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IBRAAM ABDELSAYED, SABRINA MACHETTI

The “PluM Classes”: A Nationwide Project on Inclusive Plurilingual Education in Italy¹

Abstract

This paper explores the crucial role of teacher training in plurilingual education, emphasizing the necessity for teachers to acquire specific competencies for the efficient management of plurilingual resources. A nationally representative sample of 1,234 teachers from across all Italian regions, encompassing various educational levels—from nursery to secondary school, as well as university—participated in the study. The research identifies gaps in existing training programs, emphasizing the need for more targeted actions and sociolinguistic considerations. Within this framework, the “PluM Classes” project focuses on plurilingual and multicultural classes, with a key objective of comprehensively grasping the current landscape of teacher training. Preliminary findings emphasize the necessity of a dual intervention: supporting in-service teachers while simultaneously preparing future plurilingual teachers. Furthermore, the study underscores the importance of continuous evaluation and targeted professional development to foster inclusive and effective plurilingual practices.

Keywords

Teacher Training, Plurilingual Education, Plurilingual and Multicultural Classes, Inclusive Practices

1. The Role of Teacher Training for Inclusive Plurilingual Education

In the 1990s, the establishment of the Language Policy Unit by the Council of Europe prompted a redefinition of language policies among partner countries, resulting in the articulation of common principles. These principles are based on the recognition of the intrinsic linguistic and cultural diversity that exists within the context of individual nations. This transformation marked a paradigm shift, introducing key concepts such as “Plurilingual and Intercultural Education” as a crucial lever for fostering social inclusion and fortifying democratic culture (Council of Europe 2016, 2022, *inter alia*). Such a concept not only responds to the challenge of linguistic and cultural diversity but also transforms it into an enriching opportunity

¹ The paper’s structure reflects a collaborative effort between the co-authors. Ibraam Abdelsayed assumed responsibility for crafting paragraphs 2, 3, 3.1, 3.2, 4, 5, whereas Sabrina Machetti managed paragraph 1. The joint contribution of both authors was instrumental in composing paragraph 6 and the References section.

for individuals and societies alike. It thus contributes to the construction of a more open, inclusive, and respectful society.

The successful implementation of these policies is contingent upon the active engagement of a number of key stakeholders, including governments, ministerial bodies, regional and provincial educational offices, school principals, and, most crucially, teachers, who are often designated to as «the agents of change» (Council of Europe 2022: 34). Nevertheless, for teachers to fulfill their role effectively, they require appropriate training. This should equip them with the requisite skills to teach multiple languages (for language teachers), and to manage and enhance plurilingual resources in their classes (for teachers of all disciplines).

Despite numerous European recommendations to enhance the training of teachers in plurilingual education, targeted and structural actions are often lacking. Training plans, when present, tend to overlook individual sociolinguistic realities, as exemplified by the emblematic case of grouping Arabic-speaking students into a single category, thereby homogenizing their linguistic repertoires. In contrast, Arabic is characterized by intricate linguistic diversity, encompassing a broad spectrum of dialects that mirror the rich cultural heritage of its speakers (Abdelsayed 2023, Abdelsayed & Bellinzona 2024a, 2024b).

In this regard, national and European documents place particular emphasis on home languages (Council of Europe 2016, 2019, 2022), acknowledging them as valuable resources. Furthermore, these languages also serve as the foundation for learning other languages (Cummins 2021). It is thus imperative to «find ways of including those languages in the individual's educational experience in ways that benefit all pupils/students. Only when this is achieved can education be considered fully inclusive» (Council of Europe 2022: 25). Consequently, training programs must be more targeted, taking into account the sociolinguistic realities of students and their home languages.

In light of the aforementioned considerations, the present study, which is focused on the Italian context, has adopted the carefully selected title: the “PluM Classes” project. In this context, the term “PluM” is used both as an acronym for “Plurilingual and Multicultural” and as a modifier adjective connoting something positive, highly desirable, and worthy of recognition. This is done precisely to underscore the importance of maintaining a positive perception of these plurilingual and multicultural classes as a domain with considerable resources and richness.

