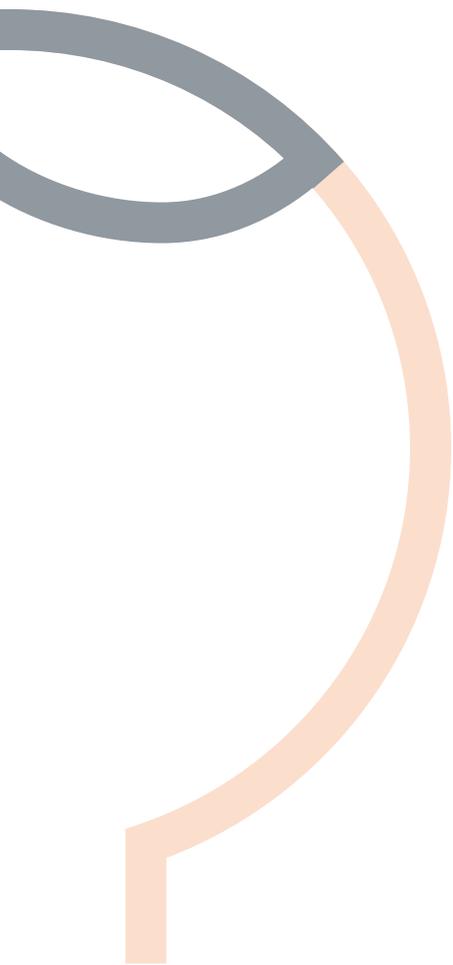


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## **RepertoirePlus**

Plurilingual Repertoires  
of South Tyrolean students:  
survey, description and usage in  
multilingual learning scenarios

Final project report 2020

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Final Project Report 2020

Institute for Applied Linguistics  
Eurac Research  
June 2020

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## IMPRINT

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# 1 Overview

## 1.1 SCOPE OF THE PROJECT

The project “Repertoire Plus” (August 2016 – December 2019) has been set up to study the linguistic repertoires of students aged 12 to 15 who attend lower and upper secondary schools in South Tyrol, Italy. The project included schools with German or Italian as language of instruction, as well as schools in the Ladin valleys. The research questions of the project were:

- How diverse are the linguistic repertoires of students in South Tyrol?
- What kind of plurilingual competences do they have?
- How do they use their “plus” of plurilingualism in interactive learning scenarios and how do they perceive this experience?

The answers to these questions are of central interest to the further development of multilingual didactics. By showing how to describe the scope and the usage of linguistic repertoires, “Repertoire Plus” can offer support to more effectively assess plurilingual competences and plan multilingual curricula and teaching.

## 1.2 PARTNERS AND FUNDING

The project “RepertoirePlus” was supported by all three boards of education of South Tyrol (Deutsche Bildungsdirektion, Direzione Istruzione e Formazione italiana and Intendēnza y Cultura ladina). Brigitta Busch (University of Vienna), Britta Hufeisen (Technical University of Darmstadt) and Marina Chini (†, University of Pavia) accompanied the project as scientific advisors.

The project was funded by the Autonomous Province of Bozen-Bolzano (Legge Provincia Autonoma di Bolzano 13 dicembre 2006, n. 14). The Stiftung Sūdtiroler Sparkasse - Fondazione Cassa di Risparmio di Bolzano provided additional funding for Verena Platzgummer’s PhD thesis within the project.

## 1.3 CONTEXT AND THEORETICAL BACKGROUND

In many multilingual regions such as the Autonomous Province of Bolzano, where students not only have skills in two or three local languages, but also in other linguistic varieties or other foreign or heritage languages, initiatives are being taken to make language learning more integrated. However, integrated language teaching, together with the development of multilingual school curricula based on it, does not yet effectively build on students’ individual plurilingual skills as it is difficult to detect and describe the entirety of their linguistic repertoire and its potential. For this reason, there is a need to make the full range of language skills, i.e. the whole linguistic repertoire, operational, but none of the available tools for assessing language skills (including the CEFR 2001 and the CEFR Companion Volume 2018) meet this objective. An alternative approach is provided by the Framework of Reference for Pluralistic Approaches (FREPA 2009, 2012), which offers theoretical descriptors for cross-linguistic skills and resources of plurilingual students, but which has not yet been empirically validated.

In the following section we want to offer an overview of the most relevant theoretical concepts that have formed the foundation of the “RepertoirePlus” project and its study parts:

### Linguistic repertoire

The linguistic repertoire is understood as a whole, which includes languages, dialects, styles, registers, codes; in short, all routines that characterise interaction in everyday life. In other words, it comprises all the linguistic means and resources that speakers can draw upon in specific interactions to convey (social) meaning (cf. Busch 2012).

### Multi-competence

Multi-competence is defined as the knowledge of more than one language in the same mind of one speaker, not simply the sum of two or more languages. It assumes that someone who knows two or more languages needs to be looked at in their own right rather than as a deficient monolingual. Multi-competence is thus not a model nor a theory so much as an overall perspective or framework: It changes the angle from which (second) language acquisition is viewed. It constitutes a ‘wholistic’ interpretation of plurilingualism as opposed to a monolingual ‘fractional’ interpretation (cf. Cook 2016).

### FREPA (2009, 2012)

The Framework for Pluralistic Approaches to Languages and Cultures (FREPA) is a reference tool to support the development of plurilingual and intercultural competence of learning at all education levels. It offers a systematic presentation of plurilingual and pluricultural competences and resources for knowledge (*savoir*), attitudes (*savoir-être*) and skills (*savoir-faire*). It provides teachers with support in the development, conceptualisation and evaluation of teaching materials and activities. The scientific foundation of FREPA offers teachers the security of designing their lessons in line with the latest research on multilingualism.

### CEFR Companion Volume (2018)

Building on the model of the Common European Framework of Reference for Languages (CEFR), the new reference tool of the CEFR Companion Volume wants to update and expand the core messages of CEFR by adding scales for new areas, and providing guidance with a rationale for each scale in order to encourage the promotion of mediation within and between languages and plurilingual/ pluricultural competence.

### Plurilingual competence

Plurilingual competence describes the ability to communicate in three or more languages, and includes language switching, codeswitching, language mediation and transfer. These cross-lingual activities form the bridge between the languages used. They can be taught and learned as skills and used as communicative strategies in multilingual situations (cf. Henning & Schlabach 2018).

### Assessing plurilingual competence

Plurilingual competence may be assessed building on settings specifically designed as multilingual scenarios and include **mediation** and **intercomprehension** activities as well as instances of **polyglot dialogue** (cf. Lenz & Berthele 2010):

- Mediation strategies can facilitate communication and understanding between persons who are unable to communicate successfully with each other directly. This does not necessarily include exact interpretation or translation as these are very specific examples of mediation.
- Polyglot dialogue involves the use of two or more different languages/varieties in oral interpersonal exchange in production and/or reception. Most often participants use one of their best-mastered languages productively and are capable of understanding the languages used by their interlocutors.
- Intercomprehension strategies allow learners to access (written) texts in languages they have not expressly learned but which are related to languages already present in their plurilingual repertoires.

### Language Village

Based on an idea in second and foreign language didactics, the principle of the Language Village method is to create authentic speaking situations by simulating everyday situations and tasks in which communication in one or more languages is necessary. Originally conceived as a summative test method, the Language Village can also be used as a teaching method to create a space for learners in which functional-communicative and situational language use can be practiced and further developed. Today, Language Villages are also used in integrated language didactics and for promoting plurilingual competences.

# 2

## 2 Research design

### 2.1 OBJECTIVES

The “RepertoirePlus” project focuses on assessing and operationalising individual linguistic repertoires and looks at how they are used in multilingual interaction. On the one hand, we research and explain the scope of linguistic repertoires of South Tyrolean students and examine how they activate and use their repertoires in interactive multilingual learning scenarios in the context of a “Language Village”. On the other hand, we investigate to what degree the students are aware of and reflect on their repertoires and the ways of applying them in multilingual situations. We want to develop and evaluate appropriate tools for researching linguistic repertoires and find out how to promote awareness for their strategic use in multilingual didactics.

### 2.2 SAMPLE AND METHODOLOGY

As shown in Fig. 1, the study on “RepertoirePlus” comprised three survey phases with the following contents and participants: a questionnaire survey on the language repertoires of a total of 240 pupils (cf. Zanasi & Platzgummer 2018; Zanasi, Platzgummer & Engel, 2020) and an experimental observation in the context of a “Language Village” with a total of 128 pupils (cf. Engel, Barrett, Platzgummer & Zanasi 2020), followed by focus group interviews (cf. Fig. 1).

For the questionnaire survey, the participants came from 7th and 9th grade classes of South Tyrolean schools with German or Italian as the language of instruction or schools in the Ladin valleys. These are lower secondary schools (“middle schools”) and upper secondary schools (“high schools”). The schools were selected together with the project partners at the three South Tyrolean education departments. The criteria used were school type, school language(s), location and willingness to participate in a multilingualism study. A total of seven schools were selected (four lower secondary schools, one of which was privately funded, and three upper secondary schools), with the questionnaire study then being carried out in two classes of each school, and the Language Village and focus group interviews for one of the two.

The data collected has been treated with respect for privacy and in accordance with the terms of the European Data Protection Regulation (No. 2016/679 GDPR) and national legislation.

