

MOSAIC

THE JOURNAL FOR LANGUAGE TEACHERS

Founded in 1993

by ANTHONY MOLLIKA

vol. 14 n. 1 2023

MILAN 2024

MOSAIC

The Journal for Language Teachers

vol. 14 - 1/2023

ISSN 1195-7131

ISBN 979-12-5535-423-9

Founder: ANTHONY MOLLIKA †, *Professor emeritus, Brock University*

Editors

ROBERTO DOLCI, *Università per Stranieri di Perugia*

SILVIA GILARDONI, *Università Cattolica del Sacro Cuore*

Members of the Editorial Board

ENZA ANTENOS, *Montclair University*

PAOLO BALBONI, *Università di Venezia, Ca' Foscari*

MONICA BARNI, *Università di Roma La Sapienza*

RYAN CALABRETTA-SAJDER, *University of Arkansas*

MARIO CARDONA, *Università degli Studi di Bari Aldo Moro*

VALENTINA CARBONARA, *Università per Stranieri di Perugia*

MANUEL CÉLIO CONCEIÇÃO, *Universidade do Algarve*

LETIZIA CINGANOTTO, *Università per Stranieri di Perugia*

MARIAPIA D'ANGELO, *Università degli Studi Chieti-Pescara, G. D'Annunzio*

MARCEL DANESI, *University of Toronto*

FRANCESCO DE RENZO, *Università di Roma La Sapienza*

ROBERT GRANT, *University of Ottawa*

MARTA KALISKA, *Nicolaus Copernicus University in Toruń*

MARCO LETTIERI, *University of Puerto Rico*

MARIA VITTORIA, *Lo Presti Università Cattolica del Sacro Cuore*

MARIA CECILIA LUISE, *Università Cà Foscari di Venezia*

CARLA MARELLO, *Università degli Studi di Torino*

MARIO PACE, *University of Malta*

BORBALA SAMU, *Università per Stranieri di Perugia*

ELISABETTA SANTORO, *Universidade de São Paulo*

MASSIMO VEDOVELLI, *Università per Stranieri di Siena*

ANDREA VILLARINI, *Università per Stranieri di Siena*

ANNALISA ZANOLA, *Università degli Studi di Brescia*

La pubblicazione del seguente volume è stata possibile grazie al contributo finanziario della
Società Italiana di Didattica delle Lingue e Linguistica Educativa (DILLE)



© 2024 EDUCatt - Ente per il Diritto allo Studio universitario dell'Università Cattolica

Largo Gemelli 1, 20123 Milano | tel. 02.7234.2235 | fax 02.80.53.215

e-mail: editoriale.dsu@educatt.it (*produzione*); librario.dsu@educatt.it (*distribuzione*)

web: libri.educatt.online

Questo volume è stato stampato nel mese di dicembre 2024

presso la Litografia Solari - Peschiera Borromeo (Milano)

GIANLUCA BALDO

Enhancing classroom resources in multilingual schools: Experiences and perspectives from Italian teachers

Abstract

Italian schools have recently experienced a steady increase in linguistic and cultural diversity, which is specifically due to the presence of students with a migration background. In the 2020/2021 school year, the number of such students reached 856,388, with the Friuli Venezia Giulia region exhibiting a higher-than-average incidence of 13.0%. This contribution presents us with some insights for transforming plurilingualism in the classrooms into a valuable resource. The essential role of teachers is emphasised, together with a growing need for specific on-the-job linguistic training, in order to be able to take full advantage of the potential for plurilingualism. A number of recent field experiences, together with their theoretical framework and expected impact are explored, advocating for a holistic, plurilingual, and inclusive Italian school.

