

# Case Study on the Importance of Family Languages –



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## Why say Family Languages?

~~Heritage languages~~ (German: *Herkunftssprachen*):

**inconsistently** used and **imprecise** term for the L1

## Family Languages (Gürsoy 2016)

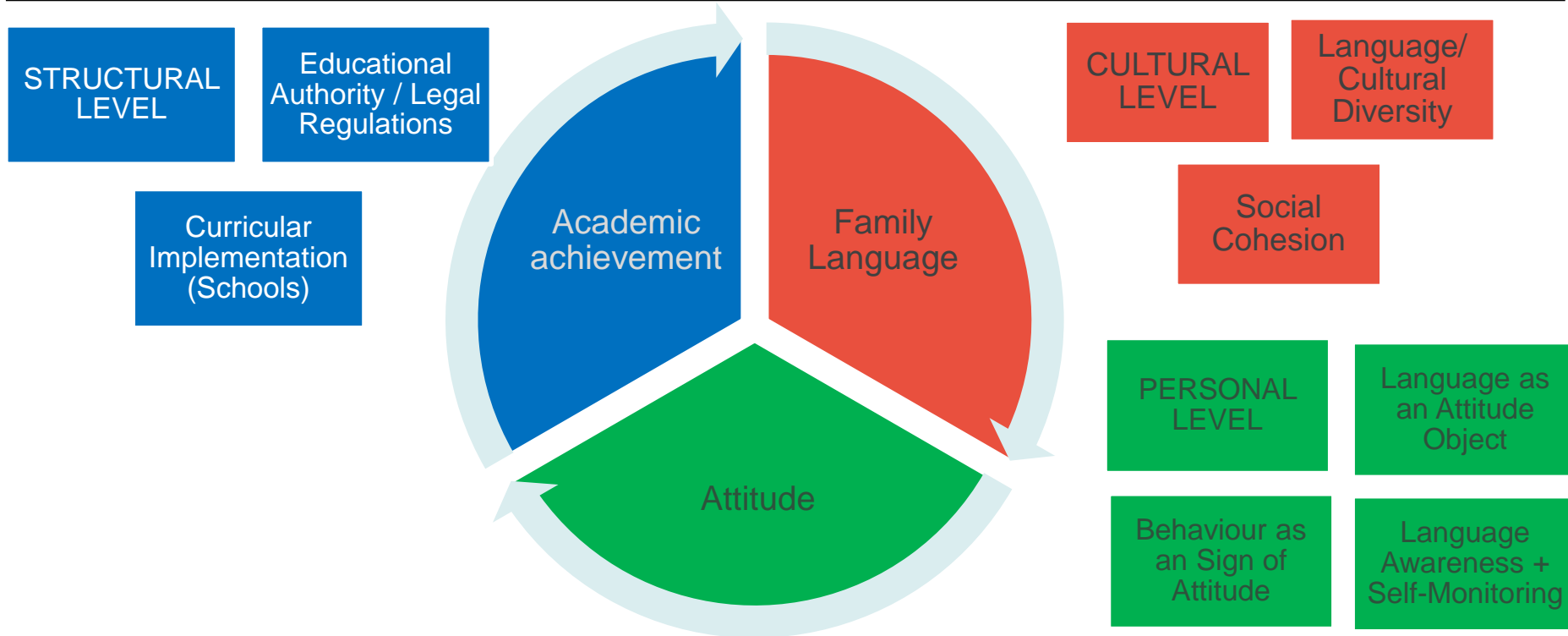
more suitable for describing languages **actively spoken within families**

alternatively: *home languages*

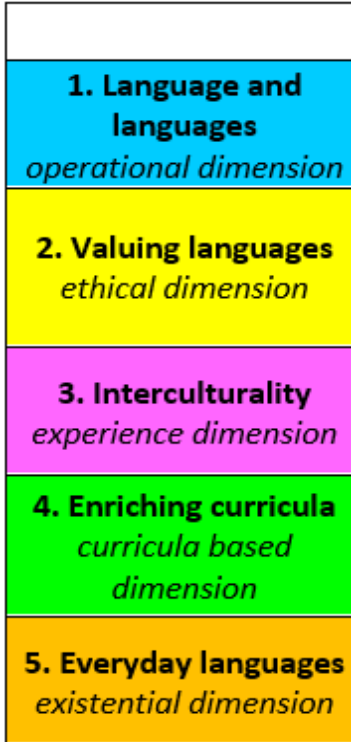
- Why do some learners obtain different **learning achievements** under the **same learning conditions**? (FörMig 2006)
- Why do **naturally plurilingual children** show a **lack of academic achievements** (in monolingual educational systems) and how to develop learning environments where **all languages can flourish**?

- How can **Basic Interpersonal Communicative Skills (BICS)** become **Cognitive Academic Language Proficiency (CALP)**? (Cummins 1976, 2008)
- How to foster **attitude** towards language learning? (Venus 2017)

# THEORY: Fields of Research



# THEORY: Connection to the Matrix



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	NANO : learner	MICRO : class	MESO : schools	MACRO : system
<b>1. Language and languages</b> <i>operational dimension</i>	<b>1.1. Supporting language skills</b>	<b>1.2. Strengthening communicative skills</b>	<b>1.3. Setting up school communication policy</b>	<b>1.4. Fostering global language awareness</b>
<b>2. Valuing languages</b> <i>ethical dimension</i>	<b>2.1. Sensitizing learners towards languages</b>	<b>2.2. Evaluating and assessing</b>	<b>2.3. Setting up a whole-school language policy</b>	<b>2.4. Ensuring and widening language diversity</b>
<b>3. Interculturality</b> <i>experience dimension</i>	<b>3.1. Learning with others</b>	<b>3.2. Implementing a sensitive approach to languages and cultures</b>	<b>3.3. Developing international networks</b>	<b>3.4. Enhancing interconnections for inclusion</b>
<b>4. Enriching curricula</b> <i>curricula based dimension</i>	<b>4.1. Valorizing language biographies and repertoires</b>	<b>4.2. Teaching languages for learning – interdisciplinarity</b>	<b>4.3. Ensuring cross curricular continuity</b>	<b>4.4. Promoting collective intelligence</b>
<b>5. Everyday languages</b> <i>existential dimension</i>	<b>5.1. Enriching language repertoires according to personal and vocational purposes</b>	<b>5.2. Using all learning fields</b>	<b>5.3. Exploring linguistic landscape</b>	<b>5.4. Building multilingual environment</b>

# List of References

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