2. Research Objectives and Questions

The objectives of the “PluM Classes” project were initially conceived with the aim of investigating how school teachers from different disciplines effectively manage and enhance the multilingual resources of their Arabic-speaking students—a phenomenon that is now widespread in many Italian classrooms. Furthermore, the project aimed to delineate the current state of Arabic language instruction within the Italian education system and to examine the extent to which formal education sup-

ports Arabic-speaking families in their efforts to maintain and transmit their home language to second-generation children in Italy.

However, the early stages of the project, coupled with an extensive literature review, have revealed a significant lack of targeted measures to support home languages within formal education settings, with Arabic language(s) being particularly overlooked. This highlighted the urgent need for a broader examination of the role and management of home languages in schools. As a result, the scope of the project was broadened beyond students with Arabic backgrounds to include a broader examination of plurilingual classrooms, with a focus on students from diverse migrant backgrounds in general. Despite this broader approach, attention is still paid to the Arabic language and Arabic-speaking students through specific sections to ensure that the original aims are maintained.

The “PluM Classes” project was commenced in January 2023 and is currently in progress. The project aims to address several key questions, thereby contributing to a deeper understanding of various aspects, including but not limited to the following: teacher training, the implementation of plurilingual practices, management of plurilingual resources, teachers’ attitudes towards inclusive plurilingual education, and Arabic language(s) instruction. However, due to the substantial volume of data and the ongoing nature of this work, along with space constraints, this article serves a purely introductory and descriptive purpose, presenting some initial data on the role of teacher training in plurilingual education.

3. Methodology

Guided by the conviction that a thorough understanding of reality requires the integration of qualitative and quantitative methods (Creswell & Plano Clark 2011), we employed a mixed-methods approach. The preliminary phase is dedicated to the collection of nationwide quantitative data, with the objective of developing a comprehensive understanding of the research issue and the contextual landscape. To this end, the Q-PluM Classes questionnaire, which has been specifically designed and validated, was employed.

Following the analysis of questionnaire responses, the second phase of the study employs in-depth interviews to elucidate nuanced insights and perspectives. This phase aims to engage a selected group of key informants, drawn from questionnaire respondents who expressed willingness to participate, as well as school principals and policymakers. The outcomes of this phase are intended to be synthesized into a unified interpretative framework, which will then be used to guide targeted interventions. This framework, in turn, will inform empirical experiments in the third phase of the study, which will validate the effectiveness of the implemented measures.

The following sections will focus exclusively on the project's initial phase, with a particular emphasis on the primary research instrument, the questionnaire "Q-PluM Classes."²

3.1 Development of "Q-PluM Classes"

In response to recommendations, including those from Dörnyei (2007) and Dörnyei & Taguchi (2009), the "Q-PluM Classes" were developed with consideration of general characteristics such as section division, layout, format, and length. Google Form was selected for its cost-effectiveness, which minimizes the time, effort, and financial resources required of researchers, while ensuring user-friendly accessibility (Ruliyanti et al. 2021).

Following the pilot and validation phases³, the final version, comprising eight sections with 129 items, provides a systematic approach to addressing research aspects. It guides participants through three personalized pathways: one for all teachers, one for teachers of languages other than Arabic, and one specifically for Arabic teachers, determined by their responses to key questions (tab. 1).

In order to comply with the European Union's General Data Protection Regulation (GDPR) and ethical standards, the initial section of the survey provides comprehensive information about the study, the researchers involved, the researchers' affiliated institution, the purpose of the research, and the management of the data collected. Contact details are available for accessing the results or submitting comments or requests for clarification. The consent statement is explicitly declared at the end of the section through a dedicated item, ensuring compliance with ethical guidelines.

The subsequent four sections (Sections 2-5) are directed inclusively to all teachers across various subjects, including, but not limited to, linguistic, scientific, and humanistic disciplines.

Section 2 outlines the sociodemographic and sociolinguistic profiles of teachers, their educational backgrounds, and professional contexts. Teachers are invited to self-assess their language proficiency using a Likert scale covering Italian, local Italo-Romance dialects, widely spoken European languages (e.g., English, French, Spanish, and German), and immigrant languages (see Vedovelli 2017, Favilla & Machetti 2021), with particular attention to the home languages most commonly spoken by students in Italy (e.g., Russian, Arabic, Romanian, Albanian, and Chinese).