Keywords

Multilingualism, Plurilingualism, school, migration, teacher training

1. Introduction

Italian schools are directly touched by the migration phenomenon that has been affecting the country for over two decades now, and they often find themselves at the forefront in the delicate management of a growing linguistic and cultural diversity. No longer considered an emergency, but a widespread and common structural norm, the ministerial data reports that Italian schools and their classes have over time become increasingly multilingual (Fiorentini, Gianollo and Grandi 2020). In the 2020/2021 school year, there were indeed 856,388 students defined by the official sources as *di cittadinanza non italiana*, ‘non-Italian citizens,’ enrolled in the system at all its levels, from kindergarten to secondary education (MIS 2022a).¹

¹ On the issue of definitions, stereotypical and sometimes regrettable labels are used to refer to speakers with a migration background. Fusco (2021b: 33-38) delves extensively into this matter, pointing out that speaking about students with *cittadinanza non italiana* negatively devalues them and emphasizes the absence of a perceived necessary attribute: “giudicano inappropriate le etichette con cui cerchiamo di perimetrarli (ad esempio «figli di immigrati») e ne sollecitano altre, quali «nuove generazioni», «nuovi italiani»” (“they find inappropriate the labels we use to define and confine them, as for example «children of immigrants», and suggest others, such as «new generations», «new Italians»,” *ibid*:

The geographical distribution of these speakers with a migration background – who under a more positive light could also be seen as emerging multilinguals – aligns with the patchwork pattern that characterizes the Italian migration phenomenon, having concentrations and significant differences from one region to the other.² The data presented in this contribution specifically refer to Friuli Venezia Giulia, a region that has been historically multilingual by its very nature (Fusco 2017: 37-78), where *lingue immigrate* ('immigrant languages,' according to Vedovelli and Casini 2016) are joining the traditionally existing codes, creating an extremely diversified and truly superdiverse landscape (Vertovec 2007).

In the 2020/2021 school year, the mean incidence of students with 'non-Italian citizenship' in Friuli Venezia Giulia touched the 13.0%, a percentage even higher than the national 10.3% (MIS 2022a: 17)³. The 20,091 students with a migration background in Friuli Venezia Giulia are more frequently seen in primary schools (36.0%) and they represent a multifaced mosaic of countries of origin, the top five of which are: Romania (20.0%), Albania (12.6%), Bangladesh (7.4%), Morocco (6.5%), and Kosovo (4.8%) (Attanasio 2023: 393). The present contribution and the AMIF *Impact FVG 2018-2020* project – from which the data is cited in these pages – belong precisely in this context.⁴ The question raised here and discussed is how is it possible to effectively transform the resources offered by today's multilingual Italian classes into an authentic resource, at the disposal of all students? The perspective in the analysis is that of teachers, as it emerges and is expressed in recent field experiences in the Friuli Venezia Giulia area.

2. The teacher in the plurilingual classroom

While, on the one hand, the awareness of the importance of enhancing the plurilingual repertoires of speakers with a migration background is well presented in

35). Actually, according to the official data from the Italian Ministry of Education, "la quota dei nati in Italia sul totale degli studenti di origine migratoria è arrivata al 66.7%" ("the share of students born in Italy among those with a migration background reached 66.7%," MIS 2022a: 20), although at a local level the percentage may be higher (Baldo 2022).

² For further insights, you can refer to the dossiers periodically published by the Idos Research Center of Rome (Idos 2023) as well as to the recent publications by the ISMU Foundation of Milan (<https://www.ismu.org>).

³ In these pages, MIS always stands for *Ministero dell'Istruzione*, the previous denomination of the Italian Ministry of Education. Since November 2022, the denomination changes to *Ministero dell'Istruzione e del Merito* (MIM, or 'Ministry of Education and Merit'), but as all the references in these pages date before that day, the old acronym is preferred.

⁴ The AMIF *Impact FVG 2018-2020* project, subsequently extended to the recent 2021/2022 school year, is extensively and comprehensively presented elsewhere. Some key and relevant references – recommended for further insights – include the *Protocollo per l'accoglienza, l'inclusione e l'orientamento degli alunni con background migratorio* ('Protocol for the reception, inclusion, and orientation of students with a migration backgrounds,' Fusco 2021b), the publication hosts a complete analysis of all data collected during field research (Fusco 2022), and lastly the official project website: <https://www.regione.fvg.it/rafvf/cms/RAFVG/cultura-sport/immigrazione/FOGLIA8>.

recent Italian legislation, which sets as objectives “il riconoscimento” and “la valorizzazione di ogni lingua e della diversità” (‘the recognition’ and ‘the enhancement of every language and diversity,’ MIS 2022b: 34), on the other hand, it is the role of the teacher that is considered especially meaningful. As a matter of fact, it is often the preparation and specific training of teachers on which both the planning and the effective implementation of efficient didactic actions are entrusted.

