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Bilingualism, Bilingual Education and Translanguaging in Italy and in the United States of America: A Comparative Analysis

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Abstract

The purpose of my dissertation is to examine differences and similarities of bilingualism, bilingual education and translanguaging in two different contexts, Italy and the United States of America, through a comparative analysis.

Many aspects are considered in this research: firstly, theories of bilingualism, bilingual education in Italy and in the United States, including their legislation on linguistic policies, socio-political and economic contexts, besides the history and the data analysis on the inclusivity of bilingual students in the two countries.

Secondly, data on Italian and American translanguaging projects are analysed, particularly those regarding L'AltRoparlante and CUNY-NYSIEB projects.

Thirdly, a comparative analysis follows the description of the projects, including differences and similarities in the context of bilingualism and bilingual education where Italy and the United States operate. Therefore, the comparison will highlight differences and similarities between the application of the two projects considering their settings and it will reveal whether their contexts and methodologies are coherent with the translanguaging approach.

Finally, a theoretical translanguaging application is presented with a focus on two learning units based on the data on translanguaging and bilingualism collected throughout my research.

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INTRODUCTION

The aim of this study is to compare bilingualism, bilingual education and translanguaging in Italy and in the United States, by adopting a critical approach through a comparative analysis.

The comparative analysis considers differences and similarities between the approach adopted by these countries on bilingualism, bilingual education and translanguaging according to specificities of their own history, cultural and linguistic features, current legislation on the issues and applications of specific translanguaging models.

The comparison examines the suitability of the country's specific legislation on bilingual education, and whether specific models of translanguaging are coherent with the purposes of this approach. Particularly, the purpose of this research is to understand whether linguistic policies are suitable for the cultural and linguistic situation of the two countries. In addition, it examines whether, and how, a translanguaging multilingual approach model can adapt to the specific linguistic and cultural features of a certain class and how it developed according to the needs of each language environment, regardless of the country where this model was originally born in.

Consequently, it might be stimulating to analyse such different countries as Italy and the United States under this perspective; their approach towards cultures and languages might differ at many levels, hence changing their attitude towards learners' language repertoires enhancement. Yet, it is not excluded to find some similarities in such different contexts.

Therefore, after an overview on bilingual models and experiments, the chapters of this dissertation consider how bilingualism and multilingualism affect these two countries and what are the effects of different linguistic and cultural models over society. Particularly, European and Italian legislation on language preservation is examined, and a focus on data of non-Italian students in primary schools is presented in order to analyse the level of equity promoted by the institutions. Thus, the same approach has been adopted to examine bilingualism and bilingual education in the United States, with a focus on language policies and data on non-English speakers in schools.

Furthermore, translanguaging is examined, particularly in its objectives, the role it covers within social justice and socioemotional well-being aims, and a critical approach adopted by scholars. Specifically, two translanguaging projects are analysed: CUNY-NYSIEB for the United States (especially applied in the New York State) and L'AltRoparlante for Italy.

In addition, translanguaging is implemented in two theoretical applications of the same approach; therefore, two lessons are designed for Italian and American linguistic and cultural school environments, following the guidelines which are coherent with the two projects.

CHAPTER 1

1. MULTILINGUALISM AND BILINGUAL EDUCATION IN ITALY AND IN THE UNITED STATES: A CRITICAL APPROACH

Chapter 1 will focus on a critical approach between Italy and the United States on multilingualism and bilingual education issues at school and, in general, in each country.

Thus, the theory and concepts of multilingualism and bilingual education will be examined: how its model changed throughout history and the experiments conducted by scholars to define bilingualism advantages in cognition.

1.1 BILINGUALISM: THEORIES AND CONCEPTS

This paragraph will analyse the theory of bilingualism. Firstly, it will investigate the change that bilingualism concept has been subjected to throughout the decades and the models with which scholars have tried to explain this dynamic phenomenon. Secondly, it will introduce experiments made by researchers on bilingual and monolingual speakers in order to discover whether a cognitive and/or social advantage occurs in a multilingual environment, and how metalinguistic knowledge might enhance their skills. Finally, a brief introduction on legislation that protects languages will be presented.

First of all, the term "emergent bilingual" will be used to refer to a category of students that have the potential to become fully proficient bilingual, as they have a linguistic repertoire to develop. Furthermore, this expression implies a positive approach to advancement of their language of origin (García, Johnson, Seltzer, 2017).

Considering the differences in their culture and history, both Italy and the US have a strong social background involving multilingualism, in and out of school.

During the last thirty years of the XX century, more awareness has arisen among scholars who realised that the reality around them was changing. This was due to the rise of migration flows and consequently the integration of new cultures and languages within the local ones.

Children enter a new educational system in which they need to learn a new language and a new culture. Hence, they have the opportunity to become bilingual, multilingual or emergent bilingual speakers if they manage to keep their mother tongue(s) as well as the language of the country they live in.

Some of them were born in the country they go to school to, from migrant parents; with all these cases considered, school should be able to valorize their whole linguistic repertoire to reach the objective of a multicultural and multilingual education which may be exploited by everyone, monolingual speakers included (Carbonara, Scibetta, 2020).

Secondly, what does it mean to be bilingual or multilingual? Do these children have a cognitive advantage, or will they always stay behind their classmates?

Bilingualism is a concept that changed over the years; studies and experiments helped to develop multiple definitions which characterize a particular society that includes bilingualism in its everyday life. Multiple languages and dialects have been intertwining in every age and society in history.

For instance, Bloomfield in 1933 defines bilingualism as the "native-like control of two languages", as a result of being born among a community whose language is different from the one used at school. For these reasons, he claims there is a "home language" and that after early childhood, people find difficulties in learning a second or foreing language as good as they have learnt their first (Bloomfield 1933, p. 56 in Carbonara, Scibetta, 2020).

This "Balanced Bilingualism", between the two languages acquired by a speaker, is in contrast with other definitions developed by Bloofield from 30 years on, as it excludes aspects of bilingualism that might involve many more people according to the contemporary language situation of the country described by studies and statistics of a particular time. Therefore, this concept might be recognised as obsolete nowadays, as it does not take into consideration the sociolinguistic aspects which may change according to the place, social categories and communicative context (Coveri, Benucci, Diadori, 1998; Davies, 2003 in Carbonara, Scibetta, 2020).

Thus, according to Diebold, 1964, bilingualism might be also defined through a minimum competence in the foreing language ("Incipient Bilingualism") (Diebold, 1964 in Wald, 1974).

Their interpretations imply two opposite extremes of the concept of bilingualism, as for Bloomfield it is very exclusive to be defined as bilingual for a series of strict criteria, whilst for Diebold the concept is so elastic that it does not know strict limitation and potentially many people could be part of it (Wald, 1974).

The two visions of bilingualism at their relative extremes, take the name of *monoglossia* and *heteroglossia*, according to the level in which one defines bilingualism and how much space it gives to moderate possibilities of defying it.

Monoglossia recognizes the the first language as the only important one; on the other hand, *heteroglossia*, considers the linguistic diversity within the same nation, including varieties on a social and ideological level (Carbonara, Scibetta, 2020, p. 26).

Monoglossia   Heteroglossia[1]

In fact, Diebold critiques the definition given by Haugen after an ethnolinguistic research on Norwegian communities emigrated in the US that claims: "The speaker of one language can produce complete, meaningful utterances in the other language" (Haugen, 1953, p. 7 in Carbonara, Scibetta, 2020). For Diebold this interpretation is limited in the sense that considers those *meaningful utterances* which put the communicative efficiency in the language at the centre of the whole issue, regardless of the process of becoming bilingual speaker that implies an "incipient bilingualism" stage, when complex utterances are yet to be produced (Diebold, 1964 in Wald, 1974).

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[1] This outline has been taken from a slide made by V. Carbonara during an online course on Plurilingual Didactic - Università per Stranieri di Siena - 14/07/2020.

Always in the 50s, another concept connected to bilingualism emerges: Weireich reclaims Haugen's definition, integrating the conception of bilingualism with "the practice of alternatively using two languages" (Weinreich, 1953, p.1 in Carbonara, Scibetta, 2020). So, in his perspective, the bilingual speaker combines structural and non-structural interference mechanisms, not only from phonological, grammatical and lexical point of view, but also from an individual and socio-cultural one.

Thus, in this perspective, sociology begins to take part in the language and communication definitions, as it cannot be divided from the individuals. Therefore, beyond mere and official languages, also dialects, minority languages, varieties and so on can be considered to constitute important factors for the definition of multilingualism (Carbonara, Scibetta, 2020, p. 27).

Scholars have been classifying bilingualism in multiple models, trying to understand not only how the bilingual brain works, but also to understand how evaluation should work.

For instance, Grosjean represents multiple languages known by the speaker in different sections, according to the domain of use, including the context, linguistic register and interlocutor (Grosjean, Li, 2013 in Carbonara, Scibetta, 2020).

For Valdés 2015, Baker & Wright, 2017 bilingualism is a continuous association of languages, in which language A or B might be stronger or weaker than the other according to the combination, in which at the centre they are on the same level (Valdés 2015 in Baker, Wright, 2017).
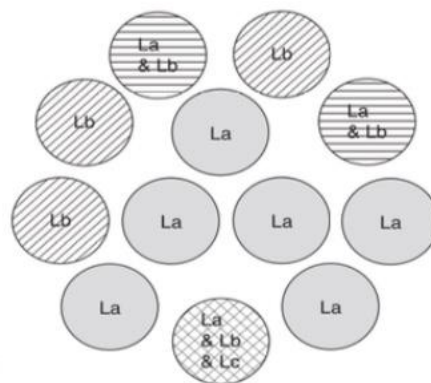
Complementary Principle by Grosjean (Grosjean, Li, 2013 in Carbonara, Scibetta, 2020)

Fig. 1: The bilingual continuum (Valdés 2003: 36)

Bilingualism Model by Baker and Wright (2017) (in Carbonara, Scibetta, 2020)

Scholars have provided models through which represent bilingualism.

According to the *dynamic bilingualism*'s model by Ofelia García, the arrows in the framework move across each other, as a result of the simultaneous presence of languages that do not go in only one direction, as they have no borders among multimodal communicative practices (García, 2009 in Carbonara, Scibetta, 2020). Her *dynamic bilingualism* framework that outruns from the concept of monoglossic language ideology, which considers bilingualism as a separate double monolingualism (Flores, Bale, 2017).

Furthermore, Cummins presents his *Common Underlying Proficiency* (CUP or *Iceberg Theory*) model in which he claims that languages have a mutual interdependence, hence the abilities developed in one language may develop competences in the other language as well (Cummins, 1981 in Carbonara, Scibetta, 2020).
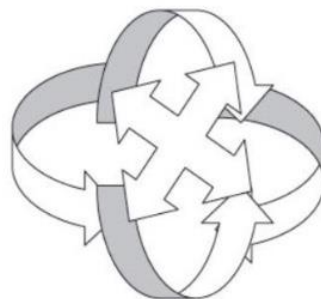
Dynamic Bilingualism Model by Ofelia García (2009) (in Carbonara, Scibetta, 2020)
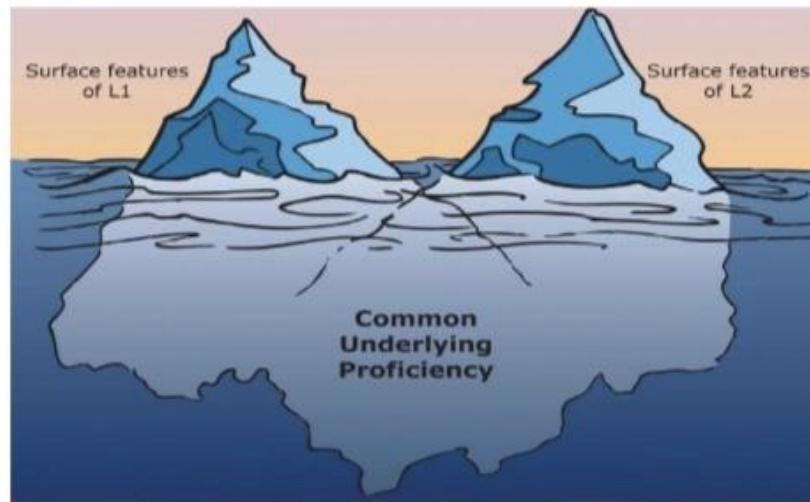
Common Underlying Proficiency Model or Iceberg Theory by Cummins (1981) (in Carbonara, Scibetta, 2020).

How can these models help the research to understand whether bilingual speakers have an advantage compared to monolinguals?

Scholars as Baker and Wright, Grosjean and others did experiments confronting bilingual speakers with monolinguals: generally, bilinguals had better results on tests, demonstration of a less rigid connections between language and linguistic unit, abstract thought and ability of considering different perspectives in a spontaneous way (Carbonara, Scibetta, 2020, p. 34).

For instance, one of the experiments bilingual children have been submitted to was the "theory of mind" set of tasks. "Theory of mind" is the ability to recognize "oneself and others in terms of mental states - the desires, emotions, beliefs, intentions and other inner experiences that result in and are manifested in human actions" (Wellman, Cross, Watson, 2001, p.665). Before turning 4 years old, children struggle to obtain positive results in such tests, due to their incapacity to perceive the other person's point of view.

However, Schroeder, 2018, in a meta-analysis of 16 studies, compared bilinguals' results on *theory of mind*'s tests in order to find an advantage in executive functions for those who know at least two languages. Some of the tasks had the aim of verifying the *false-belief performance* and some other the *unexpected-contents reaction*. In conclusion, Schroeder claims that "The results indicated a small-

or medium-size positive effect (depending on the analysis), an effect that may carry real-world implications for bilingual children's social competence." (Schroeder, 2018, p. 6).

In other words, a meta-linguistic awareness may help the bilingual's executive functions, which might be implicated in real-life situations on a social-pragmatic ability level.

Therefore, maintaining their *home language* and developing the language of school appears to be important not only for a social factor, but also to determine a cognitive development of the child. Cummins uprooted his *thresholds theory:* when a threshold level of two languages is achieved by the speaker, it is automatically associated with cognitive growth (Cummins, 1979 in Carbonara, Scibetta, 2020). Hence, it is fundamental that educational and academic systems sustain the development of every language of the student's repertoire (García, 2009, p. 70 in Carbonara, Scibetta, 2020) also from a metalinguistic perspective.

Bialystock (2001, 2013) claims that three main components make the metalinguistic awareness complete: *word awareness* (ability of dividing the linguistic flow in words), *syntactic awareness* (accessibility of grammar in a given sentence), *phonological awareness* (ability of identifying and manipulating phonological units within the words) (Bialystock, 2001, 2013 in Carbonara, Scibetta, 2020).

Furthermore, sustaining the development of emergent bilinguals not only fosters their literacy in the language of school, but also gives a positive impact on monolingual students of the same class. Test results show that bilingual speakers did better, and monolinguals in multilingual classes still did better than monolinguals in monolingual classes. Hence, a multilingual and multicultural environment is an advantage for all the categories of speakers, as the perception of linguistic plurality in the class lets the students have a wider mindset to solve the problems (Carbonara, Scibetta, 2020, p. 44).

Before examining the legislations on multilingualism in Italy and in the US with the relative multicultural situations in schools, a premise has to be made. Sometimes, it occurs that bilingual advantage is considered only when the language is English or other "prestigious" languages. When it comes to a migrant background language, negative attitudes emerge, as that language is considered lower in rank. The articles n. 2 and n. 6 of the Italian Law n. 482/1999, have the aim to protect

languages and cultures of the minorities living in the country, in order to remove the gap between the immigrant communities and locals[2].

On a global level, the United Nations, 2017 protect minority languages and cultures through the "Language Rights of Linguistic Minorities"[3], their implementations on a private, public and administrative aim in every area of a person's daily life (education, media, judicial field, economic and political life, etc).

The purpose of these acts are to increase equity to all the inhabitants, through a socio-political commitment which ought to increase the quality of life of a country. Undoubtedly, it is important to recognize the peculiarity of each community, in terms of individuality, social action, power relations within their linguistic and cultural identity (Pavlenko, 2005 in Carbonara, Scibetta, 2020), but it is equally crucial to protect their rights in order to achieve a series of approaches that foster inclusivity, implementation and promotion of the world's diversity. Also, bilingualism issues seem to integrate interdisciplinary theoretical insights that integrate politics, economy, society and culture; thus, this vision allows to analyse the development of global capitalism through different processes and approaches (Flores, Bale, 2017).

1.2   BILINGUAL EDUCATION: AN OVERVIEW

The next paragraph will introduce an overview on bilingual education.

Firstly, it will consider the benefits of bilingual education and the concept of diglossia; secondly, it will describe the general bilingual education development from the 1960s to the 1990s, considering its impact on society on many levels; thirdly, it will introduce the first developments of bilingual education policies.

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[2] Full text: https://www.camera.it/parlam/leggi/99482l.htm

[3] Full text:
https://www.ohchr.org/Documents/Issues/Minorities/SR/LanguageRightsLinguisticMinorities_EN.pdf

Throughout the years, many scholars from all over the world have discussed multilingualism and bilingual education comparing different aspects related to the culture, the environment and the socio-political aspects that characterize the country where this new education has been implemented.

Despite the single divergences that might occur for different reasons, generally speaking, scholars agree on the advantages that bilingual education and multilingualism at school bring to students and, more widely, to society (García, Lin, 2017a).

Therefore, they agree that monolingual education affects students' individual identities, beyond academic failure and linguistic insecurities, as only the dominant language is legitimized. Students were taken away from the opportunities to develop metalinguistic awareness, and, therefore, to properly use language in society (García, Lin, 2017a).

Awareness in language sociology raised between the 1960s and the 1970s.

During the early years of bilingual education studies, the concept of *diglossia* starts to embody the socio-political linguistic background languages are given to in a particular society. In other words, the concert describes the reasons why "low languages" are not used for prestigious functions, in contrast to "high languages". Hence, the way different languages are used in different domains (Flores, Bale, 2017).

Fishman, 1967 (in Flores, Bale, 2017) distinguishes four types of diglossia in society:

- diglossia with bilingualism (bilingual population that uses languages in different domains);
- diglossia without bilingualism (population made of different ethnicities that use different languages);
- bilingualism without diglossia (bilingual population that does not separate the use of the two languages);
- neither bilingualism nor diglossia (monolingual population that rarely interacts with other ethnolinguistic communities).

Furthermore, socio-political issues were thoroughly analysed during the 1980s and 1990s. An advanced critical approach was being installed due to decolonizing projects with the rise of globalization (Ferguson, 2006, in Flores, Bale, 2017).

Thus, as English was the dominant language of education in the US, Skutnabb-Kangas, 2000 (in Flores, Bale, 2017) argued that each State should have enhanced new policies that would guarantee minority languages protection and ensure the right to education access to those communities whose language is not the dominant in the place they live. In addition, in order to safeguard these language rights, each State should have provided for their education including their mother tongue (Flores, Bale, 2017).

Bilingual education is a term used to define languages used in class to successfully give and understand classroom instructions and to reach biliteracy (Wright, Baker, 2017).

Among the aims of bilingual education, Ferguson et al., 1997 (in Wright, Baker, 2017) identify inclusion of individuals in society, to ensure unity and communication among ethnicities spreading the use of ethnic languages, to improve language competence in order to enhance employment, to maintain ethinic and religious identities especially if they are endangered, to boost academic achievements and school performance.

In addition, these aims should not only concern school and classroom pedagogic practices, but also have a deeper impact on society (Wright, Baker, 2017).

Furthermore, before recent studies, bilingual education has generally been associated exclusively with social, political and economic factors. The minoritized communities of a State that do not handle the dominant language, are excluded from the market and the power in society. However, now researchers' ideology aspires to adjust values among indigenous, immigrant, regional and signed languages through programmes of bilingual education in order to reach equity, instead of reserve the benefits of a dominant language education exclusively as an elitist programme (García, Lin, 2017a).

In terms of economic factors, the neoliberal global economy influenced the dominant presence of English within society, politics, economy, culture and education. For instance, in Europe, CLIL (Content and Language Integrated Learning) projects have been majorly developed in English (García, Lin, 2017a).

Nonetheless, policies have been developed to protect languages and prohibit discrimination for language issues. For instance, the UN Convention protects the rights of indigenous multilingual learners, although it does not promote multilingual education for the community. In addition, population mobility, seen as the result of a globalized economy, had an influence of bilingual education as minoritized communities wanted to maintain their languages and identities, and not to assimilate with the dominant culture. Moreover, scholars are committed in promoting communication between cultures to reach social equity; to do so, hierarchization of powers, cultures and languages must be dismantled (García, Lin, 2017a).

A State's linguistic policies reflect the nation-state's ideologies, which impact is determined by socio-political and and historical contexts where they occur. Thus, also the school environment reflects reality in society; therefore, plurilingual realities need multilingual approaches from school programmes in order to reach its final objectives (García, Lin, 2017a).

Interestingly enough, bilingual education had to undergo some compromises in order to be introduced into society, overcoming prejudices and negative connotations. For instance, in the US, the "two-way dual language" programmes developed, and expansion of bilingualism was accepted only under the condition of neoliberal economic demands (García, Lin, 2017a).

Furthermore, families and communities are generally involved in the process of bilingual education as they can help the self-empowerment raise in collaboration with educators. This becomes an important value not only for students, but also for teachers and researchers; hence, collaborations between these subjects boost different perspectives on the linguistic and cultural practices occurring within the student's family and community (García, Lin, 2017a).

In order to leverage the students' entire linguistic repertoire, educators need to engage with their own practices without suppressing their language features occurring at school, in the family and in the community. Principles such as benefits of bilingual education, correlation with socio-political, economic and cultural factors, power issues, and families and communities involvement are essential elements of multilingual approaches in school (García, Lin, 2017a).

CHAPTER 2

2. BILINGUAL AND MULTILINGUAL EDUCATION IN ITALIAN PRIMARY SCHOOL: A NATIONAL AND EUROPEAN LEGISLATION

The following chapter will analyse the European and Italian language policies, presenting documentation on the protection of minority languages at school, the history of multilingualism and integration in Italy that brought the personalization of teaching as we know it nowadays. Thirdly, data on non-Italian students in schools will be presented in order to examine their role in the Italian schools on a social and linguistic level, also considering further educational language policies for their integration in the system.

2.1 EUROPEAN LEGISLATION ON MULTILINGUALISM

After having analysed bilingualism with its features, having mentioned the importance of protecting languages through specific laws, and having given an overview on bilingual education, this paragraph will examine the European Union's official documents and reports on the protection and the promotion of languages. Firstly, it will analyse the EU legislation from its origin to current days, by the European Commission, the Council of Europe and scholars who did their research on bilingual and multilingual education. Secondly, it will investigate standardized frameworks of reference for language level and culture approach; thirdly, it will provide a series of competences a European citizen should have in order to contribute to the Union's objectives, economic and educational aims.

Before focusing on the Italian multilingual and multicultural school environment, it might be useful to introduce the main European documents concerning promotion and protection of linguistic minorities in the European Union, besides introducing an overview on the European linguistic scene.

Bilingual education in Europe is regulated by European institutions which aim to protect minority languages that compose the history of the country members. Mainly, the institutions that deal with language policies in Europe are the European Commission (based in Brussels) and the Council of

Europe, which includes two further structures, the Language Policy Unit (based in Strasbourg) and the European Centre for Modern Languages (based in Graz) (Hélot, Cavalli, 2017).

Despite having common objectives, such as cultural and linguistic diversity promotion, these institutions differ for their perspectives: the European Commission is more focused on economic development; therefore, it encourages the learning of two foreign languages (besides the mother tongue) during citizens' years of schooling. On the other hand, the Council of Europe's goals refer to human rights protection through multilingual and multicultural education, foreign languages life-long learning approach and to reach a quality standard in education as human rights (Hélot, Cavalli, 2017).

Furthermore, the Council of Europe's projects aim at preserving citizens' language and cultural repertoires, empowering those resources such as family languages and personal heritage. Thus, linguistic repertoire is considered to be a primary element to be protected (Hélot, Cavalli, 2017).

In addition, language development at school is considered fundamental in order to achieve academic standards to enhance learners' professional career. Two dimensions are considered: firstly, language as subject (including literature, literacy and language awareness); secondly, language of other subjects for content knowledge. The second aspect is especially emblematic for European multilingual education projects as it is specific to its linguistic policies (Hélot, Cavalli, 2017).

The great deal of languages and dialects spoken within the European Union member States is due to its historical borders that gave birth to new languages and varieties (for instance, the case of Luxembourgish, Alsatian and Maltese), and linguistic minorities such as French in Aosta Valley, Italy, where school curriculum adapted to the territory's linguistic environment.

In these linguistic environments, learners often use code-switching and translanguaging to communicate in the classroom (Camilleri, 2013c, in Hélot, Cavalli, 2017). Also, cooperation with language teachers is paramount to draw connections between linguistic systems to reach language awareness; therefore, through comparaisons, students can develop strategies of transfer in an efficient and inductive way (Hélot, Cavalli, 2017).

Furthermore, a distinction must be made between the different immigration contexts in Europe. Internal migration of workers from a privileged socioeconomic background and the more recent one, which includes lower qualified workers that look for employment. The latter category is placed in a disadvantaged position as those students' mother tongue is often considered a handicap that teachers must fix in order for them to acquire the dominant language. Their linguistic repertoire is not enhanced whatsoever, and the authors claim that the US language development model (García, 2009, in Hélot, Cavalli, 2017) should be enhanced and developed in the European context as well, as it comes relevant when social cohesion needs to be reinforced through intercultural education (Hélot, Cavalli, 2017).

Although most European countries' tradition has a long history of foreign languages teaching, not all the requirements have been met just by teaching FLs as subjects. As the level of competence was still low, CLIL[4] projects enhanced the learning of FLs by making students exposed to the language through other subjects, therefore making the context more meaningful for them. Despite CLIL project's success all over Europe, it is not to be considered a bilingual programme in the whole, but rather a first introduction to it (Hélot, Cavalli, 2017).

Potential problems in bilingual education might manifest when not every student has access to it. For instance, it can be considered a sign of social privilege that not every student can afford, CLIL might foster mostly students who overachieve academic standards, not enabling an equal social and professional mobility. Moreover, CLIL is often run in English, as most European countries impose it as the first foreign language to learn at school (Hélot, Cavalli, 2017).

Also, bilingualism is still considered as an addition of two different monolingual binaries, persisting through a monoglossic representation (García, 2009, García, Li Wei, 2014, in Hélot, Cavalli, 2017). Furthermore, to increase accuracy in evaluation of competencies, even bilingual speakers' assessment should be divided from their monolingual peers.

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[4] For a complete overview of CLIL in Europe see Marsh, D., Maljers, A., & Hartiala, A.-K. (2001). *Profiling European CLIL classrooms – Languages open doors.* Jyväskylä: University of Jyväskylä and Marsh, D. (2002). *CLIL/EMILE – The European dimension: Actions, trends and foresight potential.* Brussels: The European Union.

Therefore, according to the authors, if both Europe and the US adopted a less divisive approach, they could enhance content-based language instruction more effectively (Hélot, Cavalli, 2017).

Finally, according to the European Commission, 2008 (in Hélot, Cavalli, 2017) another issue might arise as "immigrant minority languages are not perceived as useful learning resources in terms of linguistic and inter or cultural knowledge" (European Commission, 2008, in Hélot, Cavalli, 2017, p. 485).

To conclude, bilingual education is an innovative approach that integrates language and content in order to converge cultural and linguistic learners' repertoires. Its objective is to improve intercultural communication skills, to open up to multilingual attitudes and interests, to improve language competence, to give wider perspectives on "the other" and to be more exposed to other languages and cultures for a multilingual and multicultural awareness.

Hence, new interdisciplinary approaches must be enhanced on a multilingual didactic level as well as on activity implementation and assessment level, in order to develop bilingual strategies and language acquisition. Consequently, these prerogatives imply a reshaping of teachers' professional formation, from an action-based level to a collaborative approach with colleagues, including more open-minded ideologies and good practice in a suitable working environment. The success of bilingual education would engage future European citizens to have an open approach with linguistic and cultural pluralism (Hélot, Cavalli, 2017).

Among the main documents concerning promotion and protection of linguistic minorities in the European Union, it is important to mention the Maastricht Treaty. When the EU was established, the Maastricht Treaty[5] in 1992 considered the importance of developing a European dimension in regard to languages, cultures and, in general, identities which might gather the member States: "The Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organization of education systems and their cultural and linguistic diversity" (Maastricht Treaty, art. 126, p. 47).

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[5] Maastricht Treaty (1992) https://europa.eu/european-union/sites/europaeu/files/docs/body/treaty_on_european_union_en.pdf

Another document is the European Charter for Regional or Minority Languages. The Council of Europe's aim with this is to safeguard and realise "the ideals and principles which are [its members'] common heritage [...], the maintenance and the development of Europe's cultural wealth and traditions [...] Stresing the value of interculturalism and multilingualism [...] based on the principles of democracy and cultural diversity within the framework of national sovereignty and territorial integrity" (Council of Europe, European Charter for Regional or Minority Languages, 1992, Preamble)[6].

It defines the concept of minority, regional and non-territorial languages in the EU, stressing the importance of including those languages in the public life, including at school (Council of Europe, 1992, art. 8).

In its text, the Council of Europe differentiates the concepts of "multilingualism" and "plurilingualism":

- Multilingualism is to be intended as the linguistic variety spoken by their society in a geographical area;
- Plurilingualism is "the repertoire of varieties of language which many individuals use", consequently it might be possible that in some monolingual areas, their individual may be plurilingual, as they speak multiple languages. (From Council of Europe, Linguistic Diversity to Plurilingual Education: Guide for the Development of Language Education Policies in Europe, 2007, p. 8)[7].

In 2008, a group of writers and philosophers in the European Commission created a document whose purpose is to create a new concept with the essential languages to know in order to be a European citizen; therefore, to be part of the community with respect to multilingualism and multiculturalism. The text is "Una sfida salutare, come la molteplicità delle lingue potrebbe rafforzare l'Europa". It claims that the citizen should keep their *adoptive personal language*, intended as language after an

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[6] European Charter for Regional or Minority Languages (1992) http://www.coe.int/en/web/conventions/full-list/-/conventions/rms/0900001680695175

[7] Full text: From Linguistic Diversity to Plurilingual Education: Guide for the Development of Language Education Policies in Europe https://rm.coe.int/16806a892c

individual choice of life, their *mother tongue* and the *language of international communication* (European Commission, 2008 in Carbonara, Scibetta, 2020, p. 74-75).

Beacco et al.'s "Guida per lo sviluppo e l'attuazione di curricoli per una educazione plurilingue e interculturale", 2016, has the aim of converging plurilingual and intercultural education in the school curricula, involving students' previous knowledge and therefore the application of their knowledge to develop their personal and professional skills (Beacco et al., 2016 in Carbonara, Scibetta, 2020).

In addition, it is important to mention FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Culture*[8]*,* 2012, a document that establishes a set of reference descriptors on what plurilingual learners should be able to develop (Candelier et al., 2012, p.8):

- Knowledge (*savoirs*);
- Attitudes (*savoir-être*);
- Skills (*savoir-faire*).

These three macro-competences show recognition of different languages and cultures in the school, along with the CEFR (*Common European Framework of Reference for Languages*) levels[9], 2001, with the aim of developing language education policies that "could provide answers to educational and social aims which we consider essential and which the Council of Europe is striving to promote in view of the development of the plurilingual and intercultural competence of each learner" (Candelier et al., 2012, p. 8).

Thus, these approaches aspire to create new approaches "to pen up new perspectives" (Candelier et al., 2012, p. 9) considering culture and communication intended as intercomprehension, intercultural approach, transversal language teaching and learning and language awareness (or *éveil aux langues*) as fundamental as the level of language in specific competences (writing, reading, speaking, listening).

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[8] Full text: https://www.ecml.at/Portals/1/documents/ECML-resources/CARAP-EN.pdf?ver=2018-03-20-120658-443

[9] Self-assessment grid - Table 2 (CEFR 3.3) : Common Reference levels:
https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52

The three resources have an initial common table of global competences, which are "valid for all languages and cultures" and "concerning the relationships between languages and between cultures" (Candelier et al., 2012, p. 20).
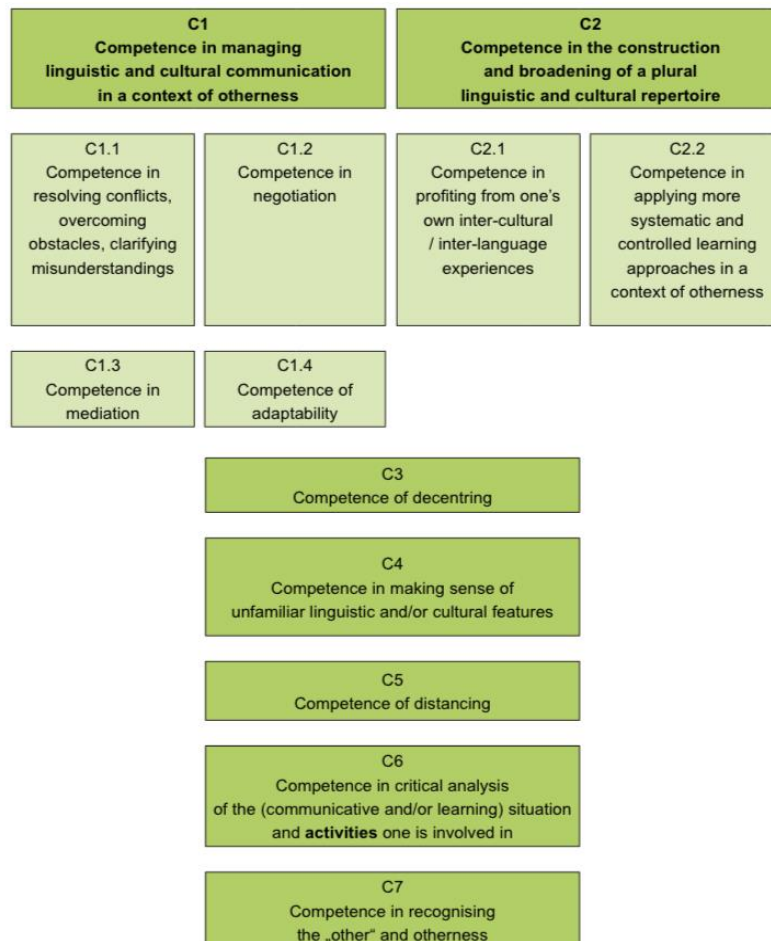
"Competences which activate knowledge, skills and attitudes through reflection and action", (Candelier et al., 2012, p.20)

Among *knowledge* resources, there are seven sections:

➢ Language as semiological system

➢ Language and society

➢ Verbal and non-verbal communication

➢ The evolution of languages

➢ Plurality, diversity, multilingualism and plurilingualism

➢ Similarities and differences between languages

➢ Language and acquisition / learning

K 5	Has some knowledge about °language diversity / multilingualism / plurilingualism°
K 5.1	Knows that there are very many languages in the world
K 5.2	Knows that there are many different kinds of sounds used in languages {phonemes, rhythmic patterns...}
K 5.3	Knows that there are many different kinds of script
K 5.4	Knows that °multilingual / plurilingual° situations may vary according to °countries / regions° {°number / status° of languages, attitudes towards languages...}
K 5.5	Knows that °multilingual / plurilingual° situations are likely / liable to evolve
K 5.6	Knows that sociolinguistic situations can be complex
K 5.6.1	Knows that one must not confuse country with language
K 5.6.1.1	Knows that there are often °several languages used in one country / one same language used in several countries°
K 5.6.1.2	Knows that often the borders between languages and countries do not coincide
K 5.7	Is aware of the existence of situations of °multilingualism / plurilingualism° in one's own environment and in other places, near or far

Knowledge descriptors, section V, *Plurality, diversity, multilingualism and plurilingualism*, (Candelier et al., 2012, p. 27)

The *attitude*'s main resources relate with culture. Hence, its sections refer to attention, curiosity, respect towards new cultures; motivation and desire; questioning, decentring, relativizing; readiness to adapt, self-confidence; identity; attitudes to learning.

A 9	°An attitude of critical questioning / a critical position° towards language / culture in general		
	A 9.1	A will to ask questions relative to °languages / cultures°	
	A 9.2	Considering °° °languages / cultures° // °linguistic / cultural° diversity // °linguistic / cultural° "mixes" // the learning of languages // their importance // their utility …°° as objects about which questions may arise	
		A 9.2.1	Considering the way languages and their different units {phonemes / words / sentences / texts} function as objects of analysis and reflection
		A 9.2.2	Considering the way cultures and their domains {institutions / rituals / uses} as objects of analysis and reflection
		A 9.2.3	Considering one's own representations and attitudes towards °bilingualism / plurilingualism / cultural mixing° as objects about which questions may arise
		A 9.2.4	Having a critical attitude in respect of °the role of language in social relations {of power, inequality, the attribution of identity …} / the socio-political aspects linked to the functions and statuses of languages°
		A 9.2.4.1	Having a critical attitude to the use of language as an instrument of manipulation
	A 9.3	The will to question the values and presuppositions of the cultural products and practices °of one's own environment / of other cultural contexts°	
		A 9.3.1	Ability to assume a critical distance from information and opinions produced by °media / common sense / one's interlocutors° °about one's own community / about other communities°
	A 9.4	A critical attitude to °one's own values [norms] / the values [norms] of others°	
A 10	The will to construct "informed" °knowledge / representations°		

Attitudes descriptors, section III, *Attitudes / stances of: questioning – distancing – decentring – relativizing*

(Candelier et al., 2012, p. 44)

The *skills'* section covers those skills from the acquisition of a metalinguistic analysis to the use of a plurilingual communication: observation, analysis, recognition, identification, comparaison; understanding and production; interaction and ability to learn.

S 5	Can use knowledge and skills already mastered in one language in activities of °comprehension / production° in another language	
S 5.1	Can construct °a set of hypotheses / a "hypothetical grammar"° about affinities or differences between languages	
S 5.2	Can identify *transfer bases* < element of a language which allows a transfer of knowledge ° between languages [interlingual] / within a language [intralingual] °>	
	S 5.2.1	Can compare transfer bases in the target language with those in languages which are mentally *activated* <whose elements come to mind faced with a task>
S 5.3	Can make interlingual transfers (/transfers of recognition <which establish a link between an identified feature of a known language and a feature one seeks to identify in an unfamiliar language> / transfers of production <an activity of language production in an unfamiliar language> /) from a known language to an unfamiliar one	
	S 5.3.1	Can make interlingual transfers (/transfers of recognition <which establish a link between an identified feature of a known language and a feature one seeks to identify in an unfamiliar language> / transfers of production <an activity of language production in an unfamiliar language> /) from a known language to an unfamiliar one
	S 5.3.2	Can °carry out transfers of form [set in motion transfer processes]° based on interphonological and intergraphemic °characteristics / regularities and irregularities°
	S 5.3.3	Can carry out *transfers of (semantic) content* <can recognise core meanings within correspondences of meaning>
	S 5.3.4	°Can establish grammatical regularities in an unfamiliar language on the basis of grammatical regularities in a familiar language / can carry out transfers at grammatical level (/transfers of function /)°

Skills descriptors, section V, *Can use what one knows of a language in order to understand another language or to produce in another language*, (Candelier et al., 2012, p. 56)

The concepts of competence, not intended as mere levels, have been evolving in these last years and will continue to do so, because the concepts we have of languages, cultures and communication are evolving within our society as well. As seen in the previous paragraphs, the perception society has towards these phenomena might change throughout space and time, as it occurred with bilingualism; therefore, the responses from scholars are fundamental for schools and teachers to stay informed on how to educate future generations, in an perspective of giving them the tools to respect and communicate with people from other cultures.