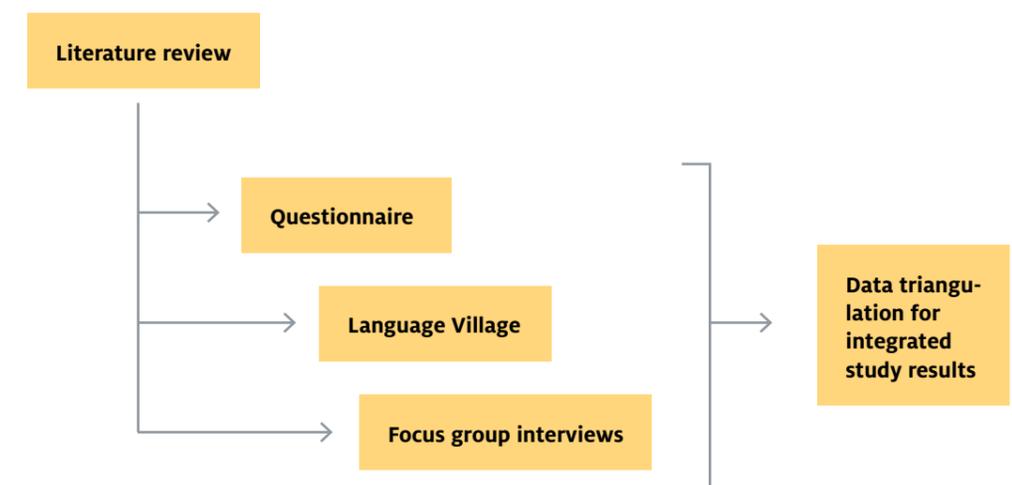


Fig. 1 RepertoirePlus study design

## 2.3 DESCRIBING LINGUISTIC REPERTOIRES: Questionnaire survey (Spring 2017)

In the course of the pre-study research and conceptual work, we developed a questionnaire for the survey of students' linguistic repertoires and plurilingual competences. 240 students completed this questionnaire in the paper-and-pencil method in either German or Italian according to their own choice. The 47-item tool included creative elements (e.g. a template for designing your own language portraits), closed, semi-open and open questions and was divided into five sections, which are briefly outlined as follows (cf. Fig. 2):

**Part A - Language portrait and biography:** In this section, pupils prepare their language portrait and indicate which languages and dialects have played a role or are playing (or will play) a role now or in the future.

**Part B - Self-evaluation of language skills:** After an assessment of competences in all the languages and dialects relevant to them, students also give information on the frequency of use of certain languages, their more or less preferred languages and experience in language learning.

**Part C - Language use in everyday life:** This section deals with representations of receptive and productive multilingualism in everyday situations. Students indicate which languages and dialects they hear and see at home, at school and in their environment, in order to then also

present which languages and dialects they use when communicating with different (groups of) people and in different situational contexts, including the digital realm.

**Part D - Managing multilingual situations:** In this section the students first give information about the meaning and general benefits of their multilingualism, before assessing how they would use their multilingual skills in certain predetermined everyday situations.

**Part E - Personal meta-data:** At the end of the questionnaire the metadata of the students are collected, including previous educational background and languages that they would like to learn in the future.

The questionnaires were first digitalised in order to prepare them for analysis. Then, a distinction was made between parts of the questionnaire to be analysed quantitatively with SPSS, and between parts to be analysed qualitatively via a content analysis (Mayring 2003) with the aid of the program ATLAS.ti. For quantitative analyses, we created an Excel matrix in which we inserted the students' responses and which we then converted to SPSS. For the qualitative content analysis, we inductively coded 10% of the questionnaires and then applied a refined coding system to all questionnaires. While we mainly coded deductively in this phase, some inductive codes were still assigned. The results of quantitative and qualitative analyses were then considered in conjunction.

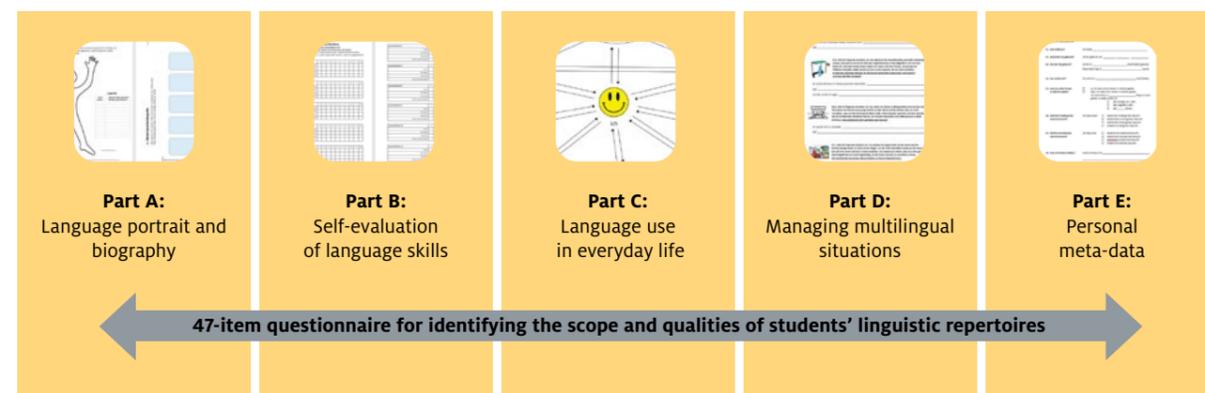


Fig. 2 Overview of the questionnaire parts

## 2.4 ACTIVATING LINGUISTIC REPERTOIRES: Language Village survey (Spring 2018)

Based on the principles of plurilingual assessment (cf. Lenz & Berthele 2010), we chose a setting with five stations (cf. Fig. 3), which provided the following orientations in tasks and materials: (a) Intercomprehension (receptive; written): solve a task with the help of texts in different languages, (b) Mediation I (productive; written-written): make a reasoned choice and make a recommendation based on a description of different offers, (c) Polyglot Dialogue I (receptive; oral-written-oral): after listening to a multilingual conversation, record the contents and reflect on them; (d) Mediation II (productive; oral): actively participate in a multilingual conversation situation and contribute to a problem solution, and (e) Polyglot Dialogue II (receptive; oral): actively participate in a multilingual conversation situation in an understanding way.

### a) Origami

At this station a manual task is to be solved with the help of texts in different languages. For this purpose, instructions for folding an origami fox are selected and made available in five languages: two from the Germanic language family (Dutch, Swedish) and three from the Romance language family (French, Romanian, Spanish).

### b) Freetime

At this station, the students should imagine that soon an exchange class from France will come to their school

and they should send them an e-mail with suggestions for two or three leisure activities that they can do together on certain dates. For this purpose, there are about twenty leisure activities to choose from on a notice board, each of which will take place in South Tyrol in the next two weeks. Some of these advertisements are in German, some in Italian, some in Ladin and some in English.

### c) Polyglot Game

The theme for this station is the "Polyglot Game", a language twister game presented in a three-minute advertising video by Babbel.com. The students watch the video twice and firstly note down their impressions in individual work on the prepared protocol sheet. After the creation of a poster and presentation of the results and the clarification of possible open questions, a game round with the (recreated) "Language Twister" follows, and a discussion on the topic "Should there be more games in language teaching?" in different languages (and dialects) take place.

### d) Lost and Found

This station follows the logic of a lost property office in an amusement park abroad: the students actively participate in a multilingual discussion situation and are asked to actively contribute to a problem solution. They explain to the person in charge at the counter that they have lost a group member. The lady at the counter is very helpful, speaks French and a little bit of English, and is also happy to explain the form in which the

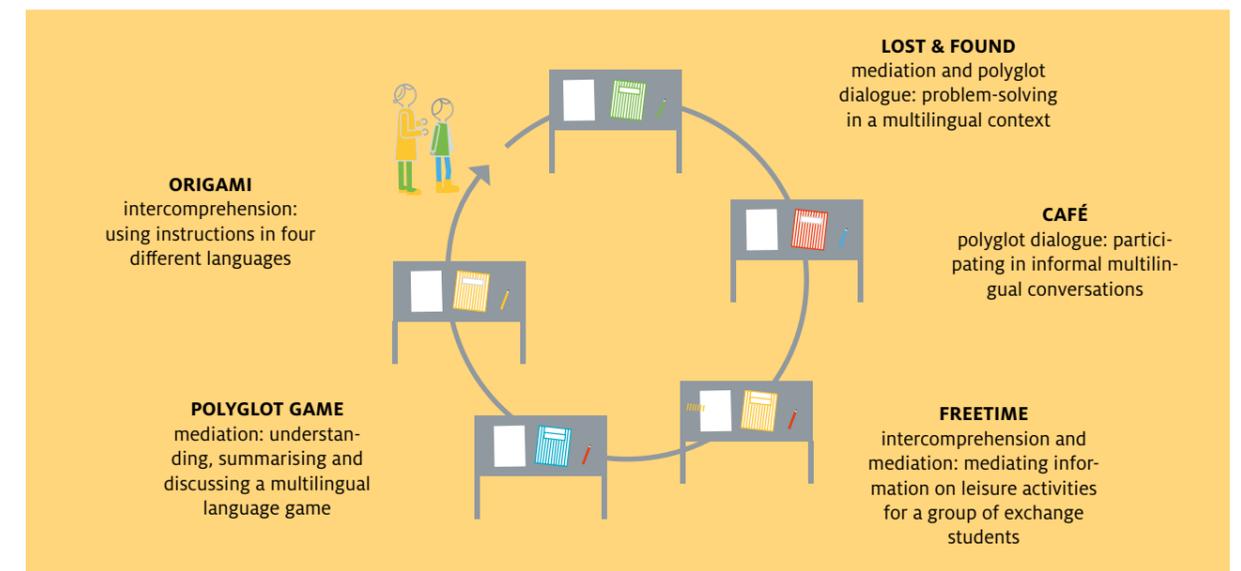


Fig. 3 Outline of the Language Village stations

group should now fill in the relevant information. The students are also asked to help another customer who speaks only Albanian. When all the information has been gathered and entered into the forms, the students and the employee record a multilingual announcement about the missing persons, which can then be played on loudspeakers.

#### e) Café

For this station, the students are asked to imagine themselves currently being in Vladivostok. They receive vouchers from a student in the shopping street for the newly opened café “Trefiloff”. They join another guest at a table, who helps with orientation in the Russian menu in her first language which is Arabic. When the orders have been taken and all dietary requests have been communicated, small talk between travellers and the other tourist follows. The waitress is also happy to provide information about the city while waiting for the food.

