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Abstract

Even though Austria is very often defined as a monolingual country, the reality is very different. In fact, Austrian society has become both culturally and linguistically diverse as a consequence of mass migration, globalisation and refugee movements in recent years. Diversity and multilingualism have, therefore, evolved into important issues of public debate in the world of politics but also in educational institutions.

As schools have a big influence on people's attitudes towards diversity, it is particularly important for teachers to be aware of the diverse linguistic frameworks in Austrian classrooms in order to be able to support students' individual multilingualism by including other languages apart from German in the foreign language classroom. Multilingualism, however, not only refers to 21, 1% of the Austrian students' linguistic competence but it has also been defined as an educational goal for every European citizen and should, therefore, be used as a resource when learning a foreign language.

As more recent investigations have shown a beneficial effect of multilingual approaches on students' language competence, this thesis presents a teaching project, which tried to encourage students to work on their multilingual awareness and to use their individual multilingualism as a beneficial resource when learning English. Another goal was to make students rethink their attitudes towards other languages in order to eliminate or reduce instances of inequalities between languages by allowing students to use their first languages as a tool. In the theoretical part, the thesis discusses current views on multilingualism in education and its influence on students' language learning competence. The practical part then presents the lesson plans as well as an evaluation of the teaching project, which had been conducted in an Austrian lower secondary school, including student productions, field notes and an analysis of the questionnaire. The overall aim of this project was to make language learners aware of the potential of multilingual speakers and to show how they themselves can develop a multicompetence and use it beneficially.

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Introduction

"Die Grenzen meiner Sprachen bedeuten die Grenzen meiner Welt."

(Ludwig Wittgenstein: Tractatus logico-philosophicus, 5.6)

"The limits of my languages are the limits of my world."

(Translation by the author)

Even though Austria is very often defined as a monolingual country, the reality is somewhat different (Cook 2011: 267). In fact, Austrian society has become both culturally and linguistically diverse as a consequence of mass migration, increased mobility and globalisation in recent years (Cenoz & Genesee 1998: vii; Jessner 2006: vi). Besides, the increase in international communication and the growing demands on European citizens to be fluent in at least two languages apart from their first language have enhanced the status of speaking multiple languages. Diversity and multilingualism have, therefore, evolved into important issues of public debate in the world of politics but also in educational institutions.

As schools have a big influence on people's attitudes towards diversity, it is particularly important for teachers to become aware of the diverse linguistic frameworks in Austrian classrooms and to adopt successful teaching strategies that support students' individual multilingualism by including other languages apart from German in the foreign language classroom (Cenoz & Gorter 2010: 38). Multilingualism, however, not only refers to the linguistic competence and background of 21,1% of the Austrian students (Statistik Austria 2015a) but it has also been defined as an educational goal for every European citizen (Volgger 2014/15:39).

Even though research has shown a beneficial effect of multilingual teaching approaches in linguistically diverse classrooms on students' language competence, many teachers unfortunately very often "still treat each curricular language as an isolated unit, that is they do not allow any code-switching or any other mention of the students' mother tongue or other languages in the curriculum" (Jessner 2006: 130). Hence, also the students are constantly reminded of the fact that they did not grow up speaking German as their first language, which is very often regarded as the norm. Consequently, multilingual students often do not dare to use their first language as these are often not regarded as prestigious learning tools at school.

"This stands in contrast to new developments in both multilingualism research and teaching, which propose to move away from isolation towards cooperation between the languages of the learner" (Jessner 2008b: 39). Researchers criticize that a strict separation of languages implies that multilingual students' potential is often not recognised but are regarded instead as improficient speakers of all the languages at their disposal, which has been defined as 'double semilingualism' in the past. Several scholars suggest that students who speak more than one language have a better 'metalinguistic awareness', can apply a lot more "efficient learning strategies", have "a higher tolerance for ambiguity" and can, thus, outperform monolinguals (Thompson 2013: 685). In short: if these other languages are not embedded in the foreign language classroom, teachers actually "waste valuable resources for creating synergies and new qualities" (Jessner 2006: 130).

The assumption that using students' different first languages (further referred to as L1) in the language classroom is beneficial, can be explained by the fact that students' present knowledge always serves as a base for future learning (Cummins 2009: 319; Meier & Conteh 2014: 292). Using one's L1 as a reference point when translating can "enhance linguistic awareness" but can also make students aware of the "interdependence across languages" and, thereby, facilitate vocabulary acquisition (Cummins 2009: 319). A multilingual speaker, thus, cannot only benefit from a crosslinguistic influence between L1 and their other languages but also, for example, between the L4 and the L2 (Jessner 2008b: 31).

Hence, research has suggested that multilinguals can benefit from the languages at their disposal but they have to be taught and shown how to use their languages and how to develop a multicompetence that enables them to outperform monolinguals. If multilingualism is to be used as a resource in the foreign language learning process, teachers have to be adequately trained in using appropriate teaching techniques focussing on students' linguistic potential. It is essential for bi- or students who are proficient in several languages to consciously work on their multilingual competence, enabling them to develop their language learning strategies and metalinguistic awareness further in order to finally benefit from their knowledge and build on their existing linguistic competence.

Therefore, "one of the main goals in future language teaching should be to foster linguistic awareness, one of the key factors of multilingual proficiency, in the classroom" (Jessner 2006: 120). Unfortunately, multilingual teaching programmes are still rather rare. Therefore,

this paper presents a multilingual approach to language teaching, which encourages both students and teachers to reflect on the potentials of multilingualism by embedding it in their teaching techniques and thereby make use of the students' multilingual potential, also referred to as multicompetence (Cook 2003). The teaching project tries to support multilingual students in their language acquisition process by using their individual multilingualism as a useful resource but also encourages monolingual students to refer back to their L1 when learning English. Another goal is to use the teacher's influence on students' attitudes towards other languages to eliminate or at least reduce instances of inequalities between languages by allowing students to use their first languages as a "cognitive tool" (Cummins 2009: 320). The goal of any lesson using multilingualism as a tool, should encourage students to take "full advantage of the linguistic capital that they already possess" (Jessner 2008b: 36).

All in all, the focus of this thesis will be on methodological solutions as to how multilingualism can be acknowledged and used in the language classroom. Students who speak multiple languages are no longer to be regarded as disadvantageous speakers who struggle to arrive at a native speaker level of the language of education, but rather as competent multilingual speakers.

1. Terminology

When defining a person's multilingual background, language biographies are studied. The first terminological problem usually occurs as soon as researchers are trying to define a person's first language as a mother tongue. In fact this term is very problematic, as it is not always the case that this particular person has learned this language from his or her mother but also that other people apart from the mother have been involved in this individual's language acquisition process (Pokorn 2005: 2). The term was introduced at a time when people suggested that "the child's first significant other is its mother" who also teaches him or her to speak (Pokorn 2005: 2). However, it is likely that a child might also be brought up by a father, by grandparents or siblings and, thus, might have different "carers" and, consequently, also different 'mother tongues' (Pokorn 2005: 2). Therefore, the term has been replaced by the term first language (Crystal 1994: 398). Nevertheless, also the term first language can be defined in two different ways as one can either define it as a term that attributes different importance and value to different languages or as a term that focuses on the chronological order, as will be further done in this paper. Other terms that can be used as synonyms for first language would be "dominant language" or "home language" (Pokorn 2005: 2).

One's first language acquisition process can be seen as a result of the innate language ability and stimulation on the part of a speaking environment (Tracy 2014: 21). It evolves similarly regardless of the respective language that is acquired (Tracy 2014: 21). Two types of first language acquisition can be distinguished: a monolingual and a bilingual acquisition process. Hence, not all children only have one L1, as they grow up bilingually from their birth and go through a bilingual first language acquisition process in contrast to monolinguals who only speak one language from birth onwards (Rösch 2011: 159). These days it has become increasingly common that the father and the mother of a child speak different languages and pass both of them on to their children. If, however, the parents are not competent enough in the L1 of the other person, they might also choose a third language as their family language, which, however, does not mean that the child will master all three languages equally well orally and in writing (Tracy 2014: 22). If children grow up bilingually or trilingually, meaning that they speak two different languages with their parents and a third language is spoken in their surroundings, they very often take decision on which language they prefer and which they then use to communicate (Tracy 2014: 22).

As soon as a child enters kindergarten, at three and four years and gets to know a new language, the on-going language acquisition process is no longer referred to as first but as early second language acquisition (Tracy 2014: 23). Very often this period is also the first time when children get in touch with the language that is spoken in the educational institutions of a country. The acquisition process can be compared to the first language as long as the children are in contact with authentic speakers of the language (Tracy 2014: 23). For a very long time, it has been argued that younger learners are better at learning a second language. This however, has been proven wrong (Tracy 2014: 22) Even though older learners can no longer fall back on intuitive acquisition mechanics of children's first language acquisition, they can, nevertheless, learn a language properly by applying certain learning strategies, motivation and language learning experience, which are developed when new languages are learned (Tracy 2014: 22). An early acquisition of one's L2 can, nevertheless, increase the chances of a native like language competence (Tracy 2014: 22). Hence, if a child speaks two languages it can mean that those two were acquired simultaneously, it is referred to as early bilingualism and if "they are learned consecutively" this situation is called second language acquisition (Cenoz & Jessner 2000: 124).

With regard to all the languages that a child learns from the age of three or four years onwards, a difference is to be made between a second language and a foreign language. Most researchers argue that an L2 is acquired in a country where this particular language is spoken, in contrast to a foreign language, which is only spoken in the classes people take to learn such a language, but is not spoken outside the classroom. When children start going to primary school, the process is referred to as second language acquisition, which happens in a linguistic environment in which the respective language is spoken, but as soon as the language is taught in an educational setting, it is called foreign language learning (Tracy 2014: 24). If Austrian children, for example, start learning English in primary school, they learn their first foreign language. Austrian children who do not speak German as their first language then learn it as their second language in an Austrian primary school. Very often, however, there is no clear distinction between second language acquisition and foreign language learning as someone could for example live in a German speaking country but also take German lessons in an institutional setting.

Another concept that is important when talking about language acquisition are third languages, which are languages that follow the structure of the acquisition of a second

language. Since the 1990s, a field of research that is concerned with the acquisition of third and further languages has been developed (Volgger 2014/15: 45). Researchers, such as De Angelis (2007:3) or Herdina & Jessner (2002: 1), have, thereby, shown that a language acquisition process unfolds differently after having learnt several languages and that multilingual learners apply different approaches when learning a further language (Volgger 2014/15: 45). As researchers have found that languages are stored in a network-like mode, the term multilingualism suggests a multilingual language learning process that builds on connections and cohesions (Volgger 2014/15: 45). The acquisition of a third language is, therefore, a lot more complex, as a learner is always influenced by the languages he or she already knows but reversely also newly acquired languages can have an influence on existing languages a person speaks (Volgger 2014/15: 45). These interlingual influences are defined as language transfers that might have an influence on the phonology, the lexis, the morphology and even the sentence structure (Volgger 2014/15: 45).

As studies on third language acquisition (further referred to as TLA) have shown that multilingual speakers have cognitive advantages, more recent research distinguishes between second and TLA, therefore, defines multilingualism as the acquisition of more than two languages (Jessner 2008b: 18f.; Cenoz & Jessner 2000). Other researchers, such as Braun (1937: 115) or Rösch (2011: 20) for example, argue that bilingualism and trilingualism are "instances of multilingualism" and that multilingualism refers to speakers of both two or more languages. Even though many researchers, studying in the area of TLA, agree that bilingualism can be used for two, and multilingualism for three or more languages that an individual speaks (Cenoz 2013: 7), this paper, nevertheless, defines multilingualism as the ability to communicate in two or more languages as done by the European Commission (2007: 6). A speaker is multilingual if he or she uses several languages on regular basis and can communicate successfully in either of them.

2. The conceptual background

2.1. Defining multilingualism

The linguist Maximilian Braun was one of the first to look into the subject of multilingualism in 1937 and to give a definition of multilingualism (Jessner 2008b: 16). As many researchers after him, he also acknowledged that it is rather difficult to find an exact definition for the term but then tried to define it as an "active balanced perfect proficiency in two or more languages" (Braun 1937: 115). According to Braun (1937: 115) multilingualism can either be natural, and, thus, from birth onwards, or acquired. Four years before him already, Bloomfield (1933: 56) mentioned that a multilingual speaker needs to have "native-like control of two or more languages". A more recent definition provided by the European Commission (2007: 6) defines multilingualism as follows:

> Multilingualism is understood 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.

The final report of the European commission (2007: 6), moreover, mentions that the term language includes variants of any language and, thus, "regional languages, dialects and sign languages". Very often, the level of proficiency a speaker has to have in all languages in order to be considered multilingual differs from maximal to minimal proficiency according to the respective definition (Cenoz 2013: 6). Since the native speaker is no longer regarded as the perfect example or the only norm (Tracy 2014: 18), a multilingual speaker has to be able to communicate successfully in different contexts and no longer has to have "perfect proficiency" as mentioned by Braun in 1937. Besides, multilingual speakers do not have to have equal proficiency in both languages but it may be the case that they use one language only in educational settings and, thus, have excellent writing skills, use their other languages just to communicate and are not literate in them.

Various authors also use the term 'plurilingual' when referring to a person who is capable of speaking several languages. Plurilingualism is in most cases a synonym for "individual multilingualism" (Szubko-Sitarek 2015: 26). In comparison to multilingualism, which describes the "societal use of more languages", plurilingualism refers to an individual speaker's multilingualism, describing the personal language competence of an individual speaker (Jessner 2008b: 18). Hence, it can be defined as an "individual multilingualism,

whose forms can vary as an individual can learn the different languages "simultaneously", "successively" or can learn further languages at a later stage in life (Cenoz 2013: 5).

An example of a multilingual person would, therefore, be someone, who grew up bilingually and then learned a foreign language, which is in most cases English, at school, or a student who grew up with more than two languages at home or a child with a migrational background who grew up in one country and then moved to "a new linguistic environment" (Jessner 2008b: 19). However, also a student who grew up speaking German only and then learns English as a first foreign language and French as a second foreign language at school and who, thus, only becomes multilingual at a later stage, can still be defined as a multilingual speaker (Jessner 2008b: 19). Language learning can either happen in a natural or an instructed and institutional setting, but it might also be "a combination of both" (Jessner 2008b: 20).

People who speak different L1s are constantly in contact and, in addition, migration, globalisation and refugee movements have reinforced this contact, which encourages people to question the rather fixed image of national states with one national language (Tracy 2014: 15). Besides, every human has in fact different jargons, dialects or technical jargons, which they then adapt to the situation, at their disposal (Tracy 2014: 15). Therefore, an "internal plurilingualism", which is the case if students speak different variants of their mother tongue, namely "standard language, dialect, colloquial language, specialist jargon", which are of course related, and "external plurilingualism" which defines the "individuals' ability to learn other languages in addition to their own in the course of their intellectual development" (Szubko-Sitarek 2015: 26).

In a nutshell, there are four different orders of language acquisition as stated by Cenoz (2000): a simultaneous acquisition of all three languages (L1/L2/L3), a consecutive acquisition process (L1, L2, L3), a simultaneous acquisition of L1 and L2 before the L3 is learnt (L1/L2, L3), or a simultaneous acquisition of L2 and L3 after the L1 is learnt (L1, L2/L3). As the process of multilingual language acquisition is very complex and dynamic and many languages are involved, the possibility occurs that the learner might stop learning one language for a certain period of time and then starts speaking the language again (Jessner 2008b: 20). "[I]n multilingual acquisition, the learning process is often interrupted because the learner starts learning another language. This process might be reversed or complicated by reactivating one or more prior languages" (Cenoz & Jessner 2000: 125). It can, however, not

only be the case that a learner starts to learn a new language but it is also possible that the learner reactivates existing linguistic knowledge (Cenoz & Jessner 2000: 125).

In this paper the term multilingualism refers to the mastery of two or more languages at the same time. Hence, it refers to people, who have from the beginning onwards or in the course of their lives learned two or more languages (Rösch 2011: 159). Thus, the term multilingual can refer to any individual speaker who either grew up bi- or multilingually or has learnt other languages from early age onwards. It, however, does not mean that the speaker can speak both languages perfectly at native-speaker level, as mentioned above. Besides, the term multilingualism also refers to both plurilingualism and multilingualism and also the terms acquisition and learning are used interdependently (Jessner 2008b: 18).

2.2. A multilingual context

In their Final Report on the high level group on multilingualism of 2007, the European Commission (2007: 4) mentions that the number of multilingual and multiliterate European citizens is constantly rising. The most common reason for people to become multilinguals is that they are either speakers of minority languages who then have to learn the official national language or they are immigrants who speak their language of origin but also have to learn the official language (Cenoz 2013: 4). It is of course also possible to be multilingual since birth and, thus, to be born into a family who speaks different languages or into a country where several official languages are spoken (Cenoz 2013: 4; European Commission 2007: 6). However, also educational institutions have started fostering multilingual education, after having recognised the importance of multilingualism, which "open[s] doors for better economic and social opportunities" (Cenoz 2013: 4).

Factors like "globalization, transnational mobility of the population and the spread of new technologies" have mainly been responsible for the growth of multilingualism worldwide (Cenoz 2013: 4; European Commission 2007: 6). Technical developments have, moreover, lead to an even faster development of global multilingualism. In this context, Cenoz (2013: 4), thus, argues that multilingualism is geographically, socially and modally diverse, as learning multiple languages is no longer limited to geographical borders, a social class or particular professions and in addition to this, the Internet has enabled "multimodal and instantaneous" communication. Besides, globalisation led to an increase in the importance of

multilingual language competence (Cenoz 2013: 4). Hence, multilingualism has become the main issue of research in the field of applied linguistics in recent years (Cenoz 2013: 4).

Given these developments, "the number of official EU languages has more than doubled" between the years 1995 and 2007 according to the European Commission (2007: 7) . The European Union with its 28 member states has 24 official languages and already in 2007 the number of languages that were really spoken in the European Union was estimated to 438 (European Commission 2007: 7). Thus, not only economical factors are responsible for the existence of multilingualism worldwide. There are about 7000 languages which are spoken worldwide but there are, all in all, only 200 countries (Cenoz 2013: 3). A logical consequence of this is that many people speak various different languages and are, thus, multilinguals (Cenoz 2013: 3). In contrast to any idealistic ideas of a monolingual national state, multilingualism has to be regarded as the norm in most European countries (Cenoz 2013: 3). In reality, "multilingualism does not present an exception but the rule" (Cenoz & Jessner 2000: 121).

2.3. Different types of multilingualism

In practice, multilingualism is both concerned with the individuals themselves as well as the society as a whole (Tracy 2014: 15; Rösch 2011: 160). It can, thus, refer to a person who speaks several languages but also to the multilingual nature of a society (Cenoz 2013: 5). Both terms are, however, partly dependent on one another as people who live in a region where there are two official languages, are more likely to become multilingual speakers (Cenoz 2013: 5). Nevertheless, it has to be mentioned that this does not always have to be the case nowadays due to increased mobility and the importance of English as a lingua franca (Cenoz 2013: 5).

Secondly, when talking about bi- or multilingualism, one also has to distinguish between "life-world multilingualism" ("lebensweltliche Mehrsprachigkeit"), which is a term that was introduced by Gogolin in 1998 and refers to linguistic environment of children who grow up speaking more than one language and the multilingualism that exists in a foreign language classroom at school. Thus, multilingual children do not learn their first or second languages at school but they acquire them subconsciously as they need them to communicate successfully in their environment (Volgger 2012: 2).

Thirdly, in this context, a distinction can be made between balanced multilingualism, meaning that the speaker speaks both languages equally well in contrast to unbalanced multilingualism, which is the case for most multilingual speakers who are proficient and literate in one language but can only have everyday conversation in the other language (Cenoz 2013: 6; Grosjean 2010: 22). Individuals who are proficient in multiple languages usually have one dominant language, which can, however, change depending on the importance of one language in a particular surrounding and time (Rösch 2011 159). The relation between languages may change over time as multilingual speakers adapt to conditions and circumstances (Tracy 2014: 19).

Thus, not only personal preferences but also language competences can change over time, as all languages have different patterns of development and the learner might use some languages more often or less often for a particular period of time (Tracy 2014: 19). Therefore, the "development of multilingual competence" is very often defined as being "dynamic" (Cenoz 2013: 12). A multilingual person's first language is frequently referred to as heritage language since also the languages themselves change when being constantly in contact with other languages (Tracy 2014: 19f.). This means that the L1 a person has acquired as a child, might neither correspond to the dialect they now speak nor to the language spoken in their heritage country (Tracy 2014: 19f.). Therefore, it is often stressed that, when taking a holistic view, the languages a person speaks are not "analyzed separately, completely independent from each other" but instead the "boundaries between their languages" are regarded as "soft" (Cenoz 2013: 12).

As regards multilingualism in educational contexts, another distinction is to be made between retrospective, prospective and retrospective-prospective multilingualism (Szubko-Sitarek 2015: 27; Rösch 2011: 163). Retrospectively multilingual learners bring languages into the classroom already as they are bilinguals who then have advantages in comparison to monolingual speakers who do not know the target language (Szubko-Sitarek 2015: 27). Students who speak English with their parents, German at school and start learning English as a foreign language could be defined as retrospectively multilingual students, as they speak both the official language but also the target language. Prospective multilingualism, on the contrary, means that the student grew up monolingually and only starts learning a second language in the foreign language classroom, in which he or she can then also develop

multilingual competence (Szubko-Sitarek 2015: 27). Those learners, therefore, start developing their individual multilingualism in an institutional setting (Szubko-Sitarek 2015: 27). Retrospective-prospective multilingualism, thirdly, refers to learners who are bilingual or multilingual but who speak languages that are not the target languages taught in the foreign language classroom (Szubko-Sitarek 2015: 27).

An important issue in this context is that most students, who are retrospectively multilingual, are not supported in our educational system, as their first languages are very often not taken into account in the choice of foreign languages of Austrian schools (Szubko-Sitarek 2015: 27f.). This is the case for most multilingual students in Austria, since their first languages are very often not taught at school and if they are included in the curriculum they can be chosen as an optional subject. Thus, retrospective-prospectively multilingual pupils sometimes do not grasp their own linguistic potential, as they cannot use their first languages in an institutional context. Instead they are compared to monolingual German speakers with poor language competence in the language of education whose multilingual competence is not valued and, therefore, sometimes even regarded as irrelevant (Szubko-Sitarek 2015: 28). A girl who, for example, speaks Bosnian at home and starts going to an Austrian school at the age of six is immediately confronted with the only language of instruction and is always compared to her classmates, who have German as their first language. Very soon she even has to learn another foreign language, even though she might not be proficient enough in her first and second language yet.

Therefore, Rösch (2011: 164) argues that it might be more useful to support retrospectively multilingual students' language learning process to improve their proficiency in the first languages so that they then benefit from their multilingualism when learning another language. A solution could be that all students start learning another language in primary school: While students with a different L1 than German could get further support in their first languages and German, monolingual children could start learning either an Austrian minority language or language of Austrian neighbouring countries (Rösch 2011: 164). At the age of ten, all children could then start learning English and benefit from all advantages that the learning of several languages brings along.

The fact that this has not yet been adopted in any educational curricula clearly demonstrates the importance of prestige in the choice of languages that are studied in Austrian schools

(Rösch 2011: 164). In other words, there is once again a difference between élite and minority multilingualism and the fact that the Austrian educational system seems to exclude any minority languages very often leads to a subtractive instead of an additive multilingualism (Rösch 2011: 164).

The term subtractive multilingualism was first used by Lambert (1974 in Cenoz & Genesee 1998: 24) to refer to multilinguals who do not use their language competences as a resource and who, thus, do not develop "cognitive or linguistic advantages" over monolinguals. Cenoz & Genesee (1998: 24) define the term as follows

Additive bilingualism tends to occur in situations where the first language is valued and acquisition of a second language does not replace the first language. In comparison, subtractive bilingualism tends to occur in situations where there is pressure to replace a socially non-dominant first language with a second, more socially dominant language.

Hence, additive multilingualism can foster cognitive development and "facilitate the acquisition of additional languages" while subtractive multilingualism hinders the language acquisition process (Cenoz & Genesee 1998: 24). Additive multilingualism simply means that an individual learns another language, which is "added to the linguistic repertoire of the speaker" and the L1 is still existent but in the case of subtractive multilingualism" the L1 is replaced by the newly acquired language (Cenoz 2013: 6). This is very often the case when children speak a language at home which is not valued and is not associated with prestige in this particular country. Then the child learns the national language at school and does not have any more opportunity to further develop an L1 proficiency. Instead the "demographically strong language with higher status" replaces the "weaker language" (Cenoz 2013: 6). This, however, also implies that the child can no longer be defined as bilingual and is "moving away from the 'ultimate attainment' of bilingualism" (García & Sylvan 2011: 387). "Subtractive multilingual education encourages the prominence of the majority language because the other languages are regarded as hampering academic success" (Stavans & Hoffmann 2015: 233). Additive multilingualism, in contrast, allows students to speak their L1 as well as their L2 as they are both regarded as prestigious. Thus, this type of "education encourages the use of all languages so as to maintain and enrich the linguistic capital of the pupil" (Stavans & Hoffmann 2015: 233). Lambert (1977 in Cenoz & Jessner 2000: 123) proved how "language choice is influenced by the prestige a language has in a community or

society" and that language prestige will strongly influence whether a child will further use a language or avoid it.

The terms additive and subtractive multilingualism, however, look at the language acquisition process as linear (García & Sylvan 2011: 386ff.). The additive model assumed that L1 and the L2 were learned separately, one after the other ("L1+L2= L1+L2") and the subtractive model meant that the L1 was finally eradicated ("L1+L2-L1→ L2") (García & Sylvan 2011: 387). García, however, argued in 2009 that the language acquisition process cannot actually be described as linear and a "monolithic construct" but as dynamic, meaning that the first and second language of a speaker are no longer "two autonomous languages" but instead "language practices of all bilinguals are complex and interrelated" (García & Sylvan 2011: 388).

A nice illustration of this difference was presented by García and Kleifgen (2010) who compared the notion of subtractive multilingualism to a unicycle, additive bilingualism as a bicycle with two wheels but dynamic bilingualism as an all-terrain vehicle which can adapt to the surroundings (García & Sylvan 2011: 388). Students who are capable of using all their languages at their disposal, thus, manage to succeed in any communication since they can adapt to any context and use all their languages at a time. Multilingual speakers, thus, no longer make use of languages individually but, as suggested by the term dynamic bilingualism", they develop communication skills enabling them to use all languages interratedly and to adapt to the communicative needs in an "increasingly multilingual world" (García & Sylvan 2011: 388).

3. EU policies and multilingualism in Austria

When looking at a society's percentage of multilingual speakers, one distinguishes between a horizontal and a vertical multilingualism (Jessner 2008b: 27). "Speakers who live in horizontal multilingualism live in their own geographic spaces and are often monolingual" (Jessner 2008b: 27). Vertical multilingualism, in contrast, refers to people who live in regions in which they are surrounded by different languages than their first language (Jessner 2008b: 27).

3.1. EU context

The European Union is home to approximately 508 million people, who speak various different languages. With about 100 million speakers, Russian is the most spoken language followed by German which is spoken by 91 million Europeans (ÖSZ 2012: 10). The European Union in fact requires its citizens to speak two more languages apart from the mother tongue, which has by now evolved from maximum to a minimum requirement since the turn of the millennium (Volgger 2014/15: 40f.). It is recommended that one language is a world language, in most cases English, and the other one should be a language spoken in a neighbouring country (ÖSZ 2012: 10). This alone shows how privileged multilingual speakers actually are as they perfectly fulfil the given criteria. This, moreover, shows how interrelated European educational policy and foreign language teaching are (Volgger 2014/15: 40). As the number of recommended languages that a citizen of the European Union should speak grew, the need for extended language teaching emerged. In fact, educational policy already has been striving for a multilingual Europe since the 1990s (Volgger 2014/15: 40). Moreover, also minority languages have found their way into language teaching programmes in the EU, proving that European language teaching policy has developed further since the turn of the millennium and is oriented towards a multilingual Europe (Volgger 2014/15: 41). Next to the European Union, also the Council of Europe aims to enhance social and individual documents on multilingualism such as the European framework of references or the European language portfolio (Volgger 2014/15: 41).