Particularly, *language awareness*' aim (Hawkins, 1999 in Carbonara, Scibetta, 2020) is included in the FREPA in the sense that a reflection on a deep observation of one's own language(s) is bound to build consciousness on individuals; therefore, sensitivity towards different languages and cultures may arise in the school environment, in order to encourage learners to benefit from such variety of diversification that characterizes each speaker (Carbonara, Scibetta, 2020).

However, FREPA focuses on the language of schooling but does not consider the home language(s). Hence, Carbonara and Scibetta, 2020, place the students at the centre of their learning for a social inclusivity that examines home language(s), regional language(s), discipline's linguistic dimension, multimodal resources and non-verbal languages, language of schooling, national language(s).
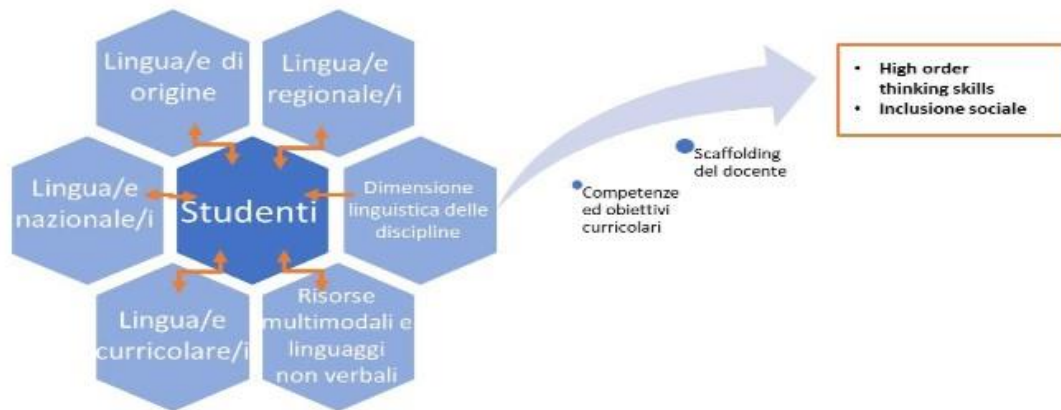
Plurilingual and Multimodal Educational Model (Carbonara, Scibetta, 2020, p. 90).

Other two reports from the European Commission concern the use of different languages by teachers and students as a translanguaging approach, about which the next chapter will discuss. The two reports are *Rethinking Language Education and Linguistic Diversity in Schools* and *Migrants in European Schools: Learning and Maintaining Languages* (Carbonara, Scibetta, 2020, p. 83).

Furthermore, in 2018, the Council of Europe published the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*[10]. Beyond expanding the *Common European Framework of Reference for Languages* (CEFR), this document introduces new descriptors, which, as well as for language levels, define levels of sign language, mediation and plurilingual al pluricultural competences (Carbonara, Scibetta, 2020, p. 83).

The Volume defines the essential elements that plurilingual speakers should include in their repertoire in order to perform tasks. Flexibility within their languages should allow them to:

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[10] Full text: https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989

► switch from one language or dialect (or

variety) to another;

► express oneself in one language (or dialect,

or variety) and understand a person speaking

another;

► call upon the knowledge of a number of

languages (or dialects, or varieties) to make

sense of a text;

► recognise words from a common international

store in a new guise;

► mediate between individuals with no common

language (or dialect, or variety), even with

only a slight knowledge oneself;

► bring the whole of one's linguistic equipment

into play, experimenting with alternative forms

of expression;

► exploit paralinguistics (mime, gesture, facial

expression, etc.).

(Council of Europe, 2018, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*, p. 28).

The descriptors of level are divided from A1 to C2, and they outline plurilingual and pluricultural competence according to three parameters: *Building on pluricultural repertoire, Plurilingual comprehension, Building on plurilingual repertoires*.

These three criterions' aim is to show that languages and cultures are interconnected, hence, they cannot be considered as separate entities; communicative competence grows throughout linguistic experience; language learning is not perfectly knowing a language, but it is recognizing how and when to use language according to the social interaction context language is applied (Carbonara, Scibetta, 2020, p. 84).

Therefore, the evolution of concepts and criterions with which language can be defined continues varying, considering a great deal of factors that influence the communicative situation, precisely: "In any communicative situation, general competences (e.g. knowledge of the world, socio-cultural competence, intercultural competence, professional experience if any: CEFR Section 5.1) are always combined with communicative language competences (linguistic, sociolinguistic and pragmatic competences: Section 5.2), and strategies (some general, some communicative language strategies) in order to complete a task (CEFR Chapter 7)" (European Council, 2018, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*, p. 29).
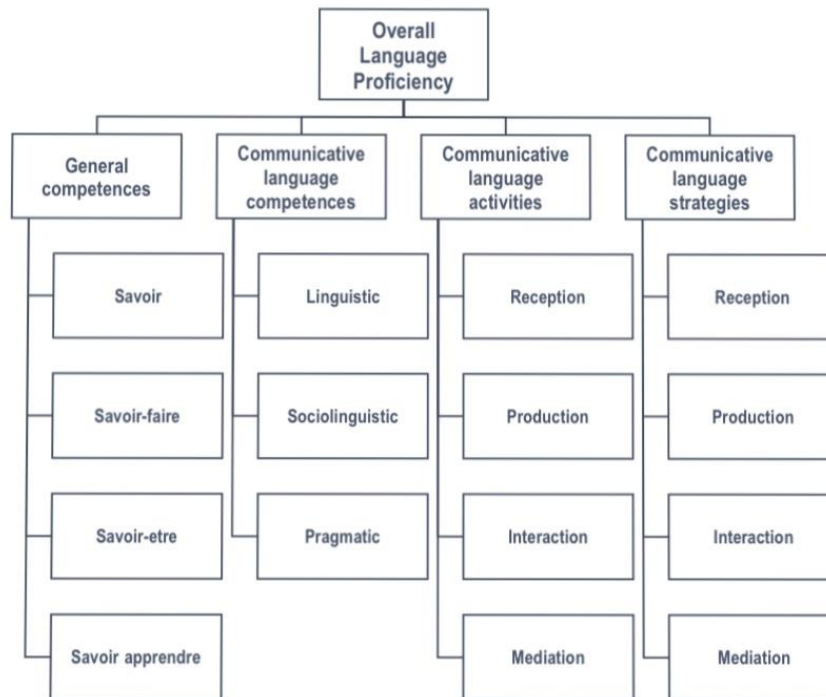
Overall Language Proficiency

- General competences
  - Savoir
  - Savoir-faire
  - Savoir-etre
  - Savoir apprendre
- Communicative language competences
  - Linguistic
  - Sociolinguistic
  - Pragmatic
- Communicative language activities
  - Reception
  - Production
  - Interaction
  - Mediation
- Communicative language strategies
  - Reception
  - Production
  - Interaction
  - Mediation

Figure 1 - The structure of the CEFR descriptive scheme[11].

(Council of Europe, 2018, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*, p. 30).

Another important European document may be found in a publication of the Official Journal, 2018: European Commission*, Proposal for a Council Recommendation on Key Competences for Lifelong Learning*. It extends its content to eight recommendations, for instance: education equity, support with materials and tools, promotion of new approaches and practices, development of competences and sustainable initiatives (European Commission*, Proposal for a Council Recommendation on Key Competences for Lifelong Learning,* 2018*,* p. 16-18).

According to Carbonara and Scibetta, 2020, these Key Competences might play a crucial role on a social level: thus, a language from a migratory background is considered legitimated to exist out of its original territory and, hence, it can be developed and used in the school context. In addition, this way of approaching migrants' languages allows them to refuse the idea of languages hierarchization,

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[11] Taken from page 55 of the ECEP project publication: Piccardo, E., Berchoud, M., Cignatta, T., Mentz, O. and Pamula, M. (2011). Pathways Through Assessment, Learning and Teaching in the CEFR. Graz, Austria: European Centre for Modern Languages: ISNBN: 978-92-871-7159-7

because their mother tongue might be both the one they speak at home and the one used at school, and it can be developed as such (Carbonara, Scibetta, 2020, p. 87).

Despite the differences of European Institutions' socio-political aims, if strategies of mediation, intercomprehension, correlation between languages, etc. are established in schools, those EU's objectives might be realised in the near future (Carbonara, Scibetta, 2020).

Finally, Marsh, Martín Frigols, 2012, and Cummins, 2008, introduced three concepts that give teachers some outlines on how to use languages in class. The most famous is CLIL (*Content and Language Integrated Learning*) by Marsh, Martín Frigols, 2012: an approach that consists in teaching and learning the content of a subject. Whereas, Cummins, 2008, distinguishes between BICS (*Basic Interpersonal Communicative Skills*) and CALP (*Cognitive Academic Language Proficiency*). BICS concerns fluency in everyday-conversations; instead, CALP is the use of language in an academic situation, involving cognitively challenging activities.

To conclude, the European legislation is ready to face the intercultural situation within its member states; however, not all countries systems know or use the necessary documentation; consequently, the teachers might not be able to provide their students the fair scaffolding in order to reach the maximum level of cognitive competences because of the lack of interest of the national education policies (Carbonara, Scibetta, 2020, p. 89-90).

## 2.2 ITALIAN LEGISLATION ON MULTILINGUALISM

The next paragraph will focus on Italian legislation on multilingualism at school. As Italy is a member of the European Union, it follows the linguistic ideals of the same multicultural environment the EU has gathered under its legislation. Firstly, an overview on Italian Ministry's official documentation and statistics on non-Italian citizens will be given. Secondly, a brief history of migratory phenomena from the 1970s to the 2000s will be presented in order to interpret the development of legislation on multilingualism in the country. Thirdly, the valorization of the students' linguistic repertoires will be analysed, as the student starts to be at the centre of their learning where integration, equity of the system and consideration of the student's personal background become crucial elements in the school

context. Therefore, personalization of teaching intervention, the increase of Italian as second language courses and the awareness of socio-political changes, will bring to the importance of creating strategies for intercultural education and communication.

It is clear that the Italian legislation on languages and cultures preservation has been influenced by the great deal of EU policies on the issue.

MIUR (Ministry of Education, University and Research - Italy) published three main documents on the issue: *Students with non-Italian citizenship in 2018/2019* (2020); *Early school leaving from 2016/2017 to 2017/2018* (2019); *National guidelines and new scenarios* (2018) [12] (Carbonara, Scibetta, 2020).

The first report, *Students with non-Italian citizenship in 2018/2019* by MIUR, 2020, traces statistics on non-Italian students' presence and advancement in the national scholastic system. Statistics show that out of 8.580.000 students enrolled in schools, whose approximately 860.000 are non-Italian citizens, for a total of 9,7% (MIUR, 2020).
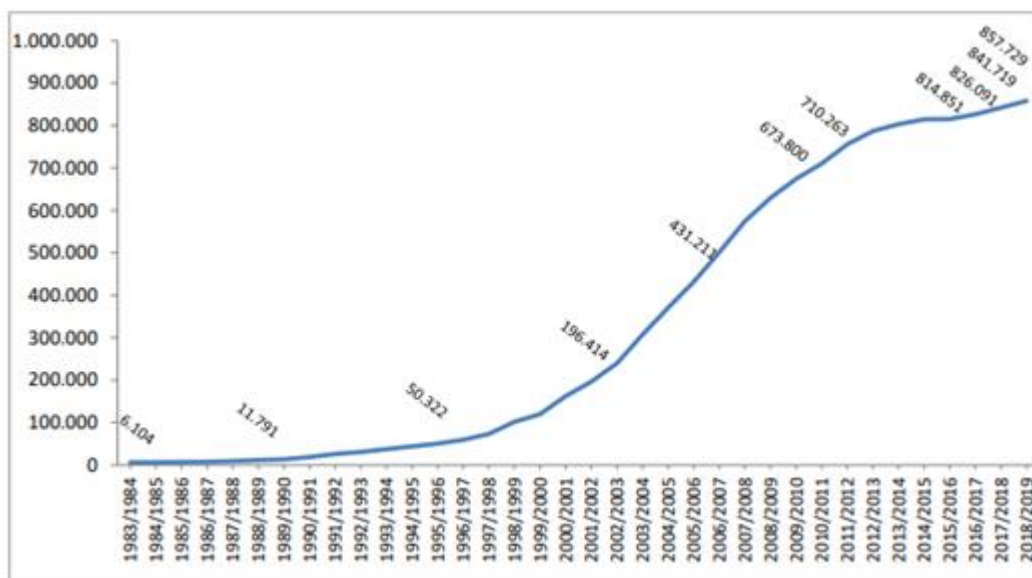
Graph 1 - Students with non-Italian citizenship from 1983/1984 to 2018/2019 (MIUR, 2020)

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[12] Translation of the titles from Italian to English provided by the author.

Graph 1 shows students with non-Italian citizenship from the school year 1983/1984 to 2018/2019. Overall, there is an uptrend in the growth of this category of students, especially from the first decade of the 2000s. Since 2015/2016 the trend started to be more stable. Data show that in the years from 2009/2010 to 2018/2019 non-Italian students increased of 27,3%, unlike the previous decade that witnessed a faster growth in foreign students, with a peak of 425,9%, corresponding to 510.000 students (MIUR, 2020, p. 8).

In addition, the majority of non-Italian students belong to the "second generation", which means that they were born in Italy from foreign parents[13] (MIUR, 2020, p. 8).

As a result, nowadays, non-Italian students integration in the Italian school system may be considered a structural phenomenon rather than some emergency issue to deal with (Carbonara, Scibetta, 2020, p. 101).

But how did plural linguistic repertoires change in Italy throughout the decades of the last century? And in which way did plurilingual education adapt following migratory phenomena? In the next section, a brief history of the migratory phonomena will be presented to better understand the origin of multilingualism and its legislation in Italy.

In the 70s, 27,1% of the Italian population did not have a school degree and around 2.5 million people declared themselves illiterate (ISTAT[14], 1971, in De Mauro, 2018, p. 122, in Carbonara, Scibetta, 2020). According to De Mauro, 2014, 2018, people speaking dialects used to be more than Italian-speakers, that, hence, were a minority (Carbonara, Scibetta, 2020).

Furthermore, Italian schools started to encourage high language registers and it penalized the use of dialects or any other minority languages (Renzi, Cortellazzo, 1977, in Carbonara, Scibetta, 2020). Therefore, this formal language was unknown by the majority of the population and only a small percentage of students would properly master this variety (especially high-class people). Middle and

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[13] Children born in Italy from immigrant parents do not have the right to Italian citizenship as, for the current law, it is not implied. This is regulated by the Italian Ministry of Foreign Affairs and International Cooperation that regulates the principles for which a child of immigrants may have access to citizenship. In the current day, citizenship through *ius sanguinis* (having Italian parents/ancestors) can be acquired; however, *ius soli* (being born on Italian soil) might provide the Italian citizenship only in unique cases (for instance, being abandoned or having unknown parents). So, people who were born in Italy from immigrant parents not having Italian citizenship are referred as "second generation immigrants" or, more simply, "second generation". Source: https://www.esteri.it/mae/en/servizi/stranieri/cittadinanza_0.html

[14] ISTAT is the Italian National Institute of Statistics.

low-class people would not use such variety in their everyday-language simply because they would not need it, consequently, they would find it very complex, particularly when the approach tended to valorize the formal writing skills (Carbonara, Scibetta, 2020, p. 120).

Hence, this method of teaching focused only on students who were exposed to this language register and it only considered those who used specific types of intelligence. In relation to intelligence, in the early 1980s, Gardner developed his *Theory of Multiple Intelligence*, for which multiple modalities might be used by humans to learn and understand things. Gardner proposed eight learning styles according to the student's type of intelligence: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic (Gardner, 1983).

Furthermore, GISCEL[15] promoted *Dieci tesi per l'educazione linguistica democratica[16]* in 1975. These principles were established because they should guide school towards an equal education, for example through verbal language, development of emotions, intellectual and social life, plurality and complexity of linguistic abilities, linguistic rights in the Constitution and principles of a democratic linguistic education, etc[17] (GISCEL, 1975).

Other associations were founded during this decade: LEND (*Lingua e nuova didattica*)[18] and MCE (*Movimento di cooperazione educativa*)[19]. The first association demands innovation in teaching as well as an open-mind approach towards plurilingual repertoires. It has the aim to train and update language teachers and to make them socialize in order to compare experiences and competencies to develop a multicultural democratic school (LEND, 2016, in Carbonara, Scibetta, 2020). The second was originally founded in 1951, but a more recent publication in 2018, *Educare alla parola per coltivare umanità e cultura. Manifesto per una educazione linguistica democratica*, promotes

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[15] *Gruppo di intervento e studio nel campo dell'educazione linguistica*. It is an association established within the SLI (*Italian Linguistic Society*) environment in 1973 in order to define theoretical knowledge of language teaching and making it available to teachers with the aim of a democratic school (De Mauro, 2018, in Carbonara, Scibetta, 2020).

[16] *Ten principles for a democratic linguistic education* (translation provided by the author).

[17] Full text: https://giscel.it/dieci-tesi-per-leducazione-linguistica-democratica/#due

[18] *Language and new didactics.*

[19] *Educational cooperation movement.*

efficient communication through language education in our contemporary multicultural society with a future-oriented vision (MCE, 2018, in Carbonara, Scibetta, 2020).

In the 1980s, Italian society faced new migratory waves; consequently, the society was about to change, culturally and linguistically speaking. The endogenous linguistic repertoire, made by Italian and Italian dialects and historical minority languages, is no longer the only one in the territory. Exogenous repertoires constituted by immigrants' languages begin to be part of the Italian scene ("Neo Plurilingualism", as Vedovelli, Casini, 2016, in Carbonara, Scibetta, 2020, define it), and, therefore, these are the years when collective linguistic repertoires are revolutioned on a social and educational level (Carbonara, Scibetta, 2020, p. 122-123).

Therefore, research in the acquisitional and educational linguistics starts giving attention to teaching Italian as a second language as well as tools to discover every student's socio-cultural background and their linguistic and communicative competences. As a result, teachers and, in general, the school system, should be able to guarantee inclusivity and efficient school immigration policies (Carbonara, Scibetta, 2020 p. 123). The analysis of their socio-cultural background is especially important because there is a trend in assimilating[20] the new culture and abandoning the one of origin (Carbonara, Scibetta, 2020, p. 124).

Furthermore, the Ministerial Circular 301/1989 established that new projects and individual paths must be established for non-Italian students to reach the outcomes of their learning (Carbonara, Scibetta, 2020).

Therefore, research and official documentation begins to raise awareness on new changes that are characterizing school in terms of new students on an institutional level, and, hence, on the personalization of teaching intervention (Carbonara, Scibetta, 2020, p. 124).

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[20] *Cultural assimilation* would be defined, in the past literature, as one's ethnicity "primordial bond destined to weaken as a consequence of the spreading rational individualism and enlightenment of modern society" (Alba, Nee, 2003, p. 16). Recent studies show that the concept no longer refers to the *enlightenment of modern society,* but rather the dissolution of one's own socio-cultural-linguistic background in favour of the new country's cultural features (Alba, Nee, 2003).

In the 1990s, as a result of the initial path started in the previous decade, more and more awareness arose around this new dynamic and complex linguistic space that became a structural phenomenon in Italy. The necessity of new strategies and approaches is undeniable to succeed in an efficient inclusion and intercultural education. The latter is particularly important in order to valorize and make non-Italian students' linguistic repertoire visible and to normalize the presence of students of other nationalities in the class, so that this approach may foster every student's vision of the world (Demetrio, Favaro, 2002, in Carbonara, Scibetta, 2020, p. 125-126).

Therefore, Demetrio, Favaro, 2002, use an *ethno pedagogical approach* in order to demonstrate that knowledge is relative to whom is living that experience and that opportunities of learning may be found in differences and/or similarities among groups of people (Demetrio, Favaro, 2002 in Carbonara, Scibetta, 2020).

The charter (see Graph 1) shows that immigrant students are becoming part of the school system, as a gradual growth is displayed by data from the end of 1989 to the beginning of 2000.

Furthermore, "intercultural education" is officially mentioned for the first time in the Ministerial Circular 205/1990 which directs immigrant students' school policies, beyond the encouragement of adopting an intercultural perspective to prevent and fight racism (Carbonara, Scibetta, 2020). Thanks to the adoption of these perspectives, more attention has been given to linguistic and cultural mediation services, Italian as second language courses, translations for official documents, etc. Moreover, the previously mentioned law 482/1999, was approved in those years, and it officially recognized historical linguistic minorities in Italy (Carbonara, Scibetta, 2020, p. 125-126).

Overall, in the 90s, more awareness arose around intercultural communication in education, and valorisation of linguistic repertoires became one of the main principles to build a new intercultural concept of school.

In the 2000s, the number of immigrant students in schools increased drastically (see Graph 1). Schools began to provide tools for intercultural projects, in order to get to know the others' language and

culture, and they started to build a class or school language repertoires to share with other classes, teachers and parents. However, the risk of seeing only cultural differences rather than similarities might have given the idea of a cultural stereotype. This is why research and theoretical studies in sociolinguistics tried to prevent these forms of negative conceptions of the phenomenon to contrast the belief that Italian is the dominant language in the hierarchical pyramid within the Italian school (Carbonara, Scibetta, 2020 p. 128-129).

Furthermore, De Mauro, 2006 and De Mauro, Ferreri, 2005, call into question two concepts: "linguistic monolithism" (De Mauro, 2006, in Carbonara, Scibetta, 2020) and "educational linguistic" (De Mauro, Ferrari, 2005, in Carbonara, Scibetta, 2020). The first focuses on valorizing linguistic repertoires regardless of the language of origin: hence, on a social and educational level, he dismantles rankings among languages. Moreover, thanks also to the enhancement of the 1990s on the issue, more and more mediators and facilitators operate in schools to help students and families to integrate in schools as well as in the community. Italian as second language courses become increasingly more efficient for students who are bound to become the new "emergent bilinguals" (Carbonara, Scibetta, 2020)

"Educational linguistics" concept was born in these years as a result of theoretical and practical research and experiments in schools; De Mauro, 2012, affirms that educational linguistics converges in "analysis and development of semiotic and linguistic abilities in and out of school, students' intellectual and relational development" (De Mauro, 2012, pp. 19-20, in Carbonara, Scibetta, 2020).

For the first time, relational and cultural features are included in the definition of "teaching a language", considering their exposure to language through activities in class as well as out of class (Carbonara, Scibetta, 2020).

Legislation on this issue in the 2000s has been influenced by the European legislation that engages in preservation and protection of minority languages, as described in the previous paragraphs. Specifically, European Council promoted the *Framework for Reference for Languages: Learning, Teaching, Assessment* (CEFR) in 2001, European Commission, 2008 published the document *Una sfida salutare. Come la molteplicità delle lingue potrebbe rafforzare l'Europa.* In 2006, European Commission published *Proposal for a Council Recommendation on Key Competences for Lifelong Learning,* which has been revisited in 2018 with new key competences. Also, the CLIL (*Content and*

Language Integrated Learning) approach has been introduced in schools. (Carbonara, Scibetta, 2020, pp.130-131).

Therefore, Italian MIUR (Ministry of Education, University and Research) proposed *Guidelines for immigrant students policies[21]* in 2006, with a revision in 2014. This document has the aim to direct teachers to consider immigrant students' socio-cultural and educational personal background and that assessment parameters must be applicable to their educational path considered in the whole, rather than the performance itself. In this way, teachers can identify students' potential and therefore help them develop their competences, according to their previous knowledge of the world, their personal talents and skills (MIUR, 2014).

Finally, in 2012, MIUR published *National Directions for Kindergarten and Primary School Curriculums[22]* where objectives of all disciplines are described, with a focus on differentiated didactic interventions according to the student's condition, for an inclusive and culture integration-based values (MIUR, 2012).

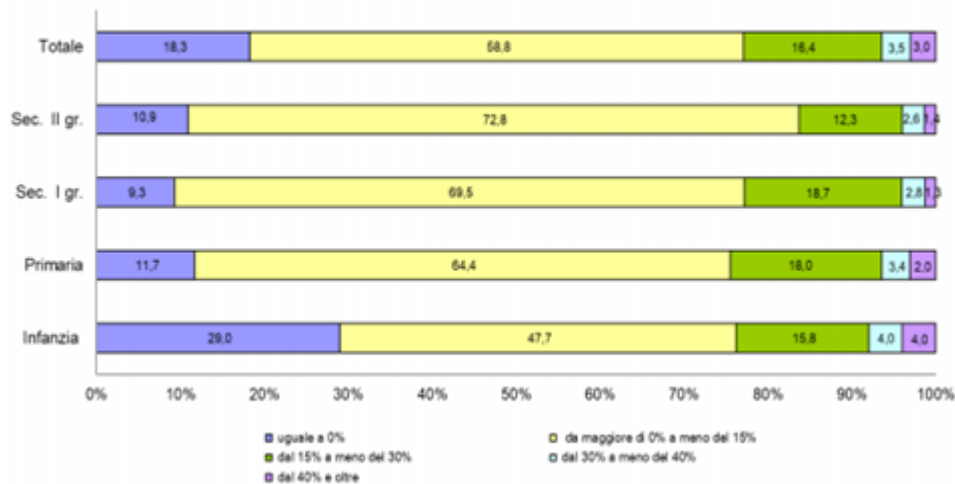## 2.3 STUDENTS WITH NON-ITALIAN CITIZENSHIP IN ITALIAN SCHOOLS

This section will aim attention on statistics about students with non-Italian citizenship enrolled in Italian schools. Firstly, it will focus on their distribution within the Italian territory and on the main countries of origin; secondly, an analysis will be conducted on the repercussion of not being born in Italy on academic achievements and performance. Thirdly, a further analysis will consider also the students' socio-economic background in order to understand their school accomplishments and early school leaving phenomenon.

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[21] Original title: Linee guida per l'accoglienza degli alunni stranieri (translation provided by the author). Full text: https://www.dsu.univr.it/documenti/Avviso/all/all498970.pdf

[22] Translation provided by the author. Original title in Italian: *Indicazioni nazionali per il curricolo verticale della scuola dell'infanzia e del primo ciclo d'istruzione*. Full text: http://www.indicazioninazionali.it/wp-content/uploads/2018/08/Indicazioni_Annali_Definitivo.pdf
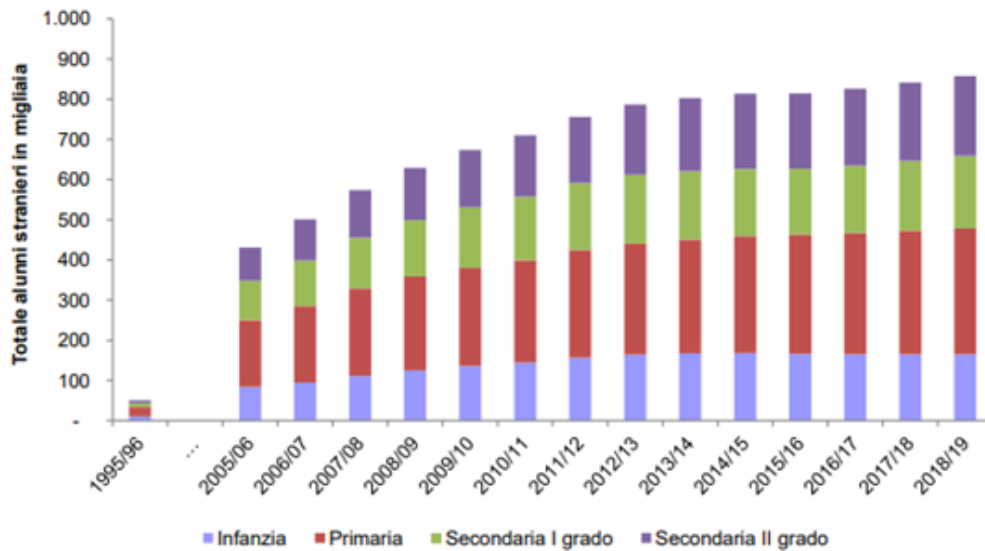
Graph 2 - Students with non-Italian citizenship for educational level - from 1995/1996 to 2018/2019 (MIUR, 2020, p. 13)

Graph 3 - Percentages of students with non-Italian citizenship in schools in 2018/2019

(MIUR, 2020, p. 37).

Graph 2 shows students with non-Italian citizenship for every level of Italian school[23], and Graph 3 shows the percentages of non-Italian students in every level of school in 2017/2018.

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[23] The Italian school system is composed as following: Infanzia (Kindergarten), Scuola Primaria (Primary School), Scuola Secondaria di Primo Grado (Middle School) and Scuola Secondaria di Secondo Grado (High School).

In 2017/2018 (Graph 2), primary school registered an increase of +1,9% of children with non-Italian citizenship, for a total of 36,6%. Out of all school levels, with 11,2%, primary school is the school section that includes the majority of non-Italian students (Graph 3).

With reference to Graph 3, middle school non-Italian students increased by 3,8%, and high school students by 1,7%. Overall, graph 2 displays that students with non-Italian citizenship from 2008/2009 to 2017/2018 increased by 32% in kindergarten, 31% in primary school, 24% in middle school and 50% in high school.

However, the distribution of students in the Italian territory is not homogenous. Lombardy is the first region on a national level, with 25,4% of foreign students. Instead, Emilia-Romagna is the first with 16,4% considering the total students per region, followed by Lombardy, Tuscany, Umbria, Veneto and Piedmont (MIUR, 2020, p 14).

Furthermore, 64,5% of all non-Italian students are represented by "second generations"[24] (MIUR, 2020, p. 18), which means that the majority was born in Italy, went to school there, in most cases are well-integrated and, yet, they do not have the right for citizenship. This data is more and more increasing in the scholastic population growth (MIUR, 2020, p. 18).

Beyond 200 countries are the non-Italian students' country of origin. The majority is from Romania (18,4%), Albania (13,5%) and Morocco (12,2%). However, Chinese students represent the majority for second generations (83,1 % out of second generations) (MIUR, 2020, pp. 26-29).

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[24] See footnote n. 16

A.S. 2018/2019		
Paesi	v.a.	per 100 alunni stranieri
Romania	157.470	18,4
Albania	116.085	13,5
Marocco	105.057	12,2
Cina	55.070	6,4
India	27.897	3,3
Filippine	26.792	3,1
Egitto	26.139	3,0
Moldavia	25.722	3,0
Pakistan	21.321	2,5
Ucraina	20.116	2,3
Sub totale	581.669	67,8
Altri paesi	276.060	32,2
Totale	857.729	100,0

Table 1 - Students with non-Italian citizenship for the first ten countries of origin (absolute values and percentages) in 2018/2019 (MIUR, 2020, p. 29)

	Totale CNI	Nati in Italia	
	v.a.	v.a	% sul totale
Cina	54.381	45.208	83,1
Marocco	102.336	78.168	76,4
Albania	113.665	86.100	75,7
Filippine	26.084	17.792	68,2
Romania	154.758	96.393	62,3
India	27.393	15.893	58,0
Egitto	25.840	13.786	53,4
Moldavia	25.293	13.072	51,7
Pakistan	20.034	8.489	42,4
Ucraina	19.940	8.427	42,3
subtotale	569.724	383.328	67,3
Altri paesi	272.482	159.043	58,4
Totale [a]	842.206	542.371	64,4

Table 2 - Students with non-Italian citizenship born in Italy for the first ten countries of origin (absolute values and percentages) in 2018/2019 (MIUR, 2020, p. 31).

On a European level, the Eurydice Report *Integrating students from Migrant Background into Schools in Europe National Policies and Measures*[25], by European Commission, 2019, reveals that Italy occupies the 22nd place out of 31 countries considered for the survey (see Table 3 - European Commission, Eurydice Report, 2019).
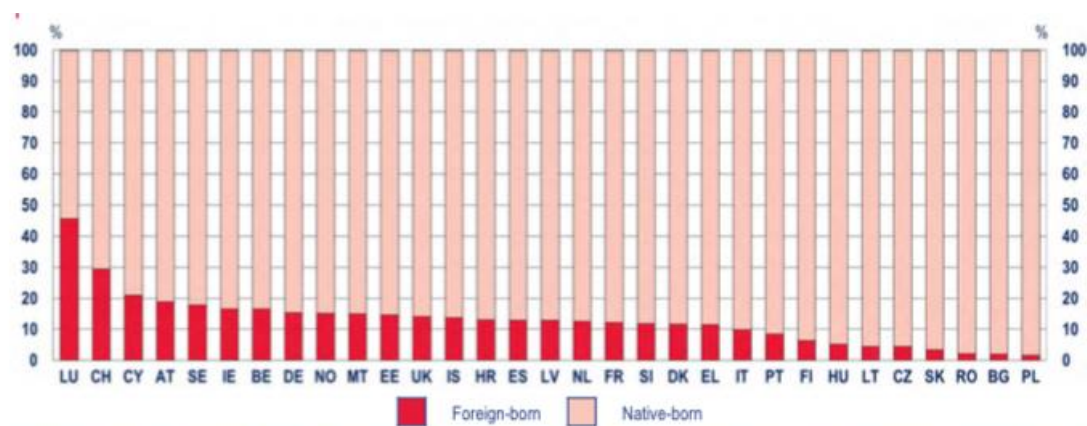
Source: Eurostat, Population on 1 January by age group, sex and country of birth [migr_pop3ctb] (Data extracted in June 2018)

	LU	CH	CY	AT	SE	IE	BE	DE	NO	MT	EE	UK	IS	HR	ES	LV
Foreign-born	45.8	29.5	21.0	18.9	17.9	16.7	16.6	15.4	15.2	15.1	14.6	14.2	13.7	13.1	12.9	12.9
Native-born	54.2	70.5	79.0	81.1	82.1	83.3	83.4	84.6	84.8	84.9	85.4	85.8	86.3	86.9	87.1	87.1
	NL	FR	SI	DK	EL	IT	PT	FI	HU	LT	CZ	SK	RO	BG	PL	
Foreign-born	12.5	12.2	11.9	11.6	11.6	10.0	8.5	6.5	5.2	4.5	4.4	3.4	2.2	2.1	1.7	
Native-born	87.5	87.8	88.1	88.4	88.4	90.0	91.5	93.5	94.8	95.5	95.6	96.6	97.8	97.9	98.3	

Source: Eurostat Population on 1 January by age group, sex and country of birth [migr_pop3ctb] (Data extracted in May 2018)

Table 3 - Proportion of native and foreign-born population, 2017

(European Commission, Eurydice Report, 2019, p. 38)

Italian and non-Italian students' scholastic performance is periodically measured by the INVALSI[26] institution through some tests, which will be submitted to students, in order to make statistics about the abilities, social (in)equities, assessment, school failure or success according to certain parameters. Therefore, in 2018, INVALSI published its results after testing students from fifth year of primary school, third year of middle school and second year of high school in Italian, Maths and English.

Interestingly enough, most of the performance discrepancies are not attributable to the country of origin of the students, but from their family socio-economic background (INVALSI, 2018, graph p.

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[25] Full text: https://op.europa.eu/en/publication-detail/-/publication/39c05fd6-2446-11e9-8d04-01aa75ed71a1/language-en/format-PDF

[26] INVALSI website (Italian): https://www.invalsi.it/invalsi/istituto.php?page=chisiamo

INVALSI, *The INVALSI test according to INVALSI* (English): https://invalsi-areaprove.cineca.it/docs/2018/INVALSI_tests_according_to_INVALSI.pdf

25). Furthermore, Italian students got better results in Italian and Maths than non-Italians; however, data for English show that either there is not much difference between Italians and foreigners or that non-Italian students had better results (INVALSI, 2018).

Thus, regardless that they are Italian or not, this might seem to be the factor that most influences the accomplishment of tasks and, consequently, their performance at school, also involving failure and success. For instance, data from MIUR, 2019 - *Early school leaving from 2016/2017 to 2017/2018*[27], shows that more non-Italian students (especially from first generation) leave school earlier than Italian students and/or second generations.

In conclusion, data show that a disadvantaged socio-economic background is more influential than the level of language a student speaks when they enter a school in a new country. Therefore, this might be the case for which emergent bilingual speakers demonstrate that bilingual competence can enhance their performance and elevate it on an upper level, if it is well supported by the scholastic system (Carbonara, Scibetta, 2020, p. 106).

Although many aspects of the Italian school system need to be improved, according to the OECD / PISA[28] 2015 dossier, it seems to be more equal than the OECD average and other countries, both towards students with a disadvantaged background and for students of other nationalities, improving throughout the years (OECD, PISA, 2018).

2.3.1 Educational Linguistics Policy In The Italian School System: Equity And Inclusivity Of Emergent Bilingual Speakers

This section will investigate some of the practical aspects of the Italian Linguistic Policy for educational inclusivity and equity. Firstly, a Report description, whose aim is the integration of

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[27] Original title: *La dispersione scolastica nell'anno scolastico 2016/2017 e nel passaggio all'anno scolastico 2017/2018*. Full text (Italian):
https://www.miur.gov.it/documents/20182/2155736/La+dispersione+scolastica+nell%27a.s.2016-17+e+nel+passaggio+all%27a.s.2017-18.pdf/1e374ddd-29ac-11e2-dede-4710d6613062?version=1.0&t=1563371652741

[28] OECD / PISA (Better Policies for Better Lives - Programme for International Students Assessment) "measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges". Website: https://www.oecd.org/pisa/

immigrant students in the school system, will be given; secondly, a model of linguistic policies will be examined in order to find the advantages and risks of different types of integration perspectives; thirdly, a critical consideration on the difference between theory and practice of the Italian strategies and programmes for integration and equity issues will be made.

Linguistic policies in the Italian school system also involve strategies of acceptance and reception of immigrant students. Carbonara, Scibetta, 2020, analysed data collected by Eurydice Report, 2019, *Integrating students from Migrant Background into Schools in Europe National Policies and Measures.* Beyond providing plurilingual approaches at school, it proceeds with foreign students integration policies as well as teachers and school staff education. Therefore, Eurydice Report promotes a linguistic policy that uses the languages of the class as a means of making school inclusive, equal, that respects linguistic rights (Hult, 2014).