The activity of the Language Village took place in the period 22 February - 19 March 2018 at Eurac Research and involved 128 students (always the linguistically more diverse class of the two selected ones of each school for the first survey phase). The data collected during the research activity were audio and video recorded. Regarding the audiovisual equipment, two recorders (one integrated in the camera and one on the table) and a fixed camera were used for each of the five stations in the village. The equipment was provided by the “Amt für Film und Medien”. The data were transferred to the Eurac Research server, for a total of 185 videos (about 50 hours of footage).

## 2.5 REFLECTING ON LINGUISTIC

### REPERTOIRES:

#### Focus group interviews (Spring 2018)

Upon concluding the language village activities, we invited all participants to take part in a follow-up survey in the format of a focus group discussion. The interviews were set up in order to enable the students to reflect on their participation in the “RepertoirePlus” study and on their Language Village experience and followed a fixed structure (cf. Fig. 4).

Starting from a personal re-evaluation of their own language portraits they had designed one year ago, the students were asked to reflect on its timeliness and were invited to make any changes at the portrait they deemed necessary. This was followed by a semi-structured discussion of the language village where we asked not only for a general impression but also for a recount of each station and their evaluation of the communicative and collaborative tasks, perceived level of difficulty, and which linguistic resources and strategies they appeared to have needed and used during the stations. At the end of the interviews, we invited the student groups to discuss future and important aspects about linguistic diversity and plurilingualism in order to enable a free exchange of ideas and also get new inspirations for future projects.

The students stayed in the same groups as they had been in the Language Village tasks and also the interviewers were the same as in the station the individual groups had started at. Everyone was free to use their language(s) and dialect(s) of choice, also switching and language-mixing was allowed. The discussions were also audio and video recorded and were planned for a duration of 45 minutes. The interviewers used flashcards for structuring the interviews all in the same way and acted as moderators to make sure all students had enough opportunities in joining the discussion.



Fig. 4 Topics of the focus group discussion



### 3 Results

#### 3.1 DESCRIBING THE SCOPE OF LINGUISTIC REPERTOIRES

The analysis of the questionnaires shows, not surprisingly, that all the students who completed the survey (n=240) are plurilingual, and declared to speak at least the three languages Italian, German and English. However, more than two thirds of the students (69%) actually speak more than those three languages: 44% declare to speak four languages, 14% five languages and 10% speak six, seven, eight or ten languages (cf. Fig. 5). Of these additional languages, Ladin is mentioned most frequently: 79 students, i.e. a third of the sample, declared to be able to speak Ladin to some degree. This is particularly interesting as Ladin was mentioned also by students attending schools with German or with Italian as a language of instruction (eleven and two students respectively). Other languages mentioned frequently include ones that are taught at South Tyrolean schools, but also frequent family languages: Latin (57 students), Spanish (42), French (34), Albanian (9) and Russian (7). Other languages occurred with a lower frequency, but included a considerable variety of languages: Arabic, Chinese, Croatian, Greek, Japanese, Portuguese (three students each); Czech, Polish, Romanian, Sardinian (two students each); and Dutch, Friulian, Hungarian, Istriot, Norwegian, Punjabi, Slovene and Urdu (one student each). In total, 29 different languages were thus mentioned by students when they self-assessed their language skills.

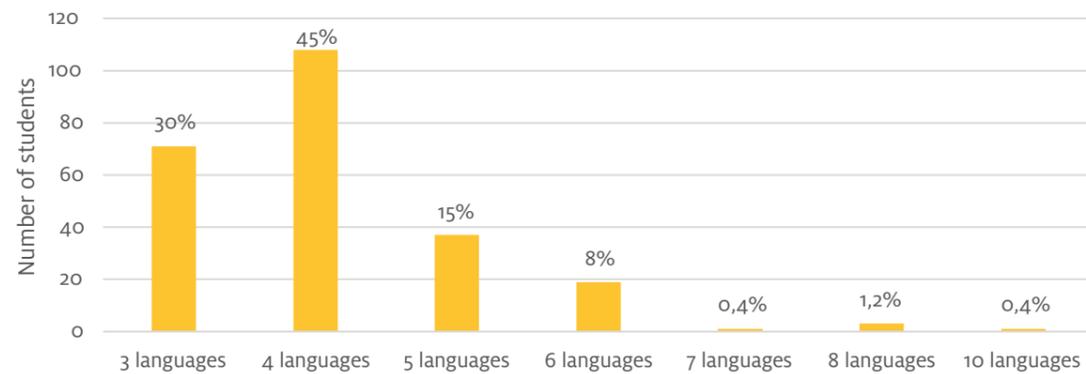


Fig. 5: Number of students per number of self-assessed languages

Fig. 6 gives more insight into the combinations of languages that students declared to be able to speak. The most frequent combination was that of Italian, German and English (30%), followed by combinations of those three languages with Ladin (16%), with Latin (14%) and with Spanish (8%). What is remarkable here is that the rest of the students (32%, i.e. about a third) declared combinations of languages that they shared with less than 10 other students in the sample – 30 students (12%) declared combinations of languages that were unique for the sample. This means that the linguistic repertoires of the students in our sample were very diverse, and while it is safe to assume that a secondary school student in South Tyrol will possess language skills in at least three languages, there is considerable diversity beyond that.

This picture becomes even more complex if we also take language varieties into consideration. This includes specific dialects or language mixes that students considered relevant for their self-assessments. In total, 32 different varieties occurred in the students' self-assessments. Most of these varieties can be considered as linked to German standard languages (e.g. Bavarian, Swiss German, Viennese, Sarntal dialect), or to the Italian standard language (e.g. Calabrese, Romano, Trentino, Siciliano). Other varieties cannot easily be assigned to one or the other standard language, notably Bronzoloetto and Laivesotto (cf. Tartarotti 2010). Varieties of Ladin, English, and Albanian were also included.

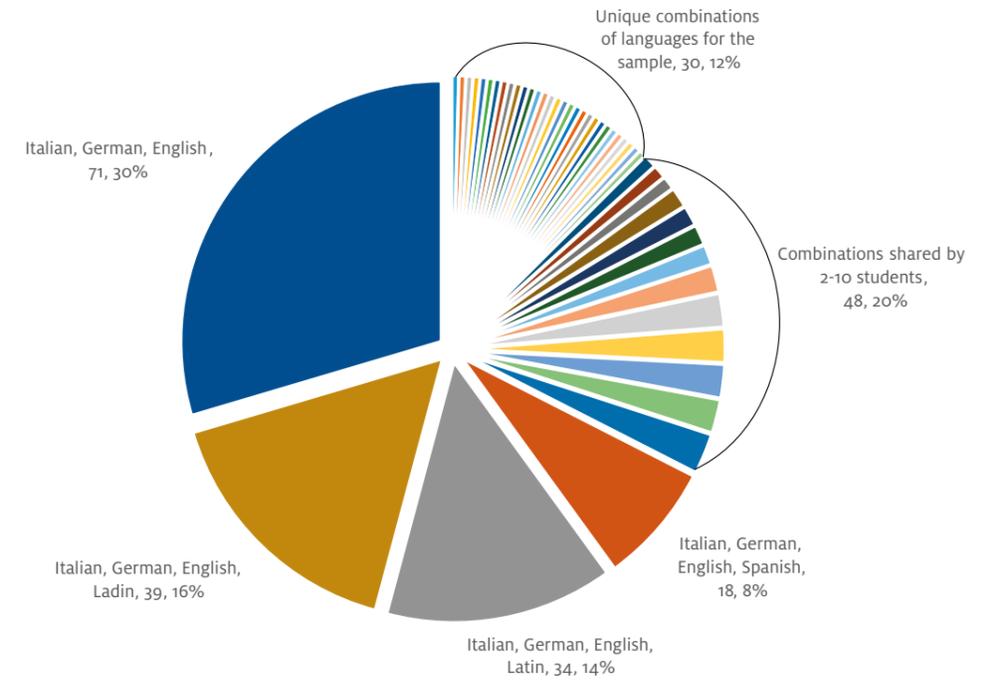


Fig. 6: Frequency of combinations of languages self-assessed by students

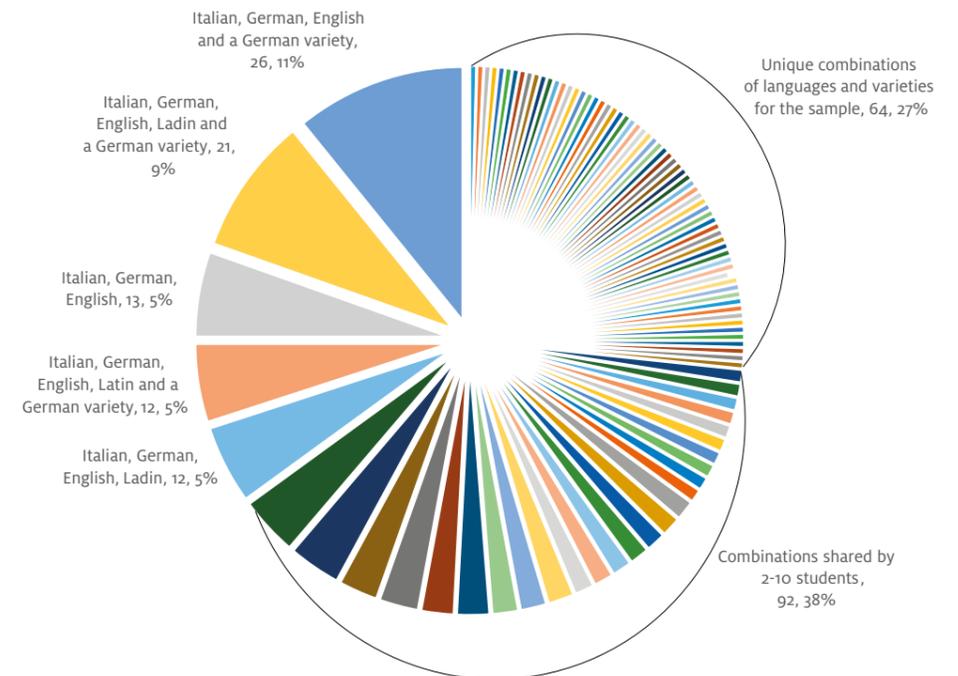


Fig. 7: Combinations of languages and varieties self-assessed by students

Fig. 7 then represents the combinations of languages and varieties in which students stated to possess competences, not differentiating however between specific varieties (e.g. Veneto and Siciliano), but only differentiating between different groups of varieties (e.g. Italian, German, Ladin varieties). The most frequent combination, shared by 26 students (11%) is now German, Italian, English, and German variety. Further combinations shared by more than ten students are listed in the figure. The combinations shared by less than ten students amount to a total of 156 students when varieties are taken into account – this corresponds to almost two thirds of the sample. For 64 of these students (over a quarter of the sample), these are unique combinations. The picture, once more, is one of very diverse linguistic repertoires.