As Tullio De Mauro, former Minister of Education, emphasized: “dinanzi alle disparità linguistico-scolastiche nazionali sta alla scuola, alla qualità degli insegnanti, fare o no delle diversità disuguaglianze e svantaggi” (‘in the face of national linguistic and educational disparities, it falls upon the school and upon the quality of teachers to either create or eliminate differences, inequalities, and disadvantages,’ De Mauro 2018: 228). On a similar tone, the Canadian linguist and pedagogist Jim Cummins, based on his studies and research, places the school and especially teachers at the center of his transformative pedagogy: “If equity is to be injected into such a system, it is clear that individual special educators must challenge the way the system operates and the assumptions underlying their own professional training” (Cummins 2000: 253).

In alignment with the previously cited Italian ministerial guidelines, which recognize the necessity of training for teaching and non-teaching school staff as early as in *La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri* (‘The Italian way for intercultural school and the integration of foreign students,’ MIS 2007: 20-21). In the country there has been a growing body of research in the scientific community, especially in recent years, accompanied by an increasing interest in the awareness, in the perceptions, and in the attitudes of teachers toward plurilingualism, cultural diversity, and pluralistic approaches to education (Candelier *et al.* 2012).

3. *Experiences and studies*

As Garrett (2010: 22) suggests, attitudes to languages and dialects are formed through experience, but they are also learned and “parents and teachers can have some role in the development of such attitudes at the person-to-person level, consciously or not”. As a consequence, side by side with the ministerial guidelines presented in the previous paragraph, a number of studies and recent experiences which investigate this perspective exist in the Italian context as well. Two main sources and references for the analysis presented in these pages are Sordella (2015) and Amenta and Turrisi (2017). The first introduces to part of the results of the scholar’s doctoral study and aims at comparing the perceptions of foreign students and of their teachers in 27 primary schools located in the Piedmont region. The research therefore is aligned to a previous sociolinguistic survey, coordinated by Chini and Andorno (2018), which explores the plurilingual repertoires and uses of 972 primary and middle school students in the same area, in order to offer an in-depth, extensive, and comprehensive evaluation of plurilingual skills and uses in a range of situations.

Amenta and Turrise (2017) adopt a similar version of the same questionnaire in order to conduct a qualitative investigation in several primary and secondary schools in the city of Palermo, Sicily. The sociolinguistic research tool allows therefore to gather the perspectives and points of view of 55 primary and 29 middle school teachers, regarding different aspects of their work in a multilingual environment and schools. Part of the questions is intended to invite the informants to express their feelings and thoughts about working in and managing a multilingual classroom, together with potential obstacles or advantages expected to arise. The subsequent part of the questionnaire, focuses more specifically on dealing with a different research question, and more precisely on whether the teachers involved consider the plurilingual skills of their students as a limit, or as a resource to exploit. Lastly, the subjects are also allowed to express themselves more freely, as they are invited to openly describe some of the activities they resort to in such kind of multilingual environment.

Less close to the experience described in these pages are a number of other recent studies in the same field. Between them, Cavagnoli (2020) prefers to use the linguistic biography research method in order to foster a deeper level of reflection on plurilingualism, as well as to promote at the same time an improved awareness of these communicative practices in the training of future schoolteachers and to the advantage of the future generations of their plurilingual students. Some of the actions of *La classe plurilingue. Ricerca sulla complessità linguistica per una didattica inclusiva* ('The plurilingual classroom. Research on linguistic complexity for an inclusive teaching') project, coordinated by a group of researchers from University of Bologna, are also devoted to offer support and resources to the teachers working in schools characterized by a high level of linguistic and cultural diversities, in order to foster a reinterpretation of the linguistic repertoires of these young emerging bilinguals as a more visible element in the school landscape, as well as a source of enrichment for the whole classes. (Fiorentini and Gianollo 2021).

