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Nota di contenuto	Chapter One: Barcelona Summit Agreement – Mother Tongue plus Two Additional Languages: Developing Plurilingualism through the Education System -- Chapter Two: Key Impediments to Students Achieving their Plurilingual Potential -- Chapter Three: Strategy 1: Cross-age Teaching – Harmonising Post-Primary Modern Foreign Language Classes in Line with the Common European Framework of Reference for Languages -- Chapter Four: Replacing the Current State Modern Foreign Languages Examinations with Common European Framework of Reference for Languages Examinations, Implementing an Academic Tracking System, and Incorporating the European Language Portfolio -- Chapter Five: Strategy 3: Adapting Content and Language Integrated Learning to Support Cross-age Teaching and CEFR Examinations -- Chapter Six: Language Policy and Planning in Post-Primary Schools: Importance, Creation, Implementation, and Review -- Chapter Seven: Barcelona Summit Agreement – Mother Tongue plus Two Additional Languages: It can be Achieved through the Education

This book examines the feasibility of realising the plurilingual vision of the Barcelona Summit Agreement (mother tongue plus two additional languages) through the second-level education system by employing three strategies: 1) harmonising postprimary modern foreign language (MFL) classes in line with the Common European Framework of Reference for Languages (CEFR) through cross-age teaching; 2) replacing the current state second-level MFL exams with CEFR international exams; and 3) implementing Content and Language Integrated Learning (CLIL). Taking Ireland as a microcosm of broader international practice, it analyses the impediments that hinder students from reaching their plurilingual potential within the education system and makes the case for a well-defined framework of topdown and bottom-up language policy and planning. It also investigates how the European Schools system has successfully achieved 'Mother Tongue + 2'. In addition, it explores how the strategies and recommendations put forward can play a key role in the revitalisation of minority languages, with a particular focus on the Irish language. This book will be of interest to a broad readership open to reenvisioning how education systems can foster truly plurilingual students. Edward P. Flynn has over two decades of experience in language education in Ireland and the European Schools system. He has taught modern foreign languages at second level and university level and has served as the Director of an Accredited European School. Edward holds a PhD in Applied Linguistics and Intercultural Studies from Maynooth University, Ireland, and is passionate about advancing innovative approaches to language teaching, learning, and assessment.