The questionnaire not only provided insights into the languages and varieties in which students declared to possess language skills, but also on their language use in different contexts of their lives. We grouped these contexts into their lives at school, at home and during leisure time.

At school, students tend to use the languages taught at their respective schools. Expectedly, local varieties of German are an exception: they are used at school by 101 students of the sample (42%), including 16 students at schools in the Ladin valleys and three students at schools with Italian as a language of instruction. Italian varieties, on the other hand, are only used at school by four students of the sample. Exceptions in terms of other languages used at school are rare: Albanian was mentioned by three students and Hungarian by one student, but both languages are used only ever during breaks and on the schoolyard, but not during lessons.

At home, the vast majority of students (194, i.e. 81%) uses more than one language, the largest proportion of which (117 students, i.e. 49%) uses two languages at home. Of these students, 81 (i.e. 34% of the total sample) uses some combination of Italian and German standard language and/or varieties at home. Other students use between three and five languages at home, in different combinations.

During their leisure time, an even greater proportion of students (226, i.e. 94%) uses more than one language. In this context, the majority of students (115, i.e. 48%) uses three different languages. Other students use two, four, or five languages in their free time, and few students between six and eight languages. The most frequent combination in this context is once again German, Italian and English (92, i.e. 38%), for some this includes also a German variety. Many students state to also use languages they learn at school (French, Spanish, and Russian) or family languages (e.g. Albanian, Polish, Romanian) in different contexts of their leisure time.

Results from the questionnaire also give insights into how the students feel about their own multilingualism and into how they (would) deal with certain obstacles, challenges and peculiarities in self-reported or hypothetical situations. All in all, the picture is very varied but also positive: the vast majority of respondents deal with their multilingualism in a self-confident and proactive way. They associate positive experiences with the learning and use of languages and are convinced that their multilingual competences will continue to be important and useful in the future and in many personal, social and professional situations.

### 3.2 ACTIVATING LINGUISTIC REPERTOIRES IN THE LANGUAGE VILLAGE

A comprehensive analysis of the data collected has been made for all 32 student groups involved. This analysis was intended to offer a starting point for an overall assessment of the performance of the observed groups, based on common indicators. Apart from a summary of the results of the station, the global description and open analysis of all stations included an overview of all languages and varieties used during the activity (type of interaction, use of oral and written skills, direction of communication flow, languages used). We also created an overview of the most striking phases during each station activity, with respect to the use of individual linguistic resources and language use strategies.

With regard to the students enrolled in the lower secondary schools, there were 19 groups of students that took part in the Language Village. For 12 of them, the station leaders reported a completely positive feedback on all 5 stations of the Language Village. In these cases, the students were participative, collaborative with the station leaders and committed to the tasks. For 6 groups, the evaluators reported mixed feedback, with one or sometimes two stations where the students seemed not very involved in the task. Finally, there are 2 groups whose assessment indicates low participation due to student shyness or, in one case, a lack of interest in the station theme. Regarding the upper secondary students, the sample consisted of 13 groups. For 9 of them the station leaders reported positive feedback for all stations in the Language Village, while for three groups the feedback is mixed. In the majority of cases and unlike in the lower secondary schools, the station leaders noticed a remarkable speed in students' understanding of the tasks and carrying them out.

At the "Origami" station, students usually used the main language of the station leader, either German or Italian, and among themselves also the other "second" language, German dialect and some Ladin (upper secondary schools). Often, linguistic reflection on similarities



between different Romance and Germanic languages occurred, and, especially in the upper secondary schools, further language resources in Romanian, French and Spanish were actively used by the students.

At the "Freetime" station, English was the most frequently used language for all student groups. Participants of the lower secondary schools used also very often German dialect, Italian and German, students of Ladin schools also sometimes Ladin. Upper secondary school students used mainly Italian, German and German dialect in a rather balanced way, but no Ladin. The prevailing mode of communication was the written mode (reading and writing) as the type of task forced the students to collaborate at reading and choosing adverts and involved them in writing an e-mail.

At the "Polyglot Game" station, the main language for communication was the one used by the station leaders – German or Italian – followed by a use of the respective other language, and of English and German dialect in a balanced manner. Ladin was also used, but only by lower secondary school students. The language twister game included a "joker language" which could be chosen freely and this motivated students to show also other linguistic resources of their repertoires such as Hungarian, Russian, Spanish, French and Portuguese (lower second-

ary schools) and Korean, Moldavian, Norwegian, Polish, French and Russian (upper secondary schools).

At the "Lost and Found" station, lower secondary school students preferred English during their interaction with the station leader, with French also being used rather often and also Albanian coming in with two groups. Among themselves, students communicated mainly in Italian, German dialect or German. Upper secondary school students mainly used English and Italian for direct communication, followed by French and German dialect. Italian often served as a bridging language for French, while many students also tried to include French terms and phrases in the interaction. Communication was balanced between oral and written parts, and the station was very much appreciated by all groups. At the "Café" station, all students used the main school languages: German, Italian and English, but no German dialect or Ladin. Some students tried to repeat or even independently use some Arabic and Russian words they picked up in the interaction with the station leaders, and the majority of students used a lot of nonverbal language (gestures). The station was also very much appreciated and seen as the most challenging one of the language village.

To sum up, we could observe a very frequent use of the two main languages of instruction (German and Italian) at all stations. German dialect was also used quite often but never at the “Café” station which might be a result of its “international” character, as students might have refrained from using a local dialect when interacting in this clearly non-local context. English was also frequently used – that is, it occurred at all stations except at “Origami” where the focus was on an intercomprehension task without any English material. All three main school languages were used with ease and in a rather balanced way by all student groups. Lower secondary school students showed a higher tendency of also using Ladin in their interactions than upper secondary school students (two stations vs. one station). In many groups, French, Arabic, Russian and Spanish were used when the stations explicitly included an additional focus on further linguistic resources, lower secondary school students also used Albanian, Hungarian and Portuguese, upper secondary school students included also Korean, Moldavian, Norwegian, Polish and Romanian. These “extra” languages correspond also with some (not all) of the linguistic competences that students indicated in their questionnaires, a subsequent triangulation will also show further details of this aspect.

### 3.3 BRINGING EVERYTHING TOGETHER: A TRIANGULATION CASE STUDY

The aim of our study was to describe students’ linguistic repertoires in the most comprehensive and holistic way. In order to be able to capture as many dimensions of the repertoire as possible, we chose to conduct a triangulation analysis using all data available from the

three parts of the study: the questionnaire, the Language Village and the focus group discussion. We proceeded in a qualitative manner and focused on a case study. The objective was to observe the linguistic behaviour of a selected group of students in order to identify when and how their plurilingual repertoires are activated and what strategies for their use could be observed. Within the selected group of students, we focused on a detailed analysis of two students, whom we will call Max and Carlo. They attended one of the lower secondary school classes and were very remarkable in many aspects during the whole study. The students’ reflection of the Language Village Tasks represented a starting point for our analysis, as these offered much insight as to which stations were the most challenging and the most meaningful to them. Their recounts of the stations were also used to determine the main aspects to be analysed and compared to the students’ language profiles already collected in the questionnaire survey and focus group interviews. Thus, we chose the “Lost and Found” and “Café” stations for an in-depth analysis (cf. Fig. 8). We transcribed the audio-visual recordings of the tasks with ELAN, a software for linguistic analysis useful for identifying and ordering the densest passages in multilingual communication. We subsequently conducted a detailed analysis of the processed multimodal data in order to understand the dynamics of the group in a specific situational context, dynamics that can often not be observed from a mere linguistic analysis of the transcriptions (e.g. body language, deixis, use of space), and especially concerning the two students. Finally, the evaluation of plurilingual skills has been taken into account in the analysis, a process that represents an exploratory aspect of the research, as the evalua-