² The final version of Q-PluM Classes is available at this link: <<https://forms.gle/yDjPvbEPsoXvhoBcA>>.

³ To conclude the pilot process, a total of 20 voluntary teachers were invited to participate in the finalization of the "Q-PluM Classes" questionnaire. Their constructive feedback informed the final version of the questionnaire, which was subsequently adjusted based on their input. A panel of four experts evaluated the questionnaire for reliability and validity, employing criteria such as sufficiency, clarity, coherence, and relevance (Vargas et al. 2024). These suggestions resulted in refinements, and the modified version demonstrated substantial expert agreement with Cohen's Kappa statistic ($p < .05$, $k > .80$) (Landis & Koch 1977).

Table 1 – *The structure of “Q-PluM Classes”*

Section	Target Audience	N. Items	Format of Items
1) Research Description and Ethical Compliance	All Teachers	1	Single-choice question
2) Comprehensive Overview: Sociodemographic, Sociolinguistic, Educational Background, and Professional Context	All Teachers	31	Single-choice questions Likert scale (from 1 to 5) Open-ended questions
3) Training/Professional Development in Plurilingual Education	All Teachers	21	Single-choice questions Multiple-choice questions Likert scale (from 1 to 5) Open-ended questions
4) Plurilingual Classes: Resources and Practices	All Teachers	25	Single-choice questions Multiple-choice questions Likert scale (from 1 to 5) Open-ended questions
5) Teachers’ Plurilingual Attitudes	All Teachers	18	Likert scale (from 1 to 5) Single-choice questions
6) Language Teachers’ Training and Arab/ic Perceptions	Language Teachers (except Arabic)	7	Multiple-choice questions Likert scale (from 1 to 5) Open ended questions
7) Arabic Language Instruction: Teachers’ Training and Perceptions	Arabic Teachers	24	Single-choice questions Multiple-choice questions Likert scale (from 1 to 5) Open-ended questions
8) Future Participation and Reflections	All Teachers	2	Open-ended questions

Section 3 examines teachers’ completion of training related to plurilingual education, exploring a range of domains, including “Foreign Language Competencies,” “Social Cohesion,” among others. Furthermore, the study investigates the level of familiarity of educators with related topics, as measured on a Likert scale, including “Management of Plurilingual and Multicultural Classes,” “Intercultural Dialogue,” “Global Citizenship Education,” and more. Additionally, the survey examines teachers’ perceived need for further training to enhance their competencies in these specific areas, also using a Likert scale.

Section 4 examines the presence of plurilingual repertoires in the classroom. The section examines the presence of students with migratory backgrounds, including their country of origin, languages spoken, and Italian proficiency, among other aspects. It also explores the potential presence of non-literate students in their

home language. Particular attention is given to Arabic-speaking students. The section then explores plurilingual practices adopted in classes, including the use of different languages by teachers and students. Teachers are also asked to provide details on Arabic teaching in their institution, specifying Arabic varieties taught.

Section 5 employs a 16-item attitudinal scale to explore the attitudes of teachers towards plurilingualism in the educational context. The items are comprised of general statements addressing the benefits of plurilingualism and the significance of managing plurilingual resources within classes. Teachers are prompted to indicate their level of agreement or disagreement with each statement using a Likert scale. This section concludes with two additional questions tailored to guide language teachers based on their responses to the subsequent section, aligning with their specific profile.

Section 6, exclusively, is designed for teachers of languages other than Arabic. It delves into the topic of language teacher training and perceptions, exploring educational backgrounds in greater detail. It includes questions on perceptual imagery regarding “Arab peoples,” “Arab countries,” and “Arabic language,” with the aim of revealing cultural, societal, and linguistic perceptions.

Section 7, which is exclusively dedicated to the examination of the educational journeys, teaching approaches, and ideologies of Arabic language teachers. It addresses a range of topics pertinent to the field, including Arabic variation and the teaching of different Arabic varieties, the use of instructional materials, and classroom management strategies for heritage language learners and foreign language learners.

Section 8 of the Q-PluM Classes concludes with two items. The first item invites interested teachers to express their willingness to participate in future research phases by providing their email contacts. The second item consists of an open-ended query, allowing teachers from all three pathways (all teachers, teachers of languages other than Arabic, and teachers of Arabic) to contribute freely with comments, reflections, and to share personal experiences on the topic.

