

4th International Expert Meeting AMuSE

Multilingualism in Research, Society and Education

4. Internationales AMuSE-ExpertInnentreffen

Mehrsprachigkeit in Forschung, Gesellschaft und Unterricht

March 16 - 17, 2015

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E-Portfolio



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1. Introduction

4th International Expert Meeting AMuSE

Multilingualism in Research, Society and Education

University of Gothenburg, March 16-17, 2015

Introduction

As part of the AMuSE-project, the conference *Multilingualism in Research, Society and Education* was organized at the University of Gothenburg in collaboration with the Department of Swedish on March 16 and 17, 2015.

The project AMuSE (Approaches to Multilingual Schools in Europe) aims to open up possibilities of how multilingualism can be implemented in schools across Europe. In order to promote the idea of functional multilingualism in schools, it is necessary to bring together representatives from research, policy and practice and to facilitate an exchange between them.

This event was such an occasion where multilingualism in research, society and education was discussed from a Swedish and from a European perspective among some 180 participants. The conference offered frequent occasions to interact and discuss questions concerning education of multilingual students.

Nine European countries were represented at the conference (Austria, Estonia, France, Germany, Ireland, Italy, Sweden, Switzerland and Turkey). The majority of the participants were Swedish-speaking, but since there were many international guests the conference language was English. The participants represented various fields of society. They were scientists, researchers, teacher educators, politicians and decision makers on various levels, including school administrators, heads of schools and teachers. A representative of the Ministry of Education, three members of the Swedish National Agency of Education and one delegate from the International Library in Stockholm complemented the target groups of the conference.

The keynote speakers focused on the European Council's policy for linguistic diversity and plurilingual education (Jean Claude Beacco), the plurilingual language situation in Sweden and in Swedish schools (Jarmo Lainio, Lena Ekberg, Nihad Bunar and Kenneth Hyltenstam) and on the teaching of an endangered official language – Irish – in Ireland (Nancy Stenson).

The conference program also offered workshops where the AMuSE project partners presented their perspectives on multilingual education in their respective countries. Furthermore, a poster session was held, during which PhD projects were presented by seven PhD-students and recently completed PhDs, with the aim of exemplifying the type of new research that is going on in the field of multilingualism and multiculturalism in Sweden.

A session with market stalls featuring organizations, authorities and activities which support and promote multilingualism in Swedish schools ended the conference.

2. Welcome and opening remarks

Karin Pleijel – Vice Mayor of the City of Gothenburg

Ladies and gentlemen! I am really proud to be here today, and to welcome you to this international conference focusing on multilingualism!

Some of you are possibly new here. I will welcome you to Gothenburg, a city with a long history as an important trading node, with the biggest port in Scandinavia. Since centuries our ambition has been to trade and communicate with the whole world. Good international relations and interactions have always been important to us. For example immigrants from Holland built our channels already in the 17:th century.

Last Saturday we had the final of the Swedish song contest “Melodifestivalen” in Stockholm. Now we have selected the song “Heroes” performed by Måns Zelmerlöf, to represent Sweden in the Eurovision song contest. The music industry is one example of the power of international cooperation and exchange. Not only the music industry, also our mechanical industries, companies, universities in Gothenburg have deep and fruitful connections to abroad. Our attitude to the outside world is clear in the motto of Gothenburg: sustainable city – open to the world.

My name is Karin Pleijel, and since newyear I am a vice mayor in Gothenburg city. I also represent the green party. The last 14 years I have been a teacher, and now my responsibility now is education in Gothenburg from preschool to upper secondary school (1 to 18 year old children and adolescents). What a privilege and what a challenge!

Today around 13 000 pupils in Gothenburg with another mother tongue than Swedish, are offered courses and in some cases guidance in their native language. This is achieved through our language center, where 300 teachers are offering their expertise in more than 70 languages.

2014 was unfortunately a year of instability in the world. To everybody following the daily news it is obvious that this trend has not declined in 2015. A small part of the refugees in the world arrive here, eager to start a new future in Gothenburg. This year we expect around 1000 new pupils from the ages 6 to 15, and each week around 20 students in the ages 16-20 arrive. This is a

challenge! It is also a great opportunity too important to miss. Our ability to take care of all the human capacity arriving, is in this context highly essential.

Communication in general and language in particular, is of course a key to success for the newly arrived. Our guidelines related to our newly arrived pupils, support mapping of the education level, education in mother tongue, guidance in the native language, sometimes education in other subjects in the native language. These guidelines are based on the best practices, but I am eager to learn from the new research and experiences that is offered during the different sessions of this conference. I am sure we have a lot to develop, and that the exchange of experiences can be fruitful.

The success of the pupils is also dependent on good relations between the school and the parents. This contact is often the first close connection to the new society. In order to succeed in these contacts, language and cultural competence are important ingredients.

Maybe you have heard that the education level of the parents is said to be important to the success of the pupils. But I was happy to read, some time ago, that even more important than the education level is the parents attitudes towards education. And in the short run the attitude is easier to affect than the education level. A promising knowledge to implement!

My own experience from travelling abroad has taught me that a few words in the native language can break the barrier between two cultures. Often such a try sounds funny and cause laughter, showing the shortcomings of being a human. Even though we have different languages, we have a lot in common, for example we all make mistakes in pronunciation when trying to learn a new language. "Si je parle francais, rogo wo shou zhong-wen"

The bridge between humans is not only an instrument for future cooperation, trade and sustainable development, it is also a powerful way to build bridges and create understanding between people around the world.

At last I would like to express my admiration for you all and the field you all are working in. Through language, you make other peoples', young peoples, dreams come true. Or to use Måns Zelmerlöfs words: You are "The heroes of today". Thank you, I wish you a fruitful conference and a pleasant stay in Gothenburg!

Lena Rogström – Head of the Department of Swedish

Dear Monsieur Beacco from the Council of Europe, dear plenary lecturers, project members of the Amuse project, ladies and gentlemen:

My name is Lena Rogström and I'm head of the Department of Swedish, the host of this Fourth International Expert Meeting. I am very honoured to welcome you all to the conference on Multilingualism in Research, Society and Education and I hope you will all have an interesting two days with lectures, workshops and discussions. Hopefully you will leave the conference with several perspectives on multilingualism and look upon it as even more of an asset than you did before.

Over 50 % of the people in the world are multilingual, if we by that mean someone who uses more than one language in his or her daily life. I wish I could say I was one of them right now, but unfortunately I'm not. Like many other Swedes of my age I was born and raised in a society where Swedish was the norm, and the only language you needed in your daily life. Foreign languages, such as English and German, were considered good to know in case you went abroad on your holiday. But more exotic languages like Turkish and Arabic were hardly ever spoken of, and I can't remember that anyone thought of them as being important.

Being a language historian myself, I have a certain interest in the historical aspects of multilingualism in Sweden. During the Middle Ages and the Renaissance several languages were in use, especially Low German. The king Gustav Vasa, for example, had two chancelleries, one Swedish and one German. During the 17th century, when Sweden became a powerful nation embracing the Baltic Sea, four languages were spoken in the House of Lords: Swedish, German, French and Dutch, and in the provinces the use of native languages was encouraged. This was of course subordinate to other goals, the most important of which was to strengthen the protestant church. One way of doing that was to enable the inhabitants in the provinces to read the Bible in their own native tongue. This is one thing that hasn't changed over the years – a language policy often walks hand in hand with an overriding political, or religious, purpose.

During the 17th hundreds the view upon multilingualism changed, and the conception that the national identity is maintained and characterized by only one language grew strong. In 1786 (seventeen hundred and eighty six) the king Gustav III founded the Swedish Academy, in

order to advance the Swedish language and the Swedish literature. Swedish was finally a language as full-fledged as Latin or French. And during the 19th century the national romanticism did not really encourage the use of foreign influence, which of course reinforced the position of Swedish as the official language.

So, it is not very surprising that I can't recall that multilingualism was discussed at all when I grew up. Although I was born in Borås, a town with many Finnish immigrants who worked in the textile industry, nobody talked about the advantages of knowing several languages, especially not if you were a child. On the contrary. You would often hear that children who spoke more than one language at home ran the risk of becoming semi-lingual instead of bilingual. Needless to say, there was no mother tongue education in those days.

The situation in many of my friends' families was that their Finnish parents were bilingual since they had to learn Swedish, while my friends grew up being monolingual, since they never spoke any other language than Swedish at home. But the situation has changed very rapidly since I was a child. Today, according to the Swedish language council, approximately 200 different languages are spoken in Sweden, so we are in fact a truly multilingual nation. The approach to multilingualism has also changed a great deal over the years. We know more about the benefits of being able to speak several languages, both from a social, cognitive and physical point of view.

For example: People who know several languages are considered to be more intelligent, they have greater cognitive skills and better resistance against diseases such as Alzheimer's disease. Obviously, there would be much to gain for all of us if multilingualism could prosper.

So why don't we appreciate and encourage multilingualism more in Western Europe than we do? And how can education benefit more from multilingualism?

These are some of the questions that the Amuse project is trying to shed light upon. One way of dealing with these questions is to discuss them with people who have the theoretical knowledge, the practical skills and the power of changing things. People like you, who are invited here today.

Therefore the Amuse project has arranged three previous expert meetings, which have dealt with different aspects of multilingualism. Today we are here to participate in the fourth, and final, expert meeting of the project.

I am proud to say that I represent the discussion partners who have a great theoretical knowledge of multilingualism, but who also are well acquainted with the more practical sides of it. At the Department of Swedish we are involved in the teacher's education programme in Swedish as a second language, a subject that contains both linguistic and didactical aspects, both of which we try to deal with in our research. We strive to learn more about how L2-students acquire, use and develop their linguistic skills in different contexts.

Tore Otterup, one of the organizers of this conference, was the first scholar at our department to take a PhD in Swedish as a second language. In his dissertation he investigated questions of multilingualism and identity among young people in a multi-ethnic suburb in Gothenburg.

Other examples of projects that have been carried out are how L2-learners deal with idioms and constructions of various kinds, and how they learn to handle specific grammatical rules such as the Swedish reflexive particle.

A great deal of our research concerns lexical and textual issues where, for example, schoolbooks have been analysed in order to learn more about adaptation of the content in schoolbooks for L2-learners at different levels. We are also interested in difficulties for L2-students in understanding written texts in school related subjects where you have to understand not only the language itself, but also the subject transmitted by the language, such as history or mathematics. Right now we are also involved in a very large project financed by the Swedish National Agency of Education, where the goal is to provide the participants with better tools to help newly arrived students to get accustomed to the Swedish school system in a good way.

Nowadays we usually think of multilingualism as an asset, not an obstacle, at least in theory. In practise we still have a long way to go in recognizing and taking care of all the opportunities that a multilingual society carries in it. Of course, the educational system is central to that process, and that is the main reason for us being here today.

As the head of the department of Swedish I welcome you all once again to this conference on Multilingualism in Research, Society and Education. Instead of being the finishing line of a great project, I really hope that the Fourth International Expert Meeting will be the starting point of further work in the area of multilingualism.

Welcoming words, Tore Otterup, Senior lecturer, Department of Swedish, conference organizer

Ladies and gentlemen!

My name is Tore Otterup. I am a Senior lecturer at the Department of Swedish, University of Gothenburg. I am also one of the partners in the AMuSE-project, which Alexander Onysko will present a little later in the program, just after me actually. AMuSE stands for Approaches to Multilingual Schools in Europe, which is a very important and relevant topic in Sweden as well as in most countries in Europe today. In my job here at the university I have focused mainly on second language acquisition and issues relating to multilingualism, mostly also in connection with school and education. A part of my contribution to the AMuSE-project has been to organize this conference, **Multilingualism in Research, Society and Education** in collaboration with my department, Department of Swedish.

We started planning the conference about a year ago and therefore it is a great feeling when today we can say welcome to almost 200 participants in the conference and what we have been talking about and thinking about (and maybe also dreaming about) for such a long time is actually taking place now.

One keyword for the conference is **diversity** and we are truly a diverse collection of people here today.

Some come from the academic world – researchers, scientists and teacher educators – from many different countries but also from different universities and different faculties and departments, which shows that the topic of multilingualism can be looked upon from many different angles and perspectives.

Some of you come from the school world, - policy makers, school administrators, heads of schools, principals and some teachers also. We have a representative from the Ministry of Education here as well as three representatives from the Swedish National Agency for Education and a representative from the International Library in Stockholm. For all of you multilingualism is a vital issue in your daily work.

Another keyword in this conference is of course **multilingualism**. It manifests itself also in the audience today. The majority of you are Swedish speaking, but since we also have guests from many other countries, such as Austria, Estonia, France, Germany, Ireland, Italy, Switzerland and Turkey, the conference language will be English, which will be used as a lingua franca.

But since the conference is about multilingualism I will encourage you all to use all language resources you have in order to facilitate interaction and communication, even if you don't think that your proficiency in a language is so very good or good enough. So let me suggest that we use some *translanguaging* during the conference.

Among my colleagues there are some who have extra good proficiency in certain languages whom you could ask for help with translation, should you need it. There is for example some who speak excellent French, like **Ann-Marie Wahlström, Marie Rydenväld, Britt Klintonberg** and **Anna Winlund**. Some are German-speaking, like **Julia Prentice, Camilla Håkansson, Maud Gistedt** and **Sören Andersson**. And we also have here today **Bence**

Lukacs who will help to translate from German to English in the Estonian workshop this afternoon. He also speaks Hungarian if you should feel like using that language!

I also know that there are speakers of many other languages in the audience today and I hope that those languages will also be used during the two days of the conference!

A third keyword would be **networking**. This is a splendid opportunity to make contacts between researchers and practitioners, researchers and politicians and decision-makers, and researchers and people from the school world. But it is also an opportunity for school administrators from different Swedish municipalities to meet and share and discuss various experiences. We have tried to make a varied program where it is possible to mingle with other people, to meet and to communicate, for this very reason.

Nine different European countries are represented here today and that fact makes it possible also to create networks between countries, which would justify a forth keyword for the conference, namely **internationalization**. Let's use this opportunity!

So it is with great pleasure that I welcome you all to this conference about multilingualism!

Thank you!



AMuSE



Approaches to Multilingual Schools in Europe



Project partners



Funding



- Funded by the Education, Audiovisual, and Culture Executive Agency of the European Commission (EACEA)
- Duration: 01/2012 – 03/2015



Aim

The network project investigates ways of how schools can make use of the multilingualism of their pupils (and of their teachers) in order to change from monolingual settings to functional multilingualism.

Target groups

The target groups of the project are decision makers on three levels:

- Principals and teachers (in multilingual and multicultural areas)
- Institutions for teacher education
- Educational authorities

Topics

- Models and initiatives of implementing multilingualism at schools
- Diversity and multilingualism in teacher education
- Multilingualism at schools in selected areas of regional and minority languages

Project activities

- Observations and research on good practice models/initiatives of multilingualism at schools
- Collecting information on good practice in the database “Multilingualism” (freely available on the web)
 - (currently almost 300 descriptions of initiatives and projects for fostering multilingualism at schools)

Project activities

- Publications on different aspects of multilingualism at schools in diverse contexts of the partner countries
- Publication of e-portfolios gathering contributions at project conferences / expert meetings
- Recommendations for teacher education and policy makers

Project activities

- International expert meetings/conferences:
 - *Multilingualism as a resource in new teacher education*
University of Teacher Education Vienna, September 2013
 - *History and current status of multilingual societies*
University of Tartu, March 2014
 - *Successful models of multilingualism in international comparison*
Akdeniz University Antalya, February 2015
 - *Multilingualism in Society Education and Research*
University of Gothenburg, March 2015

Get involved

- AMuSE – website: <http://amuse.eurac.edu>

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AMuSE - Approaches to Multilingual Schools in Europe

Increasing ethnic and cultural diversity offers opportunities, but also challenges for European education policy and schools. Linguistic and cultural diversity is a cornerstone of European societies, and it is represented in educational institutions, particularly in schools in urban areas and minority regions. Nevertheless, education policy and schools are generally set up monolingually and do not consider or make use of the existing potential of multilingualism. The network-project AMuSE will investigate ways in which schools can benefit from the multilingualism of their students (and eventually of their teachers) in order to shift from monolingual strategies towards achieving functional multilingualism.

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AMuSE

**3rd International
Expert Meeting AMuSE
at Akdeniz University
Antalya**

On February 19 2015, the
...



AMuSE

AMuSE on tour

Dana Engel (European
Academy of Bozen-
Bolzano) participated in
the 3rd LINEE+...

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Get involved

- AMuSE – website: <http://amuse.eurac.edu>
- Database multilingualism: <http://ipe.phzh.ch/amuse>



Pädagogische Hochschule Zürich

Database Multilingualism – EU Project AMuSE

Contact

Database «Plurilingualism and promotion of linguistic competences»

The database «Plurilingualism and promotion of linguistic competences» was created between 2012 –2014 as part of the EU projects [AMuSE](#) (Approaches to Multilingual Schools in Europe) and will continue to exist after 2014.

→ Database Plurilingualism and promotion of linguistic competences

Its aim is to help users at different levels of the educational system and in different institutions to gain access to information about projects demonstrating good practice, materials, publications and tools in the two following fields:

- Positive/productive approaches to multilingualism or to multilingual resources and potential present in the environment of today's children and teenagers.
- Promotion of the linguistic competence of children and teenagers growing up in a multilingual environment, a) as regards their mother-tongue/language of origin, b) as regards their acquisition of the language of schooling/language of instruction.

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Thank you

3. Keynote talks

Keynote speakers



Jean-Claude Beacco, Professor Emeritus in linguistics and the didactics of language and culture, holds the post as Special Advisor for the Council of Europe, Unit of Language Policy, since 1998. He was head of the Master program *Didactique du français et des langues*, and director of research, in Paris, Sorbonne III between 2000-2011. He is co-editor for *Langue et didactique* (Didier), and member of advisory committees and editorial boards of several scientific journals. Beacco has worked internationally throughout his career, e.g. for the Ministry of Foreign Affairs in Buenos Aires, the French Embassy in Rome and the Lebanese Ministry of Education. Baecco's academical career bears witness of a special interest in FLE (français langue étrangère). In University of Maine (1989-2000) he introduced FLE as an educational strand. He is a member of the scientific committee for DELF/DALF, certifying tests in French for non-native speakers, and has initiated a certificate in French especially designed for level A1 in the Common European Framework of Reference (CEFR) for Languages. Beacco has during the last 40 years published more than 160 books and articles, within e.g. the fields of language policy, didactics and bilingual education.



Jarmo Lainio holds the chair of Finnish at Stockholm University (2008-). He was the head of the Centre for Finnish Studies of Mälardalen University, Eskilstuna (2003-2011), and Guest Professor 2011-2014. His research covers sociolinguistics, bilingual studies/education, the sociology of language, minority languages, language policy and educational linguistics. He was Senior lecturer at the Centre for Research on Bilingualism, Stockholm University (1998-2004) and Visiting Research Fellow at University of Ottawa, Canada (1990-1991), Department of Linguistics. He is a supervisor and Board member of a national PhD program on Educational sciences since 2007 (LIMCUL). Since 2006 Lainio is the Swedish member of the Council of Europe's Committee of Experts, which monitors

the European Charter for Regional or Minority Languages. He has supervised PhD works in Sweden, Finland, Norway and Karelia/Russia on various minority languages. Within teacher education he is since 2014 in charge of the recently developed mother tongue teacher education and further training of the national minority languages Finnish and Meänkieli. He is also involved in several international networks on the promotion of multilingual education, multilingualism, language policy and linguistic diversity, with some emphasis on educational issues.



Lena Ekberg is Professor of Scandinavian Languages at Lund University. Since 2013 she is also Visiting Professor at Stockholm University and Director of Centre for Research on Bilingualism. Between 2009 and 2012 she was head of the Language Council of Sweden. Her main research interests are second language acquisition and language use in multilingual urban settings, and minority languages and language planning and politics. She was leader of the project “Swedish among children born in Sweden by immigrant parents” (1995-2001) and member of the research leader group of the national project “Language and language use among young people in multilingual urban settings” (funded by The Bank of Sweden Tercentenary Fund 2002-2006.)



Monica Axelsson is professor of bilingualism and Swedish as a second language at the Department of Language Education, Stockholm University. Her research focus includes multilingualism, second language learning and academic literacy for all ages. She is currently a member of a multi-disciplinary research project on learning conditions for newly arrived pupils, as well as directing an interdisciplinary project on multilingual students’ meaning-making in school biology and physics. Both projects are funded by the Swedish Research Council.



Nihad Bunar is a professor at Department of Child and Youth Studies at Stockholm University. His main research interest is in the area of migration, urban sociology and education. For the last decade he has been involved in a number of research projects, among them: Multicultural inner-city schools and the freedom of choice policy; Newly arrived students and their learning conditions; Competition, symbolic capital and parents' positioning as shaping principals for social organization of a local school-market. He has also served as an expert and adviser for OECD (PISA report; School market), British Council (MIPEX Education Strand), Migration Policy Group, CEPOL (European Police College), OSSCE and Croatian Agency for Higher Education. He has published extensively.



Inger Lindberg, professor of bilingualism with special focus on second language learning, Department of Language Education, Stockholm University

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RESEARCH AREAS: Swedish as a second language, socio-cultural aspects on second language acquisition, school-related vocabulary development, focus on form, classroom interaction and small-group collaborative interaction.