More closely to the context described in this contribution, Fusco (2021a) presents and analyses the perceptions and attitudes of a group of more than 200 teachers, reached between school year 2016/2017 and the following 2017/2018, in Friuli Venezia Giulia, and questioned about their experience of working in schools with a significant presence of students with a migrant background. The survey delves into the management of multilingual classrooms and of their plurilingual resources, into the teaching of Italian to the newcomers, into the school-family relationships, as well as into some of the opportunities and challenges posed by this highly diverse teaching setting. Finally, Salvaggio (2022) presents and analyses part of the results of the previously introduced AMIF *Impact FVG 2014-2020* project, and more precisely those closely related to the teacher's perceptions and attitudes to the plurilingualism of their students, and to working in the contemporary Italian multilingual schools. The reader interested in gathering some more detailed or extensive information about the research described in these pages, about its method, and its results should refer to this publication as well.

4. *The need for specific training*

In consideration of the acknowledged importance of teachers' training, more specifically in the context of the difficulties arising in working with plurilingual classes (Sordella 2015: 83), some of the actions of the AMIF *Impact FVG 2014-2020* project envisaged a data collection to explore this field. Within 11 Comprehensive Institutes in Friuli Venezia Giulia – 31 primary and 16 lower intermediate secondary schools – the researchers therefore sought the collaboration of teachers in activities involving: an online questionnaire modeled after the one used by Amenta and Turrisi (2017) in Palermo; participation in semi-structured interviews on the specific needs arising from working in a plurilingual setting; the provision of direct training on project-related themes; and eventually, guidance in the implementation of innovative plurilingual strategies in a limited number of sample groups of students.⁵

The qualitative investigation – conducted mainly through an online questionnaire – reached approximately one hundred teachers (97) during the second semester of the 2018-2019 school year. This sample included teachers from kindergarten (11), from primary (46), and from lower intermediate secondary schools (32) in Friuli Venezia Giulia. In the same period, semi-structured interviews engaged 27 teachers and 4 Directors, collecting around 20 hours of recordings. During these interviews, the participants were invited to share their points of view on a number of topics related to the inclusion of students with a migration background, learning Italian as a second language, and on the opportunities and resources specifically available when working in plurilingual classrooms. Most of the school staff participated on a voluntary basis, therefore already showing a degree of motivation on the subject, and affirmed that they possessed varying types of work experience in the immigration field, although not many reported having received any specific training.⁶

The questionnaire reveals some important perceptions of the teachers' working in multilingual classrooms. The informants mostly agree on the increased difficulty of the task (59.8% of the sample either 'agree' or 'strongly agree' to this position), but at the same time they seem to consider the situation more as a challenge, than as an impoverishment (70.1%). On the contrary, many of the informants reached by the study actually seem to believe that the plurilingual skills of their students can enrich their classes, allowing a metalinguistic reflection on the languages of their origins (49.4%), comparing different codes (70.7%), and helping to see cultural, historical as well as linguistics facts from different perspectives (77.3%). When in-

⁵ Further information regarding the schools involved, and the analysis of the collected sociolinguistic data can be found in Fusco (2022). For more details on the classroom activities aimed at promoting the visibility of the heritage languages of the students and teaching experimentation, you can refer to the experiences documented in Baldo (2022).

⁶ While 71.5% of the respondents report at least 10 years of experience in teaching students with a migration background, only 27.0% of the sample states that they participated in at least one specific training course, including short-duration or online on-the-job formation programs.

vited to consider the repertoires from the students' point of view, the subjects still share a frequently and mostly positive perception. They don't agree that being a plurilingual can create confusion in the speaker's mind (62.8% either 'don't agree' or 'strongly disagree'), and at the same time the teachers show to consider this condition as a source of different advantages: being plurilingual makes learning new languages or dialects easier (69.7%), it helps reflecting on language structures (76.5%), but it also allows to approach knowledge from different points of view (71.4%)⁷.