As shown in the following model, the educational approach is represented by two extremes: *diversity dimension* and *whole-child dimension* (see Graph 4).
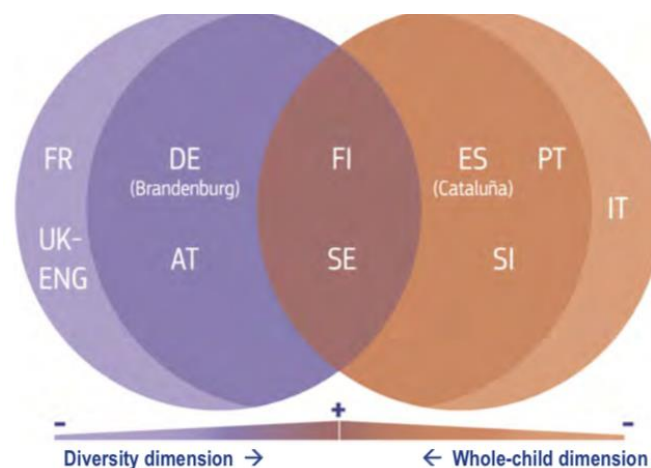
Graph 4 - Emphasis of policies relating to linguistic and

cultural diversity and the whole-child approach, primary,

general secondary education and IVET (ISCED 1-3), 2017/18

(European Commission, 2019, Eurydice Report, *Integrating student from Migrant Background into Schools in Europe National Policies and Measures,* p. 28*)*

Whilst the ideal combination of approaches is ought to be in the middle, the first one tends to emphasize cultural differences (for instance, French assimilation or British multiculturalism) until the point of removing diversity; instead, the second one focuses on the well-being of the person, through a holistic approach (Italy), which valorizes emotional and psychological factors; yet, it does not consider the educational advantages these plurilingual resources might have on the system (Carbonara, Scibetta, 2020, p. 113).

More precisely, Italy contributes to creating categorizations for foreign students, such as NAI (Nuovi arrivati in Italia - New Arrivals to Italy): this classification might seem to give special attention to foreign students, however, the risk is to associate it with a "linguistic and cultural disadvantage" or "linguistic special needs" (Carbonara, Scibetta, 2020, p. 114).

Furthermore, on a theoretical legislation level, Italy does have strategies and new programmes of integration, teachers education and the priority fields set by the European Commission; however, on a practical perspective, it cannot realise its programmes due to a lack of funds, resources and investments (European Commission, 2019, Carbonara, Scibetta, 2020, pp. 114-115).

Therefore, the passage of plurilingualism from an obstacle to a human right and resource, will be reached when processes of linguistic and cultural minorisation will cease because of the refusal by society, hence, when the imbalance of symbolic power and linguistic hierarchization will no longer occur (Ruiz, 1984).

In conclusion, this chapter considers bilingualism as the starting point for a critical approach to bilingual and multilingual education in schools. This fundamental concept sustains the argument on how European and National legislations play a central role in teachers and students' life. Furthermore, the support of educational linguistic policies for non-Italian students become intrinsic components of a society that dynamically evolves, shaping the present and future classes.

CHAPTER 3

3. BILINGUALISM AND BILINGUAL EDUCATION: A PERSPECTIVE FROM THE US

The following chapter will examine bilingual education in the United States through models, educational policies and history of bilingualism in the country. A focus on specific minorities will be given, beyond critical considerations on equity and marginalisation of the American school system.

Finally, data on non-English speaker students in American schools will be presented in order to analyse their role in the school considering their language and country of origin.

After having analysed how bilingual education works in Italy, this section will focus on the same issue with a perspective from the United States.

Firstly, this section will make considerations on languages and bilingualism within the society's contemporary needs of communication; secondly, it will analyse the different role that multilingualism assumes according to one's social class or the language's social role and scholars' bilingual education models; thirdly, a brief introduction on the history of bilingual education of the US will be presented.

Research in Bilingual Education (BE) has been more and more innovative throughout these past fifty years due to "globalization, migration, and hyper connectivity among people mean that we use language(s) differently" (Hélot, García, 2019, p. 649). As mentioned before in the chapter, bilingualism is no longer an isolated phenomenon, but an ordinary issue that is part of the 21st century reality.

However, there are some aspects that are not deeply explored yet, despite the great need of communication people have on a daily basis, from school to work, to family and friends. Hélot, García, 2019, question about the obstacles, the purpose of BE, languages in use and their role in the school programmes.

Also, contextualisation is a main factor of BE; therefore, Europe had a main role in Italy's multilingual educational procedures, as a result of its linguistic components and multilingualism development throughout the centuries.

Thanks to the awareness arising around the benefits of multi/bilingualism, today many children attend bilingual schools and nursery schools, where more than one language is used for educational purposes. Therefore, both the monolingual and the already bilingual speakers are exposed to two or more languages since their childhood; in this way, BE does not only focus on language acquisition, but also on the social issue of "helping students to become global and responsible citizens as they learn to function across cultures and worlds, that is beyond the cultural borders in which traditional schooling often operates" (García, 2009, p.6 in Hélot, García, 2019, p. 650).

Discarding the idea of language hegemony by developing a heteroglossic perspective of intercultural communication, bilingual education attempts to provide an equal educational system based on respect and "tolerance towards other linguistic and cultural groups" (García, 2009, p. 6 in Hélot, García, 2019, p. 650) through a social transformation process (Hélot, García, 2019).

Furthermore, it is interesting to analyse the language around the definition of other languages: sometimes, the reference to a language that has a "legimity" in the country is called "heritage language" (for instance, Spanish in the US). Whereas, if the language does not have such relevance for the community, the label becomes "foreign", "immigrant", "regional" language, according to the position in society the speaker has (Hélot, García, 2019).

Furthermore, English gained importance in our century because of its main role in the global economy; therefore, it became the first foreign language studied by people from all over the world and hence, this position of supremacy made many BE courses with English develop, putting at risk minority languages that might disappear (Hélot, García, 2019, pp. 649-653).

Therefore, contemporary society witnesses a differentiation in the concept of BE according to the student's language. A contrast between the social condition of immigrant children and elite children seems to exist. Essentially, the first category is considered to speak "immigrant, indigenous, regional and/or signed languages" (Hélot, García, 2019, p. 653), hence not as relevant for the country they live in. In this way, their educational needs are not supported enough, and they are taught at school only

in the dominant language, without considering their language of origin, as they are not seen as emergent multi/bilinguals.

On the other hand, children for the elite group of society are fostered to learn one or more languages in order to enhance their linguistic repertoire. Through this future-oriented approach, their parents are willing to enroll them in private and/or international schools, where they can be exposed to several languages from their childhood. Also, middle-class children are exposed to other languages too: in order for them to acquire multicultural competencies, they are enrolled in educational systems that provide expansion of their linguistic repertoire. Moreover, parents of these two categories seem to provide out-of-school programs to immerse their children in the language: for instance, through au pairs recruitment (Bouchés, 2017, in Hélot, García, 2019) and language summer camps (Hélot, García, 2019, pp. 653-656).

Thus, these discriminatory practices negatively affect language-minoritized students, not only because they must live their education in under-founded and under-resourced schools due to their socio-economic condition, but also because they lose their possibility of becoming bilingual speakers, hence affecting their future perspectives, and losing of a part of their identity. Nevertheless, these practices might be considered discriminatory, because they originate from raciolinguistic ideologies: according to the influence and power a language has, it is or is not taught in schools; hence, it appears that BE is accomplished only when the hierarchy of the language is recognized as high in society (Hélot, García, 2019).

Furthermore, many students from Africa or Asia, who, in most cases, are multilingual speakers, have only access to education in the language of colonization and hence, instructed as monolinguals. With no integration of their home languages, cognitive and social benefits cannot be achieved; hence, unequal access to education and discrimination through a cultural value such as language occur (Hélot, García, 2019, pp. 653-654).

A series of BE models has been drawn by scholars throughout the years, according to the aims, outcomes and the way of the program's transmission. For instance, *Transitional BE* differs from *Developmental BE* for the length of the program itself, as it ceases whenever the student achieves a

good level in the school language. On the other hand, *Developmental BE* provides a continuous encouragement to world languages practices. Although research shows that the second is more efficient, language policies have not fully supported the programme (Hélot, García, 2019, p. 656).

Furthemore, at the beginning of the 2000s, the United States faced some pressure from English-only groups who wanted to ban BE from schools, which they did, in California (1998), Arizona (2000) and Massachusetts (2002). This intervention resulted in the substitution of the term "bilingual" with *Dual language education* (DLE) (previously mentioned in chapter 1) in the federal legislation in order to reflect the globalized neoliberal economy that was being developed in those years (Hélot, García, 2019).

Dual language education's goal refers to the learning of both English-native speakers and non-native speakers, where "English-dominant and target-language-dominant students are purposefully integrated with the goals of developing bilingual skills, academic excellence, and positive cross-cultural and personal competency attitudes for both groups of students" (Lindholm-Leary, 2001, p. 30 in Flores, García, 2017).

However, in order to reestablish languages' legitimization, contemporary researchers are reintroducing the term "bilingual" (Dual Language Bilingual Education - DLBE) for the obstruction of the students' categories separation. Hence, scholars found that DLBE had a positive impact on both English-speaking and Spanish-speaking students, as the emergent bilinguals could reach the same English level of the monolingual speakers (Collier, Thomas, 2017 in Hélot, García, 2019).

Furthermore, programs of language immersion have been successful in bilingual areas such as Canada through French integration with English, and CLIL in Europe, as previously mentioned (Hélot, García, 2019, pp. 656-658).

Baker, 1993, analysed BE models with a classification of *strong* and *weak forms of bilingual education*. When language-minoritized students are immersed in a monolingual, dominant language class context, their home language becomes irrelevant in that situation, as only English is used for the students' learning - that is a *weak form* of BE. On the other hand, a *strong form of BE* may occur when bilingualism is the aim of every student, including monolingual speakers, as the advantages of biliteracy allow them access to the resources and curriculum contents. In addition, the heritage

language, which constitutes an outcome of their education, is developed and learnt by the whole class (Baker, 1993 in Hélot, García, 2019).

Furthermore, Cummis, 2001, defined what was researched by Lambert and Tucker, 1972, on *additive* and *subtractive bilingualism*, referring to the different conditions according to which learning occurs. Cummins, 2001, defines *additive bilingualism* as additional language beyond the one of schooling, which is still the first academically developed. *Subtractive bilingualism*, instead, means that the second language (the dominant one) gains more influence than the first, hence it gradually replaces it (Cummins, 2001 in Hélot, García, 2019).

In conclusion, concepts of dominant, first, second languages vary according to the "relationship between social power relations, institutional racism, and the under-achievement of minoritized learners" (Hélot, García, 2019, p. 661). Therefore, although studies show that a high competence in the first language results in high competence in the second, not always the US educational system supports the world languages, especially the ones which do not seem to be relevant in the socio-linguistic hierarchy; therefore, it focuses instead on English language teaching and learning (Hélot, García, 2019).

These different ways of representing BE may result in a incomplete portrayal of the 21st century multilingual reality. If at the beginning a monoglossic vision was applied to language education, noway policies developed a heteroglossic vision of BE programs that are appropriate for the linguistic situations of our century.

The twentieth century witnessed the development of BE in two directions: the elite who wanted to have access to other languages, and teaching the dominant language to minority students in order to remove their linguistic deficit (Hélot, García, 2019, pp. 661-662).

In the 1960s, the world witnessed minorities independence and autonomy movements beyond human rights defence. In that context, BE was a product of communities who wanted to teach their children their own language and culture, as a sign of personal identity, in order to have something to be proud

of. When some of the rights were achieved, linguistic abilities were also starting to be used for profit in the market, that is in the context of the new global neoliberal economy[29] which counted on multilingual workers. Therefore, individuals are starting to be involved in the economy and their skills must follow the capitalist market's needs also on a linguistic level in order to cooperate with international corporations, both through English and other languages (Flores, 2013 in Hélot, García, 2019).

However, according to Hélot, García, 2019, many BE programs (such as DLBE in the US and CLIL in Europe) "rely on outdated conceptualizations of bilingualism that favour only the interests of nation-states, and not necessarily those of minoritized communities" (Hélot, García, 2019, p. 662). This might have occurred because children get to learn a second language at school through a standardized project, without developing their home language that they might already speak. Furthermore, as emergent bilinguals often come from war on social inequality contexts, BE must develop in a direction of promotion of "equity among social groups, that is, racial, gender, and labour justice" (Hélot, García, 2019, p. 663).

3.1 BILINGUAL AND MULTILINGUAL EDUCATION IN THE UNITED STATES: THE AMERICAN LEGISLATION ON EDUCATIONAL LANGUAGE POLICY

In this section, an overview on bilingual and multilingual education will be examined, with specifics to the American legislation on educational language policy issues.

Firstly, the following paragraphs will demonstrate how policy interpretation and language orientations might affect individuals; secondly, follow-up history of BE in the US will focus on specific minorities that have struggled to see their cultural traits recognized; thirdly, criticism towards BE policies will be considered: do they promote equity in the educational system or do they marginalize minorities even more?

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[29] Flores, 2013, define global neoliberal economy "on an institutional level neoliberalism can be understood as the coalescing of institutional forces in support of the freeflow of capitalism in ways that benefit transnational corporations and economic elites" (Flores, 2013, p. 503).

Language educational policies affect individuals, their practices and beliefs as they will acquire them during their educational path. Educational policies occur in society at different layers, but, regardless of one's social class, these groups are likely to be interconnected.

Policymakers might influence the perception of the policy itself, as their interpretation will follow their ideals and beliefs in a determined historical context.

The immigration history of the United States witnessed the presence of non-English speakers in the country for centuries. Therefore, the first attempts of bilingual educational programmes are found in the 18th century, when Ohio was the first State adopting an English-German instruction, as German was widely spoken. In addition, the same law was adopted in Louisiana for French and in New Mexico for Spanish (Gándara, Escamilla, 2017).

However, due to an economic regression, those policies that favoured immigrant and minority languages became more restrictive. Also, in the beginning of the 19th century, the Naturalization Act decreed that it was mandatory to be able to speak English in order to become a US citizen, penalising the study of other languages. Moreover, due to World War I, German ceased to be used at school (Wiley, 1998, in Gándara, Escamilla, 2017).

During the first post-World War, languages continued to be repressed because of the "Americanization" of immigrants, hence, both private and public schools adopted only English in their instruction.

Although this approach continued until the 1930s, more and more Spanish speakers were entering the country from the US-Mexico border. At first, children of immigrants were segregated into "Mexican schools" where they were taught English; their level of education was so low that only few of them went to high school (Gándara, Escamilla, 2017).

Therefore, besides historical events their contemporary ideologies, policy interpretation might change from a teacher or administrator to another when the law becomes official, and it may have consequences in their method of work. Thus, when, for instance, the Department of Education offers their policy to each school, teachers might give different interpretations according to their vision on

the issue. For example, an open-minded administrator might implement multilingual programs in the school, whereas a person with no such positive attitude might neglect BE spaces and ignore the existence of language minority communities (Hult, 2014).

Therefore, the role of individuals is a variable that may influence students and the social role of their family other than themselves'; according to Ruíz, 1984, a critical reader of policies ought to distinguish among specific *orientations*[30] of the policy itself. Languages in society may be interpreted with the support of measurable means. For instance, Tauli, 1974, proposes the *interlanguage* approach, consisting of two or more languages that have similar features and therefore can be understood by one another, in order to create communication among people from different communities (Tauli, 1974 in Ruíz, 1984).

However, Ruíz, 1984, identifies three main orientations in which the reader may place themselves when analysing a language policy. They are:

- Language-as-problem;
- Language-as-right;
- Language-as-resource.

Firstly, Language-as-problem might be defined as "language as a social problem to be identified operationally and resolved" (Ruíz, 1984, p. 21). In other words, this definition says that regardless of the negative or positive attitude of the reader, a socio-linguistic problem must be solved as it is seen as problematic and/or threatening for social life.

Secondly, Language-as-right orientation considers language as part of an individual, therefore language is an essential human right that is supposed to exist for each member of any community. Thus, language discrimination might negatively affect many aspect of social life, personal skills, potentiality and capability of the individual (McDougal et al., 1976 in Ruíz, 1984). Therefore, a

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[30] Ruíz, 1984, defines the concept of *Orientation* as: "a heuristic approach to the study of basic issues in language planning [...], a complex of dispositions toward language and its role, and toward languages and their role in society" (Ruíz, 1984, p. 16).

positive orientation towards minority languages and protection of them will bring to a further protection of human rights and the freedom of self-identification.

Thirdly, Language-as-resource's action refers to students' opportunities of learning and engaging with society. Policies may promote bilingualism as a way of developing the students' career opportunities; therefore, linguistic repertoire might be used to create social, psychological, economic opportunities; as alleviation for conflicts among communities, realisation of non-English speakers' role in society and to give importance to cooperation on a language planning level to better develop personal skills (Ruíz, 1984). Also, additional language(s) known by the students can support their knowledge in content learning (Hult, 2014).

These orientations towards BE programs have been differently considered over the decades in the American school system, according to each historical context.

In conclusion, policies are strictly related to education. Policymakers and teachers have a direct influence on students' way of perceiving the world, both on a social and political level; furthermore, they might be able to shape students' future opportunities according to their attitude towards programmes that promote multilingualism and equity. Hult, 2014, claims that teachers should be aware about fundamental aspects that characterize language education policy: "Classrooms are spaces where multilingualism and politics intersect [...]; [the nature of the policy] implicit/explicit, unofficial/official, local/regional/national; [implement] policies as well as [make] their own classes policies; [interpret] policies; [make] connections between policies and pedagogy" (Hult, 2014, p. 26).

The history of bilingual education in the United States has been testified by scholars who in turn have, or have not in some cases, personally experienced this type of education. For instance, Ofelia García and Nelson Flores witnessed the change of BE in the US by living it and they described the divergences between the present and the past (Flores, García, 2017).

Firstly, during the time of the Civil Rights Movement[31] and the War on Poverty[32] which took place between the 1950s and the 1960s, minorities in schools were marginalized by the systems.

Therefore, at the beginning, bilingual education struggled to find its place within the educational system. BE programmes were addressed to minorities that did not fully participate in all the school programmes; hence, they were seen as marginal study paths destined to certain communities (Flores, García, 2017).

Consequently, bilingual education in the US has witnessed many different approaches, among which, *transitional bilingual education* and *dual language bilingual education*.

The first approach aimed to transition from the student's home language to the dominant language, in order to enhance their literacy and content-area instruction in the school monolingual environment. This approach has been criticized as it appears to reinforce the political ideology of assimilation that nowadays scholars and educators want to avoid, especially as it affects lower socio-economic classes (Wright, Baker, 2017).

The second approach was developed in the 1960s; minority and majority languages alternated instructions during school periods, and content is at the centre of language learning and development. Therefore, a balance was found among bilingualism and biliteracy across the curriculum, whose goals were to have students learn both languages in a spontaneous way (Wright, Baker, 2017).

Moreover, Flores, García, 2017, and many other Latinx teachers started to realise that they wanted to establish a sense of cultural pride in Latinx and other minority students, beginning from the study of their language of origin. However, the federal government kept a conservative position for decades; therefore, BE policies were not promoted or protected.

Thus, society was starting to express its concern on the issue because the US socio-historical context was about to change. However, people would see non-native English speakers as a disadvantaged

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[31] "The Civil Rights Movement was a struggle for social justice that took place mainly during the 1950s and 1960s for Black Americans to gain equal rights under the law in the United States" (source: https://www.history.com/topics/black-history/civil-rights-movement).

[32] "In March 1964, Johnson introduced the Office of Economic Opportunity and the Economic Opportunity Act during a special message to Congress. He'd hoped to help the underprivileged break the poverty cycle by helping them develop job skills, further their education and find work" (source: https://www.history.com/topics/1960s/great-society#section_2).

category of society; therefore, multi/bilingual programs began to appear in the following decade (Ruíz, 1984).

Secondly, BE started to look important on an economic and political level when people in power realised that languages might have positively enhanced international trade. Therefore, from the mid-60s, "boutique programs" were founded in order to enlarge business in other countries, and in order to do this, bilingual people were needed (Flores, García, 2017).

Duchêne and Heller, 2013, introduced the concepts of "pride and profit": these ideologies attempted to use languages other than English in the commercial sector, hence, to increase profit in a capitalist context through a pride to come from another country (Duchêne and Heller, 2013 in Flores, García, 2017).

However, Flores and García reckon that neither pride or profit would improve communities' living conditions or academic achievements. Barriers with minority communities go beyond marketing strategies, hence, more attention must have been given to programmes that strive for equity, cultural barriers downfall and second-class concept destruction within society (Flores, García, 2017).

Furthermore, according to scholars, the Civil Rights Movement resulted in a new form of *racial formation*: instead of distancing White supremacy from the inferiority that the Black community had to face throughout the century, it brought to light further issues in US society.

Particularly, Black children psychologically suffered from segregation; therefore, education inequality was seen as a feature rooted in their existence, and it was necessary to revise the concept of equity in education in order to offer the same rights regardless of their position in society (Aggarwal, 2016 in Flores, García, 2017).

Interestingly enough, if the Black community was discriminated against for historical issues of segregation and racial differences, the Latinx community discerned because of linguistic differences (Contreras, Valverde, 1994 in Flores, García, 2017). Therefore, because of language issues among others, 87% of Puerto Ricans quit education before high school in 1960 (García, 2009 in Flores, García, 2017).

Hence, at this point, bilingual education was necessary to cancel or at least to reduce the gap of power between the White supremacy and the other communities. Through BE, institutions as National Education Association (NEA) and publications as Bilingual Education Act (BEA), aimed at the equity of the US educational system for Spanish-speaking children (Flores, García, 2017). However, the Bilingual Education Act was one of the first real programmes for non-native English speakers, hence, students would still be considered to have a handicap to overcome (Ruíz, 1984) and bilingual programmes were starting to be adopted by schools again (Gándara, Escamilla, 2017).

BE was starting to be supported also because of the psychological conditions that minorities have been led to following their conditions of marginalisation. Self-esteem was one of the aims of these programmes; activists and teachers wanted BE to be a safe place for students, where they could be in contact with their home culture and their language without feeling discriminated against or lacking in something.

However, institutional racism continued existing throughout in the 1970s, when BE turned into a pretext which involved marginalisation and racism in the educational field.

On a socio-political level, a part of people believed that BE would have destroyed inequality which the minorities always had to deal with; on the other hand, some people suggested that by highlighting these differences, students would be identified as deficient in the dominant language knowledge. However, at the beginning, these programmes' goals were to also improve the students' performance in English through their mother tongue (Flores, García, 2017).

Generally speaking, the 1970s have been characterized by studies and consideration on BE on a federal level. For instance, the Center for Applied Linguistics, Office of Civil Rights, courts, etc. supported the purposes of bilingual education (Flores, García, 2017).

Furthermore, studies on motivation in class began to be researched by scholars; Von Maltitz, 1975, for instance, claimed that self-esteem is necessary for learning in class and that participation automatically produces learning. Also, with socialization students might be stimulated in their learning beyond developing their integration as members of society (Von Maltitz, 1975 in Flores, García, 2017).

Consequently, teachers from Latinx origins began to be hired in schools, and the education experience started to be more miscellaneous. Yet, White supremacy was long to be dismantled, but at least students' identities started to be recognized (Flores, García, 2017).

Furthermore, in 1974, another important document was officially released after *Lau Vs Nichols*[33] case, solved by Douglas, and the Supreme Court Of The United States. *Lau Vs Nichols* claimed that students must have the same right to access education through books and texts; teachers must provide the appropriate means for students (instructoris, tutors…) whose mother tongue is not English, as they cannot be expected to become proficient speakers in the short time (Ruíz, 1984). In order to identify the best means of reaching such purposes, *Lau Regulations* ought to "determine when those services are no longer needed and the students can be taught exclusively in English" (Hufstedler, 1980, p. 66 in Ruíz, 1984).

Therefore, this was a great victory for the emerging bilingual population, as their needs as individuals had been recognized (Bybee, Henderson, Hinojosa, 2014).

Also, political acts attacked BE by conspiring against Black and Latinx communities especially. The political counterpart would critique bilingual education's purposes by saying it would be a danger for national unity, until the point that, in 1983, a senator of California banned BE in public school establishing English as the Official Language of the United States. The Amendment did not have a large success, and it died with the 97th congress (Crowford, 2000). Up until this time in history, language policies would reflect the US ideologies towards multilingualism, hence they would manifest a negative attitude towards phenomena of change in the society. On the other hand, these monolingual policies might not reflect the communities' use of their language in everyday life, hence, not describing the part of society in object (Hult, 2014).

However, in the 1980s, bilingual programmes started to obtain more fundings and recognition, parents would send their children to bilingual schools, thanks to the choice market in this sector would give; research kept growing and in the 1990s bilingual immersion programmes were given space as well. In 2002, No Child Left Behind named official the *English Language Acquisition, Language*

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[33] Full text: https://tile.loc.gov/storage-services/service/ll/usrep/usrep414/usrep414563/usrep414563.pdf

Enhancement and Academic Achievement Act for which students must reach native-like proficiency in English, with the help of social and scholastic systems (Flores, García, 2017).

Nowadays, BE in the United States does not seem homogenous because of the different cultural and historical issues in the country. Yet, bilingualism is more and more emergent and appealing for people; hence, according to each State's educational policies, bilingual programs are being developed in schools, both English programs for non English-native speakers and other languages programmes which English-native speakers can engage to become bilingual, and bicultural, in their turn (Bybee, Henderson, Hinojosa, 2014).

However, after a great deal of research and field testing, this approach turned into *translanguaging*, (García, 2009 in Wright, Baker, 2017) which will be examined in the next chapter, that reduces the compartmentalization that characterizes dual language education, giving more freedom and spontaneity to the language learning and teaching, maximizing students' linguistic and cognitive resources (Wright, Baker, 2017).

The role of bilingual and international schools started to become central when the elitist part of society wanted their children to learn additional languages with the aim of becoming an integral part of the new globalized system. Therefore, investing in multilingualism with an economic-oriented perspective seems to have been the main reason for private bilingual schools to grow (Wright, Baker, 2017).

Despite the initial challenges that a bilingual programme might face, the results of this innovative form of education almost immediately shows its advantages.

Research and analysis found that bilingual programmes are more effective than monolingual, and long-term bilingual programmes have more positive outcomes in biliteracy than short-term, as languages co-exist for a longer time in a dynamic context (Wright, Baker, 2017).

Furthermore, in order to reach the programme's goals, some crucial elements must be considered.

Firstly, the school staff must be effective and professional, according to the school's criteria, among which language proficiency, to be open to multiculturalism, to have a positive attitude to minorities, to be inclusive and to be willing to collaborate with families and communities. Secondly, a bilingual school must meet the following requirements: it must be able to achieve high biliteracy and multiliteracy standards through skills development, to lead learning across the curriculum and to empower students to be involved in the society and to gain employment (Wright, Baker, 2017). Thirdly, the collaboration between the school and students' families and communities is fundamental for students' education development, as their involvement in the school's objective might empower the programme and the courses themselves (Arias, 2015 in Wright, Baker, 2017).

Exploring the multiple ways languages can be used in the classroom gives also opportunity to students and teachers to experiment code-switching (and translanguaging) techniques in order to maximize students' learning and self-expression (Wright, Baker, 2017).

Generally speaking, bilingual education in the US changed according to the historical period and the contemporary socio-political and economic issues.

Nowadays, language rights are protected by regulations and policies; however, it is still a common thought that bilingual education's purpose is only used to teach English and not to educate students in two or more languages (Gándara, Escamilla, 2017).

The demographics of bilingualism in the US show that today "more than 60 million people, [...], use another language at home" (Gándara, Escamilla, 2017, p. 443).

Bilingualism and cross-cultural competence has developed in the country, also thanks to the change occurring in the country on a socio-economic level (Gándara, Escamilla, 2017).

In the US, the majority of people that have a limited proficiency in English speak Spanish; therefore, bilingual education programmes have developed around Spanish in order to respond to the needs of the whole society, especially to the members who have the right to be provided with equal education opportunities access. These education programmes are called *transitional bilingual education* (TBE) and their aim is to gradually shift content from a language to another (generally from Spanish to English), however the final goal is to learn English (Gándara, Escamilla, 2017).

TBE programmes have been criticized because of their assimilationist features in their plans; they do not develop bilingualism or biletracy as students tend to lose their native language as multicultural competencies are not developed (Gándara, Escamilla, 2017).

Furthermore, there are *Dual Language Education* programmes that are divided into three subcategories: those who aim at the home language development and maintenance; two-way immersion programmes; immersion in a language different from English (Gándara, Escamilla, 2017).

Unlike TBE, dual language education programmes' plan is to develop bilingualism as well as biliteracy, academic achievement and cross-cultural competence. In addition, these programmes are designed not only for non-English native speakers, but also for native English speakers who want to expand their linguistic repertoire (Gándara, Escamilla, 2017).

Furthermore, recent studies showed that bilingual classes, particularly dual language education ones, performed better than students in monolingual classes. The outcomes, according to Bialystock, 2001 (in Gándara, Escamilla, 2017), are due to greater cognitive flexibility, working memory and executive functioning, for instance, concentration. In addition, Portes and Hao, 2002 (in Gándara, Escamilla, 2017) found that family relations tend to be more cohesive and that behavior issues at school do not occur that often. Also, Santibañez, Zárate, 2014 (in Gándara, Escamilla, 2017) conducted a research that showed students who maintained their bilingualism in high school are more likely to go to college and Rumbaut, 2014 (in Gándara, Escamilla, 2017), demonstrated that these subjects are less likely to abandon their studies in high school and in college. Furthermore, after graduation, bilinguals would earn more than monolingual speakers (Agirdag, 2014 in Gándara, Escamilla, 2017).

Finally, these studies show how bilingual education is fundamental for individuals and society under many perspectives, considering bilingual programmes not only to improve students' English proficiency but also to have a broader impact on emergent bilingual speakers. This approach works if "educators are concerned about cognitive growth, reading ability, social adaptation, drop out, college-going, or eventual earnings, the research is all pointing in the direction of bilingual instruction and especially those programs that offer strong models of both languages" (Gándara, Escamilla, 2017, p. 447).

Over the past 20 years, the US education system has developed a framework, provided by the Common Core State Standards (CCSS), the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (SBAC), initiatives that collaborate to provide a framework to "prepare students for life after high school whether in college or in the workforce" (Gándara, Escamilla, 2017, p. 448). Also, their implementation might improve the US assessment in the international ranking, as the States who applied these projects need to meet specific common standards (Gándara, Escamilla, 2017).

However, because of the past laws against bilingualism development at school, fully qualified teachers are hard to find and bilingual education risks not to be implemented properly because of continue debates about immigration and assessments, although it is observed that students, families and communities are more and more involved and interested in bilingual education practice for their children (Gándara, Escamilla, 2017).

In conclusion, bilingual education developed on a line that focused on students' self-esteem and integration in society, and also on an economic-interest level.

Therefore, different language education dynamics are needed to enhance social educational opportunities for minorities, which do not only focus on language itself, but also on the perspective of placing different communities on the same social layer. In other words, language education may act as a treatment of giving the same importance to all the people in the nation.

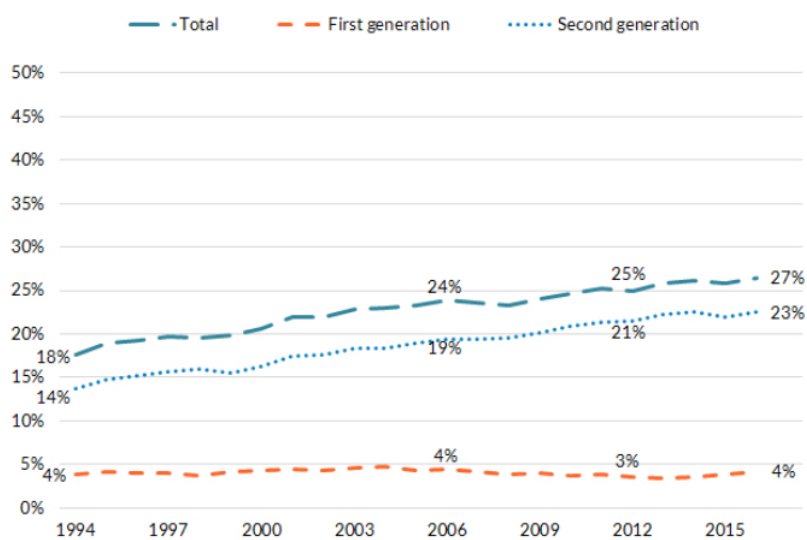## 3.2 BILINGUAL AND NON-ENGLISH SPEAKER STUDENTS IN THE AMERICAN SCHOOL SYSTEM

In this section, data on bilingual and non-English speaker students will be presented.

Firstly, official data on immigrant students will be shown,with their country of origin and the language(s) they speak; secondly, an analysis on their distribution in the US public schools will be conducted; thirdly, a focus on New York State data will be introduced, as CUNY-NYSIEB project (object of bilingual education in the the next chapter) pursues BE's aims in this State.

Population in the United States is diversified: many different ethnicities live in the 50 States, and statistics show how the variety changes according to the place and time research investigates.

In this research, only data regarding children (0-17 years old) will be examined, as the focus is on bilingual education at school.

Graph 5 - Percentage of U.S. Children Younger than 18 who are immigrants, by Generation: 1994 - 2017
(Child Trends, 2018[34])

Graph 5 shows a trend in immigrant children that increased from 1994 to 2017. As previously mentioned, a distinction is made according to the child's generation, first or second, according to the parents' place of birth. In general, during these 23 years, the percentage of immigrant children had an increase by 51%, reaching 2.9 million first-generation and 16.7 million second-generation.
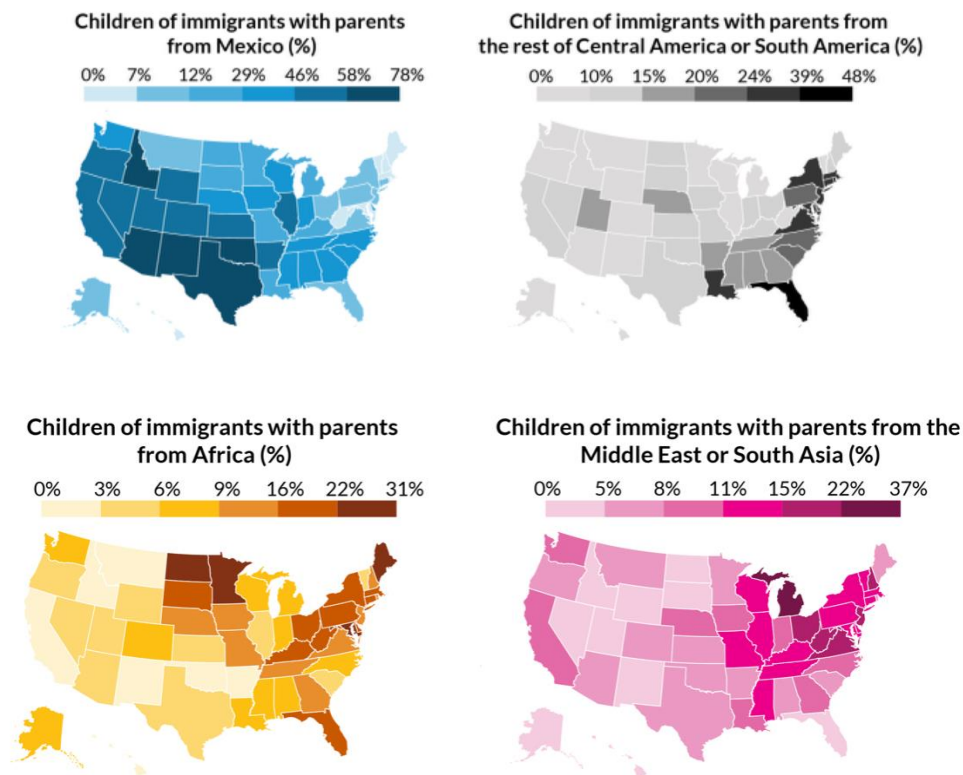
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[34] Source: https://www.childtrends.org/?indicators=immigrant-children

Furthermore, first-generation children's percentage peaked in 2005 (4,1%) and it started decreasing in 2007 (4,0%).

Second-generation children have always been more than first-generation and, in 2017, second-generation has outnumbered the first, by 23% against 4% (Child Trends, 2018).

Furthermore, it is interesting to notice the differences by country of origin of immigrant children. Therefore, over 18 millions children in the US have an immigrant background, so they have at least one foreign-born parent. Some States have been the main destination for immigration, and different nationalities spread in specific US areas (Urban Institute - Lou, Adams, Bernstein, 2019).

In 2017, the Share of Children of Immigrants with Parents from Various Parts of the World Differed Across Regions of the US

Children of immigrants with parents from East or Southeast Asia (%)

0% 9% 15% 20% 26% 56% 83%

Children of immigrants with parents from Europe, Canada, Australia, or New Zealand (%)

0% 8% 13% 19% 26% 34% 62%

Source: Urban institute calculations using Census Bureau American Community Survey data.
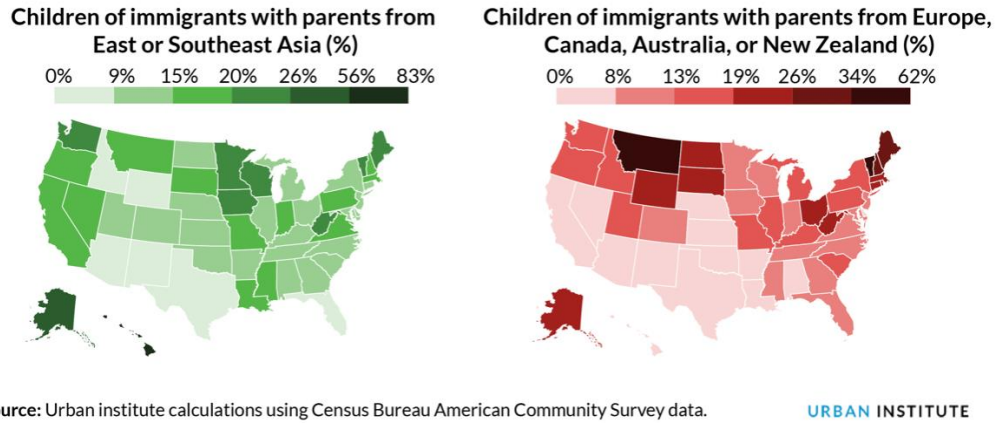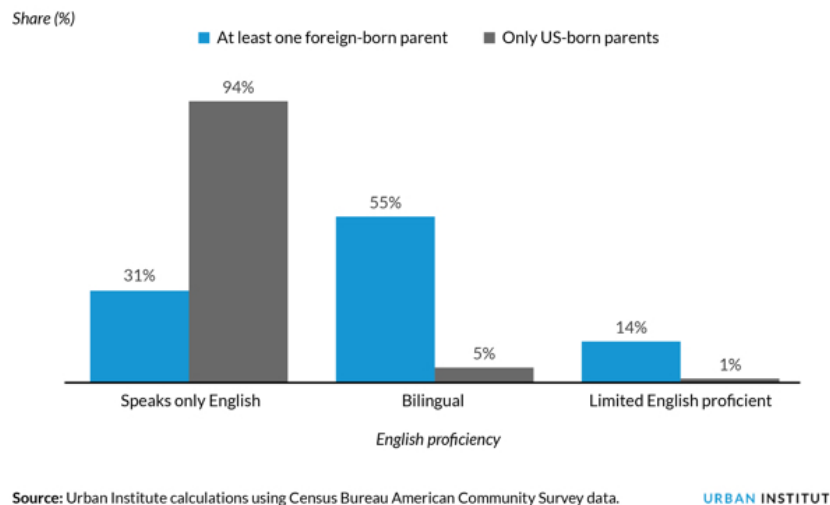
URBAN INSTITUTE

Graph 6 - 2017: The share of children of immigrants with parents from various parts of the world differed across regions of the US (Urban Institute - Lou, Adams, Bernstein, 2019[35]).