Kenneth Hyltenstam is Professor Emeritus of Bilingualism at the Centre for Research on Bilingualism, Stockholm University. He was the director of the Centre 1988-2006 and 2012-2013. He has published extensively in the area of second language acquisition, recently on the topics of age of onset and ultimate attainment and language learning aptitude, but his research also covers several other topics within the area of bilingualism such as bilingualism and dementia, language policy, language maintenance and shift with respect to minority languages in Sweden and Norway, and language and educational issues (mother tongue and second language instruction; bilingual education).



Nancy Stenson is Professor Emerita in Linguistics at the University of Minnesota and Adjunct Professor in University College Dublin, where she recently completed a Marie Curie Incoming International Fellowship in the School of Psychology, working in collaboration with Tina Hickey, a specialist in Irish childhood bilingualism and language acquisition. She has taught Irish to adults in the U.S. in both university and community settings, and has been a Scholar and Visiting Professor in the Dublin Institute for Advanced Studies, School of Celtic Studies. Her publications include *Basic Irish* and *Intermediate Irish* (Routledge), *An Haicléara Mána: a 19th century text from Connacht* (DIAS), *Studies in Irish Syntax* (Gunter Narr Verlag) and numerous articles on the linguistics of Irish, with particular focus on the structural manifestations of bilingualism, including borrowing, code switching, and contact-induced language change. Her most recent research in UCD deals with issues relating to second language literacy education in Irish primary schools.

Plenary speakers' abstracts

Jean-Claude Beacco, Professeur émérite de linguistique et de didactique des langues et des Cultures Université Sorbonne nouvelle, Paris

Conseiller spécial de l'Unité des politiques linguistiques, Conseiller spécial de l'Unité des politiques linguistiques, Conseil de l'Europe

Multilingual and intercultural education in the service of democracy and social cohesion – Instruments and actions of the Council of Europe

Multilinguisme/plurilinguisme sont des termes assez répandus et, en principe consensuels, mais qui sont l'objet d'interprétations différentes. La formulation en « éducation plurilingue et interculturelle » résume le projet du Conseil de l'Europe, en ce qui concerne les langues et leur enseignement. Cette finalité s'est constituée dans le temps (à partir de l'élaboration du *Cadre européen commun de référence pour les langues* (désormais ECR), en relation avec les valeurs fondatrices de l'action du Conseil de l'Europe que sont la démocratie, l'état de droit et les droits de l'homme. Cette formulation compacte appelle des commentaires que je me propose de vous donner, d'autant que je suis les développements de cette finalité depuis 1998.

See full text in the end of this booklet.

Jarmo Lainio, professor

Department of Slavic and Baltic Languages, Finnish, Dutch and German, Stockholm University

Since when and why do international and Swedish educational politics not take note of scientific results in the field of education of multilingual children?

In my presentation I will discuss two aspects of the present-day lack of equal opportunities to education for multilingual children, in Sweden and elsewhere. One aspect can be seen as an attempt to describe and understand why there is such discrepancy between positive catchwords in both national and international contexts, which support and promote for example *multilingualism*, *multilingual education* and *linguistic diversity*, and the outcome of politics in these fields.

The other aspect is an attempt to approach these issues by discussing how concepts in these very fields on the one hand initially become used as a reaction to societal and scientific needs, but which as time goes by, develop and disperse into different contexts in which their meaning is shifted and to some extent – in comparison with the intended original ideas – distorted and made misleading. As a result, this makes communication between for example researchers, politicians and lay people, difficult and frustrating, if not even impossible.

As a background for the need to still proceed in the direction of promoting and foster the mentioned aspects of increasingly typical societal and individual dimensions of life - *multilingualism*, *multilingual education* and *linguistic diversity* – some background arguments will be presented. References will be made to both Swedish experiences and research as well as to internationally established research.

Lena Ekberg, professor

Centre for Research on Bilingualism, Stockholm University

Linguistic diversity – in policies and in practice

After more than a decade of discussion Sweden got its first Language Act in 2009. The law states the responsibilities of the public sector in relation to the languages mentioned in the Act – Swedish, the five national minority languages and the Swedish sign language. In addition, the Act accounts for all individuals' access to language. It is claimed that the purpose of the Act is twofold: to establish the position of Swedish as the principal language and to promote linguistic diversity. The official language politics is however contradictory as regards multilingualism in society and individuals' access to language. On the one hand, policies and juridical documents emphasize the linguistic rights of the minorities; on the other hand, the principal motivation for a Swedish language politics is to protect Swedish against the impact of English in domains important to society, such as higher education and economy. In my presentation I will give an overview of the linguistic diversity in Sweden today, including the role of English and the linguistic variation of Swedish in multilingual urban settings. Taking this multilingualism "in practice" as point of departure I will investigate the official stance towards multilingualism in the Swedish society, as it is reflected in the Language Act and its precursors. Actions to strengthen Swedish or any other national language in relation to English can be seen as a case of negative language planning (upholding status quo) whereas the recognition of minority languages is a case of positive language planning. The Language Act, representing the essence of the official language politics, manifests both types of language planning – which I will claim is a source of conflicting ideologies with respect to multilingualism and language acquisition planning. The emphasizing of Swedish as the principal language, and the official hierarchy that is established in the Language Act between the languages spoken in Sweden, tends to backgrounding the minority languages. Paradoxically, the official language politics gives rise to a discourse of "linguistic rights" of the minorities, while it simultaneously forms the basis for a "Swedish-only"-strategy, especially as regards language acquisition at lower levels of education, thus questioning mother tongue instruction, bilingual education, and Swedish as a second language.

Nihad Bunar & Monica Axelsson, professors

Child and Youth Studies, Stockholm University and Department of Language Education,
Stockholm University

Newly arrived children and learning – a cross-disciplinary study on the learning conditions for newly arrived children in Swedish schools

This presentation is based on the research project *Newly arrived students and learning*, supported by the Swedish Research Council. The aim of the project was to study educational responses to newly arrived students in Sweden in their organizational and pedagogical practices. The presentation is organized around two sets of empirical evidences and analyses. Firstly, the major reception models for newly arrived students in Sweden are examined according to the resources provided for students' language and academic development as well as social inclusion in the receiving school and society. Drawing on empirical data collected in introductory classes from three municipalities of different sizes in Sweden and compared to a study on immediate mainstream reception, it is suggested that neither model manage to indulge all resources at hand. In particular social inclusion and academic development is found challenging to cater for without thoughtful mentoring, locality arrangements and language directed scaffolding in each school subject as long as newcomers have limited proficiency in Swedish. It is suggested that successful reception of newly arrived students rather should be a synthesis of today's existing models and that scaffolding simultaneously has to involve linguistic, academic and social aspects. Furthermore, the reception of newcomers has to be a responsibility of the whole school and involve collaboration between various teacher categories focusing the language of schooling. Reception is furthermore facilitated by a caring school and classroom climate supporting co-constructed meaning-making and meaning-taking in social interaction. Secondly, the role of parents and, to a certain extent, mother tongue teachers in schooling for newly arrived students will be highlighted. Some of the conclusions are that the parents' experience of school has to be considered and assessed within a broader framework of municipal reception and social status. Welcoming climate, respectful treatment and proper housing are the most important aspects. Granted asylum, language learning opportunities of high quality and employment/meaningful internship are additional crucial aspects. Housing segregation is one of the major elements exerting negative impacts on newly arrived students' educational opportunities. Consequently we need to find organizational models that alleviate that impact. When reception of students in schools is ushered by the ethos of inclusion it does positively affect the pattern of communication with parents. Consequently we need: a) a policy that promotes the ethos of social inclusion; b) head teachers and teachers dedicated to that ethos; c) home-school links teachers. All parents had high educational aspirations, but their ability to support children is rather limited. Consequently we need to find tools to support parents, because this is the way to support children's learning and development.

Kenneth Hyltenstam & Inger Lindberg, professors

Centre for Research on Bilingualism, Stockholm University and Department of Language Education, Stockholm University

Language educational provisions for multilingual students in Swedish schools

This contribution discusses the position of multilingual pupils in Swedish schools with a focus on the teaching of Swedish as a Second language at primary and lower secondary levels. In a retrospective analysis, we note that considerable deficits in the implementation of the subject have contributed to its low status and to difficulties in obtaining legitimacy. We argue that this state of affairs can be understood as a result of the power of mainstream ideologies, deficit perspectives with respect to this particular category of pupils and different interpretations of the notion of equal educational opportunities. Against this backdrop, and with solutions for second language development from other countries in mind, we present some principles for a reformed and more differentiated language education for multilingual pupils. The proposal is specifically directed towards this population's varying needs of both general and more literacy related language skills.

Nancy Stenson, professor

University College Dublin

Teaching an Endangered Official Language: Progress and Pitfalls in Irish L2 Literacy Instruction

Although more than 95% of the population of Ireland comprises native speakers of English, all school children study Irish, the first official language of the Republic, in a variety of educational settings at the primary and secondary levels. This presents some unique challenges, as most of the teachers in primary schools are second language speakers of Irish who have learned it themselves through the educational system, to varying degrees of competence, but are all required to teach Irish as one of 12 subjects taught in primary schools. Success in implementing the curricular guidelines for Irish varies with teachers' own confidence, ability and enthusiasm for the language.

This report on collaborative research funded by a Marie Curie Incoming International Fellowship will survey the current situation of Irish second language education, which affects all school children in the Republic of Ireland. Beginning with a brief history of Irish language education, we will discuss recent curricular developments at the primary and secondary levels, and the educational outcomes reported by the Department of Education and Skills and independent researchers. We will then present our research on Irish literacy education, considering the sociolinguistic factors that contribute to what can only be described as disappointing educational outcomes, and outlining some necessary changes in the way Irish is taught, specifically with respect to enhancing reading instruction, in order to assure better success in the future.

L'ÉDUCATION PLURILINGUE ET INTERCULTURELLE AU SERVICE DE LA DÉMOCRATIE ET DE LA COHÉSION SOCIALE. INSTRUMENTS ET ACTIONS DE COOPÉRATION DU CONSEIL DE L'EUROPE

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Multilinguisme/plurilinguisme sont des termes assez répandus et, en principe consensuels, mais qui sont l'objet d'interprétations différentes. La formulation en « éducation plurilingue et interculturelle » résume le projet du Conseil de l'Europe, en ce qui concerne les langues et leur enseignement. Cette finalité s'est constituée dans le temps (à partir de l'élaboration du *Cadre européen commun de référence pour les langues* (désormais ECR), en relation avec les valeurs fondatrices de l'action du Conseil de l'Europe que sont la démocratie, l'état de droit et les droits de l'homme. Cette formulation compacte appelle des commentaires que je me propose de vous donner, d'autant que je suis les développements de cette finalité depuis 1998.

1. Les principes : pluralités linguistiques

Cette perspective pose que la finalité de l'apprentissage des langues n'est pas exclusivement communicative et utilitaire, mais que celui-ci doit contribuer au développement de la personne et à la construction d'identités culturelles ouvertes, à l'image de ce qui est visé dans le cadre de la construction européenne. Il importe donc de relier l'enseignement des langues à ces valeurs pour souligner que ce qui est fondamental n'est pas tant les langues apprises que ceux qui les parlent, la diversité des langues qu'ils utilisent et qu'ils peuvent partager. En ce sens, la mise en avant de la valeur éducative de l'apprentissage des langues implique l'adoption d'un point de vue plurilingue.

Orienter les enseignements de langues dans le sens de l'éducation plurilingue suppose de reconnaître que la compétence plurilingue comporte à la fois des dimensions psycho-cognitives et didactiques, sociales et politiques, qui sont toutes en mesure de constituer des finalités communes pour des politiques linguistiques éducatives européennes :

- la *compétence plurilingue* est présente chez tous les individus, qui sont potentiellement ou effectivement plurilingues ; cette compétence est la concrétisation de la capacité de langage, dont tout être humain dispose génétiquement et qui peut s'investir dans plusieurs langues. Il revient à l'école d'assurer le développement de la compétence plurilingue de chacun, au même titre que celui de ses capacités physiques, cognitives ou créatives. Cette compétence est segmentée entre différentes matières scolaires qui s'ignorent, le plus souvent : il convient de rétablir des cohérences entre les différents enseignements de langue (nationale, maternelle, étrangère, classique...), en parallèle et dans leur succession, et d'intégrer le développement de cette capacité dans le cadre d'une éducation linguistique cohérente : au Conseil de l'Europe on parle de *concept global pour les langues* et la Commission européenne utilise *approche holistique* ;

- le *répertoire des langues* connues par chacun (ou répertoire plurilingue individuel) comporte des langues différentes (langue apprise dès l'enfance, apprise ensuite, par suite d'un enseignement, apprise de manière autonome...), pour lesquelles il a acquis des compétences différentes (conversation, lecture, écoute...), à des niveaux de maîtrise eux-mêmes différents. Ces langues du répertoire peuvent recevoir des fonctions différentes, pour communiquer en famille, socialiser avec les voisins, travailler, exprimer son appartenance à un groupe. Des fonctions peuvent être distribuées de manière stable entre les langues du répertoire ou assurées par plusieurs, selon les contextes... Les répertoires plurilingues sont différents entre eux, mais on peut estimer que certains groupes ont un répertoire structuré de manière au moins partiellement identique. Or, dans une entité politique et sociale donnée, les langues n'ont pas le même statut et la même reconnaissance : certaines sont langue officielle, langue de l'école, langue de minorités reconnues, de groupes non reconnus ; certaines sont recherchées et source de prestige, d'autres dévalorisées et handicapantes, facteur d'exclusion... Le rôle majeur des politiques linguistiques démocratiques est ainsi d'organiser la gestion équilibrée des répertoires plurilingues, des langues du territoire à statuts différents et des besoins collectifs, en vue d'assurer la cohésion sociale, au besoin par la reconnaissance explicite des droits et des devoirs linguistiques de chacun ;
- *la compétence plurilingue constitue l'un des fondements du "vivre-ensemble" démocratique.* Si l'on reconnaît la diversité des langues de son propre répertoire, celle de leurs fonctions et de leur valeur, cette conscience de la diversité que l'on porte en soi est de nature à favoriser une perception positive des langues de l'Autre. La valorisation du plurilinguisme constitue ainsi l'un des fondements d'une éducation à la tolérance linguistique, en tant qu'éducation interculturelle.
- A travers le CECR et les instruments qui en découlent, le Conseil de l'Europe pose que c'est le *développement du plurilinguisme individuel qui est en mesure de constituer une finalité commune aux politiques linguistiques éducatives* des Etats européens. Car *toute société est multilingue* : chaque pays a son multilinguisme propre, constitué des langues faisant partie de son patrimoine culturel (la ou les langue(s) nationale(s), les langues régionales ou dialectes, les langues de minorités...). Les sociétés actuelles s'ouvrent aussi à une plus grande diversité linguistique du fait de mobilités économiques et professionnelles accrues (langues apportées par les migrants). Et toute langue est plurielle : la sociolinguistique a depuis longtemps souligné que toute langue est un espace de pluralité : par ses variations diachroniques dues à des changements sociétaux, à des contacts de langues, par ses variations suivant les lieux géographiques ou à travers les groupes sociaux, par les variations entre l'oral et l'écrit et, plus largement, les genres discursifs ainsi que par ses variations stylistiques, visibles aux jeux avec la langue, à l'humour et à l'ironie, à la créativité collective ou individuelle, au travail de la création littéraire...

2. La diversification des enseignements de langue : le CECR (1996/2001) et le Guide de 2003

A partir du CECR et après lui, ces finalités de l'éducation plurilingue vont recevoir des formulations encore plus opérationnelles orientées :

- d'une part, vers la prise en compte de la diversité linguistique sociétale par l'offre de langues de l'école
- de l'autre, par la recherche de convergences entre les enseignements langagiers, quels qu'ils soient.

2.1 Le CECR (1996/2001)

Le modèle théorique de maîtrise des langues, tel qu'élaboré dans le CECR par les descripteurs d'activités étagés selon de niveaux de référence, représente la connaissance des langues étrangère comme étant plurielle et non globale. Il s'inscrit en cela dans la continuité des « compétences partielles », si mal nommées, qui sont nées avec l'analyse des besoins langagiers au début des années 1970 (dans le domaine francophone). Le CECR réaffirme une conception de cette nature selon laquelle toute compétence en langue, si minimale (par ex. A.1.1) ou sectorielle (par ex. comprendre des émissions de radio) soit-elle, est enseignable et peut être évaluée et certifiée. Ce qui constitue une remise en cause radicale de la conception courante qui considère qu'une langue n'est vraiment connue que si elle est identique à une compétence de natif (encore faudrait-il savoir à quel natif se réfère).

Ce modèle de la maîtrise des langues étrangères en rend possible la création d'enseignement modulés et conduit aux propositions du chapitre 8 du CECR (*Diversification linguistique et curriculum*), qui en constitue l'aboutissement. Malheureusement ces propositions sont assez mal connues et peu exploitées, éclipsées comme elles le sont par l'intérêt porté à l'évaluation et aux tests.

2.2 Le Guide pour l'élaboration des politiques linguistiques éducatives en Europe (2003)

Le document *De la diversité linguistique à l'éducation plurilingue. Guide pour l'élaboration des politiques linguistiques éducatives en Europe* établit le lien avec ce chapitre 8 du CECR et entreprend de spécifier les *Recommandations* du Conseil de l'Europe déjà souscrites par les Etats membres (en particulier celles de 1998 [(98) 6]) sur la diversification linguistique

Ce *Guide* a pour caractéristique principale de sortir du champ l'enseignement-apprentissage des langues étrangères et il se situe à un niveau d'organisation stratégique des enseignements.

Plus concrètement ses chapitres 5 (*Créer une culture du plurilinguisme*) et 6 (*Organiser l'éducation plurilingue*) recensent les moyens de mettre en œuvre l'éducation plurilingue, au niveau organisationnel, à celui des programmes, des méthodologies d'enseignement, etc.. Ceux-ci sont très nombreux et permettent de « faire une place » à bien des langues dans les systèmes éducatif et de les faire converger, au sein d'une approche intégrée, bien connue en Italie, où elle est née, *l'educazione linguistica*.

L'organisation d'une éducation plurilingue suppose :

- de ménager une place, dans les enseignements de langue, à l'apprentissage de l'autonomie par les apprenants, par exemple en favorisant la mise en place de projets et de micro ou macro tâches. Apprendre par soi même est la compétence fondamentale qui assurera l'évolution du répertoire plurilingue de chacun et qui permettra de l'adapter à des nouvelles exigences personnelles ;
- de différencier les formes d'enseignement : il n'y a pas une seule manière d'enseigner un contenu unique (*une langue*), car la connaissance d'une langue est affaire d'appropriations graduelles, différenciées et spécifiques, produisant des savoirs et des savoir-faire tous légitimes ;
- de donner à tous les apprenants les expériences langagières auxquelles ils ont droit dans une éducation de qualité : expérience de la diversité des langues, de la diversité interne aux langues nationales, de la diversité ethnolinguistique et sociolinguistique des formes discursives, en particulier pour leur permettre de passer des interactions ordinaires centrées aux formes de discours porteurs des connaissances ;
- décloisonner les formations linguistiques Cette perspective n'implique pas de faire disparaître les matières scolaires actuelles, au profit de nouveaux « cours de communication verbale » assez indistincts. On se limite à préconiser la mise en place de concordances et de convergences effectives entre ces enseignements, entre eux et avec les enseignements de discipline, dits à tort *non linguistiques*.

2.3 Des instruments pour la mise en oeuvre de l'éducation plurilingue et interculturelle

D'autres moyens ont été créés au Conseil de l'Europe pour diffuser le projet d'éducation plurilingue et interculturelle et pour en accompagner la réalisation. On s'en tiendra aux *Descriptions de niveaux de référence du CECR pour les langues nationales et régionales* (DNR) et aux *Profils de politiques linguistiques éducatives*.

La diffusion du CECR a conduit à élaborer des « instruments d'ancrage » complémentaires, car pour les auteurs de manuels ou les enseignants, les spécifications du CECR ont pu paraître encore trop larges. Il s'agit des *Descriptions de niveaux de référence du CECR pour les langues nationales et régionales* (DNR) http://www.coe.int/t/dg4/linguistic/DNR_FR.asp. Un descripteur du CECR comme *savoir lire une carte postale* (en A1) ne précise pas quel vocabulaire ou quelles ressources syntaxiques sont nécessaires à cette fin. Ces DNR sont des référentiels de langue partagés par les utilisateurs, qui ont pour fonction de décrire, sous forme d'inventaires de "mots", des contenus possibles d'enseignement. De la sorte, ils peuvent servir de base à l'élaboration de programmes d'enseignement, qui soient comparables, même s'ils sont différents. Ils ont été réalisés pour plusieurs langues, dont l'allemand, l'italien, l'espagnol, le français, l'anglais, le croate...