Regarding the activities that teachers typically carry out in their classrooms with the aim of increasing the visibility of students' heritage languages and dialects, or in order to leverage the resources of plurilingual speakers for the benefit of the entire class, the questionnaire seems to reveal more uncertainty, with 26.7% of teachers choosing not to respond. Among the three activities that seem to be most commonly practiced, two are primarily oriented toward teaching Italian as second language (L2) and involve either cooperative and peer-to-peer learning (a strategy used 'often' by 42.1% of the teachers) or the use of simplified textbooks (35.6%). The third activity appears to be indeed the most geared toward promoting diversity through sharing linguistic and cultural knowledges with the class and classmates (43.4%). However, other pertinent options, such as asking plurilingual students to use their heritage languages or cultures in the school environment, garner only minimal interest (1.4% and 7.1% respectively).

Through the analysis of these semi-structured interviews and in relation to the questions on the teachers' perspectives more oriented on the inclusion of students with a migration background, Salvaggio (2022: 194-200) identifies a number of viewpoints that align with what emerges from the online questionnaires. Difficulties stemming from a lack of knowledge about the life and culture of immigrant communities come to light, sometimes leading to misunderstandings in communication with the school, especially in the absence of cultural mediators. The planning and implementation of inclusive actions are still considered a challenge by many, and more than one teacher in this situation expressed a need for better training regarding the students' cultural backgrounds. Also mentioned is the lack of practical, well grounded, situated strategies and tools for an effective plurilingual and intercultural education.

5. Ideas for plurilingual training and experimentation

Between 2018/2019 and 2021/2022, different opportunities for direct and indirect training were offered to teachers at all levels and grades of the educational system in Friuli Venezia Giulia region, as well as to all the professionals operating in the education of minors with a migration background. Firstly, the involvement of teachers in the distribution and collection of sociolinguistic questionnaires during

⁷ In this paragraph, only a brief selection of the most relevant data is presented, while a more in-depth analysis can be found in the previously introduced study by Salvaggio (2022).

the initial phase of the project presented a unique opportunity for reflection and in-depth exploration of these themes. The opportunity for linguistic reflection was not limited to young informants with a migration background only, but it was extended to approximately sixty teachers of the participating classes. The research tool thus demonstrated its flexibility and utility not only for research purposes, but also in the context of training and in the development of plurilingual awareness among educators (Fiorentini and Gianollo 2021).

This approach, where observation and training are intertwined, ran concurrently with three cycles of seminars on plurilingualism and plurilingual education. Over a hundred participants took advantage of these opportunities remotely. Between May and July of 2020, the first results of the sociolinguistic data collection were presented (later integrated and published in Fusco 2022). Additionally, at the same time the research group shared two reports: on the specific needs of plurilingual classrooms, and on the academic performance of students with a migration background in the national educational system.⁸ Furthermore, to specifically and directly cater to the teachers' constantly expressed need for practical classroom materials, the *Protocollo per l'accoglienza, l'inclusione e l'orientamento degli alunni con background migratorio* ('Protocol for the reception, inclusion, and orientation of students with a migration background,' Fusco 2021b) was presented and distributed. Finally, between February and May of 2022, an additional cycle of seminars and conferences offered further specific training on the inclusion and orientation of minors with migration backgrounds, on the resources offered by plurilingual classrooms, and on their practical exploitation (a summary of these latter experiences is in Baldo 2022b).