Mexico is the country of origin from where most of the immigrant population comes from (38%), followed by India, China and the Philippines. As Graph 6 shows, immigrants with Mexican origins tend to move to western States, whereas those from Central and Southern America are more likely to move to the Eastern coast (Urban Institute - Lou, Adams, Bernstein, 2019).

In 2017, More Than Half of Children of Immigrants Were Bilingual, a Much Higher Share Than Children with Only US-Born Parents

Share (%)

■ At least one foreign-born parent   ■ Only US-born parents

Speaks only English: 31% / 94%
Bilingual: 55% / 5%
Limited English proficient: 14% / 1%

English proficiency

Source: Urban Institute calculations using Census Bureau American Community Survey data.

URBAN INSTITUTE

Graph 7 - Only-English speakers, Bilinguals and Limited English proficient speakers in the US in 2017 (Urban Institute - Lou, Adams, Bernstein, 2019).

[35] Source: https://www.urban.org/features/part-us-data-driven-look-children-immigrants

Graph 7 illustrates the share of children who speak more than one language, only English or who have limited English proficiency, comparing those who have US-born parents and at least a foreign-born parent. Data show that 14% (2017) of immigrant children's parents had a limited proficiency in English; therefore, difficulties in obtaining a job, buying a house and guiding their children's education might present with a lack of knowledge of the language. However, children of immigrants may attain advantages such as bilingualism, a benefit that children who have only-English speaking parents do not seem to obtain; besides, not only will it be revealed as a personal skill, but also it will be "a potential advantage in an increasing global economy" (Urban Institute - Lou, Adams, Bernstein, 2019).

Besides, school-age students (5-17) who speak more than a language constitute 85% of those born in the US (Zeigler, Camarota, 2018).

Home language	Number of ELL students	Percentage distribution of ELL students[1]	Number of ELL students as a percent of total enrollment
Spanish, Castilian	3,749,314	74.8	7.6
Arabic	136,531	2.7	0.3
Chinese	106,516	2.1	0.2
English[2]	94,910	1.9	0.2
Vietnamese	77,765	1.6	0.2
Somali	41,264	0.8	0.1
Russian	36,809	0.7	0.1
Portuguese	33,252	0.7	0.1
Haitian, Haitian Creole	32,655	0.7	0.1
Hmong	32,174	0.6	0.1

[1] Detail does not sum to 100 percent because not all categories are reported.
[2] Examples of situations in which English might be reported as an ELL student's home language include students who live in multilingual households and students adopted from other countries who speak English at home but also have been raised speaking another language.
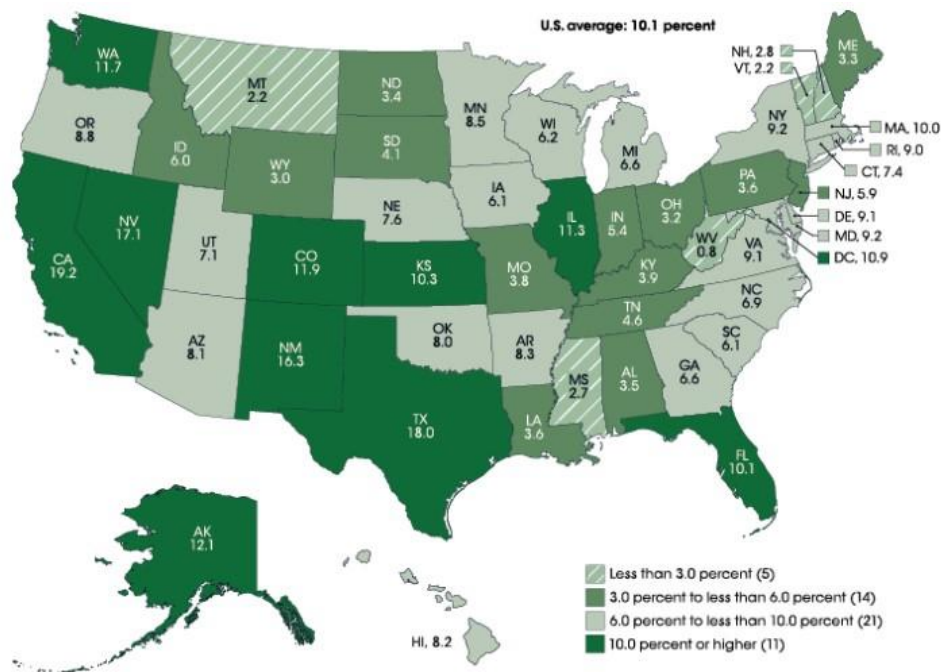SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 141, Data Group 678, extracted August 30, 2019; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2017–18. See *Digest of Education Statistics 2019*, table 204.27.

Table 4 - Table 1. Number and percentage distribution of English language learner (ELL) students in public schools and number of ELL students as a percentage of total public school enrollment, by the 10 most commonly reported home languages of ELL students: Fall 2017 (National Center for Education Statistics, 2020[36]).

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[36] Source: https://nces.ed.gov/programs/coe/indicator_cgf.asp

Table 4 shows the most spoken languages in the US by English Language Learners (ELL). Spanish is the first language spoken by 3.7 million of non-English speaking students in 2017, followed by Arabic and Chinese. English is at the fourth place probably because children are raised in a multilingual household where also English is spoken (National Center for Education Statistics, 2020).

Therefore, to meet the requirements of high level of English, expected from the school system, programmes for learning English as a second language have been developed in schools. In the next figure, data on English learners in public school might suggest in which States this policy is particularly required in order for them to achieve standard language and academic content at the same level of native-speakers (National Center for Education Statistics, 2020).

NOTE: Categorizations are based on unrounded percentages.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2017–18. See *Digest of Education Statistics 2019*, table 204.20.

Figure 2 - Percentage of public school students who were English language learners, by state: Fall 2017 (National Center for Education Statistics, 2020).

Figure 2 shows the distribution, by State, of public schools where English language learners study. California is the first State with the higher number of ELL (19%), followed by Texas (18%) and Nevada (17,1%).

As the next paragraph will focus on student data in New York State, it may be useful to know that the share of ELL in public schools is 9,2% (National Center for Education Statistics, 2020).

 Besides, data reveal that ELL are more likely to live in cities rather than in rural areas and that the most ELL are enrolled at elementary school (Bialik, Scheller, Walker, 2018[37]).

As translanguaging in the US is mainly applied in the New York State, where CUNY-NYSIEB strives for bilingual education in schools, the next paragraph will focus on data describing the bilingual context in this State.

Within a total of 2.598.921 K-12[38] Public school students in New York State, the majority is labelled as White ethnicity, followed by Hispanic or Latino, Black or African American, Asian or Native Hawaiian/other Pacific Islanders, Multiracial and American Indian or Alaska Native (New York State Education Department).

Focusing on elementary school data, it appears that this pattern reflects the multi-ethnic situation at elementary schools as well, although in some schools it seems that Hispanic or Latino ethnicity overtakes or equals the White one[39] (New York State Education Department).

Besides, the most spoken languages in New York State other than English seem to be Spanish, Chinese and Russian, as it is shown by Graph 8 (Statistical Atlas, 2018).

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[37] Source: https://pewrsr.ch/2EAPAnV

[38] From kindergarten to 12th grade.

[39] Source: https://data.nysed.gov/
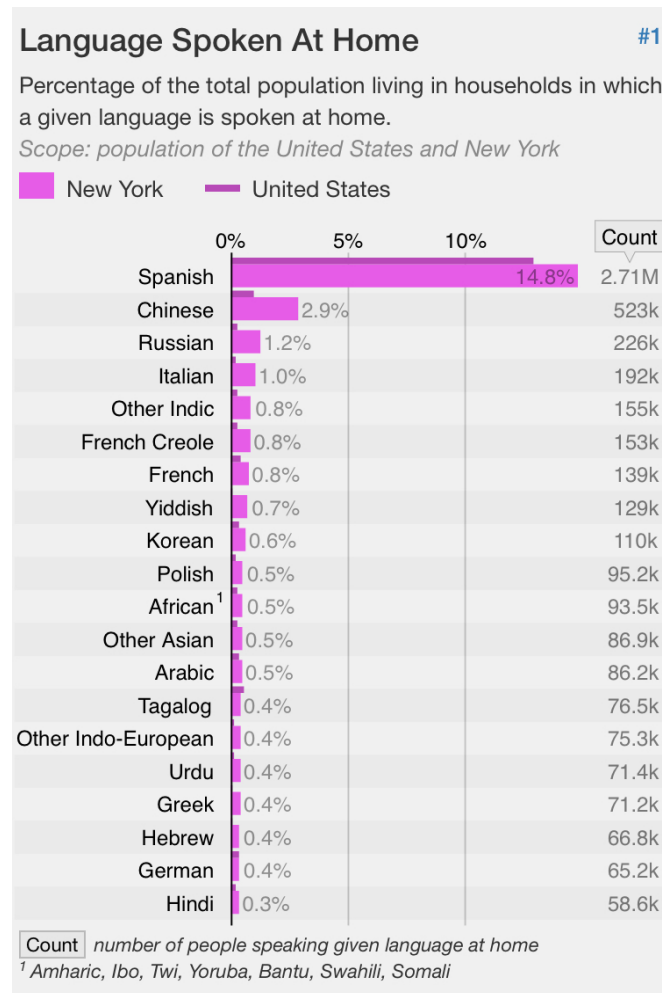
Graph 8 - Languages spoken at home in New York State (Statistical Atlas, 2018[40]).

Therefore, a multilingual or bilingual education programme should reflect the linguistic situation of the class, which in this case might involve English, Spanish and all the other languages of the class (Statistical Atlas, 2018).

The teachers should be aware of these data because they need to be prepared for the situation they might find in the class, so that they can build a form of teaching suitable for the cultural and linguistic variety of the group.

In conclusion, the last section of this chapter analysed the concept of bilingualism in the US context and its legislation and policies on the issue, through their history and different visions of

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[40] Source: https://statisticalatlas.com/state/New-York/Languages

multilingualism. Also, data on students from a bilingual background have been examined in order to understand how and which the languages of the class might be relevant for the concrete application of an innovative bilingual education method.

CHAPTER 4

4.   THE TRANSLANGUAGING APPROACH

Chapter 4 will investigate the translanguaging approach application in different contexts, it will exame its processes and results involving students, teachers, researchers and other subjects.

Firstly, translanguaging approach will be defined, its origins will be considered as well as its correlated concepts, strategies and purposes of bilingual and multilingual educational, linguistics theories that influence the vision of language skills development, as well as students' linguistic proficiency and performance.

Secondly, a deeper analysis will be conducted on the role of translanguaging practice on social justice, especially on the students' socioemotional well-being level inside and outside the classroom. Thus, this perspective will give an overview on educational access within a socio-political and economic learning context; in addition, power-based relations among languages will be examined as well as language hierarchies that might have an impact on students' language awareness.

Thirdly, criticism on translanguaging practices will be considered, as different ideologies are opted by scholars to explain their perspective of multilingual education methods, influencing the application of multilingual tasks and skills development.

4.1 DEFINITIONS AND STATE OF THE ART

The first section of Chapter 4 will introduce the concept of the translanguaging approach with its definitions and correlated concepts.

Firstly, the origins of translanguaging will be considered, including its etymology and the different aspects that characterized this multilingual approach in the past compared to the present use. Therefore, definitions of translanguaging by scholars will be provided, and correlated concepts will be introduced.

Secondly, translanguaging strategies and purposes will be examined, as well as how to develop skills and knowledge with translanguaging, in other words, how to encourage students to make critical metalinguistic comparisons between languages.

Thirdly, the different visions promoted by structural linguistics and linguistics in a post-structuralism perspective will be analysed, as their ideologies differ on a language concept level.

Thirdly, levels of translanguaging and translanguaging corriente will be described by scholars, who also define how to distinguish between students' proficiency and performance.

The concept of *translanguaging* first appeared in the academic environment in the 1990s, when the Welsh pedagogist Cen Williams coined the term *trawsieithu*, to suggest an educational approach used in a Welsh-English bilingual setting. At first, it consisted of explaining a content in a language, and then the same content should have been elaborated in another language by the students (Williams, 1994, 1996 in Carbonara, Scibetta, 2020).

However, the term *translanguaging* officially appeared with this name in academia when Colin Baker published the volume *Foundation of Bilingual Education and Bilingualism* in 2001 (Lewis, Jones, Baker, 2012 in Carbonara, Scibetta, 2020, p. 46).

So, how could translanguaging be defined nowadays? Scholars have given multiple interpretations that contributed to build a complete definition of the concept of translanguaging.

For instance, Canagarajah, 2011, claims that translanguaging practice is a process in which the usage of multiple languages and communication are integrated; García, 2009, says that beyond the practices of the language speaker, translanguaging might enhance the usage of multiple languages, even simultaneously. Furthermore, García, Li Wei, 2014, add that cognitive and social features inherent to the speaker, might reinforce the strategic employment of languages within the dynamic communication process (Canagarajah, 2011; García, 2009; García, Li Wei, 2014 in García, Johnson, Seltzer, 2017).

Therefore, according to the definition provided by García, Johnson, Seltzer, 2017, "A translanguaging classroom is a space built collaboratively by the teacher and bilingual students as they use their different language practices to teach and learn in deeply creatively and critical ways" (García, Johnson, Seltzer, 2017, p. 2), translanguaging classroom should be a usual bilingual environment, where bilingualism is enhanced by educators who leverage students' language practices as they develop academic content and reach national language standards. Plus, García, Kleyn, 2016,

underline the most important aspect of this practice: it is not a *named language[41]*, as English or Spanish are, but it is a unique language system used by speakers to express themselves (García, Kleyn, 2016 in Carbonara, Scibetta, 2020).

Therefore, García, Li Wei, 2014, provide seven translanguaging's objectives whose strategies must be enhanced by teachers:

1. Identifying students' linguistic peculiarities and adapting communicative practises according to the class (monolinguals, bilinguals, emergent bilinguals…)

2. Establishing a common background knowledge, shared with all the members of the class. Beyond shared knowledge, also languaging modalities, plurilingual elements, interpretation and creation of meanings are fundamental for this goal.

3. Enhancing comprehension, socio-political commitment and critical thinking for a deep awareness of any theme the teacher suggests.

4. Raising metalinguistic awareness and enhancing cross-linguistic transfer through plurilingual showcases, textual analysis, observations on false friends and on morpho-syntactic processes.

5. Developing a cross-linguistic flexibility, through multiple languages, media, translation from oral to written texts and vice versa.

6. Affirming minority students' linguistic and cultural identity, so that they can feel fully involved in their educational process.

7. Dismantling language hierarchies based on social and linguistic-cultural discriminations. (García, Li Wei, 2014 in Carbonara, Scibetta, 2020).

However, García, Johnson, Seltzer, 2017, focus on four main purposes for the translanguaging practice:

1. Supporting student engagement with complex content and texts;

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[41]Otheguy, García, Reid, 2015, claim that "a named language cannot be defined linguistically,

cannot be defined, that is, in grammatical (lexical or structural) terms. And because a named language cannot be defined linguistically, it is not, strictly speaking, a linguistic object; it is not something that a person speaks" (Otheguy, García, Reid, 2015, p. 286). In other words, they define *named languages* as speakers' socio-political constructs for which mere grammatical analysis is limited for the explanation of a broader theoretical concept, that includes elements around the language itself, for instance the culture, socio-political and economic environment.

2. Providing opportunities for students to develop linguistic practices for academic contexts;

3. Making space for students' bilingualism and ways of knowing;

4. Supporting students' bilingual identities and socioemotional development.

Firstly, supporting students' engagement with complex content and texts means enhancing their *bilingual zone of proximal development* (Moll, 2013 in García, Johnson, Seltzer, 2017) which is strictly related to the concept of *zone of proximal development* by Vygotsky, 1978. Vigotsky claimed that the *zone of proximal development* could be defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

Hence, collaboration with teachers and peers is a key element to enhance bilingual skills in students; this method allows students to learn more than they would do on their own because students are supervised not only by their teachers, but also by their classmates, who can share their knowledge and build a class shared knowledge repertoire.

When this collaboration involves the use of languages, the *bilingual zone of proximal development* can be enhanced by interaction among the class: the teachers should encourage activities involving group work, communication and idea-sharing. In order to reinforce and assess students' general linguistic and language-specific performance (see later in the chapter), the class should be divided into heterogeneous groups so that to benefit and to learn from a varied range of language skills shared within the class (García, Johnson, Seltzer, 2017).

Moreover, skills and knowledge might be developed *interpersonally* and *intrapersonally*. When learners expand their knowledge *interpersonally*, they make relationships with other students whose language repertoires correspond to theirs, in order to deeply understand complex texts. On the other hand, when knowledge is developed *intrapersonally*, students need to be supported in using all the resources from their linguistic repertoires; hence, dialogues with peers might encourage the understanding of new concepts. In this way, students can overcome their silence because they have the opportunity to engage with complex texts through collaboration with the class and its repertoires (García, Johnson, Seltzer, 2017) .

The benefits students receive from this approach are related to concepts of social justice, which will be next discussed in this chapter.

The linguistic flexibility of using multiple languages to discuss, define concepts, make connections, understand content and share ideas, might reflect on the dynamic language use of the bilingual communities that can be translated in the academic environment. The second point of translanguaging purposes refers to opportunities to develop language practices on an academic level; therefore, students need to be encouraged to know and to use all of their languages discourse features: lexicon, syntax, grammar, etc. so that they become able to make connections and comparisons between languages (García, Johnson, Seltzer, 2017).

The third aim of translanguaging concerns bilingual students' ways of knowing. Fostering *critical metalinguistic awareness* is crucial to understand communication in different social contexts, as social, political and ideological aspects are meaningful for language discourse as well (Fairclough, 1995 in García, Johnson, Seltzer, 2017). In addition, this awareness might foster students' expressive potential on a language choice level because they personally engage content with ways of knowing, beyond creating their own bilingualism (García, Johnson, Seltzer, 2017).

The last translanguaging purpose, described by García, Johnson, Seltzer, 2017, supports students' bilingual identities, as well as their socioemotional development, for a future-oriented social justice vision of bilingualism. Active participation is indispensable to demonstrate that linguistic and cultural practice are crucial elements for the creation of a multilingual environment; furthermore, students themselves might realize that their linguistic and cultural practices are valuable and not lacking, allowing silent voices to rise and to contribute with new perspectives (García, Johnson, Seltzer, 2017).

Therefore, although translanguaging often appears in the educational environment, it can be applied in communities' everyday experiences and situations. Language dynamics in society are complex, but translanguaging supports the research around the alternations between languages and varieties in a discourse (*code-switching*) in relation to multilingual speakers (García, 2009 in García, Johnson, Seltzer, 2017). Furthermore, translanguaging embraces the concept of linguistic and cultural identity development "to keep a *linguistic ecology* for efficiency, equity and integration, and responding to both local and global contexts" (García, 2009, p. 119 in Carbonara, Scibetta, 2020).

It is indispensable to underlie what it is meant by *linguistic ecology*. Linguistic ecology is one of the main elements that characterize translanguaging theories; its approach was described by L.-J. Calvet in its volume *Pour une écologie des langues du monde* (1999)[42]. Calvet claims that the term was first introduced by E. Haugen, 1972, based on the study of relationships and interactions among languages, external environment, sociology and psychology within a communicative situation (Calvet, 2006; Haugen, 1972 in Carbonara, Scibetta, 2020).

However, Haugen's definition of linguistic ecology did not include any central aspects that, instead, are more than relevant in nowadays conception of interaction among languages. Ludwig, Mühlhäusler, Pagel, 2018, add that languages are essential elements for their dynamic role in the contemporary historical and socio-cultural system, which might change according to their place and time (Ludwig, Mühlhäusler, Pagel, 2018 in Carbonara, Scibetta, 2020).

In addition, Hult, 2013, considers the issue from a sociolinguistic perspective, claiming that linguistic ecology should be considered by numerable points of view: from international to national, from regional to local and individual, in order to provide the same opportunities and resources also to minority languages speakers within the educational environment. Consequently, if linguistic ecology reflected the main language speakers' mindset, the risk of dominant languages imposition on minority languages could be limited (Hult, 2013 in Carbonara, Scibetta, 2020).

Therefore, García, Johnson, Seltzer, 2017, declare that linguistic ecology (or, as they define it, *multilingual ecology* - including interaction with families and communities, as well as with students' languages), along with students-teachers collaboration, might foster a dynamic translanguaging practice to be designed in the classroom space, through translanguaging unit plan, instructional design cycle and pedagogical strategies (see later in the chapter). Multilingual ecology can be developed in the class by language practices which are relevant in the students' learning process. For instance, teachers might hang posters, create charts, add magazines in all the languages of the class, encourage reading and writing in multiple languages, use Internet resources such as videos, songs, images and dictionaries. These practices are important to make the student feel welcomed and valued not only in the class, but also in the society (García, Johnson, Seltzer, 2017).

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[42] This volume was translated in English in 2006 with the title *Towards an Ecology of Word Languages,* Polity Press, Cambridge (Carbonara, Scibetta, 2020).

Furthermore, translanguaging includes further notions within its definition; for instance, García, Li Wei, 2014, define the concept of *languaging*. *Languaging* can be designated as the result of people's language use in interaction and meaning-making, through which they are able to elaborate their own life experiences. Swain, 2006, declares that the language acquisition process involves a cognitive activity, which results in critical thinking formulation through language production (García, Li Wei, 2014; Swain, 2006 in Carbonara, Scibetta, 2020). Therefore, *languaging* ability does not seem to follow independent fixed rules, but it appears to be a process associated with the semiotics abilities and cultural experience of the individual, according to their power in a determined situation (relation of power, inferiority, resistance or action towards the interlocutor) (García, Li Wei, 2014 in Carbonara, Scibetta, 2020).

Therefore, this *languaging* discourse opens a discussion on the idea of language as an unstable and flexible feature and its deconstruction as a fix and immovable aspect of human beings. Specifically, structural linguistics concept contrasts with post-structuralism in linguistics which considers languages as a rigid linguistic system whose minimal language unit can be objectively analysed[43] (De Mauro, 1967 in Carbonara, Scibetta, 2020).

On the other hand, the philosophy behind post-structuralism approaches language theories according to Michel Foucault's ideology (Foucault, 1975, 1980 in Carbonara, Scibetta, 2020) for which unequal relations of power among speakers in society might determine the way individuals interact with one another, according to political and social-economic conditions that intertwine in such processes (García, Flores, Spotti, 2017 in Carbonara, Scibetta, 2020). Therefore, language and discourse become unpredictable not only according to the space and time they occur, but also to the interlocutors' social diversity.

Furthermore, Makoni, Pennycook, 2007, declare that languages have been invented by humans, they are social constructs that have been conventionally elaborated. In addition, all of these ideologies are

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[43] Ferdinand de Saussure was the first linguist whose school of thought corresponded to structuralism. His philosophical attitude was collected in his book *Course in General Linguistics (*1916) (Carbonara, Scibetta, 2020).

based on power relationships involving colonial and post-colonial issues that influence the role of languages. Hence, language separation occurs as individuals reveal their biological essentialist vision, in other words, when they identify themselves within a language and a community (Makoni, Pennycook, 2007 in Carbonara, Scibetta, 2020).

Yet, the translanguaging approach does not adhere to the socio-political power relations among languages; instead, it goes beyond all of these political issues, as it considers the individual's whole linguistic repertoire that can be enhanced through a variety of activities and resources (Carbonara, Scibetta, 2020).

It is important to define another concept which is often associated with translanguaging: *code-switching*. While translanguaging refers to the pedagogical approach used to enhance students' multilingual practices, *code-switching* refers to the "switching back and forth between language codes that are regarded as separate and autonomous" (García, Johnson, Seltzer, 2017, p. 20). Therefore, *code-switching* differs from translanguaging because language is considered from an external perspective, which acknowledges the speaker as if they were "two monolinguals in one" (ibid, p. 20). In other words, code-switching implies an idea of language separation. On the other hand, translanguaging considers the individuals' language repertoires "from their own perspective" (ibid, p. 20), without basing only on national or standard languages; in addition, the prefix trans- shows linguistic practices that go beyond traditional language borders in order to construct meanings without any limits (Carbonara, Scibetta, 2020, p. 51).

Li Wei, 2018, identifies three levels for translanguaging, all of them characterized by the prefix trans-.

- *Transcending*: on a descriptive level, translanguaging includes multiple varieties within the families and communities' linguistic repertoires; their language norm is characterized by translanguaging practices in the sense that one language repertoire incorporates numerable linguistic varieties where speakers identify their personal language experience and communicative interaction (Otheguy, García, Reid, 2018).
- *Transformative*: on a political level, translanguaging can be used as a means for opposition to the monolingual language hegemony. Therefore, individuals can identify themselves with their minority languages through a process of *human agency,* which allows them to take responsibility within society to sustain their language rights. In addition, translanguaging tries

to change the perspective that considers upper society members as positive bilingual speakers, useful for economy, culture, etc. and lower class bilingual members, considered as lacking in communicative competence, trasgressive and resistant to the dominant language (Carbonara, Scibetta, 2020, p. 52).

- *Transdisciplinary*: translanguaging can be considered transdisciplinary as it involves multiple disciplines in its definition (linguistics, sociology, psychology, education). Firstly, translanguaging speakers do acquire a *multicompetence* in their communication skills, as they are able to integrate multiple language competencies in a whole interconnected cognitive system. Secondly, *multimodality* allows speakers to combine language resources inside and outside the classroom, through visual, gestual, audio, spatial and digital elements. Thirdly, the *third space*'s aim is to change power relations between dominant and minority communities, generating new social values and identities. Furthermore, Flores, 2013, criticizes neoliberalism because it reinforced the role of English language within international trade, which, consequently, supported elite multilingualism to foster economic growth. Thus, Pennycook, 2019, proposes a *translingual activism*, in order to integrate language competencies with speakers' proficiency to promote a new egalitarian critical and political perspective of language skills, including activism.

(Li Wei, 2018 in Carbonara, Scibetta, 2020).

García, Johnson, Seltzer, 2017, use a metaphor to describe the flow of translanguaging practices inside and outside the classroom: they call it *translanguaging corriente*. As a metaphor, they imagine a river between two shores, to show the "dynamic and continuous movement of language features that change the static linguistic landscape of the classroom [...] Depending on the current, however, the riverbanks shift and their features change. And at the river bottom, the terrain is one; the river and its two banks are in fact one integrated whole" (García, Johnson, Seltzer, 2017, p. 21).

Therefore, as the water flows between its riverbanks, translanguaging connects the home language with the dominant language, within a space that traditionally separates the students' dual identity, that are, actually, strictly interconnected. This way of approaching bilingualism in the class gives the opportunity to create new social spaces and language practices (García, Johnson, Seltzer, 2017); hence, a system of different languages create new linguistic and cultural experiences and personal stories, as well as bringing together speakers' "attitude, belief and ideology; their cognitive and physical capacity into one coordinated and meaningful performance" (Li Wei, 2011, p. 1223 in García, Johnson, Seltzer, 2017).

Figure 3 - A metaphor for the *translanguaging corriente* (Retrieved from https://flic.kr/p/NvZNz3)

Yet, translanguaging activities need to be planned by teachers in a way that coordinates interaction among students, families and communities, guaranteeing the use of their whole linguistic repertoire. Hence, teachers' planned lessons are crucial for students' content learning, language development, socioemotional wealth, bilingual identities and social justice advancement. Students' *proficiency* and *performance* need to be monitored by teachers in order to reach these aims; therefore, *general linguistic performance* and *language-specific performance* are two of the parameters that educators use to supervise emergent bilingual speakers in the class (García, Johnson, Seltzer, 2017).

Thus, *general linguistic performance* is related to oral or written performance which includes the students' entire linguistic repertoire "to demonstrate what the speaker knows and can do with content and language [...] they are not required to suppress specific linguistic features". On the other hand, *language-specific performance* refers to oral and written tasks associated with a standard language, on which the students must focus in order to learn the specific content. Finally, teachers can verify students' performances through a *dynamic translanguaging progression* that, with *general linguistic* and *language-specific performance,* might enhance the students' performance on the task at different times from different perspectives (García, Johnson, Seltzer, 2017).

In addition, rather than using the term "diverse languages", the authors prefer "diverse language practices" when talking about bilingual education and people's languages, including the ones that are not official in the State or in the school. Therefore, bilingual education takes a social justice purpose, in the sense that languages are used by people in different contexts and situations to participate in

society. In the school context, students can extend their own linguistic repertoire with other language features enabling them to equally participate in the school community's life (García, Lin, 2017a).

Despite the difficulty of identifying the role that low proficient indigenous or minority languages have in a community, it is important to identify students' L1, L2 and other languages, although it is not necessary to strictly categorize them as it might depend on which language or culture students identify themselves with.

Translanguaging theory considers the student's complex and extended repertoire, including the languages they speak at home as well as those spoken at school (García, Lin, 2017a).

Furthermore, translanguaging scholars argue that bilingualism is not simply made of two separate languages, but linguistic features are shared in the speaker's language system, which composes their linguistic repertoire. Therefore, language complexity cannot be defined merely by political States or educational systems; instead, bilingualism and multilingual education should enhance the development of language features, supporting both minority and dominant languages. As bilingualism is dynamic (García, 2009 in García, Lin, 2017a), teachers must leverage translanguaging so that students can overcome socio-economic differences due to languages and cultures perception (García, Lin, 2017a).

Finally, schools and society must create a collaboration in our century to support bilingual education dynamic models, to empower linguistic repertoires and leverage linguistic competence in students (García, Lin, 2017a).

One of the major impacts that a translanguaging approach has had in education is disruption of the isolation that languages have always been associated with. Thus, students who have been engaged with multilingual activities have involved their home language at school on a daily basis, expanding their knowledge not only in the dominant language, but also in their home language (García, Lin, 2017b).

Furthemore, bilingual identities have been developing through multilingual programmes, and cognitive involvement was required for bilingual education as well. Therefore, Baker, 2001 (in García, Lin, 2017b) identifies four educational advantages of translanguaging:

1. Subject's promotion and deep understanding;
2. The development of the weakest language;
3. Cooperation and links between school and home are facilitated;
4. Low proficient speakers' integration.

Through translanguaging, language repertoires are integrated in one system, in a heteroglossic and dynamic perspective, with a focus on the linguistic use of the speakers themselves (García, Lin, 2017b).

One of the main differences between translanguaging and code-switching is the process that characterizes bilingual students' performance which, in translanguaging, goes further than code-switching. Therefore, it does not only involve bilingual linguistic repertoires, but also cultural identity, socioemotional well-being and the meaning a speaker gives to the words and expressions when conveying the message (García, Lin, 2017b).

Teachers must teach students how to go beyond linguistic structures. Therefore, translanguaging creates multilingual dimensions where students' personal history, experience, environment, attitude, belief, ideology, cognitive and physical abilities are coordinated in a meaningful performance (Li Wei, 2011, in García, Lin, 2017b).

Resources in both languages are available, and, therefore, assessment can be integrated with technological multilingual tools, such as computer-based platforms (García, Lin, 2017b).

García, Lin, 2017b, identify two versions of translanguaging: strong and weak.

The strong version involves every language of the student's linguistic repertoire and its integrated features, that the student selects in order to respond to communicative needs and purpose in context. On the other hand, a weak form of translanguaging tries to soothe language boundaries between minority and dominant languages, although, de facto, it supports them.

However, the bilingual student recognizes their languages belonging to them as individuals, and not as a property of the nation or the State, for instance named languages at school. Furthermore, their language practices, particularly the ones students use at home, have the possibility to be developed and revitalized, in order to enhance structural features of dominant and home languages through strategies (García, Lin, 2017b).

Thus, bilingual education must leverage students' full linguistic repertoires by going beyond social and political boundaries. The communicative contexts where bilingual speakers convey their messages need to be sustained by language practices and features that cannot be separated from a language to another, and that is why a strong and a weak form of translanguaging should be integrated to fully enhance students' language repertoires to express complex thoughts effectively (García, Lin, 2017b).

4.2 TRANSLANGUAGING APPROACH FOR SOCIAL JUSTICE: STUDENTS' SOCIOEMOTIONAL WELL-BEING

This section will consider the role of translanguaging within a social justice context in education.

Firstly, access to education for minority students will be contextualised to nowaday integration practices, with a sight on bilingual socio-political and economic context of students' learning environment.

Secondly, central elements to support students' socioemotional well-being at school will be presented by scholars, who strive for equity and social justice through a perspective of linguistic and cultural awareness.

Thirdly, historical power relations between languages and cultures will be considered through a vision of changing languages social hierarchies, through means of critical progressive cultural awareness development.

According to García, Johnson, Seltzer, 2017, in order to reinforce educational equity and social justice, the translanguaging approach should be applied to school curriculum on a supporting level for students, especially for those who are part of minority groups. Emergent bilingual students should be given access to fair learning and assessment; therefore, to uphold "social justice for the

improvement of society as a whole" (García, Johnson, Seltzer, 2017, p. 157), teachers must consider bilinguals' socio-political and economic context in which their learning occurs.

To do so, educators must listen to their students' intrapersonal voices, when they are talking to their peers, families and communities. The different realities students live on a daily basis can reveal the communicative contexts in multiple situations, because their interaction is free and it spontaneously follows the translanguaging *corriente*.

Therefore, also the process of discovering students' social conditions needs to be planned with a thorough translanguaging pedagogy: the three main stages are stance, design, shift.

Within the translanguaging *stance*, the authors identify four elements that might support the students' socioemotional well-being: *con respeto, con cariño, como familia,* and *con acompañamiento*.

Language features in this first step must consider students' understanding of language, literacy, content, home and school experiences that must be learnt *juntos*, with the lead of critical consciousness and meaningful learning (García, Johnson, Seltzer, 2017).

The four steps identified by García, Johnson, Seltzer, 2017, develop as follows:

- *Con respeto* refers to bilingual communities' language and cultural values that must be respected in order to leverage students' bilingualism.
- *Con cariño* is the "authentic care between teachers and students" (ibid, p. 157), as well as the multilingual space where students' languages are not seen as separate entities, but they work *juntos* with the involvement of school, family and community.
- *Como familia* inserts translanguaging classrooms in a different perspective, with the aim of promoting well-being by both acting together and individually, just as a family might do. Sharing and connecting truths and values go beyond learning content and languages (Flores-Dueñas, 1999, Johnson, 2013 in García, Johnson, Seltzer, 2017); hence, this can help to connect with students on a personal level.
- *Con acompañamiento* refers to students' stories and experiences that are never just in one language, and teachers must accompany the narrative in order to learn *juntos*. When students hear stories which they are able to identify with, their socioemotional well-being takes a positive attitude towards learning, which will result in beneficial outcomes in their in-school and out-of-school life.

The *design* phase is fundamental to plan a translanguaging class, and its purpose differs from the translanguaging class from a traditional monolingual or bilingual one. Translanguaging objectives, texts, assessments in general linguistic and language-specific performances gather strategies and resources to create opportunities that are meaningful to the class.

Therefore, multimodal and multilingual texts are central elements to elicit insights and experiences related to language and cultural practices. In addition, leveraging dialogues and and learning sharing place the student at the centre of learning and teaching. Consequently, this way of working might make students realise how more complete their linguistic performance might become comparing to a monolingual's performance; furthermore, as they feel socio-emotionally supported, they might have the opportunity to develop strong identities not simply as English learners or speakers of heritage languages, but as bilingual speakers, whose voice is important and relevant in society (García, Johnson, Seltzer, 2017).

Finally*, shifts* occur when the translanguaging corriente changes its flow from the topic, and the teacher has to make moment-by-moment decisions in order to follow new contexts, often proposed by students. Whilst the teachers cannot plan the translanguaging corriente flow, they can follow it through many strategies: for instance, they can listen to students' ideas, respond to what students are doing or asking, value their stories and encourage biliteracy engagement, besides strategically changing course and perspective. Focusing on their strength and potential, teachers can shape conversation about content, making it interesting and connected to students' experiences (García, Johnson, Seltzer, 2017).

Nevertheless, the concepts of stance, design and shift will be more deeply examined in the section regarding CUNY-NYSIEB project analysis, with a focus on strategies and implementation methods in the next chapter.

Thus, teaching social justice is a right and a duty, especially for those students who, throughout the centuries, have seen their minorities being silenced and marginalized. Working for a more equitable world means rewriting sociopolitical issues produced by *language* and *languaging*, relatively, the social practices a group performs according to what it is and what it wants, and acknowledgment of

socio-political practices inequalities caused by the power relations of the speakers. Translanguaging may lead to a transformation of reality that can shift power relations hierarchies by empowering teachers and learners who no longer accept to cover subordinate positions in society (García, Johnson, Seltzer, 2017, p. 162).

As a neutral approach to content does not exist because of lack of social justice in history, a more authentic learning might be achieved through translanguaging because "language represents one of the most significant educational tools in our struggle for cultural democracy in the public schools. It is intimately linked to the struggle for voice, and so is essential to our struggle for liberation. Through language we not only define our position in society, but we also use that language to define ourselves as subjects in our world" (Darder, 1991, p. 107 in García, Johnson, Seltzer, 2017).

Therefore, language has the power to change humans' perception of reality, and a shared effort from the school system, teachers, learners, families and communities must converge in order to create a more just society for present and future generations, where education might be an excellent starting point.