Les *Profils de politiques linguistiques éducatives* constituent un processus d'auto-analyse assisté. Le Conseil de l'Europe propose une expertise internationale aux Etats membres désireux d'analyser leurs politiques linguistiques éducatives. Entrer dans le processus des *Profils* ne signifie en aucune manière se soumettre à une évaluation externe ; il s'agit d'un processus de réflexion mené par les autorités compétentes mais qui implique aussi la société civile et dans lequel les experts du Conseil de l'Europe ont une fonction de catalyseur. Lors de l'élaboration de tels *Profils*, l'éducation linguistique est analysée dans son ensemble. Un *Profil* comporte plusieurs étapes qui vont de la réalisation par les autorités d'un *Rapport national* (ou local / régional) qui décrit et évalue l'enseignement/apprentissage des langues à des propositions d'actions futures décrites dans le document *Profil* ¹

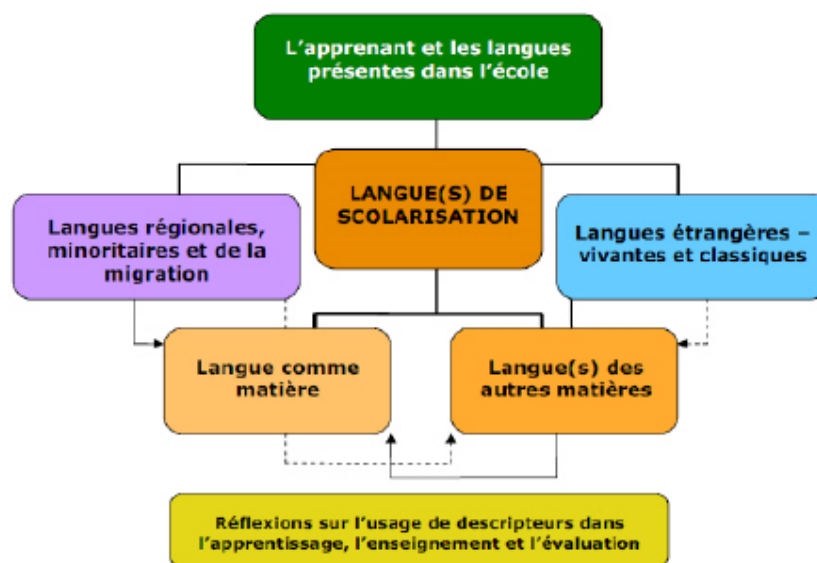
Depuis la création du dispositif, 17 *Profils* ont été organisés. Est actuellement en cours celui de Malte. Ils ont conduit les Etats à davantage de conscience des enjeux de l'éducation plurilingue et de sa nécessité ; ils ont contribué à des mises au point des systèmes éducatifs en ce sens et quelquefois à des réformes d'envergure.

3 La convergence des enseignements de langues

L'éducation plurilingue et interculturelle comme conception concept global de l'enseignement des langues, telle qu'elle est décrite dans le CECR et dans le Guide 2003, a été comme matérialisée par un site dédié : *Plate-forme de ressources et de références pour une éducation plurilingue et interculturelle*. Cette base de textes englobe le CECR (localisé dans la boîte *Langues étrangères*) et elle met les documents en réseau, ce que matérialise sa page d'entrée avec ses « boîtes » :

[La Plate forme : schéma des « boîtes »]

¹ Ces document sont disponibles en ligne : http://www.coe.int/t/dg4/linguistic/Profils_FR.asp



La *Plate forme* n'est pas simplement une nouvelle présentation de l'existant. Elle innove en ce qu'elle concerne toutes les langues de l'école : celles qui y sont employées mais ne sont pas enseignées ou les langues de scolarisation (qui ne sont pas nécessairement les langues premières de tous les apprenants). En fonction des valeurs du Conseil de l'Europe, on y souligne que l'Ecole est un espace de droits et de devoirs : les apprenants ont le devoir d'apprendre et mais aussi le droit à une éducation plurilingue et à une formation interculturelle.

Ce sont les transversalités entre les matières scolaires qui constituent un élément fondamental de l'éducation plurilingue et interculturelle. Celle-ci est à concevoir un lieu où interagissent les enseignants de langues étrangères, ceux de langue « maternelle », ceux des autres matières (scolaires). Sans nier la spécificité de chacune, l'éducation plurilingue et interculturelle vise à faire prendre conscience aux décideurs et aux « enseignants des langues », c'est-à-dire en fait à tous les enseignants qu'ils partagent une même « responsabilité linguistique », au-delà des cloisonnements disciplinaires. Les formes possibles de ces convergences sont développées par le *Guide pour le développement et la mise en oeuvre de curriculums pour une éducation plurilingue et interculturelle* (2010)². L'éducation plurilingue ne consiste pas à enseigner davantage de langues en parallèle, mais à faire converger leurs enseignements dans le développement de la compétence plurilingue. A un niveau opérationnel, cela passe, entre autres, par :

- la définition de finalités communes aux enseignements langagiers, reliées à des valeurs éducatives (éducation pour la citoyenneté démocratique), dont une sensibilisation explicite à la diversité des langues (de leurs structures, statuts et histoires, des comportements langagiers, des genres de discours...) ;
- la présence d'objectifs d'enseignement spécifiés au moyen de descripteurs partagés ou à partir de référentiels communs (CECR, DNR.) ;
- l'identification transversale de compétences de communication visées (par exemple : réception écrite en langue officielle/minoritaire/étrangère enseignées comme matière) ;
- des indications relatives aux méthodologies d'enseignement comparables ou convergentes, en fonction du rôle spécifique attribuée à chaque langue dans la formation ;

² Une nouvelle version de ce document est en cours d'élaboration.

- la présence d'activités réflexives/métalinguistiques relatives aux langues enseignées (d'allure comparatiste) ;
- le recours à la notion de genre de textes : toute parole s'inscrit dans un genre et ceux-ci ont des formes plus ou moins spécifiques dans les communautés de communication. La maîtrise des règles de grammaires ne suffit pas à les produire, car ils sont plus ou moins identifiés par des « règles » qui leur sont propres et qui concernent leur structure ou leur coloration linguistique. Ils sont aussi fondés sur des opérations, à portée transversale comme : narration, description, argumentation, explication, exemplification, définition... ;
- [...]

Les convergences sont à créer entre les enseignements des langues étrangère entre elles, l'enseignement de ces langues et l'enseignement de la langue de scolarisation (principale) comme matière, l'enseignement de cette dernière et l'enseignement de toutes les autres matières.

4 Les dimensions linguistiques matières scolaires

En effet, dans les matières scolaires (comme les mathématiques, la biologie, la géographie), le langage n'est pas seulement vecteur : y sont présentes différentes formes du discours de nature scientifique. Elles ont en commun d'être étrangères à tous apprenants : elles ne sont pas ancrées dans leur expérience immédiate (le *je-ici-maintenant*). L'acquisition de compétences et de connaissances scientifiques et techniques suppose une forme de passage, aux différentes étapes de la formation des apprenants, de leurs conceptions ordinaires immédiates du monde à des représentations scientifiquement fondées. De manière parallèle et indissociable du précédent, ce passage est aussi celui de la maîtrise de certains genres de discours à celle d'autres genres. Le répertoire de genres de textes des apprenants est à développer par élargissement ou par transformation des formes ordinaires de la communication à des formes d'expression qui portent sur les savoirs.

Trois axes semblent être en mesure de structurer les itinéraires à mettre en place, tout au long de la formation et dans toutes les matières, entre les genres connus des apprenants (ceux de leur environnement) et les genres non connus qui constituent les différentes formes de la communication de nature scientifique présentes dans les programmes :

- le passage de l'expression personnelle à l'expression objectivée ;
- le passage de l'interaction, à savoir d'un texte construit à plusieurs, où l'on peut utiliser des bribes de textes, au texte suivi, organisé et planifié de manière individuelle, mais avec la possibilité de mises au point collaboratives successives ;
- le passage de l'oral à l'écrit, forme stabilisée de l'expression scientifique qui en assure la discussion et la transmission.

L'importance sociale de cette question éducative a été soulignée par la Recommandation CM/Rec(2014)5 du Comité des Ministres aux Etats membres sur *L'importance de compétences en langue(s) de scolarisation pour l'équité et la qualité en éducation et pour la réussite scolaire*. Il est aussi facile de percevoir en quoi ces réflexions sont pertinentes pour les enseignements de matières par l'intégration d'une langue étrangère (EMILE/CLIL), dans les formations bilingues en particulier.

L'éducation plurilingue est en marche, comme elle l'est avec ce Projet AmuSE. Lancée par le CECR, développée par les nombreux documents qui l'ont suivi, elle est désormais devenue une finalité plus concrète et plus familière. Certains systèmes éducatifs ont entrepris de rapprocher les enseignements de langues dans leurs programmes, au moins ceux des langues de scolarisation comme matière et ceux des langues étrangères, comme c'est le cas en Autriche, en Espagne, en Croatie ou en Suisse. Mais la route sera longue, quand on voit l'audience de l'idéologie *English only*.

Les sites de l'Unité des politiques linguistiques du Conseil de l'Europe

Site général

Education et langues, politiques linguistiques
www.coe.int/lang/fr

Sites dédiés

- Langues dans l'éducation, langues pour l'éducation
Plateforme de ressources et de références pour l'éducation plurilingue et interculturelle
www.coe.int/lang-platform/fr
- *Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer* (CECR)
www.coe.int/lang-CECR/fr
- *Portfolio européen des langues*
www.coe.int/portfolio/fr
- Les langues de scolarisation
www.coe.int/lang-scol/fr
- Intégration linguistique des migrants adultes
www.coe.int/lang-migrants/fr
- Autobiographie des rencontres interculturelles
www.coe.int/lang-autobiography/fr
- Journée européenne des langues
www.coe.int/JEL

Recommandations Comité des Ministres du Conseil de l'Europe aux Etats membres

- Recommandation CM/Rec(2014)5 aux Etats membres sur l'importance de compétences en langue(s) de scolarisation pour l'équité et la qualité en éducation et pour la réussite scolaire
- ☐ Recommandation CM/Rec(2012)13F aux Etats membres en vue d'assurer une éducation de qualité
- Recommandation CM/Rec(2008)7F aux Etats membres sur l'utilisation du « Cadre européen commun de référence pour les langues » (CECR) du Conseil de l'Europe et la promotion du plurilinguisme et Exposé des motifs
- Recommandation CM/R (98) 6 aux Etats membres concernant les langues vivantes

Sélection de textes majeurs produits par l'Unité des politiques linguistiques (disponibles en ligne)

- *Cadre européen commun de référence pour les langues: apprendre, enseigner, évaluer* (CECR), Conseil de l'Europe (2001)
- *De la diversité linguistique à l'éducation plurilingue. Guide pour l'élaboration des politiques linguistiques éducatives en Europe*, Conseil de l'Europe (2003)

- *Guide pour le développement et la mise en oeuvre de curriculums pour une éducation plurilingue et interculturelle, Conseil de l'Europe (2010)*
- *Intégration linguistique des migrants adultes. Guide pour l'élaboration et la mise en oeuvre des politiques, Conseil de l'Europe (2014)*



Multilingual and intercultural education in the service of democracy and social cohesion

Instruments and actions of cooperation of the Council of Europe

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Council of Europe

AMuSE Conference, Gotenburg, 16 March 2015



Content of the presentation

The work of the Language Policy Unit of the European Council towards a multilingual and intercultural education:

- underlying principles
- CEFR 1996/2001
- Guide of 2003
- Platform of resources and references



The principles: linguistic pluralism

(or: plurilingualism as ideology)

- The formulation of «multilingual and intercultural education » concludes the language project of the Council of Europe, initiated through the development of the Common European Framework of Reference for Languages (CEFR)
- The project rests on the fundamental values of the Council of Europe: democracy, human rights and the rule of law



The principles: plurilingualism

(or: plurilingualism as ideology)

- The purpose of learning languages is not only of a communicative and practical nature
- The purpose is also to contribute to personal development and to the construction of open cultural identities, in the line with the framework of the European construct
- It is important to link the teaching of languages to these values in order to underline that it is not the languages as such which are important, but rather the individuals who use them, and the possibility to communicate with other speakers of the acquired languages.



The principles: plurilingualism

(or: plurilingualism as ideology)

- When the value of learning languages is emphasized, the adoption of a plurilingual standpoint is necessary.
- In the adjustment of language teaching towards a plurilingual education, it has to be recognized that the notion of 'plurilingual competence' includes psycho-cognitive and didactic as well as social and political dimensions.
- These dimensions play a part in meeting the shared goals for the European educational language policies

The plurilingual competence

- It is the responsibility of the school to ensure the development of every students' plurilingual competence as well as students' physical, cognitive and creative abilities.
- It is advisable to re-establish the coherence between the different forms of teaching languages (national, mother tongue, modern and classic languages)
- The European Council speaks of a *global concept for languages* and The European Commission uses the phrase *holistic approach*

The linguistic repertoire

- Includes the different languages in the individual's life (the language(s) acquired in childhood, acquired later in life, learned formally in school and learned informally outside an institutional learning context), and the different competencies and skills (read, write, listen, talk) and different levels of proficiency.
- The major role of democratic linguistic policies is to organize a balanced management of plurilingual repertoires, the territorial languages of different status and the collective needs to safeguard the linguistic rights and obligations of every individual.



Plurilingual competence and repertoire

- The plurilingual competence constitutes a part of the foundation of « everyday democracy ». If the value of the linguistic repertoire of one's own is recognized, it will naturally be easier to positively favour the languages and the plurilingualism of others.
- The promotion and increased status of plurilingualism, thus constitute one of the foundations of linguistically tolerant and intercultural education



The principles: plurilingualism

(or: plurilingualism as ideology)

The Council of Europe states, through CEFR and the tools linked to it, that the development of individual plurilingualism is the arena where language educational policies of the Europeans states will be able to reach a common goal, since every society is multilingual and every language has multiple forms and functions.



The diversification of the teaching of languages: the CECR (1996/2001)

- The Common European Framework of Reference for Languages (CEFR) is a non-normative tool supporting plurilingualism. It has the following main functions:
 - to create coherent and transparent language teaching, based on shared criteria for the development of curricula, teaching programs, teaching material and assessment.
 - to propose the use of shared terminology and a common base for professional reflection on languages in order to facilitate communication between teachers, organizing bodies, educational sectors and different national educational cultures.
 - to define shared standards so as to facilitate national and international coordination of language education, also linking examinations to those standards, defining, for instance, content and levels.



The diversification of the teachings of languages: the CECR (1996/2001) and the Guide of 2003

- Ever since the CEFR and onwards, the formulation of purposes of plurilingual education will be even more operationally oriented:
 - on the one hand, taking into consideration the linguistic diversity on a societal level, by offering languages in school
 - on the other hand, in the search of common grounds for language teaching, regardless of their nature



The diversification of the teachings of languages: the CECR (1996/2001) and the Guide of 2003

A theoretical model of language proficiency, as the one developed in CEFR, where the criteria are related to activities at different stages, describing knowledge and development of second and foreign languages as plural/diverse? rather than global, i.e. the term « language proficiency » does not relate to the language as a whole unit, but rather to the different functions of this language.



The diversification of the teachings of languages: the CECR (1996/2001) and the Guide of 2003

This perspective constitutes a radical questioning of the current view that considers a language to be really known only if it is identical to the proficiency, skill and pronunciation of a native speaker (still it would be necessary to know who represents the ideal model of a native speaker)



The diversification of the teachings of languages: the CECR (1996/2001) and the Guide of 2003

- This theoretical model of proficiency in second and foreign languages, is the basis for the creation of modulated teaching, resulting in the suggestions of chapter 8 of the CEFR (linguistic diversification and curriculum).
- The document *From linguistic diversity to plurilingual education. Guide for the elaboration of the educational linguistic policies in Europe* links to this chapter 8 of the CEFR and specifies the *Recommendations* of the Council of Europe already signed by member states (in particular those of 1998 [98) 6]) on linguistic diversification.



The diversification of the teachings of languages: the CECR (1996/2001) and the Guide of 2003

The main characteristic of this Guide is that it leaves the field of the teaching - learning of second and foreign languages and, instead, it addresses organization of teaching at a strategic level. More concretely, chapter 5 (Create a culture of the plurilingualism) and 6 (Organize the plurilingual education) list ways to implement plurilingual education, at the organizational level, in educational programs, in the methodologies of teaching, etc.



The diversification of the teachings of languages: the CECR (1996/2001) and the Guide of 2003

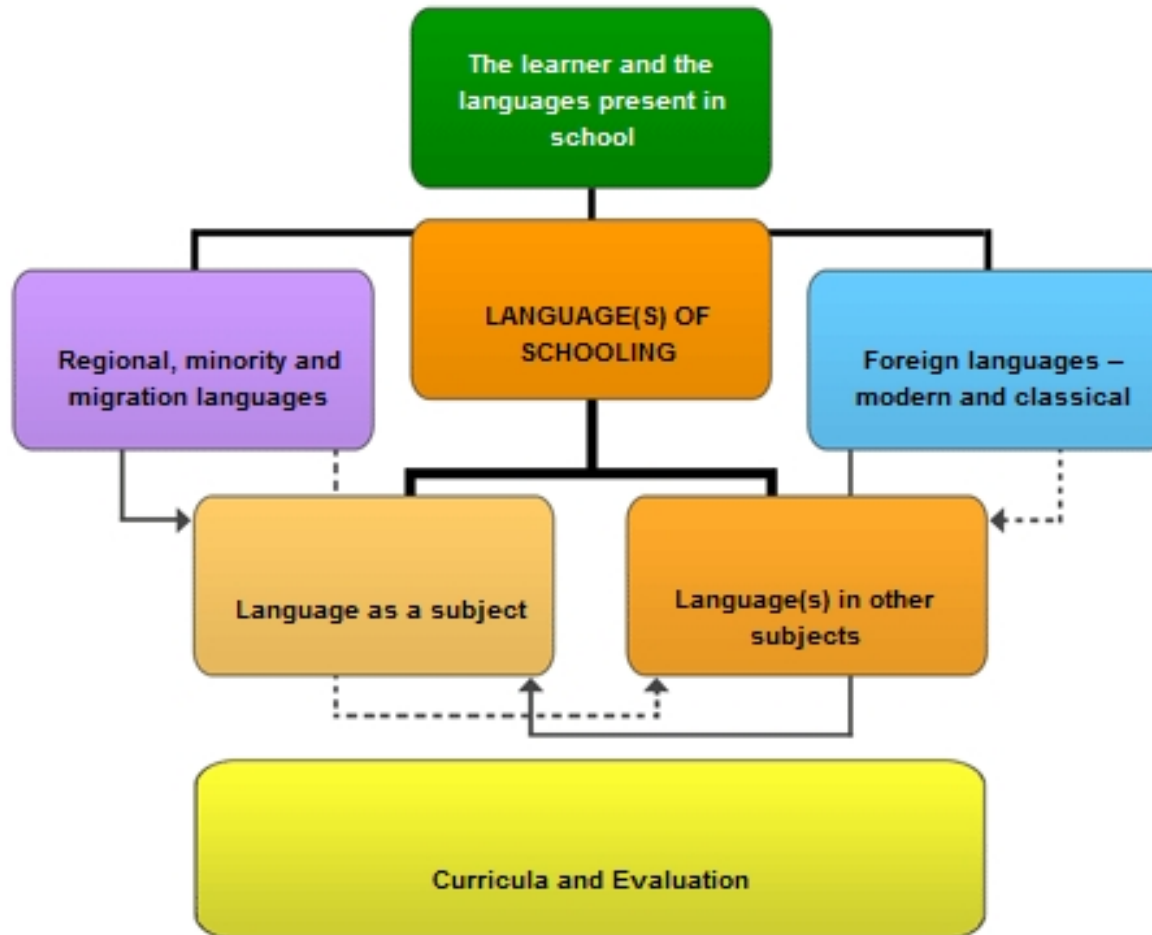
- A platform of resources and references for plurilingual and intercultural education
 - The plurilingual and intercultural education as a global concept of languages teaching, such as it is described in the CEFR and in the *Guide* 2003, has been realized on a site specially dedicated for it: *Platform of resources and references for a plurilingual and intercultural education*



The diversification of the teachings of languages: the CECR (1996/2001) and the Guide of 2003

- A platform of resources and references for plurilingual and intercultural education
 - The *Platform* is not simply a new presentation of an earlier one. It is innovative in that it covers all the languages of the school: those that are used in school but not taught there or the languages of schooling (which are not necessarily the first languages of all the students).
 - According to the values of the Council of Europe, the platform underlines that School is a place for rights and duties: the task of the students is to learn and but they also have the right to receive a plurilingual education and an intercultural training.

The diversification of the teachings of languages: the CECR (1996/2001) and the Guide of 2003





The convergence of the teaching of languages

- A common ground is thus created
 - between the the teaching of second and foreing languages,
 - between the second and foreing language and the principal language of instruction
 - Between the principal language of instruction and the teaching of all other school subjects.



The linguistic dimensions of the school subjects

- As a matter of fact, in the school subjects (e.g. mathematics, biology, geography), the language is not only a neutral instrument : language use also represent discourses that are typical for e.g. Natural Sciences. What all subject specific language use has in common is that it is foreign or strange to all learners: the subject specific language use is not anchored in the students' immediate experience (the “I - here – now”).

The linguistic dimensions of the school subjects

- In the acquisition of skills and scientific and technical knowledge, a form of passage is postulated, through the various stages of the training of the learners, where they establish scientific representations in their conception of the world. In a parallel way, they also establish knowledge and incorporate representations of other kinds of subject specific content and discourses, e.g. texts and text genres.



The linguistic dimensions of the school subjects

- The social importance of this educational question was underlined by the Recommendation CM / REC 2014) 5 of the Committee of Ministers in the member states in *The importance of skills in language(s) of schooling for the equity and the quality in education and for the success at school.*

Website

<http://www.coe.int/t/dg4/linguistic/>



The screenshot shows the Council of Europe website with a dark blue header. The main navigation bar includes links to 'The Council in brief', 'Human Rights', 'Democracy', 'Rule of Law', 'Organisation', '47 Countries', 'Topics', and 'Newsroom'. The 'Democracy' link is highlighted. Below the header, the page title is 'Education and Languages, Language Policy'. The main content area features a search bar, a 'Language Policy Unit' section with links to 'Fields of Activity' and 'Contacts', and a 'Policy Instruments' section. The 'Policy Instruments' section lists several documents and reports, including 'Towards plurilingual education: Two Guides and Studies', 'Development of policies', 'Development and implementation of curricula', 'Common European Framework of Reference for Languages (CEFR)', 'The CEFR and language examinations: a toolkit', 'Reference Level Descriptors for national or regional languages (RLD)', and 'Linguistic Integration of Adult Migrants'. The 'NEWS' section lists recent events, including the 'Linguistic Integration of Adult Migrants: Final Report on the 3rd Council of Europe Survey' and the '60th anniversary of the European Cultural Convention'. The 'DEDICATED WEBSITES' section highlights resources for plurilingual and intercultural education, including the 'Common European Framework of Reference for Languages (CEFR)' and the 'Linguistic Integration of Adult Migrants'.



