

Linguistic Repertoires in a Multilingual Context: Methods and Results of the "RepertoirePluS" Project



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Overview

- I. RepertoirePluS:
Aims and theoretical background of the project
- II. The notion of a linguistic repertoire
- III. Research design
- IV. First results
- V. Conclusions and Outlook

RepertoirePluS

Multilingual repertoire of South Tyrolean students: survey, description and use in multilingual learning scenarios

- **Duration:** 08/2016 – 12/2019
- **Research team:** Andrea Abel, Joanna Barrett, Dana Engel, Verena Platzgummer, Lorenzo Zanasi
- **Partners:** Sovrintendenza scolastica italiana, Servizi pedagogici
Deutsches Bildungsressort, Bereich Innovation und Beratung
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- **Funding:** Autonomous Province of Bolzano-South Tyrol,
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RepertoirePluS

Multilingual repertoire of South Tyrolean students: survey, description and use in multilingual learning scenarios

- Effects of “human mobility” in society
(Blommaert 2010, Creese & Blackledge 2010, Otsuji & Pennycook 2010)
- Effects in border territories and national minority communities (South Tyrol)
(Engel & Hoffmann, 2016; Engel & Niederfriniger, 2016)
- Effects of multilingual digital communication
(Androutsopoulos, 2013; 2014)
- Previous research projects at Eurac Research:
 - *Kolipsi I & II* (Abel & Vettori, 2012; Vettori & Abel, 2017)
 - *SMS – One school, many languages* (Zanasi et al., 2017; Zanasi & Stopfner, 2017)
 - *DiDi - Digital Natives - Digital Immigrants* (Glaznieks & Frey, 2018)



Aims of the project

1. What linguistic repertoires do South Tyrolean students dispose of and what awareness do they have of the use of their resources in situations of multilingual interaction?
2. How do South Tyrolean students use their language repertoires in interactive multilingual situations?
3. Which tools can be used to describe the extent and use of language directories in order to promote multilingual competences in education in the best possible way?

