The use of plurilingual strategies to enhance students’ A1/A2 English speaking skills: Teachers’ perspectives.

The recent increase in net migration globally has magnified the interest in plurilingual practices in primary and secondary school settings. Moreover, the role of L1 in foreign language teaching has also been a relevant research area, along with the increasing importance of the CEFR in language teaching. However, little research has been conducted to determine whether these ideas are successfully implemented on a practical level, especially in English as an Additional Language context in the mainstream schools of Ireland. The present study investigated the current status of language support provision for migrant children in Irish schools and the role of English Additional Language teachers in this process. Teachers were interviewed, about their attitudes to the use of L1, plurilingualism, and the implementation of plurilingual pedagogies to enhance low-level speaking skills. A mixed methods approach was adopted involving a questionnaire survey and semi-structured interviews. Findings here have shown that plurilingualism was encouraged by more than half of the sample interviewed. This study also reports on how teachers compared and contrasted L1 and L2 to enrich metacognition in the students’ approach toward foreign languages and how teachers were able to use plurilingualism in the EAL classroom.

SPEAKER

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