A training experience that was revealed to be particularly meaningful involved 18 teachers and 74 students – both native and with a migration background – in a kindergarten, two primaries, and a lower intermediate secondary school in Manzano, a town of approximately 6,000 inhabitants not far from Udine, in Friuli Venezia Giulia.⁹ Since the goal of the researchers was to present some experiences of plurilingual education connected to the theoretical framework and principles of *bilinguismo disegnato* ('plurilingual portrait,' Favaro 2013 and Prasad 2014) and since the pandemic made it impossible to physically and directly visit the schools, the activities were structured remotely. During a short series of seminars on MS Teams, the teachers received hands-on training in plurilingual education and were instructed on the inclusive objectives of the experimentation. In subsequent weeks,

⁸ Both reports can be freely downloaded from the homepage, hosted by the official Friuli Venezia Giulia region server: <https://www.regione.fvg.it/rafvvg/cms/RAFVG/cultura-sport/immigrazione/FOGLIA8/>.

⁹ For further readings about the incidence of students with a migration background in the schools and municipal territory of Manzano, refer to Baldo (2021); for more details on the plurilingual educational practices described in these pages, to Tonelli and Collino (2022) or Baldo and Collino (2022: 48-49).

the teachers were in person, therefore able to successfully and meaningfully integrate this approach into everyday classroom activities.

The advantage of this peer-to-peer experience already became fully evident during the training when the teachers had at first the opportunity to engage directly in drawing their own plurilingual repertoire, and subsequently to reflect on the same subject when writing their sociolinguistic autobiography (following the model proposed by D'Agostino 2012: 19-22). The direct involvement of all the participants in experiencing the activities, in understanding the main goals and objectives, and in viewing the research from an extremely practical and operational perspective, provided a highly significant added value. The necessity of being able to independently conduct these activities in the classroom and to subsequently explain them to their students, not only facilitated a deeper and more situated engagement with the experience, but it also offered a much more sustainable plurilingual experience in the future.

6. *Concluding remarks*

Drawing some conclusions, not only from the most recent sources but also from the *Dieci tesi per l'educazione linguistica democratica* ('Ten theses for a democratic linguistic education') by GISCEL (*Gruppo di Intervento e Studio nel Campo dell'Educazione Linguistica*, 'Intervention and Study Group in the Field of Linguistic Education'), which emphasize the importance of linguistic training for teachers, especially for those operating in a plurilingual setting. The *Dieci tesi* more precisely states that "il salto di qualità e quantità delle conoscenze di scienze linguistiche richiesto agli insegnanti è impensabile senza l'organizzazione di adeguati centri locali e regionali di formazione e informazione linguistica ed educativa che correggano nell'ideologia e nei particolari gli errori" ("the leap in the quality and quantity of linguistic knowledge required of teachers is inconceivable without the organization of adequate local and regional centers for linguistic and educational training and information, that are able to correct ideologies and especially misunderstandings," Thesis X).¹⁰ Moreover, underscored is a critical aspect within the educational context of contemporary plurilingual schools and classrooms: the need for a concerted effort that involves and directs toward the unified goal of "non una, ma tutte le materie, non uno, ma tutti gli insegnanti" ("not one, but all the subjects, not one, but all teachers," Thesis VII.A).

However, the recent field observations referred to in this paper seem to reveal two critical issues. On the one hand, there seems to be real difficulty in extending linguistic reflections or even reaching the entire teaching staff, as the participation in training events is not as high as ideally would be desirable. For instance, it is here worth considering that the 97 online sociolinguistic questionnaires collected

¹⁰ The *Dieci tesi*, 'Ten theses' can be freely accessed and read on the dedicated page of the GISCEL website: <https://giscel.it/dieci-tesi-per-leducazione-linguistica-democratica>.

and described in these pages come from a potentially much larger user base, namely the 46 between kindergarten, primary, and lower intermediate secondary schools participating in the project. On the other hand, these data, though not necessarily representative of the whole observed universe, seem nonetheless to show that among those 97 more participatory and highly motivated teachers there is a rather pronounced and evident orientation toward teaching Italian as a second language (L2), and toward providing temporary support in mainly understanding disciplinary textbooks. These two interventions are very likely aimed at improving the academic performance and success of students with a migration background, but they seem to leave untouched the potential resource that could be offered to the entire classroom by exploiting the heritage languages and cultures represented in plurilingual in schools nowadays.