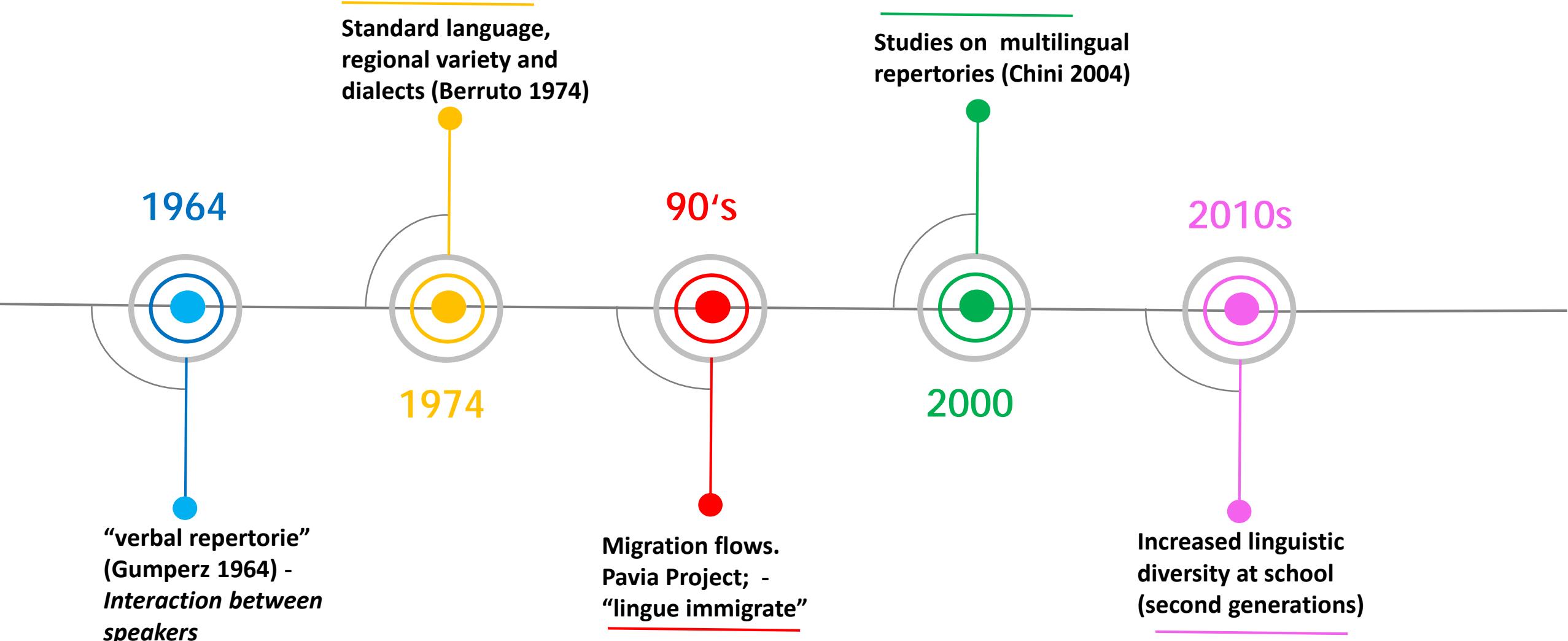
Theoretical background of the project

Holistic approach to multilingualism (Gorter & Cenoz, 2017).

1. Languages ≠ fixed codes.
2. Languages = codes that can be overlapped, combined and not necessarily exclusive → co-presence of L1 and the target language in school and immersive education
(Cook 2001, Cummins 2014, Swain & Lapkin 2013).
3. Languages = social artifacts, politically constructed, conditioned by bodily experiences, intersubjective
(Busch 2012; 2015).
4. Languages to be experienced through *multi-competence* processes
(Cook 1991).

Theoretical approaches (CARAP 2012, CEFR 2018, Pennycook 2016)

The notion of a linguistic repertoire

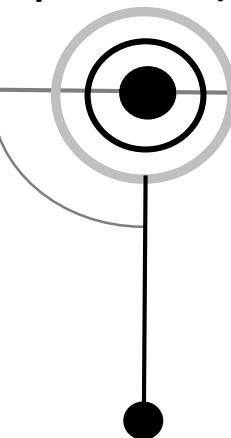


The notion of a linguistic repertoire



Linguistic repertoire -
Which notion?

2014-2015
814.187 foreign
students
(Report ISMU)



2001-2002
196.414 foreign
students

«A SHIFT AWAY FROM STRUCTURE, SYSTEM,
AND REGULARITY
TOWARD APPROACHES THAT ACKNOWLEDGE
FLUIDITY AND CREATIVITY IN LINGUISTIC
PRACTICES»
(BUSCH, 2012)

The notion of a linguistic repertoire

- A **revisited** notion
(Busch 2017; Blommaert & Backus 2015; Zanasi & Platzgummer 2018)
- Switching from LR as a "toolbox" to LR as *Spracherleben* (the lived experience of language), including:
 1. Sociocultural dimension - linguistic biography
 2. Bodily and emotional dimension
- The repertoire **develops** in the inter-subjective linguistic and communicative interaction.

Research Design (I)

Phase 1: The Questionnaire

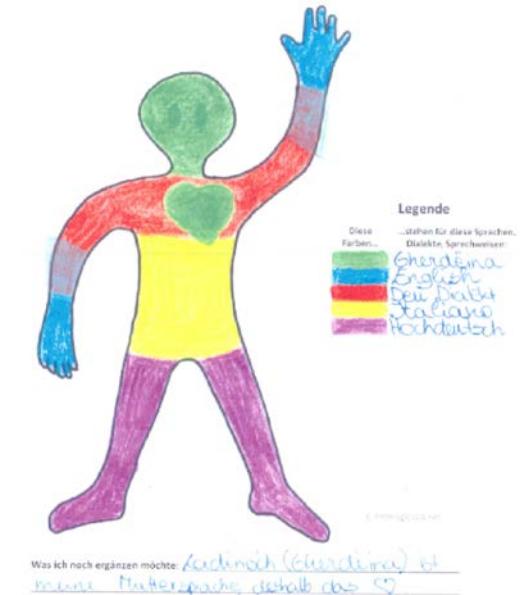
240 students from lower and upper secondary school (Italian, German, Ladin)

Age: 12-17

Language of the questionnaires: Italian or German.

