von Eltern). Eltern + kleiner Bruder sprechen nur Arabisch zu Hause und mit älteren Geschwistern mehr Deutsch oder Englisch. Manchmal mit dem kleinen Bruder Deutsch damit er es lernt.
„Ich rede dann oft 3 Sprachen gleichzeitig, ich finde das voll lustig“.
- **D:** „also meine erste Sprache ist Türkisch, meine zweite Sprache Deutsch und dann Englisch“. Zu Hause Türkisch mit den Eltern und mit Geschwistern meistens Deutsch, manchmal Mischung Deutsch und Türkisch, Deutsch quasi von Geburt an gelernt
- **T:** Muttersprache Türkisch, zu Hause Türkisch, mit Geschwistern auch Deutsch aber auch gemischt.

2. Findest du es gut, mehrsprachig aufgewachsen zu sein? Welche Vor- und/oder Nachteile hat es für dich?

- **Mo:** „ja gut. Viele Freunde in Ägypten können nur eine Sprache, ich finde gut dass ich mehr kann“. „Hätte ich kein Englisch gekonnt, hätte ich hier am Anfang nichts sprechen können. In der Schule hab ich am Anfang nur Englisch gesprochen mit der Lehrerin“
- **Mi:** „ja weil Englisch kann man in vielen Ländern sprechen und Deutsch weil wir leben in Wien“.

Frage von mir: Vorteil, weil du Türkisch kannst? → nein. [Anm: Schüler war am Do + Fr nicht da wo die Vorteile von Mehrsprachigkeit besprochen wurden]

- **I:** [Anm.: Begriff „Vorteil“ unklar, nochmal in anderen Worten erklärt]. „Ja, positiv. Wenn jemand in deiner Sprache spricht und der weiß nicht, dass du es verstehst, dann kannst du es verstehen und hören was die Person sagt oder du kannst für jemanden übersetzen“.
- **Mar:** „ja eigentlich schon gut. Wenn ich in Ägypten oder in anderen Ländern bin, es gibt ja in vielen Ländern Arabisch, dann kann ich das verstehen, auch Syrisch“.
- **E:** „Es hat Vorteile und Nachteile. Es ist gut, wenn man in anderen Ländern ist und man diese Sprache nicht kann, aber Englisch kann, dann kann man kommunizieren. Und wenn du mehrere Fremdsprachen redest dann kannst du auch schneller andere Sprachen lernen, so ist es mir gegangen. Nachteil ist halt, wenn man lange zum Beispiel in Mazedonien ist und nur Albanisch spricht und dann verlernt man andere Sprachen. Ich war mal sehr lange in Mazedonien und dann bin ich zurückgekommen und konnte fast kein Wort mehr richtig aussprechen auf Deutsch“.
- **R:** „Es hat Vorteile, weil wenn du eine Sprache kannst zum Beispiel Tagalog und in meiner Klasse ist noch jemand der diese Sprache kann, dann kann ich mit dieser Person sprechen“. [Anm.: E sagt das mit dem Vergessen]: „bei mir war das genau gleich, als ich so 6/7 war konnte ich mal ein bisschen Spanisch und dann habe ich so viel Englisch, Deutsch und Tagalog gesprochen, dass ich mich nicht mehr an Spanisch erinnern konnte“
- **S:** „ja. wenn man mehrere Sprachen spricht seit der Geburt dann ist es leichter, als wenn man erwachsen ist“.
- **M:** „wenn man mehrsprachig ist kann man oft neue Sachen und Sprachen lernen und dann ist es leichter“.
[Darauf was S gesagt hat: Erwachsene können nicht so leicht neue Sprachen lernen]: „ja meine Eltern können nicht so gut Deutsch, sie sprechen es lustig aus, juten morjen für guten Morgen, [lacht]. Sie haben es erst mit meinem großen Bruder mitgelernt“.
- **D:** ja. gleich wie bei T
- **T:** „ja, weil zum Beispiel mit Englisch kann ich dann in vielen Ländern mit Leuten reden. Mit Freunden kann ich Deutsch reden und mit Eltern Türkisch und ich kann übersetzen“

3. Wenn du später einmal Kinder hast, sollen sie auch mehrsprachig aufwachsen, so wie du? Welche Sprachen sollen sie lernen?