Besides, the same opportunities must be provided for every student, regardless of their origins; thus, their learning experience must represent each of them, and teachers need to be aware of their responsibility for the progress and growth of their students based on a future-oriented perspective, which sees them as future agents for change.

Thus, translanguaging classroom can be considered as something deeper than a monolingual or bilingual classroom, because the impact that it has on students' development of critical consciousness might be able to more and more precisely identify inequities at school as well as in society, and to potentially change them.

4.3 CRITICISM ON TRANSLANGUAGING

This paragraph will focus on criticism on the translanguaging approach by scholars who considered many different aspects of the advantages and limits of translanguaging practices and the elements it is composed of.

Firstly, it will examine how translanguaging is considered from a full-linguistic repertoire resource perspective, regardless of social and political boundaries of named languages. The concept of named languages will be introduced and different visions on the issue from scholars of post-structuralism thought will be considered. Therefore, socio-political and psychological aspects of languages will be examined.

Secondly, criticism to grammarians will be reviewed by some scholars who call into question the definition of language as an ensemble of mere grammatical features. Speakers identities' based on languages will be discussed with the idiolect concept.

Thirdly, the discussion will continue with scholars' perspectives on the existence and non-existence of languages, social labels, individual identities, government social action for equity and social justice promotion. Scholars will consider many aspects of the issue in general and how to apply them in the country they conduct their research; for instance, in the Italian context, where dialects and traditional school systems give another vision of language repertoires development.

Finally, ideologies and stances on how to promote equity and social justice through linguistic, cultural and translinguistic practices will be analysed.

The translanguaging definition provided by Otheguy, García, Reid, 2015, affirms that this approach can be defined as "as the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (Otheguy, García, Reid, 2015, p. 283). Through the metaphor of cuisine, for which a meal is never purely cooked according to the American or Cuban traditions[44], their attempt to deconstruct *named languages* claims as follows.

Named languages are defined by speakers' socio-political role that they cover in society; therefore, grammar cannot fully define languages from a linguistic perspective. Hence, the authors' ideology

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[44] The metaphor used by Otheguy, García, Reid, 2015, consists of the similarity between *named languages* and national cuisines, both usually labelled in fixed categories, in the sense that "National cuisines are large collections of recipes and ingredients for the preparation of particular dishes. The basis for grouping the recipes as Cuban or American [...] is the cultural or national affiliation of the original cooks, not similarities among the recipes [...], [and the meal] has little to do with how good the cook is or how enjoyable the meal" (Otheguy, García, Reid, 2015, p. 285).

based on post-structuralism approach on the theory of language, divides languages into two different concepts:

- "languages as the names of enumerable things that are socially or socio-politically constructed, main-tained, and regulated (names such as 'Arabic', 'Basque', 'Bulgarian', 'English', 'Mandarin', 'Navajo', 'Spanish', 'Swahili');
- languages as entities without names, as sets of lexical and structural features that make up an individual's repertoire and are deployed to enable communication" (Otheguy, García, Reid, 2015, p. 286).

In other words, the first notion refers to association between the language people speak and the nation where that language is spoken; the second, refers to the psychology behind the individual that speaks their language and their individual linguistic competencies.

The authors' theory sustains the idea that grammarians (scholars who study lexical and grammatical structures, from phonology to morpho-synstax) cannot solve the disputes between scholars who consider languages as one singular entity and those who claim there are enumerable distinct languages. For instance, the authors analyse the case of Spanish, spoken in many countries and the different varieties of Spanish existing in Spain. They claim that differentiation in linguistic varieties in Spain cannot find their explanation for merely lexical or structural reasons; however, they are the result of socio-political changes occurring throughout the country's history: hence, historical and socio-political events have built speakers' identities through linguistic constructions (Otheguy, García, Reid, 2015).

Furthermore, if on the one hand Otheguy, García, Reid, 2015, define language as a socio-political construct which historical events and society gave a name to, on the other hand, they designed the concept of *idiolect*. Idiolect is defined as a speaker's linguistic repertoire, composed by linguistic features that grammarians can analyse to study people's communication. It is part of an individual's *mental grammar* [45] and it might change according to the speakers' structural units, including

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[45] *Mental grammar* is a linguistic theory by Noam Chomsky that claims that "the genetically based language faculty is called Universal Grammar", meaning that humans are born with an innate language rules structure in their brain, regardless of external stimuli, which, yet, are received during their psychological development. Then, the structure-dependence that children learn, follows the principles of Universal Grammar, because they are "deeply rooted in the human language faculty" (Chomsky, 2017).

morphological, semantic and lexical system and pronunciation, although they speak the same *named language*.

Therefore, when someone practices a translanguaging approach, they use their own idiolect, and that is because no social or political labels or boundaries are included within the concept of translanguaging itself. In addition, the idiolect of bilingual speakers is composed of more linguistic features and a more complex socio-cultural design.

Therefore, the Otheguy, García, Reid's stance might be summarized as an approach towards languages for which languages themselves do not exist if not on a national socio-political level and following historical events that changed the country's society, and that grammar is not sufficient to describe language phenomena in the whole, having, yet, a central role within the translanguaging studies.

However, many scholars disagree with the post-structuralism-oriented critical approach proposed by Otheguy, García and Reid, 2015.

For instance, Cummins argues that as *named languages* can be considered nothing but nationalist social constructs, labels such as "foreign, home and school languages" should not be used because of the social and ideological issues that they imply in their definition. In addition, it would be difficult to affirm the non-existence of languages also for a social factor: since when multilingual texts and audio-visual resources started the multilingual and multimodal teaching of literacy, students have begun recognizing their identity through oral, visual, musical elements not only in the dominant language, but also in their home language. This process shaped *identity texts* concept, expression that delineates students' individual identity, value, equity and social justice within their educational experience (Cummins, 2017a, 2017b in Carbonara, Scibetta, 2020).

Generally speaking, scholars tend to reject the idea of multilingualism as a whole of individual separated languages. Instead, they insist on the concept of a unitary and undifferentiated linguistic system "configured as an idiolect, or individual language" (MacSwan, 2017, p. 168). Therefore, MacSwan, 2017, suggests a multilingual perspective on translanguaging, which recognizes multilingualism and languages existence acknowledging language rights, mother tongue and code-switching.

During the Civil Rights Movement and the War on Poverty, educational and social policies focused on the disadvantaged and marginalized social categories; scholars started to express their concerns about non-English speaking students' academic underachievement due to their low English proficiency. They understood that language must have been related to academic achievements, thus, by allowing code-switching in class, also emergent bilinguals' linguistic ability has been acknowledged and enhanced, as language alternation was starting to be seen as a talent rather than a deficit (MacSwan, 2017).

Therefore, systems of multiple correlated languages can support bilingualism at school: if teachers empower students' language abilities, they will be encouraged to see themselves successful in academic achievement and self-perceptions of ability (MacSwan, 2017).

Furthermore, according to MacSwan's integrated multilingual model, each bilingual speaker has linguistic features (such as phonetic, morphology, syntax) available in a single shared linguistic system, where differentiations are made within each language specificity (MacSwan, 2017).

Also, multilingualism can be owned by each individual, even monolingual speakers, as a series of rule systems produced in different social situations. Interactions make social identities and linguistic repertoires are composed of social languages that speakers apply in different contexts. Formal and informal registers are used differently according to the social setting, and although they are not labeled as "English" or "Spanish", their structure can differ from one another. Thus, in this sense, everyone has a shared linguistic repertoire which includes knowledge, pragmatics and systems of vocabulary that are used in verbal interactions. Therefore, diversity in languages and speech at school should be enhanced so that multilingual students' language skills can be seen as a "critically important resource promoting their educational success" (MacSwan, 2017, p. 190).

Therefore, MacSwan, 2017, agrees with Cummins on the dangers that linguistic deconstruction theory might entail on bilingualism studies. Also, he agrees with García, Li Wei, 2014, on the common linguistic repertoire shared between every bilingual speaker; however, he affirms that an undifferentiated grammar does not exist; yet, an integrated multilingual model might gather around shared grammatical resources with components related to specific languages (MacSwan, 2017; García, Li Wei, 2014 in Carbonara, Scibetta, 2020).

In addition, Jaspers, 2018, ponders the theoretical and practical outcomes of translanguaging approach. He argues that translanguaging theoretical values might scarcely find an efficient acknowledgement in some school contexts, especially if the States' governmental institutions do not promote inclusion, social and equal justice, but they leave teachers alone in this complicated route towards social change (Jaspers, 2018 in Carbonara, Scibetta, 2020).

Furthermore, Carbonara, Scibetta, 2020, focus on the translanguaging pedagogy in Italy, where the social action cannot be separated from values and meanings of linguistic interactions. Thus, the linguistic context in the Italian school system sees Italian language, that has many traditional dialectal roots which are not easy to eradicate from traditional Italian schools; in addition, the EU's multilingualism and neo-plurilingualism, that are related to immigration phenomena, make the authors realise that it would be paradoxical to affirm that languages do not exist, when throughout Italy's history, languages have been legitimated and recognized as individual and collective resources. Thus, students, families and communities recognise their identities through languages and it makes them feel more included in society (Carbonara, Scibetta, 2020).

Therefore, they do not agree with the vision promoted by Otheguy, García, Reid, 2015, but they agree with Turner, Lin, 2017, who claim that *named languages* are fundamental to expand our linguistic repertoires and to begin considering them as a starting point to change their perception into a linguistic and cultural transcendence, in order to finally apply translanguaging according to studies made by scholars (Turner, Lin, 2017 in Carbonara, Scibetta, 2020).

This transcendence would consist in confrontations between multiple socio-linguistic realities, educational and translinguistic practices, and contextualisation in order to demonstrate flexibility, extension and conceptual growth; therefore, social commitment towards these ideologies might promote multilingualism and equity within the school system, particularly in times when social tensions due to racism occur and sovereignist governments are in command.

Therefore, translanguaging, in the sense of a political project coming from grassroots participation and involvement, can act to show and, consequently, denounce, power relation hierarchies based on cultural and language features (Carbonara, Scibetta, 2020, pp. 70-71).

In conclusion, the different visions of scholars' concept of languages, in particular García and her collaborators' and that of Carbonara and Scibetta, show implementation differences occurring during the application of the CUNY-NYSIEB and L'AltRoparlante projects.

Thus, different visions on the issue might result in different attitudes on the class project's management, despite the aims they both have in common.

CHAPTER 5

5. THE TRANSLANGUAGING APPROACH IN ITALY AND IN THE UNITED STATES

The following sections will analyse the application of translanguaging in the United States, with the CUNY-NYSIEB project, and in Italy, with L'AltRoparlante project. The two approaches base their work on the same ideologies, although changes according to the linguistic and cultural context have been made in order to adapt the project to the multilingual and multicultural situations where teachers and researchers conduct their studies.

A critical comparison will follow, and it will consider the differences and similarities of CUNY-NYSIEB and L'AltRoparlante, including their contexts of application.

5.1 TRANSLANGUAGING IN THE UNITED STATES: CUNY-NYSIEB PROJECT

The next section will analyse the American vision of translanguaging practice through the lens of the CUNY-NYSIEB project.

Firstly, it will describe when and why CUNY-NYSIEB was born, who are its founders and who it is sustained by. Then, it will consider its missions, its main fields of research, where it occurs and which subjects it collaborates with; also, it will examine how research is conducted, as well as its aims and main principles.

Secondly, this section will focus on the CUNY-NYSIEB's lesson plan organization, considering three main aspects: stance, design and shift. The design will also be analysed in translanguaging unit plan and design cycle terms, also considering students' assessment.

Thirdly, the dynamic role between translanguaging corriente, students' translanguaging performance and teacher's translanguaging pedagogy occuring in the CUNY-NYSIEB project will be examined.

"CUNY-NYSIEB - New York State Initiatives on Emergent Bilinguals (NYSIEB)" is one of the broadest translanguaging approaches applied in the US territory. The project was born in 2011, when the Research Institute for the Study of Language in Urban Society (RISLUS) and the Ph.D. Program

in Urban Education at City University of New York (CUNY), founded by the New York State Education Department, started a collaboration (CUNY-NYSIEB, 2019)[46].

The CUNY-NYSIEB researchers' mission is to prepare emergent bilinguals and multilingual learners (note: they use the term "multilingual learners" rather than calling them "English language learners") to meet the demands of the 21st century's reality in the State of New York. In addition, social and emotional needs must be met, as society is more and more evolving and the school system cannot tolerate considering education inclusivity only for non-minority students. Equity and social justice are main goals for the project, and researchers' vision tries to reach them through the raise of linguistic and cultural awareness (CUNY-NYSIEB, 2019).

The main investigators are Ofelia García, Ricardo Otheguy, Kate Menken; the first director has been María Teresa Sànchez, followed by Kate Seltzer (Carbonara, Scibetta, 2020).

The project operates in 30 schools in New York, where students are mainly emergent bilingual speakers, resulting in weaker school performance than English-speaking students in national tests (García, Sánchez, 2018 in Carbonara, Scibetta, 2020); although the majority of them are Hispanophones, there are students with multiple different backgrounds (Carbonara, Scibetta, 2020).

Therefore, the operative framework of CUNY-NYSIEB is based on *transformative action-research* with teachers, so that both researchers and teachers can share their knowledge, competences, professional experience and co-learn with each other. Furthermore, participation and collaboration involve the educational setting transformation and improvement, as it implies a translinguistic approach applied to the school disciplines. Bilingualism is at the centre of the project, and educational outcomes for emergent bilinguals need to reflect their strengths. According to CUNY-NYSIEB, enhancing learners' full linguistic repertoire is fundamental to reach academic standards (in English and other languages) and to interact with other, different human beings, in a more and more globalised world, whose complexity of languages is not seen as an obstacle, but as a resource (García, Kleyn, 2016 in Carbonara, Scibetta, 2020).

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[46] Website: https://www.cuny-nysieb.org/

To summarize, according to García, Kleyn, 2016, two principles are fundamental in the project: firstly, that bilingualism is an educational resource; hence, regardless of the educational programme, language practices must be recognized and elevated into a didactic tool. Secondly, schools must install and support a multilingual ecological environment, where language repertoires need to be exposed to the whole school, families and communities (García, Kleyn, 2016).

Within the CUNY-NYSIEB project, García, Johnson, Seltzer, 2017 claim that *teachers' translanguaging pedagogy* is essential for the translanguaging classroom framework to build in the class. The lesson plan takes three strands: it involves a translanguaging *stance*, a translanguaging *design* and translanguaging *shifts,* that this chapter previously mentioned.

- Translanguaging *stance*: it indicates the "philosophical, ideological, or belief system that teachers draw from to develop their pedagogical framework" (García, Johnson, Seltzer, 2017, p. 27). Thus, teachers need to be aware of the importance of translanguaging and always consider students' linguistic repertoires as a resource and a right (Ruíz, 1984); they must demonstrate commitment towards the promotion of language collaboration in order to instill trust and confidence in the learners. *Stance* includes collaboration among school, family and community, co-learning between teachers and students, social inclusivity and democracy, and, by working *juntos*, gathering all the learner's realities together (García, Johnson, Seltzer, 2017, p. 50).

- Translanguaging *design*: during unit and lesson plans, teachers must be able to integrate home and school language and cultural habits. *Design*'s aim is to reconcile home and school practices. This section includes collaboration, creation of multilingual ecology, unit plan and instructional design cycle.

  Besides the previously analysed concept of multilingual ecology, *design* includes **translanguaging unit plan** and **translanguaging design cycle** in its definition. Firstly, the unit plan consists of a framework of objectives and contents for each lesson component through the following items: essential questions, content standards, content and language objectives, translanguaging objectives, culminating projects and assessments, texts.

  The **essential questions** are useful "to stimulate thought, to provoke inquiry, and to spark more questions [...]. By tackling such questions, learners are engaged in *uncovering* the depth and richness of a topic that might otherwise be obscured by simply *covering* it" (McTighe, Wiggins, 2013, p. 3 in García, Johnson, Seltzer, 2017). Thus, they are used to make connections with personal experiences and background knowledge. **Content standards**

refers to the organization of the lesson considering students' linguistic repertoires and how to include them in the planning. **Content and language objectives** concern students' general linguistic and language-specific performance. **Translanguaging objectives** indicate students' access to both language and content practices, therefore, their ability to express their understanding in more than one language. **Culminating project and assessment** is the dynamic process that allows students to create meaningful action towards content and literacy[47]; therefore, "the opportunity to use their bilingualism and ways of knowing to create something new and innovative" (García, Johnson, Seltzer, 2017, p. 70). Finally, **texts** are important resources for teaching and learning; a multimodal and a multilingual set of texts contribute to content teaching, and students can connect with the oral, written, audio-visual text that most suits their learning style[48] (García, Johnson, Seltzer, 2017).

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[47] *Literacy* refers to the ability of reading and writing that, in our society, allows the entry to the educational system, workforce, and leadership (Gutierrez, 1992). *Biliteracy* is the ability to read and write in two or more languages through which bilingual speakers achieve academic goals (Ernst-Slavit, Mulhern, 2003).

[48] A learning style is a systematic difference in the way individuals prefer to approach learning and problem solving tasks. This process differentes from individual to individual. Therefore, scholars identified four main individual learning styles:

1. Visual;
2. Auditory;
3. Kinesthetic;
4. Tactile.

However, language-specific learning and cognitive styles can be identified as:

1. Analytical / holistic;
2. Theoretical / executive;
3. Intolerant / tolerant for ambiguities;
4. Independent / dependent from irrelevant stimuli;
5. Ability / difficulty in anticipating content;
6. Tendency / difficulty in learning from mistakes;
7. Autonomy / dependency on study processes.

(Balboni, 2015, pp. 74-75; Balboni, 2018, p. 25 - Original text in Italian: translation provided by the author)

BOX 5.1 JUSTIN'S TRANSLANGUAGING UNIT PLAN: GEOMETRY IN OUR WORLD

Essential Questions	• Where do we see geometry at work in our lives? • How do we know how to measure? • Why it is important to understand the geometry of our world?
Content Standards	• CCSS.MATH.CONTENT.7.G.B.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle • CCSS.MATH.CONTENT.7.G.B.6: Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Content and Language Objective(s)	*Content Objectives* Students will be able to • Use formulas for measuring area, volume, and surface area for different geometric objects. • Accurately draw geometric shapes. • Connect their mathematical understandings to real-world situations and problems.	*Language Performance Objectives** *General linguistic* Students will be able to • Summarize solutions to real-world math problems both orally and in writing • Synthesize their understanding of geometry into stories that are linguistically appropriate for elementary school students • Use nominalizations in English in their summaries and stories *Language-specific* Students will be able to • Explain their choices of measurement using appropriate content-area vocabulary in English • Use nominalization in their summaries and stories

Translanguaging Objective(s)	Students will be able to • Recognize and track math vocabulary cognates • Work in groups to solve math problems using both English and their home languages • Use both English and their home languages to write children's books about geometry • Explain their language choices in oral presentations (e.g., why certain words or problems were given in one language or the other; why a certain character used one language and not another) • Read their books to bilingual children, expanding on their ideas and asking younger students questions in both languages.

Culminating Project and Assessments	*Culminating Project* In groups, students create *bilingual children's books* that explain a geometric concept using English and an additional language, as well as culturally relevant examples and connections. Students present their books to elementary school teachers and later read them to groups of elementary school students with whom they share a home language. Students are assessed on their understanding of math content as well as their creativity and strategic use of both languages.	*Other Assessments* *Teachers' Translanguaging Assessment:* Students are assessed on content understanding, intellectual curiosity, and language practices. Focus on whether the student can perform tasks, independently or with assistance, using the full features of their repertoires (general linguistic performance), as well as language-specific features. *Reading Math:* Students engage with a variety of readings from newspapers, magazines, and websites that connect geometry to the real world. Readings are in English and the students' home languages, when possible. Students discuss the readings in home language groups and work together to ask questions, make connections, summarize, and answer comprehension questions.

BOX 5.1 JUSTIN'S TRANSLANGUAGING UNIT PLAN (Continued)

	Writing Math: Students create new geometry word problems using culturally relevant situations and translanguaging. Students are assessed on their creativity, use of language, and comprehension of math content. Students are also assessed on *why* they made the linguistic and content choices they made via short process papers.
	Student Translanguaging Self-Assessment: Throughout the unit, students provide feedback and self-assessment via questions about their own learning, language development, and content understanding.

Texts	*In the Home Language(s)*	*In English*
	• Readings about geometry from websites, newspapers, and magazines • Children's books	• Math textbook • Readings about geometry from websites, newspapers, and magazines • Children's books

*Differentiated according to students' performances along the dynamic translanguaging progressions.

Figure 4 - Example of Translanguaging Unit Plan (García, Johnson, Seltzer, 2017, pp. 65-66)

Another convenient *design* model can be found in the *translanguaging instructional cycle* that consists of a sequence of elements that students' abilities integrate with learning in order to leverage their own language practices and content understanding. The five stages are composed by: *explorar, evaluar, imaginar, presentar* and *implementar* (García, Johnson, Seltzer, 2017).

Explorar is the first step of a process that aims to stimulate students to explore and discover new themes and to follow their interests. New content and new ideas can support learners' building of knowledge, connecting it with their language repertoires. This way of supporting education allows them to expand their subject understanding in their home and school languages.

Evaluar gives the opportunities to ask students questions about the topic and to be evaluated on the critical thinking they develop throughout the module; thus, during this phase, they are encouraged to raise questions, give opinions, be active, creative and critical. García, Johnson, Seltzer, 2017, provide examples of questions teachers should ask their students in order to guide their critical reasoning: "Whose voices do we hear in our research on the topic? Are the bilingual groups represented by students in class under- or over- represented in the discourse? Are the examples we see representative of our experience of bilingual practices? Are the

opportunities to add our local knowledge, including our bilingual voices, to the conversation?" (García, Johnson, Seltzer, 2017, p. 73).

Imaginar stage involves the connection between what is already at the students' knowledge to what they can imagine to exist behind the theme itself. In other words, they can individually focus on brainstorming new ideas, making hypotheses, drafting and planning.

Presentar: in order to monitor translanguaging progression, students can be assessed during a final project presentation, when their work is shared with both peers and teachers. Therefore, in this stage, general linguistic and language-specific performances can be assessed.

Finally, **Implementar** phase focuses on the meaningful action that students can take to demonstrate their learning in an authentic communicative situation. Hence, when they transfer their learning resources and practices to real-life experiences, "they leverage their bilingualism to find academic success, contribute meaningfully to their communities, and grow as active, engaged citizens" (García, Johnson, Seltzer, 2017, p. 74).

Furthermore, during a final assessment phase, students' evaluation should be considered from multiple individuals, and consequently be assessed by multiple perspectives: teachers, family, community, peers might give an overview on the learner's improvements, with specificities on each context (school, home, social activities…), beyond general linguistic and general-language performances (García, Johnson, Seltzer, 2017).

Explorar
- Learn and practice using formulas for measurement of geometric shapes
- Practice drawing/labeling different geometric shapes using culturally relevant examples
- Read relevant children's books and additional supplemental texts on using geometry in everyday life

Ideas for building background on a unit topic or theme

Ideas and opportunities for students to take their final designs and new understanding and put them to use

Implementar
- Read books to groups of elementary school students with whom they share a home language
- Discuss their books and ask and answer questions in English and the home languages
- Give copies of books to elementary school teachers for inclusion in their class libraries

Evaluar
- Do independent research on multilingual children's literature
- Analyze the kinds of geometry problems that appear on standardized exams
- Analyze the kinds of children's books that include characters who speak languages other than English

Ideas for critical engagement with the unit topic or theme

Ideas for collaborative work, peer editing, and other ways of getting feedback on ideas

Presentar
- Present drafts to the class and peer edit one another's books, discussing both language and content
- Present to "experts" (elementary school teachers from adjoining school)
- Edit and revise books to prepare for implementation

Ideas for helping students create, (re)design, and have a new understanding of the unit topic or theme

Imaginar
- "Translate" existing word problems into new problems that are culturally and linguistically relevant
- Collaborate in home language groups to create drafts of culturally relevant, bilingual children's books about a particular geometric concept

Figure 5.1   Justin's translanguaging design cycle.

Figure 5 - Example of Translanguaging Instructional Design Cycle model (García, Johnson, Seltzer, 2017, p. 74)

● Translanguaging *shifts*: it is fundamental to follow the changes that occur during a lesson. Therefore, *shifts* indicate the flow that unplanned moment-by-moment decisions follow in order to support students' voices in meaning-making. Their voices consist of students' needs and personal interests that allow teachers to understand students' comprehension of the content; thus, listening to their experiences through their interpretations and perceptions, might reinforce their engagement with the new content (García, Johnson, Seltzer, 2017).

Students Translanguaging Performances
- General linguistic performance
- Language-specific performance
- Dynamic translanguaging progressions

The Translanguaging Corriente

Teacher's Translanguaging Pedagogy
- Stance
- Design
- Shifts
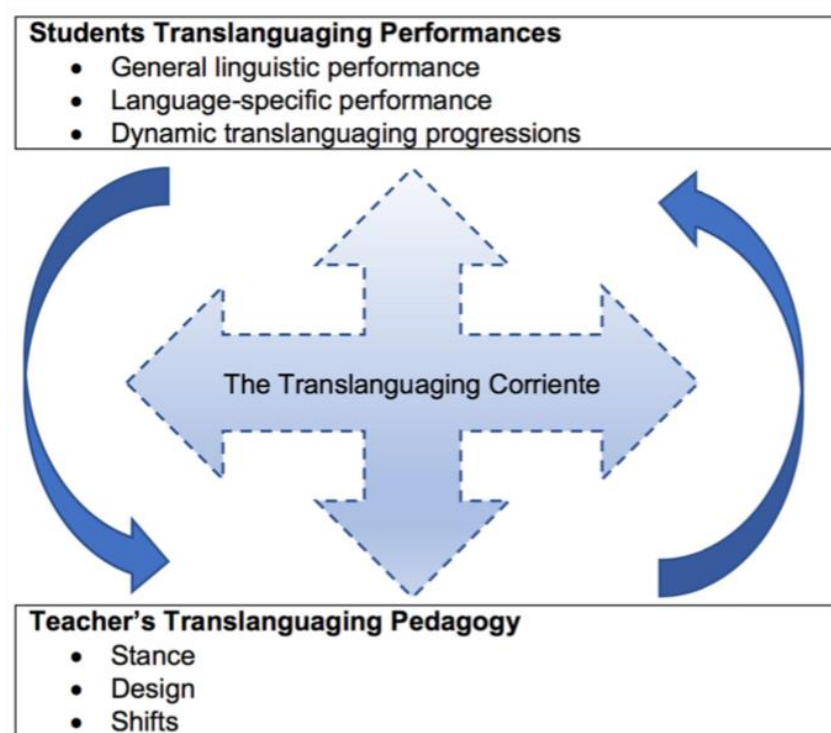
Figure 6 - The translanguaging classroom framework (García, Johnson, Seltzer, 2017, p. 25)

Enhancing translanguaging corriente in the class requires specific actions and strategies in order to coordinate students' translanguaging performances and teacher's translanguaging pedagogy actions. Specifically, in order for students to work *juntos* with teachers, families and communities, to mobilize them towards opportunities and social justice, a plan of action needs to be installed (García, Johnson, Seltzer, 2017).

Thus, a series of strategies based on the four previously mentioned main translanguaging purposes according to García, Johnson, Seltzer, 2017, will be presented.

Firstly, when students engage with content and texts, they should be taught how to use the Internet, so that they can be autonomous in finding multilingual texts and recordings. They should also be assigned a partner for mutual support, discussion and peer collaboration to explain things to each other. Moreover, they should be encouraged in translating parts of texts and using dictionaries.

Secondly, when providing opportunities to develop linguistic practices for academic contexts, students should be able to see their ideas transcribed, in order to make connections between home and school languages, also to develop their metalinguistic awareness. Furthermore, they should be allowed to ask questions, talk to a partner and participate in discussions.

Thirdly, when making spaces for students' bilingualism and ways of knowing, learners should be encouraged to share their own stories; hence, teachers should provide the class with culturally relevant texts or books with multilingual characters and multilingual reading material.

Finally, the support of students' socioemotional development and bilingual identities should involve students, families and communities because their home language practices can fill the gaps in multilingual literature. If bilingualism is used as a meaningful factor to contribute to society, students engage with content for their socioemotional and individual well-being. In order to make this happen, families and communities should be involved in the issues discussion, especially if the issue is strictly related to their everyday life and it has an authentic purpose (García, Johnson, Seltzer, 2017).

Therefore, if the groups that are usually silenced obtain a voice within the creation of a more equal social justice, through projects such as CUNY-NYSIEB, not only these people foster and enhance their own bilingual identity, but they also contribute to the creation of an equal social system which everyone would benefit from.

Furthermore, pedagogical resources have been developed by the researchers of CUNY-NYSIEB project in the State of New York. Therefore, guidance is offered on different sections of the translanguaging approach, such as design, pedagogy and assessment.

In bilingual education, students are often thought to be immersed into the two languages in separate class moments, in order to develop their bilingualism.

Instead, in translanguaging bilingual classes, the teacher supports them to transfer the learnt content in a language to another. In addition, the assessment is developed in both languages, to encourage students to use their full linguistic repertoire in class (Solorza, 2019).

On the one hand, mainstream schools expect students to be fully proficient in the dominant language, and if they do not sound like "native-speakers" they are not considered to talk the correct version of the language. On the other hand, a translanguaging approach enhances a full use of language repertoire, including combinations of different language elements to express their ideas. Thus, negotiation of meaning by engaging with the available linguistic resources is encouraged, as different

interaction patterns will take place at school, with teachers and peers, and with family members (Solorza, 2019).

The language learning environment in a translanguaging context leverages students' linguistic resources and assessment to monitor literacy and content knowledge development.

So, translanguaging is a great instructional space for students to engage with literacy, biliteracy, content knowledge and language in a meaningful way (Solorza, 2019).

Bilingual speakers, and emergent bilingual speakers, do not simply add a language to the one they already know, but they have shared linguistic elements that belong to their existing language repertoire. Their bilingualism is dynamic, selected linguistic features are used by the speakers according to the situation and the social context. They use strategies to develop their linguistic performances and to develop their linguistic repertoire (García, Solorza, Sánchez, 2019).

Moreover, translanguaging ring and translanguaging space play a paramount role in translanguaging class.

Although some bilingual speakers' language performance is balanced between the languages they know, the majority of bilinguals' linguistic performance is not the same in their two or more languages. Generally speaking, the expectations are that students use their linguistic features in each language as they were monolingual speakers; however, according to their language resources and the social communicative situation, the student might be able to use specific linguistic features, supported by their linguistic experience and instructional material provided by teachers. Therefore, translanguaging rings consist of the support through instructional material, peers and technology, to engage emergent bilingual students with their learning in a meaningful and authentic way (García, Solorza, Sánchez, 2019).

Translanguage space focuses on sociolinguistic realities around linguistic features for the achievement of academic goals, though a critical language analysis that enhances metalinguistic awareness (García, Solorza, Sánchez, 2019).

Thus, five main components of units of study are identified with the practice of translanguaging:

- classroom-community development: to discover and support languages spoken by members of the class and to develop a positive attitude around linguistic diversity.
- Translanguaging pre-assessment: to have an overview on language level.
- Translanguaging rings;
- Translanguaging space;
- Projects and assessments: to assess language competence and acquisition of content.

(García, Solorza, Sánchez, 2019).

In order to apply translanguaging, classroom ecology and instructional foundations need to be set to enhance multilingualism. The classroom set-up needs to follow specific criteria to reduce stress and anxiety for newcomers, and to support new content and language acquisition through visual support (for instance, graphics and charts). Therefore, the classroom organization is very important to reach the programme's objectives and to lead students to academic success. Particularly, the focus should be on language and content acquisition, student-centred method, creating opportunities to discuss and reflect with peers, to differentiate instructions and scaffolding (Hesson, Seltzer, Woodley, 2014).

The CUNY-NYSIEB guide by Hesson, Seltzer, Woodley, 2014 analyses translanguaging applications in different instructional units and narratives, and how learners might develop their linguistic and multicultural knowledge. For instance, a fiction elementary school unit begins with the setting of guiding questions, ideas development, and tasks performance. Then, when texts are selected, the teacher provides instructions on how to apply translanguaging on the books, and a unit calendar is divided into sections: timeline, assessment, instructional focus and translanguaging to organise their work. In addition, a performance task details is provided to describe the task in detail and its outcomes with translanguaging. Besides additional resources, an additional focus on translanguaging allows students to monitor students with multilingual instructions, tasks and assessments. In each unit of instruction, students develop their multilingual comprehension and literacy, and they can elaborate texts in English and in their home language, also developing their writing skills (Hesson, Seltzer, Woodley, 2014).

The CUNY-NYSIEB guide presented by Celic and Seltzer, 2013, introduces a series of strategies to apply translanguaging in many contexts at school.

For instance, relevance is found in teaching students' culture in the learning context, in order to develop the class multicultural awareness. In this way, students' experiences are empowered through their own background and knowledge, and their cultures can be represented in the class. Also, all students, even monolinguals, will benefit from the inclusion of other cultures' understanding in the curriculum. Social studies, Maths and Science expand the content-area to make it meaningful for multiple cultures, as students become more engaged with the content through culturally relevant texts, which will improve their reading and literacy skills as well. With the inclusion of multiculturalism, students have the opportunity to build their identity and to identify themselves with cultural and linguistic experiences that can be shared with the class (Celic, Seltzer, 2013).

If linguistic diversity is recognized in the school, every student in each class might become aware that non-English speaking communities co-exist in the same environment. Thus, in order to make the class a multilingual environment, teachers and school staff might implement a multilingual routine to apply on a daily basis, through multilingual greetings, songs, transitions, table names, rules and routine charts, and labels. Also, to represent the students' languages, school landscapes can be accessible to the community through multilingual signs and morning announcements (Celic, Seltzer, 2013).

Another way to support students' language repertoires is to record and monitor their experience overtime through language biographies, language passports and dossiers. Progress can be monitored and students can realise their improvements in language and cultural competencies. The Council of Europe developed this technique which has been implemented in the CUNY-NYSIEB project as well (Celic, Seltzer, 2013).

In order to implement the project, the cultural relevance might be enhanced also through the different varieties of English spoken by the school's members to raise awareness of the different forms of Englishes, according to one's cultural and regional background, family history, etc. (Celic, Seltzer, 2013).

Furthermore, to develop linguistic competence in specific subjects, language objectives are tied to the content, and they can be differentiated at different levels: text-level, paragraph-level, sentence-

level, word-level (Freeman, Freeman, 2009 in Celic, Seltzer, 2013). Once the aims are identified, this method develops competence in language and content. Also multilingual instructions and assessment can be integrated, in order to give every student the possibility to demonstrate their understanding and improvements regardless of their dominant language proficiency (Celic, Seltzer, 2013).

In addition, the creation of multilingual units encourages translanguaging because students might feel more free to use whatever language they prefer or that they feel comfortable using in a specific context. According to the activities, the class can be encouraged to do collaborative group work and to develop personalized strategies to discover and support multilingualism in the class and in the school, not only through speaking, but also through writing and reading (Celic, Seltzer, 2013).

Bilingual and picture dictionaries can develop proficiency and improve content area knowledge, especially if they are built by students themselves. By personalizing pictures and new words, students can remember words and expressions better, and they are bound to retrieve pieces of information more easily. Internet and technological resources can be used for this purpose to further enhance skills development (Celic, Seltzer, 2013).

If students lack background knowledge, this can be integrated with *preview-view-review* strategy to include English, home language and content in order to introduce new topics. According to Freeman and Freeman, 2009 (in Celic, Seltzer, 2013), during the *preview* stage, students brainstorm ideas, make connections, and share background knowledge with their peers. Students are presented with the topic in the *view* stage, including activities related to a text, a video or an audio, and they will work individually or in groups. Finally, the *review* stage aims at writing down the acquired knowledge in English or in their home language (Celic, Seltzer, 2013).

Also, translanguaging in CUNY-NYSIEB is used in multilingual research to read and write texts, as well as to listen to audios and videos, to interview English and other languages speakers, to take notes and to present the research according to the audience's language (Celic, Seltzer, 2013).

The multilingual approach can also be enhanced through interactive reading and writing to develop reading and writing skills, along with the collaboration with peers, teachers, family and community (Celic, Seltzer, 2013).

5.2 TRANSLANGUAGING IN ITALY: L'ALTROPARLANTE PROJECT

The next section will analyse the translanguaging approach through one of the Italian translanguaging projects implemented in schools, L'AltRoparlante.

Firstly, European and Italian multilingual education will be mentioned, as their language policies promote multilingualism in the school system, acknowledging the development of intercultural approaches for an equal and fair social structure. Also, the concepts of biliteracy and biliteracy engagement will be recalled and examined more in depth.

Secondly, multilingual projects enhanced in Italian schools will be discussed, with a focus on L'AltRoparlante project, which will be the central matter of this section. L'AltRoparlante's aims will be described, as well as the schools where it operated until now; therefore, how its objectives are pursued and how collaboration between teachers and researchers occurred will be examined through the project's theoretical frameworks and concrete examples.

Thirdly, as L'AltRoparlante was inspired by CUNY-NYSIEB project, it adjusted those functional elements that needed to be adapted to the cultural and operational context where L'AltRoparlante operates. Thus, lesson plan, implementation stages, resources and strategies to describe students' language repertoires will be described; also, how to elicit and assess translanguaging tasks and outcomes will be analysed by considering their description in the General Unit Description and Stage Development handouts.

Finally, the effects of L'AltRoparlante on students and teachers will be measured with a sight on its impact on a didactic and socioemotional level.

As mentioned in the previous chapters, these last years, multilingual education developed many theoretical and practical approaches in order to promote multilingualism in schools. The EU legitimized the use of multiple languages at school through many linguistic policies, frameworks and guides for research. Therefore, new methodologies and socio-linguistic surveys with the aim of language recognition began to be employed by the school system. For instance, *linguistic schoolscape*

actions verify the impact of linguistic and semiotic elements, belonging to language varieties in the school, on students, teachers and school staff (Bellinzona, 2018 in Carbonara, Scibetta, 2020). In the case of Italy, these projects also include dialects and minority languages. These intercultural approaches legitimized plural language repertoires, valorized home languages and nullified linguistic hierarchy for a more equal-oriented educational approach. Furthermore, the guaranteed linguistic rights for students, the development of language awareness and metalinguistic competences have been included in the school curriculum; thus, institutions started to support the valorization and promotion of languages and multilingualism (Carbonara, Scibetta, 2020).