The EU declared 24 languages as official languages but there are also 60 other languages that are spoken in the EU "by migrant communities" (Szubko-Sitarek 2015: 28). As far as the introduction of multilingualism as "the leading aims of the EU language policy" is concerned, the European Union has made great progress (Szubko-Sitarek 2015: 28). On the

one hand, the EU seeks to encourage citizens to speak multiple languages to be able to communicate internationally but on the other hand, various languages that are present in large cities are very often not included in the school curricula, which focus on prestigious foreign languages (Tracy 2014: 15). What is more, students who do not have German as their L1 have very few possibilities to acquire their first language properly before entering school if German is not spoken by any family member (Tracy 2014: 15). Hence, they are not proficient enough in the official language when compared to monolingual students of the same age but they often also struggle with the grammar of their first language as they only use it orally.

Opinions towards multilingualism constantly change over time. In times of war, political conflicts and unemployment, this fear of the stranger has a negative influence on people's attitude towards multilingualism (Tracy 2014: 20). Nevertheless, the attitudes towards multilingualism have changed a lot recently (Szubko-Sitarek 2015: 28). In 2011 a study has shown that 88% of all Europeans believed it to be beneficial to learn multiple languages and even 98% think that learning languages is important for their children and their future career (Szubko-Sitarek 2015: 28). Even though the attitude towards multilingual speakers has improved a lot, opinions are still divided on the prestige of different languages and the importance and usefulness of various types of multilingualism.

3.2. Multilingualism in Austria

Since Austria shares borders with seven neighbouring countries, language contact does not only happen in political, economic and educational settings but also in everyday life situations (ÖSZ 2012: 10). However, also the growing globalisation and migration movements have enriched the Austrian linguistic landscape (ÖSZ 2012: 10). In January 2015, 1 146 078 people living in Austria were of non-Austrian nationality, representing 13,3% of the total Austrian population (Statistik Austria 2015b). About half of this group came from European countries with the biggest share of 15% from Germany (Statistik Austria 2015b). Approximately 88% of all Austrian citizens have German as their first language (ÖSZ 2012: 10). It has been estimated that there are about 250 languages that are actually spoken in Austria, with German, Bosnian/Croatian/Serbian and Turkish as the most spoken languages (ÖSZ 2012: 10).

In Austria not only all children who grew up bilingually or are fluent in a second or third language can be regarded as multilingual but also German speakers can be called multilingual

if they speak different varieties of the German language (Volgger 2014/15: 42). Wandruszka calls this multilingualism within one language inter-language multilingualism, even though those speakers might not speak any second or additional language (Volgger 2014/15: 42). Austria, however, is not only considered a multilingual country due to its language varieties of the German language but also because of migrational and minority languages and, thus, local multilingualism (Gogolin 2004 in Volgger 2014/15: 42). In fact, there are seven official minority languages in Austria, namely Burgenland-Croatian, Romans, Slovakian, Slovenian, Czech, Hungarian and the Austrian sign language (Volgger 2014/15: 42). However, not only the acknowledged minority languages are spoken in Austrian cities, as the number of people with migrational background who now live in Austria is constantly growing, with the result that more and more of those children attend schools in Austria (Volgger 2014/15: 43). As a consequence, a rising share of children only start to learn the official language, in our case German, at school or in kindergarten as they speak a different first language at home.

Before analysing the numbers of multilingual students in Austria, it is essential to explain that both numbers published by Statistik Austria (2015a) and the Rechnungshof (2013) will differ slightly, as both institutions define "children with a migrant background" differently (Rechnungshof 2013: 256).

In 2012, 12,5 per cent of all Austrian citizens were migrants, with a quarter of citizens from former Yugoslavia (Statistik Austria 2015a). It is, however, difficult to define the exact migrational background of a person in demographic statistics as it is defined by the parents' origin. School statistics consider other important information to find out about students' linguistic background, namely their first language, which they speak on a daily basis. Out of all 829000 school-age children (figure from 2013), 21,1% spoke a different L1 than German during the school year 2013/14 (Statistik Austria 2015a).

As regards the situation in Vienna, it has to be stated that the number of students with a different first language than German is well above the national average with a percentage of 50% (school year 2010/2011). Consequently, most measures to support those students in their learning process of the language of education are introduced in Vienna (Rechnungshof 2013: 256). Compared with the total number of students with a different L1 than German in Austria, the percentage in Vienna was more than double the average Austrian level (Rechnungshof 2013: 257). In more detail, in the school year 2010/11 the highest share of students with a

different L1 than German was to be found in the fifth district (Margareten), with a percentage of 88,8%, followed by the 16th (Ottakring) and 20th (Brigittenau) district, where 79,6% of all pupils have a different first language than German (Rechnungshof 2013: 257). The lowest number of students with a different L1 than German lived in the 13th district (Hietzing) with a share of 23,2%, followed by the first district (Innere Stadt) with a share of 34,5% in the school year 2010/2011 (Rechnungshof 2013: 257). Especially those numbers should show clearly the current relevance of the topic of multilingually diverse classrooms, that are today's reality in Austrian and especially Viennese schools.

With regard to the situation in Austrian schools, it has to be mentioned that a quarter of all primary school children use a different colloquial language than German. While 21,8% of all students in an Austrian junior high school (Hauptschule) and 28,2% of all students in Austrian Neue Mitteschulen speak different L1s than German, only 17% of all students in Austrian AHS (lower secondary school) speak a different first language than German (Statistik Austria 2015a). Students with a different L1 than German are, thus, overrepresented in Austrian middle schools (Mittelschule), while it is evident that very few students with a different L1 than German choose to attend an AHS (Volgger 2014/15: 43). Comparing the number of students attending an Austrian AHS (Allgemein Bildende Höhere Schule) between the school year 2006/2007 and 2010/2011, the total number declined by 7,6%, while the number of students with a different first language than German has risen by 9.9% (Rechnungshof 2013: 256). Most students with a different first language than German, speak Turkish, Bosnian, Croatian, or Serbian as their first language.

Most Austrian students, nevertheless, still do not fulfil the "mother tongue plus two"-goal that has been set by the European Union (Volgger 2014/15: 44). English was taught in 99,7% of all Austrian school as the first foreign language in the school year 2010/2012 (ÖSZ 2012: 12). Quite on the contrary, the majority of all lower secondary students only learn English and it is only in upper secondary education that an additional foreign language is offered and that students start learning another foreign language, which is in most cases French, Latin, Spanish, Italian or Russian (Volgger 2014/15: 44; ÖSZ 2012: 12). An even smaller number then also starts to learn a third foreign language in the course of upper secondary education (Volgger 2014/15: 44). When looking at statistics concerned with foreign language teaching in Austria, it is, therefore, clearly visible that only languages with a high prestige are learnt by the majority of pupils. Even though English, French, Italian, Russian, Spanish, Czech,

Slovenian, Bosnian/Serbian/Croatian, Hungarian, Croatian, Slovakian and Polish are noted as possible first or second foreign languages in the Austrian curriculum of lower-secondary schools (Lehrplan AHS), the number of languages offered in schools is very limited. In the school year 2004/2005, 89,1% of all students in lower secondary education studied one foreign language (English) and the two other languages that were learned most frequently were French (5,16%) and Italian (2,86%) followed by Russian (0,47%) and Spanish (0,44%) (ÖSZ 2007). The existing linguistic diversity should be used more in the Austrian school system and should be seen as a useful resource (ÖSZ 2012: 12).

3.2.1. Multilingual teaching programmes

The development of the number of students with a different L1 than German makes clear that further support programmes are necessary. One of the problems is that even though many schools offer classes in the students' first and heritage languages, such as Arabic, for example, this does not mean that students can benefit from it, as the variety of the language they speak in their family may differ a lot from the standard variety that is taught at school. Since the 1970s the BMUKK has taken supportive measures by providing education in the students' first language and other development programmes for the students' second language, which is in most cases German (Rechnungshof 2013: 256). The Austrian school system offers three types of remedial education for students with a different L1 than German, namely German (as a second language) lessons, lessons in the children's first languages and intercultural learning lessons (Volgger 2014/14: 43).

However, not only support programmes that work on students' first language competence have been introduced, but also multiple multilingual teaching projects have been initiated as a response to the "efforts of the Council of Europe to foster plurilingualism", including the EuroCom project which focuses on receptive skills and encourage students to transfer their existing knowledge on languages into a different context, also called "optimised deduction" (Jessner 2008b: 36). Also the European Centre of Modern Languages in Graz has introduced many projects focusing on multilingualism and how it can be integrated (Jessner 2008b: 37f.). Nevertheless, De Cillia & Krumm (2009: 4) argue that even though language education and support cannot eliminate all inequalities and discriminations towards speakers of different L1s than German, they can at least make a decisive contribution to help those speakers find their place in the Austrian society.

4. Language Prestige

4.1. The importance of English as THE lingua franca

At the beginning of the 21st century with all its technological developments and globalization movements, the importance and significance of learning languages changed fundamentally (García & Sylvan 2011: 385). Suddenly, one could get in touch with people from all over the world, which, as a consequence, resulted in the rise of importance of English as a lingua franca. In order to be able to communicate successfully people had to agree on a common language, which in most cases was English. Moreover, groups who had been monolingual communities were also more or less forced to learn another language to be able to take part in international communication (García & Sylvan 2011: 385).

In most European countries English is learnt as the first foreign language as a consequence of globalisation and the on-going communication between European countries, which is based on THE European lingua franca, English (Jessner 2008b: 28). Nevertheless, English is not, as many critics argue, going to replace any other languages, as the whole European community is already working towards the objective of a multilingual Europe (Jessner 2008b: 28). Since English can be used as a lingua franca in the whole world, many opponents even argue that students are no longer motivated to learn any other languages if they know English well enough to communicate with anyone they would like to (Krumm 2005). Other researchers, such as Vollmer (2001), on the other hand, argue that English can be used as an "ice-breaker" to "create an openness to linguistic diversity" and to stimulate pupils' interest in learning foreign languages (Jessner 2008b: 42).

Nonetheless, it has to be mentioned that prestige plays an important role concerning the choice of languages learnt in Europe (Jessner 2008b: 28). Even though prestige still plays a key role in foreign language choice at school, the language choice in everyday communication has changed. Only some years ago, it was, for example, the case that if a family spoke Croatian at home and another family spoke French and they both lived in Vienna, the children of the French family were more likely to keep on talking French as it had a high prestige in Europe, while the Croatian children might have possibility tried to avoid speaking their heritage language in public (Jessner 2008b: 28). This, however, is no longer the case as speakers of the same language use it when communicating. Nevertheless, especially in

educational contexts, a slight distinction is still to be made between "élite multilingualism and minority-context multilingualism" (Jessner 2008b: 34).

4.2. Language Prestige and Language Choice

When several languages are spoken in one country, the relation between those languages is often linked to diglossia, as those languages are used in different cultural settings (Rösch 2011: 160). Moreover, a different importance is attached to those contexts and, thus, also a language's prestige has an influence on diglossia, as most official languages have a high prestige, whereas minority languages have a low-prestige (Rösch 2011: 160). The sociologist Bourdieu regards language competence as a "symbolic capital" and argues that some varieties are regarded as a "more valuable form of social capital" because they are "legitimated by the social groups in power" (Cenoz 2013: 9). Even though the European Union tries to change these conditions and has recognised 23 official languages, only English, French and German are used as working languages between members of European institutions (Rösch 2011: 161).

Besides, the problem is that from the very start especially schools have been institutions that have tried to teach one standard variety of a language and, thus, to standardize languages. Language variations have, therefore, ever since been excluded from schools, which have always insisted on one language of education. Unfortunately this former ideology still has an impact on the attitude towards multilingualism in Austrian schools today. As a consequence, many people unfortunately distinguish between multilingual speakers of prestigious languages such as English, French or German that have been learnt in an institutional setting and others who speak Arabic, Turkish or Slovak due to their migrational background (Volgger 2014/15: 48). Therefore, attitudes that are expressed in Austrian schools have to change, as they have a large influence on people's view of multilingualism (Cenoz & Gorter 2010: 38).

Another problem that arises from language prestige is that the society's attitude towards a child's first languages can have a strong influence on a multilingual student's language competence, as language acquisition and the self-esteem are closely interrelated (Volgger 2014/15: 48). Language development and acquisition do not happen linearly but are dependent on the time and energy devoted to the language learning process (Allgäuer-Hackl & Jessner 2013: 124). If a students' first language is, however, not regarded as prestigious in

a country, they will eventually take a negative attitude towards it, which will have a strong influence on their language development (Allgäuer-Hackl & Jessner 2013 : 124).

The question arising frequently in the discussion of multilingualism, is whether multilingualism in Austrian schools presents an advantage for students or not (Schule Mehrsprachig 2012). This, hence, strongly depends on how prestigious students' first languages are regarded by their surrounding and, thus, also how those languages are seen by the students themselves (Schule Mehrsprachig 2012). Multilingualism can, consequently, be used as a resource if those multilingual students are not regarded as disadvantaged and incompetent (Schule Mehrsprachig 2012). It is, therefore, vital for teachers to consider all languages as equally valuable, to thereby increase students' self-esteem and finally enable them to use their first languages as a resource. The inclusion of all languages brought into the classroom and, thus, the local multilingualism, should, therefore, serve as a goal for every teacher in order to promote empathy, tolerance and respect towards other languages in the language classroom (Volgger 2014/15: 49). As will be mentioned later, multilingual speakers can benefit from transfer possibilities between the languages at their disposal but it is also possible that "in a migration context, both L2 and/or L3 can jeopardize the maintenance of the L1 and consequently, language attrition might set in" (Jessner 2008b: 31). Thus, the multilingual speakers themselves also attribute different statuses to all languages they speak, resulting in a difference between majority and minority languages (Cenoz & Genesee 1998: vii).

Enabling students to use any of their first languages, regardless of their prestige, moreover, allows to challenge the higher status of many prestigious languages and helps students become more conscious about their linguistic potential and the equal importance of their first languages (Cummins 2009: 320). Hence, particularly the social context has an influence on which languages are learnt (Gorter et al 2013: 217).

5. Multilingualism in education

Today, more and more focus in educational research and practice is put on multilingualism, which can be seen as a reaction "to the call of the European Union for trilingual European citizens" (Cenoz & Jessner 2000: 121f.). Nevertheless, many people still regard Austrian classroom as a homogenous entity, which is best defined by Gogolin's (1994) book title, which can be translated into "the monolingual habitus of a multilingual school" which is mostly prevailing in Austrian schools (Volgger 2014/15: 42). Today's media, moreover, often primarily focus on the fact that schools are more and more confronted with students' diverse linguistic background, but migration-related life-world multilingualism is, in reality, still neglected and not used as a resource in most schools. Therefore, one could say that the monolingual habitus is still prevalent in the Austrian school system, as teachers very often believe that any other language apart from the target language should be kept away from the language classroom. Hence, the students' first languages are often excluded from the school context.

5.1. Monolingual habitus

Up until the 21st century most researchers believed that languages should be regarded as separate, "monolithic" units (García & Sylvan 2011: 385). At that time most, researchers, moreover, agreed on the risks and disadvantages of growing up bilingually. Before the benefits of learning multiple languages were discovered, linguists even argued that speaking two languages influences one's language competence negatively as it takes longer to acquire two languages, which then influence one another adversely (Blocher 1910: 669). Besides, multilingual speakers were often defined as bilinguals with deficits in both languages as they were always compared to a monolingual native speaker (Baker & Prys Jones 1998:14). Towell & Hawkins (1994: 14) even argued that only "few L2 learners appear to be fully successful in the way that native speakers are". Cook (2001: 407) even argues that at a time when multilinguals were compared to a norm they would never achieve, they were similar to "shadows of native speakers".

Therefore, language teachers tried to exclude any other languages apart from the target language from their classroom, as the 'One Language Only'-hypothesis was supported by most researchers (Li Wei 2011: 371). "This idea is rooted in traditional Contrastive Analysis, which proposed the strict separation of languages in the classroom with the intention of

preventing the negative influence of the L1 on the L2" (Jessner 2008b: 39). The belief that languages should be kept separate and that mixing languages shows that multilingual speakers cannot communicate in either language was prevalent for a long time (Li Wei 2011: 371). Malakoff & Hakuta (1991: 141) define it as the "monolingual-norm assumption", which "gave rise to the negative myths surrounding bilingualism". Besides, the idea of a negative influence on the inclusion of an L1 has never been questioned, as all methods, apart from the grammar/translation method, which suggested that a language is learnt if students learn new grammatical rules and then their knowledge in translations from the target language into the source language, recommended an exclusion of any L1 (Cook 2001: 404). Language teachers were instructed not to include any other languages than the target language in the classroom "in order not to confuse students" (Jessner 2008b: 39). This idea was also called "monolingual principle" by Howatt (1984), which tries to use only the target language in the foreign language classroom with a complete exclusion of the students' first languages and, thus, "with minimal interference from the L1", meaning that students should communicate as little as possible in their L2. (Cummins 2009: 317). This approach, also called direct method, was developed as an answer to the grammar-translation method and tries to encourage students to directly use a language (Cummins 2008: 66). Besides, a focus was also put on the correct pronunciation and the goal of any foreign language learning was to arrive at a native speaker level.

5.2. Taking a holistic view on multilingualism

Any scholars who regard monolinguals as the norm, and multilinguals as monolinguals of two or more languages, also believe that any instant of language mixing, such as code-switching, can be regarded as a "lack of competence" and thereby take on an atomistic view on multilingualism (Cenoz 2013: 10). When talking about the potential of multilingual speakers and their multicompetence, research no longer takes on an atomistic view of multilingualism, which believes that languages are "independent entities" (Cenoz 2013: 10). Quite on the contrary, holistic research perspective on multilingualism argues that multilinguals "have a unique linguistic profile" and clear advantages over monolinguals (Cenoz 2013: 10). Hence, also the opinion on the inclusion of first languages into the foreign language classroom have changed. Students' home or heritage languages were suddenly no longer forbidden in learning contexts and also the importance was no longer put on a native-speaker level but rather on the ability to speak fluently and to communicate successfully.

For a very long time, the goal of any foreign language learning was to reach native-like proficiency. This perspective on target achievement has changed as research on multilingualism stresses the ability to communicate as the ultimate goal for language learners instead of a native like proficiency (Volgger 2014/15: 45). Even though foreign language teaching no longer aims at native-like profiency, multilingual students still too often focus on their deficits and what they still have to learn in contrast to monolingual students who speak German as their first language in classes, which are taught in German (Allgäuer-Hackl & Jessner 2013: 121). Unfortunately, most of those multilingual students do not realise that they are in fact way ahead of any of their monolingual classmates in their language learning competence in foreign language classes, as they have already developed special strategies when learning their first or second languages and are, therefore, well-trained foreign language speakers and learners (Allgäuer-Hackl & Jessner 2013 121).

In 1985, Grosjean, who was the first to introduce a holistic view on multilingualism, compared those bi- or multilingual speakers to sportsmen who are not only good at hurdling but also at jumping poles. Grosjean, thus, already suggested a holistic view on multilingualism. As a consequence, it was suggested that multilingual speakers' level should no longer be compared to those of monolinguals but they should rather be seen as "competent [multilingual] speakers-hearers who have a unique linguistic profile" (Grosjean in Cenoz & Gorter 2011: 357). The important thing for a teacher to remember is that those sportsmen cannot be compared to other pupils who are only trained in one field because they are competent in various fields and have come up with different techniques that should be valued (Allgäuer-Hackl & Jessner 2013 121).

To sum up, for a very long time multilingual speakers were considered semilinguals, and despite their linguistic and cognitive potential, they were "measured from a monolingual perspective against the yardstick of the ideal native speaker" (Cenoz 2013: 11). The holistic approach, however, puts more focus on all the things that multilingual speakers can do, instead of comparing them to a perfectly proficient native speaker (Gorter et al 2013: 218).

5.3. Advantages of multilingualism

The most interesting aspect of any study on multilingualism is whether multilingual students "have advantages over monolinguals in learning a further language" (Cenoz & Jessner 2000: 126). Studies examining the effect of multilingualism "on cognitive and linguistic abilities" have been carried out for more than a century now (Malakoff & Hakuta 1991: 141). It was in 1962, when Lambert, and in 1963, when Vildomec published the first books on the possible advantages of being bilingual (Lambert 1962 in García & Sylvan 2011: 386; Jessner 2008b: 16). Moreover, also Vygotsky (1962 In Malakoff & Hakuta 1991: 148) found that speaking several languages "facilitates certain types of language awareness".

As a consequence, the first bilingual schooling programmes were introduced in Canada, where parents soon wanted their children to become proficient in both official languages (García & Sylvan 2011: 387f.). As a response to the Canadian immersion programmes, a very successful teaching method, namely CLIL (Content and language integrated learning), was developed in Europe as one of many methods trying to strengthen students' language competence in as many languages as possible (García & Sylvan 2011: 388). The first bilingual educational programmes assumed students to be monolinguals who learn language in a linear way (Gracía & Sylvan 2011: 385).

It was only in the 1990s that more linguists discovered advantages of multilingualism (Jessner 2008b: 17). At that time also the first book on the study of third language acquisition appeared, in which Ringbom (1987) argued that bi- or multilinguals outperform monolinguals when learning an additional language (Jessner 2008b: 17). The first studies on the effects of bilingualism on language learning were carried out in Catalonia and the Basque Country and showed that children who grew up bilingually outperformed monolinguals when learning a third language, which is in most cases English or German (Cenoz 1991, Cenoz & Valencia 1994; Sanz 1997; Lasagabaster 1997; Munoz 2000; Sagasta 2003).

Especially since the implementation of TLA as a field of study, it has become clear that "prior linguistic knowledge of students can be exploited and not regarded as some kind of negative inference and destructive force that hinders the language learning process" (Jessner 2009: 39). If bilingual learners are for instance, proficient in both of their languages, they can "profit from the cognitive advantages which are related to a heightened level of metalinguistic

awareness, creative or divergent thinking, communicative sensitivity and further language learning" (Baker 2006 in Jessner 2008b: 29). Hence, multilingual learners can benefit from the experience they have gained in their prior language learning processes and use different language learning strategies, as they already know which ones are most successful for them (Cenoz & Jessner 2000: 127). In a nutshell, their "prior linguistic experience influences the strategies which they subsequently adapt and their success in the foreign language classroom" (Cenoz & Jessner 2000: 127).

Cenoz & Jessner (2000: 126) summarize that

> The majority of studies on general proficiency indicated a positive effect of bilingualism on TLA and this effect was linked to metalinguistic awareness, language learning strategies and communicative ability, in particular in the case of typologically close languages.

Instead of calling multilingual students semilinguals, who cannot speak any of their languages properly, Block (2007: 72) contradicts this idea and decides to call them hyperlinguals who can use various languages as a resource. In fact, research has shown that the space used for languages in the human brain is not limited and, that improvements in one language do not entail a decline of another language competence (Tracy 2014: 30). Studies have, moreover, shown that the process of translanguaging influences further foreign language learning positively and also represents an important contribution to the cultural and linguistic knowledge of a multilingual speaker (Tracy 2014: 30). Multilingual students can, thus, build new information on existing knowledge and use it further to improve their language competence in any language (Cummins 2009: 319).

A multilingual's language competence differs from a monolingual speaker as any acquired language can influence the first language (Cenoz 2013: 10). When multilingual speakers communicate, they can, therefore, benefit from their multilingual linguistic resources that monolingual speakers do not have at all, meaning that they use languages differently and can adapt to the "communicative need and their interlocutors" by using different variants (Cenoz 2013: 11; Cenoz & Gorter 2011: 357).

Learners who already have language learning experience have clear advantages over monolingual speakers, as they are already familiar with adequate and efficient language learning strategies and most importantly they have developed an enhanced metalinguistic awareness (Volgger 2014/15: 45). This competence can be regarded as particularly important

as "language learning strategies present a crucial part of multilingual development" (Jessner 2008b: 40). Those strategies are enhanced if students get more experienced in the process of language learning and if they get more proficient in the languages at their disposal (Jessner 2008b: 40).

Moreover, students who speak several languages have better translation skills and, consequently, also a developed multilingual awareness (Cummins 2009: 39). What is more, the knowledge of other languages can help them to learn languages when the "interdependencies across languages" are reflected (Cummins 2009: 319). Hence, they develop a better metalinguistic awareness, develop successful learning strategies at a very early stage and they also tolerate ambiguities better than monolinguals, which facilitates the language learning process further.

After cognitive advantages of multilingual speakers have been found in different studies on bilingualism and multilingualism, also neurolinguistic and psycholinguistic studies (Dijkstra & Van Hell 2003; Singleton 1989) found that very strong connections exist between the languages of a multilingual speaker, who uses all languages to fulfil communicative tasks (Cenoz & Gorter 2011: 358). Multilingual speakers' benefits can be summarized as follows:

> L2 learners have more mature minds, greater social development, a larger short-term memory capacity, and other differences from L1-only young children. (Singleton 1989 In Cook 2001: 306)

In fact, there are not only linguistic advantages for multilingual speakers but also advantages "in terms of cognitive and sociopragmatic development" (Cenoz & Jessner 2000: 126). In a nutshell, multilingual speakers benefit from "a heightened level of metalinguistic awareness, creative or divergent thinking, communicative sensitivity and further language learning" (Baker 2006 In Cenoz & Jessner 2000: 126).

5.3.1. Multicompetence

Hufeisen (1998) argues that learners of a second language start from the very beginning when learning their first foreign language, while learners who already speak two languages know the process of learning a new language and it is very probable that they have already got to know different learning strategies and they might also have learned something about their own and individual learning style (Jessner 2008b: 23). Therefore, L3 learners have language specific knowledge and competencies at their disposal that L2 learners do not (Jessner 2008b:

23). In 1991, Cook calls multilingual speakers' skills 'multicompetence', and states that multilinguals develop different language learning skills and an advanced metalinguistic awareness. The term 'multicompetence' tries to describe the "totality of linguistic knowledge in one mind" and, thus, regards learenrs' language competence as a whole (Li Wei 2011: 373). Cook (2007: 17) defines multicompetence as the "knowledge of two languages in one mind" and, thus, agrees with Grosjean (1989) who also argued that multilingual speakers' language systems cannot be compared to two separate monolingual systems as "the two or more languages of multicompetence form a total language system rather than independent systems" (Cook 1992: 566). In summary, a multicompetent speaker, therefore, speaks several languages, is acquainted with "the norms for using the languages in context and of how the different languages may interact in producing well-formed, contextually appropriate mixed-code utterances" (Li Wei 2011: 371). A focus on a multilingual competence also entails a better integration and valuing of students' numerable heritage or family languages (Allgäuer-Hackl & Jessner 2013: 133).

Malakoff & Hakuta (1991: 148) argue that those students "have a more developed sense of metalinguistic awareness also to have more developed language skills in general". The term metalinguistic awareness is explained by "the ability to focus on linguistic form and to switch focus between form and meaning", which is developed during the language acquisition process (Jessner 2008a: 275). It is "needed to develop multicompetence", can, besides, be "defined as an awareness of the underlying linguistic nature of language use", which enables students to reflect on a particular linguistic form (Malakoff & Hakuta 1991: 147). Cook (2002), thus, focuses on the fact that people, who are able to communicate in several language, do not necessarily make any mistakes but the important fact is that they are able to express what they want to say and, hence, communicate successfully in different languages.

Moreover, Cook argues that a multilingual mind works differently than a monolingual one as the speaker speaks several languages, which then also interact and are used alternately when trying to adapt to a context (Li Wei 2011: 373; Jessner 2008b: 20; Cenoz & Gorter 2011: 357). Multicompetence, thus, "goes way beyond the ability to use multiple languages", also called multilingual competence (Li Wei 2011: 374). Jessner (2008: 20f.) summarizes Cook's ideas by arguing that "the multilingual learner cannot simply be described as a monolingual with some extra knowledge". She (Jessner 2008b: 20) further remarks that "[...] in contrast to monolinguals, bi- or multilinguals have a different knowledge of their L1, their L2, a different

kind of language awareness and a different language processing system". "[P]roperties of a multilingual system" that a monolingual speaker usually does not have are "multilingual awareness, multilingual monitoring, multilingual learning strategies", which all result from a crosslinguistic interaction and an advanced language learning experience (Cenoz & Jessner 2000: 125).

Language teachers should, therefore, be urged to rethink their idealistic ideas of their multilingual students as native speakers of several languages but rather as multilingual speakers who have acquired a multilingual competence by placing the importance on the ability to communicate successfully (Allgäuer-Hackl & Jessner 2013: 133). This, however, also means that this newly defined goal of a multicompetent students who no longer follows a native speaker norm, puts less importance on mistakes or other deficits (Allgäuer-Hackl & Jessner 2013: 133f.). Moreover, it is indispensable to leave students enough time during activites as their languages competences and their learning conditions vary a lot (Allgäuer-Hackl & Jessner 2013: 134).