- **Mo:** „ja und sie sollen Französisch lernen, denn es ist meine Lieblingssprache und sonst Arabisch, Englisch und Deutsch“.
- **Mi:** ja. Englisch und Deutsch, Türkisch und Französisch

- **I:** „also ich würde alle Sprachen die ich kann, ihnen auch beibringen“
- **Mar:** „ja, am Anfang würde ich ihnen Deutsch und Englisch beibringen, weil das sind die beiden wichtigsten, aber es wäre schon gut wenn sie auch Arabisch können, weil das ja meine Muttersprache ist“.
- **E:** „mir wäre es lieber, dass sie meine Muttersprache können also zum Beispiel Albanisch damit sie mit der Familie kommunizieren können und dann auch die Sprachen von ihrem Vater lernen. Wenn sie nicht wollen, müssen sie nicht, es ist mir eigentlich egal ob Japanisch oder keine Ahnung, Indisch, egal was“.
- **R:** „die müssen nicht, aber wenn sie wollen, können sie sich eine Sprache, die sie lernen wollen aussuchen, ich bestimme das nicht“.
- **S:** „bei mir auch [Anm.: wie bei M] aber ich hab das Gefühl meine Kinder werden auch Französisch können“.
- **M:** „naja schon aber mindestens halt 4 Sprachen aber nicht 7 oder so. Arabisch sollen sie bestimmt lernen, Deutsch, Englisch und vielleicht Türkisch oder so. Es kommt drauf an wo man lebt, also vielleicht gehe ich auch woanders hin und dann können sie die Sprache von dort lernen“.
- **D:** „also bei mir ist es so ich will, dass meine Kinder Kurdisch lernen, auch Deutsch und Türkisch. Türkisch damit sie mit meinen Eltern reden können. Und Kurdisch weil mein Vater ist Kurde“.
- **T:** „ja. Deutsch, Türkisch und Englisch. Türkisch ist wichtig, weil wenn zum Beispiel meine Frau nicht so gut Deutsch kann dann können sie mit meiner Frau Türkisch sprechen“.

4. Wie wichtig ist deine Muttersprache für dich? Wie fühlst du dich, wenn du in deiner Muttersprache sprichst?

- **Mo:** sehr wichtig, weil sonst kann ich mit meinen Eltern nicht reden oder mit Oma/Opa. Fühle mich anders mit Arabisch, auf Arabisch ist es schwieriger weil ich schon Sachen vergessen habe. Französisch ist Lieblingssprache, „weil meine Mama kurz Französisch unterrichtet hat in Ägypten und sie hat gesagt sie wird es mir lernen, aber dann sind wir nach Österreich und dann musste ich zuerst Deutsch lernen“.
- **Mi:** Türkisch Lieblingssprache, Deutsch wichtiger (weil wir in Wien leben). Fühle mich anders wenn ich auf Türkisch spreche „weil wenn ich draußen etwas Komisches sage dann lachen die Leute“. Zum Beispiel „Bedrohung“ ist das gleiche wie Türkisch und dann lachen sie „haha das ist das gleiche“ [Anm.: im positiven Sinn]
Will keine weiteren Sprachen mehr lernen
- **I:** „ich sehe eigentlich Deutsch mehr als meine Muttersprache und deshalb ist mir die Sprache eigentlich wichtiger, ähnlich wie Mar gesagt hat. In Pakistan hab ich sehr viele

Cousinen und mit denen rede ich Urdu und wenn ich nur Deutsch könnte, dann könnten sie mich gar nicht verstehen also ist Urdu schon auch wichtig für mich“.

Lieblingssprache: Türkisch und Arabisch, „weil ich will beide Sprachen lernen und ich mag die Schrift bei Arabisch“.