As previously mentioned, biliteracy is one of the objectives of translanguaging, and, in order to fully legitimate linguistic repertoires education (Favaro, 2014 in Carbonara, Scibetta, 2020), *biliteracy engagement* is particularly important for the development of higher cognitive competences and a sense of individual linguistic identity in emergent bilinguals, through intercomprehension and global citizenship promotion (Cummins, 2015b in Carbonara, Scibetta, 2020).

As Carbonara, Scibetta, 2020, claim, Italian school's multilingual education has been experienced through a great deal of projects implemented by scholars. For instance, University of Florence supervised the "Valorization of multilingualism"[49] project (Chiappelli, Manetti, Pona, 2016 in Carbonara, Scibetta, 2020), University of Turin coordinated "Our languages and us"[50] (Sordella, Adorno, 2017 in Carbonara, Scibetta, 2020), University of Milan coordinated IRIS (Identifying and Reconstructing Individual Language Stories) promoted by Erasmus+ (Favaro, 2018 in Carbonara, Scibetta, 2020); the EURAC Research of Applied Linguistics Centre in Alto Adige supervised "RepertoirePlus" (Zanasi, Platzgummer, 2018 in Carbonara, Scibetta, 2020); furthermore, the autonomous province of Bolzano, with the supervision of University of Eastern Piedmont, conducted the transdisciplinary project of "What is *matematichese* language?"[51] (Mora, Atz, 2020 in Carbonara, Scibetta, 2020); "Italian Language - Language of Origin" (LI.LO) is a project presented by Firpo, Sanfelici, 2016, in Genoa.

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[49] Original title in Italian: "Valorizzazione del plurilinguismo".

[50] Original title in Italian: "Noi e le nostre lingue".

[51] Original title in Italian: "Che lingua è il *matematichese*?". *Matematichese* refers to a wordplay implying the language of Mathematics.

Finally, L'AltRoparlante project has been implemented by Carbonara and Scibetta, supervised by Professor Bagna, with the University for Foreigners of Siena supervision in many schools all around Italy since 2016 (Carbonara, Scibetta, 2020). This project is based on a translanguaging approach; therefore, the next paragraph will focus on L'AltRoparlante project's methodologies and practical activities that Carbonara and Scibetta conducted in the classrooms.

First of all, L'AltRoparlante is a combination of the Italian words "other" and "loudspeaker"; therefore, it means to give a loud voice to others, to those who have always been silenced, a voice that is always a resource and never an obstacle, nor at school, or in social life (Carbonara, Scibetta, 2020). Thus, its goals strive for change in society starting from the change that needs to occur in schools, through political actions rising from below (Baldauf, 2006 in Carbonara, Scibetta, 2020).

According to Carbonara, Scibetta, 2020, the project promotes three main goals, which all rely on the translanguaging practice.

Firstly, the promotion of translanguaging pedagogy to sustain a bilingual and plurilingual competence development and the maintenance of emergent bilinguals' home language; to promote the whole class' metalinguistic and intercultural considerations; to dismantle language and culture-based hierarchies in order to encourage a linguistic ecological environment (Hult, 2013 in Carbonara, Scibetta, 2020).

Secondly, L'AltRoparlante aims to verify the activities of language exposition impact on the class and school curriculum, besides teachers, students and parents' perception and communicative practices (Carbonara, Scibetta, 2020).

Thirdly, it focuses on the non-Italian students empowerment dynamics (Cummins, 2012 in Carbonara, Scibetta, 2020) that allow them to cooperate with the class in order to avoid marginalisation caused by language or cultural prejudices (Cummins, 2015a in Carbonara, Scibetta, 2020). Also, the project demands a change on the power relations within the class, the development of multilingual literacy skills to raise more language awareness of the bilinguals, as well as the monolingual speakers (Carbonara, Scibetta, 2020).

Heretofore, L'AltRoparlante operated in four schools which differentiate one another for their immigration history, individual and collective language repertoires, first and second generation of non-Italian students, small and medium-size urban contexts.

Therefore, up until now, the schools that hosted L'AltRoparlante project are: Istituto Comprensivo "Martiri della Benedicta" in Serravalle Scrivia, Alessandria, with a majority of students born in Italy but whose parents originally from Morocco, Tunisia and Albania; Istituto Comprensivo di Cerreto Guidi, Florence, with the majority of Chinese students, followed by Albanian and Romanian; Istituto Comprensivo "Marco Polo", Prato, with Chinese students that overcome Italian students presence, followed by Albanian and Pakistani students; Istituto Comprensivo "G. Bertolotti", Gavardo, Brescia, whose non-Italian students majority is constituted by Pakistani, Moroccan and Romanian students (Carbonara, Scibetta, 2020).

As García, Kleyn, 2016, define the research and dialogue among mutual learning, competencies, resources and educational practices in CUNY-NYSIEB, also L'AltRoparlante bases its action within a *transformative research-action* perspective. Therefore, a tight collaboration between researchers and teachers is fundamental for the educational activities, support and translanguaging effects on students (García, Kleyn, 2016 in Carbonara, Scibetta, 2020).

Thus, the researcher needs to train teachers with the multilingual practices and lesson plan, as well as how to implement the initial steps of the projects, among which, the ethnographic research. In this first step, teachers collect data on the students' language repertoires, becoming a linguistic policy agent, which national and European educational and language policies will be shared and discussed with the researchers (Carbonara, Scibetta, 2020).

Therefore, L'AltRoparlante manages its lesson plan by responding to the class' multilingualism necessities, on a micro and macro level. Six stages characterized the translanguaging implementation in the previously mentioned schools:

1. *Contact*. In this first step, researchers and schools become collaborators in order to collect and share information on the school and students' language repertoires, translanguaging principles and personalized educational practices.
2. *Formation*. This phase focuses on teachers and parents' formation on translanguaging practices and activities, multilingualism, Italian and European policy on linguistic rights,

cognitive and metalinguistic benefits on bilingualism and *biliteracy* and bilingualism myths to dispel. This is the stage where teachers define their *stance*.

3. *Ethnographic survey*. Mainly through questionnaires to students and families, the linguistic variety of the class (including dialects) is measured, not only to reveal the languages of the students, but also to raise awareness of individual and collective language repertoires.

4. *Planning and first implementation*. As the *design* stage described by García, Johnson, Seltzer, 2017, this phase aims at the integration between traditional teaching and translanguaging; therefore, multilingual showcases with topics studied in many languages, might be exposed to the whole school.

5. *Advanced implementation and monitoring*. This stage corresponds to *shift* stage ideated by García, Johnson, Seltzer, 2017; hence, teachers become more autonomous in building and adapting multilingual materials and resources, and students know how to manage their multilingual scaffolding, both individually and in groups. Furthermore, they become aware of the dynamics of empowerment and their critical sense of global citizenship develops (Scibetta, Carbonara, 2019). Moreover, a monitoring activity works alongside the didactic action, where teachers and researchers share their data on class observations.

6. *Promulgation and communication*. This last step is fundamental to share final materials used for the activities with other teachers, parents and the communities. Sharing can be done through L'AltRoparlante newsletter, social media, school and university websites, radio and local newspapers. Communication is necessary to establish civil debates on multilingual practices at schools, especially within the non-Italian majority students' school contexts. This should allow the development of a democratic "transformative impact" in the teachers' attitude towards students and linguistic rights.
(Carbonara, Scibetta, 2020).

Considering the similar steps to translanguaging practice described by García, Johnson, Seltzer, 2017, adapted to the Italian context, it is important to mention that L'AltRoparlante project is based on the CUNY-NYSIEB project, the first translanguaging approach programme.

CUNY-NYSIEB researchers' initial step consists of asking some questions on the research and the students they are going to work with. L'AltRoparlante's researchers adapted these questions to their needs; therefore, before starting their activities, these research questions will guide them to the hypothesis formulation and data collection.

Therefore. the essential questions are:

- Who am I?
- What is my class composed of?
- Where do my non-Italian students come from?
- How old are my students?
- What resources, supports or subjects can I involve?
- What types of input can I suggest?
- What language can I suggest inputs in?
- What related activities can I propose?
- What output activities can I propose?
- How do I assess my students?[52]

(Carbonara, Scibetta, 2020).

These questions focus on the main translanguaging plan aspects: the teachers' didactic approach, the class ethnographic survey, students' language repertoires characteristics, educational resources and supports, the multimodal types of input (oral or written text, video, image, object, multimedia, etc.), cooperative learning in heterogeneous groups, assessment. The latter is considered one of the main obstacles for teachers; therefore, FREPA descriptors become useful in the Italian context, as well as CUNY-NYSIEB performance-based assessment, self-evaluation and evaluation report that are completed by families and communities (Carbonara, Scibetta, 2020).

Ethnographic survey is another of the crucial steps for translanguaging activities creation, as teachers and researchers need to have a clear picture of individual and collective languages of the class. Besides having a general linguistic outline, teachers and researchers need to understand what is the students' emotive and perceptions connected to languages and dialects; hence, a multimodal resource is used to investigate interactions and dynamics among linguistic repertoires: this resource is called "linguistic biography" or "linguistic silhouette" (Busch, 2012 in Carbonara, Scibetta, 2020).

Furthermore, the researcher must be an active listener, flexible in changing thought and attitude according to the context and their subjectivity must not be seen as a limit, but as an added value for

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[52] Translation provided by the author. Original questions in Italian are as follows: "Chi sono io? Com'è composta la mia classe? I miei studenti di origine straniera sono…? Quanti anni hanno i miei studenti? Quali risorse, supporti o soggetti posso coinvolgere? Che tipi di input posso proporre? In che lingua propongo l'input? Quali attività corredate all'input posso proporre? Quali attività di output posso proporre? Come valuto?" (Carbonara, Scibetta, 2020, pp. 150-151).

a more accurate interpretation. Also, during this phase, collaboration with teachers is crucial in order to produce a social and linguistic political impact on a data collection level, as well as their final analysis (Carbonara, Scibetta, 2020, pp. 200-201).

"Linguistic biographies" are integral parts of the project. They are designed as follows.

Firstly, students draw a simple black and white silhouette; secondly, they fill it up with languages and dialects they know. Sometimes languages are distinctly independent, as they were drawn as separate entities; sometimes they seem connected, hence, they metaphorically appear close to one another.

Yet, independence or connection among languages might result not only from a mere linguistic competence, but also from the emotional and personal attachment the student feels towards their languages. Some of them even distinguish the languages and dialects that they are able to speak, understand and know (see this distinction in Fig. 7) (Carbonara, Scibetta, 2020).

Figure 7 - Example of linguistic biography with first signals of language awareness (Carbonara, Scibetta, 2020, p. 160)

Furthermore, *linguistic schoolscape* is represented through linguistic elements in the public spaces, inside and outside the school. For instance, administrative office signposts and multilingual showcases are exposed next to these places' entrance, so that students, teachers and parents interact with other languages at any moment, not only in class during the lesson. They are always encouraged to enrich these signs with new terms and images, and to use them as they spontaneously interact with other teachers and students (Carbonara, Scibetta, 2020).

In addition, they can also be used by parents when they go to school to talk to their children's teachers, as a support for immediate translations and first communication. Plus, these signs might remind students of the topics studied in class, and, when they need to create new material, they can always store the old one in archives, such as "multilingual boxes" and dictionaries.

This language material is used in an active way in every subject at school, as it reflects the socio-political observation of linguistic diversity as an always available resource, rather than considering non-Italian students as lacking in Italian language competence (Carbonara, Scibetta, 2020).

Figure 8 - Signpost on the administrative office entrance Istituto Comprensivo di Serravalle (Carbonara, Scibetta, 2020, p. 163)
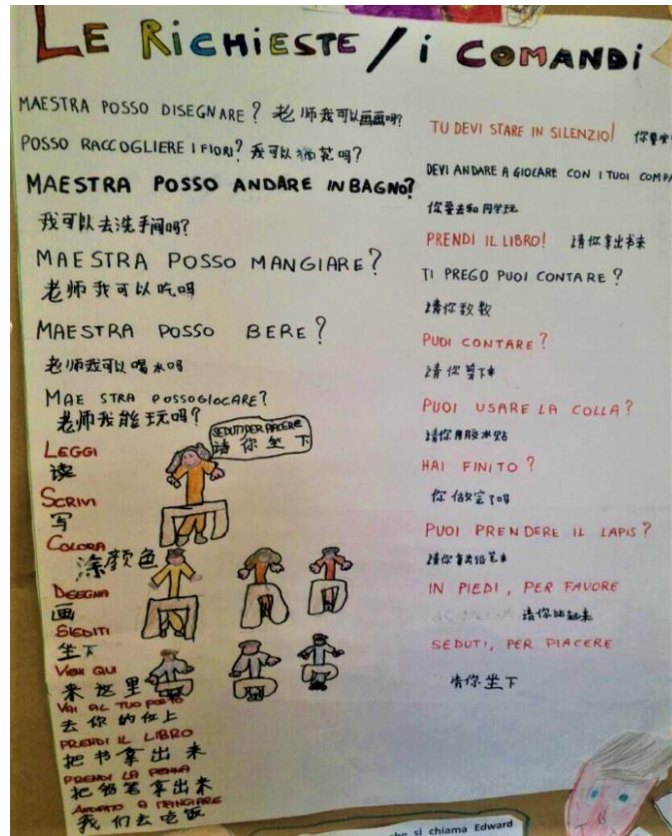
Figure 9 - Example of bilingual phrasebook in Stabbia primary school. Teachers: Anna Maria Salvi and Sara Gaggelli (Carbonara, Scibetta, 2020, p. 165)

Figure 10 - Multilingual repertoires in Serravalle school (Carbonara, Scibetta, 2020, p. 164)

Translanguaging implementation within L'AltRoparlante project can be based on both oral and written texts. Despite this fact, written texts cannot be used in every context: for instance, in kindergarten or when the level of language is not sufficient to comprehend written texts. These circumstances require a focus on the oral skills to be developed by students (Carbonara, Scibetta, 2020).

Therefore, oral inputs are fundamental for the learning of lexical and phrasal elements; through ludic activities, teachers can enhance students' oral skills.

For instance, the Geography teacher in Istituto Comprensivo Serravalle Scrivia made a city path and students needed to interact among them. Buildings were indicated with the languages of the class, and, in pairs, students had to follow the right directions in order to arrive in the right place.

Another interesting strategy is the use of *silent books*. As illustrations and drawings are without a written text, students can invent their own story, and interpret their own message developing their oral skills (Carbonara, Scibetta, 2020, pp. 175-178).

On the other hand, written texts allow students to work towards a cooperative learning vision. Multilingual texts can be created around one language at first; then, terms and expressions in other languages can be added. In doing so, multilingual paragraphs summarize the content, writing systems and communicative functions. This process might arise students' language awareness because they are personally involved in the creation of a new and unique product; hence, this process can be integrated with comprehension activities, textual analysis, multilingual lexical inputs, lexical and expression pattern-drills[53].

Furthermore, the interdependence created by students' collaboration and their reciprocal feedback develop and support content learning and legitimization of linguistic repertoires (Carbonara, Scibetta, 2020).

Corresponding to CUNY-NYSIEB *Explorar* stage, one of the tasks that enhances metalinguistic awareness is lexicon translation, which has been used by Prato primary school. Therefore, teacher

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[53] Pattern drills are stimulus-response repetitive exercises where the students need to give a quick answer after a stimulus. Source: ITALS, Laboratorio per la formazione e la ricerca in Italiano Lingua Straniera, Nozionario di glottodidattica https://www.itals.it/nozion/noziof.htm

Sandra Martini proposed a translation of the *Universal Declaration of Human Rights*, art. 19, UN, to her students, in order to raise awareness both on the languages of the class and on human rights (Carbonara, Scibetta, 2020, p. 178-180).
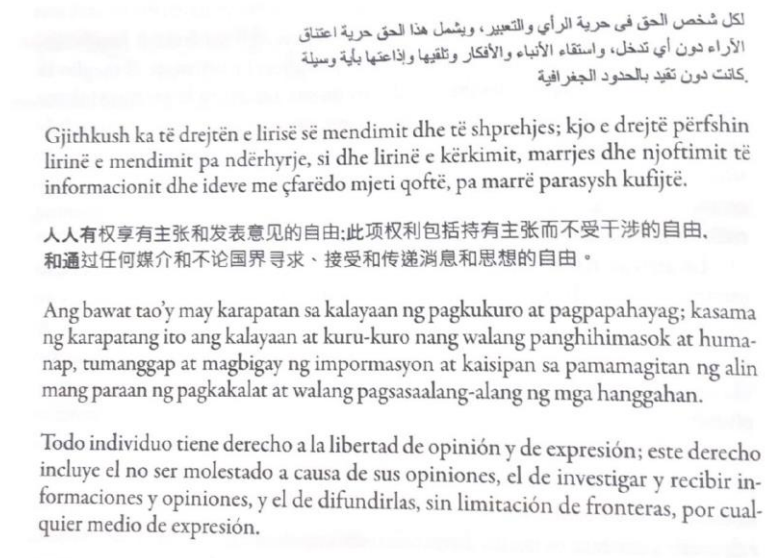
Figure 11 - Multilingual activities on the Universal Declaration of Human Rights, art. 19, UN. Teacher: Sandra Martini, Prato (Carbonara, Scibetta, 2020, p. 180)

According to Carbonara, Scibetta, 2019, for these tasks to have a concrete outcome on students, a final product needs to be defined. This output should represent the linguistic variety of the class; therefore, a series of strategies might help the teachers to foster Italian texts exploration and manipulation in order to create new multilingual texts. These strategies give autonomy both to teachers and students; in addition, according to the text input (oral, written…), the outcome approach will be different.

For instance, skimming can be used to explore a text. Making hypotheses by basing on the title, images, captions might give a general idea of the content; hence, these elements might elicit students' background knowledge and vocabulary. Scanning applies the 5 WH-questions on the text in order to identify specific information. Thus, frameworks, outlines and mind maps might make the students focus on important information through connections between questions-concepts logic. Furthermore, reformulation allows students to work from Italian to another language and vice versa; transformation

works with characters of a book or a comic, more precisely, students work with direct and indirect speech. Finally, summary involves written or oral production of the students' language, which other students can integrate with suggestions and corrections, whilst the teacher enhances metalinguistic analysis (Carbonara, Scibetta, 2019, pp. 504-507).

Another crucial aspect of L'AltRoparlante project is its lesson plan model. Considering the central role of a transdisciplinary and vertical planning, Carbonara, Martini, 2019, deeply analysed the *translanguaging unit plan* and *translanguaging instructional design cycle* ideated by García, Johnson, Seltzer, 2017, for CUNY-NYSIEB project. Therefore, the authors found elements of the two models that can be adapted to the Italian context they work in. Starting from this critical comparison, they designed two translanguaging educational models: *General Unit Description* and *Stage Development;* together, they make a *Learning Unit[54]* (Carbonara, Martini, 2019).

The *General Unit Description* is divided in three main sections:

1. In the first section, the teacher needs to write title, recipients, subject, the *Proposal for a Council Recommendation on Key Competences for Lifelong Learning, 2018;*

2. In the second, the learning objectives described in the *National Directions for Kindergarten and Primary School Curriculums,* 2012 must be indicated;

3. The third section expresses multilingual knowledge and competences of FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Culture,* 2012, methodologies used by teachers, materials, human resources (especially when teachers do not know the students' languages), assessment, time management.
(Carbonara, Martini, 2019).

The *Stage Development* model distinguishes the lesson phases of each lesson.

Firstly, the *motivation* step elicits students' background knowledge and known vocabulary by asking questions about the title or the images in order to make hypotheses on the content. To do so, the teacher can also introduce some preliminary activities, such as brainstorming.

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[54] Translation provided by the author. Original Italian titles: *Quadro generale dell'Unità, Fasi di sviluppo, Unità di lavoro/apprendimento* (Carbonara, Martini, 2019, p. 30).

Then, the *global* phase aims at giving students an overview of the topic through reading and underlining new vocabulary that will be added to the multilingual showcase; therefore, a discussion will follow. During the *analysis* stage, the teacher guides students' considerations on the topic's main aspects, so that students can better identify themes that interest them the most. In addition, they *summarize* the discussion on another multilingual poster. Before the summarize phase, the teacher proposes some warm-up activities to the class, in order to remind them about the global and analysis stages. Generally, students are divided in heterogeneous groups and they will have to develop one of the themes they previously discussed. The summarize stage consists of a text production in each group's languages, and students have access to technological devices such as online translators and other resources. Also, parents can integrate materials. Finally, during the *communicative output* stage, students expose their topic, with considerations on other groups' works in order to develop active speaking and listening skills. Furthermore, in this phase, the teacher fosters the debate and supervises translinguistic and metalinguistic processes (Carbonara, Martini, 2019).

Nevertheless, according to the topic the teacher introduces and the available resources, the *Stage Development* model can be adapted to the learning situation. For example, the teacher can integrate their lesson with videos, comprehension exercises (multiple choice, match and combination tasks, simplified texts for non-Italian speakers, questions, etc.)[55] (Carbonara, Martini, 2019).

According to Carbonara, Scibetta, 2020, the discoveries and effects resulting after L'AltRoparlante project on teachers and students involve aspects of the school system on many levels.

Firstly, it made teachers realise that some students have a negative perception of their home languages because they feel discriminated against for that reason, especially if the language is subjected to negative stereotypes. Secondly, it emerged that Italian as second language classes resulted in an assimilation process for second generation immigrant students, with the consequent risk of losing their original cultural identity. Nevertheless, for the majority of students, Italian and non-Italian speakers, L'AltRoparlante had a positive impact on the linguistic and cultural empowerment of non-Italian students. It made everyone realise that awareness and self-confidence of their own cultural and linguistic repertoire can enhance hidden talents and increase motivation; therefore, students started to

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[55] See Appendix A for an example of a lesson planned with *General Unit Description* and *Stage Development* translanguaging model approaches made by Valentina Carbonara and Sandra Martini, in Carbonara, V., Martini., S., 2019, *Un modello operativo per l'approccio pedagogico del translanguaging? Esempi di applicazione in una Unità di Lavoro/Apprendimento (UdLA)*. (Document in Italian).

realise that languages are different and cannot be classified as more or less important, because meanings can be easily reached by using more than one's native language, in an independent and autonomous way.

In addition, students recognized linguistic and cultural legitimacy with the surfacing of multilingual repertoires. Hence, many Italian speakers wanted to feel even with their non-Italian classmates, and, as they would speak only Italian, during the ethnographic survey they would name languages of which they know few words or that they heard from a family member, as well as dialects of their geographical area.

Furthermore, emergent bilinguals no longer feel that uncomfortable emotion of linguistic resistance, but thanks to language valorization, they have been able to express their feelings and share a part of their personality that had yet to emerge. Thus, spontaneous friendship attitudes arose in the class, as students finally felt free to show their emotions because also teachers and the other students could understand what they needed to do in order to make non-Italian students feel comfortable in the class and school context.

Finally, students began to observe the differences and similarities between languages, demonstrating that their bilingual literacy was developing; therefore, morphological, syntactic and pragmatic aspects noticed by students were a clear hint of how translanguaging impacted on the class in a meta-linguistic way, and how important language legitimacy could be on an inclusive, equal and emotional perspective (Carbonara, Scibetta, 2020).

Therefore , translanguaging spaces must be found within communicative classroom practices in order to transform linguistic repertoires from individual resources to a collective one. This process can be applied through cooperative learning and other strategies that foster the linguistic exchange in the class (Carbonara, Martini, 2019).

Translanguaging in the Italian context developed by the L'AltRoparlante project, a transformative-action research based method that converges researchers, university professors and school teachers' knowledge, competencies and experiences in order to enhance language environments inside and outside school (Carbonara, Martini, 2019).

Therefore, some of 18 school teachers who have been involved in the project at the elementary school of Serravalle, Cerreto and Prato in 2018, noticed the sort of attitude that is required in order to adopt a translanguaging approach in the class. For instance, one of them claimed that it is crucial to consider one's own political and social stance to be aware of language rights importance and the involvement of the whole student's linguistic repertoire not only during translanguaging activities, but all along the school curriculum, where every teacher can integrate translanguaging elements in their class (Carbonara, Martini, 2019).

Thus, if translanguaging spaces converge with objectives and competencies, languages become legitimized through a peculiar educational path, as they become integral part of disciplines themselves, and not as auxiliary elements as they are often perceived (Carbonara, Martini, 2019).

Furthermore, interdisciplinary activities between languages and subjects are required by teachers who started to work with a translanguaging approach, so that common educational aims can be reached together. In addition, when looking at evaluation, teachers suggest assessing the path which has run throughout multiple subjects. Therefore, thanks to this holistic and performative approach (García, Li Wei, 2014 in Carbonara, Martini, 2019) students with a migratory background are more included (Carbonara, Martini, 2019).

Moreover, translanguaging can be adapted according to the grade of students. For instance, for the first grades of elementary school, teachers realise that they are freer in structuring their work, whereas, it becomes more specific towards third and fourth grades as it includes sentences and sequences. Therefore, it appears that school teachers prefer that translanguaging activities adapt to their teaching style; however, almost all of them acknowledge the importance of a longitudinal plan that might be adapted to a teacher's experience and method, but to have a model to base each module on (Carbonara, Martini, 2019).

The *Council Recommendation on Key Competences for Lifelong Learning,* 2018 replace some of the competences of the 2006 version to mirror the change of attitude in society with the respect of language diversity. These are: "Literacy Competence" instead of "Communication in the Mother

Tongue" and "Multilingual Competence" instead of "Communication in Foreign Languages". These wordings reflect the personal history of the bilingual speaker, placing the home language and the dominant language on the same level (Carbonara, Martini, 2019).

In addition, multilingual competence is defined more specifically in the Companion Volume, 2018 which descriptors are detailed and suitable for the linguistic and cultural repertoires within multilingual and multicultural environments (Carbonara, Martini, 2019).

Also, FREPA documentation analyses modalities and approaches to be developed in the school curriculum and it can be used in a translanguaging environment as its orientation is directed to linguistic awareness in a multilingual context (Carbonara, Martini, 2019).

Therefore, the *General Unit Description* involves competences in three levels:

- *Proposal for a Council Recommendation on Key Competences for Lifelong Learning,* 2018
- *National Directions for Kindergarten and Primary School Curriculums,* 2012
- FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Culture,* 2012

(Carbonara, Martini, 2019).

Each *Learning Unit* focuses on the specific incentives to have students work with multilingualism; in addition, this way of planning the Units allows teachers to focus on the objectives and the students' role, including interactions and participation (Carbonara, Martini, 2019).

Thus, cooperative learning is the key of the project, which is divided into four lessons, each composed of specific stages (Gentile, Chiappelli, 2016 in Carbonara, Martini, 2019) where groups of students are divided sometimes into groups of the same language, and sometimes into groups who speak different languages, in order to apply different linguistics practice on a daily basis (Carbonara, Martini, 2019).

Therefore, an active attitude is fundamental for students to activate their background knowledge; to do so, visual elements on a screen for instance might be beneficial for the involvement of students. Also, it might foster the metalinguistic comparative awareness between different languages, for example, when the same linguistic elements in different languages are represented in a table, besides raising awareness on languages that are not spoken in the class (Carbonara, Martini, 2019).

Also, researching in their mother tongue, allowed students to share their knowledge with their peers, creating a positive interdependence within the group and the whole class (Carbonara, Martini, 2019).

For the final assessment, students have been evaluated on a summary of a text related to the main topic with multiple choice tasks. In addition, the teacher considered the interaction occurred in the class and their attitude. Finally, students submitted a self-assessment written in the preferred language (Carbonara, Martini, 2019).

The authors considered many factors in one of the projects where they have incorporated translanguaging practice in an Italian primary school. Firstly, they analysed the interviews conducted during the research and submitted to school teachers. After the teachers' claims, they deduct that a specific translanguaging model does not seem to be ready to be integrated in Italian primary public schools curriculum, but it can be implemented through projects supervised by university researchers (Carbonara, Martini, 2019).

Furthermore, directives from European and national documentation give the guidelines to realize a translanguaging projects, and both from the Learning Unit and the cooperative learning perspectives, a similarity is found between the Italian and the American educational models. Thus, both enhance cooperation in the class, exposure to a wide range of contents, text types, analysis conducted in each of the class languages, and finally the multilingual outcomes to empower also out of the class. Plus, the input can be given both in the school language and then students can transform it into their home language, or vice-versa. However, generally speaking, the final output is produced in every language and exposed to the whole school (Carbonara, Martini, 2019).

Two are the critical aspects identified by the authors: knowledge of the theoretical framework of translanguaging and evaluation.

Besides the theoretical knowledge, the first aspect also includes the teacher's stance to be open-minded and willing to give value to minority languages. Then, the planning of the stages must consider the right timing of when to include translanguaging, and this process takes time, as it has to adapt to the many variables in the class.

The second aspect still questions how to assess students, whether to include their competences in their home languages, the final output, etc. However, FREPA descriptors become useful for teachers to provide objectives, and, thus, to establish assessment grids suitable for groups and individual students. Nonetheless, it usually consists of a performance-based evaluation and a self-assessment shared between educators and students (Carbonara, Martini, 2019).

Furthermore, the collaboration between universities and schools might enhance and improve those tools useful to evaluate the improvements of each student (Carbonara, Martini, 2019).

CHAPTER 6

6. BILINGUALISM, BILINGUAL EDUCATION AND TRANSLANGUAGING IN ITALY AND IN THE UNITED STATES OF AMERICA: A COMPARATIVE ANALYSIS

The following comparative analysis will examine bilingualism and multilingualism, bilingual education and translanguaging in Italy and in the United States. Therefore, it will be divided into two sections.

The first one will refer to a comparative analysis between multilingualism, bilingualism and bilingual education in Europe and in the US, including policies and their effects on language learning in the school environment, besides analysing the integration of students and the languages roles in Italy and the US.

The second part will refer to a comparative analysis of two translanguaging projects implemented in some Italian and American schools, respectively L'AltRoparlante and CUNY-NYSIEB.

Finally, the comparison will highlight differences and similarities between the application of the two projects considering their settings and it will reveal whether their contexts and methodologies are coherent with the translanguaging approach. Research, data and documentation will sustain the arguments of the comparative analysis.

The following paragraphs will examine in depth the findings of the comparative analysis conducted in the research.

6.1 LANGUAGE POLICIES AND BILINGUAL EDUCATION

The first section of this comparative analysis concerns the nature of multilingualism and bilingual education in Italy and in the United States, with a focus on the relative legislation and linguistic policies.

According to the analysis of this research, both Italy and the United States show valuable features and elements that might be improved in the educational structures concerning their multilingualism and bilingual education at school.

Firstly, European and Italian language policies seem to be successful in protecting the linguistic heritage of each individual, which fosters inclusion and equity in society. In addition, the relative legislation also protects and empowers minority languages and dialects, where also Italian speakers can see their regional culture recognized. Therefore, the policy regarding language preservation, especially from the Council of Europe and the European Commission, are paramount for languages protection. For instance, the European Charter for Regional or Minority Languages, 1992 by the Council of Europe, constitutes one of the main reference points for the linguistic issue.

Multilingualism in Europe is intrinsic in its own character, as it is witnessed in the Maastricht Treaty, 1992; consequently, its influence made multilingualism in Italy recognized and legitimized. Furthermore, since the European Union establishment, European institutions provided policies for language protection for its member States, in order to preserve people's heritage and individual identification.

Europe is rich in dialects, minority languages, language varieties coexisting within the same country and often within the same region. Consequently, many cultures coexist as well, a condition that occurred as a consequence of historical events and immigration.

Consequently, thanks to the official documentation, multilingualism in Europe is protected and enhanced in its institutions, including schools. Both the Maastricht Treaty and the European Charter for Regional or Minority Languages contribute to the cultural and linguistic empowerment in Europe and enhance equity and social justice in the Union, hence they might be considered as a base which school policies rely on as well.

Therefore, their impact on bilingual education in Italy, through the support of EU members' economic and social values, has positive effects on language education in schools.

Thus, the most common form of bilingual education in Italy appears to be CLIL, which uses languages as means to provide content knowledge. Although it does not imply a full-immersion in the language

or an intensive language learning, CLIL project developed a successful transdisciplinary approach in the Italian schools combining language and content.

For instance, as Hélot, Cavalli, 2017 mention, CLIL enhanced language education in an innovative way, hence through content learning. By doing so, students are more exposed to the language and the context makes the language purposeful, showing that bilingual education is possible to achieve through every discipline.

Secondly, the approach adopted by the Italian school enhances diversity as a resource through multilingual projects that are accessible to every student in public schools.

In the Italian educational context, for a long period of time, bilingual education has been considered to belong with the elite of society, and in certain contexts, this thought has not changed. However, especially during the last 20 years, more attention has been given to immigrant children in schools, as well as to the expression of themselves, in terms of linguistic and cultural identification.

Therefore, surveys from MIUR (2012, 2014, 2019, 2020) have been conducted in order to discover inequities among students. For instance, its reports on *Gli alunni con cittadinanza non italiana. A.S. 2018/2019* (MIUR, 2020) shows the dynamic growth of non-Italian students presence in Italian schools that rose especially from the beginning of 2000s, until a more light growth in 2018/2019. Furthermore, its data offer an overview on how Italy has been working towards a policy of equity and integration through *National Directions for Kindergarten and Primary School Curriculums* (MIUR, 2012) and *Guidelines for Immigrant Students Policies* (MIUR, 2014).

Also, Italy seems to conduct its research on students in an accurate way. Therefore, MIUR's data interpretation might be useful for teachers and educators who want to implement teaching methods that respond to students' variety. Hence, it examines the country of origin of students, showing that in 2018/2019 the distribution of non-Italian students was not homogenous in Italy, second generations constitute the majority of immigrant students, which the most common countries of origin are Romania, Albania, Morocco and China (MIUR, 2020).

Particularly, migratory waves to Italy led the Ministry of Education to start teaching Italian as a second language, and schools to discover students' socio-economic background and to find linguistic and communicative competences. As INVALSI, OECD-PISA analysed their series of research in 2018, social inequities seem to have a greater influence on school performance than the fact of not speaking the dominant language.

In addition, as immigration became a structural phenomenon in Italy and non-Italian students became more and more part of the educational system, intercultural projects including professional figures such as mediators and facilitators became key figures for integration and inclusivity.

Thus, awareness was raised also in terms of identity protection, so that is probably the reason why Italy has developed a good plan for inclusion at school, at least theoretically.

Thanks to updated grids and frameworks of reference on cultural and linguistic competences, schools can rely on a reference point where to base its curriculum on; furthermore, teachers and educators might improve the methods they record students' progress with, for a more accurate and precise evaluation. In addition, these grids might be useful also for the future, as by recording students' progress, it may come easier to track the general progress of Italian and non-Italian students throughout the years. For instance, FREPA (Candelier et al., 2012) is one of the most accurate frameworks for common descriptors of multilingual activities legitimizing the student's language and culture through macro-areas describing competencies.

Therefore, generally speaking, the school environment raises the awareness around students' linguistic and cultural features through common frameworks and interpretation of data; hence, settling the student at the centre of their learning, where general competences, communicative language competences, communicative language activities and communicative language strategies have the potential to be be intertwined and customized.

Therefore, based on the EU language policy, Italy conducts its own research on Italian and non-Italian students, in terms of number of students, countries of origin, languages spoken at home and knowledge and skills in the school subjects. Examples of these surveys can be found in MIUR (2012, 2014, 2019, 2020), OECD-PISA (2018) and INVALSI (2018).

Especially for the last category, it appears that a disadvantaged socio-economic background has a more considerable impact on the students' academic performance, rather than the proficiency in Italian, although it still has an impact in some circumstances (for instance, reading comprehension in Italian). This perspective might suggest that inclusion in the school environment means also giving the same opportunities to learn regardless of students' socio-economic background, hence, with all the tools required for the education of the 21st century, such as technological devices.

However, despite the proposals needed to reach such aims, the funds for these projects seem not to be enough; thus, the State should invest more in education in order to implement the programmes. In 2019, the Eurydice Report (European Commission, 2019) conducted a research on the areas where European schools decided to give priority to. Hence, in terms of integration processes, Italy seems to have one of the best systems. On the other hand, when comparing investments and services that have actually been offered to these categories of students, Italy does not appear to achieve its full potential.

Furthermore, the Eurydice Report by the European Commission, 2019, shows that the Italian school system relies on a *whole-child dimension* which categorizes non-Italian students as such. Both advantages and disadvantages might be central when the student's valorization of language and culture are considered under this perspective. Carbonara, Scibetta, 2020, analysed the Report and considered the inclusion and equity derived from such *dimension*. Thus, a balanced answer might be found between the extremes of this *whole-child dimension* approach, which the authors claim to be the enhancement of emotional and psychological diversity of the students, hence focusing on their necessities on one hand; yet, the risk of such categorization might support discrimination on a language and culture-basis, implying disadvantaged and special needs for which special attention must be given to.

Therefore, on the one hand, this approach makes diversity perceived as a resource to protect and to exploit, for the whole class' benefit. On the other hand, the risk of this approach is to perceive linguistic and cultural diversity as an obstacle and a disadvantage because of the difference with the dominant culture or language. Thus, many factors are considered for the student's final evaluation, as it consists of a holistic vision of the final product, including their socio-economic background, their effort, where they began and the potential they might exploit. So, the performance itself is never assessed. Therefore, the attitude towards the student seems to be inclusive and equal, to give everyone

the opportunity to start from the same level and enhance their performances according to each individual's potential.

Furthermore, the open approach towards a holistic vision of the non-Italian student should not make the language be perceived as an obstacle or excessively highlight the differences with the dominant language and culture. In addition, approaches that do not separate language and content should be steadily enhanced on a daily basis, in order to reinforce the linguistic and cultural relevance in students' learning. Bilingual education in Italy has adopted a student-centered approach through documents such as the previously mentioned FREPA, but also CEFR (Council of Europe, 2001) and the *Companion Volume with New Descriptors* (Council of Europe, 2018). Also cooperative learning approaches have been fostered thanks to language and culture awareness that these policies aim to raise.

Thus, CEFR is an excellent reference for students, families and teachers who want to refer to common standards of language levels, hence setting further objectives to be achieved in the future. The *Companion Volume with New Descriptors* involves levels of competencies in the culture as well, which are paramount in the linguistic performance and in social interaction.

Therefore, students could develop intercultural understanding and social thinking skills through activities in cooperative groups, besides all the benefits that language exposure, active participation, motivation in learning the content without thinking about grammar rules might bring.

Therefore, overall, Italy seems ready to face the challenges of multilingualism at school. Policies appear to be suitable for the multicultural situation Italian schools have been facing for the last two decades. However, finances and investments on education seem to be lacking, and, consequently, educators and researchers do not have complete freedom to implement projects and additional courses to support multilingualism in the schools.

Also the United States' data collection on languages appears to be accurate and precise; therefore, previsions on how to structure projects that aim at inclusion and equity enhance the success of the programmes themselves. Therefore, many studies on bilingualism and bilingual education are conducted by American researchers that imply their discovery in the school systems; hence, students immediately benefit from the findings of each research.