The data were analyzed using the SPSS software. In addition to descriptive analysis, a variety of inferential procedures were conducted, including parametric tests such as regressions, correlations, T-tests, and ANOVA tests, as well as non-parametric tests like the Kruskal-Wallis and Mann-Whitney U tests. Furthermore, Cronbach’s alpha was examined to verify the reliability of the attitudinal scale.

3.2 Administration of “Q-PluM Classes”

The administration of the “Q-PluM Classes” spanned a period of two months, from February to April 2023. A variety of strategies were employed to reach the intended audience. Initially, personal contacts and networks were utilized, with an emphasis on word of mouth and the snowball effect (Noy 2008, Geddes et al. 2018). However, this method proved ineffective in garnering substantial and representative participation from the entire teacher population.

In order to identify alternative diffusion strategies, an investigation was conducted into the web and social media, in particular Instagram and Facebook. Despite actively engaging with popular teacher pages and groups in Italy, the data generated by our posts was not statistically significant.

Subsequently, a mailing list was compiled using lists of Italian schools published on the website of the Italian Ministry of Education (MIM), resulting in the accumulation of over 10,000 email addresses from schools across Italy. Following this, we contacted school principals via email, requesting their assistance in disseminating the questionnaire among the teaching staff. This approach proved to be highly effective, allowing for the gathering of both quantitative and qualitative data from teachers across all Italian regions and at all levels of education, as well as in all subject areas. Therefore, we express our gratitude to the school principals for their fruitful collaboration in questionnaire dissemination and to all the participating teachers for the time dedicated to completion.

4. Overview of the “Q-PluM Classes” Sample

This section offers a glimpse into the informant sample involved in the Q-PluM Classes. After excluding the pilot group and participants who did not meet the selection criteria, 1,234 teachers from all Italian regions participated in the questionnaire, thereby conferring a national status to this research (tab. 2, fig.1). Notably, teachers from northern regions exhibited a higher participation rate, which aligns with the substantial presence of foreign citizens in these areas.

Table 2 – *The geographical distribution of the “Q-PluM Classes” informant sample*

Region	N.	%
Lombardy	295	23,91
Emilia-Romagna	169	13,70
Piedmont	161	13,05
Veneto	100	8,10
Sicily	81	6,56
Tuscany	79	6,40
Liguria	63	5,11
Friuli-Venezia Giulia	56	4,54
Lazio	56	4,54
Marche	30	2,43
Aosta Valley	27	2,19

Puglia	27	2,19
Sardinia	22	1,78
Umbria	16	1,30
Calabria	15	1,22
Molise	15	1,22
Campania	10	0,81
Abruzzo	6	0,49
Basilicata	4	0,32
Trentino-Alto Adige/Südtirol	1	0,08
Not specified	1	0,08

Figure 1 – *The geographical distribution of the “Q-PluM Classes” in-formant sample*



The majority of participants are female, representing 85% of the total (fig. 2). This figure aligns with data from the Italian Ministry of Education (MIM)⁴, which indicates that female teachers constitute approximately 82% of the total teaching population in Italy. Additionally, there is notable engagement from teachers aged 40 and above (fig. 3).