- **Mar:** „ich finde es gut, wenn ich mehr Deutsch kann als Arabisch, wegen der Schule und so, weil mit meinen Kindern will ich hier leben und nicht in Ägypten“. Kann schwer sagen, ob D oder A wichtiger, kommt drauf an. „Deutsch ist für mich für die Zukunft wichtiger, aber für meine Vergangenheit Arabisch, das erinnert mich an die guten Zeiten“.

Lieblingssprache: Arabisch, aber nur vom „Sagen“, lesen/schreiben Deutsch besser

- **E:** „also mir gefallen irgendwie mehr die Fremdsprachen als Deutsch, so vom Klang. Aber eigentlich ist meistens gleich wichtig, wenn ich hier bin ist mir Deutsch wichtiger und wenn ich unten bin dann Albanisch oder Serbisch“.

Lieblingssprache E + Spanisch („liebe, wie es sich anhört“)

- **R:** „Englisch ist ein bisschen mehr wichtig, weil viele Menschen sprechen Englisch. Und auf Englisch fühle ich mich auch am wohlsten, wenn ich es spreche“

Lieblingssprache: Englisch

- **S:** „Ich fühle mich wohl beim Arabisch Sprechen aber für mich ist jetzt im Moment Deutsch wichtiger. Ich spreche eh nur Arabisch zu Hause, ich brauche es nur zum Sprechen“

- **M:** „ich fühle mich wohl wenn ich Arabisch rede weil wenn ich rede dann weiß ich, dass ich halt keine Fehler machen kann und so und da muss ich auch nicht lernen. Bei Deutsch fühle ich mich auch wohl, aber bei Arabisch wohler weil bei Deutsch kann ich viel mehr Fehler machen“.

Lieblingssprache: Arabisch, aber D und E auch wichtig weil ichs gerade lerne.

- **D:** also wenn ich Türkisch rede dann ändert sich meine Stimme.

Frage von mir: wenn du etwas erzählst, geht es auf D oder T leichter? → beides gleich

Lieblingssprache: keine besondere, mag alle. In Zukunft würde ich gerne noch Kurdisch lernen

- **T:** nein, fühle mich nicht anders wenn ich Türkisch oder Deutsch spreche

Lieblingssprache: Englisch [lacht] [Anm: als Spaß gemeint weil ich seine E-Lehrerin bin]

„Ich würde vielleicht gerne noch Russisch lernen, es ist voll geil“ [Anm: T kennt die Sprache von Youtube]

Part 2: Multilingualism and school

5. Hast du das Gefühl, dass Mehrsprachigkeit an unserer Schule wichtig ist?

Wenn ja/nein, wie merkst du das? Wenn ja/nein, wie findest du das?

- **Mo:** ja spielt eine Rolle, „zum Beispiel Ami kann nicht gut Deutsch und vielleicht kann sie Arabisch oder E und dann kann man mit ihr reden“.
Lehrer*innen fragen manchmal nach L1: Klassenvorstand hat wegen Übersetzung gefragt.
Davor aber noch nie so wirklich Thema.
In der Schule spreche ich nur Deutsch oder Englisch mit R (Arabisch nicht)
In der Schule sollte Spanisch oder Französisch unterrichtet werden (in VS in Ägypten war das so)
- **Mi:** [Anm: Frage nicht verstanden zuerst]. Lehrer*innen fragen nicht nach Türkisch. Bisher noch nie etwas zu diesem Thema gemacht.
In der Schule spricht er D & Türkisch. In der Schule sollte E + D unterrichtet werden.
Muttersprachenunterricht in VS, war gut aber in MS will er nicht mehr „kann genug Türkisch“ (schreiben, lesen usw – in der VS gelernt) [Anm: zB auch „We speak ...“ Satz selbst übersetzt]
- **I:** schon mal sowas ähnliches zu Mehrsprachigkeit in VS gemacht. Keine definitive Antwort ob andere Lehrer*innen auch nach L1 fragen, nur „mhm“
Sprachen, die an der Schule unterrichtet werden sollten: Deutsch, Türkisch
in der Schule spricht I nur Deutsch und Englisch
- **Mar:** Spiel Mehrsprachigkeit eine Rolle: „ja schon, weil wenn neue SuS kommen dann kann ich übersetzen“
In der Schule D, E und Arabisch mit engen Freundinnen → „S fragt mich manchmal: verstehst du das oder das? Dann lerne ich ein bisschen Arabisch von ihr, weil sie kann es gut“
Sprachen, die an der Schule unterrichtet werden sollten: Arabisch
- **E:** „letztes Jahr hat der Geographielehrer gefragt woher ich komme und dann habe ich alle Sprachen aufgezählt die ich kenne“
in der Schule: Deutsch, Serbisch mit einem Mitschüler oder Freundin aus 3C, oder Englisch mit einem Schüler aus der Schule der aus Kolumbien kommt und kein Deutsch kann
- **R:** „in der ersten Klasse VS hat mich meine Lehrerin gefragt welche Sprache meine Muttersprache ist“
in der Schule: mit Mo Englisch (zum Üben/zum Spaß), sonst Deutsch
- **S:** Mehrsprachigkeit nicht wirklich wichtig in der Schule
in der Schule: „wir [S und M] reden fast nie Arabisch zusammen, obwohl wir es beide können weil wir reden nicht das gleiche Arabisch [ägyptisches Arabisch M und syrisches Arabisch S],