5.3.2. Beneficial crosslinguistic behaviours

It has to be kept in mind that in order to be able to communicate successfully one cannot simply fall back on "a fixed code", but a communicative interaction always depends on the context, meaning that multilingual speakers have to be extremely flexible and competent in their language use and have to develop a "multilingual repertoire", which is not linear but interdependent and complex (Cenoz & Gorter 2011: 357). Williams (2002 In Cenoz 2013: 12) was the first to use the term translanguaging in order to refer to a mix of languages for a particular communicative need of multilingual speakers. What is particularly interesting in this context, is that multilingual speakers who are competent in several languages still use code-switching when speaking to other people who speak the same languages (Tracy 2014: 17).

Very often multilingual practices, such as code-switching are perceived as "out of the ordinary", "abnormal" (Li Wei 2011: 370) or as a "deficient use of the target language due to the influence of the L1" (Cenoz & Gorter 2011: 358), even though they are the most normal thing for multilingual speakers. Quite on the contrary, multilingual processes such as code-switching presuppose that the learner is competent in every language that is used in the process, as a crosslinguistic language use requires "interrelated" language skills (Li Wei

2011: 374; Cenoz & Gorter 2011: 359). Code-switching strategies or borrowing strategies, such as transferring between languages and inferencing, show that linguistic systems are interacting, which Jessner (2008: 279) calls "dynamic interplay" (Allgäuer-Hackl & Jessner 2013: 125). Multilingual speakers use cross-linguistic strategies not necessarily because they are not competent enough to stick to one language, but to fulfil a particular purpose, such as to create a feeling of belonging to a particular language community. Code-switching can be "used for signalling group boundaries, conveying emphasis, role play, and establishing socio cultural identity" and thereby "enhance[s] or complement[s] communication to bilingual speakers" (Malakoff & Hakuta 1991: 146).

"[M]ultilingual speakers have more resources available in their linguistic repertoire than monolingual speakers, and they use them to achieve their communication goals" (Cenoz & Gorter 2011: 359). In most educational contexts, mixing languages is not accepted as an appropriate and correct form of language production but now scholars are arguing that it is actually beneficial to use "different languages as a resource in bilingual/multilingual education contexts" (Cenoz & Gorter 2011: 359). Williams' (2002: 29) term "translanguaging" should be kept in mind in this context, as this approach encourages learners to use all different languages at one's disposal simultaneously (Cenoz & Gorter 2011: 359). By that, all languages that a student uses in a translanguaging exercise can be strengthened but also the linguistic output is of higher quality (Cenoz & Gorter 2011: 359). Hence, multilingual learners cannot only make use of their vocabulary knowledge to make inferences but also use their problem solving strategies that they have developed when learning their first languages.

Multilingual speakers are able to adapt their linguistic repertoire to both the context as well as the conversational partner (Tracy 2014: 26). Code-switching, which is probably the most common instance of language transfer, is usually used to fulfil a particular communicative function. Hence, "multilinguals use the languages at their disposal as a resource in communication" (Cenoz & Gorter 2011: 358). If code-switching is applied in the classroom, it, moreover, "establishes a bridge between the way languages are used by bilinguals and multilinguals in everyday communication and the teaching and learning of languages at school" (Cenoz & Gorter 2011: 359). This particular form of language transfer, however, usually just focuses on a speaker's L1 and L2 (Cenoz & Gorter 2011: 358). The term crosslinguistic influence on the other hand can also refer to transfer between several and not

only two languages (Cenoz & Gorter 2011: 358). This crosslinguistic transfer is often described as "multidirectional", meaning that not only the first language influences multilingual speakers but also any other language they speak (Cenoz & Gorter 2011: 358). Cenoz & Jessner (2000: 125) mention that

> [...]any language can exert influence on any other language in the multilingual system, that is, crosslinguistic interaction can be found between the L1 and the L2, between the L1 and the L3 and finally between the L2 and the L3.

This theory is also supported by the dynamic model of multilingualism which states that everyone has a multilingual system at their disposal, which can be divided into further subsystems, namely the respective language systems (Herdina & Jessner 2002). These language systems evolve constantly but they are also interdependent with all the other language systems which they interact with, which can happen in the course of crosslinguistic interaction or transfer or interference (Allgäuer-Hackl & Jessner 2013: 123). Multilingual language systems, thus, cooperate strongly with one another and their environment and are dependent on social, psychological and individual factors (Allgäuer-Hackl & Jessner 2013: 124) Thereby multilingual proficiency can be developed (Allgäuer-Hackl & Jessner 2013: 125). All in all, "[t]ransfer phenomena are recognized as significant features of the multilingual systems[...]" (Cenoz & Jessner 2000: 125).

These translanguaging strategies indicate "the hybridity of multilingual communication" (Cenoz 2013: 12). As stated by Li Wi (2011: 374) code-switching is not "simply a combination and mixture of two languages" but it involves 'creativity' and 'criticality' on part of the multilingual speaker. A learner has to be competent in the linguistic system of all languages to even be able to use creativity, which then enables the learner to "choose between following and flouting the rules and norms of behaviour, including the use of language, and to push and break boundaries between the old and the new, the conventional and the original, and the acceptable and the challenging (Li Wei 2011: 374). Multilingual speakers, thus, "establish 'soft boundaries' between their languages that is, boundaries that are permeable and allow for interaction between the languages" (Cenoz & Gorter 2011: 357). Any 'hard boundaries' that were reinforced in former language teaching should, hence, be avoided in today's language classes as students otherwise cannot make use of their special competence as multilingual speakers.

6. Teaching strategies for multilingualism

"The multilingual classroom [is] a place where several languages are learnt and used."

(Jessner 2006: 130).

As nowadays more and more multilingual students attend school in Austria and research has shown a positive influence of a multilingual's language competence on language learning as has been shown in the previous chapter, it has become increasingly important for language teachers to make students aware of their linguistic competence and to enable them to use it beneficially in the foreign language classroom.

Thus, teaching strategies should be adapted to the multilingual context, which is prevalent in Austrian classrooms. Effective strategies are "creating connections between" languages and, thus, to use translanguaging techniques, which learners in fact use naturally when speaking in a multilingual context which are unfortunately often forbidden at school (Gorter et al 2013: 218). Another important step is to include activities that "can enhance metalinguistic awareness" (Gorter et al 2013: 218). All in all, the ultimate goals should be to enable students to become "competent multilingual speaker[s]" (Gorter et al 2013: 218). Hornberger (2005: 607), therefore, suggest that

> bi/multilinguals' learning is maximised when they are allowed and enabled to draw from across all their existing language skills (in two + languages), rather than being constrained and inhibited from doing so by monolingual instructional assumptions and practices.

Moreover, it was proven that relations between languages can be used to learn new vocabulary and to improve students' multilingual competence, which should nowadays be regarded as the goal of any language course. By focusing on multilingualism in a linguistically diverse classroom, teachers can on the one hand introduce a metalinguistic discourse between learners and their languages and can also encourage students to value their multilingual competence. Therefore, diversity in a heterogeneous and multilingual classroom has to be kept in mind when planning lessons, as there are for example different language systems that have to be activated to allow multilingual learning (Allgäuer-Hackl & Jessner 2013: 127).

6.1. Using multilingualism as a resource

A possible way of including other languages in the classroom is presented by the teaching approach "focus on multilingualism", which looks at the multilingual potential of students from a holistic perspective, meaning that they regard students' competence and then "look at the familiarities as a whole and explore their communalities" (Cenoz & Gorter 2011: 360). The language competence is, thus, increased synchronically in several languages and reinforces the learners' metalinguistic awareness by comparing and contrasting languages (Cenoz & Gorter 2011: 360). Hence, it is a very efficient method that aims to convince students to use all languages as a resource when talking (Cenoz & Gorter 2011: 360).

Phenomena like code switching or translanguaging are natural techniques that multilingual speakers use frequently and it is, therefore, important to encourage students to look at boundaries between languages as soft boundaries (Cenoz & Gorter 2011: 360). "Multilingual learners and users can use their different languages as a resource and can have other multilingual speakers as a reference" (Cenoz & Gorter 2011: 360). Applying the technique of "focus on multilingualism", moreover, shows "how the different subsystems are connected across the languages in their development", meaning that if a special writing strategy is taught in one language, it can also be applied in any other language (Cenoz & Gorter 2011: 360).

In the following part of this chapter different strategies focussing on multilingualism, which are then applied in the empirical project of this thesis, are explained in detail.

6.1.1. Using students' L1 in the foreign language classroom

For a very long time, it has been believed that the inclusion of the students' L1 has a negative effect on the language acquisition process. Cook (2001: 402), however, argues that

> Treating the L1 as a classroom resource opens up several ways to use it, such as for teachers to convey meaning, explain grammar, and organize the class, and for students to use as part of their collaborative learning and individual strategy use.

According to Cook (2001: 403), the first language should be used systematically in the foreign language classroom and, therefore, the reasons behind an exclusion of any L1 utterances should be scrutinized. The "discouragement of L1 use in the classroom" has been prevalent in the whole 20th century (Cook 2001: 404). Researchers, as for example Polio & Duff (1994: 324) or Howatt (1984: 289) all list the use of any L1 as problematic, therefore,

ban it from the foreign language classroom and agreed on the elimination of any instances of an L1. Most proponents of the One Language Only hypothesis argued that pupils' L1 should not be included in the foreign language classroom, as languages should be kept as separate units and learners need to hear the target language as often as possible to get used to it in order to learn it (Cook 2001: 406f.). Cook's considerations on teachers' use of L1, however, only apply to monolingual classroom, as they would otherwise have to speak all the children's first languages, which in most cases is not possible as students speak several different L1s. If students, however, are allowed to use their L1s in the classroom, the teacher does not have to be proficient in various first languages of students but they can still apply them as a tool (Cook 2001: 417). As soon as students are allowed to use their L1s, they can benefit from them, since "both languages can be used simultaneously" and both the "L1 and the L2 co-exist in the same mind" (Cook 2001: 417). Thereby "[t]he students are not treated as monolinguals in either language; they are working through both languages [...]" (Cook 2001: 417).

As a consequence, it is argued, that students should always be encouraged to use the target language continuously during group activities, which is most of the times difficult to control (Cook 2001: 418). However, features such as code-switching during an exercise, are actually natural and the use of their L1, furthermore, "provides scaffolding for the students to help each other". According to Brooks & Donato (1994: 268), the use of the L1 can be regarded as "a normal psycholinguistic process that facilitates L2 production and allows the learner both to initiate and sustain verbal interaction with one other".

All in all, teachers need to get "free from their inhibitions about using the L1" in order to be able to encourage students to use them as a useful resource in the language classroom. According to Cummins (2008: 67) there are two important factors that support the inclusion of one's L1 in an educational setting: Firstly, students always build on prior knowledge when learning something new. Donovan and Bransford (2005: 4) stated that "new understandings are constructed on a foundation of existing understandings and experiences". Thus, those "existing experiences" always refer to students' first languages in a multilingual setting, as "students' prior knowledge is encoded in their L1, then their L1 is inevitably implicated in the learning of L2" (Cummins 2008: 67). Secondly, Cummins (2008: 67) mentions the "interdependence across languages" as another reason why the L1 should be included in the foreign language classroom, as a learner always develops "an underlying cognitive/academic

proficiency that is common across languages" and a "deeper conceptional and linguistic proficiency", which can be transferred "from one languages to another" even though the pronunciation or vocabulary might differ.

Therefore, it is proposed by Cummins et al (2005: 38) that teachers should be encouraged to "teach in a way that fosters transfer for concepts and skills from the student's home language to English". In contrast to monolingual approaches which limit students' language productions to the target language, the activation of students' existing knowledge enables students to arrive at higher proficiency. Students who are allowed to discuss in their L1 during group discussion in the foreign language classroom, they can benefit a lot more than if the use of their first languages is forbidden. Besides, it has been stated by Cummins et al (2005: 38) that if students are allowed to use their first language, they "take ownership of their learning" and thereby "invest their identities in learning outcomes", which means that an active learning process is taking place. If students, as a consequence, engage in the learning of the English language, but they are also enabled to refer back to their L1s, the learning is influenced positively, as "environments that affirm the identities of English language learners" are created (Cummins et al 2005: 39). This pedagogical approach can also be defined as "a pedagogy of respect", as this form of learning not only "aims for transfer of knowledge and skills across languages" but it also "communicates respect for students' languages and cultures" (Cummins et al 2005: 42). To conclude, the benefits of the inclusion of students' first languages can be summarized as follows

> By welcoming a student's home language, school facilitates the flow of knowledge, ideas, and feelings between home and school and across languages. (Cummins et al 2005: 42)

6.1.2. Training students' multilingual and metalinguistic awareness

In order to enable students to use their multilingual potential, they have to work on their metalinguistic and crosslinguistic awareness (Jessner 2006: 42). Metalinguistic awareness can be raised when the ability to regard "language as an object in itself or to think abstractly about language" is achieved and multilingual speakers can, thus, reflect critically on languages, can translate or develop a linguistic sensibility (Jessner 2006: 42). As a consequence, they can use their linguistic potential as a resource to adapt their language to their communicative needs (Allgäuer-Hackl & Jessner 2013: 126). Jessner (2006) in fact found in her study on speech production of multilinguals in English as their L3, that learners fall back on implicit

knowledge of language similarities, such as cognates, but also their explicit awareness of languages and their interactions. To conclude, "as recent research on TLA and multilingualism clearly shows, during multilingual production, links are established between the languages in the multilingual mind and made use of" (Jessner 2008b: 39). Therefore, it should be the primary goal of any language teaching to raise students' linguistic awareness in order to enable them to develop and subsequently make use of their multicompetence (Cenoz & Jessner 2000: 133f.).

Individuals who are bilingual or multilingual develop a higher level of metalinguistic awareness, which allows them to reflect on languages and focus their attention on linguistic features (Cenoz & Gorter 2011: 358). Without any doubt, the training of a student's multilingual awareness has a positive influence on the foreign language learning, as students can reflect on similarities and differences between the languages they already know (Allgäuer-Hackl & Jessner 2013: 129). Therefore, students should be encouraged to reflect on their multilingual potential and thereby develop a multilingual awareness particularly in foreign language lessons. Those students who want to benefit from their competence, have to be acquainted with strategies of language transfers as well as inferences in order to be able to use it when learning another foreign language (Allgäuer-Hackl & Jessner 2013: 131).

Comparing languages can for example help students to first of all develop a language awareness and to show them how the languages they already speak can help them in their linguistic development (Allgäuer-Hackl & Jessner 2013: 130). In this context, students are always encouraged to analyse a foreign language item and to find any linguistic similarities or differences, which can shed a new light on the students' first languages as well (Allgäuer-Hackl & Jessner 2013: 130). Learners should, therefore, be encouraged by their teachers to consciously refer back to all the languages at their disposal and to use language transferring and interferences positively when learning a new language and apply them in appropriate contexts (Allgäuer-Hackl & Jessner 2013: 130). To give an example: multilingual awareness can be raised if students are encouraged to reflect on what languages they are able to speak and where to speak which languages.

6.1.4. Translation

As mentioned above, it has been revealed that multilingual speakers have better translation skills than monolinguals (Cummins 2009: 39). This advantage can of course be exploited in the foreign language classroom, as translations can provide useful scaffolding for learners. The most important difference between mono- and multilingual speakers is that the latter can express things in various languages and, besides, they can also switch between the languages at their disposal (Malakoff & Hakuta 1991: 142). The most common process in this context is without any doubt translation, which "is an everyday activity, a part of their lives", which also fulfils communicative tasks (Malakoff & Hakuta 1991: 142). It is, thus, more than reasonable to encourage students "to use translation as a tool for promoting transfer across languages" (Cummins 2008: 65).

Nevertheless, teaching methods involving translation are frequently avoided since the term reminds of a former teaching strategy, which had to bear a lot of criticism (Cook 2001: 417). According to Malkoff & Hakuta (1991), however, it is a natural task for multilingual speakers who, for example, have to translate for their parents who are not fluent in the official language of the country. Malakoff & Hakuta (1991: 163) even state that "translation provides an easy avenue to enhance linguistic awareness and pride in bilingualism". Translation can be seen as a communicative teaching tool, "as a means of enabling students to create multimedia texts that communicate in powerful and authentic ways with multiple audiences in both L1 and L2" (Cummins 2008: 65). Verhoeven (1991: 72) even argues that the use of both the L1 as well as the L2 has the effect that both languages are considered important and a focus on the L1 literacy does not hinder the development of L2 literacy but it even has a positive effect on it. According to Cummins (2008: 70), "when bilingual students' L1 and prior knowledge are acknowledged as important resources for learning", the status of the languages changes and, consequently, students can use their L1s as tools to improve their English writing skills.

Writing in a foreign language usually has two different goals. On the one hand the writers want to improve their language competence but on the other hand also their writing skills (Dengscherz 2012: 67). Many writing strategies that one has acquired in one's L1 can also be applied to the L2 writing process (Dengscherz 2012: 68). The situation is different in a multilingual setting, as different languages can be used strategically to ensure a higher language competence level (Dengscherz 2012: 68). Lange (2012: 142ff.) for example refers to advantages of writing a text firstly in the first language and then translating into the

foreign/target language, as learners can, thereby, benefit from using different language systems and thinking at the same time. Besides, focussing on the target language only, very often poses problems for learners (Dengscherz 2012: 71). As a consequence, it is in most cases helpful to find creative ideas when students are allowed to refer to other languages as long as they are aware of the fact that text formats and writing styles might differ (Dengscherz 2012: 71f.).

6.1.5. Writing in peer groups

During the process of writing in a foreign language, students have to come up with various strategies that help them find ideas, structure them and formulate them in the foreign language, which can easily lead to a writer's block as learners cannot yet phrase things the way they would like to. Moreover, it is very efficient to teach the students multilingual writing strategies once and in one language subject and to encourage them to then apply those strategies in any other language as well (Cenoz 2013: 13). Therefore, an important job for teachers is to give learners a set of strategies that might help them to successfully produce texts in the target language (Dengscherz 2012: 77f.). However, not only the teacher can serve as a source of information on writing strategies, but also the students' colleagues (Dengscherz 2012: 78). Thus, multilingual autonomous writing groups are a positive option if the lesson is intended to be less teacher-centred but the focus is instead put on multilingualism (Dengscherz 2012: 78). Cummins (2009: 319) states that

> Encouraging [...] students to write in their L1 and, working with peer, community and instructional resource people to translate L1 writing into English, scaffolds students' output in English and enables them to use higher order and critical thinking skills much sooner than if English is the only legitimate language of intellectual expression in the classroom.

If students get the possibility to write in several languages or translate a text together with their peers, they can apply writing strategies that work cross-linguistically (Cenoz 2013: 13). On the one hand, they can come up with more ideas than they would if they were working on their own but on the other hand they can also benefit from their multilingual competence. If they are searching for a word, they could, for example, say the word in their first language or in the language that is spoken in class. Since students' linguistic backgrounds are heterogenous in multilingual classes, they can benefit from one another.

6.1.6. Using English as a lingua franca

Very often the learners' success at school is linked with the students' knowledge of the language of education. Several studies have shown that the educational attainment and performances of students with a migrational background are lower (Rechnungshof 2013: 257). As soon as English or any other foreign languages come into play, the situation changes, as the students start at the same level and no one, apart from those students who speak this target language as their family language, has an advantage. Considering the fact that multilingual students have a higher multilingual awareness and other competences, the situation is exactly the opposite in the foreign language classroom as they can benefit from their multiple previous language learning experiences.

All in all, English can be regarded as particularly useful when building bridges between languages and people as it is the most common lingua-franca (Allgäuer-Hackl & Jessner 2013: 131). If students who speaks Turkish as their L1 read a German text in Geography, for instance, they frequently not only struggle with the subject matter but also with German terminology and are, consequently, disadvantaged compared to monolingual students. However, they no longer feel inferior when talking English to German monolingual speakers, as it is the case when they talk German, because they all start learning this language together. They, therefore, all experience the same problems and nobody has the advantage of speaking the language as an L1, except for those children who grew up speaking English at home. As a consequence, they all arrive at a similar level, which gives them common grounds.

6.2. Teachers in multilingual classrooms

By and large it can be said that Austrian schools are anything but homogenous, which poses a challenge for all those teachers who do not regard students' multilingual potential as a resource (Volgger 2014/15: 52f.) Therefore, it is particularly important to offer courses on multilingualism for all future teachers, who should become aware of the challenges and advantages involved in the successful inclusion of students' first languages in the teaching practice (Volgger 2014/15: 52). If teachers are familiar with didactic ideas for multilingual school contexts, they can build on students' multilingual knowledge, encourage them to develop a multicompetence and to use their languages during the learning process (Volgger 2014/15: 52). A new debate arising from the discussion of the competences of a perfect

multilingual teacher, argues that teachers who are native speakers of the target language actually have disadvantages to non-native teachers who have learnd the language as students themselves since they can hand on their language learning experience to the students (Jessner 2008b: 41). Hence, the most important point is that teachers have gone through the process of language learning themselves and have, therefore, also developed a multilingual awareness as well as "own multilingual learning skills and knowledge" (Jessner 2008b: 41). Nonetheless, the study of the language acquisition process itself is of course fundamental, too (Jessner 2008b: 41).

The important thing for teachers to remember is that plurality can only be created in a language classroom, if the focus is put on "teaching individuals within multilingual classrooms" (García & Sylvan 2011: 386). Multilingual language teaching can be successful if teachers focus on the individual students and talk about his or her linguistic background to use it as a resource (García & Sylvan 2011: 386). "[T]eachers' pedagogies and practices that facilitate learning in these complex contexts must build on students' singular language practices" in order to make multilingual learning possible (García & Sylvan 2011: 386). It is, hence, no longer sufficient to teach one language after the other and one at a time, but to teach the students a multilingual competence, which enables them to use their linguistic knowledge as a resource when speaking. The problem, which, however, arises for most teachers who grew up monolingually themselves is that they cannot offer all students appropriate support as they might not speak all languages that are present in a multilingually diverse classroom. Nonetheless, they can apply teaching techniques focussing on students' multilingual potential and encourage the studens to use their L1 as a resource, even if they can only help them with grammatical structures or vocabulary in the target language.

7. A teaching project for raising multilingual awareness

The following chapter focuses on the teaching project itself. Firstly the aim of the project is presented, secondly the setting is described and thirdly the individual lesson plans and handouts are explained. A compiled version of all exercises and a short version of the lesson plan can be found in the appendix.

7.1. Aims and objectives of the teaching project

As students often only focus on the fact that they do not speak one language properly, they unfortunately forget how lucky they are to speak various first languages, which many people learn tediously when they are older even though they will probably never arrive at a similar level. In fact, the role of every language teacher should, therefore, be to make students aware of their linguistic competences and to show them that speaking other languages apart from those, which are regarded as prestigious in Austria, can help them a lot when learning further languages. To this end, awareness-raising tasks were performed at the beginning of the teaching sequence in which students are in various exercises encouraged to use their first languages as a reference point and to talk about their linguistic background. While in the first lesson, the focus is put on multilingual awareness, the second lesson focuses on writing and students' translational skills.

During the two lessons, students were, thus, encouraged to refer back to their first languages and to use them beneficially as a linguistic resource. Another purpose of the teaching sequence, hence, was to make students aware of language inferences and to use multilingual approaches as new strategies when multilingual learners learn new languages and to exploit the benefits of multicompetence. Moreover, students of course also had to work on their language management, as they have to switch from one language to another frequently. When translating and comparing a particular structure in different languages, students, however, not only learn how to interfere from other languages but, moreover, their multilingual awareness is raised. The fundamental advantage of multilingual lessons is that students can make best use of previously acquired knowledge and the focus of the language teaching is no longer on a strictly monolingual approach. Therefore, the purpose of the teaching sequence is to show how several languages can be included into a foreign language lesson and that multilingual learning can be an enrichment both for the learners as well as the teacher if done on purpose

(Jessner 2006: 130). To summarize it can be said that the goal of the teaching sequence is to foster "plurilingual competence", which is also mentioned in the *Common European Framework for References* (2001: 169) as an aim of any foreign language learning.

7.2. The setting

For the project, a sequence of two subsequent lessons focussing on the use of students' multilingual potential in the foreign language classroom was planned. The case study was conducted in two third forms of a Viennese lower secondary school in the tenth district and, thus, focuses on a school context.

The participant learners of the present teaching project are all multilingual due to migration and had been learning English for two years and approximately had a language level of A2. Students start learning English as a first foreign language in the first form in this very school, which offers two different branches from the third form onwards. They can either specialize in sciences or in languages. One of the two participating groups had started learning French and Latin shortly before the project, while the other class had chosen the track focussing on sciences. Hence, it could also be observed whether students who do not learn a second foreign language approach multilingual tasks differently. Both groups have the same teacher in English but they had only been in these two classes for two months, as the students had been divided according to the languages or branches they had chosen after the second form.

Students' linguistic background
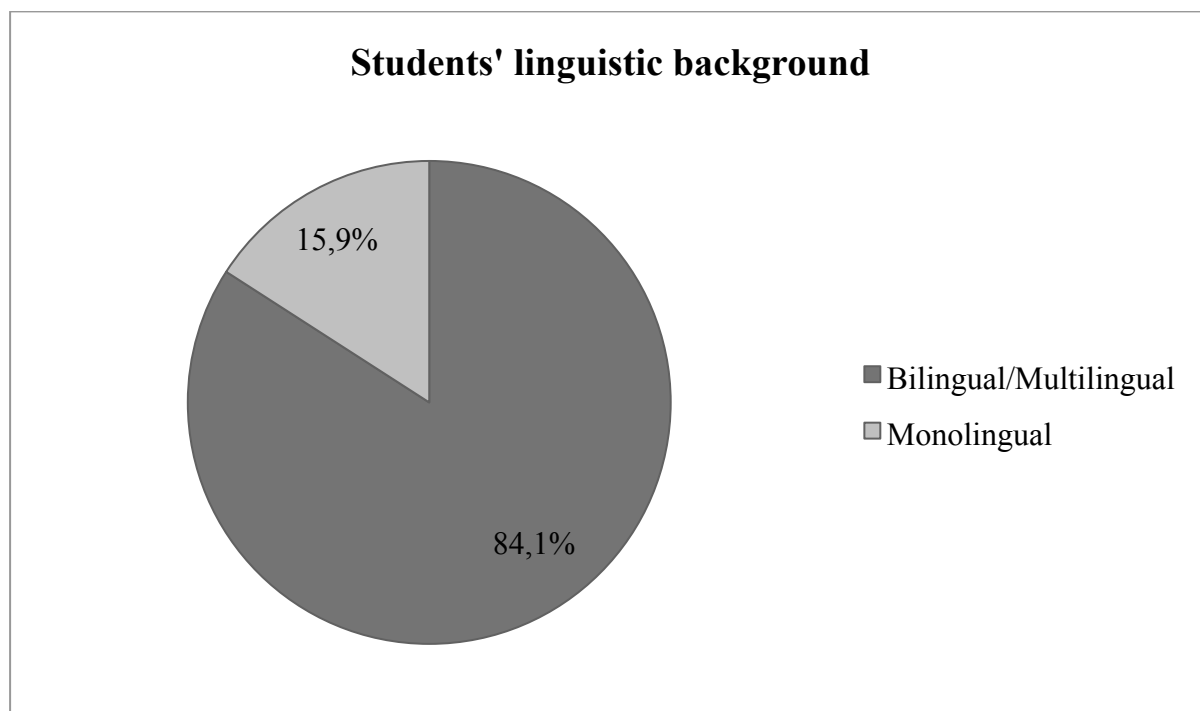
Figure 1: Classroom distribution of monolingual and bi-/multilingual speakers in per cent

In the two classes 21 and 23 students were present on both days on which the project was carried out and, thus, 44 language learners participated in the teaching project. The two groups of students were heterogeneous, which was very enriching for the purpose of this particular study. While in the first class there were five students with German as their home language, there were only two children, who grew up monolingually speaking German only, in the second class. Out of all 44 students, 84,1% grew up multilingually and speak both German and their other first language fluently, as can be seen in Figure 1 above.

The groups consisted of 27 girls and 17 boys who were between 11 and 14 years old. Their first languages were Albanian, Arabic, Bosnian/Serbian/Croatian, Chechen, English, French, German, Hungarian, Pashto, Polish, Portuguese, Romanian, Russian, Turkish and Slovak. As can be seen in Figure 2, there are only seven students who speak German as their first language but 84,1% of the students acquired German as a second language in most cases in the kindergarten but also speak a second language at home. While there was respectively only one student who spoke Portuguese, Pashto, Slovak or Romanian, a majority, namely a quarter of all students, had Turkish as their L1. The ten Bosnian, Serbian or Croatian speakers form the second most strongly represented group of multilingual speakers. Besides, there were also special cases of learners who grew up trilingual. One girl for example has been learning German, Serbian and English simultaneously from her birth and another student speaks

Albanian, German, French and English at home. There was one boy who speaks Slovak, Russian and German at home and another girl who speaks Russian, German, Chechen and English with her family and friends. Nearly 10% of all participants, thus, grew up speaking three languages.