Figure 2 – *The gender distribution of the “Q-PluM Classes” informant sample*

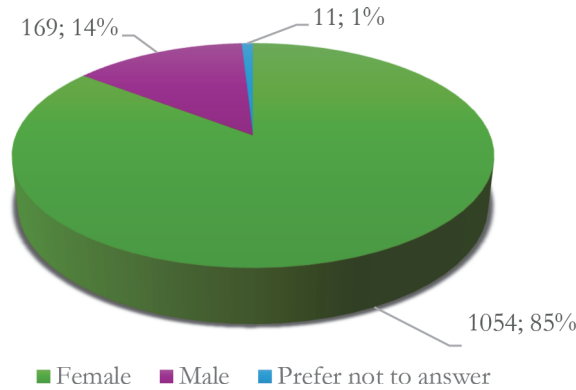
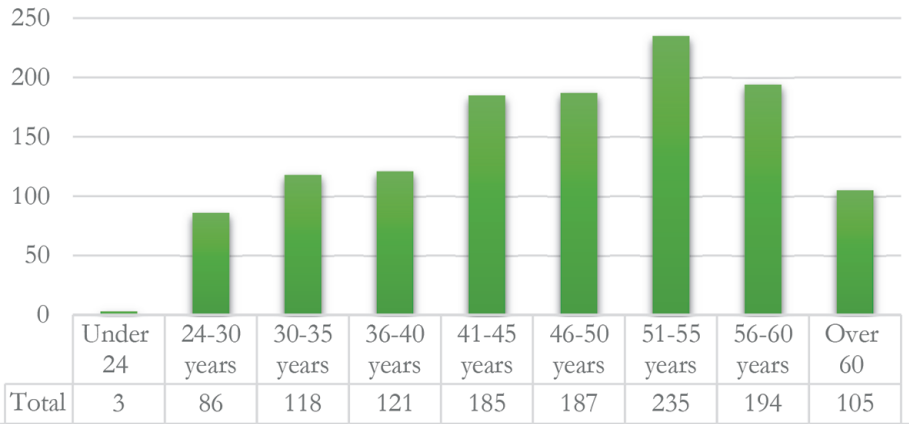


Figure 3 – *The age distribution of the “Q-PluM Classes” informant sample*



We received responses from teachers across various institutions, including universities, Provincial Centers for Adult Education (CPIA), and schools at various levels of education (tab. 3). The majority of responses came from teachers in secondary schools of I and II grade, representing over 50% of the sample. The questionnaire was originally designed for school teachers; however, during the survey’s dissemination, it was observed that there was a lack of participation from Arabic teachers at

⁴ This information can be verified on the *Portale Unico dei Dati della Scuola* website: <<https://dati.istruzione.it/espescu/index.html?area=anagScu>> (accessed on December 23, 2023, at 13:30).

the school level. To address this gap, the questionnaire was redirected to university professors of Arabic language with the aim of mapping the situation of its teaching in Italy at the university level. Consequently, 22 university professors of Arabic participated; however, their data will not be included in this article, which focuses exclusively on the 1,212 teachers within the school education context.

Table 3 – *The institutional affiliation of the “Q-PluM Classes” informant sample*

Institution	N.	%
Preschool	61	4,9
Primary school	273	22,1
Lower secondary school	325	26,3
Upper secondary school	324	26,3
University (Arabic language professors)	22	1,8
CPIA (Adult Education Centers)	220	17,8
Private institution	3	0,2
Other	6	0,5

5. *The Current Landscape of Teacher Training in Plurilingual Education*

The initial research question aimed to examine the current state of teacher training in the field of plurilingual education. One of the initial findings from the analysis of teachers’ language repertoires was the presence of seemingly plurilingual repertoires, comprising an average of approximately five languages, regardless of the proficiency level in these languages.

A more detailed analysis of language proficiency (tab. 4), based on teachers’ self-assessments on a Likert scale from 1 to 5 (where 1 = None “I don’t know a single word”; 2 = Poor “I know a few words/phrases”; 3 = Good “I have a basic level”; 4 = Very good “I have an intermediate level”; 5 = Excellent “I have excellent skills”), shows that only Italian, the local Italo-Romance dialect, and English achieve an overall mean score above 3. This suggests a medium to high basic level of proficiency in these three languages, although there is a statistically significant difference in favor of Italian over the local dialect ($t(1211) = 42.891, p < .001$) and over English ($t(1211) = 52.000, p < .001$). In contrast, European languages such as French, Spanish, and German are below the threshold of basic competence. With regard to the home languages of students, including Russian, Arabic (in both “standard” and “dialect” forms), Romanian, Albanian, and Chinese, teachers indicate a near absence of proficiency in these languages.

Interestingly, the high standard deviations observed for local dialects, as well as global languages such as Spanish and French, suggest that exposure to and familiar-

ity with these languages varies widely among teachers. This variability may reflect regional or cultural differences in access to these languages, highlighting uneven exposure across demographic groups.