Sections:

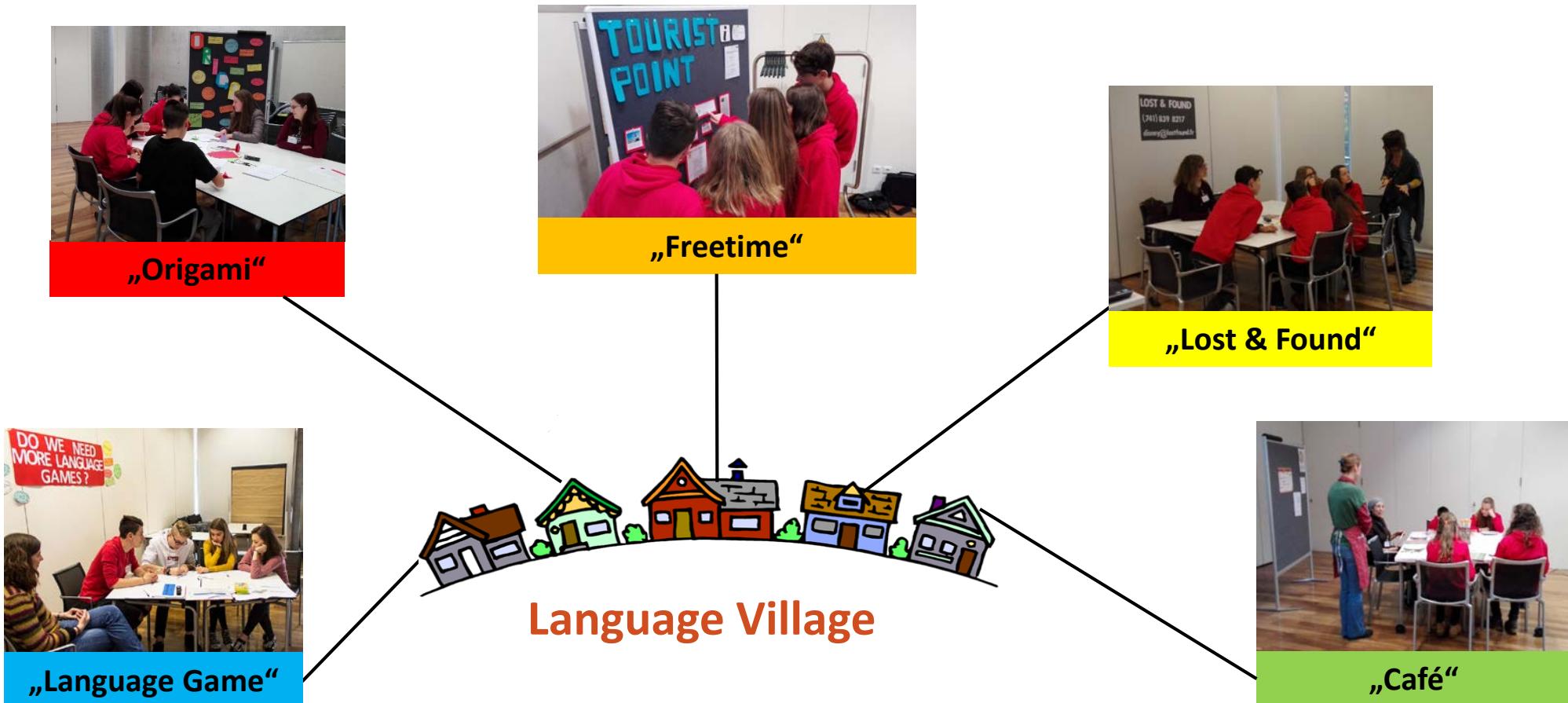
- self-assessment of language skills
- linguistic biography
- uses of languages - linguistic attitudes
- (meta)demographic data
- language portraits (Krumm & Jenkins 2001; Busch 2012)