It appears, in the end, that there is a lack of a genuinely holistic plurilingual educational system or even one of only linguistic dimensions (Piccardo 2019), which could on the other hand be shown to be really useful and profitable in transforming the often-perceived as a problem the presence of students with a migration background into an effective and potentially effective resource. The opportunities of a transformative pedagogy, where “teacher-student classroom interactions challenge the operation of coercive relations of power” (Cummins and Early 2011: 31), are in other words neither addressed nor seized. However, on a different and brighter note, the participation of the remote seminar cycles and especially the outcomes of the more action-oriented field experimentation seem to demonstrate the positive impact of a specific on-the-job teacher training, that might offer to its participants a number of practical tools and strategies to be tested and introduced in ordinary everyday classroom life. This approach seems to align quite well with *una via italiana*, ‘an Italian path,’ to the integration and inclusion of students with a migration background, thus to the promotion of an authentically plurilingual and intercultural school setting, capable of transforming obstacles into resources, for the benefit of all students.

Bibliography

- Amenta, Luisa and Maria Rosa Turrisi. 2017. “Che cosa succede nelle classi plurilingui. Un’indagine qualitativa a Palermo.” In Massimo Vedovelli (eds.). *L’italiano dei nuovi italiani, Atti del XIX Convegno del Giscel di Siena* (University for Foreigners of Siena, 7-9 April 2016). Roma: Aracne, pp. 247-267.
- Attanasio, Paolo. 2023. “Friuli Venezia Giulia.” In IDOS (eds.). *Dossier Statistico Immigrazione 2023*. Roma: Centro Studi e Ricerche IDOS, pp. 389-394.
- Baldo, Gianluca (eds.). 2022. *Scuola ed educazione plurilingue. Esperienze linguistiche e glottodidattiche*. Udine: Forum.
- Baldo, Gianluca e Ambra Collino. 2022. “Gli *identity text* per la valorizzazione del plurilinguismo nella scuola secondaria di secondo grado.” In Gianluca Baldo (eds.). *Scuola ed educazione plurilingue. Esperienze linguistiche e glottodidattiche*. Udine: Forum, pp. 35-54.

Baldo, Gianluca. 2021. "I minori con background migratorio: uno studio di caso in Friuli Venezia Giulia." In Carla Marcato (eds.). *Ricerche su plurilinguismo e neoplurilinguismo in Friuli Venezia Giulia*. Udine: Forum, pp. 37-51.

Baldo, Gianluca. 2022. "Il profilo socioanagrafico del campione." In Fabiana Fusco (eds.). *La valorizzazione del plurilinguismo. Una ricerca nelle scuole del Friuli Venezia Giulia*. Udine: Forum, pp. 25-66.

Candelier, Michel *et al.* (eds.) 2012. "CARAP. Un Quadro di Riferimento per gli Approcci Plurali alle Lingue e alle Culture. Competenze e risorse." *Italiano LinguaDue* 4 (2).

Cavagnoli, Stefania. 2020. "Diventare insegnanti: l'importanza della riflessione di futuri/e docenti sul proprio percorso di apprendimento linguistico." In Eleonora Salvadori, Nicole Blondeau and Giuseppe Polimenti (eds.). *Lingue maestre. Autobiografia linguistica e autoformazione dei docenti di L1 e L2*. Monographic issue of *Italiano LinguaDue*: 146-161.

Chini, Marina and Cecilia Andorno (eds.). 2018. *Repertori e usi linguistici nell'immigrazione. Una indagine su minori alloggiati dieci anni dopo*. Milano: FrancoAngeli.

Cummins, Jim and Margaret Early (eds.). 2011. *Identity Texts. The Collaborative Creation of Power in Multilingual Schools*. Stoke on Trent UK: Trentham Books.

Cummins, Jim. 2000. *Language, Power and Pedagogy. Bilingual Children in the Crossfire*. Clevedon: Multilingual Matters.

D'Agostino, Mari. 2012. *Sociolinguistica dell'Italia contemporanea*. Bologna: il Mulino.