Table 4 – *Teachers’ Language Proficiency*

Language	Min.	Max.	Mean	SD
Italian	1	5	4,80	0,464
Local Italo-Romance dialect	1	5	3,37	1,126
English	1	5	3,35	0,965
French	1	5	2,43	1,213
Spanish	1	5	1,94	1,128
German	1	5	1,48	0,893
Russian	1	5	1,10	0,434
Standard Arabic (Modern Standard Arabic and/or Classical Arabic)	1	4	1,07	0,287
Romanian	1	5	1,06	0,346
Albanian	1	5	1,04	0,281
Chinese	1	5	1,04	0,270
Arabic Dialect	1	3	1,02	0,164

A more detailed analysis of the domain of teacher training reveals that an overwhelming majority (96%) of teachers have attested to having the opportunity to engage in training activities. In accordance with the training domains delineated by the National Plan for the triennium 2016-2019,⁵ teachers have predominantly engaged in courses related to “Competency-based teaching,” “Digital skills,” and “Inclusion and disability” (tab. 5). It is noteworthy that a considerable proportion of the sample (approximately 31%) has engaged in training activities with the objective of acquiring foreign language skills. A mere quarter of the surveyed cohort indicated their involvement in training programs focusing on “Integration, citizenship and global citizenship skills.” Additionally, 9% of teachers declared their participation in training activities spanning areas beyond those explicitly specified in the National Plan. The effectiveness of these training programs was evaluated with an overall average of 3.47 on a Likert scale from 1 (= not effective at all) to 5 (= highly effective).

⁵ While the National Plan for teacher training during the 2016-2019 three-year period makes a brief mention of plurilingualism in schools, the more recent and concise Plan for the triennium 2019-2022 significantly reduces the emphasis placed on this topic. In contrast, the plan places a significant emphasis on digital education and STEM disciplines (Science, Technology, Engineering, and Mathematics), particularly in response to the challenges posed by the Coronavirus Disease 2019 (Covid-19) emergency.

Table 5 – *Domains of training courses*

Area	N.	%
Competency-based teaching, methodological innovation, and basic skills	809	69,80
Digital skills and new learning environments	788	67,99
Inclusion and disability	722	62,30
Evaluation and development	386	33,30
Foreign language skills	353	30,64
Integration, citizenship and global citizenship skills	296	25,54
Organizational and didactic autonomy	215	18,55
Social cohesion and prevention of global youth distress	170	14,67
OTHER	105	9,06
Involvement of the entire school community	80	6,90
School and work	76	6,56

Upon soliciting teachers to evaluate their familiarity with specific topics using a Likert scale ranging from 1 (= None) to 5 (= Excellent), a discernible pattern emerged. The areas of least familiarity among teachers include “Management of plurilingual and multicultural classes,” “Language education,” and “Translanguaging practice” (tab. 6). The notably low average value assigned to the latter is likely influenced, at least in part, by the infrequency of the term “Translanguaging” and its limited presence in the Italian educational tradition. Consequently, it may persist as an unfamiliar concept for a considerable number of teachers.

Table 6 – *Familiarity grade with specific topics among teachers*

Topic	Mean	SD
Teaching of the subject	3,89	0,787
Inclusion and active citizenship	3,69	0,869
Global citizenship education	3,53	0,912
Intercultural dialogue and peace education	3,51	0,975
Assessment and testing	3,22	0,979
Management of plurilingual and multicultural classes	3,19	0,96
Language education	3,03	1,172
Translanguaging practice	2,2	1,092

The findings related to the assessment of competencies that teachers aim to enhance in their professional development further corroborate this observation. It has become evident that teachers predominantly wish to improve their “Linguistic-communicative competencies in students’ languages” and “Plurilingual and intercultural competencies” (tab. 7). These competencies are indeed pivotal for effectively managing a plurilingual classroom.

Table 7 – *Competencies to enhance: Teachers’ perspectives*

Competencies	Mean	SD
Linguistic-communicative competencies in students’ languages	3,43	1,109
Plurilingual and intercultural competencies	3,32	1,002
Assessment and analytical competencies	3,03	0,946
Socio-pragmatic competencies	3,01	0,928
Competencies in history and religious pluralism	2,98	1,113
Digital competencies	2,96	1,076
Subject-specific and interdisciplinary competencies	2,95	0,981

6. Discussion, Conclusions and Future Perspectives

The success of plurilingual education and the efficient management of plurilingual resources in classrooms are inextricably linked to teachers, who serve as pivotal agents of change. It is therefore essential to provide teachers with more specific and targeted training that enhances awareness of students’ plurilingual repertoires. Without such awareness, teachers may encounter challenges in effectively managing plurilingual resources.