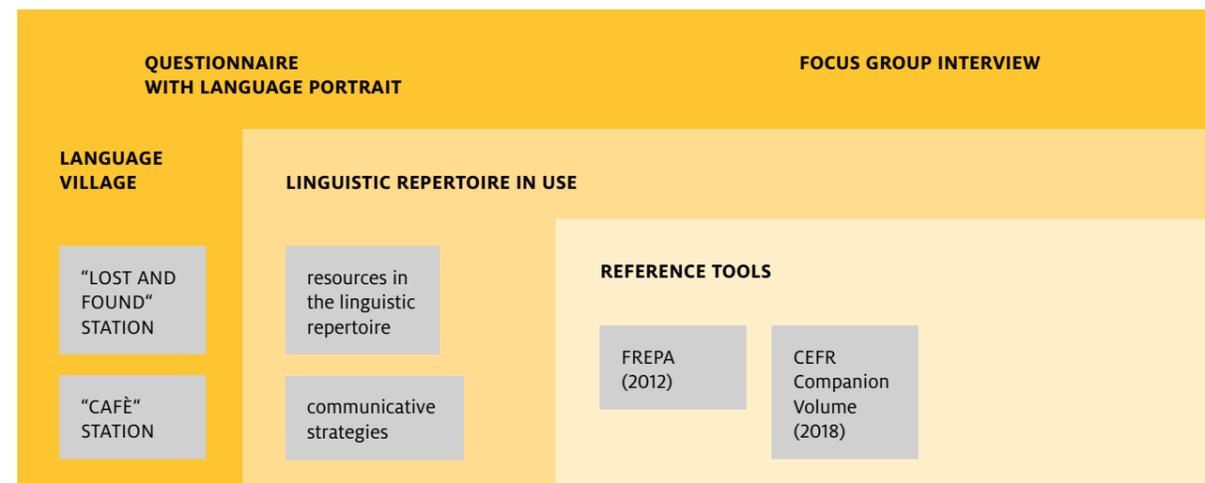


Fig. 8 Methodological flowchart for the case study analysis

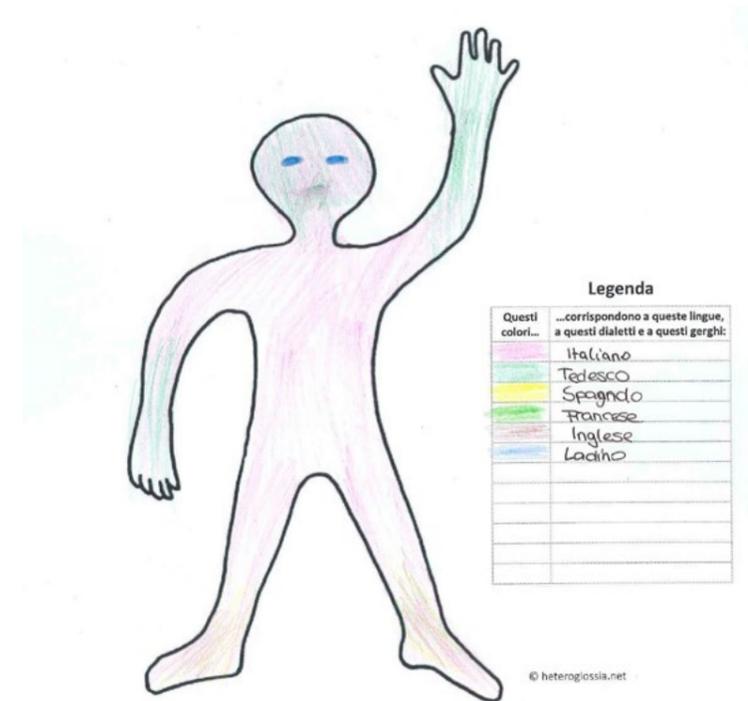


Fig. 9 Max’ language portrait, modified during the Focus Group interview

tion of plurilingualism is a current and much-debated topic in the scientific discourse. Max and Carlo were observed in their communication interactions in the Language Village (“Lost and Found” and “Café” station). Our analyses have been compared with related descriptors of FREPA (2012) and CEFR Companion Volume (2018). The latter builds on the theoretical structure of several frameworks, one of them being FREPA, but is a more practice-oriented tool providing an assessment with new scales consisting of descriptors specifically aimed at plurilingualism and mediation. The way Max and Carlo make use of their repertoires led us to select two scales of plurilingual competence (i.e. building on plurilingual repertoire, plurilingual comprehension) and seven scales of mediation (i.e. facilitating collaborative interaction with peers, managing interactions, acting as intermediary in informal situations, facilitating communication in delicate situations and disagreements, linking to previous knowledge, adapting languages, breaking down complicated information) and to assign the level to the students’ linguistic behaviour according to the corresponding descriptor. The following section provides an overview of first results.

#### Case study

As described in the previous section, a triangulation of the data source was carried out, highlighting how stu-

dents’ uses of their language repertoires are consistent or how they differ in different analysis contexts. In this chapter we focus on the methodological triangulation, and we will first consider the two case studies separately. For each one of them, we will discuss the language portrait, the focus group interview, and the two Language Village stations we investigated, always integrating insights from the other data sources. We will then conclude our analysis with a synthetic and comparative description of the profiles of the two students.

#### Case study 1: Max

The case of Max represents a very interesting biographical experience of a plurilingual speaker as well as a remarkable example about the complexity of individual repertoires. While observing the portrait (cf. Fig. 9), it is possible to immediately perceive a very wide and fluid representation of his linguistic repertoire in line with the languages listed in the questionnaire (Italian, German, English, French, Ladin, Spanish). Veneto dialect and South Tyrolean, which he indicated as part of his repertoire in the questionnaire, have not been included in the portrait. The body is entirely coloured in red referring to the Italian language, whereas the light blue at the level of the arms and head denotes German. These two are in fact his main languages, the ones that accompany him from his childhood as he states in the questionnaire and

to which he assigns the same self-evaluation. Even if each colour could be associated with different connotations according to the individual experiences (cf. Busch 2018), it is possible to explain the red of Italian with the general assumption of the red as an “emotional” colour, usually linked with emotions and feelings. In the questionnaire, Max states that Italian is his preferred and strongest language and he associates it with his relatives (with whom he sometimes uses Venetian dialect too). On the legs and feet, he represents Spanish and French. Both are languages studied at school that he really wishes to improve in the future: the legs might serve as a metaphor to express that he “will walk” with these languages in the future. Moreover, it is worth to note that during the “Lost and Found” task, where French is the language spoken by the station leader, Max makes extra effort to use it in order to solve the task. Even if in the self-assessment he considers French as his weakest language, he tries to adapt to his interlocutor despite the difficulties, sometimes using the language creatively, coining new unusual words (“L'est spari”), clearly showing a high motivation.

After this brief description of the portrait, Max' statements in the focus group interview provide further interesting points of discussion. Like many other students, Max states that he does not remember why he depicted his repertoire in that way when he completed the questionnaire, but he asks to change something. He adds blue eyes for Ladin and tells the interviewer that he is not good at listening, but he can read and understand almost everything (this might be the reason why he chooses to represent Ladin as eyes). Moreover, the focus group interview also provides an explanation for the missing dialects in the portrait: “Ich bin lieber Hochsprache. Ich versteh nicht so viel Dialekt. Ich vertraue mir besser auf die Hochsprache”. During the Language Village task, Max immediately caught our attention because of his marked proactivity and his strong involvement in the tasks. It is possible to outline a profile of a student who is very extrovert, passionate, participative and collaborative with his group members. The activation of his linguistic repertoire certainly depends on a number of factors, from the languages of the stations to the perception of the task and obviously to his character traits. For example, in the station “Lost and Found”, Max is the core of the group, the one who experiments with different ways to communicate even in languages unknown to him like Albanian or Russian. He uses all his linguistic resources to participate in the conversation and when he cannot express himself, he uses body language. In the interview, he states that he resorts to gestures “too much”, and in fact gestures are very much recurrent in his performances. In addition, when faced with languages new to him, he sometimes repeats terms that he infers from the context

or from their similarity with other languages of his repertoire. For instance, in the interview he still remembers the Russian word “Limonyi”, which is actually repeated several times during the “Café” station. Concerning this point, Max as well as other students, seems not to be surprised about their plurilingual practices during the two stations that were perceived as the most challenging and in which some languages had not been part of their repertoire at all.

His great interest and involvement in the task can also be found in the curiosity he shows when he asks his interlocutors for more information about their country of origin (e.g. about the weather in Russia). This is an important aspect in plurilingual descriptors in the FREPA as well as in the CEFR Companion Volume (= CEFR-CV; 2018), which underline the importance of curiosity to build the plurilingual repertoire. For instance, Max uses the word “portefuelle” after hearing the station leader say “portefeuille”. It can be assumed that he compares the new word with similar ones in his repertoire. This can be tied to the following descriptors in the CEFR-CV and the FREPA:

- CEFR-CV: Can use a simple word meaning something similar to the concept he/she wants to convey and invites “correction”. Can foreignise a mother tongue word and ask for confirmation (Production strategy for compensating, B1); Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say (Production strategy for compensating, A2);
- FREPA: Being sensitive both to differences and to similarities between different languages (A-2.4).

Furthermore, Alex reads a specific term in French and compares it to the corresponding form in English: “ok, é un bambino o un ragazzo? Allora è un enfant” – displaying a practice that relates to the following descriptors:

- CEFR-CV: Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (Plurilingual comprehension, B1);
- FREPA: Can use knowledge and skills already mastered in one language in activities of comprehension or production in another language (S-5).

And by using the phrase “Il est spari” he shows further flexibility in his linguistic resources by adapting to the situation:

- CEFR-CV: Can exploit creatively his/her limited repertoire in different languages in his/her plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation (Building on plurilingual repertoire, B1);
- FREPA: Can carry out transfers of (semantic) content, can recognise core meanings within correspondences of meaning (S-5.3.3).