De Mauro, Tullio. 2018. "Distanze linguistiche e svantaggio scolastico." In Silvana Loiero and Maria Antonietta Marchese (eds.). *L'educazione linguistica democratica*. Roma-Bari: Laterza, pp. 226-229 (1st ed. 1996).

Favaro, Graziella. 2013. "Il bilinguismo disegnato." *Italiano LinguaDue* 5 (1): 114-127.

Fiorentini, Ilaria and Chiara Gianollo. 2021. "La conoscenza e la valorizzazione dei patrimoni linguistici nella classe plurilingue. Indicazioni a partire dalla scuola primaria." *Educazione Interculturale – Teorie, Ricerche, Pratiche* 19 (2): 17-32.

Fiorentini, Ilaria, Chiara Gianollo and Nicola Grandi (eds.). 2020. *La classe plurilingue*. Bologna: Bononia UP.

Fusco, Fabiana (eds.). 2021b. *Protocollo per l'accoglienza, l'inclusione e l'orientamento degli alunni con background migratorio*. Udine: Forum.

Fusco, Fabiana (eds.). 2022. *La valorizzazione del plurilinguismo. Una ricerca nelle scuole del Friuli Venezia Giulia*. Udine: Forum.

Fusco, Fabiana. 2017. *Le lingue della città. Plurilinguismo e immigrazione a Udine*. Roma: Carocci.

Fusco, Fabiana. 2021a. "Il neoplurilinguismo a scuola: il punto di vista degli insegnanti." In Carla Marcato (eds.). *Ricerche su plurilinguismo e neoplurilinguismo in Friuli Venezia Giulia*. Udine: Forum, pp. 17-35.

Fusco, Fabiana. 2021b. *Plurilinguismo e inclusione. Uno studio sulle lingue parlate nelle scuole della città di Udine*. Pisa: ETS.

Garrett, Peter. 2010. *Attitudes to Language*. New York: Cambridge UP.

IDOS (eds.). 2023. *Dossier Statistico Immigrazione 2023*. Roma: Centro Studi e Ricerche IDOS.

- MIS. 2007. *La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri*. Roma: Osservatorio nazionale per l'integrazione degli alunni stranieri e per l'educazione interculturale.
- MIS. 2022a. *Gli alunni con cittadinanza non italiana a.s. 2020/2021*. Roma: Ufficio di Statistica del Ministero dell'Istruzione.
- MIS. 2022b. *Orientamenti interculturali. Idee e proposte per l'integrazione degli alunni e delle alunne provenienti da contesti migratori*. Roma: Osservatorio nazionale per l'integrazione degli alunni stranieri e l'educazione interculturale.
- Piccardo, Enrica. 2019. "We are all (potential) plurilinguals": Plurilingualism as an overarching, holistic concept. *Cahier de l'ILOB – OLBI Working Papers* 10: 183-204.
- Prasad, Gail. 2014. "Portraits of Plurilingualism in a French International School in Toronto: Exploring the Role of Visual Methods to Access Students' Representations of their Linguistically Diverse Identities." *The Canadian Journal of Applied Linguistics* 17 (1): 51-77.
- Salvaggio, Federico. 2022. "Il punto di vista dei docenti." In Fabiana Fusco (eds.), *La valorizzazione del plurilinguismo. Una ricerca nelle scuole del Friuli Venezia Giulia*. Udine: Forum, pp. 191-201.
- Sordella, Silvia. 2015. "L'educazione plurilingue e gli atteggiamenti degli insegnanti." *Italiano LinguaDue* 7 (1): 60-110.
- Tonelli, Denise e Ambra Collino. 2022. "Il ritratto plurilingue: disegnare il proprio repertorio." In Gianluca Baldo (eds.), *Scuola ed educazione plurilingue. Esperienze linguistiche e glottodidattiche*. Udine: Forum, pp. 23-34.
- Vedovelli, Massimo and Simone Casini. 2017. *Che cos'è la linguistica educativa*. Roma: Carocci.
- Vertovec, Steven. 2007. "Super-diversity and its implications." *Ethnic and Racial Studies* 30 (6): 1024-1054.