With the support of the Lifelong Learning
Programme of the European Union

Since when and why do international and Swedish educational politics not take note of scientific results in the field of education of multilingual children?

Jarmo Lainio
Stockholm University
(work in progress)

<http://www.mercator-network.eu/workshops/2nd-workshop-stockholm-2014/>

Basic principles enhanced

- **Societal level**

- Bi- or multilingualism may be seen as an adequate and *necessary* step for the development of a democratically based, well-functioning society, but this is in itself not *sufficient*
- The societal achievement of bi- or multilingualism can best be fulfilled through the *educational systems*
- A shift has taken place from *equality* to *equity/equal access* – at least on paper

- **Individual level**

- Learning *takes place* through language
- Learning is *presented* through language
- Learning is *evaluated* through language
- **Learning** is more efficient if it is based on some preconditions:
 - Starting out from the already known
 - Understanding of what is said or written
 - There is match between language and content learning
 - There is a supportive surrounding

The child's linguistic capacity as the starting point for the educational system

- **1) *Universalism*** – all treated identically as a target of education, or,
- **2) *Differentiation*** – all treated according to the abilities and differences that exist between children
- **1 leads to prolonged unequal distribution of power/coercive relations of power**
- Other educational dimensions:
 - **Full access or not** to learning, individual development, and citizenship = **equity in education** differs from equality in education (universalism)
 - **Enhances learning of content** and learning of **languages**
 - Enhances **identity**
 - Facilitates **empowerment** of the child

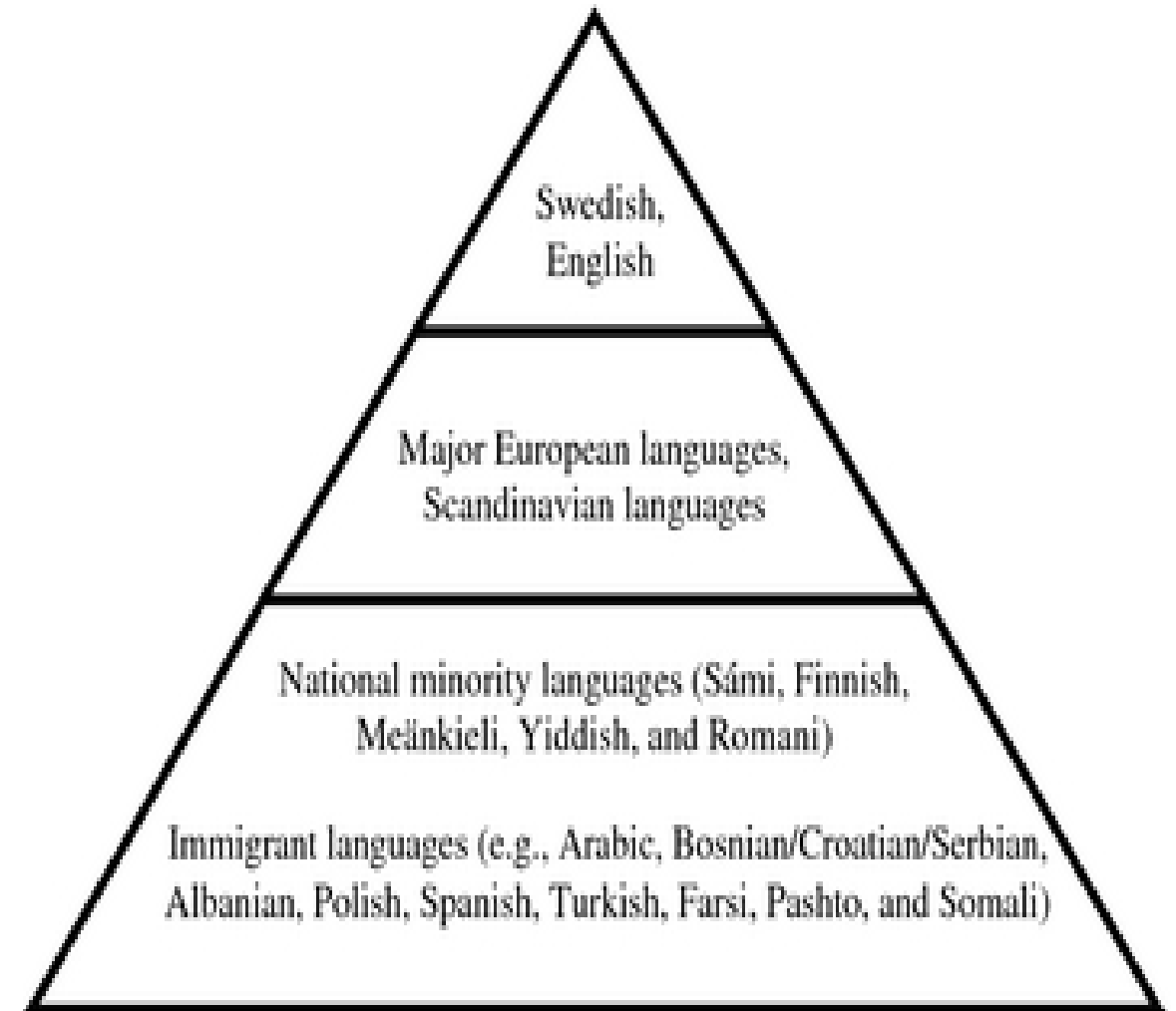
Starter... basic challenge

“Growing ethnic inequalities are probably the Achilles heel of the present-day Swedish education system. The upward shock in immigration, which probably means a most valuable asset in the long run, has given rise to serious problems in the short run. ...the range of problems relating to immigration is obviously much wider [than language related issues]: it comprises socio-economic inequalities, segregation, cultural barriers, xenophobia and discrimination etc. A comprehensive educational priority programme for immigrants is needed to tackle the problem in its various dimensions” (OECD, 2005:47)

In the shadow of:

- Strong normative **monolingual habitus** in the society and in the educational system (Ingrid Gogolin; jfr The hierarchy of languages, Clyne, Ellis, & Gogolin, 2010; Hult 2012)

Languages in Swedish Policy and Practice – not Equal Distribution



(A visual representation based on Josephson, 2004, p. 128)

The situation in Sweden

- Today: about 20 % of all children have other mother tongues than Swedish, about **55 % of these receive MTI even if they are eligible**
- Most children, even if first-language dominant initially, have ended up as dominant Swedish-speakers; potential multilingualism is not supported by the educational system in practice, **bilingual options** not widely available
- **Swedish** dominant, but in some municipalities Swedish is not the majority's first language
- ...with **English** as a global and/or with second language status
- **Indigenous** = Sami varieties
- **National minority languages** (5: Finnish, Meänkieli, Romani chib, Sami and Yiddish)
- **Migrant languages** (200?, e.g. Arabic, Serbian/Bosnian/Croatian, Spanish, Persian, Polish, Somali, Kurdish, Turkish)
- **Foreign/modern languages** taught in school (less than 10)

Language learning and acquisition

- How are languages acquired and learned by young children and adolescents?

By imitation only?

- At least four language-related factors are needed to explain how it takes place:
 - Biological predisposition
 - Interaction
 - Imitation
 - Cognitive development
- > Consequences for schooling and literacy?
- > What concepts are central?

What have you learned in your **first language** till the age of 6-7 years?

- Basic vocabulary (8,000 – 12,000 words)
- Most phonetic features, prosodic features
- Basic grammar (morphology and syntax)
- Some stylistic features
- Some domains of language use
- Pragmatic and sociolinguistic basics
- Age-level cognitive development
- *What happens if you have to start school in another language?*

Some early concepts – with similar developments

- **Home language instruction**
 - Role and implications (SOU 1974:69)
 - Never really implemented
 - Never followed up with long-term research
- (Double) **semilingualism** debate
 - Role and implications
 - The "Arabs of the 1970s" and "the Finns of the 2000s"
- **Mother tongue instruction** (MTI; 1997-) and active bilingualism
 - Deconstructed before it was implemented
 - Never followed up with long-term research
- **Bilingual education**
 - Never really implemented
- (Identity and Swedish as a second language; the latter never really implemented)
- **National minority languages**
 - ...implemented or not?
 - ...followed up?
- **Linguistic diversity**
 - ...implemented in practice?

Example: Mediearkivet (JL)

One of the issues that have repeatedly been brought up, with a connection to Sweden Finns, is that of implied double semi-lingualism.

Aftonbladet 060512, about the so-called "Bobby" court-case:

... Vad som står klart för mig när jag lyssnar till Bobbys mamma dag nummer två är att hon har en genomgående **brist i sin muntliga framställning**: hon **kan inte återge iakttagelser och upplevelser i ett strukturerat sammanhang** med inledning, förlopp och avslutning. Hon kan svara på många frågor men **inte skildra**. Jag undrar om det **kan bero på viss halvspråkighet eftersom hon är uppvuxen i en finskspråkig familj** samtidigt som **svenskan ändå var det sociala språk hon föddes till**. Jag undrar om en **kulturfaktor** spelar roll: **finnar är ofta tystlåtna och fåordiga**. Deras berättelser är ofta **lakoniska**, bygger på nyckelord och nyckelepisoder, inte på flytande förlopp. Allt detta kan samverka. Men i grunden förefaller Bobbys mamma att **sakna den förmåga att namnge och organisera världen i språket** som gör att sammanhangen formas, bilderna avtecknar sig. Uttrycker man detta finare kan man säga att hon har **brister i sin förmåga att föreställa sig och klä föreställningarna i tankar med tillhörande begrepp**, i så kallade koncept.

Ebba von Essen

Malmö 2000s

- *Sydsvenskan*, 041209:
- Heading: ” **Semilingual children the big problem of schools**”. Malmö. Det är **de halvspråkiga barnen som varken behärskar sitt modersmål eller svenskan** som är Malmöskolornas stora problem. Barn som kommer från andra länder med ett utvecklat modersmål är ett betydligt mindre problem. ...

Semilingualism made alive again

- *Dagens Samhälle*, 051124, about Malmö, and bilingual children's pre-school activities:
- ...**Nästan en fjärdedel** av eleverna i Malmö **går ut nian utan godkänt** i alla **kärnämnen**. En anledning är att **så många ungdomar är halvspråkiga** – talar två språk men är inte bra på något av dem. ...

Det här är **mumbo jumbo**. **Att inte hårdsatsa på svenska** bland så små barn, när de är som mest receptiva, är ett svek mot dem, säger kommunalrådet Thorbjörn Lindhqvist (m). ...

Anna-Lena Immo

Initial reactions

- ...which are repeated for later groups
 - *NN came from XX at the age of **14**. He was directly placed in a Swedish class, where he withdrew from interaction and became apathetic. He seldom came to school. At the age of **15 a decision was taken that** NN should be relieved from compulsory schooling, since he by the school psychologist was understood to have poor marks and suffering from severe psychological problems and delinquent behaviour” (my translation, JL;1967)*
- > Who had the problems...?

What is your mother tongue? It depends...

Short definitions of mother tongue

<u>CRITERION</u>	<u>DEFINITION</u>
ORIGIN	the language one <i>learned first</i>
IDENTIFICATION	
a. internal	a. the language <i>one identifies</i> with
b. external	b. the language one is <i>identified</i> as a native speaker of <i>by others</i>
COMPETENCE	the language one <i>knows best</i>
FUNCTION	the language one <i>uses most</i>

(Skutnabb-Kangas 1984, 18)

"The notion of '**mother tongue**' is ... a mixture of myth and ideology. The family is not necessarily the place where languages are transmitted, and sometimes we observe breaks in transmission, often translated by a change of language, with children acquiring as first language the one that dominates in the milieu. This phenomenon . . . concerns all multilingual situations and most of the situations of migration."

(Louis Jean Calvet, *Towards an Ecology of World Languages*. Polity Press, 2006)

“The niche for mother tongues is framed as limited to “cultural identity,” “minority groups,” “minority culture,” and individual “self-esteem” rather than for Swedish society as a whole or for access to broader educational opportunities like Swedish and English” F. Hult (2012) **on *Mother tongues***

“The ability to use a number of languages is important for international contacts, and for an increasingly internationalised labour market in order to take advantage of the rapid developments taking place in information and communications technologies, as well as for further studies. A knowledge of languages is needed for studies, travelling in other countries and for social and vocational contacts of different kinds. “ F. Hult (2012) **on *Modern languages***

The "free fall" of Mother tongue instruction, from early 1990s

- Dramatic deterioration of teaching/teachers of MTs within the municipal school system, change of funding system:
- 1) MTI teaching was lifted out from the school day, to evenings and weekends,
- 2) the exclusion of MT teachers from cooperation and integration in the everyday pedagogical and practical work of schools
- 3) the constant pressure and difficulties to retain teaching,
- 4) lack of possibilities for further education and recently no teacher education,
- 5) the out-sourcing of the MTI to municipal or private actors, the services of which needed to be separately motivated for and ordered by principals

• *Exclusion and reduction*

Structural prevention from a sustained system

Mother tongue instruction, II

- 6) the working conditions of the teachers, meaning an ambulating work to in many cases up to 13-14 schools per week,
- 7) the continuous contestation in the media of MTI,
- 8) the decreasing status in the labour market,
 - Societal resistance
- 9) the lack of teaching materials,
- 10) the failure to include MT and MT teacher education in the overall attempts to raise the status of teachers in the Swedish school,
- 11) the decreased amount of hours, from average 2-3 hours to 40 min-2 hours per week.
- *Non-prioritized*

The read threads seem to be...

- Good, if "it" – various types of directed societal support to minority children – strengthens the learning of Swedish
- Good if "it" promotes "integration/assimilation"

National Agency of Education 2008

- Important results...
- In all subgroups as well as in main results, children with (several years of) MTI scored better on the Merit rating for secondary education (access to sec. edu.)
- Other factors may contribute: motivation and educational background of parents/children choosing L1 instruction
- Only L2 instruction at the other end of the continuum: lowest scores
- No differences boys - girls

- A recent study by The National Agency of Education, states that mother tongue instruction makes a difference, by resulting in higher ratings for marks, for entrance to secondary school (age 15-16;
- ***With another mother tongue***, 2009. Rapport 321, English summary; www.skolverket.se

To sum up, mother tongue tuition appears in the study on the one hand to have possible importance for the students' general knowledge development and, on the other hand, to be an activity that for the most part takes place outside of other school activities and that can almost be described as marginalised.

Thus far, the possible effect of participation in mother tongue tuition, apparent in the generally higher merit ratings, appears almost to be a frontal collision with the image of the tuition's marginalised position in Swedish compulsory school.

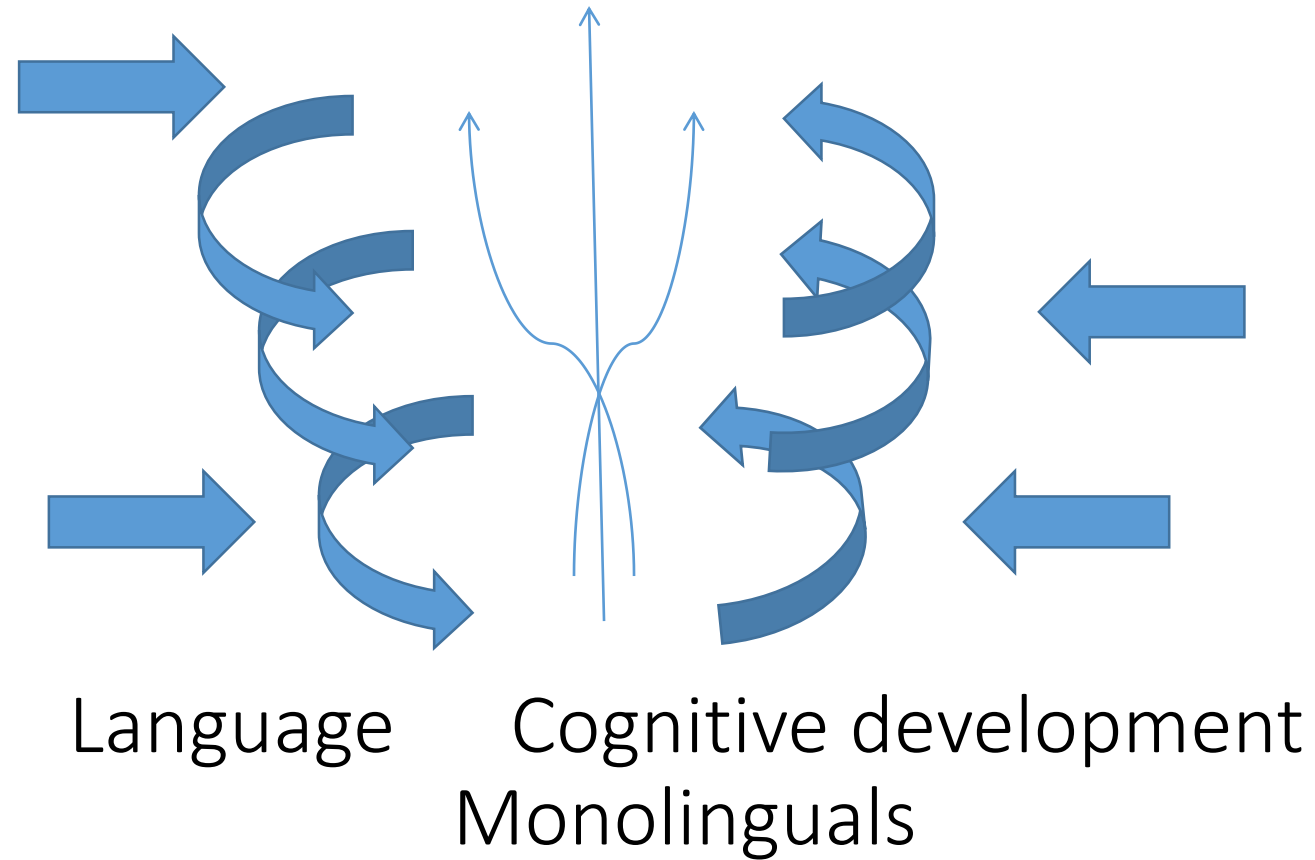
(Eva Wirén, 2009)

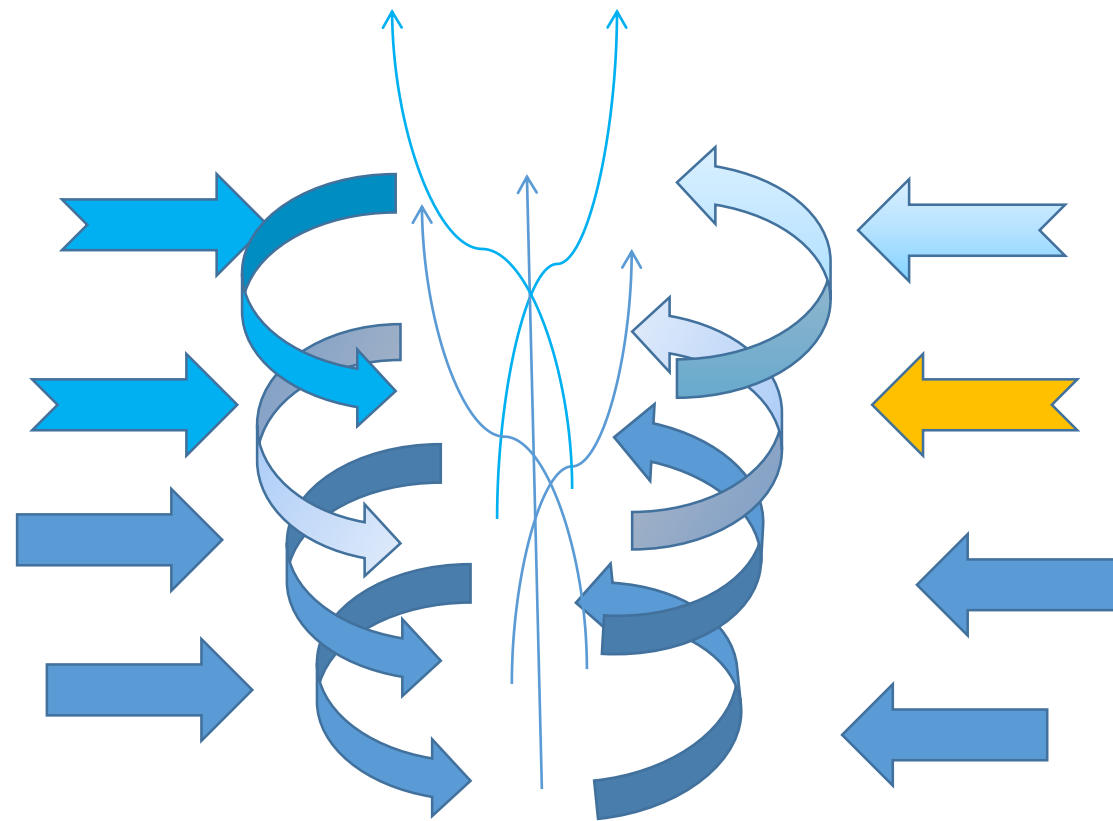
Research on language and school

- Summary of results
- “It can thus be concluded that school achievement seems to be related to certain aspects of a cognitive academic linguistic style and not to a language proficiency related to colloquial everyday speech. In this study, the students showing a high use of certain linguistic structures representative of this style, presented better results in reading comprehension. In the promotion of this school language, the importance of the students’ first language, in the form of a two-way bilingual education model, seems to be beyond dispute; after six years of two-way bilingual education in German and Portuguese, the students with different language presuppositions cannot be statistically distinguished from each other.”