Students' first languages

Language	Number of speakers
Albanian	3
Arabic	3
Bosnian/Serbian/Croatian	10
Chechen	1
English	4
German	7
Pashto	1
Polish	1
Portugese	1
Romanian	1
Russian	4
Slovak	1
Turkish	12

Number of speakers
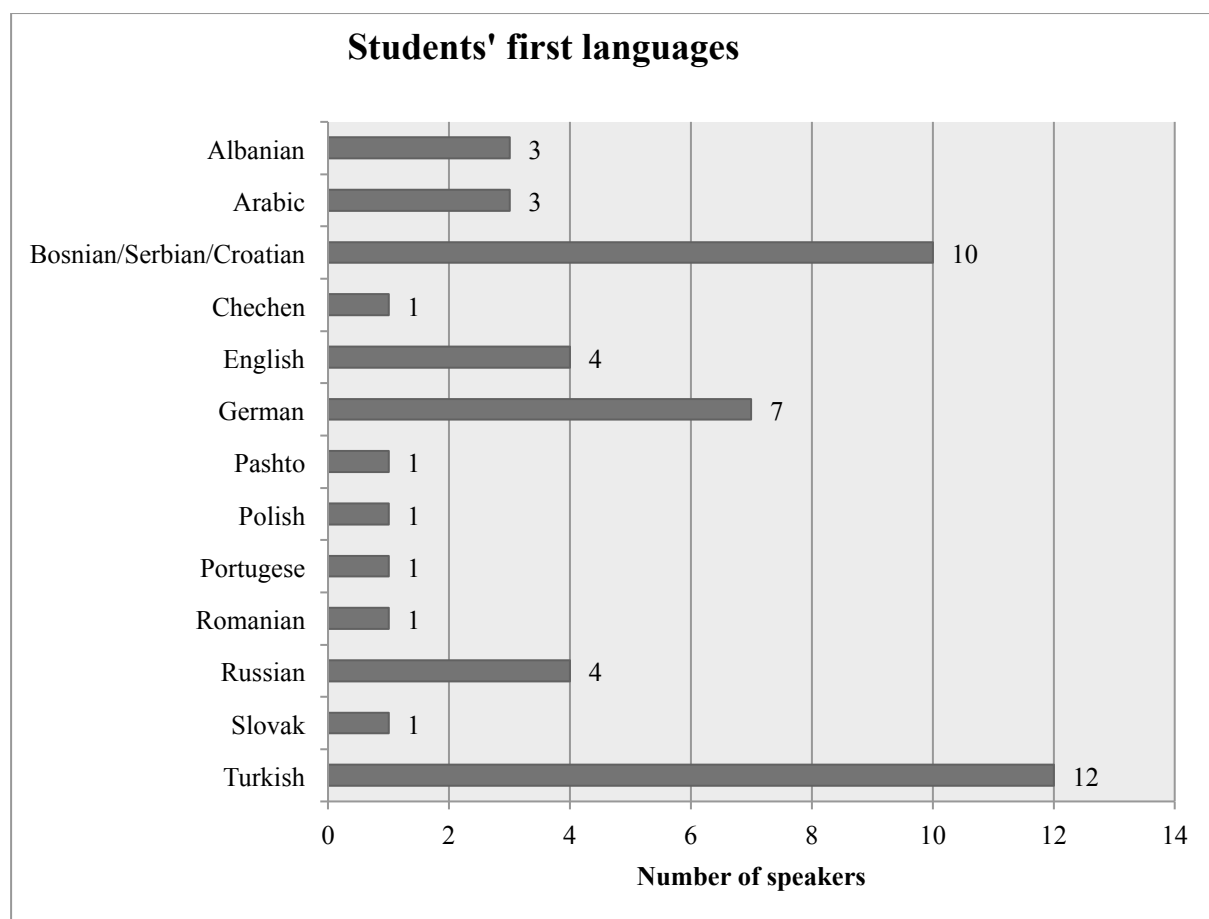
Figure 2: Absolute numbers of first languages spoken by the participants of the teaching project

The teaching project was carried out on November 9th, 10th and 11th 2015. The lessons lasted 50 minutes and were taught at 9 o'clock on Monday morning and at 8 o'clock on Tuesday morning in the class 3B and at 11 o'clock on Tuesday morning and at 10 o'clock on Wednesday morning in the class 3D. In the previous lesson, the teacher had handed back the tests and, therefore, he was in no hurry to finish a particular topic but let me teach two lessons in a row. At the beginning of the lesson, the teacher only collected the tests, which the students' parents had to signed, introduced me to the groups and then let me carry on with my lesson. Before the teaching project, the students did not receive any information on the purpose of the lessons. The only thing they knew was that I was currently writing my thesis, that I was doing a teaching degree and that I wanted to try something out together with them.

From the very beginning, everyone knew that my thesis was on the topic of multilingualism, which I told them was also the overall topic of my final paper and our teaching project.

7.3. Lesson plans

In the following chapter, the lessons will be presented individually and in detail. The two lessons were carried out similarly in the two different classes.

7.3.1. Lesson 1

In the first lesson the topic of multilingualism is introduced and the students' existing knowledge is activated when a mindmap is created on the blackboard. As a next step the students' reading skills are trained in a reading comprehension, which also deals with the topic of multilingualism. The whole lesson focuses on the students' multilingual awareness, which is also raised in the following exercise, in which the students have to create a multilingual word list. Also the next task intends to motivate a reflection on the learners' linguistic background and is followed by a partner interview.

Table 1: Detailed lesson plan of the first lesson

frame	procedure	format	skill	materials	notes
5'	Mindmap "Multilingualism"	T-S	Speaking	Blackboard	The students are introduced to the topic of this lesson and the most important terms, namely 'multilingualism', 'bilingual', 'first language', 'second language' and 'foreign language' are defined.
10'	Reading Comprehension 'How many languages do you speak'	S T-S	Reading	Handout 1+2	The students read the texts on Handout 1 individually and then try to find the correct person for every statement. When they have

					finished the exercise, they compare their answers with their neighbours and finally the answers are discussed in plenary.
5'	Creating the 'multilingual word list'	S-S	Writing	Handout 2	Students are now encouraged to search for as many translations as they know for six given words. The German translations are compared and the students are asked how many translations they could find.
10'	Creating a 'Language network'	S	Writing	Handout 3	The students think about what languages they use, when and where. The teacher gives an example by painting parts of her own language graph onto the blackboard and finishes the exercise simultaneously on the blackboard while the students create their own language networks.
20'	Partner interview	S-S	Speaking	Handout 3	The students have to interview one classmate. They first pick one part of a flag and then have to find their partner who has the second part of the flag. They have to interview each other and take notes.

					Afterwards three students have to present what they found out about their partner by using the "He/She" form.
home-work	Language profile	S	Writing	Handout 4	As a homework task, or as an additional exercise if there is enough time, the students create a language profile of their first language. They add information on important phrases, where the language is spoken, what the flag looks like and how one dialogue could be translated.

At the beginning of the sequence, the topic of the project and what would be happening in the next two lessons is introduced and the topic of multilingualism is presented during the creation of a mind map. During this task, important theoretical terms, such as 'first language', 'second language', 'foreign language' and 'bilingual' are defined and explained in plenary. The students were encouraged to add any words that they associate with multilingualism. Important terms that are discussed: first, second and foreign language, multilingualism, bilingualism and monolingualism. If the students cannot give an appropriate definition, it is rephrased by the teacher.

As a next step, the students do a reading comprehension, consisting of three small texts narrated by three children that grew up multilingually, as can be seen in Figure 3 (A big version of the handout can be found in the appendix). They talk about what languages they speak, where they speak them, with whom they speak them and why those languages are important for them. Already in the reading comprehension, which was created by myself, the fact that those people speak different languages is presented as positive and it becomes

apparent that those children use them as a resource for their daily lives. The task students have to do is a multiple-matching exercise, which is very often used as a test format for EFL learners. Hence, it is assumed that the students are familiar with this exercise, in which they have to match different statements with the corresponding person, who mentioned this particular fact in his or her text. The questions have to be completed with the names of either one of the three children. When the students have finished the task, they can compare their results with their neighbours before the final comparison is done in plenary.

How many languages do you speak?
Read about these three children. Then answer the questions below.

Hello! My name is **Kunal** and I am fourteen years old. I was born in an Indian city called Mumbai and I moved to Vienna when I was ten. I have two brothers. My life in Vienna is very exciting and I really love going to school here because I learned to speak German there. At home, I speak Hindi most of the time. When I am alone with my brothers, I just speak English because I love the language. When I still lived in India, I spoke English at school and Hindi when I, for example, went to the cinema. Now I speak German at school and I can already say almost anything I want to. I think the dialect in Vienna is very funny! Many people call me multilingual because I speak so many languages!

Hey there! My name is **Lejla** and I am eleven years old. My parents are from Bosnia but we all live in Vienna. They moved to Vienna when I was a little baby. My first languages are Bosnian and German. When I finish school, I want to become a politician. I want to speak as many languages as possible because I want to talk to people from the whole world. Two years ago I started learning English and I love the language. Now I finally understand all the songs I hear on the radio. Most of my friends speak German or Bosnian but I also understand my friends who speak Croatian, Serbian and even a bit of Czech. That's so cool!

Hi I'm **Céline** and I live in Vienna. I have a French name because my mum is from France. I go to a French school in Vienna. It is called "Lycée français de Vienne" and we only speak French there. When I come home from school I usually speak French and English. I am bilingual because I speak French with my mum and English with my dad. He is from Canada. My parents met in Canada when my mother studied there. After school I speak French with most of my friends. It is a bit difficult for me to talk German because I am used to talking English and French all the time but I still like it.

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Write Céline, Kunal or Lejla. You can write one, two or three names as an answer.

1) Who does not speak German very often?	*Céline*
2) Who likes the Viennese dialect?	
3) Who speaks a different language with his/her brothers/sisters and with his/her parents?	
4) Who likes the English language?	
5) Who was not born in Vienna?	
6) Who does not speak German at school (in Vienna)?	
7) Who has parents who speak different languages?	
8) Who wants to learn new languages for his/her dream job?	

My multilingual word list

English			
language			
school			
parents			
friends			
to speak			
to live			

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Figure 3: Reading comprehension, reading task and multilingual word list

During the next exercise, the students are encouraged to create a multilingual word list, in which they can find any translations to the given English words they know. The students can either work on their own, if no one classmate speaks his or her L1, or in pairs. An important step should happen after the creation of this word list, as the students are then encouraged to use the languages at their disposal more often and to take the liberty to add multilingual translation into their vocabulary book when they are studying for their vocabulary quizzes at school. Even though it is important not to discourage the monolingual students, who probably only have one translation for the English words, the fact that many students have more than one translation is praised. As a conclusion of this exercise, after about ten minutes, the German translations of the English words are quickly compared in plenary. At the end of the

translation task, the teacher, thus, encourages the students to use this technique further when learning new vocabulary and, thus, to use all of their languages as a resource. Hence, the reading and the translation exercise both try to focus on the students' multilingual awareness.

The second task of the first lesson, also focuses on multilingual awareness. In the next five minutes, the students create their own language networks. Before a detailed explanation of language networks is given, it should be stressed that this exercise serves to encourage the students to reflect on what languages they use in which domains. For this purpose, an example of the teacher's language network can be drawn onto the blackboard and the exact task is explained in detail. The exercise, which can be seen in Figure 4, was adapted from the book *Plurilingualität und Identität: zur Selbst- und Fremdwahrnehmung mehrsprachiger Menschen* by De Inéz Florio-Hansen (2007: 41). After the instructions, the students also have time to ask questions and any necessary definitions are given. They first of all have to decide on a pattern for every language they know. As a next step, they have to think about where they use which of those languages. If, for example, a student used Bosnian at home but German and English at school, he would have to draw the pattern for the Bosnian language next to the domain "at home" and the patterns for English and German next to the domain "at school".

The students get approximately five minutes to create their language networks by themselves and there is alwys time for any possibly arising questions. The goal of this exercise is to make students aware of the different domains in which they use their languages and to show them again how many different languages they are able to speak. After creating the networks, the students do not have to present their works themselves, as it might be too personal to tell their classmates what language they for example speak with their parents. Nonetheless, the students will get to know more about their colleagues' linguistic background in the next exercise in order to get to know their classmates' first languages.

Which languages do you speak/hear?

at home

at school

in the media

me

at the supermarket

with friends

German *English*
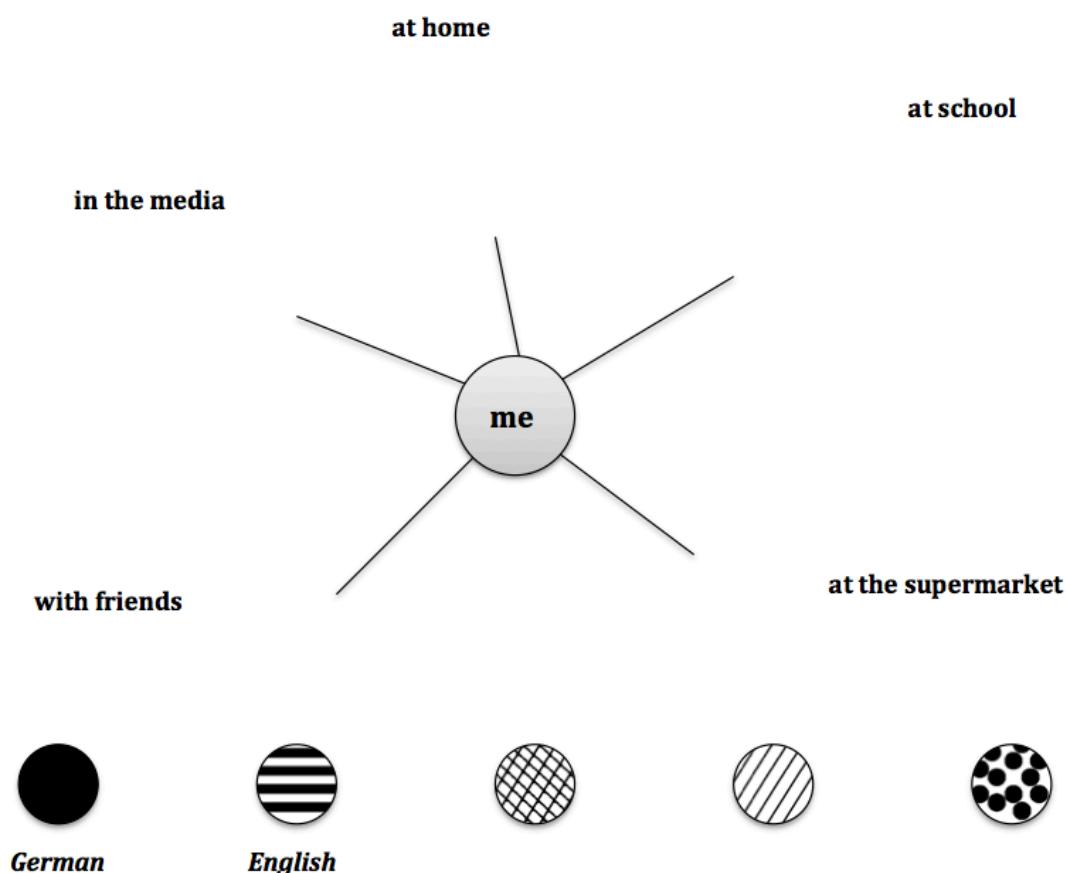
Figure 4: Handout for the language network task

The information students gather during language netork task is instead used during the next task, which is a partner interview. To facilitate the partner finding process but also to get the students moving a bit, every participant receives one half of a flag. Each flag represents one of the countries in which English is spoken as an official language. The students then have to get up and find their partner, who have the second half of their flag and whom they then have to interview. This way, the students have to find a new partner and interview someone new, who they probably do not know as well as their neighbours. For the interview, the students have guiding questions on their worksheets, which they can ask each other, as can be seen in Figure 5. They are also encouraged to take notes during the interview, as they might have to present their partner's linguistic background later on. The students have 15 minutes to finish their interviews and to take notes. After the proposed time frame, the students have to get back to their seats and those, who want to present their results or their newly gained information, can do so.

PARTNER INTERVIEW
Pick one part of a flag and find the person who has the missing piece.
Then interview your partner. Ask him/her the following questions and make notes. Be prepared to talk about your partner's answers later.

What is/are your first language/s? What is your second language?

_____
How did you learn the language/s?

_____
Where do you use these language/s?

_____
Who speaks these language/s with you?

_____
Do you know any other language/s?

_____
Which language/s would you like to learn next?

_____

Idea adapted from: Coelho 2012: 207

Figure 5: Handout 3: Guiding questions for the partner interview on students' linguistic background

The additional exercise, in which students are asked to write a short Facebook profile of their home language or heritage language can not be carried out at the end of this lesson or as a homework task. In this exercise, the students have to research online, to find out, for example, in what countries their first language is spoken and how many people speak this language. Moreover, they can draw the flag of the country, in which the language is spoken, and they can also add a dialogue written in this language with a translation into English. Besides, they have to include some basic information, such as the most important phrases one needs to be able to communicate in this particular language, as can be seen in Figure 6.

Language Profile

facebook 👥💬🌐 | Search 🔍 | Home Profile Account ▾ Log out

Places (Where is it spoken?)

Friends (Who speaks it?)

Photos (Example of handwriting.)

Basic information: (Important phrases.)

Hello=

How are you=

I am fine=

My name is…=

Goodbye=

Status: (A short dialogue + translation)
A:
B:
A:
B:
A:
B:

See translation:
A:
B:
A:
B:
A:
B:

👍 Like   💬 Comment   ➤ Share

You like this.

Figure 6: Handout on which students had to create their language profiles of their first languages

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7.3.2. Lesson 2

This lesson encourages students to use their first languages in the English classroom. For this purpose, the learners get together in groups according to their first language and produce a text firstly in their L1, which they secondly also translate into English.

Table 2: Detailed lesson plan of the second lesson

rough time frame	procedure	inter-action format	skills/ language system	materials	notes
5'	Language profile presentation	S	Speaking	Handout 3	Students are encouraged to present their language profiles to their classmates. They come to the front and read out some words to show how the language sounds and/or talk about some facts.
35'	Group writing project: 'Something special to us'	S-S	Writing	Handout 4, Paper	Students write a text in their L1 and then translate it into English. They get together in groups of two or three according to their first languages. Students who do not have a partner, who speaks their first language, can either decide to do it on their own or to write the first version of the text in German. The texts do not have to be presented at the end of the exercise. The students' attention is drawn to the multilingual process and the fact that the

					orthography of their texts in their L1 does not matter.
10'	Questionnaire 'Meine Sprachen und ich'	S		Questionnaire	The students fill in the questionnaires individually.

At the beginning of the lesson, students have the opportunity to present their language profile, which they have either created as a homework or at the end of the last lesson and which aims at the development of a metalinguistic awareness. The students start by talking about some important facts and then they present or read out some words in their heritage language. They have to come to the front to do their short presentation, which should only last for about two minutes. An example of a language profile can be seen in the following chapter. On the one hand, the students learn something new about their colleagues and their first languages and on the other hand, they are encouraged to talk openly about their multilingual background to make the students realize how diverse the linguistic framework in their class is.

After this introductory exercise, the main task for this lesson is explained. The students are divided into groups according to their first languages, which have to be organized in advance. For this purpose, a sheet of paper can be used on which the group's language as, for example, 'Turkish (3)' or 'Serbian (1) and Bosnian (2)' is written. The group assignment is done this way, as the students with first languages that were spoken by more than three people in the classroom have the possibility to then decide on a group they want to work in. Most groups should be formed by three students but there can also be teams of two, if there are no more than two speakers of this language in the class. The students now have to get together with two other classmates, who speak the same first language and start their writing project. The groups have to decide on one person, who is going to be the writer, as they only receive one sheet of paper. Afterwards, they also have to decide on a topic, since the task is designed in an open way, to inspire creativity. The groups have to come up with a text about "something/someone special to us", which they should first of all write in their first languages and then translate into English. The idea for this task was taken and then adapted from the book *Language and Learning in Multilingual Classrooms: A Practical Approach* by Elizabeth Coelho (2012: 219). As the students first of all have to use their L1 and then

translate the text into the target language, the second part of the project is aimed at the training of students' translation skills and their multicompetence. The task is defined in a rather open way enabling the groups to decide on a topic they all share an interest for, which then raises their motivation to write about this particular topic.

During this exercise, the students are encouraged to discuss things in their first languages and to ask their teammates or the teacher for any words they need for their English translations. The groups receive one task sheet with the exact description of the writing project as well as all the information they are asked to refer to in the text, as can be seen in Figure 7. After about 20 minutes, the students are asked to finish the first version of their stories in their first languages and to start with the translation. The participants are encouraged to discuss any questions within the group to support a learner-centred task even though they always have the possibility to ask questions to the teacher who should, nevertheless, try to keep to the background. After the groups have finished writing their texts, they can decide whether or not they want to hand in their writing productions, which can then be corrected by the teacher.

Something or someone special to us!

1) Get together with two other classmates who speak the same first language or a "similar" language.
2) Decide on something that is very special to all of you.
3) Firstly, you write this text in your FIRST LANGUAGE.
4) Then, you translate the text into ENGLISH.
   (In your team, there is one "author" who writes both texts down. The other two team members help the "author" to formulate the text.)

Try to write about the following things:
- Explain where you got to know/found/ discovered this object/thing/person
- Describe this object/person/thing/game...
- Why is it so special to you?
  (Where do you keep this object?)
- Draw a picture of it.

Write about 100 words.

Ideas adapted from: Coelho 2012: 219

Figure 7: Handout 5: Task sheet for the group writing task "Something or someone special to us!"

At the end of the lesson the students have to fill in a questionnaire, in which they are asked to reflect on the two lessons. The different parts and most importantly also the purpose of the

questionnaire are explained shortly at the beginning of the text. The fact that the results will only be used for the purpose of the study and do not have any influence on the students' grades have to be stressed as well. Those groups who finish their texts earlier, will have more time to finish the questionnaire. The whole questionnaire can be found in the appendix.

8. Evaluation of the teaching project

In the first part of the following chapter, the process of the teaching project in both classes is described and student productions are attached. In the second section, my own field notes including comments and observations of what happened during the teaching project are presented. The third part of this chapter summarises the results of the questionnaire, which was conducted at the end of the teaching sequence and served as feedback.

8.1. Process and products

Just as the group's linguistic background was very heterogeneous, the outcomes were diverse, too. Some students were extremely motivated and others just did what they were told to and, for instance, only tried to find one adequate translation to an English word instead of three different ones.

At the very beginning, when the learners were made familiar with the topic of multilingualism, it immediately became apparent that some students were a lot more talkative than others and kept raising their hands after every question asked. With the help of all participating students, a very general mindmap was created and definitions for terms, which are related to the topic of multilingualism, were given by different speakers. In both lessons, students came up with the terms bilingualism and foreign language but the terms first language, second language and multilingualism were new to them. Therefore, a clear explanation of all new terms was given and the words were put into context. An example of a multilingual student who grew up in India, speaking two first languages English and Hindi and then moved to Vienna where he started to learn his second language German, was presented. In general, all students participated actively in the guided discussion. All words were written onto the blackboard and some pupils even started copying the mindmap into their school exercise book. At the end, students were asked if they wanted to share their linguistic background but there were only few volunteers who were willing to talk about their first and second languages.

When the topic seemed to be clear to everyone, an explanation of the reading tasks was given and the students started reading the texts. The majority of the students did not have any difficulties when doing the exercise and they finished the task in about 10 minutes. Others, however, raised their hands, asked questions and it took them a lot longer to fill in the

exercise. Those students, who had finished earlier, were given the opportunity to compare their results with their neighbours and some already started writing a multilingual word list. After about 15 minutes, the whole exercise was compared in plenary and any upcoming questions were answered. Once again, the same pupils raised their hands but also their colleagues were addressed and the majority could also give the correct answer. There were only two cases in which the students had written down the wrong name. Their colleagues, however, made clear immediately that they did not agree with this answer and they then had to explain why they chose another person for this particular statement.
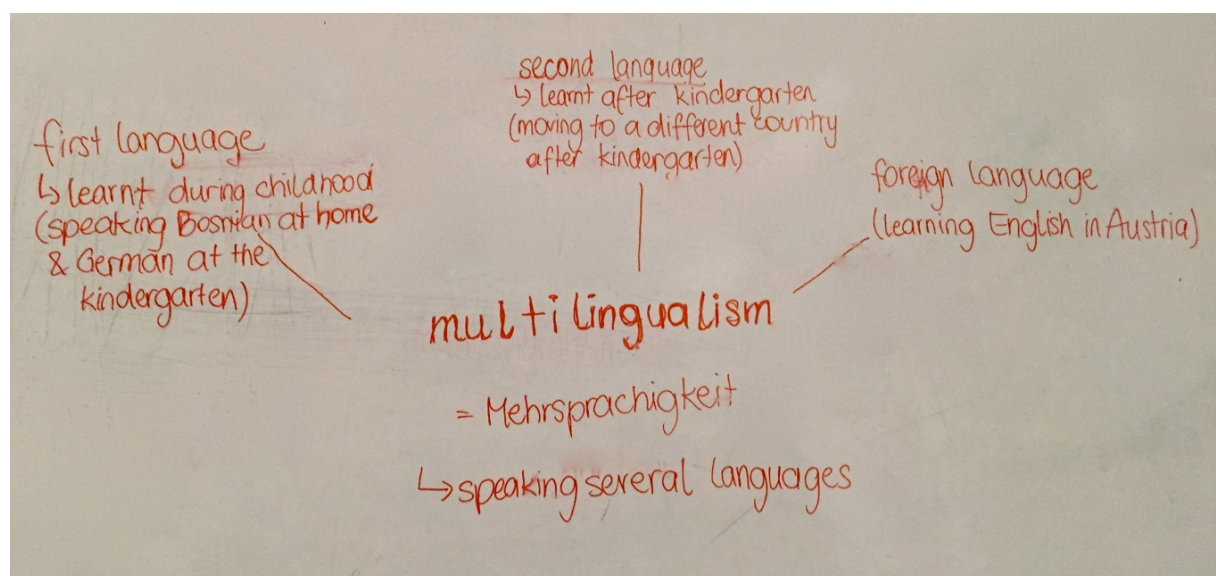
Figure 8: Photo of the mindmap, which was created in the class 3D.

As regards the multilingual word list, which was created after the reading comprehension exercise, the learners' motivation had a big influence on the outcomes. It was the first exercise in which the students were encouraged to actively reflect on their multilingual potential. The majority of all students first of all came up with the translation of the English words into German and then they translated the words into their second first language. The task was done by the students individually without the help of the teacher and they could choose to work in pairs or on their own. An example of this task done by a student who speaks Bosnian and German as her first languages, can be seen in Figure 9. Hence, most students came up with two translations in the first group, in which students were learning English as their first foreign language and had grown up speaking two first languages. Students very often discussed with their neighbours, who in most cases spoke the same L1 and then they completed the word lists together.

Figure 9: Multilingual word-list, written by a student who grew up bilingually speaking Bosnian and German.

In the other class, the situation was very different, as the students had started learning a second foreign language at the beginning of this school year. As a consequence, there were many students, who tried to find translations in German but also in their second foreign language. A student for example translated the English terms into her two first languages but then also wrote down all the words she already knew in French, as can be seen in Figure 10. There were, however, only four students who really managed to fill the whole table with three translations. Even though they sometimes could not come up with all French translations, they were encouraged to write down as many words as they knew. The students helped each other during this exercise and also communicated throughout the whole class by asking also other students who were not sitting next to them for translations they were not sure about.

Figure 10: Multilingual word list, written by a student who grew up bilingually, speaking German and Pashto and who is now learning English as her first and French as her second foreign language.

What was particularly interesting in the second group, was that the majority of those students who only speak German and, thus, grew up monolingually, only tried to find one translation

and did not translate the words into their newly acquired second foreign language. During the exercise they were repeatedly encouraged to find other translations than the German words even if they did not know all the correct terms. Nonetheless, the students stated that they did not know the French or Latin language well enough to find translations for all the words and decided to confine themselves to one translation. Other students, who grew up bilingually, also tried to find those synonyms in French or even Latin and they did not have a problem with the fact that they could not find all translations. Consequently the monolingual groups finished the exercise very early but they were very quiet and listened to their colleagues, who were still discussing about some translations.