Research Design (II)

Phase 2: The Language Village (Adrighem et al. 2006)

Multilingual interaction through tasks at 5 interactive stations (+ retrospective focus groups)



Questionnaire: self-assessment of competences

B. Das kann ich in meinen Sprachen und Dialekten

B1. Wie gut kannst du diese Dinge in deinen Sprachen und Dialekten tun?

Bitte schreibe zuerst in jede Tabelle oben links den Namen der Sprache oder des Dialekts.

Kreuze danach an, wie gut du deine Fähigkeiten in dieser Sprache oder in diesem Dialekt einschätzt.

Die Zahlen sind wie Schulnoten zu verstehen: 1 = „kann ich gar nicht“ und 10 = „kann ich ausgezeichnet“.

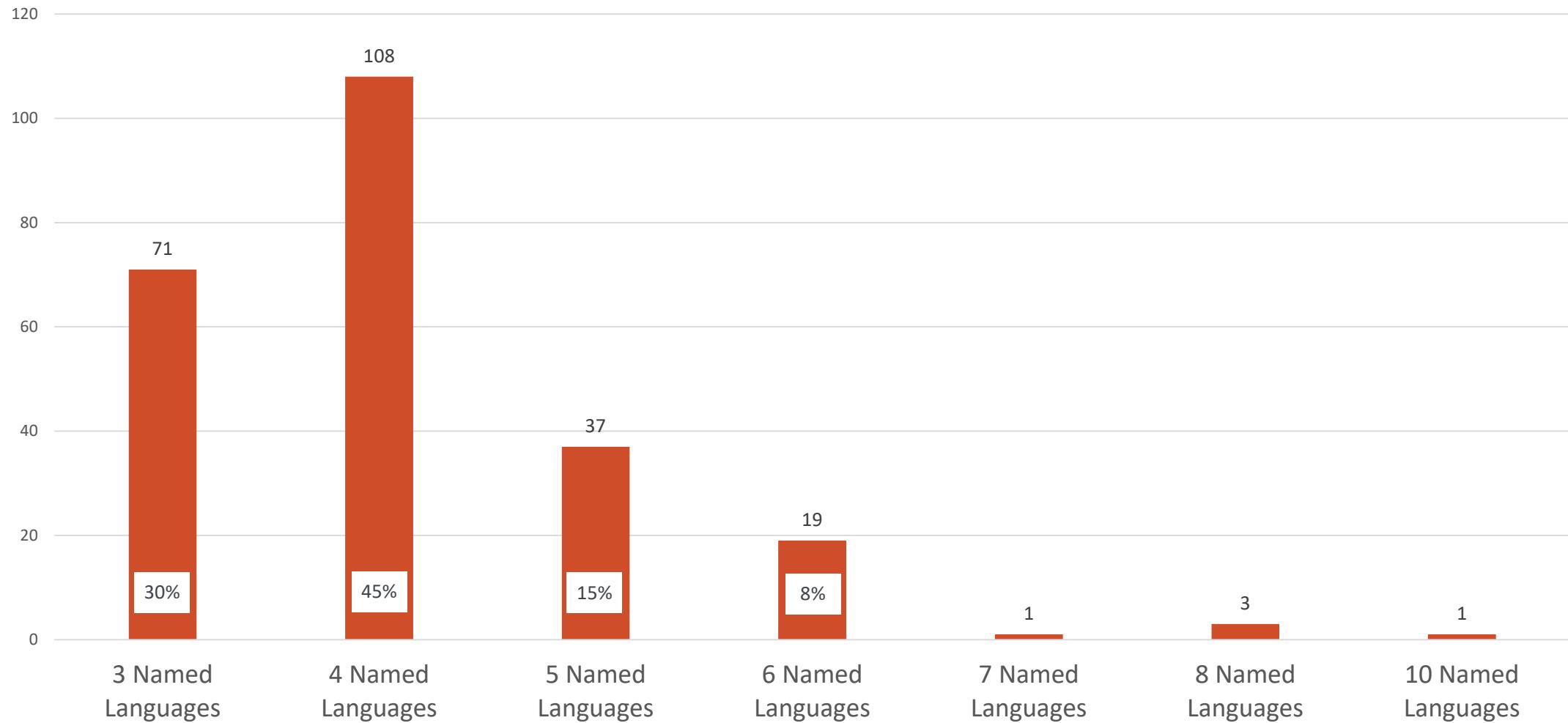
Sprache/Dialekt 1: <i>Dialekt Sündfurther</i>	1	2	3	4	5	6	7	8	9	10
Lesen										X
Schreiben									X	X
Sprechen									X	X
Hören und Verstehen									X	X