**Joana Duarte (2009;
incl. in EUCIM-TE
project) dual bilingual
education, Portuguese
and German in Hamburg**

- Relation between language and cognition

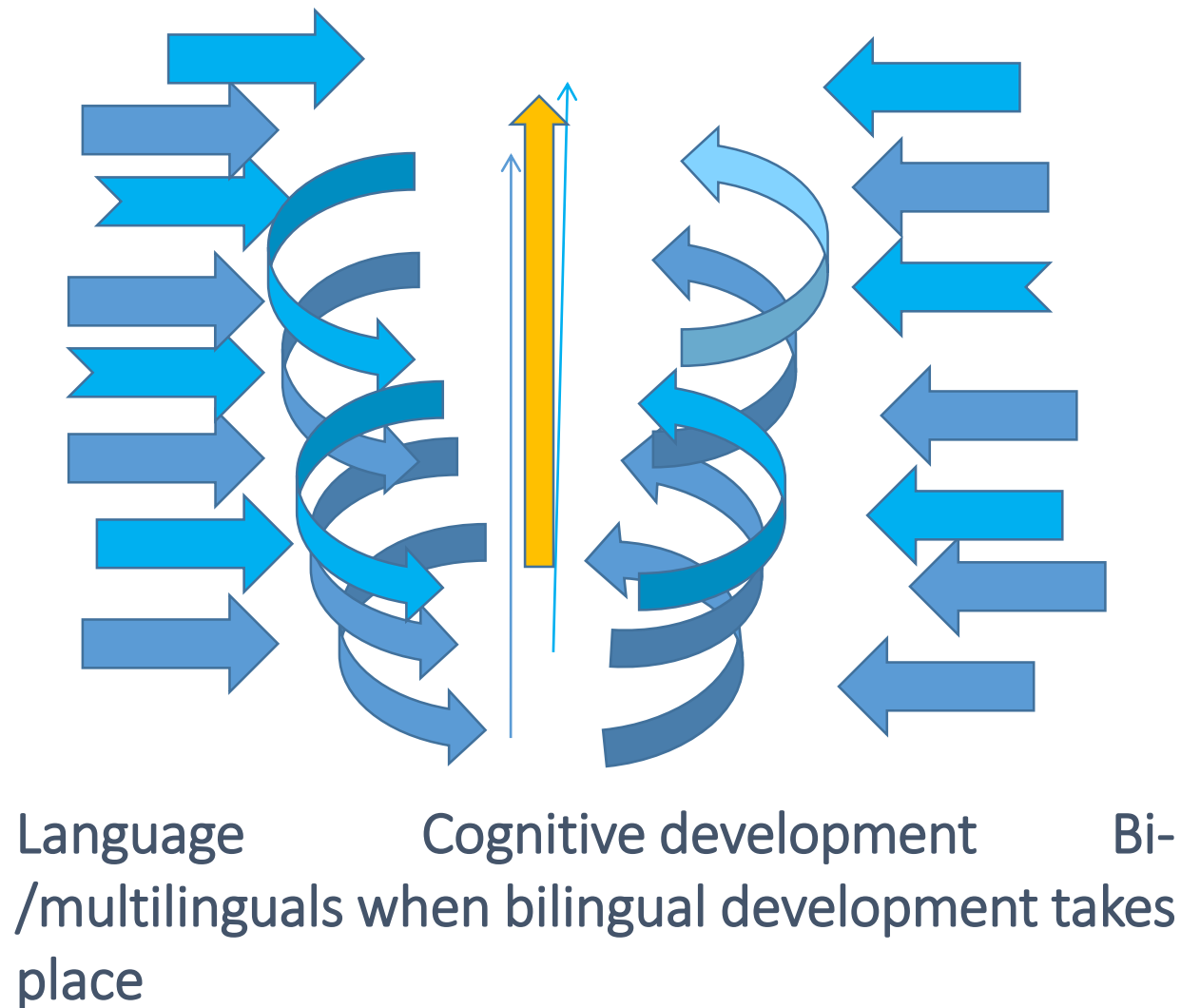




Language Cognitive development
Bi-/multilinguals, when language shift takes place

Relation language and cognition

(Jim Cummins;
Ellen Bialystok)



LA BICICLETA DE CUMMINS



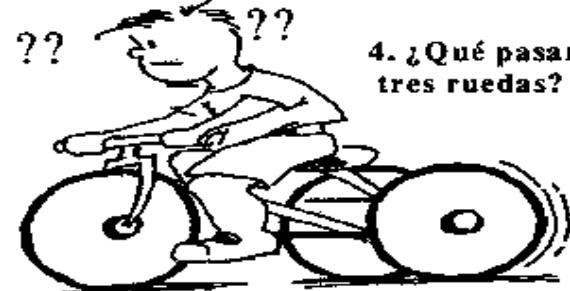
1. Una rueda puede llevarte a sitios.



2. También puede una rueda grande y otra pequeña.



3. Sin embargo cuando tus ruedas están bien equilibradas y totalmente hinchadas llegarán más lejos.



4. ¿Qué pasará con tres ruedas?

**Cummins's bycicle and early trilingualism
(Lasagabaster, 2007)**

Consequences of lack of support for the first language/Mother tongue – strategically essentialist

- Individual and group level thresholds raised for the use of the first language as a cognitive tool
- Thresholds raised for language learning/development and learning of other subjects
- Individual and group level language shift
- Language loss
- Identity loss, devaluation of identity and culture
- **In the end – as for for national minorities in Sweden: language revitalization needed**

UNESCO report **1953**, p. 11: *The Use of Vernacular Languages in Education*;
UNESCO 2001 (Jessica Ball 2010)

UNICEF, **1999**, p 41: *The State of the World's Children*

Milani, Wingstedt m .fl.

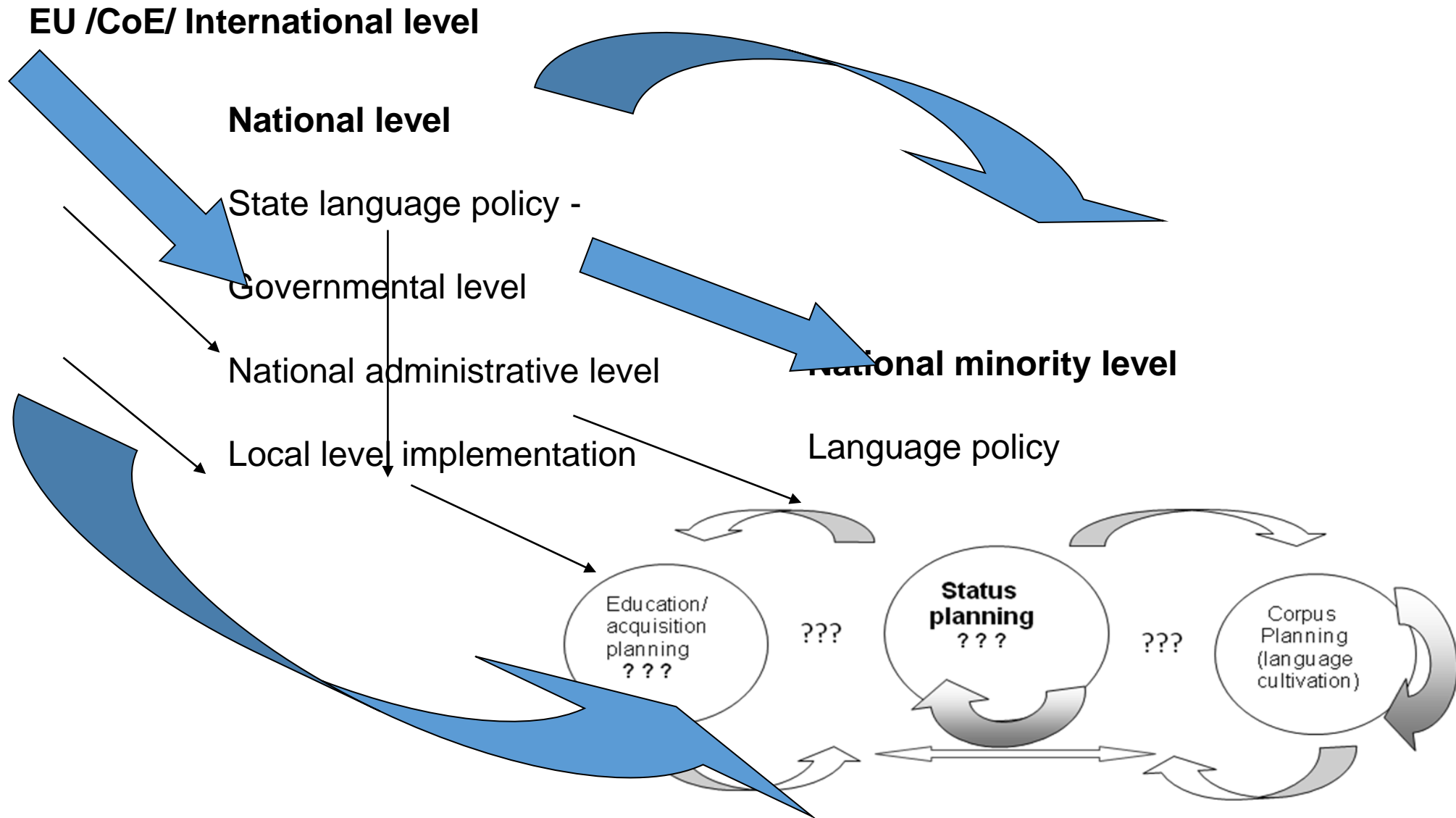
- Milani, 2007:
- **Debatterna** om modersmålet i svensk debatt [utöver inlärnings- och språkinlärnings-aspekter] **symboliska** för andra samhälleliga och ideologiska konflikter, **"disguised assimilationism"** vs. **"multilingualism"**;
- + de exkluderar varandra
- Wingstedt, 1998 (n= 331):
- **Attityders** roll:
- "Det vore bra om invandrarspråken försvann - *i Sverige talar vi svenska*" = 43 %
- "Modersmål viktigt för att uttrycka känslor" = 91,1 %
- "Modersmål viktigt för självvärdering och identitet" = 96,7 %
- "Att kunna modersmålet ... viktigt för utveckling av tänkande och intelligens" = 90 %

Wingstedt, 1998, forts.

- "Att lära sig modersmålet väl är en förutsättning för att lära sig ytterligare språk" = 92,8 %
- **Paradoxer...**
- "Flerspråkighet i ett land leder till segregation och skapar konflikter" = 49,7 %
- "Det berikar ett land om många språk talas där" = 72,1 %
- "*I Sverige talar vi svenska*" = 66,1 %
- "Alltför många invandrare talar dålig svenska" = 77,6 %
- "Invandrarföräldrar borde tala **svenska** med deras barn så mycket som möjligt" = 68,5 %
- "Det är bra om invandrare till Sverige bevarar sina modersmål och lär dem till sina barn" = 71,3 %
- "Alla invandrarbarn borde från början lära sig att svenska är deras modersmål" = 41,1 %

Two conventions of the Council of Europe – what constitutes a national minority?

- European Charter for Regional or Minority Languages (ECRML)
(1992 - Sweden 2000)
- Council of Europe's Framework Convention for the Protection of National Minorities (FNM)
(1995 – Sweden 2000)
- Differs Linguistically and Culturally from the Majority Population
- Historical Presence in Sweden
- A Currently Expressed Affinity and Wish to Maintain its Identity



The Act on National Minorities and National Minority Languages (2009:724)

- Covers all Sweden for all Five National Minorities
- Core Regulations = Basic Protection Rights
- In Addition Elevated Protection for Sami, Finnish and Meänkieli (Territorial Languages) within Administrative Areas (AA) and with Certain Authorities
- = Integration of international conventions into Swedish domestic law

Basic Protection Rights

- Section 4: "Public institutions have a special responsibility for protecting and promoting the national minority languages.
- Public institutions shall also otherwise promote the national minorities' possibilities of maintaining and develop their cultures in Sweden.
- Particular attention shall be given to promoting opportunities for children to develop their cultural identity and the use of their own minority language."

Sweden has
ratified at
the lowest
level for pre-
school,
primary
school and
secondary
school

ECRML, Article 8 – Education – Charter text

1 With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:

- a i to make available pre-school education in the relevant regional or minority languages; or**
- ii to make available a substantial part of pre-school education in the relevant regional or minority languages; or**
- iii to apply one of the measures provided for under i and ii above at least to those pupils whose families so request and whose number is considered sufficient; or***
- iv if the public authorities have no direct competence in the field of pre-school education, to favour and/or encourage the application of the measures referred to under i to iii above;**

(Italics added for Sweden and Finnish, JL)

- b** **i** to make available primary education in the relevant regional or minority languages;
or
- ii** to make available a substantial part of primary education in the relevant regional or minority languages; or
- iii** to provide, within primary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
- iv** *to apply one of the measures provided for under i to iii above at least to those pupils whose families so request and whose number is considered sufficient;*
- c** **i** to make available secondary education in the relevant regional or minority languages;
or
- ii** to make available a substantial part of secondary education in the relevant regional or minority languages; or
- iii** to provide, within secondary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
- iv** *to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;*

...and what about teacher education, since 1988?

- Nothing till 2014
- Despite a teacher education reform from 2008 -
- National Board of Higher Education 2011 on national minority languages (HSV 2011:4R)

"Mismatch" – lack of coherence in the field of education for Finnish (valid for four national minority languages)

- **Children, age**
- Pre-school, primary and secondary school
- Teacher/staff needs (classes)

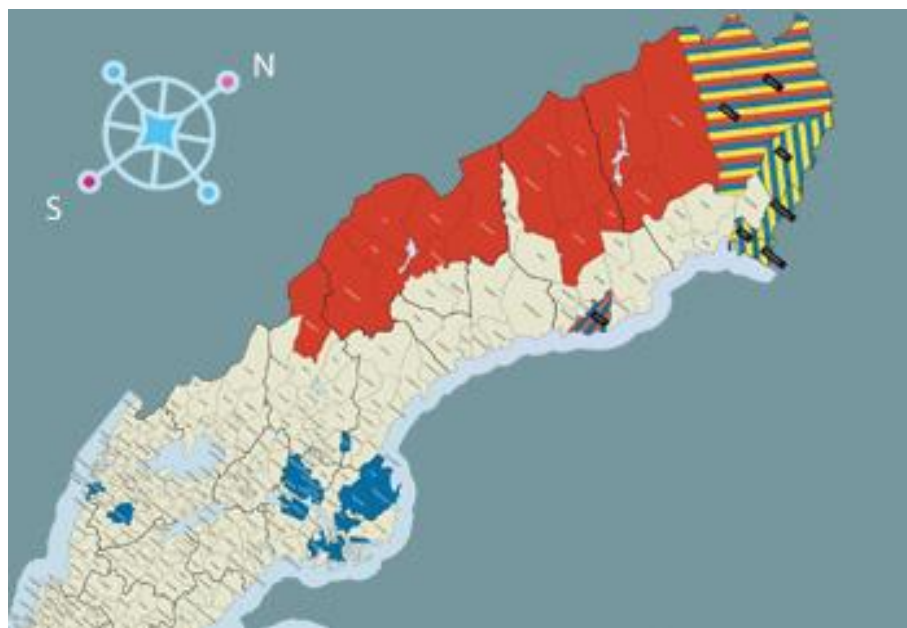
• 1	2	3	4	5
		(6	7)	
• 7	8	9	10	11
	12	13	14	15
	16			
• 16	17	18	19	

- Teacher education provision by age
- TE targets = MTI

• 1	2	3	4	5
		(6	7)	
• 7	8	9	10	11
	12	13	14	15
	<u>16</u>			
• 16	17	18	19	

- ...CoE critique still holds

Administrative areas for three national minority languages in Sweden, situation changing, these ones from 2011 and 2014 (2000-).



National Schools Inspectorate, 2012 – quality evaluation

- Many municipalities lack knowledge about the Nat Min Lang:s,
- Information insufficient about MT instruction in Nat Min Lang:s,
- Poorly prioritized
- Centrally organized MTI – lack of cohesion
- Lack of teachers dramatic, no TE
- Bilingual education non-existent
- Attitudinal issues*
- Demand of basic knowledge in MT**
- *Veto possibilities for municipalities*

Pre-school, National Schools Inspectorate, 2011

Summary of a selection of municipalities' obligations fulfilled concerning the rights of national minorities to receive MT services partly or fully, in pre-school:

- 19 of 47 municipalities **had not informed** the national minorities of their rights to have their child in a pre-school in which parts or all of the activities take place in the national minority language;
- 20 of 47 municipalities **had not investigated** the need of such pre-school services;
- 12 of 47 did **not offer a child a place** in a pre-school in which parts or all of the activities take place in the national minority language.

The next concept to go through the process – **linguistic diversity** – first from the international scene

- **Societal**

- "Language count"

- **Individual**

- Knowing and managing in many languages

-depends on the context

Linguistic diversity – a widened perspective

- Linguistic diversity is seen – from different angles – as a positive phenomenon and characteristic of European cultural and political life, with a potentially positive impact especially on educational progress
- The present state of art is that this positive characteristic of society is not achieved, neither nationally in most states nor at a general European level, nor internationally
- Research on it is not efficiently furthered to political stake holders – there is a clear gap between research findings and policies, and between the scientific strive for clarity of concepts vs. (intentional) vagueness in political discourses on LD
- In addition, the field of LD is strongly crossdisciplinary
- The content/meaning of the concept of LD is vague – therefore discourses on LD remain vague or even pointless

Google search on Linguistic Diversity

- 1,890,000 hits (2015-01-21)....
- Language diversity = 46,000,000 (2015-01-22)
- = Varying meanings and purposes
- Initially: education, policy and media (see below, project results), but also
- Language policy in a European and global context
 - European Union/Commission, European Parliament, Council of Europe
 - International (European) networks (NPLD, FUEN, Mercator)
 - European cultural heritage
- Sociolinguistic and anthropological discourses
 - Biodiversity and cultural diversity
- Multilingual or emergent multilingual students

Språklig mångfald

http://ec.europa.eu/languages/policy/linguistic-diversity/index_sv.htm

- Den harmoniska samexistensen mellan språken är en tydlig symbol för EU:s motto "förenade i mångfalden"
- Språken är identitetsgrundande men också del av ett gemensamt arv. De bygger broar mellan människor och ökar vår förståelse för andra människor, länder och kulturer. En bra flerspråkighetspolicy kan ge människor ett bättre liv: det blir lättare att få jobb och man kan bättre utnyttja tjänster och rättigheter. En fördjupad dialog mellan kulturer och ökad social sammanhållning bidrar dessutom till solidaritet.
- EU har nu 500 miljoner invånare, 28 medlemsländer och [24 officiella språk](#), några av dem världsspråk, med tre olika alfabet. Ytterligare runt 60 regionala och gruppsspecifika språk är också en del av EU:s kulturarv. Dessutom har vi ett stort antal invandrarspråk som talas av människor från de minst 175 olika nationaliteter som är bosatta i EU.

Other angles – democracy and "Europe":

- **Linguistic Diversity and European Democracy, Edited by Anne Lise Kjær and Silvia Adamo (2011)**
- What role does linguistic diversity play in **European democratic and legal processes**? Is it an obstacle to deliberative democracy and a hindrance to legal certainty, or a cultural and economic asset and a prerequisite for the free movement of citizens?
- (This book examines the tensions and contradictions of European language laws and policy from a multi-disciplinary perspective. With contributions from leading researchers in EU law and legal theory, political science, sociology, sociolinguistic and cognitive linguistics, it combines mutually exclusive and competing perspectives of linguistic diversity.)
- **Stephan Breidbach (2003) coe.int, LPDiv**
- The argument pursued [...] is that people will have to be able to communicate, to create a common communicative sphere and maintain a discourse about **the shape of a common polity called 'Europe'.** **Opportunity and ability to participate in public discourse on the questions of a future Europe are – among others – two fundamentals of 'democratic citizenship'.** Hence, **language education policies gain importance** not only with reference to education in general, rather they are politically relevant on a larger scale. Competence in language(s) is a characteristic of democratic citizenship in Europe both as its prerequisite and its practice. In the words of The Guide for the Development of Language Education Policies in Europe:
- ***"Policies for language education should therefore promote the learning of several languages for all individuals in the course of their lives, so that Europeans actually become plurilingual and intercultural citizens, able to interact with other Europeans in all aspects of their lives."***

(Council of Europe, 2003: 7)

MEPs forming support and interest groups – Greens

<http://www.greens-efa.eu/language-diversity-side-lined-in-new-eu-commission-12833.html>

- **Language diversity side-lined in new EU Commission**
- **Press Release from the EFA Group in the European Parliament**
- The new European Commission is at risk of ignoring the importance of language diversity in Europe, according to Plaid Cymru – the Party of Wales MEP **Jill Evans**, a member of the European Free Alliance (EFA) Group of MEPs.
- The Welsh MEP has criticised the decision not to appoint a dedicated EU Commissioner for Multilingualism with express responsibility for languages, with the word 'multilingualism' dropped from the Commissioner's title.