As data from Child Trends, 2018, the Urban Institute, 2019, the National Center for Educational Statistics, 2020, Statistical Atlas, 2018 show, many ethnicities live in the United States, and, at least for the last 30 years, the vast majority of them constitute second generation immigrants. This means that children who were born in the US from non-American parents identify themselves as American citizens and only those interested in their origins are motivated in learning their parents and ancestors' language and culture. Therefore, this might be the same for Italian second generations.

As the surveys data show, Spanish, Arabic and Chinese seem to be the most common home languages in the country, and the majority of the immigrant population comes from Mexico, India, China and the Philippines.

Furthermore, a difference is noticed in the labels American society gives to ethnicities (White, Hispanic or Latino, Black etc.), sometimes implying individuals' socio-economic background, that are not usually used in the Italian context.

Yet, perhaps more space should be given to language rights protection in language policies. Therefore, even though English plays a central role in 21st century reality, many other individuals are eager to express their individuality and origins, as many cultures and languages live in the same State where sometimes they assimilate the dominant culture and language without having a choice.

The United States developed a series of frameworks on how to evaluate students' language progress. As well as Italian and European policies, these frameworks' aim is to keep track of improvements, teachers can base on standard common grids which describe students' bilingualism.

For instance, CCSS (Common Core State Standards), 2021, provide standards for subjects such as Mathematics and English Language Arts and Literacy, which students must be able to reach at the end of each grade and cycle. However, programmes such as TBE (Transitional Bilingual Education), DLE (Dual Language Education), DLBE (Dual Language Bilingual Education), analysed by Wright, Baker, 2017, might be considered as bilingual programmes launched by institutions as NEA (National Education Association) and publications as BEA (Bilingual Education Act), both examined by Gándara, Escamilla, 2017, rather than real policies adopted in students' bilingual education at school. Thus, this is a difference that might be noticed with the Italian school system, that unlike the bilingual programmes in the US, tries to integrate bilingualism in every school and subject context.

In addition, in the United States, multilingualism has become a structural phenomenon due to immigration movements throughout history which resulted in the multicultural identities co-living in each State of the country.

However, English has become the first foreign language studied by people from all over the world; hence, its dominance does not only reflect the role it covers in the US as an official language, but also the dominance as lingua franca that must be spoken by each individual even overseas.

Therefore, throughout history until nowadays, bilingual education has seen English still as the dominant language, despite recognizing the importance of the other languages as well, as analysed by Gándara, Escamilla, 2017, and Wright, Baker, 2017.

A difference that might occur under this perspective is that it might be more difficult to teach the importance of preserving heritage languages and cultures, as both individuals and institutions objectively recognize the central role the English language and the American culture cover, especially in the Western world. Therefore, globalization and neo-liberal economy might obstruct the development of multilingual and bilingual programmes at school, as languages other than English do not seem necessary to communicate with the rest of the world. As Hélot, García, 2019 examined, minority languages might be put at risk, as despite the scientific discoveries proving the advantages of bilingualism, English plays a crucial role in the 21st century economy and culture.

On the other hand, Italian is mainly spoken in Italy and, even out of Italian borders, it is not studied for the same purposes of English. Therefore, motivation for studying languages other than Italian in Italy, despite being the dominant language of the country, might be greater both for Italian and non-Italian students. That might be due to the awareness of the cognitive and linguistic advantages of being multilingual, as examined by Valdés, 2015 in Baker, Wright, 2017, García, 2009 in Carbonara, Scibetta, 2020, Grosjean, Li, 2013 in Carbonara, Scibetta, 2020, Schroeder, 2018, and others, but also because of the awareness that Italian is only one of the multiple languages spoken in Europe.

Analysis on the importance of languages in Europe conducted by institutions such as the Council of Europe and the European Commission, besides scholars as Hélot, Cavalli, 2017, Candelier et al., 2012, and others, confirm the great influence multilingualism and bilingual education has in the European Union. Thus, that might be the reason why institutions dedicate part of their legislation and

funds to language protection and language learning in and out of school, as even though English still remains the language everyone must learn nowadays, awareness of the linguistic diversity and needs existing in Italy is still present.

Yet, both countries seem to give importance to the economic values of languages; but on a socio-political level, perhaps European and Italian institutions are more attentive to speakers' language rights, as the number of linguistic policies confirm.

6.2 TRANSLANGUAGING MODELS: CUNY-NYSIEB AND L'ALTROPARLANTE PROJECTS

The next paragraph will focus on a critical comparison between the translanguaging practices operated by CUBY-NYSIEB and L'AltRoparlante projects. Elements of their context of action, tools and lesson plans will be considered in order to examine the main differences and similarities of these two approaches.

A premise on different approaches and visions of languages will introduce the analysis; different perspectives on the same concept might have repercussions on the multilingual projects applied in schools, and it might be interesting to examine what approaches scholars decide to adopt according to their visions.

Firstly, CUNY-NYSIEB's linguistic context of work will be considered. Students, teachers, families and communities are involved in the biliteracy engagement of emergent bilingual speakers not only from an activity-based perspective, but also from an evaluative one. In addition, lesson plan methods and collaboration between teachers and researchers will be analysed on a *transformative research-action* level, which, despite contextual differences, are shared between CUNY-NYSIEB and L'AltRoparlante.

Secondly, differences about the involvement of families and communities on the project will be analysed, as well as the lesson plan contextualised in the two different cultural and linguistic contexts of the United States and Italy. European linguistic policy will be also considered central because of its influencing institutional role in European multilingualism.

Thirdly, similarities between the two projects will be examined, as many common points characterise the attitude towards intercultural and linguistic awareness for the promotion of students' socioemotional well-being, development of social justice, sharing and leveraging linguistic repertoire and linguistic ecology in order to enhance biliteracy engagement for academic standards.

Translanguaging in Italy and in the United States has been implemented in schools through several projects.

In this research, L'AltRoparlante and CUNY-NYSIEB projects implemented in primary schools have been analysed in order to compare the two approaches and to examine their differences and similarities.

Despite the different visions on the concept of languages designed by the scholars involved, L'AltRopalante and CUNY-NYSIEB show a similar structure and ways of implementation, besides similar objectives. The different contexts where these approaches are implemented have been analysed in the previous section of this chapter; therefore, now the focus will be on the specificities of the projects themselves.

Firstly, L'AltRoparlante shows common descriptors from European and Italian linguistic policies on language rights on its General Unit Description, to set as objectives. Disposing of common descriptors might be useful for a comparison with past and future translanguaging experiences, even with other classes or schools. Thus, the projects might have the opportunity to develop through other researchers and teachers' suggestions, as they might be able to change some of the projects' aspects in order to adapt it according to the context where it is applied.

On the other hand, CUNY-NYSIEB does not adopt common descriptors in the same way L'AltRoparlante does; therefore, the lesson's objectives appear more personalized according to the content, the class and the teachers involved in the initial plan. There are, however, the CCSS (Common Core State Standards) indicators, which are common to almost every State, that indicate the lesson's content standards.

Secondly, evaluation methods seem to slightly differentiate to one another. Despite the common methods of self-evaluation and teachers' evaluation, CUNY-NYSIEB seems to also involve peers, families and communities in learners' assessments to a greater extent than L'AltRoparlante. Nevertheless, assessment may change according to the theme of the lesson and its objectives for both projects.

Thirdly, for instance, the General Unit Description from L'AltRoparlante does not include research questions explicitly, whereas the Translanguaging Unit Plan from CUNY-NYSIEB does. Answers to the research questions from the Italian model are still responded all along the unit, especially during the last phases. However, probably having the questions at the beginning of the planning stage might be useful to keep the focus on the aims of the unit.

Finally, CUNY-NYSIEB's Instructional Design Cycle and L'AltRoparlante's Stage Development descriptions do not seem to fully correspond one another.

Despite some differences, both L'AltRoparlante and CUNY-NYSIEB involves dialects and minority languages and it fully legitimizes them in students' linguistic repertoires, their planning phases are suitable for translanguaging aims and precise, they enhance visual support and personalized projects in order for learners to retrieve the information more easily and to greet students and families who do not speak the dominant languages at school, making them feel welcome in the school environment.

Furthermore, collaboration between universities and schools of both projects makes them improve thanks to scholars' research and inquiries on multilingualism and bilingual education.

In addition, L'AltRoparlante and CUNY-NYSIEB projects seem to pursue the same aims that the translanguaging approach itself implies; therefore, the mission for socioemotional well-being and social justice is more and more accomplished thanks to their common stance of striving for equity.

Thus, both Italy and the United States seem to well respond to multilingualism and bilingual education. Italy appears to be more prepared in terms of theoretical policies and legislation concerning linguistic and cultural empowerment; nevertheless, the US seems to be ahead in practical terms.

In addition, both L'AltRoparlante and CUNY-NYSIEB projects strive to bring equity and social justice through multilingualism and bilingual education in the schools, and more broadly, in society. Overall, the projects differ in some details; however, they both seem well-founded and efficient in their respective countries of application.

Criticism on translanguaging highlighted two different visions on the concept of languages. On the one hand, García et al. claim that languages only exist on a socio-political level and grammar covers such a limited role when comparing to other linguistic features when considering linguistic studies, that languages are considered as abstract entities. On the other hand, Carbonara, Scibetta, and other scholars do not agree with this critical approach as they support the legitimization and recognition of languages as means of self-identification of speakers.

Generally speaking, languages in Italy mean a sense of belonging to a specific area, such as a region, even from monolingual speakers, who even if they are not able to speak the dialect of their area, they are likely to understand it or, at least, recognize it. In addition, presumably, each individual speaks Italian with an accent, which is also related to the geographical area they have grown up in. Therefore, Italy is probably more sensitive to the existence of named language issues because if even monolinguals have bilingual or multilingual features in their way of perceiving a language through dialects and accents so they identify themselves with a specific socio-cultural environment, bilingual speakers feel this sense of belonging even more present on a daily basis, thanks to their being bilingual and being sensitive to the self-identification issues.

CUNY-NYSIEB project operates in schools in New York, in bilingual contexts, with a majority of Spanish-speakers among students with different backgrounds. Therefore, in order to leverage students' linguistic repertoires, activities must be structured in a way to encourage the use of linguistic repertoires that students apply at school, with their family and their community. Hence, a dynamic flow connecting translanguaging corriente to students' translanguaging performance and teacher's translanguaging pedagogy is installed to ensure that tasks and performances reflect the bilingual identities of students.

Specifically, CUNY-NYSIEB's lesson plan includes the concepts of stance, design and shifts, with the design section divided in translanguaging unit plan and translanguaging design cycle. The first includes the unit's essential questions, content standards, content and language objectives, translanguaging objectives, culminating projects and assessments, texts; the second defines the stages of translanguaging implementation, from explorar, evaluar and imaginar to presentar and implementar.

The General Unit Description from the Italian model of L'AltRoparlante shows European and national policies descriptors, consequently, teachers and researchers can base their planning on a common framework with national and international guidelines. Generally speaking, the Description seems precise and rich in details; it incorporates the methodology used, a list of tools and materials, people involved, the terms of evaluation and the lessons length.

On the other hand, the American model of the translanguaging Unit Plan presents the essential questions right at the beginning of the model, which are not indicated in the Italian one probably because they are established before the General Unit Description planning by teachers and researchers. Furthermore, the American model shows a detailed description of the lessons contents and the objectives for both content and language. Therefore, this version sets specific unit aims according to the topic and the teachers' educational directions instead of referring to official documentation, which would be in common not only with future and past projects, but also with other schools. However, the section regarding content standards seems the only one including CCSS (Common Core State Standards), educational learning goals from kindergarten to 12 th grade, which are adopted by 48 States. CCSS seem accurate and their objectives appear suitable for the aims of each subject.

Moreover, the CUNY-NYSIEB model of the Unit Plan indicates translanguaging objectives according to the teacher's plan, whereas the Italian General Unit Description disposes of FREPA indicators where the objectives needed can be found in each category of the policy itself. The culminating project is indicated in the Unit Plan but not in the General Unit Description, as it appears in the next section, the Stage Development.

In addition, assessment is divided into categories according to content, language and translanguaging evaluation in the CUNY-NYSIEB Unit Plan, whilst the Italian model of the General Unit Description shows a general evaluation space where teachers and researchers can set their own evaluation grid. The same division appears for tools and materials used. The lesson length is indicated only in the Italian model, despite it can be added in CUNY-NYSIEB model.

The phases of the Instructional Design Cycle from CUNY-NYSIEB and the Stage Development from L'AltRoparlante seem to differ under several aspects.

Although they both elicit students' previous knowledge at the beginning of the lesson, it seems that, in the CUNY-NYSIEB model, learners are required to immediately put their previous knowledge into practice, therefore to apply their cultural understanding right at the beginning. The motivation phase from L'AltRoparlante seems to boost motivation and interest in the topic by asking learners to look at some pictures, a video, or other types of texts in order to build a first brainstorming or a collection of ideas with the whole class.

The global phase from L'AltRoparlante involves a global comprehension of the text, where students work on general comprehension questions, and the analysis phase involves a process of identification of the new language and content. Finally, the last phase refers to language production. The next paragraphs will refer to the Stage Development structure of L'AltRoparlante model.

The translanguaging model used by L'AltRoparlante refers to the UdLa model, "Unità di Lavoro / Apprendimento". This design includes the QCER in reference to language levels and the functions of the text within communication, content and language acquisition. Generally speaking, its structure is composed of three main stages: introduction, development and conclusion (Diadori, 2009, in Pona, 2015). However, L'AltRoparlante seems to relate its phases also on the UdA model ("Unità di apprendimento"), which stages relate to the Gestalt theory, bimodality and direction which involve both the right and the left hemispheres of the brain for language acquisition (Balboni, 2015). Consequently, its structure seems to pursue a model that begins with a motivational phase, followed by a global phase, analysis phase and a final summarize phase. Reflection and control on the language occurs in the last phase (Balboni, 2015).

Pona, 2015, claims that the UdLa and UdA have the same internal structure, with an introductory stage which aims at eliciting students' previous knowledge, working on the relations among peers. In a second phase, a text is presented, therefore, students meet language and content; finally, a personalised elaboration of what the students have learnt is presented as the last phase.

In a translanguaging context, the model is adapted to translanguaging activities and objectives, but it still involves the same phases.

Therefore, the Italian model of L'AltRoparlante follows a UdLa structure that, besides translanguaging activities aiming at translanguaging objectives, also involves activities aiming at language objectives, which refer to the QCER, and content objectives, which refer to European and Italian policies (FREPA, National Indication…). In addition, the UdLa phases seem correlated to the UdA model in this project, as motivation, global phase, analysis and summary are involved throughout the project.

Thus, as translanguaging objectives go beyond mere language acquisition (content, cooperation, intercultural communication, socioemotional well-being, etc.), merging the two unit models might enhance all the translanguaging objectives.

On the other hand, the CUNY-NYSIEB model bases its Instructional Design Cycle on a different structure. Thus, during *Explorar*, not only background knowledge is elicited from students, but also questions about where the topic might be found in real life is asked to the class. During *Evaluar*, content is analysed in the languages of the class, usually in groups. Therefore, some practice already occurs at this stage. *Imaginar* phase involves learners' linguistic and cultural repertoires and their ability of collaborating in order to make a relevant output for the class. The *Presentar* stage involves communication between learners, teachers and sometimes parents. A discussion on content among these subjects takes place through the languages of the class. Finally, during *Implementar*, content is discussed outside the class, involving the whole school, families and, according to the project, even communities, through the students' culminating project.

In addition, the L'AltRoparlante model divides its stages into each lesson, whereas CUNY-NYSIEB gives a general outline of the lesson without dividing its activities into lessons. Under this perspective,

L'AltRoparlante seems to be more precise, and it shows that the original model from CUNY-NYSIEB has been adapted to the exigence of the Italian school and its teaching methodology.

Furthermore, according to CUNY-NYSIEB, students' work in class is not only assessed by teachers, but also by peers, families and communities, as well as being self-assessed. Thus, families and communities are also involved in the students' construction of their bilingual identities, with their involvement in assessment and activities on a *juntos* vision-based of leveraging bilingualism both in and out of school.

Collaboration is fundamental for the success of the project; therefore, a *transformative research-action* is the approach used by researchers and teachers in order to transpose theoretical knowledge to practical application in class. Also L'AltRoparlante applies this type of approach in classes; however, it does not seem to fully involve families and communities in the same way that CUNY-NYSIEB does, in the evaluation process. Assessment is mostly made by teachers and self-evaluations, whilst parents usually help with activities and language support.

Furthermore, Europe has a great influence on Italy's language policy, which is included in the current Italian school legislation. Thus, as a result of the multilingual European context, Italian policy in language learning is accurate and specific for the miscellaneous linguistic environment which has been characterizing the Italian school system.

Therefore, dialects and minority languages need to be considered as integral part of students' language repertoires, so L'AltRoparlante tasks considers this aspect as well. In addition, first and second generation immigrant students, which the majority are from Eastern Europe, China and Northern Africa, are encouraged to use their home language in class, in order to eliminate the feeling of shame of knowing a language because it might be associated with negative stereotypes.

Thus, a connection and similarities between CUNY-NYSIEB and L'AltRoparlante might be found on this level, as they both promote socioemotional well-being and social justice through language and intercultural awareness, the creation of an ecological linguistic environment to leverage students' entire linguistic repertoires, biliteracy engagement to be shared with school, families and

communities, and the enhancement of the variety of languages spoken in class (through intercultural communication, language posters, Internet and other tools).

Also, both projects collaborate with schools thanks to university researchers that dedicate their studies to inclusivity of minority students in schools and to leverage students' language repertoires, creating a collaboration between institutions that has positive outcomes for every subject involved in the project, as well as in future generations.

Thus, despite some differences between the Learning Unit from L'AltRoparlante and the Translanguaging Classroom framework from CUNY-NYSIEB, the projects seem to adapt to the context where translanguaging is implemented and their projects seem to go in the same direction.

Therefore, the importance of classroom visual support appears in both projects to achieve academic success and language acquisition; also, a multilingual routine is set as the project develops within each class. Consequently, personalized projects such as language biographies, personal dossiers and bilingual dictionaries are produced by students in order to meet the translanguaging objectives. Furthermore, the use of multimodal materials and collaborative group work enhance students to be protagonists of their own learning.

In conclusion, as multilingualism is at the centre of both translanguaging approaches, language varieties are considered to be knowledge resources in order to reach a full linguistic repertoire and a metalinguistic awareness which competencies might enhance academic language standards, so that every student has opportunities of studying and building the life and the work path that they want.

CHAPTER 7

7. TRANSLANGUAGING: A DIDACTIC APPLICATION WITH THE ITALIAN AND AMERICAN TRANSLANGUAGING MODELS

Chapter 7 will apply a translanguaging approach to a Learning Unit following the Italian model of L'AltRoparlante and to the one proposed by CUNY-NYSIEB.

Firstly, both lessons will begin with a detailed description of a potentially realistic class profile according to the analysis conducted in the previous chapters.

Secondly, a lesson involving History and Italian will be proposed with the L'AltRoparlante Learning Unit model, which will examine its General Unit Description and Stage Development.

Thirdly, a translanguaging Unit Plan and Instructional Design Cycle will be presented along with a Maths lesson conducted through a translanguaging lens which could be potentially adopted by CUNY-NYSIEB, therefore following the project's procedure.

7.1 TRANSLANGUAGING LEARNING UNIT: L'ALTROPARLANTE MODEL

L'AltRoparlante

Unità di Lavoro/Apprendimento (UdLA)

Translanguaging Learning Unit

History and Italian

Class profile:

The following translanguaging learning unit could be presented to an Italian primary school fifth grade class (10-11 years old).

On a theoretical level, the class might be composed of 20 students, 14 of whom are Italian, specifically from Veneto region.

There are 6 non-Italian students who speak Chinese, Romanian and Albanian. Two Chinese students have an intermediate Italian level, they moved to Italy one year ago; a Romanian and an Albanian student were born in Italy, so their level is native-like level. The other Romanian and Albanian students moved to Italy two months ago, and their proficiency in Italian is low.

Therefore, the languages spoken by the class are Italian, Chinese, Romanian and Albanian. In addition, the vast majority of the Italian students can speak Veneto dialect as well.

7.1.1 Quadro Generale Dell'unità / General Unit Description

Title: Ulysses and the Cyclops
Recipients: Primary school - Fifth grade
Subject(s): History, Italian
European Key Competences for Lifelong Learning[56]: - Literacy competence - Languages competence - Personal, social and learning competence - Cultural awareness and expression competence
National Directions for Primary School Curriculums[57] (outcomes): **History** At the end of the module, the student will be able to: - use a series of sources to reconstruct an historical phenomenon; - organise the information collected; - elaborate information on ancient societies, by correlating the main elements among them; - develop oral and written production through critical comparison between past and present, the ability to read and produce information from a variety of sources, the use of the discipline's specific language and elaboration of texts on the topic.

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[56] Source: https://eur-lex.europa.eu/resource.html?uri=cellar:395443f6-fb6d-11e7-b8f5-01aa75ed71a1.0001.02/DOC_2&format=PDF

[57] Source: http://www.indicazioninazionali.it/wp-content/uploads/2018/08/Indicazioni_Annali_Definitivo.pdf

Italian

At the end of the module, the student will be able to:

- discuss the topic in a collaborative environment through questions, answers, examples and explanations, developing meaning construction with specific terms;
- read and understand articulated texts through strategies of content analysis;
- expand their lexicon;
- organise ideas and write texts on the topic;
- acquire metalinguistic awareness.

Multilingual knowledge and competences (FREPA)[58]

After the module, the student:

Knowledge

Language

Section II - *Language and Society*

- knows that in mastering knowledge about languages, one also acquires historical and geographical knowledge;

Section V - *Plurality, Diversity, Multilingualism and plurilingualism*

- has some knowledge about linguistic diversity, multilingualism, plurilingualism;

Culture

Section X - *Cultural and Intercultural Relations*

- knows that culture and identity influence communicative interactions;

Attitudes

Section I - *Attention / Sensitivity / Curiosity [interest] / Positive acceptance / Openness / Respect / Valorisation with respect to languages, cultures and the diversity of languages and cultures*

- gains sensitivity to the existence of other languages, cultures, persons and linguistic, cultural, human diversity (differences and similarities);

Section VI - *Attitudes to Learning*

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[58] Source: https://www.ecml.at/Portals/1/documents/ECML-resources/CARAP-EN.pdf?ver=2018-03-20-120658-443

- finds or increases motivation to learn languages;

Skills

Section V - *Can use what one knows of a language in order to understand another language or to produce in another language*

- can communicate in bi/plurilingual groups taking into account the repertoires of one's interlocutor.

Section VI - *Can Interact*

- can interact in situations of contact between languages and cultures.

Methodologie(s): Translanguaging, cooperative learning, frameworks, notes, brainstorming.

Tools and materials: multilingual board, interactive whiteboard, video, shared document, multilingual posters.

Human Resources: teachers, students, parents.

Assessment(s): teacher's observation and evaluation grid on students' participation, interest and final exposition; self-assessment.

Module time management: 3 lessons of 2h each.

7.1.2 Fasi Di Sviluppo / Stage Development

LESSON 1

MOTIVATION – LET'S WARM UP!

Activity 1 - The Pictures and the Brainstorming (15 min)

At the beginning of the first lesson, students will be shown the following pictures.

The teacher will elicit background knowledge by asking the class what words come to mind by looking at the pictures. The teacher will draw a brainstorming on the interactive whiteboard. Students can answer both in Italian and in their home language; during these three lessons, parents speaking Chinese, Albanian and Romanian (with proficiency in Italian as well) will collaborate with students and the teacher in order to check spelling and pronunciation of the words in their

mother tongue. The teacher will write Italian words around the brainstorming and the parents will write the words in their languages; they will also provide a translation for the words in Italian and in their language. This first step will be raising awareness in linguistic diversity.

This first activity will boost motivation and increase curiosity towards the topic.

Pictures:
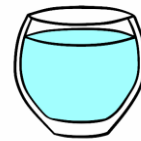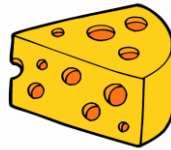
GLOBAL PHASE - LET'S MEET THE TEXT!

Activity 2 - The Comic Strip (30 min)

The class will be divided into 4 linguistically heterogeneous groups of 5 students each.

The languages spoken by each group will be:

-   group 1: Italian, Veneto dialect, Chinese, Romanian

-   group 2: Italian, Veneto dialect, Romanian

-   group 3: Italian, Veneto dialect, Albanian

-   group 4: Italian, Veneto dialect, Chinese, Albanian

Students will be given the comic strip. Firstly, the text will be read out loud in class by different members of each group. Secondly, Italian-speaking learners will help their classmates who do not speak Italian to understand the story with paraphrases and gestures, always with the supervision of the teacher and parents.

This activity will develop literacy competence (to read and understand the text) and cultural awareness and expression (European Key Competences for LifeLong Learning and National Directions - Italian). For this reason, groups will be linguistically heterogeneous. Also, it will use an historical source adapted for children (National Directions - History).

Comic   strip: - (see Appendix B)

Activity 3 - Global Comprehension (30 min)

Objectives: through the following activities, students will develop literacy and language competences, personal and social skills (European Key Competences for LifeLong Learning); in addition, they will organise information from the main source and elaborate by correlating the main elements (National Directions - History and Italian).

True or False

The first activity will be a True or False to check global comprehension and to boost self-confidence. The exercise will be done in groups and then corrected with the whole class. Students will answer in Italian. Teacher and parents will monitor and help them.

VERO (V) O FALSO (F)?	
Ulisse e i suoi compagni vogliono bere e mangiare.	
Polifemo ha mangiato tutti i compagni di Ulisse.	
Il vero nome di Ulisse è "Nessuno".	
Ulisse e i suoi compagni colpiscono l'occhio di Polifemo.	
Ulisse riesce a fuggire da Polifemo grazie agli animali.	

General Questions

Then, the teacher will give students some short general comprehension questions on the text. Students can answer orally in the language they prefer in groups. Parents will assist non-Italian students who can express themselves in their home language, also using non-verbal language (gestures…). Therefore, students will communicate among each other under the teacher's supervision.

1. Perché Ulisse e i suoi compagni si fermano sull'Isola dei Ciclopi?

2. Cos'è un ciclope?

3. Polifemo è felice di vedere Ulisse e i suoi compagni? perché?

4. Perché gli altri ciclopi non aiutano Polifemo?

5. Come hanno fatto Ulisse e i suoi compagni a scappare?

ANALYSIS PHASE / CERCHIAMO E RICERCHIAMO!

Objectives: through the following activities, learners will develop their literacy and language skills, besides their personal, social and learning competences, involving cultural awareness and expression (European Key Competences for LifeLong Learning). Furthermore, they will discuss the topic in a collaborative environment, expand their lexicon, and develop metalinguistic awareness (National Directions - Italian).

Activity 4 - Key Words (15 min)

Each group will identify the key words in the text in Italian and one member of each group will make a list of the Italian words. Each group will go back to the comic strip and one elected member will circle the most important words according to them.

Activity 5 - **Key words in the Languages of the Class (30 min)**

Students will have to complete a table with the key words found in the previous exercise in Italian and find a translation in Veneto dialect and in the languages of the class. The activity can start within each group, therefore, students whose mother tongue is not Italian can complete the column with their translation; then, students can go around the class to ask the other students to compare their translations with them, adding other versions of the same word. Thus, in order to check the non-Italian words, parents will check the words in their languages. The teacher will make sure that every student collaborates with their own group and with the others, so that everyone feels involved.

Italian	Veneto dialect	Chinese	Romanian	Albanian
Formaggio				
Pecora				
...				

LESSON 2

SUMMARY PHASE / FACCIAMO A MODO NOSTRO!

Objectives: The following activities will develop learners' ability to organise information, elaborate information by relating the main elements of the text, develop written production from a historical source, using the discipline's specific language and elaborate texts on the topic. In addition, they will organise ideas and write a new text, (National Directions - History and Italian)

through a group collaboration, implying the development of personal and social skills (European Competences for LifeLong Learning).

Activity 6 - Summary (1h)

For this phase, the groups will change: the teacher will create linguistically homogeneous groups in order to raise students' awareness of their own language and linguistic features, aftering having worked with both Italian and the languages of the class in the previous activities.

 Therefore, the languages spoken within the new groups will be:

- Group 1: Italian and Veneto dialect (5 students)

- Group 2: Albanian (2 students)

- Group 3: Italian and Veneto dialect (4 students)

- Group 4: Chinese (2 students)

- Group 5: Italian and Veneto dialect (5 students)

- Group 6: Romanian (2 students)

In groups, students will write sentences that summarize the text in their language and/or dialect. Each group will write two three sentences for the assigned comic strip. As the comic strip is made of 6 pages, each group will write the sentences which will refer to the page assigned. The teacher will help the groups of Italian students, whilst parents will collaborate with the group of their mother tongue. Group 3 will write in Veneto dialect, whereas group 1 and 5 will use Italian. Each group will choose a member that will write the sentences after a brief group discussion on what to write.

Finally, with the help of the parents and the teacher, students will merge the sentences from all groups, following the order of the story, creating an original text with the four languages and the dialect.

This summary will be fundamental for checking content comprehension, written production and to enhance collaboration. Especially content comprehension will be fundamental for the next activities. Also, linguistic awareness and socio emotional well-being will be enhanced as the final text will be the product of everyone's active collaboration.

Activity 7 - Posters (1h)

In the same groups, students will recreate the comic strip on posters writing new cartoon bubbles in the language of their own group. Parents and the teacher will help the groups like in the previous activities. A blank and bigger version of the comic strip will be given to students. Each group will recreate a different comic strip assigned according to the number (e.g. group 1 - comic strip 1).

Learners can add or modify the bubbles as long as they are coherent with the content. Students will discuss among each other what the characters might say in the assigned cartoon bubbles and one of the group members will write.

Therefore, in this activity, languages are used for oral and written production. Parents and the teacher will check students' pronunciation and spelling, supporting their metalinguistic awareness.

Before finishing the lesson, students in each group will read the summary and the new comic strip out loud in front of the class, in order to be prepared for the final lesson.

LESSON 3

Activity 8 - Sharing the Story with the School and Families (2h)

Objectives: the aims of the following activity are the development of cultural awareness and expression (European Competences for LifeLong Learning), developing oral production from a variety of sources and the use of discipline's specific language and elaboration of texts on the topic, using specific terms and they will recur to meaning reconstruction (National Directions - History and Italian).

At the end of this phase, the teacher will take a video of the final project that will be shared with the school and the families.

Firstly, students will be divided into the same linguistically homogeneous groups of the previous lesson.

One of the groups will introduce the story, by reading the summary made during the previous lesson. Each member will read two or three sentences.

The other groups will show the posters with the new comic strip made by them, and each member will read one or two cartoon bubbles in their language. They will read the parts they wrote. The parents will be in class to check the students' pronunciation.

The first part of the lesson will be dedicated to the rehearsals.

The second part will be dedicated to the video making.

The video will be shared through the school's website.

Throughout this last lesson, languages will be used to share content comprehension, raise linguistic and cultural awareness and to enhance cooperation and socio emotional well-being in students.

SELF-ASSESSMENT AND FEEDBACK /WHAT DID I LEARN? HOW DID I FEEL?

Activity 9 - Observation and Evaluation Grid and Self-Assessment

During the three lessons, the teacher will keep an observation grid which will be useful for the final evaluation. The final evaluation will not include a grade, but a general feedback for each learner. The observation grid will include content, language and translanguaging parameters.

Besides content, language and translanguaging parameters, the teacher's evaluation grid also considers the posters made by students as one of the final products. Posters in this translanguaging lesson might be considered what Serragiotto, 2016, defines as "portfolio": the students' work that witnesses their learning path and outcomes through the collection of information collected throughout the lessons. Thus, this shows a wide vision of the progress made by the student from the first to the last lesson.

Furthermore, this grid also considers the intercultural approach developed by the student within multilingual lessons context. Students' attitude might reveal their willingness to communicate with other cultures, to learn from them, thus developing their socio-cultural and socio-pragmatic

competence. This communicative approach involves soft skills development, such as to know how to interact, understand and integrate with people from other cultures (Serragiotto, 2016).

Language outcomes are evaluated in the grid through the making and presentation of the posters (oral and written skills, with special attention to lexicon acquisition), and interaction with the other students (Serragiotto, 2016). As the teacher only knows Italian and Veneto dialect, the parents who collaborate in the lessons will be involved in this phase to say whether students have learnt new vocabulary in their home languages.

Therefore, students in this context (children) are *assessed by doing,* an evaluation method mainly used with young learners (Serragiotto, 2016).

In addition, the parameters of the teacher's observation grid follow the indications of the CEFR Companion Volume with New Descriptors, particularly referring to the section on "Plurilingual and Pluricultural Competence" (Council of Europe, 2018). It will also consider the outcomes of European Key Competences for Lifelong Learning, National Directions for Primary School Curriculums and FREPA, previously described in the General Unit Description.

Nome e cognome: _____	1 - insufficiente	2 - sufficiente	3 - buono	4 - distinto	5 - ottimo
Collabora attivamente con i compagni durante lo svolgimento delle attività					
Dimostra interesse per l'argomento svolto					
Dimostra interesse per le lingue che non conosce					
Dimostra interesse per le culture che non conosce					
Dimostra di conoscere l'argomento					

Riflette su elementi metalinguistici durante la fase di analisi					
Riflette su elementi metalinguistici durante la fase di sintesi					
Incoraggia i compagni a parlare la propria lingua					
Ha espanso il suo vocabolario in italiano					
Dimostra di aver compreso il testo					
Gli obiettivi di italiano sono stati raggiunti con la creazione del poster.					
Gli obiettivi di storia sono stati raggiunti con la creazione del poster.					
Gli obiettivi di italiano sono stati raggiunti con la presentazione del poster.					
Gli obiettivi di storia sono stati raggiunti con la presentazione del poster.					
Altro: _____					
Feedback	_____ _____ _____ _____ _____ _____				

Also, an anonymous questionnaire for self-assessment will be given to students to be filled in at home.

Self-evaluation allows us to put the student at the centre of their assessment, therefore they acquire an active role that will result in autonomy in relation to their learning outcomes awareness. The teacher must guide their students towards this independence and self-reflection through a critical analysis. In addition, thanks to students' self-evaluation, teachers can realise whether their teaching methods were suitable for the class, and whether learning objectives have been reached. Thus, students feel involved in their own evaluation, developing sympathy with the teacher (Serragiotto, 2016).

Furthermore, self-evaluation shows students' psychological and meta-cognitive aspects, such as attitude, motivation, knowledge, meta-knowledge, and competence. Therefore, this method allows us to deeply understand students' needs and interests (Serragiotto, 2016).

As this lesson is addressed to students of 10-11 years old, self-evaluation parameters are made of three emoticons, which might motivate learners to give honest answers, making them feel that they are having fun even during this last stage (Serragiotto, 2016).

	☹️	😐	😃
Mi sono sentito coinvolto nelle attività			
La mia lingua mi ha aiutato a svolgere le attività.			
La mia cultura mi ha aiutato a svolgere le attività			
Ho aiutato i miei compagni nelle attività			
I miei compagni mi hanno aiutato			
Ho imparato parole nuove nella mia lingua			

Ho imparato parole nuove in un'altra lingua			
Ho capito l'argomento			
Altro: _____			

7.2 TRANSLANGUAGING UNIT PLAN AND INSTRUCTIONAL DESIGN CYCLE: CUNY-NYSIEB MODEL

CUNY-NYSIEB

Translanguaging Unit Plan and Instructional Design Cycle

Maths

Class profile:

The context where this translanguaging activity might be applied would be a fifth grade of a primary school in New York.

Theoretically, the class would be composed of 20 students and the languages spoken in the class would be English, Spanish, Arabic and Chinese. There would be 5 English-Spanish bilingual speakers, two students speaking Arabic with an intermediate and a proficient level of English and two Chinese students with a low and proficient level of English.

Three lessons will be necessary in order to complete the following Unit. Each lesson will last 2 hours.

7.2.1 Translanguaging Unit Plan

Translanguaging Unit Plan: fractions in everyday life.	
Essential questions	- Where do we see fractions in our lives? - How do we know how to interpret fractions? - Why is it so important to understand fractions in our everyday life?
Content standards[59]	- CCSS.MATH.CONTENT.5.NF.B.6: Solve real world problems involving multiplication of fractions and mixed numbers, *e.g., by using visual fraction models or equations to represent the problem.* - CCSS.MATH.CONTENT.5.NF.B.7.C: Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*
Content and language objectives	**Content objectives** Students will be able to: - Recognize and use representations of objects through fractions. - Develop knowledge and logic to recognize fractions. - Calculate with fractions. - Connect their mathematical understandings to real-world situations and problems. - Solve problems with fractions. **Language performance objectives** *General linguistics* Students will be able to: - Summarize solutions to real-world math problems both orally and in writing. - Synthesize their understanding of the problem and its solution. *Language specifics* Students will be able to: - Use appropriate terms to solve the given problems. - Explain how to solve the given problems.

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[59] Source: http://www.corestandards.org/Math/Content/5/NF/

Translanguaging objectives	Students will be able to: - Recognize and track math vocabulary cognates. - Work in groups to solve math problems with fractions using both English and their home languages. - Explain their language choices in oral presentations. - Know how to say elements related to fractions in more than one language.
Culminating projects and assessments	Culminating project - Students will create a multilingual guide that explains fractions, using English and the other languages of the class. They will present their guide to the school and their families. Other assessments - Group / peer evaluation - Students' dynamic translanguaging progression observation grid - The final evaluation will consist of feedback on content, language and translanguaging progress.
Texts	In the home language(s) - Final project - Problems with fractions handout - Texts on using fractions in everyday life In English - Math textbook. - Problems with fractions handout - Final project - Texts on using fractions in everyday life

7.2.2 Translanguaging Instructional Design Cycle

Explorar

- Elicit students' background knowledge
- Practice with fractionated objects and/or drawings using culturally relevant examples
- Read relevant problems on using fractions in everyday life

Evaluar

- Read problems in groups
- Analyse problems and break them down
- Analyse problems in languages other than English

Imaginar

- Make problems with functions culturally and linguistically relevant for the class
- Collaborate in groups to create drafts of culturally relevant multilingual guides about fractions

Presentar

- Present drafts to the class and peer edit one another's guide, discussing both language and content
- Present to the teachers (language and content teachers)
- Edit and revise guides to prepare for implementation

Implementar

- Read guides to students of the school who share the same home language
- Discuss their guides and ask and answer questions in English and in the home languages
- Give copies of guides to the school teachers for inclusion in the class library

Stages of the lesson:

Lesson 1

Explorar - 30 min

Objectives: elicit background knowledge, boost confidence, introduce content, start speaking English and other languages.