Sprache/Dialekt 2: <i>Deutsch</i>	1	2	3	4	5	6	7	8	9	10
Lesen										X
Schreiben								X		X
Sprechen									X	X
Hören und Verstehen									X	X

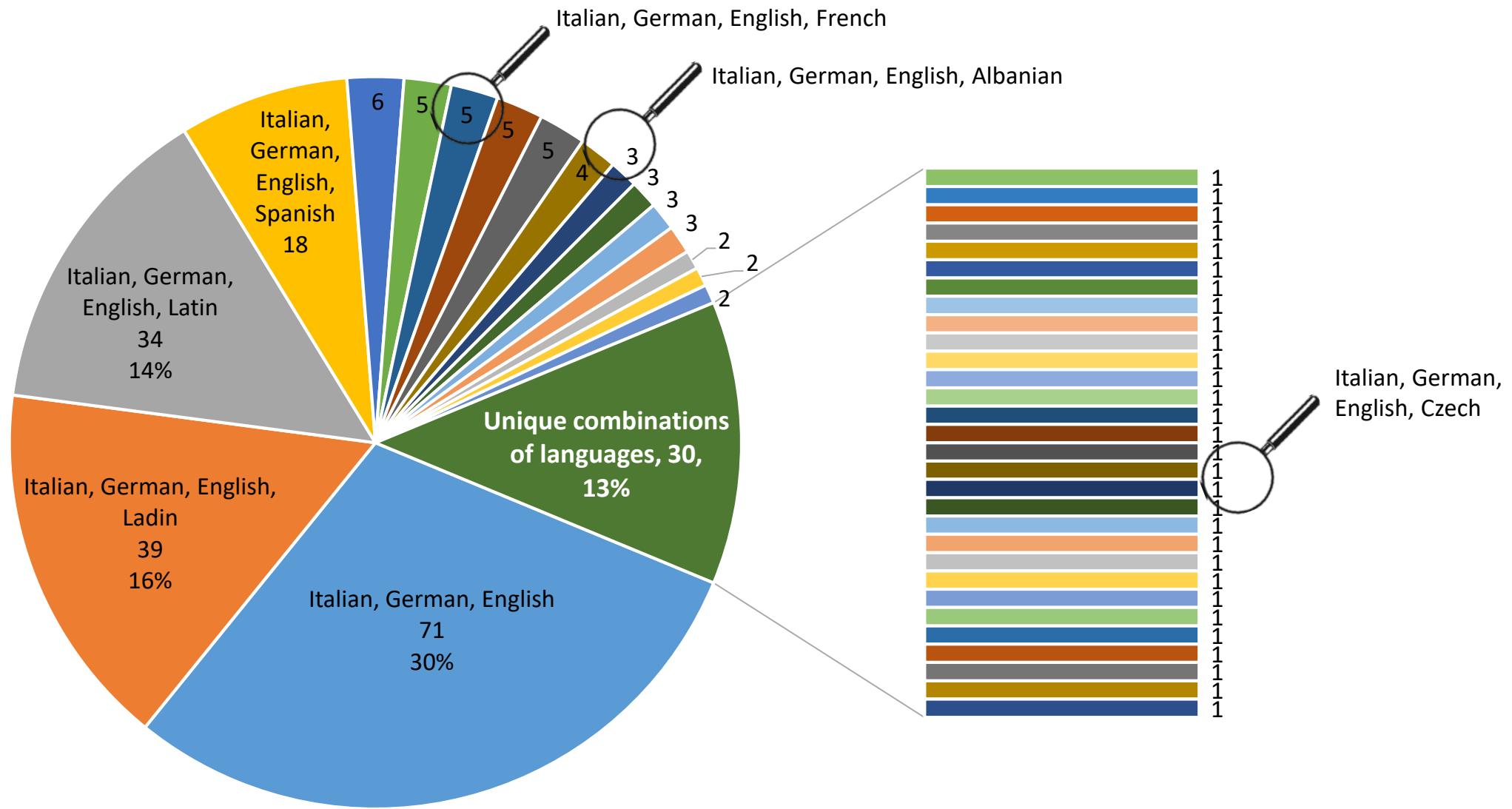
Sprache/Dialekt 3: <i>Englisch</i>	1	2	3	4	5	6	7	8	9	10
Lesen								X		
Schreiben							X			
Sprechen									X	X
Hören und Verstehen							X			