Tove Skutnabb-Kangas (2002) coe.int Language Policy Division

- Linguistic diversity (LD) in general has been defined in at least two ways. The most common definition **uses a simple count of languages**: the more languages, the more LD. Nigeria with its over 400 languages, is more linguistically diverse than the whole of Europe, regardless of how we define Europe (even with a maximum definition of "Europe" the number of languages is under 300). If, as has been predicted, **the number of (spoken) languages in our world, diminishes drastically**, so that we according to the more "optimistic" prognoses might have only 50% of today's languages left in a hundred years' time as non-threatened, vital languages, the world would in the year 2100 be much less linguistically diverse than it is now.⁹
- When we here say that Nigeria has over 400 languages and Europe has fewer, we are only speaking of those languages that are autochthonous to Nigeria or Europe, meaning they are spoken natively by Nigerians or Europeans and have in most cases been spoken there for centuries. Languages which have come to Nigeria or Europe with recent immigrants and refugees are not counted. **Most definitions of linguistic diversity count only autochthonous languages.**
- **=Political restrictions on how and what to count**

Gorter, Durk et al.

- Linguistic diversity has been defined in a broad sense as the ‘range of variations exhibited by human languages’ (www.terralingua.org).
- **Sustainable Development in a Diverse World (SUS.DIV)**
- POSITION PAPER OF RESEARCH TASK 1.2
- “Cultural diversity as an asset for human welfare and development”
- Benefits of linguistic diversity and multilingualism
- http://www.susdiv.org/uploadfiles/RT1.2_PP_Durk.pdf

Gorter et al. – multilingualism as part of Linguistic Diversity

- i. **Native speakers of a minority language who are also proficient in the majority language and use English as a language of wider communication.** This is the case of native speakers of autochthonous languages such as Basque, Breton, Sardinian, Catalan, Frisian, Ladin or Sámi and also native speakers of well spread European languages whose language is a minority language at the national level such as German in France, Italy or Belgium.
= Regional or Minority Languages
- ii. **Native speakers of a majority language who learn a minority language at school and also learn and use English as a language of wider communication.** This is the case of native speakers of Spanish who learn Catalan or Basque at school or native speakers of Dutch who learn Frisian at school and also learn and use English.
- iii. **Native speakers of more or less spread European languages who learn other languages of wider communication.** For example, native speakers of Dutch in Belgium who learn French as a second language and English as a third language or native speakers of Swedish in Vaasa who learn Finnish and English. This group also include speakers of more spread languages such as French or German who learn other languages including English
- iv. **Immigrants from non-European countries who learn the official language of the new country and learn and use English.** For example, Turkish immigrants in Germany or The Netherlands.
- **Not only societal diversity but also individual polylingualism**

Meirion Prys Jones (2013) ENDANGERED LANGUAGES AND LINGUISTIC DIVERSITY IN THE EUROPEAN UNION – Executive Summary

- **Languages** are one of, if not the greatest development of the human race. As well as a means of communication, they also **encompass a wide range of values and beliefs and are a window on many different ways of looking at the world**. In this context, this paper considers those languages in Europe which are **under threat or are considered to be endangered**. The European Council's Resolution of the 21 November 2008 on a European strategy for multilingualism notes that: 'linguistic and cultural diversity is part and parcel of the European identity; it is at once a shared heritage, a wealth, a challenge and an asset for Europe.'
- **It also states that 'the promotion of less widely used European languages represents an important contribution to multilingualism (Council Resolution of 21 Nov 2008 on a European Strategy for Multilingualism).**
- **It is widely agreed that languages are an extremely rich part of Europe's cultural heritage. Languages express identity and provide a link for speakers of a language with their past, present and future.** Embedded within languages there is a great deal of knowledge about the world and the human experience. When languages become extinct, this knowledge is lost.
- **Bi and multilingualism is regarded as an asset in terms of creativity and innovation.** The cognitive skills of people who are able to speak more than one language fluently are recognised. Research shows that they are more adept at dealing with more divergent thinking, creativity and the sensitivities of communicative. (Baker, 2011)
- http://www.europarl.europa.eu/RegData/etudes/note/join/2013/495851/IPOL-CULT_NT%282013%29495851%28SUM01%29_EN.pdf

Unesco and UN:s focus

<http://www.unesco.org/new/en/indigenous-peoples/cultural-and-linguistic-diversity/>

- **Cultural diversity +**
- Another domain that is of strategic importance is **linguistic diversity** and multilingualism that UNESCO promotes in all fields of its mandate, through an interdisciplinary approach involving all programme sectors: education, culture, science, communication and information and social and human sciences.
- **Languages**, with their complex implications for identity, communication, social integration, education and development, **are of strategic importance for people and the planet. There is growing awareness that languages play a vital role in development, not only in ensuring cultural diversity and intercultural dialogue, but also in attaining quality education for all** and strengthening cooperation, in building inclusive knowledge societies and preserving cultural heritage, and in mobilizing political will for applying the benefits of science and technology to sustainable development.

8 May 2014 – research-based presentations

- **Thursday 8 May - Morning Sessions**

- **Prof. Jim Cummins** (University of Toronto): [Educational Policies and Linguistic Diversity: Resolving Tensions between Ideological Narratives and Research Evidence](#) (.ppt)
- **Prof. Constant Leung** (King's College London): [Navigating mainstream education policy and provision for linguistic diversity](#) (.ppt)
- **Prof. Siv Björklund** (University of Vaasa): [Language Immersion in Finland - From Bilingual to Trilingual Education?](#) (.ppt)
- **Prof. Csilla Bartha** (Research Centre for Multilingualism/MTA, Budapest): [Superdiversity, monolingual ideologies and multilingual practices of linguistic others. Controversies of Sociolinguistic Research and Policy in Contemporary Hungary](#) (.pdf)

- **Thursday 8 May - Afternoon Sessions**

- **Prof. Jeroen Darquennes** (University of Namur): [And what about the practical side of LPP?](#) (.ppt)
- **Prof. Christopher Stroud & Caroline Kerfoot Ph.D.** (Centre for Research on Bilingualism, Stockholm University): [Towards Rethinking Multilingualism and Language Policy for Academic Literacies](#) (.ppt)
- **Prof. Tom Moring** (University of Helsinki): [Media education, minority language and cultural development](#) (.pdf)
- **Prof. Kaisa Syrjänen-Schaal**: [Linguistic Challenges That Turned Out to be Legal Ones](#) (.ppt)

Friday 9 May, practitioners' views

- **Friday 9 May -Morning Sessions: Policies**
- **Lennart Rohdin** (political advisor Swedish government): [Act on National Minorities and Minority Languages in Sweden: Challenges of Implementation](#) (.pdf)
- **Friday 9 May - Afternoon Session: Practitioners**
- **Markku Peura** (Sweden Finnish Delegation) and **Ina Sinisalo** (Headmaster from Botkyrka) on the challenges for the Sweden Finnish national minority and experiences of Swedish school politics concerning bilingual education.
- **Guillem Pujades** (Ciemen/LEARNMe): [Aranese education](#) (.ppt)
- **Prof. emeritus Juha Pentikäinen** (Lapland University) discussed the possibilities of bilingual education among the Sami of Finland.
- **Dr István Csernicsekó** (Transcarpathian Hungarian Institute, Beregovo/Beregszász) and **Anna Huppert** (Research Centre for Multilingualism - MTA, Budapest): [Recent Trends of Language Policies, Elaboration of the New Language Law in Ukraine](#) (.pdf)

Considerations

- Regarding the *essence of linguistic diversity* – and other concepts discussed – as an individual and societal asset and resource:
 - is it the *target* itself of action, i.e. the result of strivings;
 - is it, or when is it, a *causal* factor, or the
 - *medium* for reaching a higher level of democracy, empowerment, educational access and functional heterogeneity?
- Another angle of this perspective is in other words, whether it is the **outcome** or the **process** of achieving linguistic diversity **that is the ultimate goal?**

Attempts to summarize explanations

- The power perspective permeates it all
- Short-term tactics pro long-term strategy
- The lack of 100 %-ness
- The formative training of politicians
- The lack of historical body in decision-making offices
- The ambivalence (in Sweden) between politics and cultural/attitudinal values
- Miscommunication from scientists
- Ignorance among recipients
- The ideological shift from solidarity to swim or sink –market thinking.
- The use of wrong authorities - Categorical perception
- **Outcomes** of the system = degree of success in grades (and language correctness), proportions and drop out in secondary education and entrance into tertiary education

Some last questions

- How long can Swedish municipalities and schools continue to break laws and intentions of educational acts?
- As a reflection on my title – they maybe never cared too deeply about research results, but shouldn't they comply with domestic and international legislation?

Linguistic diversity in Sweden

- in policies and practice

Lena Ekberg
Centre for Research on Bilingualism
Stockholm University

English in the Swedish society

Kristiansen & Vikør 2006

European Survey on Language Competences 2011

Salö & Josephson 2014

"parallel language use"

Mother tongue instruction

The 10 largest groups of pupils that were entitled to mother tongue instruction 2013/14

			Particip %
Arabic	38 266	20 502	53,6
Somali	14 688	9 715	66,1
English	13 276	1 965	14,8
Bos/Croat/Serb	13 059	4 276	32,7
Spanish	11 084	2 663	24,0
Finnish	8 235	825	10,0
Albanian	7 866	3 868	49,1
Polish	7 272	2 400	33,0
Persian	7 168	2 122	29,6
Turkish	6 655	2 942	44,2

Proportion of participation in mother tongue instruction in %

Somali	66,1
Arabic	53,6
Albanian	49,1
Turkish	44,2
Polish	33,0
Bos/Croat/Serb	32,7
Persian	29,6
Spanish	24,0
English	14,8
Finnish	10,0

Linguistic variation of Swedish in multilingual urban settings

National project: Stockholm, Göteborg, Malmö

Källström & Lindberg (eds) 2011

Word order and pronunciation

Bodén 2011:

combination of regional and foreign features

Ganuza 2008:

sedan han gick

'then he went'

Who is a native speaker of Swedish?

Fraurud & Boyd 2011, criteria of nativeness:

- Age of onset of Swedish - early
- Age of arrival to Sweden - early
- Swedish first spoken at home
- Swedish first learned language
- Swedish best language
- Swedish preferred language
- Swedish used with parents
- Swedish used with siblings
- Swedish used with close friends

Who is a native speaker of Swedish?

- 30% native speakers
- 7% non-native speakers
- 63% "in between"

Multilingualism and Swedish language politics

Language act

Section 14

All residents of Sweden *are to be given* the opportunity to learn, develop and use Swedish. In addition

1. persons belonging to a national minority *are to be given* the opportunity to learn, develop and use the minority language, and
2. persons who are deaf or hard of hearing [...] *are to be given* the opportunity to learn, develop and use Swedish sign language.

Persons whose mother tongue is not one of the languages specified in the first paragraph *are to be given* the opportunity to develop and use their mother tongue.

Section 15

The public sector is responsible for ensuring that the individual is given access to language in accordance with Section 14.

2015-04-26

Conflicting strategies in language politics

Petrovic & Kuntz; Kaplan & Baldau 1997:

- negative vs positive language planning

Ekberg 2013; 2015:

- reception of the Language Act

Changing attitudes to immigrants and multilingualism?

Vedder & Virta 2005:

- The ethnic identity model
- The assimilation model
- The language integration model

> Language policy has an impact on which model best explain the adaption of immigrant youth

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Newly arrived children and learning

- a cross-disciplinary study on the learning conditions for newly arrived children in Swedish schools

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&

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Newly arrived students



A newly arrived student is defined as a student, age 7-18, who:

- Has migrated to Sweden, regardless of reason (as a refugee, for family reunion or labor migration),
- Does not possess basic knowledge in the Swedish language,
- According to the latest proposal by the government a student will be considered as newly arrived up to four years after enrolling in a school in Sweden.

Education and newcomers - legal responses



- General legal situation:
 - a) Undocumented, asylum-seeking and refugee children with granted asylum (permanent residence) have right to attend educational system at all levels (pre-school, elementary and upper secondary levels);
 - b) However, the elementary level (age 7-15) is mandatory for refugee children (with permanent residence), not for other legal categories.
- Asylum-seeking children have to be offered to enrol a school (elementary or upper secondary according to their age) within a month after their arrival to Sweden.
- Local municipalities are responsible for general introduction of newcomers to society (education included). The introductory procedures vary from municipality to municipality.

Education and newcomers - organizational responses



- General organizational models for newly arrived at elementary level (age 7-15):
 - a) Introductory (withdrawal, pull-out) classes (IC)
 - b) Direct immersion in mainstream classes (MC)
 - c) Gathering all newcomers from a municipality in one or two schools
 - d) Landing + IC + MC
 - e) Special schools for newly arrived students
 - f) Countless combinations of these models
- General organizational model for newly arrived at upper (non-compulsory) secondary level (age 16-19) consists of Language introduction (Språkintröduktion), a specially designed program for newly arrived students with focus on Swedish as a second language.

Education and newcomers - pedagogical responses



- Receiving school is supposed to conduct diagnostic tests in order to get information about the students' educational needs and background.
- Newly arrived are entitled to support in their own language, often one to two hours per week.
- Newly arrived are entitled to mother tongue teaching.
- Swedish as a second language is a major subject offered in IC.
- Individualized solutions – individual needs and previous knowledge should be given priority while choosing the organisation, method and content of learning. In practice collective models are applied.
- Some governmental initiatives: more hours in Swedish as a second language, summer schools, etc.

Three observations concerning the position of newly arrived in introductory and in ordinary classes after transition



- **Language development perspective**

- a) In IC: smaller groups, dense language interactions with teachers and peers, teachers educated in Swedish as a second language (SSL) teaching and learning methods, some language support in students' mother tongue is provided.
- b) In MC: a part of larger groups with limited opportunities for language interactions, a few SSL educated teachers, a few students received support in their mother tongue.

- **Knowledge development perspective**

- a) In IC: access to some subjects, after a while students did not feel stimulated enough (learning was not individually oriented), teachers are experts in the language acquisition processes, but they are not experts in school subjects.
- b) In MC: access to all subjects and possibility to gain grades, teachers are experts in their subjects but not in language acquisition processes. One consequence is that students do not get any processed texts and no writing instructions, something that furthermore affects their grade level.

- **Social network perspective**

- a) In IC: finding safety and comradeship, but no contact points with other kids with Swedish as their first language, increasing feeling of isolation and segregation.
- b) In MC: signs of increasing stress among newly arrived, no students assigned by teachers to introduce them into social networks, a few friends with Swedish as their first language, most often they continue to have same friends as they had in IC.

Some results from the research project Newly arrived students and learning



- Neither introductory classes nor direct immersion is a panacea for inclusion of newly arrived students in school's social and pedagogical contexts.
- Six recommendations:
 - a) Flexibility in the system combining local organizational freedom and national legislation
 - b) Proper diagnostic tests
 - c) Continuous pedagogical and social support based on needs and not bureaucratic categories
 - d) High level of cognitive challenge combined with a high level of support
 - e) Carefully prepared transition to ordinary class
 - f) Communication and cooperation between major stake-holders, specially between different teacher categories (SSL, subject, mother tongue and language support teachers).

Conclusions about parents



- The refugee parents' experience of school has to be considered and assessed within a broader framework of municipal reception and social status. Welcoming climate, respectful treatment and proper housing are the most important aspects. Granted asylum, language learning opportunities of high quality and employment/meaningful internship are additional crucial aspects.
- Housing segregation is one of the major elements exerting negative impacts on newly arrived refugee students' educational opportunities.
- Parents did not have any particular reflections on schools' organizational models (separate classes and inclusion) or pedagogy.
- They do not seek active involvement in schools' everyday practices. Rather, they seek information (a short weekly notice), respectful treatment and ongoing communication, which make them feel included in children's schooling.

Conclusions about parents



- Majority of parents in our sample expressed criticism towards teachers' attitude; they felt belittled and even humiliated and their competence as parents were repeatedly called into question.
- Teachers interviewed in the project confirmed difficulties in cooperation with parents, but the root cause, according to them, was cultural differences.
- When reception of refugee students in schools is ushered by the ethos of inclusion it does positively affect the pattern of communication with parents. Consequently we need: a) a policy that promotes the ethos of social inclusion; b) head teachers and teachers dedicated to that ethos; c) home-school links teachers.
- All parents had high educational aspirations, but their ability to support children is rather limited. Consequently we need to find tools to support parents, because this is the way to support children's learning and development.

4th International Expert Meeting, AMuSE
Multilingualism in Research, Society and Education
University of Gothenburg
March 16-17, 2015



LANGUAGE EDUCATIONAL PROVISIONS FOR MULTILINGUAL STUDENTS IN SWEDISH SCHOOLS

1

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FOCUS OF THIS PRESENTATION

- To explore
 - an unresolved tension between official policy and local educational practices in multilingual education
 - the continuous cast of ethnic and linguistic diversity in negative terms in Swedish schools in spite of an official language policy celebrating multilingualism
- To propose
 - an outline of future practices in multilingual education

SWEDEN – ONE OF THE MOST ETHNICALLY DIVERSE COUNTRIES IN THE INDUSTRIALIZED WORLD (FIGURES FROM STATISTICS SWEDEN, DECEMBER 31, 2014)

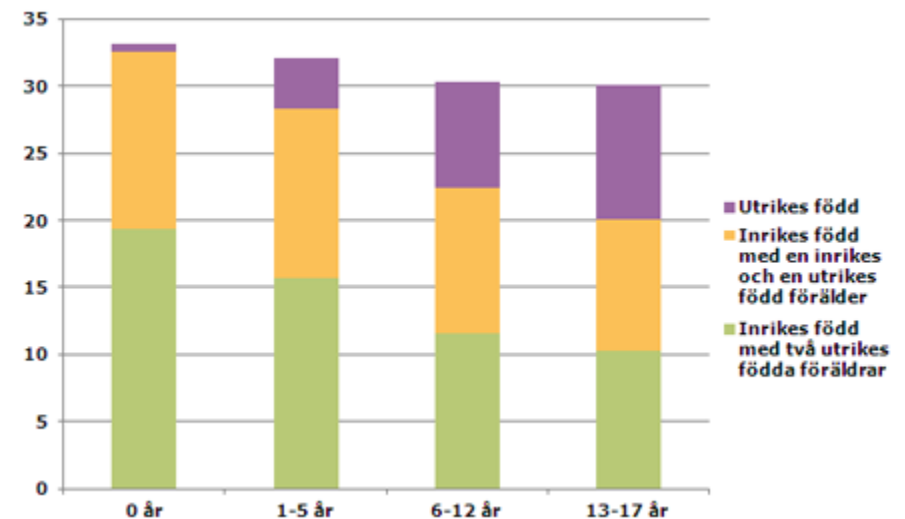
- Immigrants from 228 countries (for appr. 1000, country of origin unknown)
- 16.5% (1.6 million) of Sweden's 9,7 million inhabitants were born in another country
- Another 1.1 million have one or both parents who were born abroad.

MULTILINGUALISM IN SWEDEN

- The language policy adopted by the Swedish Parliament in 2005 and the Language Act of 2009 stipulate
 - Swedish as the main language in Sweden
 - Everyone's right to language:
 - to learn, develop and use Swedish
 - to learn, develop and use one's own national minority language or Sign language
 - to develop and use one's own immigrant language
 - to have the opportunity to learn foreign languages

MULTILINGUALISM IN SWEDISH SCHOOLS

- The number of students with a migrant background* in Swedish schools amounts to 20 % of all students (25 % in Stockholm, Gothenburg and Malmö; up to 100 % in certain school districts).
- * born abroad by foreign parents or born in Sweden with both parents are born abroad.



BILINGUAL PROVISION FOR MINORITY STUDENTS

- Mother tongue instruction 1-2 h/week since 1977
- Study support in mother-tongue
- Tuition in particular subjects in the mother tongue in 10 % of the municipalities (mostly in private schools specialised in language and ethnics)
- Preparatory classes for recently arrived students
- Tuition in Swedish as a second language
2-3 hours a week - if needed (since 1995 an alternative to 'mainstream' Swedish)

10 MOST FREQUENT MOTHER TONGUES IN COMPULSORY SCHOOL (2013/2014)

Language	Students	% participating
Arabic	38 266	68.4
Somali	14 688	67.5
English	13 276	48.7
Bosnian/Croatian/Serbian	13 059	53.0
Spanish	11 854	50.6
Finnish	8 235	44.3
Albanian	7 866	63.7
Polish	7 272	58.8
Persian	7 168	57.4
Turkish	6 655	56.7
Other languages (158)	80 664	62.0
Total	210 837	58.4

MOTHER TONGUE AND SWEDISH AS A SECOND LANGUAGE - LOW STATUS SCHOOL SUBJECTS

- wide gaps between intentions and actual practice in both subjects
- prevailing implementation problems, weak curricular support in both subjects
- many teachers have no or insufficient training
- inadequate assessment instruments used for the designation of SSL learners
- both subjects poorly integrated in the mainstream curriculum
- bilingual students special educational needs not an issue for the mainstream

PERSISTING PERFORMANCE GAPS BETWEEN L1 AND L2 STUDENTS

	Migrant background	Swedish background
Fail to qualify for a national programme in upper secondary level	1/4	1/10
Lack final marks from lower secondary level	2,7 %	0,8 %

- 53 % of migrant background students complete upper secondary school within three years compared to 71 % of Swedish background students
- Big differences within the groups due to
 - Gender and socio-economic factors
 - First and second generation students

SWEDISH AS A SECOND LANGUAGE (SSL) - A SUBJECT IN ITS OWN RIGHT SINCE 1995

To do away with the status of SSL as an auxiliary, low-status and short term provision, SSL was established as a school subject within the regular curriculum as an alternative to "mainstream" Swedish, also in terms of eligibility for higher education.