My multilingual word list			
English	Deutsch		
language	Sprache		
school	Schule		
parents	Eltern		
friends	Freunde		
to speak	sprechen		
to live	leben		

Figure 11: Multilingual word list, written by a student who grew up monolingually, speaking German only.

All in all, the students reacted positively to the exercise, even though they had never done anything similar before, as translations are usually only done from English to German. The pupils even asked to get another five minutes to finish the exercise, as they were discussing with their partners what this particular word means in a respective language. The words that were chosen for this task, were high frequency words but intentionally also familiar terms for the students, with the result that the majority of pupils knew all the words in all their first languages, as they are words used on a regular basis in daily life. At the end of the exercise the students were asked whether they usually learn vocabulary differently. They all stated that they had never used their other first language apart from German when studying English vocabulary. Consequently, they were encouraged to use this learning strategy also when studying for their vocabulary quizzes in order to profit from their linguistic potential. Both groups proved during the task that they liked working in teams, instead of working on their own. Nonetheless, the next task focussed on individual work in order to calm the students down a bit.

During the task the students were further encouraged to reflect on their linguistic background. Since the students did not seem to really understand the purpose of the exercise, an example of a language network was drawn onto the blackboard. Thereby the whole task but especially the different domains, in which languages are used in everyday-life, were explained in detail. After the precise explanation and some questions raised by the pupils, the exercise sheets were handed out and the students could finally start creating their networks individually. The pupils followed the explanation and worked silently and on their own. While students were working on their tasks, the model network was completed on the blackboard serving as an important model for the pupils. An example, which illustrates this exercise, can be found in Figure 12 below. This language network was drawn by a student, who speaks Chechen, Russian and German as her first languages. She is now learning French as a second foreign language at school.
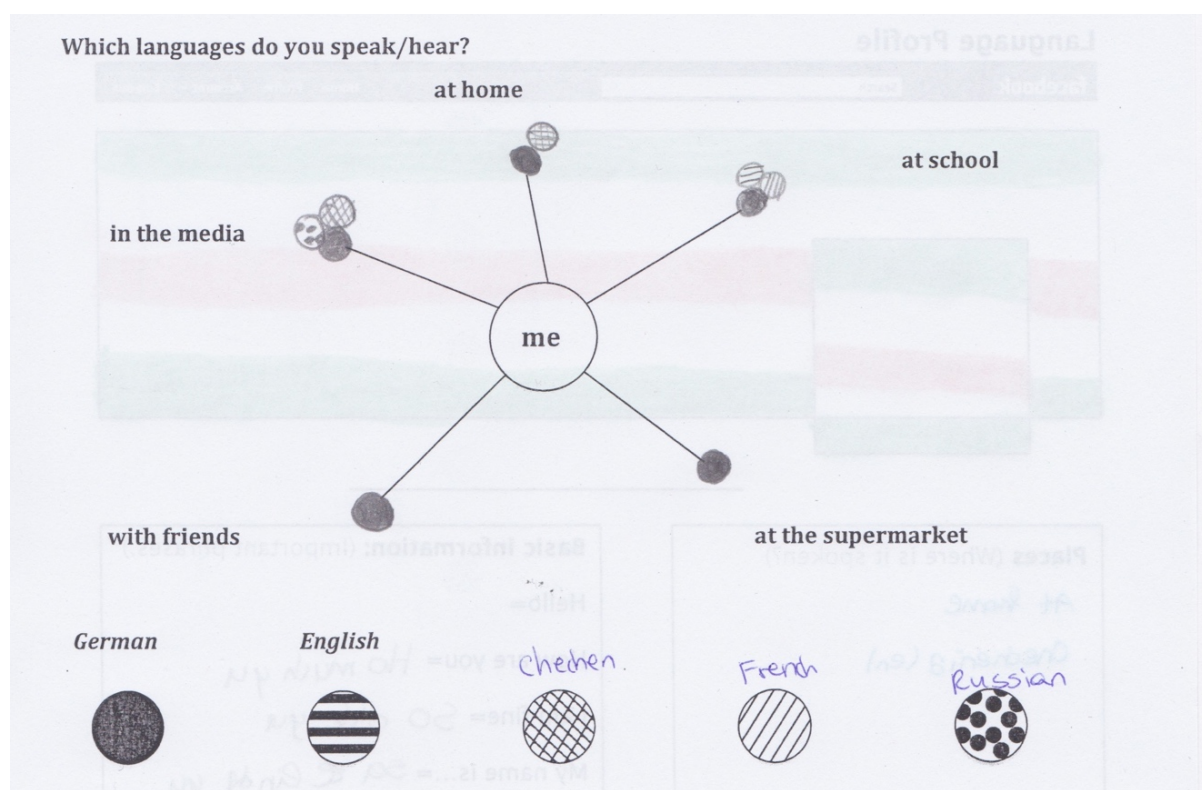
Figure 12: Example of a language network, drawn by a student during the teaching sequence

Those students who only speak German and English of course were a lot quicker when doing this exercise but nonetheless, all pupils did the task conscientiously and took some time to reflect on the topic at the very beginning of the exercise. Consequently, the atmosphere was very relaxed and quiet during the task. This changed very quickly during the following exercise, the partner interview. The students were very surprised when they were told that

they now had to get up and move around in the classroom. The purpose of the interview was explained first and then the students had to pick one part of a flag. At the beginning, they were very hesitant and were not motivated enough to get up and find their partners. When the first student was asked to search for his partner by walking around in the classroom, the others quickly followed his example and soon found the second half of their flags. The partner interview itself went very smoothly and most of the teams also tried to talk in English when interviewing their partners. At the beginning, some pupils were a bit shy as they had to talk to a classmate they usually do not work with, but in the end, they were all very talkative and managed to find out everything that was asked from them. After about ten minutes, the students had to try and come to an end and finally three different students volunteered to present their interview partner's linguistic background. The presenters came to the blackboard immediately and they all talked freely and fluently about their partners.

At the end of the lessons there was not enough time for the students to create their own language profile in class and, therefore, they had to write those profiles as homework instead. It was very surprising how much effort some students had put into this task but the presentations at the beginning of the next lesson were even more impressive. The students came to the front and talked very freely about their first language and the other students seemed to be very interested in the topic as they all listened carefully. During the presentation task, emphasis was placed on fluency rather than accuracy. The figures below show four different language profiles that were created by four learners who all speak different first languages next to German and who all presented their first language at the beginning of the second lesson. A beneficial side effect of the language profiles as a homework was that the students had time to prepare what they wanted to tell others about their language and they then talked very openly and fluently about their home languages and the country where these languages are spoken. Even though they had all just noted down some keywords, after researching some information at home, all the presenters spoke in full sentences and proudly presented their country and language. The students had to draw the flag of a country, where the language is spoken, or include a photo that they deemed appropriate. As a next step, they had to find information on where and by whom the language is spoken. A particularly interesting part, was the basic information, where the learners had to find translations for given phrases, such as 'hello' or 'how are you'. As a last step, the students then created a dialogue, which they could write individually. The last two parts of the language profile seemed to be of biggest interest for all the students, as they could listen to how this particular

language sounds. During the presentation, all speakers described their flags, presented a dialogue, which they spoke with another student of the same L1 or by themselves and they also gave some information on where the language is spoken. Even though this presentation task was only intended as an introduction to the second lesson, it turned out that the students were very interested in listening to other languages and hearing how they sound and where they are spoken, so that there were more volunteers than expected who wanted to present their language to the others.

Figure 13: Portugese language profile; created by a 13 year old student

Figure 14: Pashto language profile; created by a 13 year old student
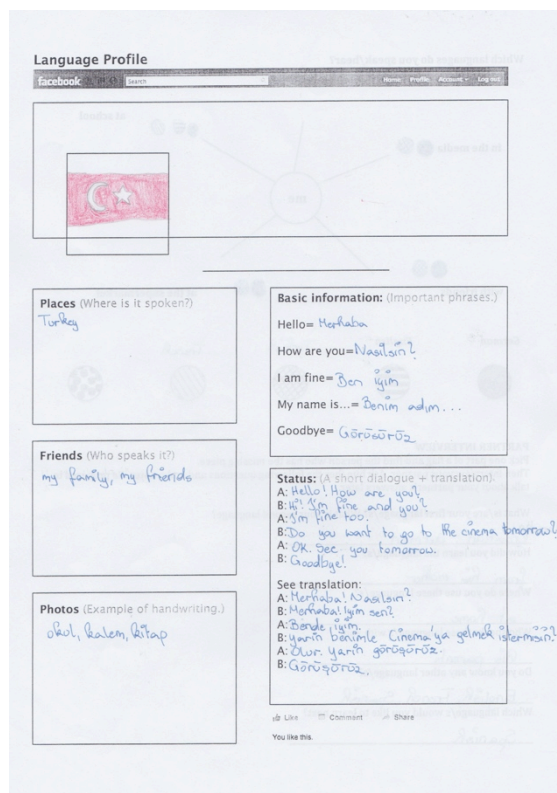
Figure 15: Turkish language profile; created by a 12 year old student
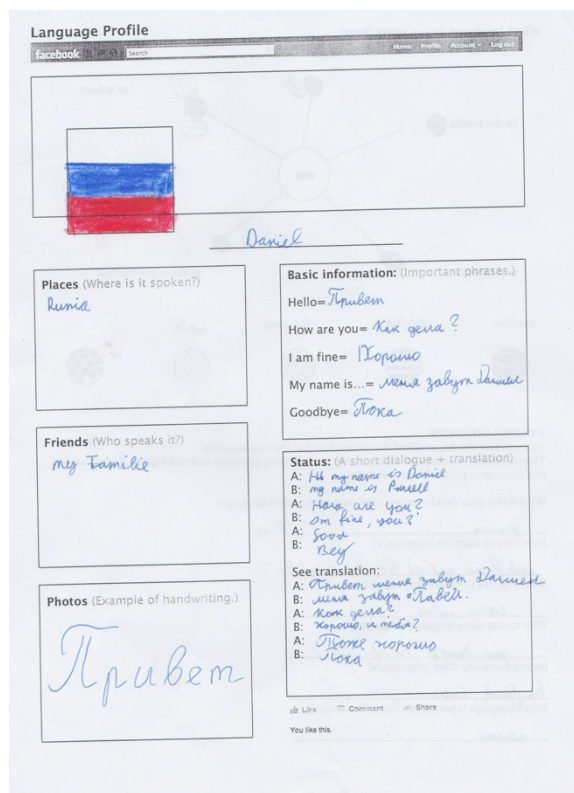
Figure 16: Russian language profile; created by a 13 year old student

During the second lesson, the students also worked on the writing project, in which they firstly wrote a text in their home language and secondly translated this very text into English. The results were very different, as it took some groups for example about a quarter of an hour to decide on a topic, but others knew what they wanted to write about from the very beginning. As a consequence, those teams managed to write longer texts than others who were not able to bring in any creative ideas during the project. An impressive outcome of the writing project can be seen in Figure 18 on the next page. In contrast to this, a very different text was written by a bigger group of four students as shown in Figure 17. This text was written by a group of four students who had problems when deciding on the topic of the text as they could not agree on anything, as they all had very different interests. After giving them some input, they realized that they all had a PlayStation at home and, therefore, they wrote this particular text about their favourite gaming console. Even though there were four participants in this group, they did not manage to write more than four sentences. Nonetheless, the writing process was certainly successful, as they all participated in the end and finally managed to finish their lines. As the teams with four participants were not as productive as those with three, there were no more groups of four people in the second class but they were made up of two or three team members.
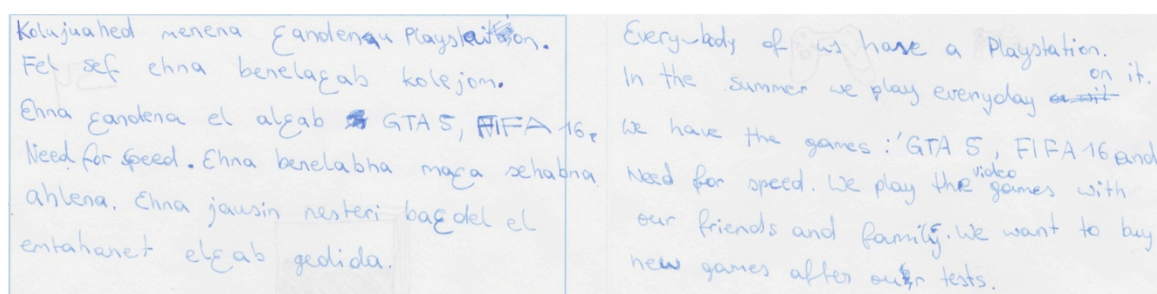
Figure 17: Text about the playstation, written by a group of four Arabic speaking children.

A different outcome, which is indeed very impressive, can be found in Figure 18 on the next page, as the writers managed to produce a text that is double as long as the example above even though they had as much time at their disposal as the other group. This case once again proves the different learning speeds in the two groups but also the varying degrees of English language proficiency. This particular text was produced by three Turkish-speaking girls who did not have any problems finding an interest they all shared. They all wanted to write about this particular singer, as she is their idol and they love all her songs. What was, moreover, very impressive was that this group did not hesitate and asked questions that occurred during their discussion and they, consequently, managed to write a complex text for their level.
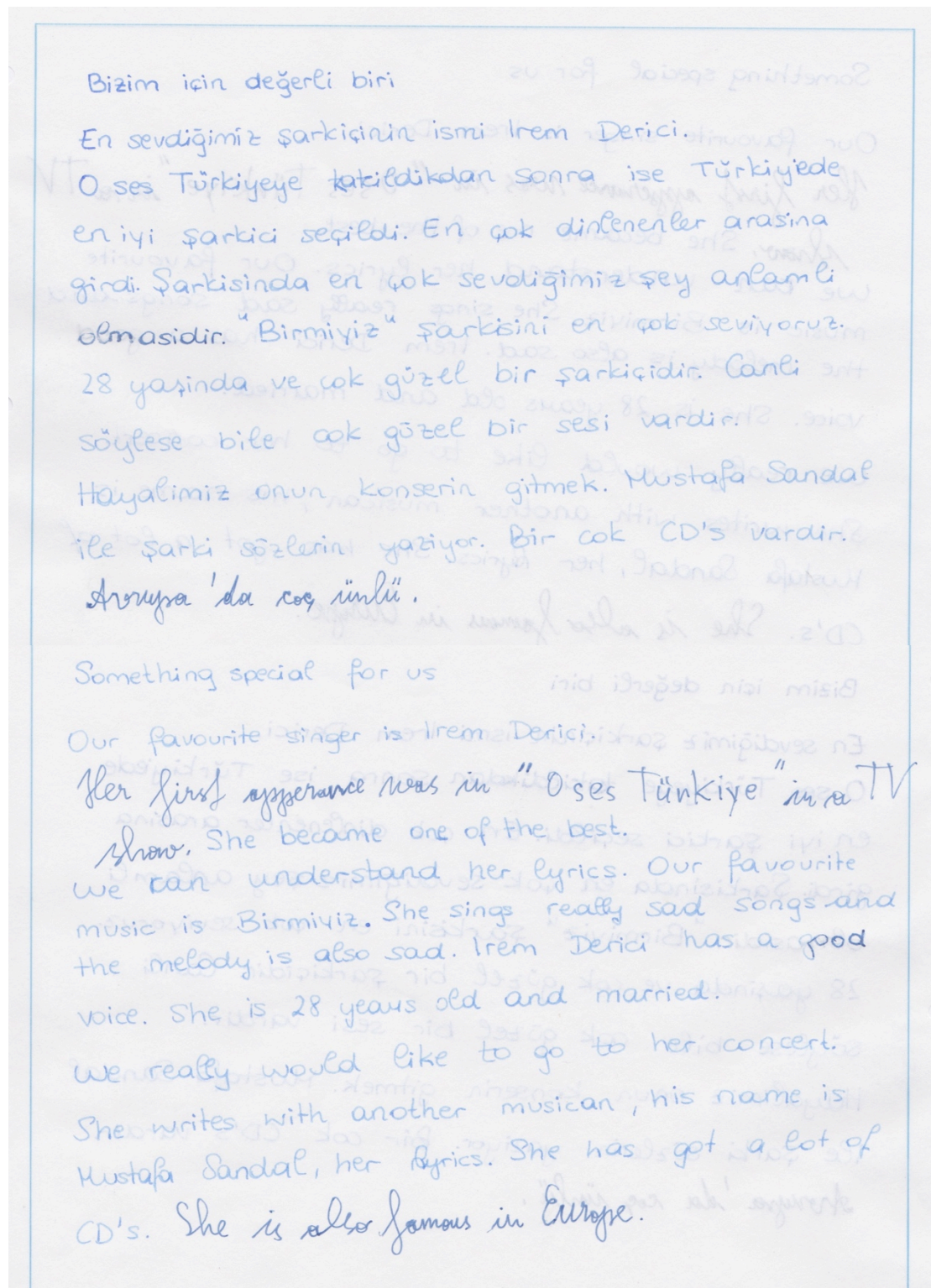
Figure 18: Text about a famous Turkish singer, written by three girls whose first languages are Turkish and German

In contrast to this, a group of three boys, wrote a text on the Turkish football national team and had an advantage over other teams, as they managed to agree on a topic very quickly. In fact they wanted to write about the Turkish Empire but then decided that this topic was too complex for a short writing production and then started formulating sentences describing the

victories and defeats of the national team. The composition of the group in which there were several students with Turkish as a first language, had a favourable effect on the class' text productions, as the different Turkish speaking groups communicated with one another and, thereby found words they could not translate by themselves.
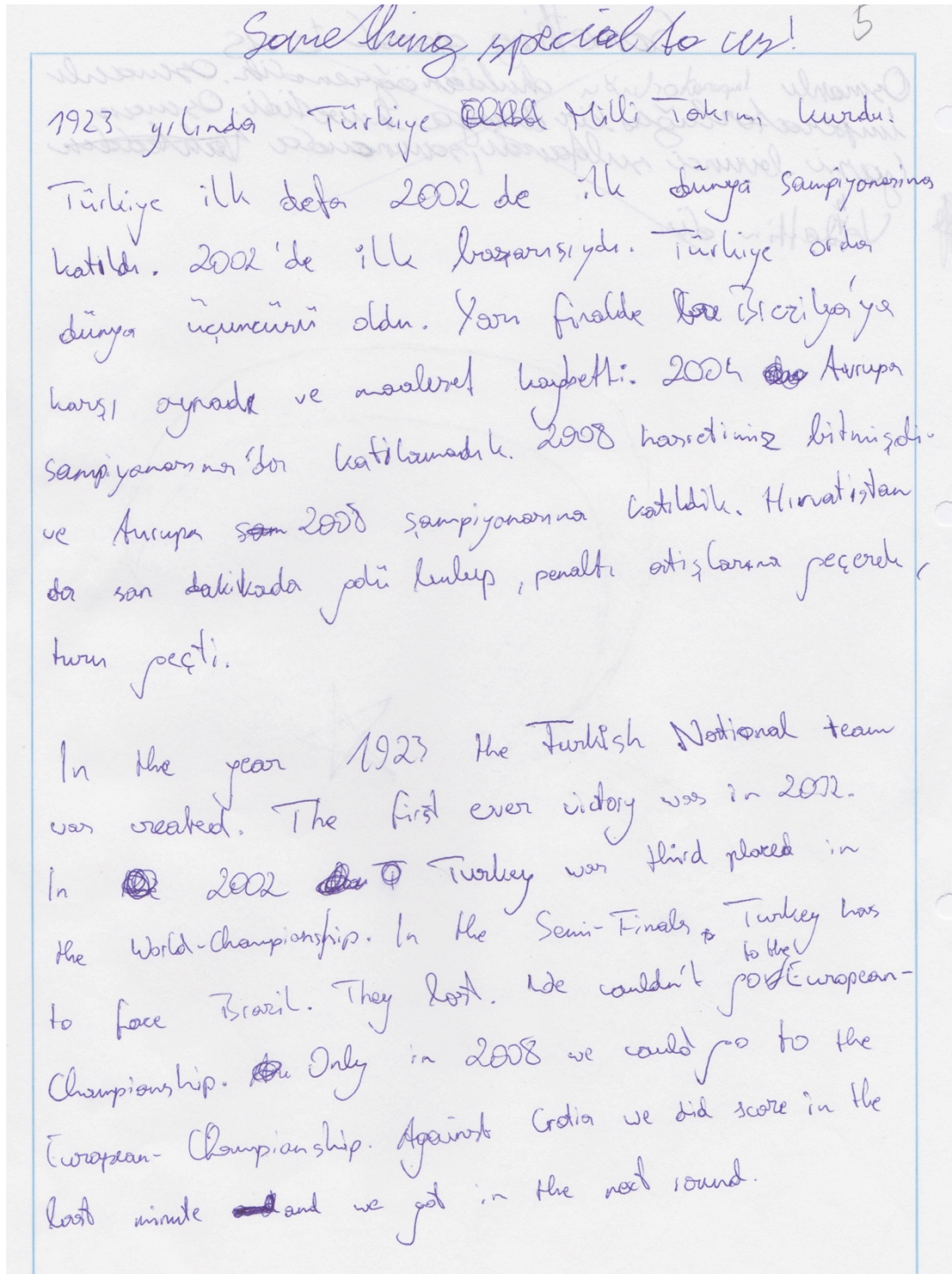
Figure 19: Text about the Turkish national team; written by three 13 year-old boys whose first languages are German and Turkish

The following text was written by a group of three Croatian-speaking girls, who all like the same singer. This example has been included, as this group asked for the permission to use their mobile phones as they said that they did not know enough about their favourite singer at the very beginning of the writing project. In retrospect, it probably was the wrong decision to allow the students to use their mobile phones. As can be read in the following text, the learners, consequently, focussed on facts that were mentioned in articles on the Internet instead of writing what they know and like about her. When comparing this text to the one in Figure 18, one can clearly see that the students' ideas were strongly influenced by the online article they had in front of them. Nevertheless, the girls then put away their smartphones and translated their writing to English and put an effort when translating the text.
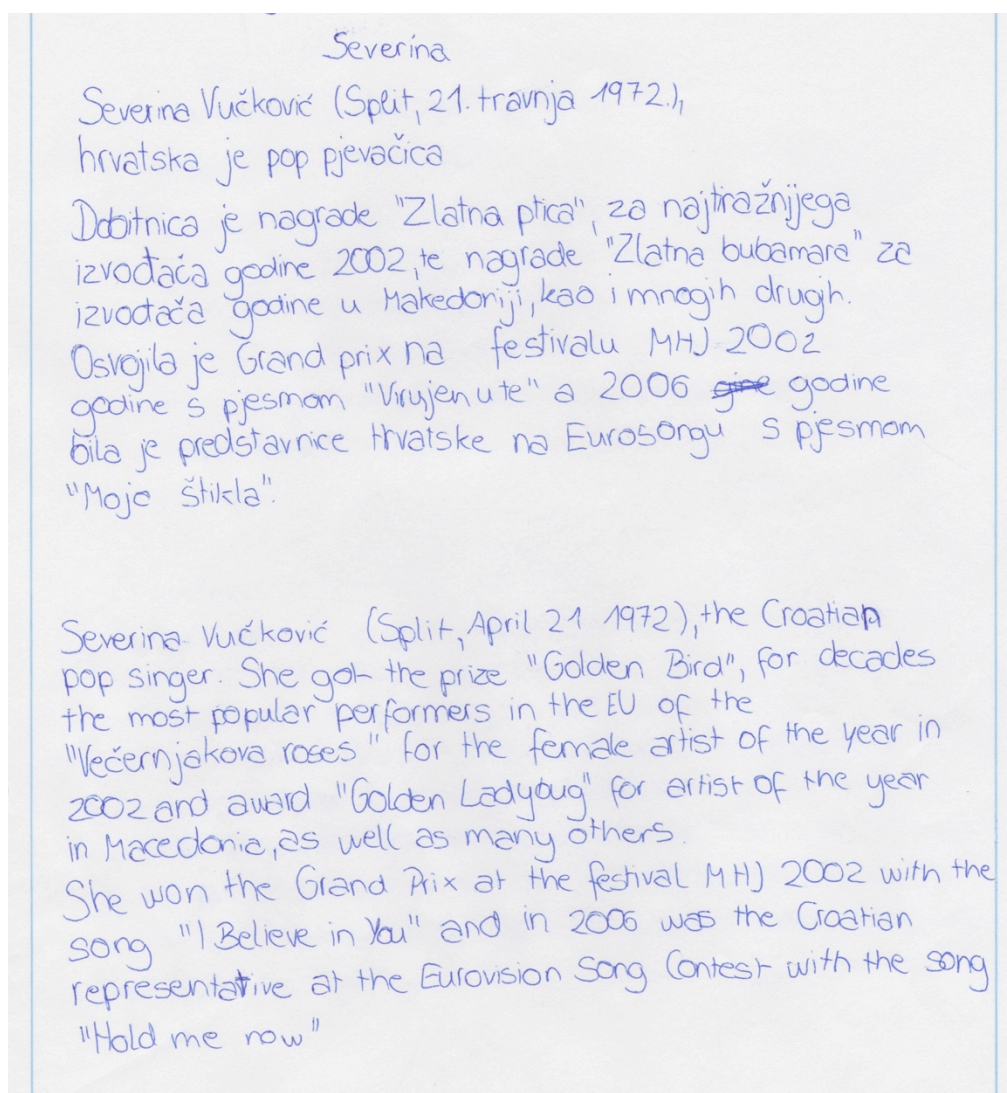
Figure 20: Text written by three girls who speak Croatian and German as their first languages.

8.2. Field notes

8.2.1. General facts

All in all, the group of participants consisted of 44 unique students with diverse personalities, linguistic backgrounds and different language levels in English and German but also in their first languages. 84,1% of them have one thing in common as they are all multilingual. Since the school is located in one of Vienna's districts with the highest percentage of people with a different L1 than German, the context, hence, was enriching for the empirical part of this thesis thanks to the diverse linguistic context in this school. This was the most important fact that always had to be kept in mind in the process of planning and teaching the sequence. It was particularly interesting to notice how the students' attitudes towards multilingualism seemed to have changed at the end of the two lessons when they grasped the aim of the study. When the pupils were at first asked to tell their classmates about the different languages they speak at home, the majority of multilingual students only very hesitantly raised their hands and talked about their linguistic background. At the beginning of the second lesson and after the first two awareness raising tasks, the situation changed and they started talking openly about their language competences. When the students were asked to present their language profiles, for example, there were several volunteers who really wanted to present their L1 to the others.

Moreover, also the opinion on the use of first languages in the English lesson was an important issue for all students. Even though the inclusion of the students' L1 was appreciated during the whole project, the students kept asking, whether they were really allowed to talk in their first languages. After the permission was granted several times, they started whispering and then also talking in their L1s. As expected, this revealed that the majority of language teachers' attitudes towards the inclusion of multilingualism into the classroom are still more or less reluctant. Most students even openly admitted that it was very unusual for them to talk in their L1, as most of their professors try to avoid any other languages apart form the target language in class. Consequently, they did not feel comfortable using their L1s at first.

Even though the two teaching sequences were taught similarly in both groups, some exercises were slightly changed in adjustment to all the tasks that did not work out as expected in the first group. Besides, some explanations were modified, as they were not clear enough for the participants of the class 3D. During the writing project, for example, it was clearly visible that

some students were not participating at all. As there were eight Turkish-speaking children, they were divided into two teams of four pupils. This, however, had rather a negative influence on the students' productions as the two groups in the end did not have more ideas although there were four participants, quite on the contrary, their texts were shorter than those of the teams of only three participants. Therefore, the number of participants in one team was decreased to two or three people in the other class. Moreover, the students did not really make use of their mother tongue in the first group as it was only mentioned shortly that they were allowed to discuss in their first languages. Therefore, the fact that the students were allowed to use their home languages during the writing project was stressed explicitly in the second group when the exercise was explained at the beginning.

The majority of the exercises worked out as expected but the final outcomes of most tasks were still very surprising and impressive. All students seemed to be very interested in the topic of multilingualism, as they all tried to participate very actively during both lessons. Of course, there were some students who did not want to say anything at all in plenary but those students then became more active during group tasks, in which they contributed a lot. What was particularly interesting to notice was that already in the reading exercise, many students answered one question differently than expected. The students were asked who of the three children's parents spoke different languages and most students included all three names even though it was not explicitly mentioned in the text. In fact, only one writer states that his parents speak different languages, namely his father English and his mother French. Those students who interpreted the information differently were then encouraged to reflect why they chose this answer and stated that they assumed that also the children's parents now speak German as well as their first language. This was one aspect, which showed that multilingual children have a different image in their minds when they think of the linguistic background of their own families in contrast to those monolingual students who solely noted down one child's name.