First results

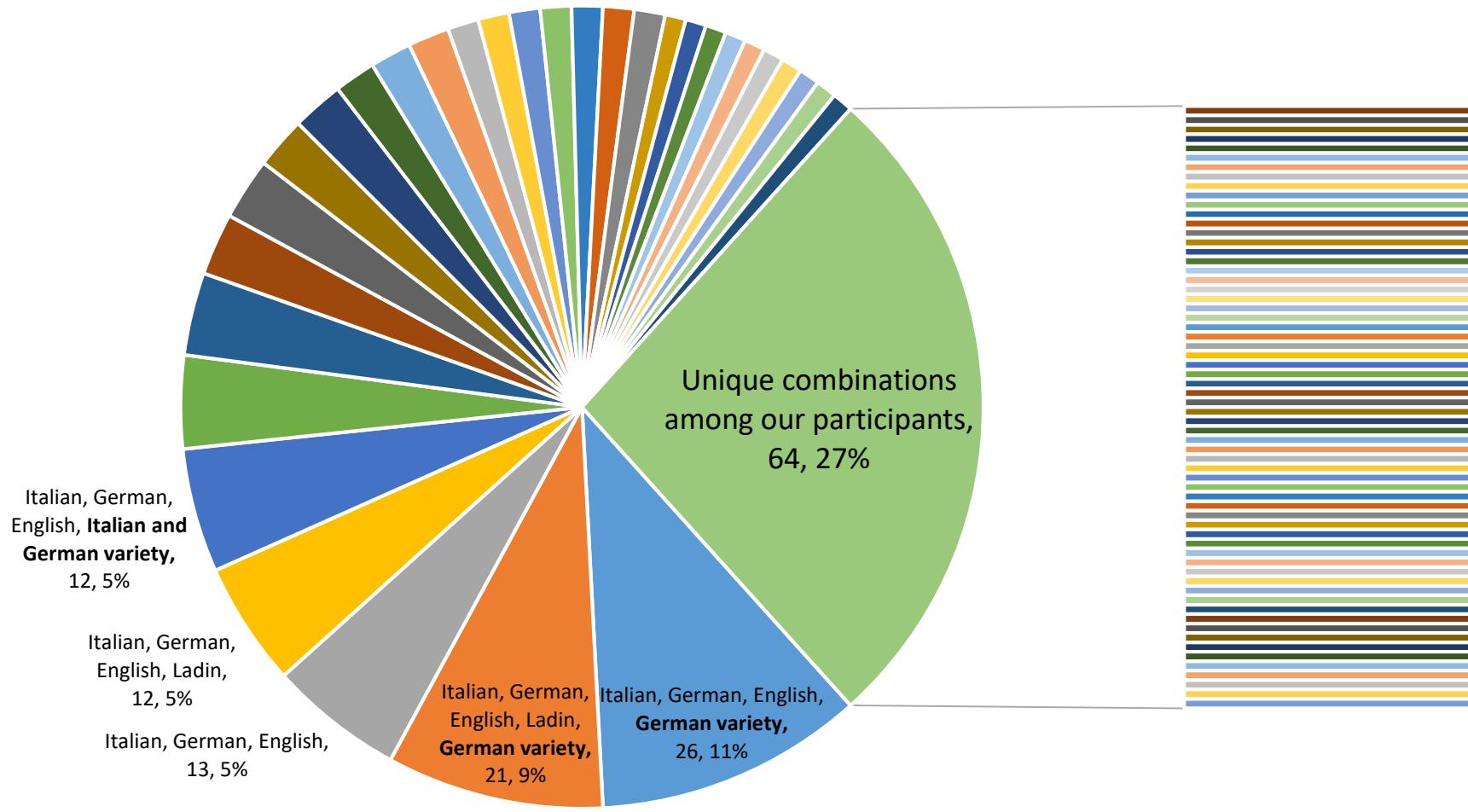
Number of languages in which the students state to possess competences