In our study, while teachers initially appeared to possess a rich linguistic repertoire, as indicated by the number of languages they knew ($M = 4,86$, $SD = 1,457$), a closer examination of self-assessed competence levels revealed a predominant focus on Italian, the local dialect, and English. While teachers demonstrated strong proficiency in Italian, local dialects, and English, their abilities in European languages (such as French, Spanish, or German) were notably low. Furthermore, their proficiency in students’ home languages (such as Arabic, Russian, or Chinese) was almost non-existent. This linguistic gap underscores the difficulty of engaging effectively with multicultural and plurilingual classroom populations and highlights the need for immediate interventions to address these challenges to plurilingual education.

Despite teachers’ engagement in professional development aligned with the National Plan, there remains limited emphasis on plurilingual education programs. Training sessions often fail to include practical guidance on managing plurilingual and multicultural classrooms, which is critical to leveraging the full potential of linguistic diversity.

In order to effectively address these challenges, it is essential to implement a dual intervention strategy. In addition to ongoing training, substantial support is required to assist in-service teachers in effectively managing plurilingual resources in the classroom. The pairing of these teachers with skilled linguistic mediators who are fluent in their students' languages can effectively facilitate the management of plurilingual classes. Secondly, given the time-intensive nature of language training for in-service teachers, a longer-term prospective approach to preparing future plurilingual teachers through specialized modules on plurilingualism, including strategies for integrating home languages, fostering intercultural dialogue, and employing translanguaging practices, should be considered.

It is clear that there is a relationship between the professional development of teachers and the objectives set out in the National Plan. Nevertheless, the relatively modest commitment to programs centered on the domain of plurilingual education is a subject that warrants further examination, as it indicates areas that require augmented emphasis and advancement within teacher training initiatives. The assessment of training program effectiveness indicates areas for improvement, emphasizing the necessity of continuous evaluation to meet the evolving needs of teachers in an ever-changing educational landscape. The limited familiarity with specific areas of teacher knowledge, particularly in managing plurilingual and multicultural classrooms, underscores the necessity for targeted professional development to promote inclusive and plurilingual practices.

The relatively modest participation in training programs focused on plurilingual education, alongside mixed evaluations of their effectiveness ($M = 3,47$, $SD = 0,805$), indicates a significant opportunity for improvement. It is of the utmost importance that training initiatives undergo regular evaluations, with the input of teacher feedback and classroom outcomes, in order to guarantee their continued relevance and impact. Furthermore, the willingness of teachers to enhance their linguistic and communicative abilities, as well as their plurilingual competence, is a promising indication. This reflects their recognition of the significance of linguistic diversity and their commitment to inclusive education. By providing well-designed training opportunities that align with this enthusiasm, teachers can be equipped to meet the demands of diverse classroom settings.

Finally, building on the data analyzed thus far, future research efforts will focus on unexamined areas with the aim of deepening our understanding of plurilingual education. A comprehensive examination of teacher attitudes and plurilingual competencies will be conducted. An examination of teacher attitudes toward inclusivity and plurilingualism will facilitate the identification of specific gaps that can be targeted in training programs. Furthermore, a more targeted investigation of single sociolinguistic realities is necessary in classrooms. Despite their significant presence, under-researched groups—particularly Arabic-speaking students—require greater attention to develop tailored interventions that align with classroom realities, ensuring greater effectiveness. The empirical validation of the interventions will be conducted. The efficacy of proposed strategies, such as pairing teachers with

mediators and integrating plurilingual practices, will be evaluated through the implementation of pilot programs. A longitudinal assessment of training programs will be conducted. The objective of this study is to ascertain whether an enhanced familiarity with plurilingual practices enhances classroom inclusivity and student outcomes by monitoring outcomes over time. By addressing these areas, our objective is to contribute to a more comprehensive and inclusive approach to plurilingual education, ensuring that linguistic and cultural diversity is recognized as a valuable resource in every classroom. Subsequent phases of this study will further integrate these insights, providing actionable recommendations for policymakers and educators alike.

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