aber ich kann ein bisschen ägyptisches Arabisch auch“

in der Schule sollte Französisch unterrichtet werden

- **M:** nein, nie gemacht [sowas ähnliches wie unser Projekt]. „Es gab so eine Gruppe in der VS die Serbisch konnten und da gab es eine Lehrerin die konnte Serbisch, das war eigentlich die Leselehrerin, aber wenn wir in Deutsch waren dann hat sie für diese Kinder übersetzt“.
in der Schule: D, E und Arabisch manchmal mit denen, die es können
Sprachen, die an der Schule unterrichtet werden sollten: „vielleicht Arabisch, aber ich würde es so schwer finden, Lesen und Schreiben kann ich gar nicht. Meine Eltern wollten mich in Ägypten im Sommer in eine arabische Schule geben, aber ich habe nichts verstanden und es war so schwierig. Meine Eltern lernen mir jetzt manchmal arabische Buchstaben und das ist viel besser als in Ägypten, weil wenn man dort etwas falsch gemacht hat dann ist der Lehrer mit dem Lineal gekommen“
- **D:** spielt Mehrsprachigkeit eine Rolle? → selten
In der Schule spricht er: D, E, manchmal Türkisch
In der Schule soll unterrichtet werden: „Deutsch, weil ich will perfekt Deutsch lernen“
war nie b. Muttersprachenunterricht, Schreiben und Lesen von Eltern gelernt
- **T:** spielt Mehrsprachigkeit eine Rolle? → selten, nicht so viel.
In der Schule spricht er: D, E und manchmal Türkisch, „weil es gibt nur 3 Türken in der Klasse“
In der Schule soll unterrichtet werden: D, E, Russisch, Französisch
auch nie Muttersprachenunterricht

Part 3: Feedback on the lessons & materials

6. Erzähl mir bitte ein bisschen davon, wie die letzten 3 Englischstunden für dich waren. Was hat dir am besten gefallen und warum?

- **Mo:** „dieses wo wir schreiben mussten welche Sprache dir am wichtigsten ist oder welche du magst [Anm: i.e. I'm multilingual worksheet/language portrait] und das Instagram Profil“
- Wenn wir im Englischunterricht neue Wörter oder neue Grammatik lernen, vergleichst du die dann mit dem Deutschen oder mit deiner Muttersprache? → nur mit Deutsch
- **Mi:** [Anm.: war in Std. 1 + 2 nicht da]. „mir hat gefallen, weil wir heute kein Englisch hatten [lacht] und weil wir unsere Flagge zeichnen konnten“.
- Wenn wir im Englischunterricht neue Wörter oder neue Grammatik lernen, vergleichst du die dann mit dem Deutschen oder mit deiner Muttersprache? → nur Deutsch, nie Türkisch
- **I:** „das von der ersten Stunde mit Erstsprache, Lieblingssprache und auch das von heute mit Instagram“
- Wenn wir im Englischunterricht neue Wörter oder neue Grammatik lernen, vergleichst du

die dann mit dem Deutschen oder mit deiner Muttersprache? → nur Deutsch, nie Urdu
Hast du den Satz selbst übersetzt? → „es kommt automatisch in mein Gehirn, nur die Zahlen kann ich nicht so gut, 17 hab ich meine Mama gefragt“ [Anm.: geschrieben nicht in der richtigen Schrift, sondern phonetisch]