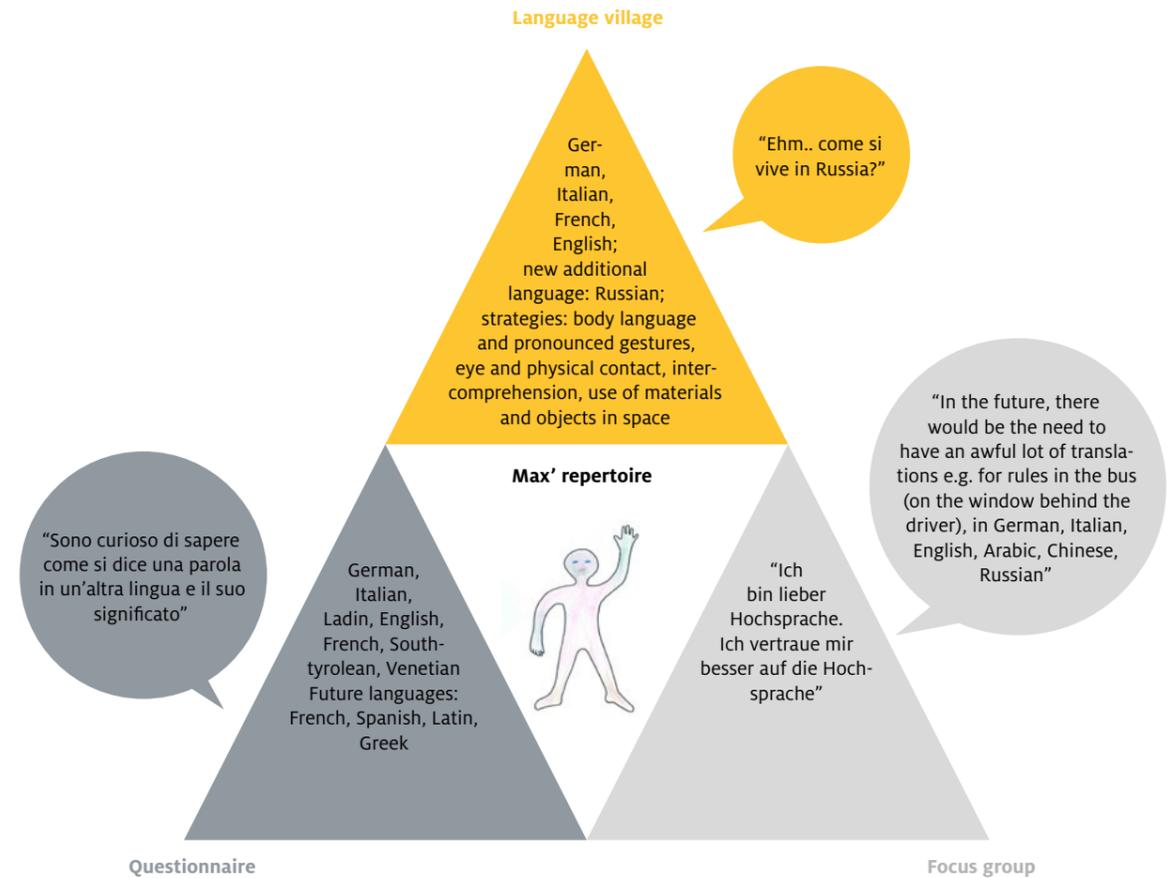


Fig. 10 Triangulation of Max' linguistic repertoire

Fig. 10 gives a visual overview of our triangulation analysis and shows all the main data sources we combined for this case study in order to arrive at a comprehensive account of the student's repertoire.

#### Case study 2: Carlo

Carlo has an extensive linguistic repertoire that includes three widely spoken standard languages (Italian, German, English), one minority language (Ladin) and two varieties (German dialect of South Tyrol and Venetian dialect). According to the information Carlo provided in the questionnaire, the repertoire seems to have developed particularly since the primary school years with the introduction of the foreign language. The visual representation of his language portrait (cf. Fig. 11) highlights the fluidity and continuity between the languages of the repertoire.

Carlo uses very similar colours without clearly separating them. It is interesting to note that related language

es such as standard German and German dialect are represented by two shades of the same colour. The same is true for the Italian dialectal variety (Veneto) and the Ladin (Friulian variety). The visual impression is also confirmed by the data collected during the focus group: the student himself claims to have difficulty in colouring the different parts of the body because “all languages have an effect on the whole body”. Carlo also says that by “languages” he means both standard codes and varieties. Regarding the position of languages in the body, we observed that while English, Ladin and Venetian dialect are limited to single spots in the silhouette, Italian, German and German dialect are each localised in two different parts. Ladin is placed in the head and during the focus group interview the student motivated his choice by stating that he often thinks in this language. He also added Italian and German to the head of his portrait. In addition, Carlo stated that he put Italian and English in his hands, because he often uses gestures when he speaks these languages. This last statement is also confirmed

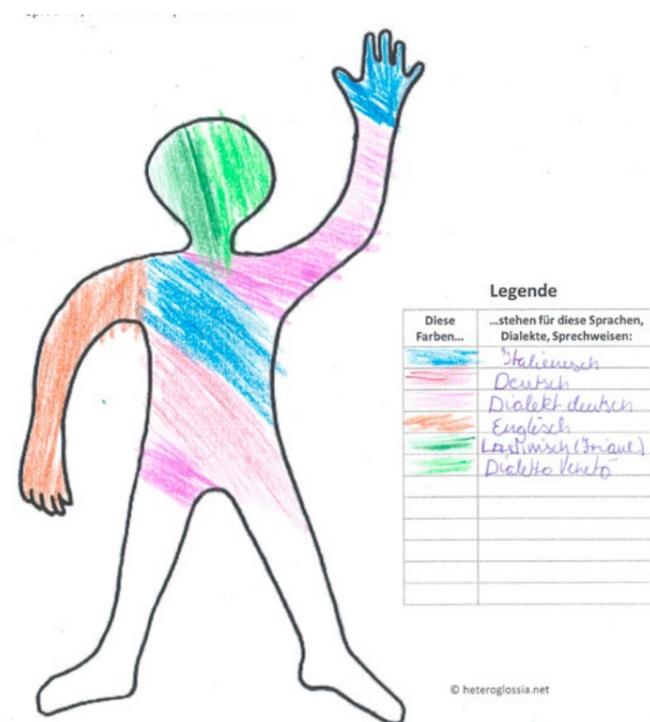


Fig. 11 Carlo's language portrait

by the performance of the Language Village: in some passages of the "Lost and Found" station, the student accompanies his attempts at communication in French with hand gestures. Also, in the focus group Carlo says that he used gestures with a new classmate from India. Some linguistic resources are excluded from the linguistic portrait, but they emerge in the Language Village, in the focus group and partly in the self-assessment section of the questionnaire. During the task-based communication simulation, the student uses two additional languages, French and Russian; Greek appears in the self-assessment section. Carlo does not reveal a knowledge of French but uses this language with some success during the "Lost and Found" station. Russian also appears in the "Cafè" station in the Language Village. Here Carlo captures words from inferring them from the Russian interlocutor's gestures and reuses them, for example "bolshoi" (big), "malenkiy" (small), "schokoladnoe" (he says "schokolada"). Regarding Russian, the student explains that in primary school he had learned a few words of this language, because a friend of his was Russian. Finally, his partial knowledge of Greek is explained through an interesting comparison between the communicative situation in the Language Village and a personal experience: while on holiday in Greece, Carlo talked to locals to ask for information and was able to

understand some Greek words that he had picked up before (yes, no, please, thank you). In conclusion, we can see how these languages represent examples of "truncated repertoires" (Blommaert, 2010), i.e. those languages we have come into contact with and who have left traces in our repertoire, even though we do not fully master them. Finally, for Russian and Greek we are faced with a clear example of what Busch (2015) defines as the "lived experience of language" that is the linguistic experience that contributes to build our repertoire. The student always appears to be very concentrated and involved in the tasks of the Language Village. When looking at the social and linguistic dynamics within the group, he takes on a central role and is often the main point of reference for the other group members, as they often turn either directly or indirectly to him. The activation of his linguistic repertoire and the role of a spokesperson can be observed at all stations of the Language Village, particularly at those where group work is most important.

The spontaneous attribution of this role is probably due both to the skills in terms of linguistic competences and to the linguistic strategies he adopts. One of them, clearly visible in interactions with companions and station leaders, is mediation. In the "Lost and Found" station, for example, Carlo, thanks to his passive com-

petence in French, manages to mediate between the station leader and the other group members, to whom he listens patiently before translating and reformulating their messages. With regard to the descriptions of the CEFR Companion Volume (2018), the student is thus able to act as a mediator, to facilitate interaction also and especially in moments of disagreement. Moreover, his solid awareness of linguistic diversity that can be perceived from the behaviour in the Language Village explicitly emerges during the focus group interview, when the student declares that scenarios of multilingual interactions such as those simulated in the activity will become more and more widespread in reality. In this regard, he even shows a remarkable sensitivity to issues of language policy and planning when he suggests, in a dialogue with Max, to include information on busses in the ten most widely spoken languages in the world. In conclusion, we are faced with a case of a speaker with a wide and flexible repertoire, who is very intuitive, able to make connections between different languages at different levels and who adopts holistic communicative strategies (knowing how to put together the various information possessed to rework them into a personal message). Carlo's mediation activity and his ability to relate his language skills are also important indicators in FREPA and CEFR-CV. As mediator, Carlo translates the station leader's explanations from French to German dialect for the other group members, so that they know what to do to find their friend:

CEFR-CV: Can communicate in language B (German dialect) the overall sense of what is said in language A (French) in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification (mediation activities in mediating communication, acting as intermediary in informal situations, A2);  
 FREPA: Competence in mediation (C1.3); Can reformulate by simplifying the structure of the utterance / by varying the vocabulary / by making an effort to pronounce more clearly (S 6.1.1); Can vary / alternate languages / linguistic codes / modes of communication (S 6.5.1).

In the same station, shortly afterwards, Carlo describes the lost friend and tries to produce a sentence in French using first German mixed with English and then Italian as a language more similar to French: "le, wie sagt man er ist tall...il est alt". Carlo then immediately rephrased the sentence based on feedback from the station leader: SL: "il est grand?" Carlo: "ehh il est grand ehh en metre".

CEFR-CV: Can exploit creatively his limited repertoire in different languages in his/her plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation (Building on plurilingual repertoire, B1);

FREPA: Can interact in situations of contact between languages / culture (S-6).