As regards the participation during the teaching sequence, there were always enough volunteers who wanted to present what they had done in a respective exercise. Since both classes were rather small with 21 students in one and 23 in the other group, the communication between students was very successful in both classes, since there was enough time for the students to ask any arising questions. As the students participated a lot and there was always someone who was willing to talk voluntarily, there was no need to pick someone.

Nevertheless, there were always different students who got the chance to contribute something to the lesson. When comparing monolingual to multilingual students, it can be said that the monolingual pupils did not participate as much as multilingual ones who were for example offered the possibility to present their first languages, as the presentation of a language profile of the Pashtu language was of course more interesting for all participants than facts about the German language most students already knew. Nonetheless, those pupils who only had one first language did not mind at all but they even mentioned that they enjoyed learning about other, unfamiliar languages.

Apparently the students were used to talking spontaneously in class, since they did not seem to be scared at all. During the two lessons, the emphasis was put on fluency rather than accuracy and, therefore, only some major mistakes that would have hindered the understanding of their message were corrected. This approach was appreciated by all students, who stressed that the great thing about these two lessons was that they were able to talk fluently without being interrupted and that the focus was always put on the message they wanted to transmit. Besides, the students almost always tried to talk in English when they said something in plenary, when they asked a question or when they talked to their classmates. In fact they were used to talking solely English, as they often work with a teaching assistant from America, who usually teaches about two lessons a month in these two classes. Nonetheless, they were not corrected when they asked a question in German, as all languages were allowed during those two lessons, even though the focus was of course put on the English language. All in all, they seemed to be very self-conscious when talking English, since they were only rarely corrected in front of all their classmates and they even came to the blackboard when giving a short presentation of what they have done during an exericse without being asked to do so.

At this school, the third forms do not have their own classrooms but they have to move to a different room after each lesson. Nevertheless, it was never the case that a student did not arrive on time but the students always tried to be in the classroom five minutes before the bell rang. As regards the classrooms, it can be said that both rooms were very different. The classroom in which both lessons of the class 3B took place was very spacious and group work could easily be carried out as the students had enough space to work on different tables that were placed wide apart. The room, however, was not only spacious but it was also very light and had a normal blackboard. By contrast, the second classroom was very different, as it was

very small and it was difficult to move around between the tables, as the students needed the space to sit. Even though the students in the end managed to form groups and get, for instance, from the first row to the third row, the problem was that the different groups could easily hear what the others were discussing. This had an impact on the group's choice of topic as well as on their concentration. Moreover, those students sitting right next to their English teacher, who had to take a seat in the last row, were a bit intimidated. Consequently, they were very quiet and started whispering. In the other, bigger classroom, their English teacher sat at the very back of the classroom and, therefore, the students did not even seem to notice that he was present at all. Besides, also the different groups were a lot more productive, as they were not distracted by what other teams were doing but they just concentrated on their texts.

The supervisor teacher was present in all of the lessons. Even though he deliberately left the classrooms several times in both lessons in order to see whether the atmosphere or the students' attention changes, it did not affect the teaching project at all. In fact, the students did not seem to notice when he was not there because they were busy doing tasks or listening to what other colleagues were saying. Neither the noise level nor the behaviour of the students changed when the teacher was absent. He, moreover, never interrupted the lessons nor interfered but only observed. During the writing project in the second class he even decided to work together with a student who was the only one with Portuguese as his first language, since he is fluent in this language as well. From the five minutes when the supervisor teacher collected the students' tests, it became apparent immediately that he maintains a fair, professional and respectful relationship with his students. His attitude also had a strong and positive influence on the atmosphere in the classroom during the teaching sequence, as the students cooperated very well, never interrupted one another and appreciated one another reciprocally. The participants never laughed at one another after a student had made a mistake but instead they helped each other by suggesting an alternative word or an appropriate definition. The respectful and tolerant interaction with one another serves as a basis for any teaching which works on students' multilingual competence and, therefore, the students' interpersonal skills could even be strengthened during the teaching sequence.

8.2.2. Monolingual vs. multilingual students

From the very beginning, it was clear that most of the exercises were clearly aimed at multilingual students but those students who grew up monolingually and were learning English as their first foreign language were still always included and challenged during the project. Even though the key focus was on those students who grew up multilingually, also those children who do not have two first languages did not seem to feel excluded either, as they could work on their translation skills from German to English, or, as it was the case of the bigger group of five students, they could even translate things into French or Latin, which are their second foreign languages. During the students' presentation of their first language profiles, for example, the monolingual students even asked their classmates additional questions, as they wanted to know a particular word in a respective language. In the second group, in which all students either learned Latin or French as a second foreign language, the situation was slightly different, as the students could for example also translate the English words into French or Latin and not only into German. Interestingly enough, some of the monolingual students who could use French or Latin as a resource in some exercises, still did not do so as they did not feel competent enough in their newly learned foreign language, although other students who had several first languages did. These two lessons allowed those multilingual pupils to show what they were capable of and gave them the chance to realize that they have a clear advantage over their monolingual classmates as far as language competence is concerned. However, also the monolingual students' attitudes changed and at the end of the teaching project they even stated that they were very motivated to learn further languages, as they at the moment 'only' speak two in contrast to one classmate, who already speaks four languages fluently. One could clearly see that the multilingual pupils were surprised about their colleagues' reaction to their multilingual background, as they said that they usually never talk about this topic because German is the main language of education, with the result that they unfortunately rather hide their multilingual potentials.

As regards the students' English language competence, it has to be mentioned that it differed a great deal. Their English teacher mentioned that the pupil's level was particularly diverse, as they had had different teachers for the last two years and they had only been together in this class for two months. While there were some students who used elaborate structures when writing their texts, others struggled with very easy words, which they did not know in the target language. There was one student who stood out from the very beginning as she always raised her hand and knew an appropriate answer but also her pronunciation was excellent. At

the end of the lesson, she said that she had English as one of her first languages and that she started learning English even before German, as she went to an English kindergarten in Bosnia. One could clearly see that the others were a bit nervous when they had to speak after her. The fact that a perfect pronunciation was not the most important thing but that it is of bigger importance to be able to say what they want to and also to be understood, however, was one important point students were taught during the teaching sequence. Moreover, the students also realized how they could benefit from speaking other languages in order to arrive at a higher level of English, when for example searching for a translation or when formulating a particular sentence. Cooperation between the speakers of the same L1 was, thereby, also promoted, since they always helped one another. Those speakers who were the only person in the whole classroom who spoke a particular language, however, did not feel excluded either, as they were always allowed to use online dictionaries if they wished to do so, but they were also encouraged to work with students of other first languages. In fact, they, however, even decided to work on their own, as they wanted to show the others what they are capable of. During the writing project, for example, those students who wrote texts on their own, managed to write even longer texts than the teams of three, as they firstly did not have the problem of agreeing on a topic with someone else, but they were secondly also particularly motivated to fulfil this task very well on their own.

As mentioned above, not only their language level in the target language varied but also their language level in German differed. While some students always asked questions in German and were fluent, others seemed to have problems with the German pronunciation, syntax and grammar. When one boy, for example, who had asked something in 'broken' German before, then gave a short presentation in English, it was very impressive to see that his English pronunciation was a lot better than his German pronunciation and that he did not have any problems with his first foreign language. In fact he was a lot better in English than most of his monolingual classmates, who struggled with the pronunciation of English words, and this also had an influence on his volume, as he seemed a lot more self-confident when talking English. As the students had a diverse linguistic background and have been living in Austria for different periods of time, it was particularly important to give explanations in English, allowing all students to start from the same level. If the students explicitly asked for a definition in German, the word was of course explained in German. The students were, however, encouraged to search for the word in their L1 and help other classmates who speak the same L1.

8.2.3. Use of students' L1s

During all exercises, the students really made an effort and tried to stick to English when talking to one another. Hence, they not only concentrated on the task itself but they were motivated to use as much English as they could, even though they of course took longer to formulate phrases in the target language. In fact, the students' use of their L1 was limited in the first lesson, as the students were most of the time encouraged to talk in English but in the second lesson, the situation was entirely different. When the pupils were told to talk in their L1 and that it was even beneficial for them to use their first language during the writing project, some were even more motivated to do the task and started talking to their classmates, others, however, were a bit overwhelmed as they were not used to talking in their L1 at school. Even though the students tried to talk in English as much as possible, they still used German when they tried to explain a word they did know in English and were then told to ask their neighbours for the translation from their L1 into English. From time to time they even admitted that they had to search for the translation of a German word in their L1, since they did not use this particular word on a regular basis. Moreover, they often were not very acquainted with the orthography of their L1. Luckily, there was always at least one person in every group who had taken a language course in their L1 and this person then helped the others when orthography problems occurred. In fact, most groups did not really decide on one writer only but instead the writer always passed the sheet on if he or she did not know how to write a word and the others then helped out. It was of course particularly difficult with Arabic and Russian speakers but interestingly enough, in those groups usually all students knew how to write in their L1.

8.2.4. Interaction format

As suggested by most didactic approaches, as many different interaction formats as possible were included in this teaching sequence. While the students on the one hand had to do exercises on their own, as for example the multilingual word list, they were on the other hand also encouraged to communicate and cooperate with their colleagues in other tasks, such as the writing project. It was interesting to see that most students did not seem to be used to moving around in lessons, as they were very surprised when they were told to get up and to find their partner who had the second part of the flags they had picked before. In the end, everything turned out fine and the students had the opportunity to talk to a different classmate than during the previous exercises, but at the beginning, they were a bit overwhelmed and

tried to find their partners while being seated. Also in the second lesson, they were encouraged to form groups with people they usually do not talk to or work with.

Even though the groups were formed according to first languages during the writing project, some students were in one group with other colleagues they had been working with before. This revealed, that very often learners are seated more or less according to their first languages. For the purpose of teaching, this of course was a big advantage, since the students could also discuss things in their first language with their neighbours. Nevertheless, it seemed to be a welcome change for the students to work with some other colleagues, as they did not have any problems to integrate into the new groups but they all participated and got along very well with their teammates. Besides, the students did not mind working with classmates of the other sex either. Even though the writing project took a bit longer than expected, as the students had to get used to their new partners, they had to agree on a topic with others who have totally different interests, every group fulfilled the task as the importance was not put on the correctness in terms of grammar and orthography rather on coherence of the text.

8.2.5. Multilingual didactics

As commonly used school books offer very few didactic ideas on the teaching of English as a first foreign language in a multilingual context, some of the materials used in this project were especially created for this project. The exercises at the beginning of the first lesson should serve as an introduction to the topic of multilingualism and caused the students to reflect on their linguistic background. Therefore, the importance and advantages of being multilingual were already mentioned in the first texts and after the first exercise, when the students created their multilingual word lists and the benefits of such multilingual lists were stressed. Unfortunately all students commented that they had never done a similar list before and that translations are only studied from English to German or vice versa.

Already when the students had time to complete the reading comprehension, it became obvious that the students' learning speed differed and that there were students who were extremely talented and had no problems with the tasks at all. Others, however, firstly took very long to read the text and secondly had difficulties finding the right answers to the questions in the reading comprehension task. Hence, those students were given more time to do the task thoroughly, while the others who were quicker could meanwhile discuss their answers with their partners. Fortunately, the exercises were all very learner-centred and the

students could, consequently cooperate with their partners but also take as much time as they needed to write the texts.

As already mentioned in the previous chapter, the writing project took a lot longer than expected, as the pupils firstly needed more time to come up with a suitable topic for their text that all members of the group agreed with and also the writing process in their L1 turned out to be rather complex for them. Very often they had to search for words, which they only knew in German on their mobile phones and many groups even told me in this context that they were not proficient in writing in their L1, as they had never learned how to write it properly. Two groups in the first class even asked whether they could change to German and write their first text in German instead. After they realized that the orthography was not important at all for the purpose of the task and that the text will not be corrected or presented, their attitude changed and they all managed to write full sentences in their first language. Even though the writing competence is not too important in this task, the fact that most students are not able to write in their L1s might raise difficulties in other tasks focussing on multilingualism. Hence, the inclusion of first language classes already in primary school could mark a first step in the right direction and towards promotion of multilingualism at school, as mentioned by the majority of researchers.

Even though the writing project had been planned as a student-centred task, the groups had various questions concerning vocabulary or the instructions, as they were not used to working on their own. However, after some help was provided and it was ensured that all students had agreed on a topic, the groups were encouraged to work individually. As there were at least two participants in every group, the members could help each other and found translations for most of the words they did not know in the end, although they had to get used to this new method, allowing them more freedom than usually. Besides, articles from the field of German as a third language, even suggest that students can benefit from working in groups when writing a bilingual story, as they can benefit from each other's creative ideas and linguistic knowledge (Dengscherz 2012: 78). In most groups this turned out true, since all team members played their part to create a good text. Even though the pupils could talk as much as they wanted to, they were neither too loud nor did they take advantage of the situation but they all concentrated on the task. As a consequence, the atmosphere in the classroom was both relaxed and calm. The idea that first of all writing a text in the students' first language and then translating this very text into the target language is beneficial for multilingual

students, is supported by various researchers (Dengscherz 2012; Cummins 2009; Malakoff & Hakuta 1991). Also in these two classes, it proved true, as all groups produced coherent and elaborate texts.

Another important point that needs to be addressed in the context of the writing project are the pupil's translation skills. Even though the students needed a certain amount of time to come up with the texts in their first languages, they were very quick when translating their writing productions into the target language. Moreover, they did not need any help in terms of vocabulary as during the first exercise, when they were writing in their first languages. As the multilingual students constantly have two languages at their disposal in everyday life as well, they did not have any problems when translating their texts. They stated that it was finally easy to translate the story into the target language because they already had all the information they needed. On the whole, the students all seemed to enjoy the task, even though it seemed to be very difficult for them at the beginning, as they had never done a written translation before.

8.2.6. The questionnaire

After the students had finished writing their texts, they had to answer my questionnaire, which they all luckily did thoroughly. Even though the bell had already rung, some students who had not handed in the questionnaire yet took time to finish it. The questionnaire was designed in German as the students had only been learning English for two years and two months when the teaching project was carried out. Besides, German is the educational language in this school and students are more used to reading and writing in German than in English.

At the very beginning of the questionnaire the students had to specify what their first language/s is/are. Interestingly enough, most students just ticked their family language as their first language. The next question then was, whether they had grown up bilingually or multilingually but they still ticked 'yes', because they in fact all learned to speak German in the kindergarten or even before. Nonetheless, they still did not consider German as one of their first language and, therefore, decided only to tick off their home language as their first language. Moreover, it was sometimes difficult for them to answer some questions individually. Hence, they often discussed questions with their neighbours even though they were told to answer the questions on their own. While filling in the questionnaire, the students

did not have any problems as they were all already familiar with terms like 'first language' or 'multilingual' and they could, consequently, answer the questions easily. When the students filled the questionnaire they took longer than expected to read the questions and answer them. Therefore, it would have been necessary to give them at least 15 minutes to finish the questionnaire.

8.2.7. Reflection

All in all, it has to be said that the teaching project went very successfully since the participants were both very talented as well as motivated. Even though also the process of preparing and creating the lesson plan focussing on the beneficial integration of diverse languages was motivating and exciting, it was even more interesting to see how the ideas evolved in a real classroom and how students reacted to them. As few studies have been carried out to find out about the effects of multilingual teaching approaches on the students' language competence in English, this project tried to present an idea of how to include multilingualism in the foreign language classroom and achieved positive results. Nonetheless, the focus of the project was not put on the successfulness of the students' productions but rather on the students' reflection processes. This sequence could in fact be taught similarly in any other class as an introduction to multilingual didactics. The next time, it would be beneficial to take more time for all the exercises in order to, for example, include the creation of the language profile as an exercise during the lesson instead of doing it as a homework. Besides, the students could also work longer on their texts and write about 150 words instead of 80, which the students of those two classes came up with in 30 minutes. For most groups, it was difficult to come up with a topic and, thus, they spent more time on finding an adequate theme instead of concentrating on the text itself. Therefore, depending on the group, it might be better to give clearer and more narrow instructions, as some groups might have difficulties when being asked to be creative.

The supervisor teacher stated that he was very content with how the teaching sequence turned out and how positively the students reacted to it. Moreover, he mentioned that the students usually do not use their L1s in the classroom even though he sometimes asks them what particular words would mean in their languages. He himself is very open for multilingual approaches as he speaks several languages and he was, therefore, able to help one boy who was the only one with Portuguese as his first language. In addition, he said that according to him the most useful exercise was the translation task in which the students could for the very

first time use their first languages, which was very unusual and made them change their perspective on their multilingual potential.

8.3. Feedback

The following section presents the research design and an evaluation of the questionnaire, which the students filled in after the teaching sequence. The questionnaire was divided into four different sections, focussing on personal information, students' experiences and views of multilingualism in their own class and their feedback on the teaching sequence. As mentioned in Chapter 7.2., the questionnaire was conducted among 44 students between the age of 11 and 14. 84,1% of all students spoke another first language next to German and, thus, grew up multilingually.

8.3.1. Research design of the questionnaire

Even though the focus of this thesis lies on the creation of a teaching sequence focussing on multilingualism, a questionnaire was added to receive feedback from the participants but also to learn about the students' linguistic background. At the end of the teaching project, the students had to fill in a questionnaire in which they were encouraged to reflect on their learning experience during the teaching sequence. The questionnaire was handed out after the students had finished their last exercise and it was chosen since it allowed collecting information anonymously from all participants and it was besides very time efficient, easy to construct and reliable (Dörnyei 2003: 1). Questionnaires are the commonly used as "research instruments applied in social sciences" (Dörnyei 2007: 101). All in all, the questionnaire form was chosen in order to get an idea of how the students experienced the exercises and whether they could take an advantage of it. It was designed in German in order to facilitate the understanding as German is the language of education in the school and students have only been learning English for two years. The tool that was used when creating the questionnaire was Google forms (docs.google.com/forms) because online questionnaires can be created easily and in a convenient way on this website.

The questionnaire is divided into four different sections. While the first part focuses on personal information, the second part investigates the students' experiences of multilingualism in their own class and the third part tries to ask the students' view on multilingualism in general. In the last and fourth part, particular attention is put on the teaching sequence itself and the students have to reflect on it. At the very beginning of the questionnaire, the study is shortly explained and it is pointed out that there are no false answers but that the important thing is that the questions are answered honestly. All in all, the participants had to answer 30 questions, while most questions were multiple-choice items,

which could be analysed quantitatively. These closed-ended items, using the "likert scales" format, invite participants to reflect on how far they agree or disagree with a statement and to tick an answer that seems most appropriate to them (Dörnyei 2007: 105). Hence, the students have to decide in how far they agree, ranging from fully applies, partially applies, largely applies, to does not apply at all. Other questions that are concerned with the use of students' first languages in the classroom, ask the students about the frequency of the inclusion of multilingualism, which they could answer with never, seldom, sometimes, often or always. Dörnyei (2007: 8) also calls these items attitudinal questions, as they are concerned with the participants' attitudes and believes towards the topic.

The problem with multiple choice questions, however, is that participants can try to select an answer that seems appropriate to them, they yet cannot add any comment they would like to make on a particular aspect. Therefore, also open-ended questions were added to the questionnaire, as sometimes it was difficult to provide given answers and the importance was put on the students' individual reflections (Dörnyei 2003: 47). At the very beginning, when students have to indicate which languages they speak with their parents, their siblings and friends, an open question was chosen as an item, as the students all had a very diverse linguistic background. Another time when open question items are used is when the students are asked for positive feedback and critique on the teaching sequence. This part is intentionally not put at the end of the questionnaire to add variety and to encourage the participants to put their thoughts to paper. Even though a lot more information can be drawn from these items than from multiple choice questions, the difficulty lies in the analysis of open-ended questions.

Even though the survey could have also been carried out online, as the questionnaire had been created with a programme allowing participants to fill in the questionnaire online, the questionnaire was handed out the students in a printed form. First of all it would have taken too much time to change from the normal classroom to a computer room in which the participants could have filled them in online and secondly, the supervisor teacher mentioned that the pupils might prefer a printed version as they are more used to reading on paper. As the participants of the study are only 12 and 13 years old, formulating the items was a challenge, since the questions cannot be too long since they have to be read quickly during the questionnaire but they, moreover, have to be formulated in a very simple and clear way. Even though the questionnaire was created according to the students' language level, there is

always a possibility that the participants feel stressed and, consequently, the responses might be unreliable.

8.3.2. Questionnaire responses

Students' and their experiences of multilingualism in their classroom

In the first section of the questionnaire students were asked to reflect on how often German is used in their lessons and what their teachers' views are on the inclusion of other languages. Figure 21 reveals that the results were clear, as 43,2% of all participants answered with "often" and 56,8% even said that German is "always" used in their classroom. There were no answers for "never", "seldom" or "sometimes". These results, however, are inconsistent with the heterogeneous linguistic background of most students.

At school, German is spoken during lessons.

always	often	sometimes	seldom	never
56,8% (25)	43,2% (19)	0% (0)	0% (0)	0% (0)
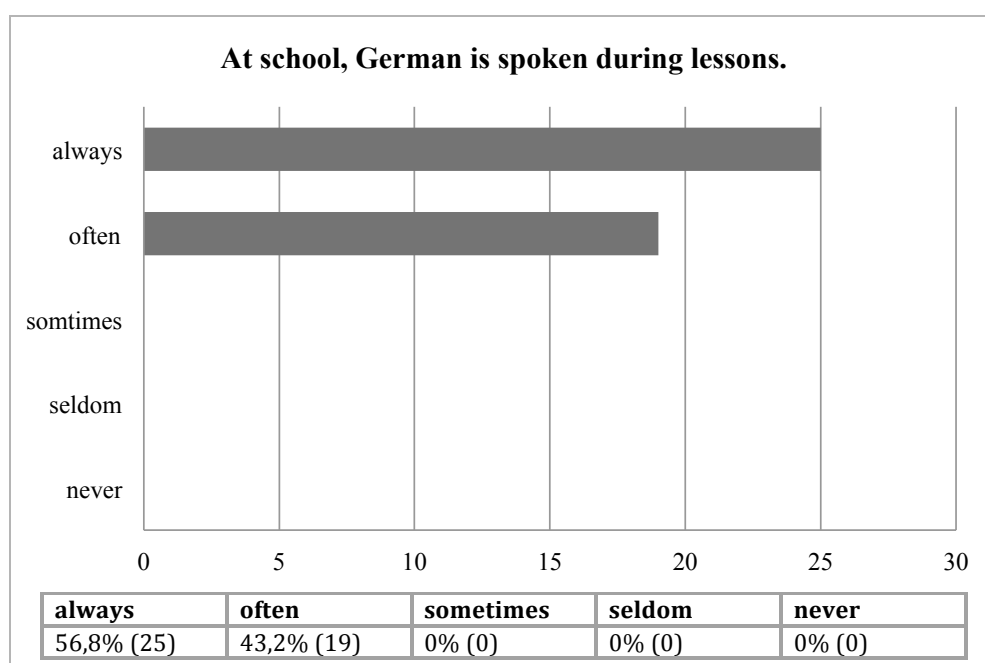
Figure 21: Students' answers towards the question whether German is spoken during lessons at their schools.

From Figure 22 it is apparent that the avoidance of any other language apart from German relates to the fact that no other languages are accepted on the part of the teachers. If students wanted to use other languages apart from German or the target languages in the foreign language classroom, this is most probably not tolerated by their teacher. Nearly half of all students stated that their teachers would never accept another language. Only one student said that he could "always" switch to another language during classes. All, in all, the majority of the students argue that teachers do not allow the use of any other languages apart from the target language during lessons. This might unfortunately also lead to the conclusion that being

multilingual is often regarded as negative at school, as only the language of education, in this case German, counts as a language competence which is useful in the school context. Even though there are only seven monolingual students in these two classes, none of the multilingual students indicated that they use another language next to German during lessons.

My teachers accept other languages apart from German in their teaching.

always	often	sometimes	seldom	never
2,3% (1)	6,8% (3)	13,6% (6)	29,5% (13)	47,7% (21)
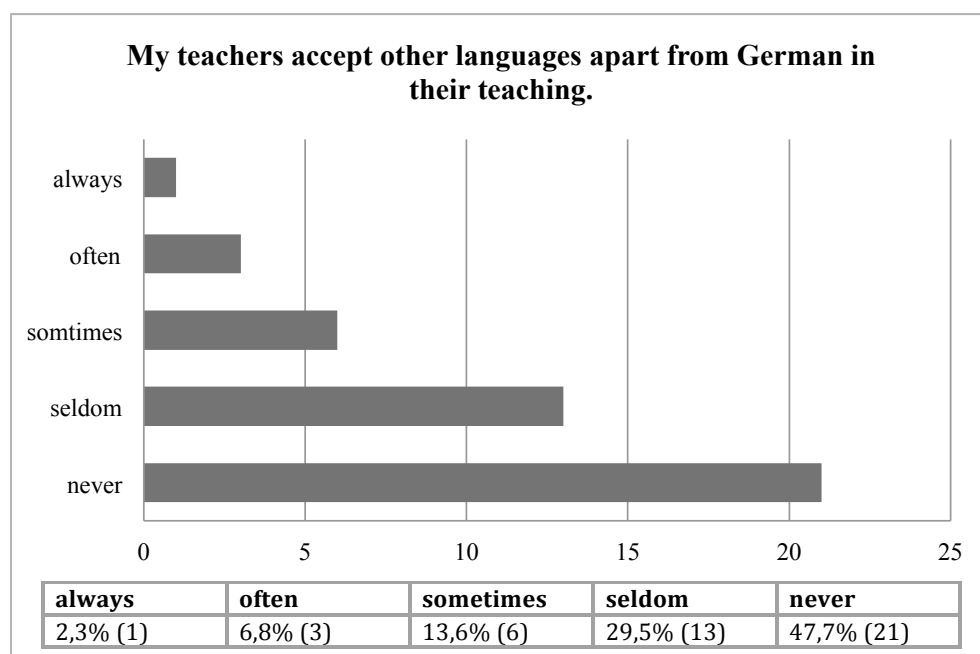
Figure 22: Students' answers towards the question whether their teachers accept other languages

ap **My teachers use different languages apart from English and German in their teaching.**

Tl   at teachers set a
ba   m according to
stu   teaching. 38,6%
an   ltiple languages
re

always	often	sometimes	seldom	never
2,3% (1)	2,3% (1)	13,6% (6)	38,6% (17)	43,2% (19)

0	5	10	15	20	25
always	**often**	**sometimes**	**seldom**	**never**	
2,3% (1)	6,8% (3)	13,6% (6)	29,5% (13)	47,7% (21)	

My teachers use different languages apart from English and German in their teaching.

always	often	sometimes	seldom	never
2,3% (1)	2,3% (1)	13,6% (6)	38,6% (17)	43,2% (19)
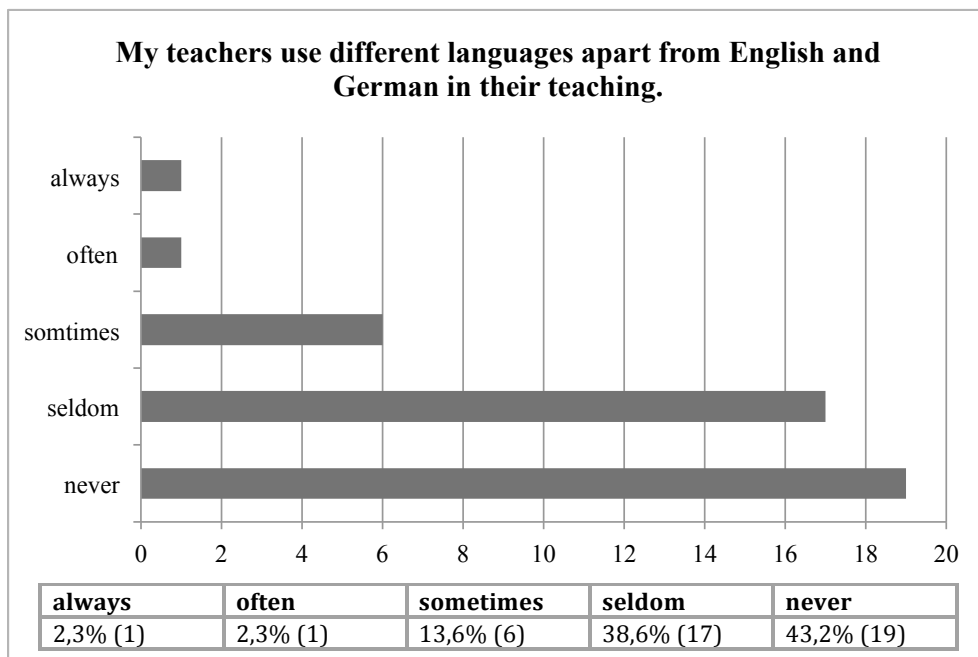
Figure 23: Students' answers towards the question whether their teachers use different languages apart from English and German in their teaching.