- **Mar:** „Instagram weil es sehr interessant war und diese Figur, die hab ich von den anderen so gesehen und das find ich schon sehr interessant“.
- Neue Vok: auf D oder gar nicht „es ist so automatisch im Kopf“
Satz mit den Eltern übersetzt, weil Arabisch schreiben ist sehr schwer, vor allem das von rechts nach links schreiben.
- **E:** „ja über die ganzen Sprachen und Länder sprechen und dass man das jetzt hinten in der Klasse sieht“
- Neue Vok: manchmal auf Serbisch, meistens auf D
- **R:** „das Instagram hat mir gefallen, weil es wirklich so aussieht wie Instagram“
- Neue Vok: Manchmal mit Tagalog, meistens D
- **S:** „mir hat auch das gut gefallen [siehe M] und diese Monate die man übersetzen musste“
- Neue Vok auf E: „es übersetzt sich selbst in meinem Kopf, aber dann denke ich auf Arabisch damit ich es verstehe und mir merke“.
- **M:** „mir hat das am besten gefallen [Anm.: ich habe den worksheet I’m multilingual gezeigt] weil es hat echt Spaß gemacht und man konnte was über sich und seine Sprachen erzählen und über die Muttersprache und so. Und es war auch cool von den anderen zu hören und ich wusste davor auch nicht von jedem aus der Klasse so genau wer welche Sprachen spricht“.
- Neue Vok auf D: „meistens auf Deutsch, aber wenn ich es auf Deutsch nicht weiß dann auf Arabisch, weil dann weiß ich es oder ich muss gar nicht übersetzen, weil ich weiß es schon auf Englisch weil mir einfällt dass ich es schon irgendwo gehört habe“.
Auf Ähnlichkeiten zwischen Sprachen schaue ich manchmal, aber es gibt nicht so viele Gemeinsamkeiten zwischen Arabisch und E/D.
- **D:** „die letzte Stunde, also gestern, weil ich hab meinen echten Instagram Namen geschrieben“
- Neue Vok: Vergleich nur mit D
- **T:** „dieses Instagram, weil ich Instagram mag und es war chillig, nicht so wie bei Englisch wo wir HÜ bekommen“
- Neue Vok: auf D immer und dann auf Türkisch dann weiß ich das automatisch

7. **Wie war es für dich, so viel über dich und deine Sprachen nachzudenken und den anderen davon zu erzählen? / Hat es dir gefallen, etwas über die Muttersprachen deiner MitschülerInnen zu erfahren?**

- **Mo:** sehr gut, konnte Wörter von anderen Kindern lernen – zB auf Türkisch oder Kurdisch
- **Mi:** [Frage falsch verstanden]
- **I:** habe mich gut gefühlt. [Anm.: Nachdem was Mar gesagt hat über Ähnlichkeiten]: „Frau Lehrerin auf meiner Sprache heißt Zuckerl zum Beispiel „tofi“, wie toffee“
- **Mar:** „ich finde es interessant, dass manche türkische Wörter wie arabische Wörter klingen, ich wusste das davor gar nicht bevor wir dieses Beispiel gemacht haben [Anm.: toilet und sugar]“
- **E:** „ja schon cool, weil dann lernen die Leute was über mich und meine Kultur und Sprache“
- **R:** ja gut
- **T:** „ja war cool. Zum Beispiel hab ich von R ein Wort auf seiner Sprache [Tagalog] gelernt“