By offering SSL as part of the regular curriculum, it was thought that being bilingual could finally be acknowledged and appreciated as something regular and valuable instead of exceptional and defective.

SSL: INTENSIONS AND REALITIES

- SSL was included within the regular curriculum to secure the rights to equal educational opportunities and professionally trained SSL-teachers for students with non-Swedish backgrounds.
- How can the status and implementation problems of the subject be explained?
- How comes the subject is rejected as discriminatory and inequitable, sometimes even by those for whose benefit it was introduced?

POLICY AS AN INTERPRETIVE PROCESS (CREESE & LEUNG, 2003)

- Policy is not a blueprint for straightforward interpretation and implementation.
- The relationship between policy and implementation outcome is not linear and straightforward top-down.
- At a local level policy meaning is filtered through institutional and individual experiences, values and perceptions. Hence, teachers' responses to and representation of policy is situated within a particular ideological environment

A MONOCULTURAL AND MONOLINGUAL NORM PREVAILS (STROUD, 2004; HAGLUND, 2005; RUNFORS, 2005)

The experiences and resources of bilingual students are often not valued in schools

- bilingualism often associated with problems rather than seen as an asset
- alternative constructions of Swedishness based upon more heterogeneous linguistic and cultural experiences are rejected and stigmatized
- a strong urge for students to become "Swedish" as soon as possible and "leave their ethnicity behind" i. e. an assimilatory ideology

THE MAINSTREAM/ESL HIERARCHY (TALMY, 2009)

- The mainstream/ESL hierarchy is implemented in everyday classroom life

TALMY (2009) ON THE MAINSTREAMING OF ESL STUDENTS

- The goal of “mainstreaming” ESL students coincides smoothly and rather deceptively with other (language) ideologies that cast ESL and ESL speakers in distinctly negative terms, ranging from linguistic nationalism (Woolard, 1998) to ideologies of standard language (Lippi-Green, 1997). Each of these contributes in unique ways to the **devaluation** [...] of ESL as institutional, programmatic, and social-identity categories.

CONT.

- (..) it should come as no surprise, then, that for many high school L2 English learners, "ESL" is a stigmatizing identity category, with student attitudes toward it ranging from ambivalence to outright hostility.

SWEDISH SCHOOLS INSPECTORATE (2010, 2014)

- As for students with migrant backgrounds, the attitudes among many teachers and school leaders were characterized by low expectations and a deficit perspective. (2010)
- Similar results in later reports about newly arrived pupils (2014)
 - Haphazard
 - Responsibility rests with individual teachers
 - ...

MISMATCH BETWEEN EDUCATIONAL POLICIES AND ACTUAL LANGUAGE AFFILIATIONS AND PRACTICES

- Language educational policy is not sufficiently attuned to the current cultural and linguistic heterogeneity of Sweden today “where languages are not compartmentalized in a diglossic situation, but rather overlap, intersect, and interconnect” (Sridhar, 1996).

AN EDUCATIONAL DILEMMA

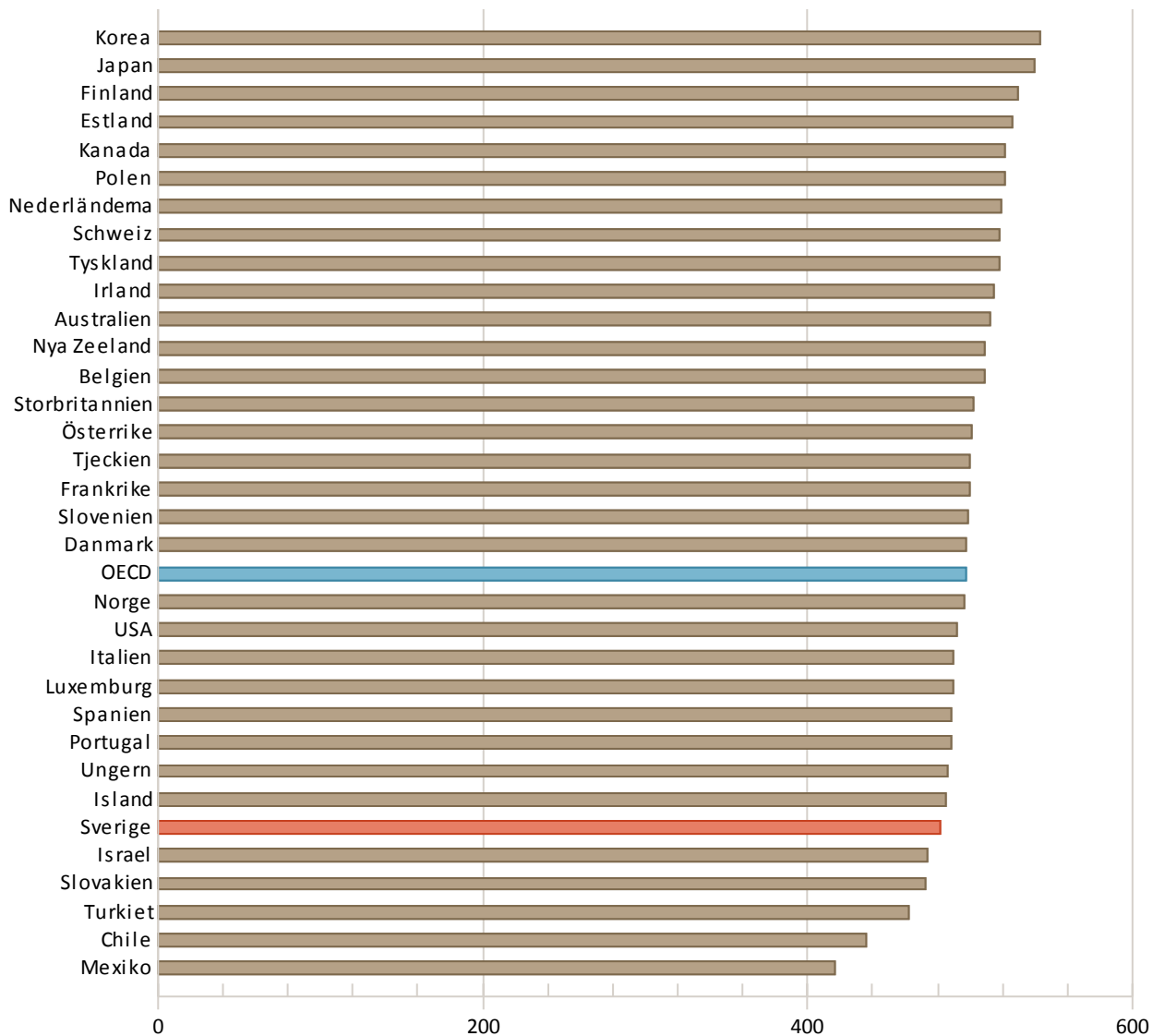
- Large groups of students (and not just the newly arrived) need long-term language support on their own terms to cope with the linguistic and academic demands and to develop a good command of Standard Swedish.
- How can we satisfy these needs in an empowering and participatory way, acknowledging and building on the full linguistic potentials of multilingual students without essentialising and falling back on degrading classifications and linguisticism?

The current political focus on low achievements in Swedish schools

Resultat PISA

Means: reading comprehension, maths, science

Genomsnittspoäng per land, år 2012



Källa: OECD samt egna beräkningar

Not: Här redovisas resultaten för samtliga OECD-länder. Resultaten för alla 65 deltagande länder finns på OECD:s hemsida. Alla skillnader mellan länder är inte statistiskt signifikanta på 95 procents nivå.

Hämtat: 2015-03-17

SPECIFICALLY FOR MULTILINGUAL STUDENTS - A POLITICAL CONCERN WITH GAPS IN SCHOOL PERFORMANCE

- Ministry of Education initiatives on newly arrived children and learning
- Proposals for more SSL hours, summer schools etc.
- Governmental brief to the National Agency for Education to develop materials for
 - survey of pupils' knowledge
 - Swedish language assessment
 - competence development
- Ongoing work at universities

An outline of future programmes in multilingual education

(Lindberg & Hyltenstam, 2013)

1. CHILDREN WHO HAVE ARRIVED CLOSE TO SCHOOL ENTERING AGE OR DURING SCHOOL AGE

- Preparatory classes maximally one year with successive transfer to regular classes. A strong SSL component and a strong mother tongue component, the latter for mother tongue development and study support in school subjects.
- SSL in 5 clearly defined age relevant levels, where the top level makes content learning and social participation possible without obvious linguistic obstacles. This provision has an extension during the preparatory classes and even beyond. It requires adequate instruments for professional assessment of language proficiency. A continued strong mother tongue component.
- After that, "regular" Swedish classes (reformed) + an offer of "language development classes". This teaching practice needs to be based on assessments of individual needs, for developing all kinds of language skills, but has a focus on academic language proficiency.

2. CHILDREN WHO HAVE ARRIVED IN EARLY CHILDHOOD AND MULTILINGUAL CHILDREN WHO WERE BORN IN SWEDEN

- "Regular" Swedish classes (reformed) + an offer of "language development classes". This teaching practice needs to be based on assessments of individual needs, for developing all kinds of language skills, but has a focus on academic language proficiency." Continued strong mother tongue component.
- + for some individual cases, an offer of participation in SSL classes, most often at more advanced levels.

THE CONTENT OF "LANGUAGE DEVELOPMENT CLASSES"

- Assessment of individual students' strengths and weaknesses as a basis for individualized plans
- Possible activities
 - Development of repertoires of oral and written genres
 - Development of typical features of academic language : Grammatical metaphors/subject specific vocabulary, general academic vocabulary etc.
 - Development of listening- and reading comprehension for different contents in various situations (simultaneous capacity)
 - Rhetorics/argumentation
 - Mother tongue development av various kinds/plurilingual activities
-

IN ORDER FOR THIS SYSTEM TO WORK, IT MUST MEET HIGH DEMANDS OF

Legitimacy

- Evidence based instruments for a multifaceted language assessment
- Centrally developed materials for dialogue with pupils and parents
- Teaching must be focused on language and language use in formal settings and in the various subject areas

Professionality

- Broad knowledge on multilingualism and learning (among all teachers and school leaders)
- Teachers with special competence in SSL
- A developed teacher education for teachers of SSL and language support

IT MUST ALSO BE CHARACTERIZED BY

Flexibility

- Alternative organisational solutions that reflect the variation and heterogeneity among pupils and the variety in local school conditions and pupil populations
- Centrally developed models for alternative solutions for organization, scheduling, and curricula,

High expectations

- Set the bar high for multilingual pupils. Better results can be achieved if the linguistic obstacles are removed.

WORK FOR ATTITUDE CHANGES NEEDED

Aktive work against

- deficit perspectives and stigmatization of multilingual pupils as low achieving
- the idealization of monolingualism and a homogenous norm for Swedishness

Aktive work for

- a resource perspective that acknowledge the pupils' varied linguistic and cultural experiences
- an integrated role in the teaching of school subjects for both SSL and mother tongue
- An integrated/advisory role teachers of SSL and mother tongue

FUTURE CHALLENGES ...

... include finding ways to open up wider spaces in school where the full linguistic potentials of bilingual students are acknowledged and built upon - spaces where students can draw on their full linguistic resources in an empowering and participatory way across the curriculum.

TRANSLANGUAGING (GARCIA, 2009:45)

- A pedagogical practice which switches the language mode in bilingual classrooms -for example reading is done in one language and writing in another. For us, translanguagings are *multiple discourse practices* in which bilinguals engage in order to *make sense of their bilingual worlds.*"

Teaching an endangered official language: Progress and Pitfalls in Irish literacy education



Nancy Stenson and Tina Hickey

School of Psychology, UCD

AMuSE Conference, Gothenburg 2015

*Supported by Marie Curie Incoming International Fellowship Scheme



Bird's Eye View/ Signpost

1. Background

- A. Demographics
- B. Irish Orthography

2. Policy, Practice and Product

- A. Teaching Practices
- B. Outcomes
- C. Causes

3. Challenges and solutions



Status of Irish: Census 2011

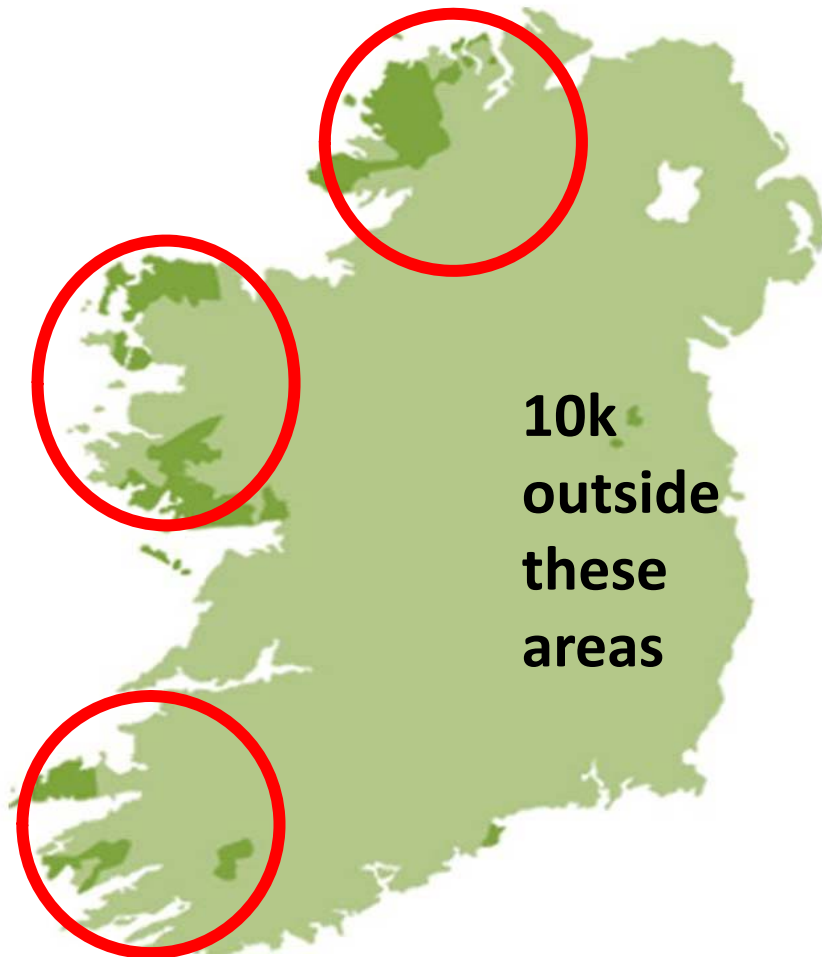
First official language of Ireland
But spoken by a minority

66,000 report
using it here

Compulsory subject from age
4: 438,000 exclusively in school
domain



Officially designated Irish speaking areas



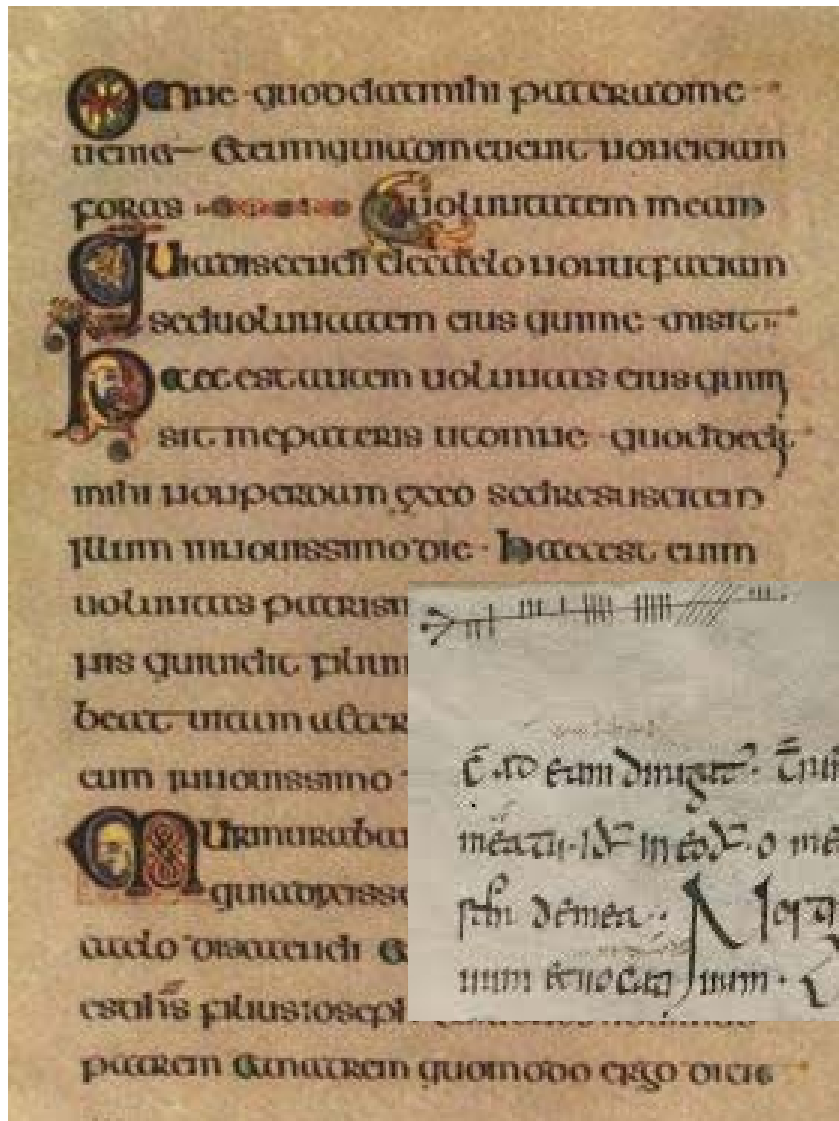
2. WHO reads in Irish?

- L2 learners of Irish in English-medium Schools
- L2 learners of Irish in Irish-medium Schools
- L1 speakers in Gaeltacht (Irish-speaking communities)
- EAL pupils learning Irish as L3
- Adults learning Irish as FL abroad/in Ireland



Labhraíonn gach uile shórt Gaeilge!

LONG history of biliteracy:



The Challenge of Irish orthography



OFFICIAL TOURISM WEBSITE
DROGHEDA
ON THE BOYNE



Cathal

Aoife

Gráinne

Caoilfhionn

Sadhbh

Irish orthography

Ca. 50 - 60 phonemes
18 letters

a b c d e f g h i l m n o p r s t u

Long Vowels: á é í ó ú

Consonants: slender (palatalised)
broad (non-
palatalised/velarised)
+ h

Some vowels signal consonant quality

Slender (palatalised)

Broad (velarised)

Identified by accompanying vowel(s)

Tí /t'í:/ 'house, gen'

Tuí /ti:/ 'straw'

Beo /b'ó:/ 'alive'

Bó /bo:/ 'cow'

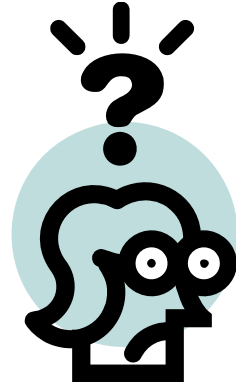
Caol le caol, leathan le leathan

'Slender with slender, broad with broad'

Consonants must match adjacent vowels in quality

(*i, e* = slender; *a, o, u* = broad)

Initial Mutations



b ád	/ba:d/	'boat'
a b ád	/ba:d/	'her boat'
a bh ád	/wa:d/	'his boat'
a mb ád	/ma:d/	'their boat'

Consonant sequences unfamiliar to English readers: *bhf- tsr- d'fhr- bp- gh- gc- mh-*

Irish Spelling, English Words

Aigh nó a mean thú ios
só léasaigh dat thú dos
nod smóc bíocos obh
de trobal obh straigein
a meaits. [Lamhd
láftar]

Myles na gCopaleen:
The Best of Myles



Early Irish education policy



Irish as a core subject – taught by all teachers

Infants classes entirely through Irish

Maximal use of Irish throughout day:

Teacher preparation colleges (coláistí ullmhúcháin)

1940s: 12% primary, 28% secondary = Irish medium

Rule relaxed in 1950s → drop in Irish-medium schools

1922 New Programme of Instruction:

a. Reading and spelling b. Writing c. Composition

d. Grammar (Hyland & Milne 1992)

1960s-70s: Audio-visual or audio-lingual methodologies

Recent policy: the 1999 Curriculum



Communicative

“The emphasis in this curriculum is on the use of Irish as an ordinary living language of communication.”

+ **Informal use of Irish:** “...it is important that children see Gaeilge used as a natural means of communication in the daily life of the class and the school”

Initial literacy in English

“Waiting until the child is ready for reading & has a good foundation of spoken Irish...”