First results: Linguistic repertoires – named languages



First results: Linguistic repertoires including varieties



Favourite languages/varieties
German varieties: 14% of participants
Italian varieties: 9% of participants

Combinations of languages and varieties in which students state to possess language skills

First results: Language use

At school

C5. Quali lingue e dialetti utilizzi a scuola...



a. ...durante le lezioni?

Italiano

Tedesco

Inglese



b. ...durante le pause?

Italiano



c. ...nel cortile di scuola?

Italiano

During free time

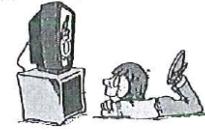
C7. Quali lingue e dialetti utilizzi nel tuo tempo libero...

Esempio



...mentre fai la spesa?

Dialetto sudtirolo, Italiano



b. ... quando guardi la televisione?

Inglese - italiano



a. ...in un'associazione (sport/musica)?

Tedesco - italiano



c. ...quando giochi con gli altri?

Italiano - Inglese - Tedesco

At home

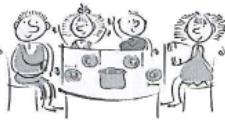
C6. Quali lingue e dialetti utilizzi a casa...

Esempio:



...quando canti sotto la doccia?

Inglese, Italiano, dialetto sudtirolo



a. ... quando ceni con la tua famiglia?

Italiano - dialetto Trentino



b. ... se litighi con qualcuno?

Italiano



c. ... quando auguri la buonanotte a qualcuno?