8. Würdest du so ein Projekt über Mehrsprachigkeit gerne noch einmal machen? Warum (nicht)?

- **Mo:** „ja, habs zum ersten Mal gemacht und es war sehr gut und ich hab neue Sachen gelernt und deshalb würde ich es gerne nochmal machen“.
- **Mi:** „ja, weil es hat Spaß gemacht“
- **I:** „ja, weil es hat sehr Spaß gemacht und ich wünsche mir, dass wirs mehrmals machen“
- **Mar:** „ja, weil ich akzeptiere alles was wir in der Schule machen“
- **E:** ja
- **R:** „ja, weil ich dann von den anderen was lernen kann“
- **S:** ja
- **M:** „ja gerne. Wir könnten uns in einen Kreis setzen und dann übersetzen wir ein paar Wörter in alle Sprachen, die wir sprechen und dann können wir das voneinander lernen. Weil meine Traumsprache, die ich lernen will, ist Türkisch und das wäre cool“
- **D:** „ja, weil ich habe mich sehr gut gefühlt dabei“
- **T:** „ja, weil kein Englisch [lacht]“

9. Gibt es noch etwas, das du sagen möchtest?

Mi: „mehr davon“

S: „es war einfach so cool, dass man so viel über Sprachen geredet hat und gelernt hat. Und ich wollte mich bei Ihnen bedanken, dass Sie uns für dieses Projekt ausgesucht haben“.

M: „ich wollte gerne mehrere Stunden dazu haben, weil es hat am meisten Spaß gemacht von allen Fächern. Und ich wollte mich bedanken, dass sie uns so was Cooles gelernt haben“.

10.6. Consent form German

Einverständniserklärung



Liebe Eltern,

Für meinen Studienabschluss an der Universität Wien schreibe ich gerade meine Masterarbeit über das Thema **Mehrsprachigkeit** und möchte dafür ein kleines Projekt in der Klasse Ihres Kindes durchführen. Dafür werde ich mit den Kindern drei Stunden über das Thema Mehrsprachigkeit sprechen und verschiedene Übungen dazu machen. Danach möchte ich gerne wissen, wie die SchülerInnen diese drei Stunden erlebt haben. Dafür werden sie einen **anonymen Fragebogen** ausfüllen, das heißt, sie müssen ihren Namen nicht angeben. Außerdem möchte ich ein paar Kinder zu einem kurzen und **freiwilligen Interview** einladen, welches in der Schule stattfinden wird und nicht länger als 10 Minuten dauern wird. Das Interview werde ich aufnehmen, aber nicht filmen, das heißt es ist ebenfalls anonym. Alle Daten werde ich vertraulich behandeln und an niemanden weiterleiten. Die Daten werden nur für meine Masterarbeit verwendet.

Ich bitte Sie hiermit um Ihre Erlaubnis und Unterstützung. Sie helfen mir dadurch nicht nur dabei, interessante Erkenntnisse über Mehrsprachigkeit zu gewinnen, sondern auch dabei, dass ich mein Studium abschließen kann. Sollten Sie genauere Fragen zu dem Projekt haben, können wir uns gerne ein Termin für ein Telefonat ausmachen.

Ich bin damit einverstanden, dass mein Sohn / meine Tochter _____ an dem Projekt über Mehrsprachigkeit teilnimmt, einen kurzen Fragebogen ausfüllt, und an einem kurzen Interview teilnimmt.

U: _____

VIELEN DANK!

Liebe Grüße,

Victoria Pertiller

10.7. Consent form English

Consent form



Dear parents,

I am currently writing my master's thesis about the topic of multilingualism and I would like to conduct a short project about this topic in your child's class. During the project, the children and I will talk about multilingualism and do some tasks about this topic. Afterwards, I would like to get some feedback from the students about the lessons. So, I will give students a short and questionnaire after the project. It will be anonymous, so the children do not have to write down their names. Also, I will ask a few children to do a short and voluntary interview with me. The interview will take place at school and will not last more than 10 minutes. The interview will be recorded, but not filmed, so it will be anonymous as well. The data that I receive during the interview will only be used for my master's thesis and will not be given to anyone else.