Finally, a similar example occurs in the description of the Albanian lady's daughter. Carlo uses words and structures from the French he has heard previously: "le.. le est é blond...the hair c'est ehh blond"

CEFR-CV: Can use words and phrases from different languages in his/her plurilingual repertoire to conduct a simple, practical transaction or information exchange (Building on plurilingual repertoire, A2);

FREPA: Can interact in situations of contact between languages / culture (S-6).

The visualisation of Fig. 12 shows Carlo's linguistic repertoire as it can be represented when combining all available data and the results of the triangulation.

## Summary

When comparing the results concerning the two students' linguistic repertoires, the way they activated their linguistic resources in the language village and how they presented and reflected upon their lived experience of language, we can summarise the following aspects:

There were different factors impacting on the activation of the students' linguistic repertoires. These include the context of each station and the students' perception of each task (i.e. whether they thought the activity was challenging or easy for them). Further, the way their repertoires were activated depended on the language(s) that were used by the station leaders and/or offered by the material at each station (i.e. the café menu was in Russian which prompted the students to try using some Russian words). Then, the way they acted also related directly to the perceived behaviour and approach of the station leaders (i.e. whether they were friendly and open to exchange, questions and dialogue with the students). Another important factor in this analysis appeared to be the individual disposition and social role of the students as their interaction modes, frequencies and success seemed to be related to their level of extrovert or introvert, passionate, involved or hesitant behaviour. Another factor appearing to have a direct effect on the way the students interacted and used their linguistic resources can be seen in the group dynamics and relations among the students of the group that took part in the Language Village and in the focus group discussion (e.g. students seemed to be very motivated to make use even of very limited resources when their peers very authentically turned to them for help such as mediation or explanations).

We further conclude that differences in the use of communication strategies can be found between indi-

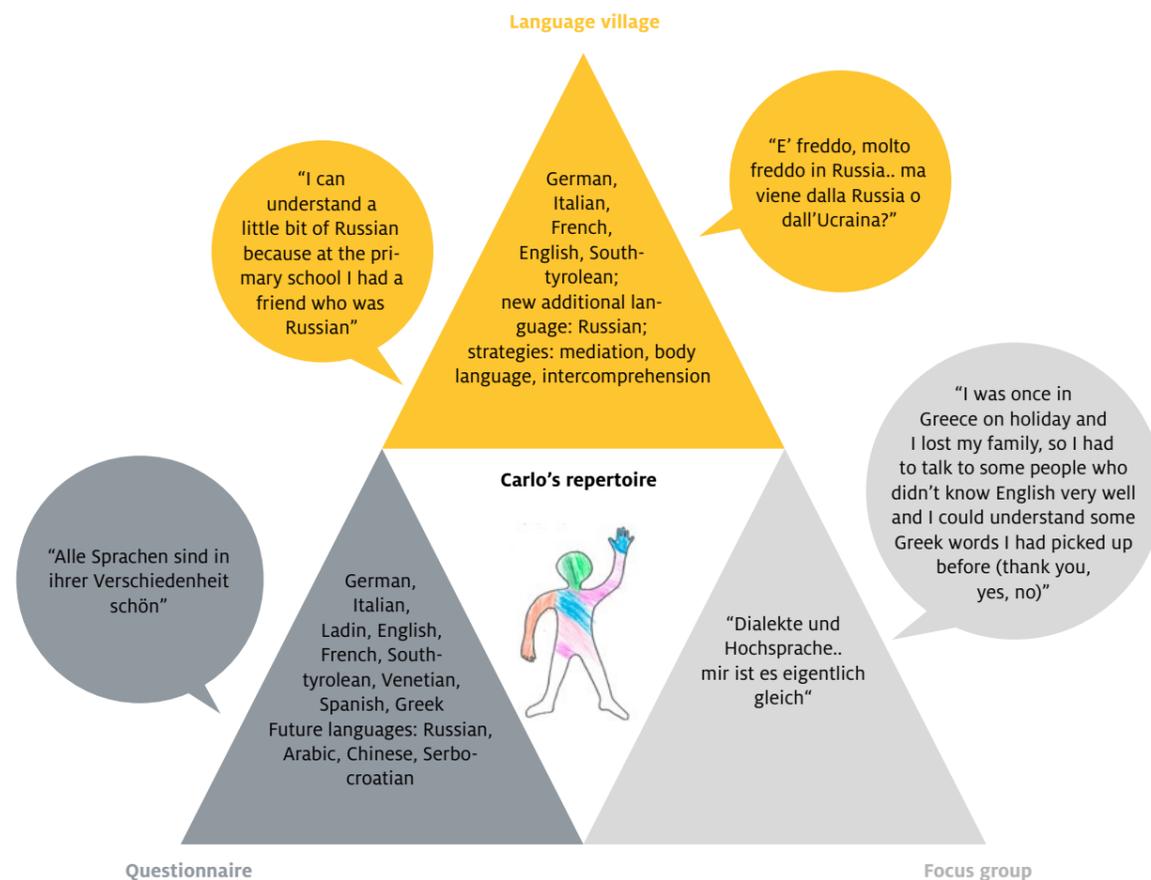


Fig. 12 Triangulation of Carlo's linguistic repertoire

viduals, between tasks and communication contexts and in specific situations when students perceived an existing or imminent misunderstanding or that a communicative challenge was in the process of being solved. Despite being a momentary snapshot, a student's linguistic repertoire as it is presented in a language portrait depicts a very general and wide representation compared to specific linguistic behaviours in the Language Village. Additional languages and new words or phrases may be added to their repertoire as soon as there is the opportunity or necessity in a specific context (e.g. students without prior competences in Russian pick up new words in that language and use them). When comparing the students' answers in the questionnaires and their behaviour in the Language Village, we found that the ways in which they thought or predicted that they would be solving a problem (i.e. hypothetical situations in the questionnaire) differ from their real behaviour and communicative strategies put into use when they encountered a similar situation at the

stations (e.g. lack of understanding in the Language Village). However, the analysis of the focus group discussion shows that the students were able to recall specific moments during the Language Village, reflect upon their communicative strategies and the outcome of certain situations and this we found to be congruent with their linguistic behaviours at the stations. In both case studies, we saw that language portraits, along with self-assessment of language competences and multi-faceted modulation of many socio-linguistic aspects can serve as good tools for investigating a person's linguistic repertoire and lived experience of language. However, a questionnaire alone is not able to capture how linguistic repertoires might be activated and/or used in specific multilingual situations and which other factors are relevant in these contexts. What is more, we have been intrigued by first results of comparing our findings to corresponding descriptors of the CEFR Companion Volume (2018) and the FREPA (2012) and will continue with further analysis on more cases in order to broaden

the scope of our study of linguistic repertoires and the potential of their activation in multilingual settings.

### 3.4 LINGUISTIC REPERTOIRES AND POSITIONINGS: A PHD PROJECT

The PhD project to be described in this section has taken "RepertoirePlus" as a starting point for a qualitative investigation into the ways in which secondary school students describe and position themselves to their linguistic repertoires. For this purpose, project collaborator and PhD student Verena Platzgummer conducted language-biographical interviews with 24 students who had participated in the questionnaire study of "RepertoirePlus". The aim of the PhD project was to explore which linguistic resources the students constructed as relevant for their lives and how they positioned themselves toward these. Following Brigitta Busch's (2012, 2015) conceptualisation of the linguistic repertoire, the project also investigated how students talk about their emotional experience of language, and how this experience is linked to commonplace beliefs about language(s), referred to as language ideologies.

#### Selecting participants

The questionnaire study within "RepertoirePlus" formed the basis on which students were selected. The aim was to choose a diverse set of participants in order to be able to explore differences and commonalities in the ways in which language is meaningful in their lives (King & Horrocks 2010). Participants were select-

ed among the six classes who had not taken part in the language village - one lower secondary and one upper secondary school of the three South Tyrolean tracks of schooling each (i.e. with German or Italian as language of instruction, and in the Ladin valleys).

#### Language-biographical interviewing and the language portrait

Interviews were conducted with the aid of language portraits (Busch 2010), a method already employed in the questionnaire study. It consists in the colouring of a body silhouette (cf. Fig. 13) in order to represent all the languages, varieties, or ways of speaking that play a role in the participants' lives. This method allowed for a period of reflection for participants at the beginning of the interview, and alleviated power imbalances during the interview, as the participants were conferred the important role of being the creators of their portraits (Busch, 2018). Moreover, it was especially useful as the language portraits that the students had created for the questionnaire 1-1.5 years before the interview, could be integrated into the interview process.

The core part of the language-biographical interview thus took place in four phases:

1. Creation and explanation of the language portraits by the students
2. Further narrations of their language biographies
3. Comparative reflections on the earlier language portrait
4. Hypotheses about the future of students' language biographies

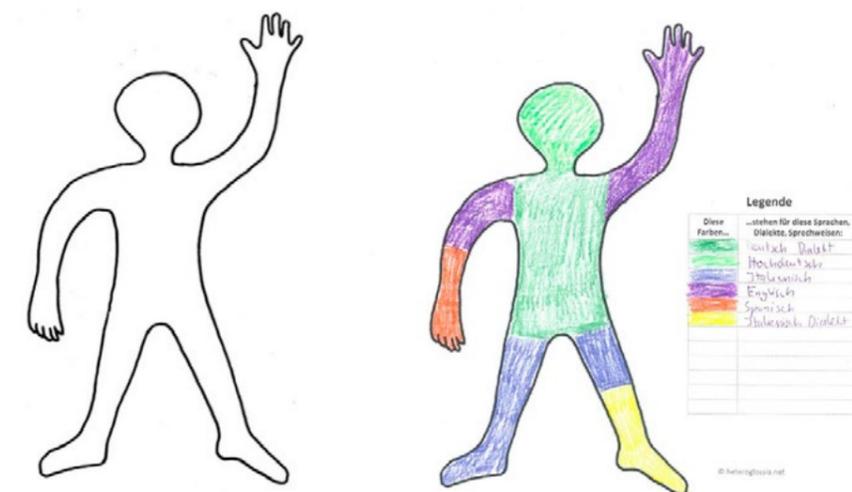


Figure 13: Language Portrait Silhouette developed by Brigitta Busch and example language portrait from the PhD project

Interviews were conducted in Italian, in standard German or in local German varieties upon the students' preference. However, the students were informed that they could use language flexibly and also switch between languages. The duration of the interviews was variable, ranging between 25 minutes and almost two hours. Interviews were audio and video recorded and subsequently interview inventories were created (Lucius-Hoene & Deppermann 2004) and selected passages of interviews were transcribed in a detailed manner as base transcripts of the GAT-2 transcription system (Seltling et al. 2009).