As expected, the answers to these three questions clearly reinforce the assertion that the main focus in the language classroom is still put on the target language and that other languages are excluded and not used at all. This result is in agreement with what was stated in the introductory part, arguing that many teachers still avoid any instances of multilingualism in their teaching and rather apply a monolingual approach. The teachers' attitudes towards multilingual didactics, moreover, have a strong influence on how tolerant they are towards the use of other language on the part of the students. Even in classes with a heterogeneous linguistic background, it is still too rare that teachers allow students to use their first languages in order to benefit from their multilingual competence.

Even though students are not allowed to speak multiple languages during lessons, their interactions between their colleagues, nevertheless, are much more diverse, as the following questions revealed. When the participants were asked whether their colleagues used different languages during group works, it became apparent that some of the students do integrate different languages when adapting to their conversation partners. As can be seen from Figure 24, 40,9% each said that this happened "sometimes" or "rarely" in their classes. Even if only one student indicated that other languages apart from German are "always" used during group tasks, there are still more pupils who in fact use their first languages when talking to others

during group works when compared to what languages are used when teachers talk to students in plenary.

During group work, my colleagues use other languages apart from English and German.

always	often	sometimes	seldom	never
2,3% (1)	6,8% (3)	40,9% (18)	40,9% (18)	9,1% (4)
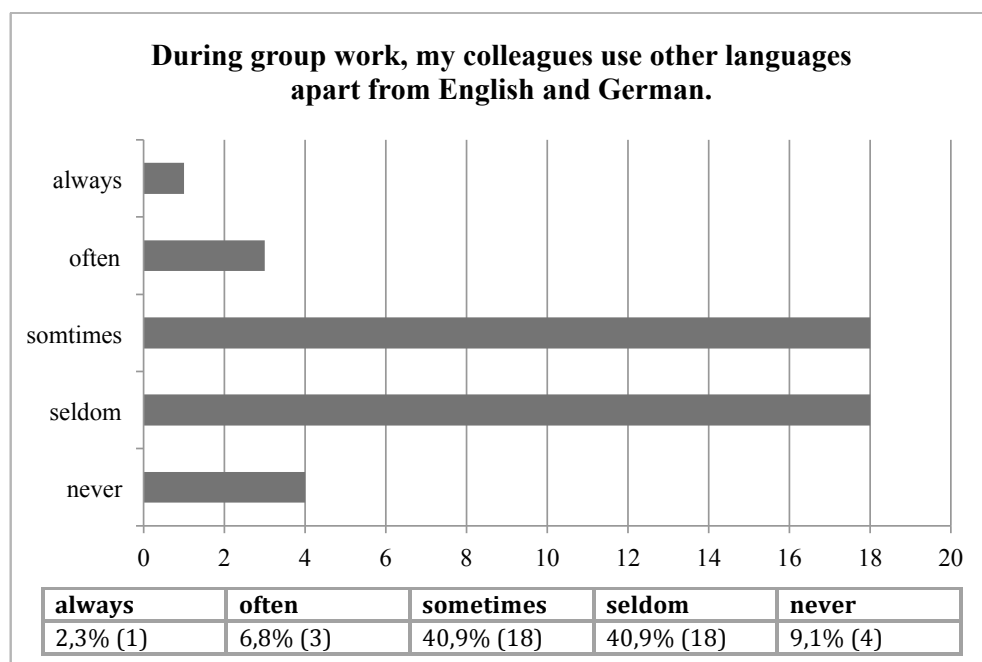
Figure 24. Students' answers towards the question of how often other languages are used apart from English and German.

Students with the same L1 usually work together in class.

always	often	sometimes	seldom	never
2,3% (1)	2,3% (1)	13,6% (6)	38,6% (17)	43,2% (19)

they, moreover, s claim that they (see Figure 25). who speak the they "often" work ken into account sly always work aking German as a first language. However, there are also four students who are the only speakers of a particular language, who are, consequently, never able to work together with another speaker of their first language. Besides, it might be the case that in a heterogeneous group of students, the different students view the frequency of the inclusion of multiple languages in a conversation differently. While students who grew up bilingually might consider code-switching and code-meshing as natural, others who are not used to be surrounded by various languages, might believe that people use other languages relatively often.

| 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

always	often	sometimes	seldom	never
2,3% (1)	6,8% (3)	40,9% (18)	40,9% (18)	9,1% (4)

Students with the same L1 usually work together in class.

always	often	sometimes	seldom	never
11,4% (5)	18,2% (8)	20,5% (9)	43,2% (19)	6,8% (3)
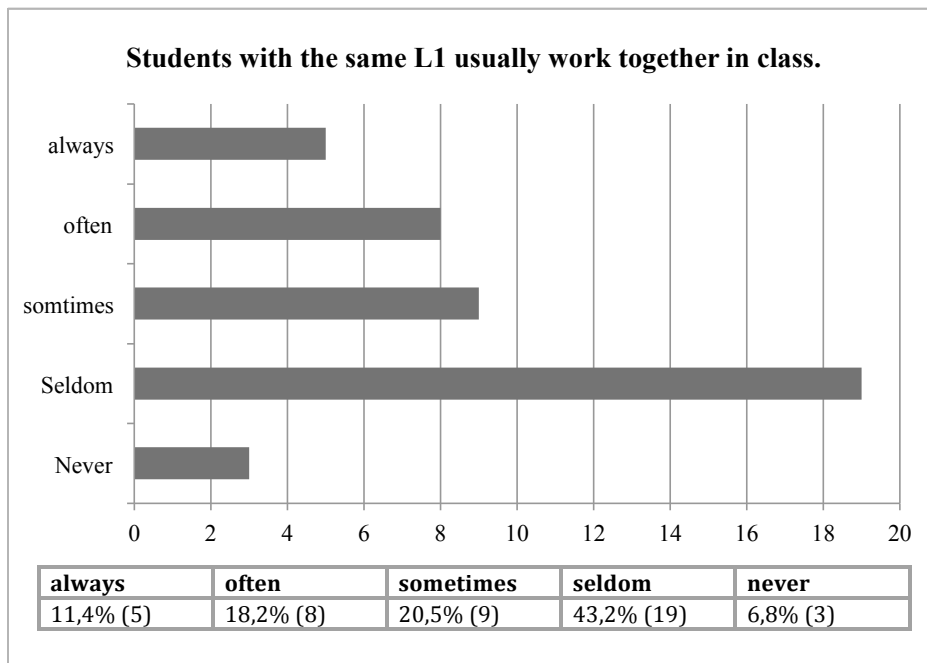
Figure 25: Students' answers towards the question of how often students with the same L1 usually work together.

Not only when students are supposed to work in groups in class but also when they communicate with one another, heterogeneity in language use can be observed (see Figure 26). Even though there are eight students who stated that they "never" use their L1 when communicating with their classmates, nine said that they "always" speak their first language in this context. This can be explained by the linguistic diversity of the groups, as many students, who speak multiple first languages, have to adapt their language use to their conversation partners. Hence, students who speak, for instance, Pashto or Portuguese can obviously not use their L1 at school, as no other colleague speaks their L1 and they, consequently, have to switch to German. Students sharing the same first language with several of their classmates will be more likely to use it when talking to them. This becomes even more apparent when analysing the communications during breaks. 25% of the students claimed that there are "always" different languages used between lessons and 15,9% say that this is "often" the case. However, one also has to bear in mind that the number of pupils who stated that they always use their L1 when talking to their classmates, also includes those who grew up monolingually and can only speak German. The students' language behaviour is, thus, strongly influenced by the teachers' consent, since they use their L1 more frequently when they are not closely observed.

I speak in one of my L1s when I talk to my colleagues.

always	often	sometimes	seldom	never
20,5% (9)	11,4% (5)	18,2% (8)	31,8% (14)	18,2% (8)
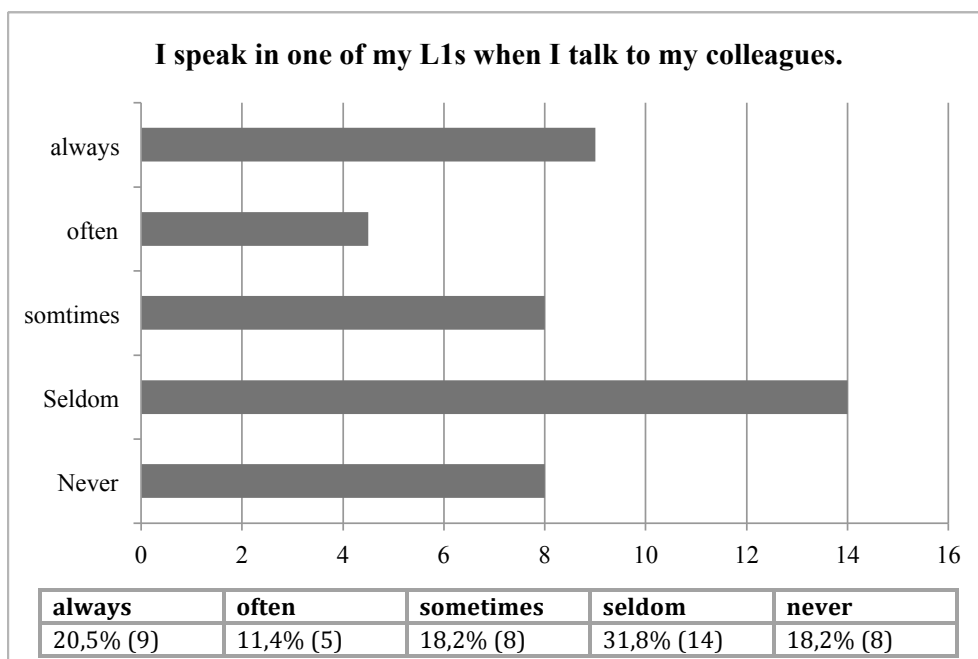
Figure 26: Students' answers towards the question of how often the students speak their L1 when talking to their colleagues.

In the very first section of the questionnaires, students were asked what languages they use when talking to their parents, their siblings and their friends. All those students, who grew up multilingually, indicated that they speak different languages with their relatives as well as their friends. This heterogeneity in the students' everyday language is in sharp contrast to how multilingualism is used at school. While teachers try to avoid including other languages in class, the students are used to switching from one language to another outside school. Hence, teachers could support students' multilingual competence better by allowing them to apply their everyday behaviour in the classroom in order to benefit from the advantages of being multilingual, similarly to what is done during the writing task of the teaching project. As teachers, however, seem to refuse to set a good example by including other languages in their teaching, the students do not feel entitled to speak their first languages in class and, consequently, cannot use them as tools when learning languages.

Students and their languages

In the following section of the questionnaire, the students reflected on their own language use at school. In one question, they were, for example, asked in which language they are thinking when writing an English text. The largest number of students (56,8%) thinks in German, followed by 36,4% of all students who think in English, while only 6,8% use their first

always 20,5% (9)	**often** 11,4% (5)	**sometimes** 18,2% (8)	**seldom** 31,8% (14)	**never** 18,2% (8)

la... three out of 44 pupils, hence, employ their linguistic competence in their L1 when writing a text in a foreign language.

When I write an English text, I think in...

■ My other first language   ■ German   ■ English

6,8%

36,4%

56,8%

English	German	My other first language
36,4% (16)	56,8% (25)	6,8% (3)
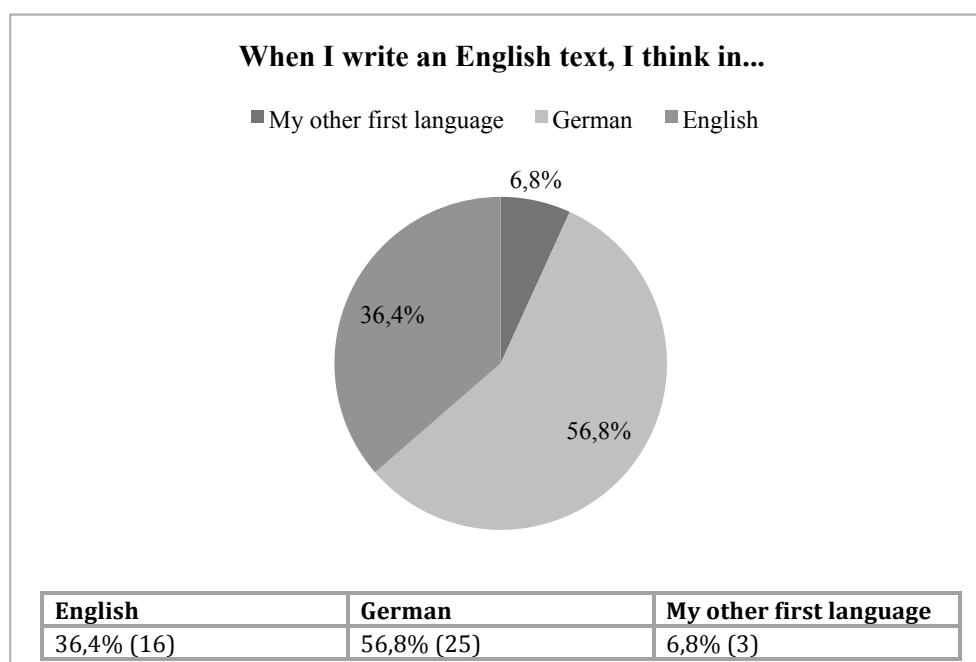
Figure 27: Students' answers towards the question in what language they think when writing an English text.

The results were even more conclusive when the students were asked what languages they use when learning searching for a word. Only three students stated that they translate a vocabulary item from their L1 to English if they do not know a particular word in English. This clearly shows that students' written translation skills are limited to English and German, even though those pupils, who are fluent in several languages, could actually also use their other first language effectively. If students, for instance, do not know a phrase in English, they could improve their foreign language skills by referring back to both their first languages in order to find the correct English wording by comparing all languages they know. To this day, however, most pupils are not competent enough in their l1 and, consequently, cannot use them as a resource, as is the case here. Instead 93,2% of the students are limited to their knowledge of the German language when searching for an English word. Even though more than 80% of all participants of the study had two first languages, they could use as resources when learning vocabulary in a foreign language, only a very small percentage of 6,8% takes benefit out of it by using their L1 for translation tasks.

When I search for a word, I translate it from ... to English.

■ My other first language　■ German

6,8%

93,2%

German	My other first language
93,2% (25)	6,8% (3)

Figure 28: Students' answers towards the question of what language they use when translating a word

in...

I find it easier to translate texts from my first language into English (than from German to English)

■ Does not apply　■ Largely applies　■ Partially applies　■ Fully applies

15,9%　　20,5%

31,8%　　31,8%

does not apply	largely applies	partially applies	fully applies
20,5% (9)	31,8% (14)	31,8% (14)	15,9% (7)

Users receive language learning done voluntarily, fluent in their first language syntax of their L1. Competence not familiar with the needed so as to help you languages. Moreover, at their disposal when learning a new language by comparing grammatical structures or translating phrases.

The students' language competence in their L1 had an effect on the outcomes of the teaching project itself. Figure 29 reveals that students reported diverse experiences regarding the translation of texts from their other L1 into English. Approximately half of all participants indicated that they prefer translating from their first language into English. This figure also includes all monolingual students who ticked "fully applies", as they are only used to translating from German to English. The other half of the group, however, has difficulties when translating from their L1 into English, as they noted that they do not feel sufficiently confident in their L1, since they have not practiced written translations before.

German	My other first language
93,2% (25)	6,8% (3)

I find it easier to translate texts from my first language into English (than from German to English)

■ Does not apply ■ Largely applies ■ Partially applies ■ Fully applies

20,5%
31,8%
31,8%
15,9%

does not apply	largely applies	partially applies	fully applies
20,5% (9)	31,8% (14)	31,8% (14)	15,9% (7)
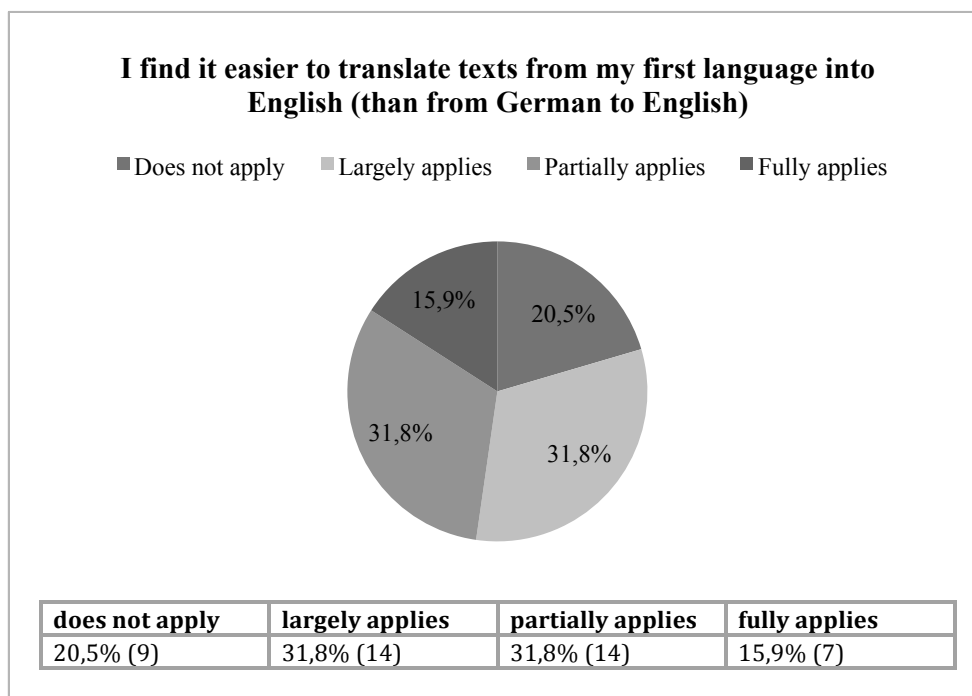
Figure 29: Students' answers towards the question whether they find it easier to translate a text from their L1 into English.

Summarising the above, it can be said that students have no practice in including their L1 in their language learning process, as hardly any first language teaching offers are existent and also teachers do not employ multilingual methods when teaching other languages. Hence, the teaching project was the first opportunity for the multilingual students to use their language expertise during an English lesson.

Students' reflections on the teaching project

At the beginning of the section focussing on students' reflections on the teaching project, the students had to answer three open-ended questions. Even though the questionnaire contained only four essay type questions, encouraging students to note down any additional comments or express criticism, the participants did not define what they precisely liked about the teaching project but most of them just mentioned that they liked everything a lot. The majority of those students who added short comments mentioned that they liked listening to their colleagues languages and to get to know their linguistic background. Several students also stated that they appreciated the opportunity to use their first languages during the group task. All in all, the students seemed to have enjoyed cooperating with their classmates, as ten students wrote that they particularly liked working in groups, since no one had to work on

one's own. Moreover, also the different tasks and social forms were mentioned as positive, as they brought fun and variety to the whole project. A monolingual student wrote that he liked writing a German text, which he could then translate into English. In fact, it seemed that the students have never spoken about multilingualism before, as several of them added that the topic was particularly interesting, as they have never discussed it before. However, they all agreed that it is firstly a very important topic, the majority of them is multilingual but because of the current relevance of the contents. In this context, four participants wrote that it felt good to not only talk in their L1 but also to tell their colleagues about the language and to present the language to others. Finally, the students also stated that they liked the fact that English was spoken most of the time and that they still understood everything and could follow the lesson.

On the whole, students mentioned four times as many positive aspects as negative things. Nevertheless, a couple of students stated that they did not enjoy the group task, since some group members did not participate at all and talked about personal things that did not have anything to do with the writing project. Consequently, the others had to do a lot more work, which was stressful for them. This criticism came from a student of the first class, in which the groups were composed of four people and, as a consequence, the group size was reduced in the second class. A few students also mentioned that the translation exercise for the multilingual word list was extremely difficult, as they did not know all their first languages well enough to write them down.

The third open question encouraged students to think about the teaching sequence again and to write down what they will take with them from the project. Interestingly enough, this was the only open question that nearly every student answered. A large number of participants wrote down that they believe that it is important to speak several languages. In this context, some students mentioned that they want to learn their L1 better, as they would like to become more proficient in writing, which is important to be able to use languages as a resource. Moreover, they stated that they discovered similarities between languages during the translation tasks. An important idea most participants came away with is that languages are important in general and that speaking various languages is very interesting, motivating and can bring many benefits. Hence, the majority of students were encouraged to reconsider their attitudes towards multilingualism and most of them agreed on the usefulness of multilingual didactics in the end.

The next multiple-choice question asked students to assess whether it helped them to reflect in their L1. From Figure 30 it is apparent that the students were able to benefit from the inclusion of their L1 in the English classroom. 45,5% indicated that the statement fully applies, even though they are usually not used to being allowed to use their first languages at school. If they were, moreover, made familiar with the most crucial ideas of multilingual didactics, they could use various different strategies to accomplish tasks in foreign language learning even better, as they could use different languages as reference points. It would, therefore, be advantageous for multilingual students to be able to use their first languages as a tool more frequently when learning another language.

It helped me to think in my L1.

fully applies	partially applies	largely applies	does not apply
45,5% (20)	31,8% (14)	15,9% (7)	6,8% (3)
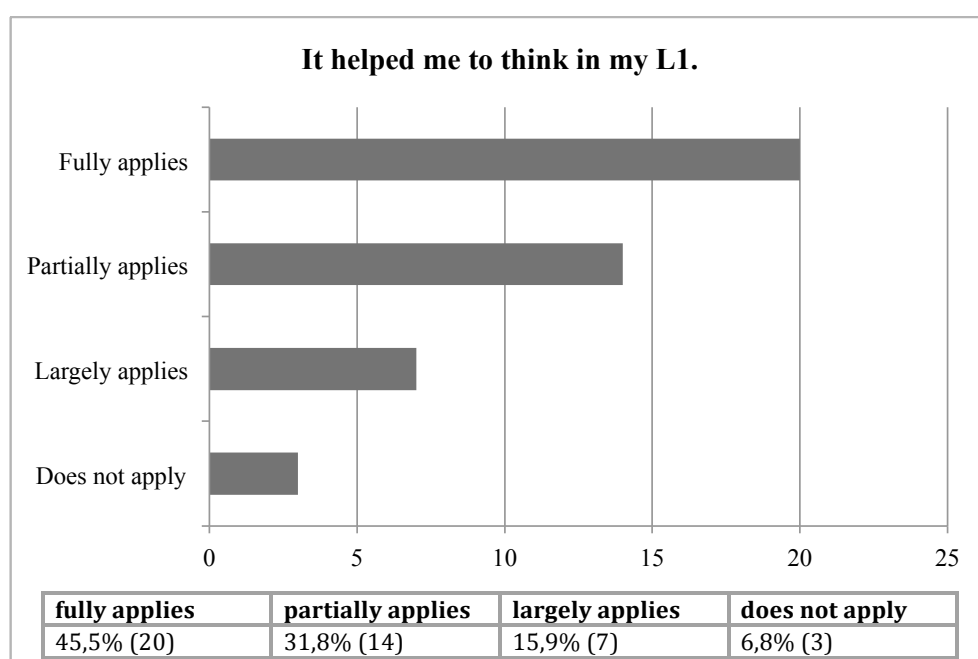
Figure 30: Students' answers towards the question whether it helped them to think in their L1.

It was easy to translate words from my L1 into English.

fully applies	partially applies	largely applies	does not apply
42,9% (18)	26,2% (11)	23,8% (10)	7,1% (3)

fully applies	partially applies	largely applies	does not apply
45,5% (20)	31,8% (14)	15,9% (7)	6,8% (3)

li[...]l, a multilingually oriented teaching approach could provide even further benefits for speakers of several languages who could then manage their resources more effectively.

It was easy to translate words from my L1 into English.

fully applies	partially applies	largely applies	does not apply
42,9% (18)	26,2% (11)	23,8% (10)	7,1% (3)
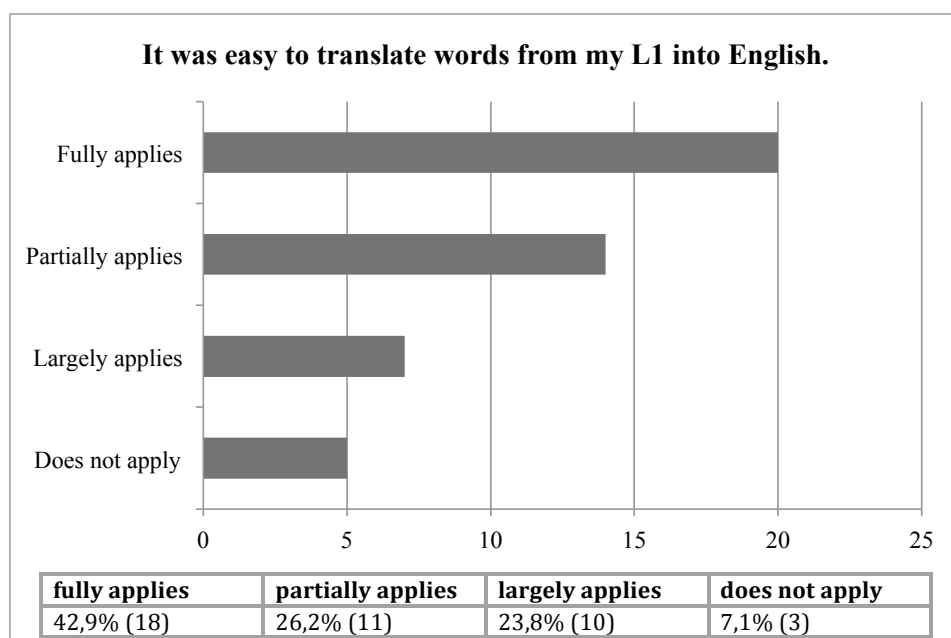
Figure 31: Students' answers towards the question whether it was easy for them to translate words from their L1 into English.

Even though nearly 40% of all students indicated that it really helped them to write the text in their L1 at the beginning, there are still eight students who do not think that this statement applies for them (see Figure 32). Many students mentioned that they had difficulties writing in their L1, as they were taught in German since they were pupils at primary school and they never properly learned to write in their L1. Only a small percentage of participants stated that they went to first language lessons, in which they learned the Russian and Arabic alphabet, since their parents wanted them to be proficient in both of their first languages. As mentioned above, it would, therefore, be necessary to provide classes in students' first languages in order to be able to successfully introduce multilingual didactics at school.

All in all, the teaching project showed that the inclusion of first languages into the language classroom offered various advantages for the students (see Figure 33). On the one hand, they could discuss more effectively with their colleagues but they then also managed to write very good texts in the target language. Even though they were all allowed to speak in their L1s, they still used English most of the time, as all conversations in plenary were done in English but also because they wished to communicate with all of their colleagues, and, therefore,

changed to English as they knew that they would not understand them if they keep talking in their L1. In this context, English provided a common ground for all learners, as they all have a similar language level and no one is more proficient in this particular language, as it is the case when multilingual speakers talk German to monolinguals. Some students mentioned that English is often used as a lingua franca also outside the English classes.