I am hereby asking you for your permission and support. With your permission, you can help me finish my studies and conduct an interesting project about multilingualism which the children will surely profit from. If you have any further questions, I am happy to explain the project to you in more detail over the phone.

I consent that my son / my daughter _____ participates in the project about multilingualism, fills out a questionnaire, and participates in a short interview.

U: _____

THANK YOU!

Best,

Victoria Pertiller

10.8. Consent form Turkish

Değerli Velilerimiz,



Viyana Üniversitesinde şu anda çok dillilik konusunda yüksek lisans tezimi yazıyorum ve bu konuda öğrencilerimizle beraber küçük bir proje gerçekleştirmek istiyorum. Öğrencilerle çok dillilik konusunda üç saat konuşacağım ve bunun üzerine çeşitli alıştırmalar yapacağım.

Bu alıştırmalardan sonra öğrencilerin bu üç saat içinde yaşadıkları tecrübeleri benimle paylaşımlarını isteyeceğim. Bunun için anonim bir anket doldurulacaktır, yani öğrencilerimiz isimlerini vermek zorunda değiller.

Birkaç Öğrencimizle de kısa bir röportaj yapmak istiyorum – bu gönüllü röportaj okulda yapılacaktır ve 10 dakikadan uzun sürmeyecektir. Röportaj kaydedilecektir ama filme alınmayacaktır, buradan da anlaşılacağı gibi her şey anonim kalacaktır. Veriler gizli tutulacak olup, kimseye aktarılmayacaktır. Bu veriler sadece yüksek lisans tezim için kullanılacaktır.

Bu konuda izninizi ve desteğinizi rica ediyorum. Bu destek ve yardımla hem çok dillilik konusunda Üniversite araştırmalarına büyük bir katkıda bulunmuş hem de akademik çalışmamı yani yüksek lisans tezimi bitirmeme yardımcı olmuş olacaksınız. Proje ile ilgili herhangi bir sorunuz varsa telefon görüşmesi için randevu alabilirsiniz.

Oğlumun / kızımın çok dillilik projesine _____ katılmasına, kısa bir anket doldurmasına ve kısa bir röportaj yapmasına izin veriyorum.

imza

ÇOK TEŞEKKÜR EDERİM!

Saygılarımla,
Victoria Pertiller

10.10. Consent form Arabic



الأباء الأعزاء

للحصول على شهادتي في جامعة فيينا ، أقوم حاليًا بكتابة مشروع التخرج للماجستير الخاصة بي حول تعدد اللغات و كنت ارجب في تنفيذ فكره صغيرة

ارغب في التحدث و اجراء بعض التمارين اللغوية مع الأطفال لمدة ثلاث ساعات حول موضوع التعدد اللغوي . اود بعد الانتهاء من التمارين ان اسأل الاطفال عن الثلاثه ساعات. للقيام بذلك ، سيقومون الأطفال بملء استبيان مجهول ، مما يعني أنه لا يتعين عليهم ذكر أسمائهم

أود أيضًا أن أدعو بعض الأطفال إلى مقابلة قصيرة. هذه المقابلة تطوعية ولا احد من الأطفال مجبر بها. المقابلة ستتم في المدرسة ولن تستغرق أكثر من 10 دقائق. سوف أسجل المقابلة ولكن لن أصورها ، مما يعني أنها مجهولة أيضًا. سأتعامل مع جميع البيانات بسرية ولن أنقلها إلى أي شخص. سيتم استخدام البيانات فقط لمشروع الماجستير الخاصة بي

اتقدم لكم بهذا المكتوب لأطلب اذنكم و دعمكم لاكتساب المعرفة و مساعدتي في اكمال دراستي

إذا كان لديكم المزيد من الأسئلة المحددة حول المشروع ، فيمكننا تحديد موعد لمكالمة هاتفية

أوافق على مشاركة ابني / ابنتي _____ في مشروع تعدد اللغات وملء استبيان قصير والمشاركة في مقابلة قصيرة

امضاء _____

شكرا لكم, مع تحياتي

Victoria Pertiller