### Processes of analysis

A key consideration in the following analysis was to regard interviews as social interactions, and consider the ways in which meaning was created in co-construction between the interviewer and the participant (Talmy 2010). Analysis itself then involved a cyclical process of moving between interactional analyses of individual students' positionings in different segments of the interview interaction, identifying patterns and overarching themes across the students' positionings, linking results back to relevant literature and refining research questions and sub-questions.

### Analysis results

While the PhD project will only be concluded in autumn 2020, some first insights into the results of analysis can

be given here. As Busch (2018) has already observed, also in this study the participants used the body silhouette in different ways in order to represent their linguistic repertoires. Consequently, their accompanying explanations also touched on different aspects of their language experience. These aspects could be grouped as follows:

- descriptions of language practices in different contexts and with different people (including language practices in the past or in an imagined future)
- talk about emotional and/or instrumental values of languages and varieties
- links between language and senses of belonging (in the context of social categories such as language groups, but also with peer or friend groups)
- positioning as more or less proficient speakers

The interviews followed the focus that students had given their language portraits and their narrations of their language biographies. Not all of these aspects were thus mentioned in all interviews, and while some of these aspects were crucial for the experience of some students, they were only of minor importance in the interviews with others. This diversity was also reflected in the language portraits: some students divided the silhouette into smaller and bigger patches according to which languages and varieties they speak more or less often (language practices), or more or less well (proficiency). Some students drew hearts to indicate a variety that was especially important to them (emotional value), and some placed languages in their hands to metaphorically

express that they assume they will use this language at work in the future (instrumental value). However, these are only examples of the manifold ways in which the students exploited the language portraits to represent their experience of language.

The meanings given to the portrait can only be speculated about when looking at portraits only (cf. Fig. 14). Thus, analysis focused on the interview interaction and involved going back and forth between original recordings, transcripts and the two language portraits created by the students at different points in time. With regard to the older portraits, it also became clear that students often did not remember or even did not agree with what the portraits created for the questionnaire study. However, this still proved a useful element to instigate reflections in changes in their language experience from past to present, which in turn served as an opening to imaginations of the future.

Moreover, it could be observed that language portraits really were a product of the very specific interview interaction. The process of their creation did not end at the beginning of the interview, but they served as a reference point throughout, and were thus also modified during the interview: students added languages or varieties they had previously forgotten to mention or, especially in the case of language varieties, did not think they were supposed to draw, or they tried to represent additional meanings a language or a variety had for them.

Analyses will still be deepened for many aspects, but the general picture is one of emotional attachments to

some languages and varieties, but not to others, of links between specific languages and certain people or groups of people, and of imagining futures where speaking different languages will be of special importance.

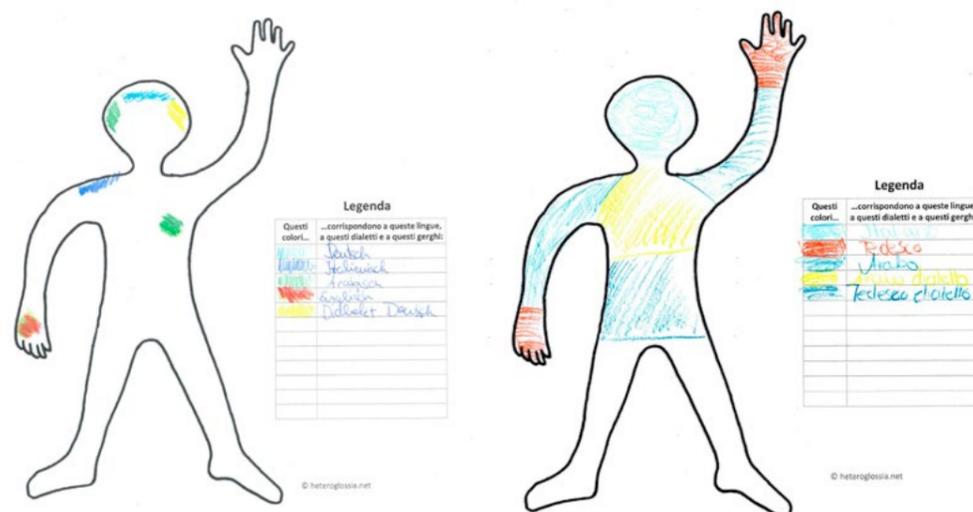


Fig. 14: Language Portraits created by one student for the questionnaire (2017; left) and during the interview (2018; right)



## 4 Concluding remarks

### 4.1 DISCUSSION

How can plurilingual skills be assessed and how can language repertoires be activated? What linguistic repertoires do South Tyrolean students have and how do they reflect on them? Within the framework of this project we were able to provide initial answers to these questions in a theoretically well-founded, empirically proven, illustrative and practical way, and show that many factors are involved and that a creative methodology is needed. When it comes to making use of your whole linguistic repertoire you need an entire (language) village!

Starting from desiderata regarding language competence surveys oriented towards plurilingualism and based on selected aspects of multilingualism research, an existing set of instruments from the field of foreign language didactics was extended and adapted. The multilingual language village, which was developed within the framework of the project “RepertoirePlus”, can certainly serve to activate linguistic resources of people’s repertoires and to observe and describe plurilingual competences. It follows a holistic, learner-centred, functional-communicative and competence-oriented approach to language didactics and language education and is suitable as a flexible scenario for scientific purposes in multilingualism research as well as for language-integrating teaching and further development in terms of multilingual curricula.

With regard to our research questions we can summarise that we found out that:

1. South Tyrolean students aged 12-15 have very diverse linguistic repertoires that include a multitude of linguistic resources and communicative strategies.
2. Their plurilingual competence includes not only productive and receptive competences in three to ten languages and up to five varieties or dialects but also well-pronounced abilities in recognising and choosing suitable codes and registers, codeswitching, language mediation and transfer, intercomprehension, and managing complex multilingual situations in which polyglot dialogue occurs.
3. In multilingual settings such as the Language Village, South Tyrolean students can not only activate their linguistic repertoires but also enlarge their linguistic resources while interacting with people or material offering further language sources. What is more, they can also reflect upon the scope and the use of their linguistic repertoires and show positive,

proactive, flexible and creative approaches to multilingualism in society.

The project has promoted South Tyrol’s participation in the current academic discourse of multilingualism research and has also generated important arguments and empirical evidence for the importance of diverse linguistic repertoires, which are of great relevance not only for the further development of multilingual didactics and multilingual curricula, but also outside the domain of science and education. For the first time, the importance and use of linguistic repertoires has been comprehensively researched in the South Tyrolean context of all three language groups, and it has become clear how diverse and often unique the linguistic resources of students are. The results show that it is necessary to raise awareness of these potentials. The promotion of multilingualism is best achieved when all those involved know what is being promoted and for what reasons, and when there is a common acceptance and appreciation of plurilingualism. The instruments developed within the project are very well suited for long-term use, with education departments, teachers and intercultural mediators as partners.

## 4.2 OVERVIEW OF OUTREACH HIGHLIGHTS

Throughout the entire project period, we were keen to establish networks with research institutions, educational practitioners and thematically related projects. Dissemination was also a central aspect of the project, both in terms of scientific publications and teaching practice. The following “outreach” highlights were achieved within the framework of “RepertoirePlus”:

- **20 presentations at national and international conferences and workshops**
- **7 courses in teacher education**
- **3 published scientific articles**
- **3 scientific articles in preparation**
- **5 project reports**
- **8 new research networks**
- **1 PhD thesis about to be submitted (September 2020)**
- **1 international conference organised by the project team**
- **1 downloadable material box for organising a language village**
- **1 regularly updated project website (<https://repertoireplus.eurac.edu/>)**

## 4.3 CONCLUSION AND OUTLOOK

The project “RepertoirePlus” was dedicated to the investigation of individual linguistic repertoires of South Tyrolean students. It focused on the question of how linguistic repertoires can be surveyed and described in their use and also what it takes to activate students’ plurilingual competences. In doing so, the project built on the research on multilingualism in the educational context already conducted in South Tyrol and was able to show ways of explicitly describing and using the potential of multilingualism. The networking and collaboration between research and educational actors was based on previous projects in the fields of common language didactics, intercultural learning and the multilingual curriculum.

For us, “RepertoirePlus” has been a next milestone in widening our understanding of plurilingualism in a diverse and multilingual world. Especially in South Tyrol, where languages are at the heart of society, we believe it is of utmost importance to further promote a positive view of plurilingual competences and support the awareness and the respect for all resources in everyone’s linguistic repertoires as this is a key to individual wellbeing, social cohesion and justice.

Inspired by the “multilingual turn in languages education” (cf. Conteh & Meier 2014) and the results of the “RepertoirePlus” project, we will continue doing research with the aim of coming to a better understanding of linguistic repertoires, also to further the development of integrated language didactics and language learning following pluralist approaches through the concretisation and advancement of multilingual curricula. In the following chart (cf. Fig. 15) we present a “research roadmap” with an overview of our ideas where and how to continue with follow-up research on linguistic repertoires and their significance in the study of multilingualism and plurilingualism in educational settings.

## RESEARCH ROADMAP



Fig. 15 The project's research roadmap for further research on linguistic repertoires within Applied and Educational Linguistics

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