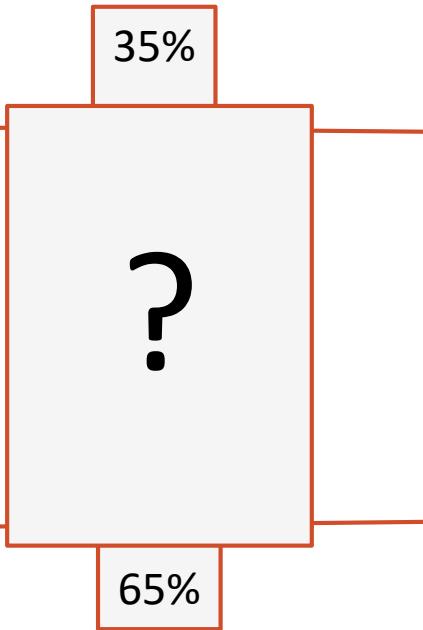
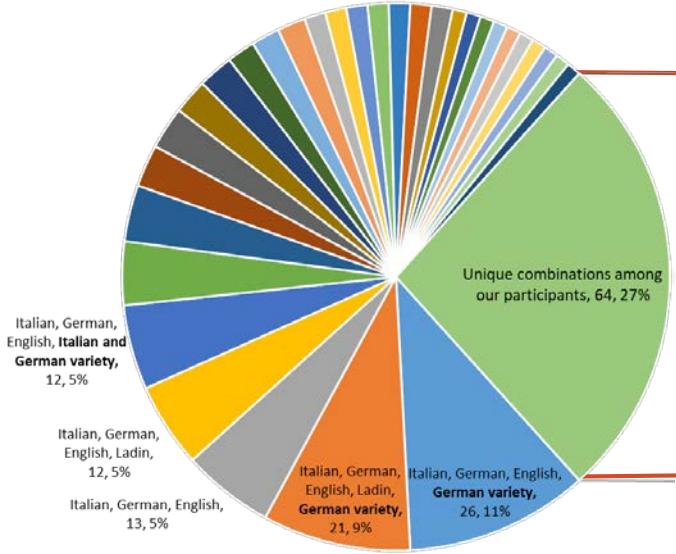
Italiano

Online

C8. Quali lingue, dialetti o gerghi utilizzi quando sei online?

Per queste attività e servizi...	...uso queste lingue, questi dialetti o gerghi:
a. SMS / Whatsapp	Albonese / Italiano
b. Social Network (Es. Facebook, Skype, Twitter...)	Albonese
c. Giochi	Albonese / Italiano
d. Motori di ricerca (Es. Google, Yahoo, Ecosia...)	Italiano / Albonese
e. E-Mail	Italiano
f. Informazioni, notizie	Italiano
g. Impostazioni del telefono	Italiano

First results: Linguistic Repertoires and language use



At school

C5. Quali lingue e dialetti utilizzati a scuola...

a. ... durante le lezioni? b. ... durante le pause? c. ... nel cortile di scuola?

Altoatesino - Tedesco - Italiano

At home

C6. Quali lingue e dialetti utilizzati a casa...

Esempio:

a. ... quando ceni con la tua famiglia? b. ... quando guardi la televisione?

Italiano - Altoatesino - Tedesco

c. ... quando sugiri la buonanotte a qualcuno?

Tedesco

During free time

C7. Quali lingue e dialetti utilizzati nel tuo tempo libero...

Esempio:

a. ... mentre fai lo sport? b. ... quando giochi con gli altri?

Tedesco - Altoatesino

c. ... in un'associazione (sport/musica)?

Italiano - Altoatesino - Tedesco

Online

C8. Quali lingue, dialetti o gerghi utilizzati quando sei online?

Per queste attività e servizi...	...uso queste lingue, questi dialetti o gerghi:
<input type="radio"/> a. SMS / WhatsApp	<i>Altoatesino / Italiano</i>
<input type="radio"/> b. Social Network (Ex. Facebook, Skype, Twitter...)	<i>Altoatesino</i>
<input type="radio"/> c. Giochi	<i>Altoatesino / Italiano</i>
<input type="radio"/> d. Motori di ricerca (Ex. Google, Yahoo, Ecosia...)	<i>Italiano / Altoatesino</i>
<input type="radio"/> e. E-Mail	<i>Italiano</i>
<input type="radio"/> f. Informazioni, notizie	<i>Italiano</i>
<input type="radio"/> g. Impostazioni del telefono	<i>Italiano</i>

Conclusions and Outlook

Linguistic repertoires composed of:

- Languages and varieties of daily communication
- Languages of the school curriculum
- Languages of global communication and cyberspace
- Languages and varieties of personal and/or affective relevance



Need for flexible tools and methodologies:

Quantitative static measures capture linguistic repertoires only partially

Next Steps:

- Analysis of the language village data
- Correlation between the results of the questionnaires and of the language village



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