It helped me to write the text firstly in my L1.

fully applies	partially applies	largely applies	does not apply
39,5% (20)	23,3% (10)	18,6% (8)	18,6% (8)
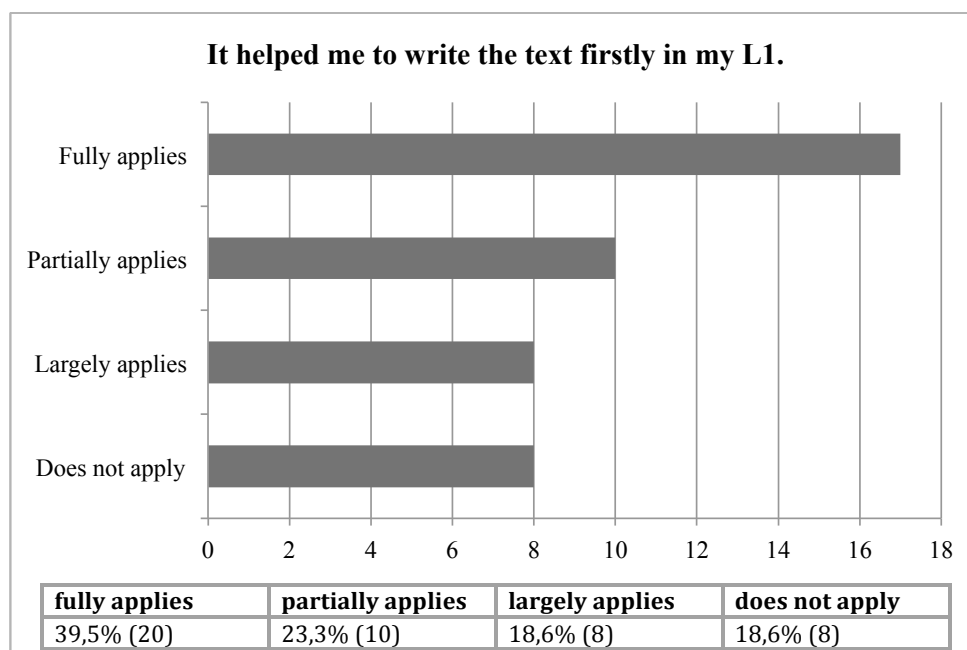
Figure 32: Students' answers towards the question whether it helped them to write the text firstly in their L1.

It helped me to talk to my colleagues in my L1.

fully applies	partially applies	largely applies	does not apply
51,2% (22)	34,9% (15)	7% (3)	7% (3)
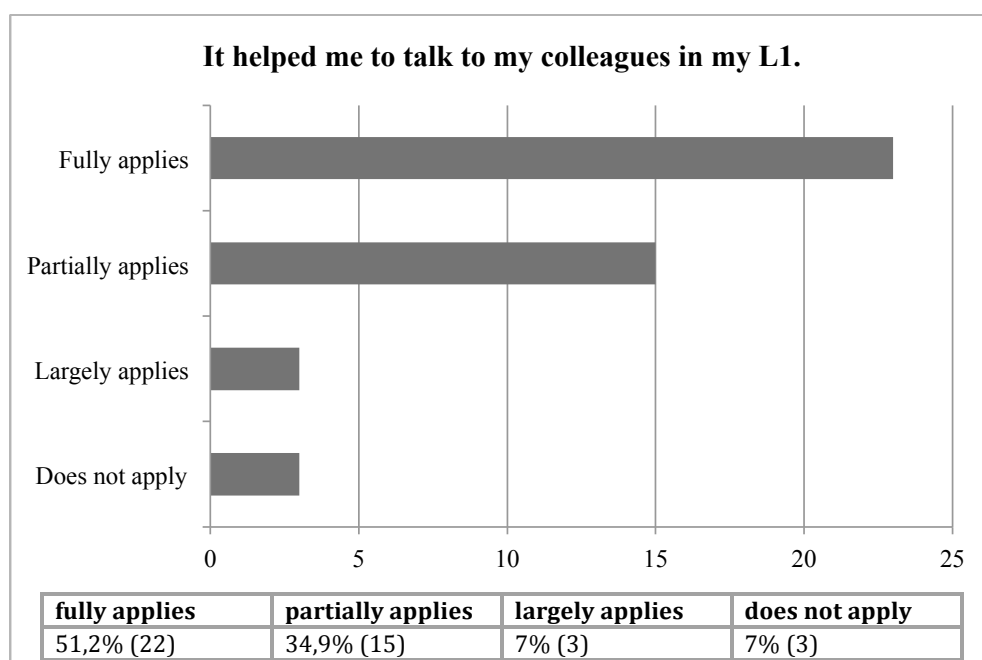
Figure 33: Students' answers towards the question whether it helped them to talk to their colleagues in their L1.

All in all, the students responded positively to the teaching project and the majority also appreciated the opportunity to address the issue of multilingualism, which they all regarded as relevant. Even though some students admitted that they did not know their L1 well enough to use it as a resource during exercises that focus on multilingualism, others mentioned that they could benefit from their multilingual knowledge. Nevertheless, also those students who had difficulties when, for example, writing a text in their L1, concluded that they had to work on their L1 language competence in order to be able to benefit from their multilingual competence and they, thus, drew an important conclusion. An interesting reflection which was made by several participants was that it was positive to speak several languages and they, moreover, argued that they were now very motivated to learn further languages but also to work on their L1 knowledge. Hence, it can be concluded that the general aim of the lesson was achieved, since the students were encouraged to reflect on the advantages of being multilingual. Moreover, they all participated actively and, thus, used language in a meaningful context.

Concluding notes

After conducting this teaching project and analysing the results, it is now time to summarize the findings. To conclude, this thesis presented a teaching sequence, which tries to include students' L1, enhance students' multilingual awareness and, thus, improve their multilingual competence. All in all, this thesis intended to investigate how and if students' multilingual potential can be used beneficially in the English classroom. Therefore, adequate materials were developed and a teaching project was conducted in an Austrian lower secondary school in order to find out how lessons based on multilingual didactics can be integrated in the English classroom and how learners can benefit from teaching that focuses on multilingualism. The general learning objective for participants of the empirical project lied in raising awareness on the benefits of multilingual speakers and to encourage them to use their multilingual potential beneficially by working on their multilingual and metalinguistic awareness and by using their language skills as a resource when learning their first foreign language, which in this case was English. Besides, any hierarchies between German and other first languages were dismantled, as all languages were seen as equally important and valuable knowledge resources. Thereby the teacher attempted to make the learners aware of how they can benefit from being multilingual and make them familiar with multilingual learning strategies. Finally, a questionnaire with the purpose of investigating the efficiency of multilingual didactics and examining students' attitudes towards the project was carried out at the end of the teaching sequence. The overall goal of this teaching project was to make students aware of the potential of multilingual language learners and to show them how they can use their knowledge of various languages beneficially at school and in life.

> In the 21st century, as classrooms become more and more linguistically diverse, the greatest challenge will be how to educate all students equitably and meaningfully. Imposing one school standardized language without any flexibility of norms and practices will always mean that those students whose home language practices show the greatest distance from the school norm will always be disadvantaged. Clearly, monolingual education is no longer relevant in our globalized world. (García & Sylvan 2011: 398)

During the last two decades more and more importance has been attributed to multilingual teaching programmes and their positive effect on students' language proficiency. This can be seen as a response and an adjustment to the European Union's orientation towards a multilingual Europe (Jessner 2008b: 15). In the White Paper on Education and Training of 1995, the goal has been fixed that every European citizen should speak three languages,

namely two other languages apart from one's first language. Thus, multilingualism has been added as an "essential characteristic feature of European identity" (Jessner 2008b: 15). Opinions towards multilingualism, however, very often differ as the term is frequently misunderstood and multilingual speakers are often still compared to "multiple monolinguals" (Jessner 2008b: 15). For a very long time, researchers have argued that learning several languages has a negative influence on one's language learning competence and that multilingual speakers are "incompetent speakers in each of their languages" (Jessner 2008b: 15). Recently however, studies on multilingual speakers have proven the complete opposite, since they have shown that those multilingual learners arrive at a higher language proficiency in any language, as they have acquired tools to learn languages more effectively and to create links between languages (Szubko-Sitarek 2015: 24). Therefore, it can be said that language teaching can definitely benefit from a multilingually diverse classroom, if links are created between languages and the existing students' language competence is acknowledged and used as a basis for further learning and, thus, the students' multilingual awareness is raised (Jessner 2008b: 44).

Hence, multilingualism and diversity should no longer be regarded as an obstacle but rather as a resource that can enrich school experiences. A big goal for the future should, moreover, be to build bridges between languages instead of banning particular languages from the classroom and thereby strengthen the prestigious image of 'THE national language'. In this context, it should first and foremost be the task of the foreign language teacher to create time and space for raising language awareness and appreciation of linguistic diversity. Consequently, it is necessary for most language teachers to finally reconsider their views on multilingually diverse classrooms and recognize the benefits of a linguistically and culturally diverse framework in order to enable students to benefit from their multilingual potential. Language teaching should no longer be aimed at a native speaker level and a perfect pronunciation but should instead adapt to the individual needs and competences of languages learners who should ultimately become proficient speakers of multiple languages. Therefore, it is essential to face up to reality, turn away from the existant monolingual habitus and to recognise diversity as an enrichment and benefit for any language classroom. Instead of excluding languages from the English classroom, learners should be encouraged to refer back to the languages they already know and to use their existing language knowledge as a useful aid and resource. Teaching can thereby be individualised as students can build on their own

strengths but it can most importantly also counteract any difference in status between languages and create an appreciation for any language.

An attempt to include different languages in the English classroom and to foster students' multilingual awareness was made in the empirical part of this thesis. Two third forms of an Austrian lower secondary school participated in two lessons focussing on multilingualism in November 2015. The students including 37 multilingual speakers, had the opportunity to work on their multilingual competence by translating words from English into all languages they know, by developing their multilingual awareness and by using their first languages to create a text in the target language. Even though majority of pupils had never used any other language next to English and German in class, they enjoyed working on their language competence in English with the aid of their first languages.

The teaching project has shown that Austrian schools still do not build on multilingual didactics but they teach languages separately, one of the consequences of which is that most multilingual speakers are unaware of their language skills. Therefore, the two first steps towards a multilingual education in Austria would be to improve the quality of teacher training in multilingual didactics and to offer extended first language teaching in primary schools. Teachers should be trained to ensure a learning environment, which respects and enhances diversity and fosters multilingualism in every aspect, while students should be encouraged to compare languages, transfer knowledge, use all their languages at their disposal and thereby benefit from their multilingual potential. A teaching method focussing on students' multilingual potential can, however, not be achieved without suitable teaching materials supporting a multicultural and multilingual nature of the language classroom. Even though all teachers should become multilingual experts, specific ideas of how multilingualism can be fostered in the language classroom should be provided by publishers. Up to now very few textbook authors have focused on multilingual didactics making multilingual projects extremely time-consuming, since all materials have to be newly developed, as it was the case for this project. Therefore, more research is still needed to provide data on the effectiveness of multilingual didactics, which could enumerate further positive aspects of foucssing on multilingual teaching.

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Appendix

1. Lesson Plan: Lesson 1

rough time frame	procedure	inter-action format	skills / language system	materials	notes
5'	Mindmap "Multilingualism"	T-S	Speaking	Blackboard	The students are introduced to the most important terms ('multilingualism') 'first language', 'second language' and 'foreign language'.
10'	Reading Comprehension 'How many languages do you speak'	S T-S	Reading	Handout 1+2	The students read the texts individually. When students have finished the exercise, the students compare their answers with their neighbours and finally the answers are compared in plenary.
5'	Creating the 'multilingual word list'	S-S	Writing	Handout 2	Students are now encouraged to search for as many translations as possible for those six words.
10'	Creating a 'Language network'	S	Writing	Handout 3	The students think about what languages they use when and where. The teacher gives an example by painting parts of her own language graph onto the blackboard and finishes the exercise simultaneously on the blackboard.
20'	Partner interview	S-S	Speaking	Handout 3	The students have to interview one classmate. They first pick one part of a flag and then have to find their partner who has the second part of the flag. They have to interview each other and take notes. Afterwards three students have to present what they found out about their partner by using in the "He/She" form.
home-work	Language profile	S	Writing	Handout 4	As a homework, or as an additional exercise if there is enough time, the students create a language profile of their first language.

1.1. Handout 1: Reading Comprehension

How many languages do you speak?
Read about these three children. Then answer the questions below.

Hello! My name is **Kunal** and I am fourteen years old. I was born in an Indian city called Mumbai and I moved to Vienna when I was ten. I have two brothers. My life in Vienna is very exciting and I really love going to school here because I learned to speak German there. At home, I speak Hindi most of the time. When I am alone with my brothers, I just speak English because I love the language. When I still lived in India, I spoke English at school and Hindi when I, for example, went to the cinema. Now I speak German at school and I can already say almost anything I want to. I think the dialect in Vienna is very funny! Many people call me multilingual because I speak so many languages!

Hey there! My name is **Lejla** and I am eleven years old. My parents are from Bosnia but we all live in Vienna. They moved to Vienna when I was a little baby. My first languages are Bosnian and German. When I finish school, I want to become a politician. I want to speak as many languages as possible because I want to talk to people from the whole world. Two years ago I started learning English and I love the language. Now I finally understand all the songs I hear on the radio. Most of my friends speak German or Bosnian but I also understand my friends who speak Croatian, Serbian and even a bit of Czech. That's so cool!

Hi I'm **Céline** and I live in Vienna. I have a French name because my mum is from France. I go to a French school in Vienna. It is called "Lycée français de Vienne" and we only speak French there. When I come home from school I usually speak French and English. I am bilingual because I speak French with my mum and English with my dad. He is from Canada. My parents met in Canada when my mother studied there. After school I speak French with most of my friends. It is a bit difficult for me to talk German because I am used to talking English and French all the time but I still like it.

1.2. Handout 2: Reading Task and Multilingual word list

Write Céline, Kunal or Lejla. You can write one, two or three names as an answer.

1) Who does not speak German very often?	*Céline*
2) Who likes the Viennese dialect?	
3) Who speaks a different language with his/her brothers/sisters and with his/her parents?	
4) Who likes the English language?	
5) Who was not born in Vienna?	
6) Who does not speak German at school (in Vienna)?	
7) Who has parents who speak different languages?	
8) Who wants to learn new languages for his/her dream job?	

My multilingual word list

English			
language			
school			
parents			
friends			
to speak			
to live			

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1.3. Handout 3: Language Network and Interview task

Which languages do you speak/hear?

at home

1) Who does not speak German very often?

Céline **at school**

2) Who likes the Viennese dialect?

in the media

3) Who speaks a different language with his/her brothers/sisters and with his/her parents?

4) Who likes the English language?

5) Who was not born in Vienna?

me

6) Who does not speak German at school (in Vienna)?

7) Who has parents who speak different languages?

8) Who **with friends** to learn new languages for his/her dream job?

at the supermarket

Merhaba! Zdravo!

Bonjour!

галдёж!

Hello!

Hallo!

Cześć!

Ciào!

مرحبا!

German

PARTNER INTERVIEW

Pick one part of a flag an

Then interview your partner. Ask him/her the following questions and make notes. Be prepared to talk about your partner's languages later.

What is/are your first language/s? What is your second language?

English

_____

language

How did you learn the languages?

_____

school

Where do you use these languages?

_____

parents

Who speaks these languages with you?

friends

_____

Do you know any other languages?

to speak

_____

Which language would you like to learn next?

to live

_____

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1.4. Handout 4: Language Profile

Language Profile

facebook   👥 💬 🌐   Search 🔍   **Home**   **Profile**   **Account** ▾   **Log out**

Places (Where is it spoken?)

Friends (Who speaks it?)

Photos (Example of handwriting.)

Basic information: (Important phrases.)

Hello=

How are you=

I am fine=

My name is…=

Goodbye=

Status: (A short dialogue + translation)
A:
B:
A:
B:
A:
B:

See translation:
A:
B:
A:
B:
A:
B:

👍 Like   💬 Comment   ➦ Share

You like this.

Idea adapted from: Coelho 2012: 210

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2. Lesson Plan: Lesson 2

rough time frame	procedure	inter-action format	skills / language system	materials	notes
5'	Language profile presentation	S-S	Speaking	Handout 3	Students are encouraged to present their language to their classmates. They read out some words to show how the language sounds and talk about some facts.
35'	Group writing task: 'Something special to us'	S-S	Writing	Handout 4, Paper	Students write a text in their L1 and then translate it into English. They get together in groups of two or three according to their first languages. Students who do not have a partner who speaks their first language, they can either decide to do it on their own or write the first version in German. The texts do not have to be presented
5'	Questionnaire 'Meine Sprachen und ich'	S	Writing	Questionnaire	The students fill in the questionnaires individually.

2.1. Handout 5: Group writing Task

Something or someone special to us!

1) Get together with two other classmates who speak the same first language or a "similar" language.
2) Decide on something that is very special to all of you.
3) Firstly, you write this text in your FIRST LANGUAGE.
4) Then, you translate the text into ENGLISH.
   (In your team, there is one "author" who writes both texts down. The other two team members help the "author" to formulate the text.)

Try to write about the following things:
- Explain where you got to know/found/ discovered this object/thing/person
- Describe this object/person/thing/game…
- Why is it so special to you?
  (Where do you keep this object?)
- Draw a picture of it.

Write about 100 words.

Ideas adapted from: Coelho 2012: 219

3. Questionnaire

Meine Sprachen und ich

Liebe Schülerin, lieber Schüler der 3B/ 3D!

Die folgende Umfrage zum Thema "Mehrsprachigkeit im Klassenraum" ist Teil meiner Diplomarbeit. Mit diesem Fragebogen möchte ich erfahren, ob dir der mehrsprachigkeitsorientierte Unterricht der letzten beiden Englischstunden gefallen hat.

Bitte nimm dir Zeit und beantworte den Fragebogen sorgfältig und vollständig. Denke daran, dass dies kein Test ist. Es gibt also keine falschen oder richtigen Antworten. Wichtig ist nur, dass du ehrlich antwortest. All deine Antworten werden anonym und vertraulich behandelt.

Herzlichen Dank für deine Mitarbeit!

1. **Geschlecht**
   Markieren Sie nur ein Oval.

   ( ) Weiblich

   ( ) Männlich

2. **Wie alt bist du?**

   ....

3. **Was ist/sind deine Erstsprache/n?**
   Wählen Sie alle zutreffenden Antworten aus.

   [ ] Albanisch

   [ ] Arabisch

   [ ] Bosnisch/Serbisch/Kroatisch

   [ ] Deutsch

   [ ] Englisch

   [ ] Polnisch

   [ ] Portugiesisch

   [ ] Rumänisch

   [ ] Russisch

   [ ] Türkisch

   [ ] Tschetschenisch

   [ ] Ungarisch

   [ ] Andere

4. **Bist du zweisprachig/mehrsprachig aufgewachsen?**
   Markieren Sie nur ein Oval.

   ◯ Ja

   ◯ Nein

5. **Welche Sprache/n sprichst du mit deinen Eltern?**

   ....

6. **Welche Sprache/n sprichst du mit deinen Geschwistern?**

   ....

7. **Welche Sprache/n sprichst du mit deinen Freunden?**

   ....

8. **Welche Sprache verwendest du am häufigsten?**

   ....

Mehrsprachigkeit in meiner Klasse

9. **Bitte gib an wie häufig folgende Dinge im Unterricht in deiner Klasse passieren.**
   Markieren Sie nur ein Oval pro Zeile.

	Nie	Selten	Gelegentlich	Oft	Immer
Im Unterricht wird in meiner Klasse Deutsch gesprochen.	◯	◯	◯	◯	◯
Meine LehrerInnen akzeptieren andere Sprachen als Deutsch im Unterricht.	◯	◯	◯	◯	◯
Meine LehrerInnen bauen andere Sprachen als Deutsch und Englisch im Unterricht ein.	◯	◯	◯	◯	◯
Während einer Gruppenarbeit sprechen meine KlassenkollegInnen andere Sprachen als Deutsch.	◯	◯	◯	◯	◯
Meistens arbeiten SchülerInnen mit derselben Erstsprache zusammen.	◯	◯	◯	◯	◯
Während der Pause werden in meiner Klasse verschiedene Sprachen gesprochen.	◯	◯	◯	◯	◯
Ich spreche mit meinen KlassenkollegInnen in meiner Erstsprache.	◯	◯	◯	◯	◯
Ich fühle mich ausgeschlossen wenn jemand eine Sprache verwendet, die ich nicht verstehe.	◯	◯	◯	◯	◯

Meine Meinung zur Mehrsprachigkeit

Bitte gib an, inwieweit du diesen Sätzen zustimmst.

10. **Viele meiner Freunde sprechen neben Deutsch auch noch andere Sprachen.**
Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme ich voll und ganz zu.	◯	◯	◯	◯	◯	Stimme ich gar nicht zu.

11. **Ich möchte noch weitere Sprachen lernen.**
Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme ich voll und ganz zu.	◯	◯	◯	◯	◯	Stimme ich gar nicht zu.

12. **Ich mag es wenn Menschen um mich andere Sprachen sprechen.**
Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme ich voll und ganz zu.	◯	◯	◯	◯	◯	Stimme ich gar nicht zu.

13. **Mehrsprachige Menschen haben Vorteile im Leben.**
Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme ich voll und ganz zu.	◯	◯	◯	◯	◯	Stimme ich gar nicht zu.

14. **Viele Sprachen zu sprechen ist wichtig wenn man erfolgreich sein möchte.**
Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme ich voll und ganz zu.	◯	◯	◯	◯	◯	Stimme ich gar nicht zu.

15. **Jede/r Österreicher/in sollte die deutsche Sprache perfekt beherrschen.**
Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme ich voll und ganz zu.	◯	◯	◯	◯	◯	Stimme ich gar nicht zu.

120

16. **Es ist nicht wichtig akzentfrei zu sprechen solange man sich verständigen kann.**
Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme ich voll und ganz zu.	◯	◯	◯	◯	◯	Stimme ich gar nicht zu.

17. **Menschen, die mehrere Sprachen sprechen, haben Vorteile beim Erlernen einer Fremdsprache.**
Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme ich voll und ganz zu.	◯	◯	◯	◯	◯	Stimme ich gar nicht zu.

Meine Sprachen und ich im Unterricht

Bitte gib an, inwieweit folgende Aussagen für dich zutreffen.

18. **Normalerweise verwende ich all meine Sprachen wenn ich neue Dinge in einer Fremdsprache lerne.**
Markieren Sie nur ein Oval.

◯ Trifft zu.

◯ Trifft eher zu.

◯ Trifft eher nicht zu.

◯ Trifft nicht zu.

19. **Es fällt mir leichter Texte von meiner Erstsprache auf Englisch zu übersetzen. (als von Deutsch auf Englisch)**
Markieren Sie nur ein Oval.

◯ Trifft zu.

◯ Trifft eher zu.

◯ Trifft eher nicht zu.

◯ Trifft nicht zu.

20. **Wenn ich einen Text auf Englisch schreibe, denke ich auf .... .**
Markieren Sie nur ein Oval.

◯ Englisch

◯ Deutsch

◯ meiner Erstsprache

21. **Wenn ich ein Vokabel suche, übersetze ich es von... auf Englisch.**
Markieren Sie nur ein Oval.

◯ Deutsch

◯ meiner Erstsprache

Reflexion zur Unterrichtssequenz
Überlege, was dir während der Unterrichtssequenz aufgefallen ist.

22. **Das hat mir gut gefallen.**

....

....

....

....

....

23. **Das hat mir nicht gefallen.**

....

....

....

....

....

24. **Das nehme ich von der Unterrichtssequenz mit.**
Welche Dinge hast du dir gemerkt? Was wirst du auch alleine versuchen.

....

25. **Es hat mir geholfen in meiner Erstprache zu überlegen.**
Markieren Sie nur ein Oval.

◯ Trifft zu.

◯ Trifft eher zu.

◯ Trifft eher nicht zu.

◯ Trifft nicht zu.

26. **Es ist mir leicht gefallen Vokabeln von Englisch in meine Erstsprache zu übersetzen.**
Markieren Sie nur ein Oval.

◯ Trifft zu.

◯ Trifft eher zu.

◯ Trifft eher nicht zu.

◯ Trifft nicht zu.

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27. **Es ist mir leicht gefallen Vokabeln von meiner Erstsprache auf Englisch zu übersetzen.**
Markieren Sie nur ein Oval.

( ) Trifft zu.

( ) Trifft eher zu.

( ) Trifft eher nicht zu.

( ) Trifft nicht zu.

28. **Es hat mir geholfen den Text zuerst in meiner Erstprache zu schreiben und dann erst auf Englisch zu übersetzen.**
Markieren Sie nur ein Oval.

( ) Trifft zu.

( ) Trifft eher zu.

( ) Trifft eher nicht zu.

( ) Trifft nicht zu.

29. **Es hat mir geholfen mit meinen KlassenkollegInnen in einer anderen Sprache als Englisch zu sprechen.**
Markieren Sie nur ein Oval.

( ) Trifft zu.

( ) Trifft eher zu.

( ) Trifft eher nicht zu.

( ) Trifft nicht zu.

30. **Ich werde auch in Zukunft versuchen all meine Sprachen beim Englisch lernen zu nutzen.**
Markieren Sie nur ein Oval.

( ) Trifft zu.

( ) Trifft eher zu.

( ) Trifft eher nicht zu.

( ) Trifft nicht zu.

31. **Vielen Dank für die Teilnahme an der Umfrage.**
Möchtest du noch etwas hinzufügen?

....

Bereitgestellt von
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German summary

Auch wenn Österreich sehr oft als einsprachiges Land bezeichnet wird, sieht die Realität oft anders aus, da die sprachliche und kulturelle Diversität aufgrund der Massenmigration, Globalisierung und Flüchtlingsbewegungen in den letzten Jahren gestiegen ist. Vielfalt und Mehrsprachigkeit entwickelten sich dadurch zu wichtigen Themen der öffentlichen Debatte sowohl im politischen als auch im pädagogischen Bereich.

Da Schulen großen Einfluss auf die Einstellung der Schüler und Schülerinnen gegenüber sprachlicher Vielfalt haben, ist es für Lehrerinnen und Lehrer von besonderer Bedeutung sich der diversen sprachlichen Gegebenheiten in österreichischen Klassenzimmern bewusst zu werden, um die individuelle Mehrsprachigkeit der Lernenden adäquat fördern und neben der Unterrichtssprache Deutsch auch weitere Sprachen in den Fremdsprachenunterricht einbauen zu können. Der Begriff Mehrsprachigkeit bezeichnet aber nicht nur die sprachliche Kompetenz 21,1% aller österreichischen Schüler und Schülerinnen sondern wurde auch von der europäischen Kommission als Bildungsziel europäischer Bürger und Bürgerinnen definiert und sollte deshalb als Ressource beim Sprachenerwerb dienen.

Da bereits mehrere Untersuchungen ergaben, dass mehrsprachigkeitsorientierter Unterricht positive Auswirkungen auf die Entwicklung der sprachlichen Kompetenz der Lernenden haben, wurde im Rahmen dieser Diplomarbeit ein Unterrichtsprojekt durchgeführt, bei welchem das Mehrsprachigkeitsbewusstsein der Schülerinnen und Schüler gestärkt werden sollte und ihre individuelle Mehrsprachigkeit als Vorteil im Englischunterricht aufgezeigt wurde. Ein weiteres Ziel war es, die Lernenden anzuregen ihre Sichtweise bezüglich der Wertigkeit von Sprachen zu überdenken, um Ungleichheiten und Vorurteile aus dem Weg zu räumen und den Schülern und Schülerinnen die Möglichkeit zu geben die Erstsprachen zu verwenden.

Im theoretischen Teil dieser Diplomarbeit werden aktuelle Sichtweisen auf Mehrsprachigkeit im Unterricht und ihr Einfluss auf die sprachliche Kompetenz der Lernenden analysiert. Im empirischen Teil der Arbeit werden die Unterrichtspläne der beiden Unterrichtseinheiten präsentiert und eine Evaluierung des Projektes durchgeführt, welche Schülertexte, Anmerkungen und eine Analyse des Fragebogens beinhaltet.

Curriculum Vitae

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Ausbildung

seit Oktober 2013:   Wahlfachmodul Deutsch als Fremd- und Zweitsprache

seit Oktober 2011:   Lehramtstudium Englisch und Französisch

Juni 2011:   Matura mit ausgezeichnetem Erfolg, Bundesgymnasium Laa an der Thaya

2003 bis 2011:   Bundesgymnasium, Laa an der Taya

1999 bis 2003:   Volksschule Mistelbach

Berufliche Erfahrung

seit Mai 2015:   geringfügige Beschäftigung bei Classic Art Vienna

Februar bis Mai 2015:   Volunteer beim Eurovision Song Contest

seit Februar 2015:   Englisch und Französischunterricht bei IFL Nachhilfe- Institut Dr. Rampitsch

Juli 2015:   Course Leader, EF Sprachreisen Torquay

März bis Juni 2015:   Fachbezognes Praktikum im Unterrichtsfach Französisch am Schottengymnasium der Benediktiner

März bis Juni 2014:   Fachbezognes Praktikum im Unterrichtsfach Englisch am GRG 10, Ettenreichgasse

August 2013:   Gruppenleiterin Wiener Sprach-Sommerakademie des Jugendrotkreuz

März bis Juni 2013:   Pädagogisches Praktikum an der AHS Friesgasse

September 2012:   Ferialpraktikum bei ABA (Austrian Business Agency)

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2011 bis 2014:   Englisch, Französisch und Mathematikunterricht am Institut Learn4U, Mistelbach