Firstly, the teacher will give the class some cardboards with the shapes of cakes, pizzas, chocolate bars, etc. divided into many slices which will be randomly given to the learners. The first task is to recompose the objects with the correspondent slices. Students will collaborate with each other in one big group, and they will be speaking English.

Then, the teacher will ask the following questions: "how did you figure out how to recompose the object? How many pieces were there for each object? What else can you divide into chunks?". A discussion will follow and students can answer both in English and in their home language. Two parents will be involved in the activities in order to check the students' Arabic and Chinese words pronunciation and meaning, as the teacher already speaks English and Spanish.

These first activities will be fundamental for introducing the topic and eliciting students' background knowledge. In addition, they will start to communicate to each other in English and in other languages.

Evaluar - 1h30

Objectives: recognize and use representations of objects through fractions, develop knowledge and logic to recognize fractions, calculate with fractions, solve problems with fractions (content). Use appropriate terms to solve the given problems, explain how to solve the given problems (language specific performance). Work in groups to solve math problems with fractions using both English and their home languages, know how to say elements related to fractions in more than one language (translanguaging).

Secondly, the teacher will divide students into five linguistically homogeneous groups. The groups will be given the same fraction word problem, which will be in English: "Sarah ate 5/8 of her cake. How many pieces are there left?". The teacher will draw a circle representing the cake on the

interactive whiteboard to help the student see the problem visually. Each group will break the problem down to understand what the question is. They will give some short titles (they can also be composed of one word) for each step of the problem procedure, both in English and in the home languages. If a group does not understand how to solve the problem, the teacher can help their students. After that, the teacher collects the groups' titles in every language, and, with the help of the students and the parents, a table will be made on the interactive board with the words in each language of the class. Parents will be helping the teacher and students to complete the table.

In this phase, learners will use their language to understand the content; in addition, through communication with other groups, they will acquire metalinguistic awareness of other languages besides their own, as translation for each title will be provided. Also, socio emotional well-being will be enhanced, as each student actively participates using their own language to understand content and to share their knowledge with others.

English	Spanish	Chinese	Arabic
Pieces of cake			
8/8 - 5/8 = 3/8 (numbers, minus and equal symbols)			
…			

Lesson 2

Imaginar - 2 hours

Objectives: calculate with fractions, connect their mathematical understandings to real-world situations and problems, solve problems with fractions (content). Summarize solutions to real-world math problems orally, synthesize their understanding of the problem and its solution (general linguistics performance). Use appropriate terms to solve the given problems, explain how to solve the given problems (language specifics performance). Recognize and track math vocabulary cognates, work in groups to solve math problems with fractions using both English and their home languages,

explain their language choices in oral presentations, know how to say elements related to fractions in more than one language (translanguaging).

Thirdly, the teacher will divide students into the same five linguistically homogeneous groups and will give different problems to each group on a handout. The problems will be in English but also translated into the languages of the class by the parents. They will have to analyse them in groups and try to apply them into real life situations, by drawing the shape of the object fractioned. Then, with the help of the teacher, each group will try to do the task. After that, a discussion will be held in the language the student prefers in order to explain the procedure to the other groups. Students who speak a language other than English will present their procedure in English, but at the same time, they will try to use some of the words in their language listed in the table during lesson 1.

The discussion will show knowledge in language and content, showing that students have developed translanguaging and metalinguistic competences. New words will be added to the previous table. Like in the first lesson, parents will check words and pronunciation of Arabic and Chinese. Languages will be used in groups but also individually, as learners will think about content and the meaning of a word before using it. In addition, thanks to the previous table, they will be able to compare the form of the same word in multiple languages, therefore acquiring metalinguistic awareness.

Example of a fraction problem: "You need 2/3 cup of cheese to make a taco. If you want to make 3 tacos, how much cheese would you need?"

The group would draw a cup of cheese and divide it into three parts. Then, according to the method they have decided to proceed with, they might draw other two cups and divide them into three parts again, count the parts they need to make three tacos and then simplify the fraction (from 6/3=2 cups), or they might directly proceed with the operation $3*\frac{2}{3}=2$ cups.

Lesson 3

Presentar - 1 hour

Objectives: connect their mathematical understandings to real-world situations and problems, (content). Summarize solutions to real-world math problems orally and in writing, synthesize their understanding of the problem and its solution (general linguistics performance). Use appropriate

terms to solve the given problems, explain how to solve the given problems (language specifics performance). Recognize and track math vocabulary cognates, explain their language choices in oral presentations, know how to say elements related to fractions in more than one language (translanguaging).

Each group will write a first draft of the guide to word fraction problems in their language. Therefore, they will draw real-life objects where fractions could be found and they will refer to the problem they solved in the previous lessons and their solutions. Words, definitions, numbers, examples and procedures will be written in English and in the languages of the class, according to the group. However, groups will be free to replace some terms in the language of the class they prefer. The table of the words in the languages of the class will be written at the beginning of every guide; each group will write the problem assigned in the previous lesson and they will represent the solution graphically and with the calculation procedure. Then, a peer review will follow and the teacher, classmates and parents can edit and revise the five guides.

This phase will show oral and written competence in English and in the languages of the class, content comprehension, translanguaging competence and active cooperation among each learner. Each learner will be involved in this activity, and they will feel comfortable as they will mainly use their home language. Thus, their self-confidence will grow, reaching socio emotional well-being objectives.

Evaluar - 1 hour

Objectives: connect their mathematical understandings to real-world situations and problems, (content). Summarize solutions to real-world math problems orally and in writing, synthesize their understanding of the problem and its solution (general linguistics performance). Use appropriate terms to solve the given problems, explain how to solve the given problems (language specifics performance). Recognize and track math vocabulary cognates, explain their language choices in oral presentations, know how to say elements related to fractions in more than one language (translanguaging).

The last phase will refer to the presentation of the guides to other classes, with a multilingual discussion between students, teachers and parents. Each group will present the part of the guide made

by them in their language; in addition, besides explaining the content in their language, they can add some words in other languages of the class, listed in the table made during lesson 1, and represented in the first page of each guide.

Therefore, this last phase will involve oral production, content understanding and translanguaging practices in action, besides socio emotional well-being objectives as everyone will be involved in the presentation and discussion.

Also in the last lesson, they will be able to compare the form of the same word in multiple languages and use them to talk about content, therefore acquiring metalinguistic awareness.

According to the evaluation methods adopted for this Translanguaging Unit, the teacher will keep an observation grid on students' individual performances, referring to literacy and ability of both content, language and translanguaging abilities.

Then, a group / peer evaluation will be given to students. They will have to respond in groups and discuss their answers with the other groups, especially to discuss translanguaging outcomes.

Teacher's assessment: Students' Performances along the Dynamic Translanguaging Progressions observation grid

Teacher's assessment for this translanguaging unit will begin by considering Common Core State Standards (CCSS) that will be fundamental for content evaluation. Therefore, content, language and translanguaging practices will be evaluated for each student.

The teacher will give individual feedback on general linguistic performance (how the student expresses complex thoughts in oral and written language), and on language specific performance (use of specific language) in order to assess the learner's entire linguistic repertoire; therefore, proceeding with a holistic assessment (Garcia, Johnson, Seltzer, 2017). Connection with parents will be fundamental in this phase as they will be able to discuss the students' progress.

Performances along the Dynamic Translanguaging Progressions Student: _____

Maths: Fractions, Grade 5

CCSS.MATH.CONTENT.5.NF.B.6: Solve real world problems involving multiplication of fractions and mixed numbers, *e.g., by using visual fraction models or equations to represent the problem.*

CCSS.MATH.CONTENT.5.NF.B.7.C: Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

Content and Language

	Oracy	Literacy
Commanding Refers to ample details and examples in a word problem that explain what the word problem says and can draw substantial interferences from the details and examples.		
Expanding Refers to many details and examples in a word problems that explain what the word problem says and can draw appropriate interferences from the details and examples.		
Developing Refers to multiple details and examples in a word problems that explain what the word problem says and can draw relevant interferences from the details and examples.		
Emerging Refers to several details and examples in a word problems that explain what		

the word problem says and can draw vague interferences from the details and examples.		
Entering Refers to minimum details and examples in a word problems that explain what the word problem says. Details and examples cited may not be appropriate.		
Translanguaging To refer to details and examples. To draw interferences from: - Previewing - Viewing - Reviewing the word problem in multiple languages. To discuss orally and in writing using their entire language repertoires with freedom to select all linguistic features, or with language-specific features.		

Adapted from Students' Dynamic Translanguaging Progression (García, Johnson, Seltzer, 2017, p. 85).

Group / Peer Evaluation

As assessment for translanguaging must be considered from different perspectives, a peer group assessment might be the opportunity for students to collaborate in their own evaluation and discuss it with their classmates. This group assessment would be handed to the linguistically homogeneous groups and discussed with the other groups, the teachers and parents.

Therefore, self-evaluation will consider content, language, translanguaging objectives, resources and final projects feedback. Learners will be free to respond by taking turns or to elect a group member that will write the idea of their group after an internal discussion (García, Johnson, Seltzer, 2017).

The discussion with the class will be coordinated by the teachers and learners' answers will be compared. Students can add oral feedback and respond to their peers' opinions. Also the parents who participated in the class can intervene. Emoticons will be used to make students feel comfortable (Serragiotto, 2016) and honest when answering.

	🙁	😐	😃
We felt involved in the activities.			
Our home language has been important for the task's development.			
Our home culture has been important for the task's development.			
We have learnt new words in our own language.			
We have learnt new words in another language.			
We have understood the topic.			
The members of my group helped me understand the content.			
The members of the other groups helped me understand the content.			
Every language in the group has been important for the guide.			
Other: _____			

CONCLUSION

This research consisted of a comparative analysis that considered the issues of bilingualism, bilingual education and translanguaging in two different realities: Italy and the United States.

It analysed such issues by beginning from theories and concepts of bilingualism and giving an overview on what bilingual education consists of and how it developed over the years.

Particularly, firstly, it examined Italian and European linguistic preservation policies, and how they apply on Italian primary schools, considering data on non-Italian students and their degree of equity and inclusivity of emergent bilingual speakers. Then, a glimpse has been given to educational linguistic policy in the United States, and how they apply to data on non-English speaker students in American schools.

Secondly, the translanguaging approach has been introduced, with a description of its origins, definitions and aims. Specifically, a focus has been given to the role of translanguaging on social justice and learners' socioemotional well-being. In addition, a section has been dedicated to scholars' criticism on translanguaging.

Therefore, translanguaging has been analysed under the lens of two projects promoting this approach, relatively CUNY-NYSIEB for the United States and L'AltRoparlante for Italy.

Thirdly, a comparative analysis has been conducted between language policies, bilingual education and translanguaging models between Italy and the United States. The comparison supported the understanding of the effect of language learning, students' integration in the school system and the role of languages through insights over language policies on bilingual education in each country. In addition, two of the projects supporting translanguaging, CUNY-NYSIEB and L'AltRoparlante, have been analysed in order to investigate their coherence with the translanguaging approach, and compared in order to raise awareness of different and similar methodologies implemented in two different linguistic and cultural contexts. Thus, their structures have been examined, especially considering the Translanguaging Learning Unit composed of the General Unit Description and the Stage Development from L'AltRoparlante model, and the Translanguaging Unit Plan and the Instructional Design Cycle from CUNY-NYSIEB model.

The results of the comparative analysis of the section regarding language policies and bilingual education in Italy and in the US, show that both countries own efficient and precise tools of data collection on schools, students, and languages spoken by emergent bilinguals. Furthermore, both countries rely on national common standard subject frameworks that outline the objectives learners must meet at the end of a lesson, a semester or a year.

In addition, overall, both give value to the heterogeneous students' linguistic repertoire despite sometimes enhancing it especially for economic reasons instead of social justice and inclusion intentions.

Yet, Italy seems to support inclusion of non-Italian students through national and European policies, sustained by European institutions. The programmes for the legitimization of learners' cultural and linguistic repertoire, despite being enhanced by European and Italian institutions, lack of investments.

Also institutions in the US support students' linguistic repertoires and their enhancement; however, it seems that bilingual education occurs only in specific environments, such as special programmes that enhance multilingualism in class, and not in every school as it happens in Italy.

The results of the two versions of the translanguaging models show some differences and some similarities. Both have tight collaborations with universities, therefore with researchers and scholars, and both are appropriate in terms of translanguaging outcomes. Nevertheless, they seem to differ according to their own context of application, demonstrating that this model can adapt to the country's needs and the classes' linguistic and cultural features. Thus, the General Unit Description from L'AltRoparlante seems to include more precise indicators where the lesson can be based on (e.g. FREPA, National Directions...), whereas CUNY-NYSIEB's Translanguaging Unit Plan only includes CCSS. Furthemore, the structure of the Stage Development (L'AltRoparlante) and the Instructional Design Cycle (CUNY-NYSIEB) seem to be completely different.

Finally, the last section of this research has been dedicated to a theoretical translanguaging lesson plan, one following the L'AltRoparlante model and one following the CUNY-NYSIEB. The lessons are respectively based on Italian and History and on Maths. They are addressed to hypothetical Italian and American classes, and they are based on the official documentation regarding school objectives of both countries previously analysed in the research.

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Shedding light on the children of immigrants who are shaping this country's future.

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APPENDIX A

Un modello operativo per l'approccio pedagogico del translanguaging?
Esempi di applicazione in una Unità di Lavoro/Apprendimento (UdLA).

Valentina Carbonara (Università per Stranieri di Siena Sandra
Martini (I.C. "Marco Polo" di Prato)

-ALLEGATO ALL'ARTICOLO PUBBLICATO SULLA RIVISTA LEND, 2019-

Unità di Lavoro/Apprendimento[60]

Quadro generale dell'Unità

Titolo:	*Salviamo il pianeta: in che lingua ve lo dobbiamo dire?*
Destinatari:	Scuola primaria, Classe Quinta
Disciplina:	Lingua italiana, Lingua inglese
Nuove Competenze Chiave Europee	Competenza alfabetica funzionale Competenza multilinguistica Competenza personale, sociale e capacità di imparare a imparare Competenza in materia di cittadinanza
Obiettivi di apprendimento (Indicazioni nazionali)	- Interagire in modo collaborativo in una discussione o dialogo formulando domande, dando risposte e fornendo spiegazioni ed esempi. -Collaborare e partecipare comprendendo i diversi punti di vista delle persone. - Formulare domande precise e pertinenti di spiegazione e di approfondimento su un testo ascoltato o letto. -Usare opportune strategie di lettura per analizzare il contenuto; porsi domande all'inizio e durante la lettura del testo; cogliere indizi utili a risolvere i nodi della comprensione. -Leggere e confrontare informazioni provenienti da testi diversi per farsi un'idea di un argomento, per trovare spunti a partire dai quali parlare o scrivere. - Arricchire il patrimonio lessicale attivando la conoscenza delle principali relazioni di significato tra le parole (somiglianze, differenze, appartenenza a un campo semantico).

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[60] La presente UdLA è stata svolta dalla docente Sandra Martini nella classe 5C dell'I.C. "Marco Polo" di Prato, durante l'a.s. 2018-209. La rendicontazione è stata redatta da Sandra Martini in collaborazione con Valentina Carbonara.

	-Comprendere che le parole hanno diverse accezioni e individuare l'accezione specifica di una parola in un testo.
Competenze e saperi di tipo plurilingue (FREPA/CARAP)	- Competenza nell'attribuire senso a elementi linguistici e/o culturali non familiari - Sapere che esistono somiglianze e differenze tra le lingue / le varietà linguistiche -Sensibilità / curiosità/ rispetto/ apertura nei confronti delle altre lingue -Volontà di impegnarsi ad agire in riferimento alla pluralità linguistica - Saper osservare / analizzare/ identificare/confrontare elementi linguistici in lingue più o meno familiari
	- Saper interagire in situazione di contatti di lingue/ di culture - Avere fiducia nelle proprie capacità rispetto alle lingue- Saper utilizzare le conoscenze e le competenze delle quali si dispone in una lingua per attività di comprensione / di produzione in un'altra lingua
Metodologie:	ALC; Translanguaging; Learning by doing; tutoraggio tra pari.
Strumenti e materiali:	Immagini/ schede; testi e immagini plurilingui; video
Risorse umane	Docente, studenti, genitori per il supporto plurilingue a casa.
Valutazione	Test di comprensione a scelta multipla Teacher's assessment tool for translanguaging classroom
Durata:	3 incontri di 2 ore

Fasi di sviluppo

MOTIVAZIONE- RISCALDIAMOCI!

Attività 1

La classe è divisa in gruppi linguisticamente eterogenei. Visione del video di Greta Thunberg in lingua svedese.

Link:https://www.aftonbladet.se/nyheter/a/rLBXn0/gretathunberg-ni-vet-vilka-ni-ar-som-skapat-den-har-krisen

Ogni gruppo prova a fare inferenze su Greta e sul contenuto del suo discorso.

Il video è mostrato una seconda volta chiedendo di fare attenzione alla lingua e di cercare di comprendere il significato di alcune parole, grazie anche alle didascalie che appaiono sullo schermo durante il video.

Al termine, viene mostrata l'immagine di Greta con il cartellone "Global Strike for Future": ogni gruppo prova a inferire l'argomento della lezione.

Restituzione in plenaria.

GLOBALITÀ - INCONTRIAMO IL TESTO!

Attività 2

L'insegnante mostra varie immagini di cartelloni di manifestazioni in varie lingue con scritte del tipo 'Non c'è un pianeta B' oppure 'La casa è in fiamme' . In plenaria, si analizza la lingua dei testi. (Allegati A)

Attività 3

L'insegnante consegna un terzo del testo a due gruppi in modo che lo stesso testo sia condiviso da due gruppi. (Allegato B)

Ogni gruppo completa una scheda strutturata nelle cinque Wh-questions plurilingue sul testo letto (Allegato C).

Attività 4

L'insegnante chiede di evidenziare le parole che si somigliano nelle varie lingue. Ogni gruppo completa la scheda riferita al suo testo - cerca nel testo la traduzione delle parole chiave - aggiungendo la traduzione nella propria L1 e riflettendo sulle strategie messe in atto.

Esempio:

PAROLA CHIAVE	SPAGNOLO	FRANCESE	INGLESE	TEDESCO
scuola	escuela	école	school	Schule

ANALISI / CERCHIAMO E RICERCHIAMO!

Attività 5

Visione del video integrale da cui sono stati estratti i testi (conferenza Ted Talk a Stoccolma in lingua inglese con sottotitoli in italiano).

Link:https://www.ted.com/talks/greta_thunberg_school_strike_for_climate_save_the_world_by_changing_the_rules?language=it

Gli alunni prendono appunti poi sono organizzati a coppie linguisticamente omogenee e scrivono un breve testo biografico su Greta Thunberg.

SINTESI /FACCIAMO A MODO NOSTRO!

Attività 6

A casa: ogni alunno ricerca le informazioni su Greta nella propria lingua madre.

In classe: ogni gruppo eterogeneo linguisticamente riflette sulle azioni da mettere in atto per seguire l'esempio di Greta.

Produzione di un cartellone con slogan plurilingui ed esposizione nei corridoi della scuola.

RIFLESSIONE/SCOPRIAMO LA REGOLA(RITÀ)!

Attività 7

Si riprendono le liste di parole chiavi plurilingui: riflessione sulle strategie di intercomprensione.

VERIFICA E VALUTAZIONE/ SO FARE!

Attività 8

Comprensione con domande a scelta multipla di un discorso di Greta (Allegato D).

Teacher's assessment tool for translanguaging classroom

AUTOVALUTAZIONE E FEEDBACK / CHE COSA HO IMPARATO? COME MI SONO SENTITO?

Attività 9

Ogni studente compila individualmente la scheda "Lo zaino e il cestino" (Allegato E)
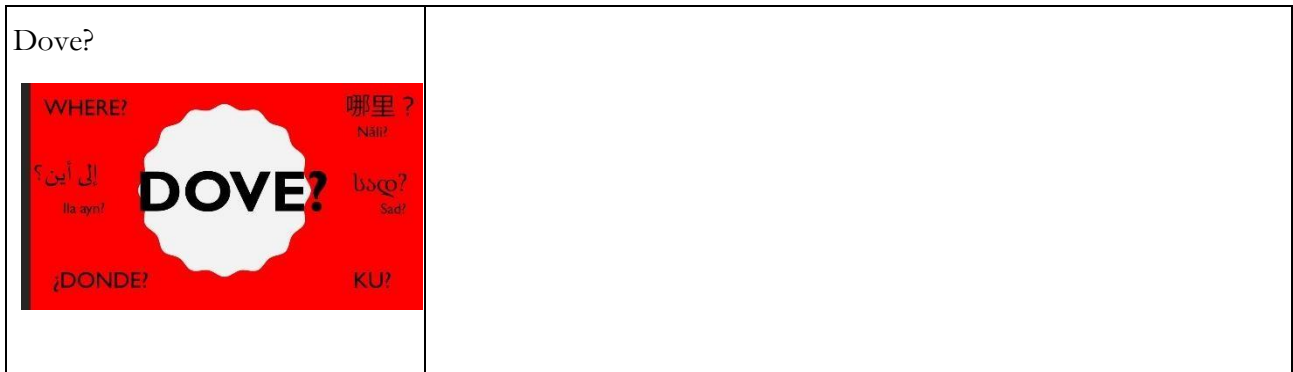
ALLEGATI A

ALLEGATO B

So, **when I was 11,** I became ill, I fell into depression, I stopped talking, and I stopped eating. In two months, I lost about 10 kilos of weight. Later on, I was diagnosed with Asperger's syndrome, OCD and selective mutism. This basically means, **I only speak, when I think it is necessary.** Now is one of those moments.	Als **ich elf Jahre alt war**, wurde ich krank, depressiv, hörte auf zu reden und zu essen. In zwei Monaten verlor ich etwa 10 Kilogramm. Später wurde bei mir Asperger-Syndrom, OCD und selektiver Mutismus diagnostiziert. Das heißt, **ich spreche nur, wenn ich es für notwendig halte.** Jetzt ist einer dieser Momente.	E così, **quando avevo 11 anni**, mi sono ammalata, vittima della depressione, smisi di parlare e smisi di mangiare. In due mesi persi circa 10 kg. In seguito mi vennero diagnosticate la sindrome di Asperger, in DOC disturbo ossessivocompulsivo e mutismo selettivo. In breve, questo significa che **parlo solo quando lo ritengo necessario.** Questo è uno di questi momenti necessari.	Entonces, **cuando tenía 11 años,** me enfermé, caí en depresión, dejé de hablar y dejé de comer. En dos meses perdí unos 10 kilos de peso. Más tarde, me diagnosticaron el síndrome de Asperger, TOC y mutismo selectivo. Esto básicamente significa que **solo hablo cuando creo que es necesario.** Ahora es uno de esos momentos.	Et puis **quand j'ai eu onze ans,** je suis tombée malade. J'ai fait une dépression. J'ai arrêté de parler et de manger. En deux mois, j'avais perdu 10 kilos. Ensuite, on m'a diagnostiqué un syndrôme d'Asperger, un TOC, et un mutisme sélectif. Ce qui veut dire en résumé que **je ne parle que quand je pense que c'est vraiment nécessaire.** Aujourd'hui, nous sommes dans un de ces moments.
My name is Greta Thunberg. I am 15 years old, and I'm from Sweden. I speak on behalf of Climate Justice Now. Now, many people say that Sweden is just a small country, and it doesn't matter what we do. **But I've learned that you are never too small to make a difference.** And if a few children can get headlines all over the world just by not going to school, then imagine what we	Mein Name ist Greta Thunberg. Ich bin 15 Jahre alt und komme aus Schweden. Ich spreche für die Organisation Climate Justice Now! Viele Leute sagen, dass Schweden nur ein kleines Land ist und dass es keine Rolle spielt, was wir tun. **Aber ich habe gelernt, dass man nie zu klein ist, etwas zu bewegen.** Und wenn ein paar Kinder weltweit Schlagzeilen machen könne, nur	"Il mio nome è Greta Thunberg, ho quindici anni e vengo dalla Svezia. Parlo per conto di Climate Justice Now. Molte persone dicono che la Svezia è solo un piccolo Paese e non importa quel che facciamo. **Ma ho imparato che non sei mai troppo piccolo per fare la differenza.** E se alcuni ragazzi ottengono attenzione mediatica internazionale solo	"Mi nombre es Greta Thunberg. Tengo 15 años. Soy de Suecia. Hablo en nombre de Climate Justice Now. Mucha gente dice que Suecia es solo un país pequeño y no importa lo que hagamos. **Pero he aprendido que nunca eres demasiado pequeño para marcar la diferencia.** Y si algunos niños pueden generar titulares en todo el mundo	Mon nom est Greta Thunberg. J'ai 15 ans et je suis suédoise. Je parle ici à la COP24 au nom de l'association Climate Justice Now. La plupart des gens pensent que la Suède est un trop petit pays pour avoir une action digne d'être prise en compte. **Au contraire, nous avons la conviction que nul n'est si petit qu'il ne puisse faire bouger les choses.** Preuve en

could all do together if we really wanted to.	weil sie nicht zur Schule gehen, dann stellt euch vor, was wir alle gemeinsam erreichen können, wenn wir es wirklich wollen.	perché non vanno a scuola per protesta, immaginate cosa potremmo fare tutti insieme, se solo lo volessimo veramente.	simplemente por no ir a la escuela, entonces imaginen lo que todos podríamos hacer juntos si realmente quisiéramos.	est que quelques enfants ont pu faire la une des journaux autour du monde rien qu'en arrêtant d'aller à l'école, alors imaginez ce que ça ferait si tout le monde s'y mettait, et si on se mettait à vraiment le vouloir ...
So when school started in August this year I sat myself down on the ground outside the Swedish parliament. I school striked for the climate. Some people say that I should be in school instead. Some people say that I should study to become a climate scientist so that I can "solve the climate crisis". But the climate crisis has already been solved. We already have all the facts and solutions.	Als im August dieses Jahres die Schule begann, habe ich mich daher vor dem schwedischen Parlament auf den Boden gesetzt. Ich habe einen "Schulstreik für das Klima" begonnen. Einige Leute sagen, ich sollte in der Schule sein. Einige Leute sagen, ich sollte lernen, um Klimawissenschaftlerin zu werden und "die Klimakrise zu lösen". Aber die Klimakrise wurde bereits gelöst. Wir haben bereits alle Fakten und Lösungen.	Per questo, quando la scuola è iniziata lo scorso agosto, ho deciso che ne avevo avuto abbastanza. Mi sono seduta per terra davanti al parlamento svedese. Ho fatto sciopero della scuola per il clima. Alcuni dicono che, invece, dovrei andare a scuola. Alcuni dicono che dovrei studiare e diventare uno scienziato del clima per trovare una soluzione alla crisi climatica.	Entonces, cuando la escuela comenzó en agosto de este año, decidí que ya basta. Me coloqué en el suelo afuera del parlamento sueco. Hice huelga escolar por el clima. Algunas personas dicen que debería más bien acudir a la escuela. Algunas personas dicen que debería estudiar, convertirme en una científica climática para poder resolver la crisis climática.	C'est pourquoi, quand l'année scolaire a commencé en août de cette année, j'ai décidé que cela suffisait. Je me suis assise par terre devant le Parlement suédois. J'ai fait la grève de l'école, pour le climat. Certains vont dire que je ferais mieux d'être à l'école. Certains vont dire que je ferais mieux d'étudier, puis de devenir une scientifique, pour pouvoir résoudre la crise climatique.

ALLEGATO C - Scheda Wh-questions plurilingue

Chi è Greta? WHO? 谁? Shéi? من؟ Man? **CHI?** ვინ? Vin? ¿QUIEN? KUSH?	
Quando succedono i fatti? WHEN? 什么时候? shénmēshíhòu? متى؟ Mataa? **QUANDO?** როდის? Rodis? ¿CUANDO? KUR?	
Che cosa fa Greta? WHAT? 什么? shénme? ماذا! Madha? **CHE COSA?** რა? Ra? ¿QUE? ÇFARË?	
Perché? WHY? 为什么呢? Wèishéme ne? لماذا؟ Limadha? **PERCHÉ?** რატომ? Rat'om? ¿POR QUÉ? PSE?	

Dove?	

ALLEGATO D   GRETA THUNBERG

1 5 10 15 20	Quando avevo otto anni, ho sentito parlare per la prima volta del cambiamento climatico, o riscaldamento globale. Era stato creato dagli uomini, a quanto pareva, col nostro stile di vita. Mi fu chiesto di spegnere le luci, per risparmiare energia; e di riciclare la carta, per risparmiare risorse. Ricordo di aver pensato quanto fosse strano che gli umani fossero in grado di alterare il clima mondiale. Perché se così fosse, se davvero stesse succedendo, di certo non parleremmo di altro. Radio, giornali, servizi televisivi: non dovreste leggere o sentire altro, quasi fosse in corso una guerra mondiale. Ma nessuno ne parlava, mai. Se la combustione di fonti fossili fosse una minaccia esistenziale, come potremmo continuare a farlo? Perché non sono state imposte restrizioni? Perché non è stato reso illegale? All'età di 11 anni, mi ammalai. Caddi in depressione, smisi di parlare e persino di mangiare. Mi furono diagnosticate la sindrome di Asperger, l'OCD (Disturbo Ossessivo Compulsivo) e il mutismo selettivo. Il che significa che parlo solo quando penso sia necessario, e ora è uno di quei momenti. Per quelli di noi che ricadono in questo spettro, quasi tutto è bianco o nero. Sotto molti profili, penso che siamo noi autistici quelli normali, e che il resto del mondo sia piuttosto bizzarro, specialmente quando di tratta della crisi di sostenibilità, con tutti che parlano del cambiamento climatico come di una minaccia esistenziale, il problema più importante di tutti, e malgrado ciò vanno avanti come se niente fosse. Non riesco a capire, perché se le emissioni devono essere fermate, allora le dobbiamo fermare! Per me, questo è bianco o nero. Non ci sono zone grigie, con la sopravvivenza in gioco. O progrediamo, come civiltà, oppure no. Dobbiamo cambiare. Per questo, quando la scuola è iniziata lo scorso agosto, ho deciso che ne avevo avuto abbastanza. Mi sono seduta per terra davanti al parlamento svedese. Ho fatto sciopero dalla scuola per il clima.

RISPONDI ALLE DOMANDE:

1. A otto anni Greta

☐ ha sentito parlare di sciopero della scuola.

☐ si è ammalata.

☐ ha sentito parlare del problema del cambiamento del clima.

2. Per Greta era strano che gli uomini

☐ potessero cambiare il clima

☐ non parlassero del clima nei media

☐ non sapessero il significato della sua malattia

3. Che cosa costituisce una minaccia per la nostra esistenza?

☐ La combustione di legna

☐ La combustione di petrolio

☐ La combustione di gas

4. Greta ha il mutismo selettivo, cioè

☐ parla solo con persone selezionate

☐ parla solo quando ha voglia

☐ parla solo quando è importante

5. L'autismo di Greta significa che vede le cose

☐ a colori

☐ in bianco e nero

☐ senza zone grigie

6. Per Greta l'unica soluzione possibile è

☐ andare in Parlamento

☐ cambiare le regole

☐ cambiare la civiltà

7. Greta decide di impegnarsi personalmente

☐ parlando nelle piazze

☐ facendo lo sciopero della fame

☐ facendo lo sciopero della scuola

GRETA THUNBERG - testo semplificato

1 5	Quando avevo otto anni, ho sentito parlare per la prima volta del cambiamento climatico, o riscaldamento globale. Mi hanno detto che gli uomini avevano creato questo cambiamento col nostro stile di vita. Mi dicevano di spegnere le luci, per risparmiare energia; e di riciclare la carta, per risparmiare risorse. Pensavo che era strano che gli umani potevano cambiare il clima del mondo. Perché se era vero che il clima stava cambiando, la radio, i giornali, e la televisione dovevano parlare sempre e solo di questo cambiamento. Ma nessun media parlava mai di questa crisi. Se bruciare fonti fossili come il petrolio è una minaccia per la nostra vita, perché continuiamo a
10 15 20	farlo? Perché non sono state imposte restrizioni? Perché non è stato reso illegale? All'età di 11 anni, mi sono ammalata. Ero depressa e avevo smesso di parlare e di mangiare. I dottori hanno detto che ho la sindrome di Asperger, l'OCD (Disturbo Ossessivo Compulsivo) e il mutismo selettivo. Questo significa che parlo solo quando è necessario, e ora è uno di quei momenti. Per chi è autistico come me, le cose sono o nere o bianche. Invece mi sembra che le persone 'normali' siano un po' strane perché tutti parlano della crisi e del cambiamento del clima come un pericolo per le nostre vite ma tutti continuano a vivere allo stesso modo. Io non capisco perché se è vero che le emissioni di gas riscaldano il clima, allora le dobbiamo fermare! Per me, questo è bianco o nero. Non ci sono zone grigie, perché è a rischio la nostra vita, la nostra sopravvivenza su questo pianeta. La nostra civiltà può progredire solo se cambia. Per questo motivo, quando la scuola è iniziata lo scorso agosto, ho deciso che dovevo fare qualcosa per cambiare le cose. Mi sono seduta per terra davanti al parlamento svedese. Ho fatto sciopero della scuola per il clima.

ALLEGATO E

LO ZAINO E IL CESTINO

CHE COSA METTO NELLO ZAINO?
CHE COSA HO IMPARATO/ MI È PIACIUTO?

CHE COSA BUTTO NEL CESTINO?

CHE COSA NON MI È PIACIUTO?

APPENDIX B

ULISSE E POLIFEMO

ULISSE E I SUOI COMPAGNI SI FERMANO SULL'ISOLA DEI CICLOPI PER FARE RIFORNIMENTO DI ACQUA E CIBO ED ENTRANO NELLA CAVERNA DEL CICLOPE POLIFEMO, DOVE VEDONO OGNI BEN DI DIO, LATTE, FORMAGGI PECORE E CAPRE.

IL CICLOPE E' FUORI A FAR PASCOLARE IL SUO GREGGE,

I COMPAGNI CHIEDONO AD ULISSE DI PRENDERE IL PIU' POSSIBILE E DI ANDARE VIA

MA ULISSE NON VUOLE, PREFERISCE ASPETTARE IL GIGANTE ED ESSERE TRATTATO DA OSPITE

IL CICLOPE ARRIVA E' ENORME ORRENDO ULISSE E I COMPAGNI HANNO PAURA E SI NASCONDONO

APPENA ENTRATO IL CICLOPE CHIUDE L'ENTRATA DELLA GROTTA CON UNA ROCCIA ENORME, NIENTE SAREBBE RIUSCITA A SPOSTARLA

POI INIZIA A MUNGERE GLI ANIMALI PER FARE IL FORMAGGIO E LASCIA UN PO' DI LATTE PER BERLO A CENA

IL CICLOPE SI ACCORGE DEGLI UOMINI E CHIEDE «CHI SIETE?»

ULISSE GLI RISPONDE CHE SONO ACHEI, VENGONO DA TROIA E DEVONO TORNARE A CASA ....

POLIFEMO CHIEDE DOVE E' LA LORO BARCA...

ULISSE GLI DICE UNA BUGIA «POSEIDONE HA FATTO SBATTERE LA NAVE SUGLI SCOGLI»

ULISSE INFINE CHIEDE DI DARE IL DONO PER GLI OSPITI NEL RISPETTO DI ZEUS

LUI GLI RISPONDE CHE NON GLI IMPORTA DI ZEUS E MANGIA 2 SUOI COMPAGNI

DOPO DI CHE IL CICLOPE SI ADDORMENTA CON LO STOMACO PIENO DI CARNE UMANA

IL GIORNO DOPO POLIFEMO TORNA AI PASCOLI CON IL GREGGE MA CHIUDE LA PORTA DELLA GROTTA COSÌ GLI UOMINI NON POSSONO SCAPPARE

MA PRIMA MANGIA ALTRI 2 COMPAGNI DI ULISSE

ULISSE HA UN PIANO PER SALVARE SE STESSO E I COMPAGNI

SI METTONO A LEVIGARE UN TRONCO FACENDO UNA PUNTA MOLTO AFFILATA COME UNA LANCIA

AL TRAMONTO POLIFEMO RIENTRA E MANGIA ALTRI 2 COMPAGNI, POI ULISSE GLI FA BERE DEL VINO MOLTO FORTE

POLIFEMO CHIEDE A ULISSE «COME TI CHIAMI?» ULISSE DICE DI CHIAMARSI «NESSUNO» E POI GLI CHIEDE NUOVAMENTE IL DONO DEGLI OSPITI

LUI GLI RISPONDE CHE L'UNICO DONO CHE AVRÀ SARÀ ESSERE MANGIATO PER ULTIMO

DOPO DI CHE IL CICLOPE SI ADDORMENTA A CAUSA DEL TROPPO VINO BEVUTO

ALLORA POLIFEMO SPOSTO' LA GRANDE ROCCIA DALLA PORTA E CI SI MISE SEDUTO DAVANTI, QUESTO PER FAR PASSARE IL GREGGE MA BLOCCARE GLI UOMINI

A ULISSE EBBE UN'ASTUTA IDEA

IDEA

ULISSE LEGO' 3 MONTONI E IN QUELLO AL CENTRO LEGO' UN SUO COMPAGNO, OGNI 3 UN UOMO

PER LUI CHE USCI' PER ULTIMO PRESE L'ARIETE PIU' BELLO

POLIFEMO TOCCO' TUTTI GLI ANIMALI E NON SI ACCORSE DEL TRUCCO COSI' LI LASCIO' USCIRE

LONTANO DALLA GROTTA ULISSE SI LIBERO' E POI LIBERO' I COMPAGNI

ULISSE E I COMPAGNI PORTARONO TUTTO IL GREGGE A BORDO DELLA LORO NAVE ERANO FELICI DI ESSERE RIUSCITI A SCAPPARE MA ERANO TRISTI PER I LORO COMPAGNI MORTI

IL CICLOPE BEN PRESTO SI ACCORGE DELLO STRADAGEMMA DI ULISSE QUINDI ANCHE SE CECO CORRE VERSO IL MARE

QUANDO ARRIVA SULLA COSTA SI ACCORGE CHE LA NAVE E' SALPATA QUINDI PER CERCARE DI AFFONDARLA GLI LANCIA CONTRO MASSI ENORMI

MA ORAMAI LA NAVE DI ULISSE E' TROPPO LONTANA I MASSI NON RIESCONO A RAGGIUNGERLA

A QUESTO PUNTO ULISSE NON CE LA PIU' E VUOLE CHE IL CICLOPE SAPPIA CHI E' STATO A TRARLO IN INGANNO

POLIFEMO IL MIO NOME E' ULISSE L'EROE DI TROIA