Variety of approaches :

“to promote active and independent learning”

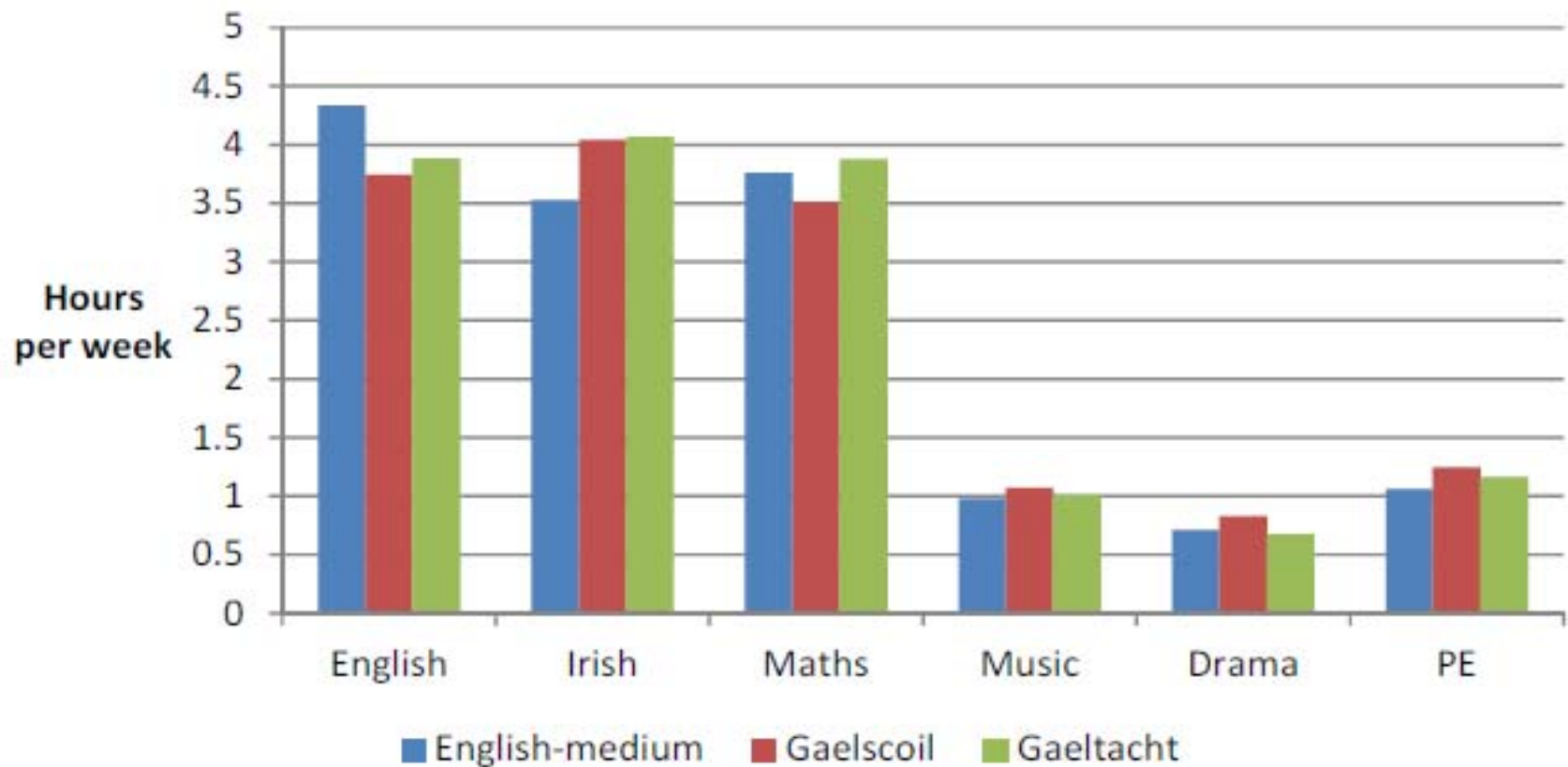
Build linguistic awareness

“Analysis of similarities and differences between Irish & English sound-symbol correspondences is advised”

Policy: Time allocation in Irish classrooms

2)

Figure 2.4: Average time allocated to selected subjects by language medium of the school



McCoy, S., Smyth, E. and Banks, J. (2012)

Experts' and Teachers' Views of Irish Orthography and Reading

Qualitative study of teachers and language experts

14 Primary teachers in English-medium schools

(Male = 3, Female = 11)

13 Language experts (Male = 8, Female = 5)

Secondary, tertiary teachers

Language scholars, journalists

Teacher educators

Curriculum developers



Teachers on teaching decoding rules

“I can’t recall that I taught specific rules”

“I have to admit that I never put any emphasis on developing reading skills”

“I don’t teach rules, but give each word.”

“[When I was teaching early grades], I think at the time, it was just, we’d focus on words.”

“In English, I think they’re very good at sounding out a word...In Irish, they find it much more difficult; they don’t even try sometimes...they haven’t been taught.”

“That {decoding} is definitely a part that I neglect a bit.”

How they were taught

- “...in Irish, it was all whole word, really”
- *“We were taught by look-say all the way up...children who have good enough working memory can cope with that, but those who don’t are overloaded...”*
- “To be honest...about the spelling rules in Irish, I don’t think I was ever taught them. So I would find that very hard to teach.”

Irish in the Primary School

“Reading skills were not formally taught in some middle and senior classes. This left pupils attempting to read extracts in their textbooks with no skills development other than the reading skills they had already acquired when learning to read English.” (DES, 2008)

“...no evidence that attention was directed to teaching the phonology of the language” (DES 2008)

Heavy reliance on textbook (Harris et al. 2006)

Outcomes: Inspectorate reports

Harris et al (2006): Significant decline in standard

21% of Parents: child has problems with Irish reading (only 8% report problems with English reading)

40% of teachers feel standards have dropped.

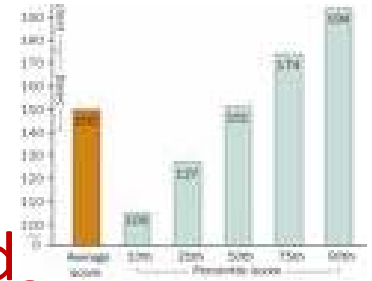
DES 2008: Disappointing results in Irish reading:

“In approximately one third of classes, pupils had significant gaps in their skills of word recognition and reading comprehension.”(DES 2008, 60).

Schools differ more on Irish reading scores than on English reading/mathematics; fewer at grade level in Irish.

Hislop (2013): Still “disappointing”

“...a sizable proportion of primary schools need to change their approach to the teaching of the Irish language.”



Outcomes: processing challenges

- Difficulty decoding High frequency words shows only Partial Analysis even of regular grapheme-phoneme relations, e.g., á, é, í, ó, ú

Word and pronunciation

sí /s'í:/ 'she'

na /nə/ 'the' (pl/fem.gen.)

miscues in 2nd Class

sé /s'e:/ 'he'

an /ən/ 'the' (sg)

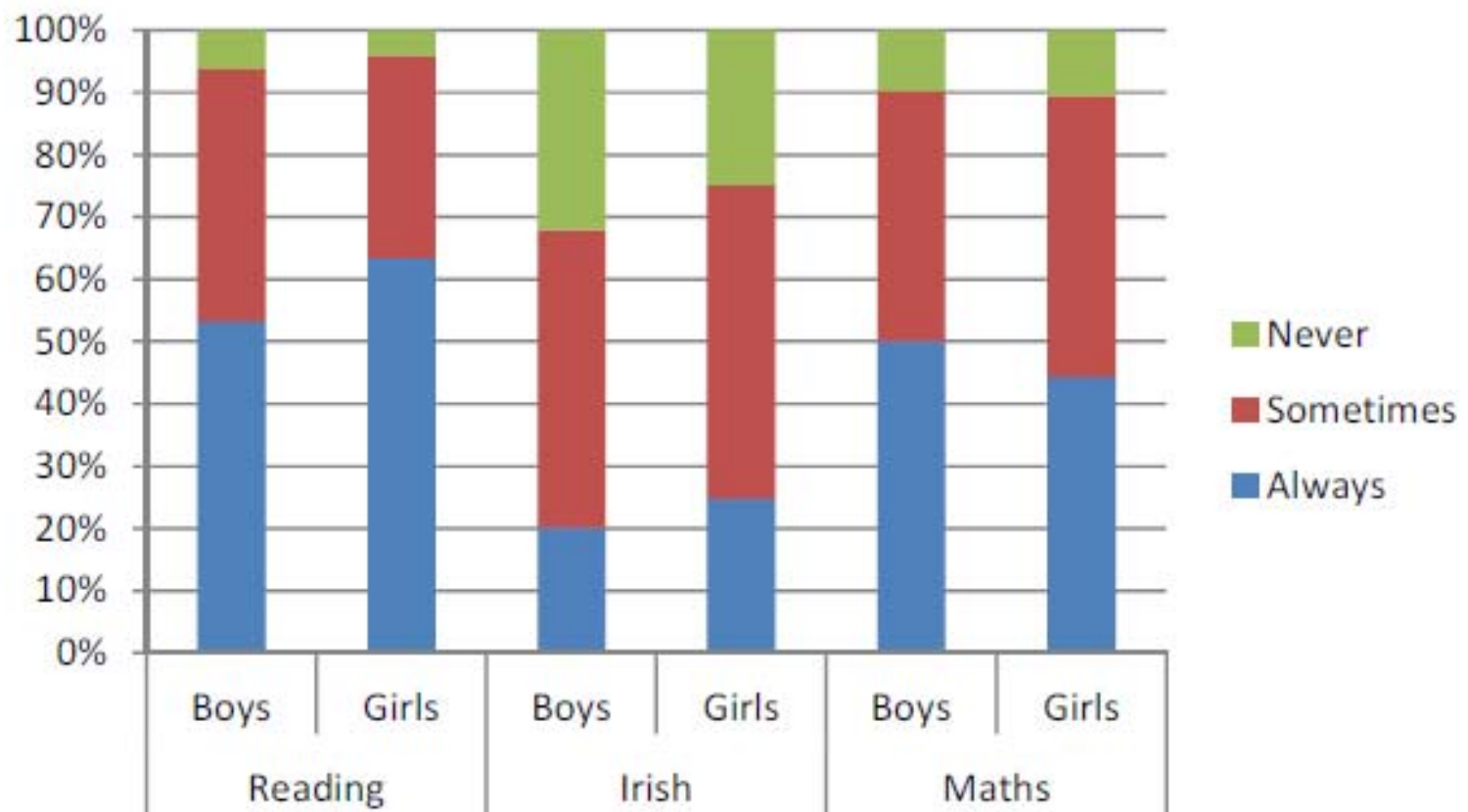


- Irish word substitutions: *muintir* 'family' → *múinteoir* 'teacher'
- Interference from English: *ann* 'there' --> *Ann* *siad* 'they' --> *said*
- Non-word substitutions: *tsráid* 'street' --> *trasid*
- Refusals: especially among weakest readers (Parsons & Lyddy 2009)

Successful Irish readers have worked out the grapheme-phoneme correspondences in Irish and are using a phonological reading strategy

Outcomes: attitudes to Irish

Figure 4.5 Attitudes ('always', 'sometimes' or 'never like') to Reading, Mathematics and Irish by gender



Why the neglect of reading?

- Oral focus
- Teacher education
- Resource access
- Confidence/competence
- Transfer
- Myth of easy spelling



Teacher education

“... it’s {advice to teach decoding} there in the curriculum. But I’ve had very little guidance in how to teach it...”

“I would have a background in literacy teaching, English, teaching reading, and have done a lot of research myself in that area, but ...I don’t automatically transfer that knowledge to teaching Irish reading...”

“I don’t ever remember learning rules to do it {decoding}, it’s just instinctive, so it’d hard to teach somebody when it’s instinctive in you.”

“You mean the most help for teachers? I think maybe to be taught how to teach [Irish] reading, rather than making it up yourself.”

Resources :

Reading instruction materials

- “I think the phonics program...that was made is very good, but I’m sure that only a handful of schools actually know that it exists.”
- *“And there’s no step-by-step, like with Jolly Phonics...They are just launched into reading in First class, where they are supposed to see words for the first time...But to launch straight into reading full sentences is asking a lot.”*
- “...resources would be kind of handy...like having a graded scheme where {there is} a build-up of words...and you’re hitting the same words again.”

Resources: Interesting reads

- *“...there’s a mismatch between what they are able to read and the level of interest.”*
- *“...the Irish books are very unsexy you know?... Like when we were growing up...I’d be dead though without it. Because you could be a corpse and teach that stuff.”*
- *“Some of the stories like the ‘timpiste’ you know, he fell and hurt his leg, they’re not very stimulating for the class.”*

Use of resources

- “There were all these books in classrooms that had an Irish library, but no one was reading them...they were using the textbook.”
- *“Originally,...I was using a very active approach...but it was taking an awful lot of my energy as a teacher. So gradually...I’ve had to space out my energies, so I’ve become more reliant on the books.”*
- “A lot of teachers like to stick to...where the class has one reader.”

Confidence/Competence

- “...I’m very confident speaking Irish in class...but written Irish on the board, I’m always afraid of making mistakes.”
- ***“I think the biggest challenge is a lot of people are worried about their own levels, going ‘I’m not good enough...’”***
- “I suppose some teachers aren’t comfortable with the language.”

Transfer

Primary School Curriculum: Gaeilge

“By then [2nd class] the child will have a good basis in English reading and perhaps a certain amount of skills transfer will take place.”

In Teachers' Words

“...you get to 1st class and all of a sudden...the kids are expected to just read”

“We don't formally teach it... people just kind of assume that they're going to learn.”

BUT

- Similarities --> (positive) TRANSFER
- Differences --> INTERFERENCE



Is Irish Spelling Easy?

“It’s so much simpler, because a sound is a sound.”

“In a way, I think that much of Irish is maybe easier...”

“Irish spelling is said to be much easier than English spelling.”

“Because in orthographic matters, Irish is a bit more regular than English...”

“There aren’t unpronounced letters in Irish for the most part...”

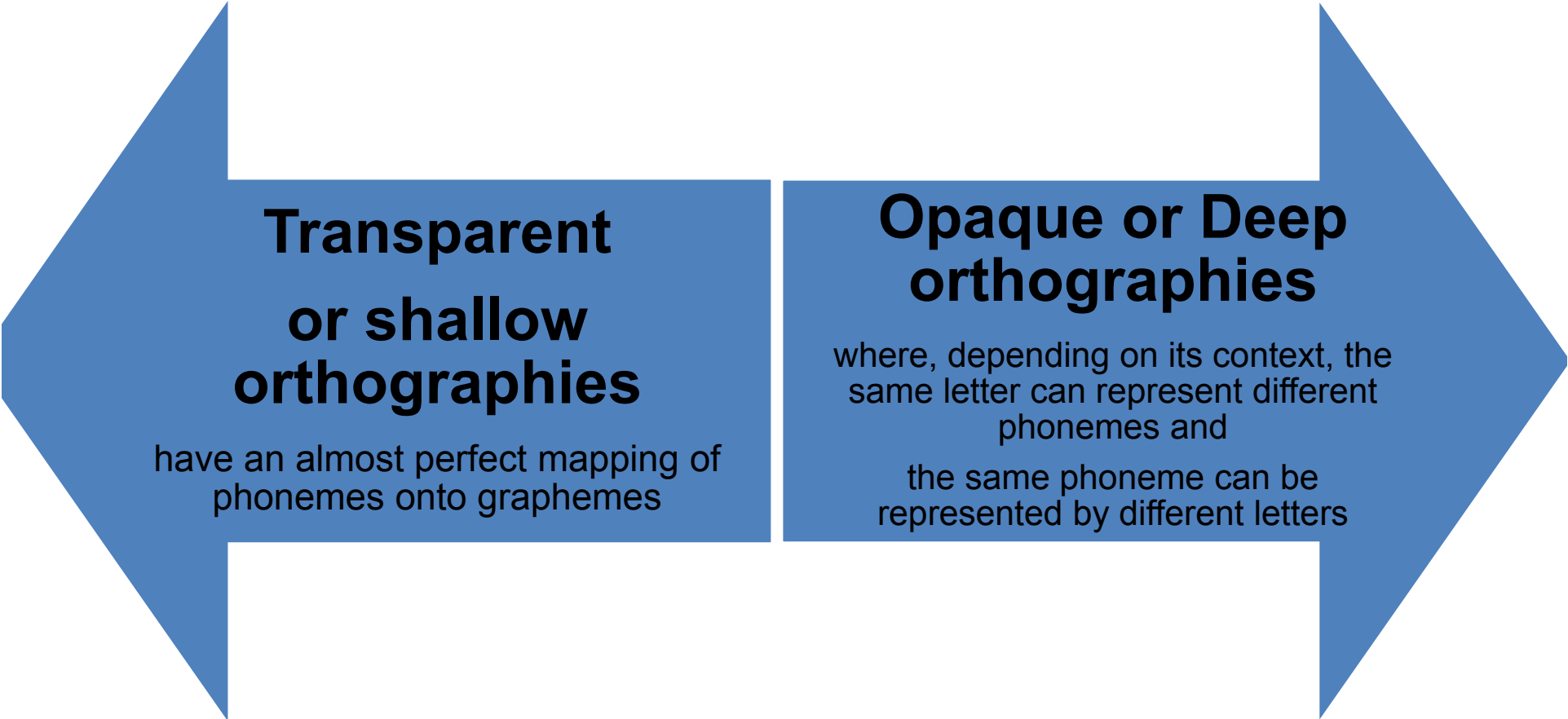
The learner's perspective

- Is cuimhneach liom Meiriceánach ag rá liom, bhíos thall i Meiriceá, go rinne sé iarracht Gaeilge a fhoghlaim agus d'éirigh sé as ...”It makes no sense AT ALL, “a dúirt sé liom.
- **I remember an American telling me...that he tried to learn Irish and gave up. “It makes no sense AT ALL,” he told me.**

- From Fios Feasa's inquiry board:
 - **Why does Irish have So Many Extra Vowels?**
 - **Why does Irish have So Many Hs?**
 - **How in the name of God do you pronounce *bhf*?**



ORTHOGRAPHIC Continuum



The diagram consists of two large blue arrows pointing in opposite directions, one to the left and one to the right, meeting at a central point. The left arrow contains text about transparent orthographies, and the right arrow contains text about opaque orthographies.

Transparent or shallow orthographies

have an almost perfect mapping of
phonemes onto graphemes

Opaque or Deep orthographies

where, depending on its context, the
same letter can represent different
phonemes and

the same phoneme can be
represented by different letters

Systematicity of Irish Orthography

Hickey & Stenson (2011)

Corpas na Leabhar Gaeilge do Pháistí

Corpus of Irish Books for Children

Examined first 100 words (*later 1000*) in *CLGP* and compared with Stuart et al. (2003), analysis of *English Early Reader Corpus*

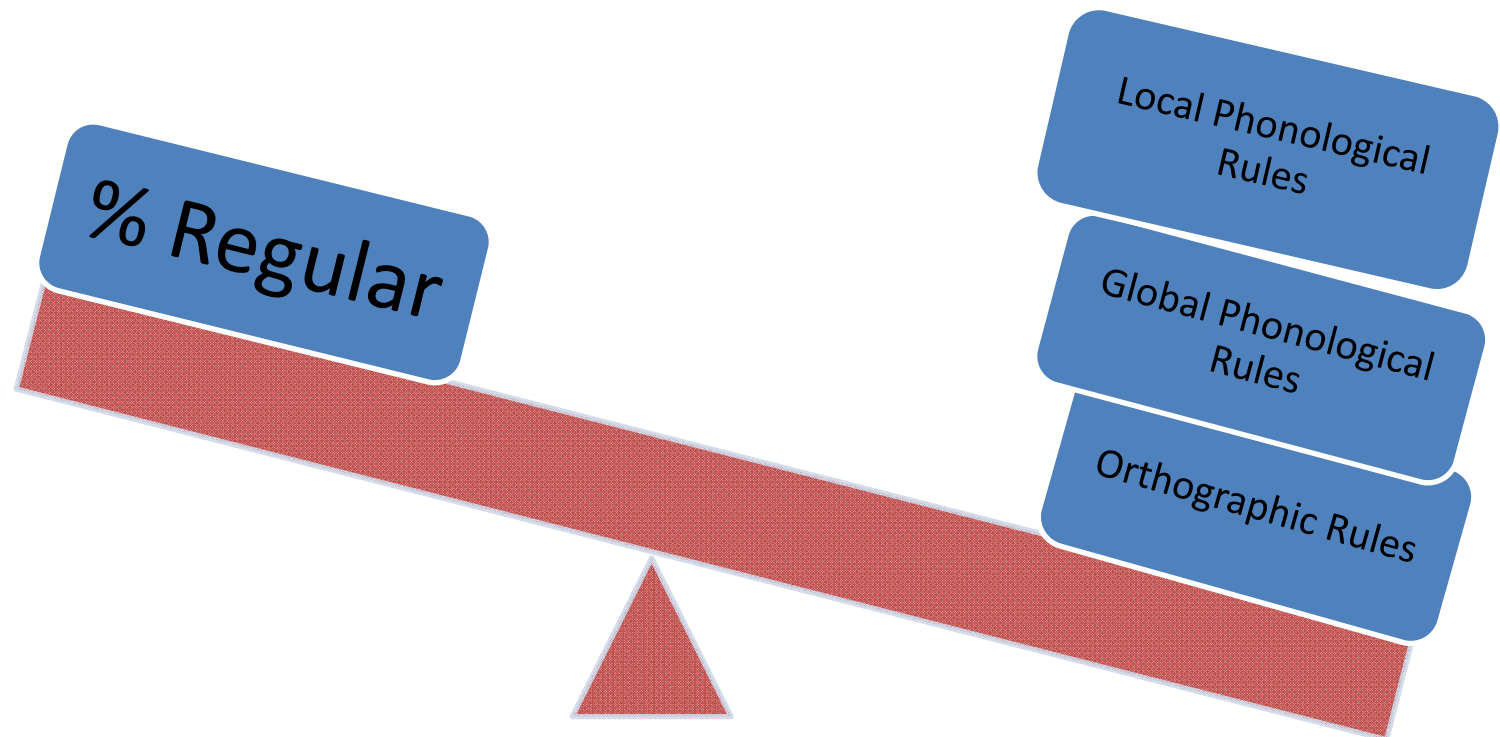
- **71% of top 100 Irish words regular in some dialect (cp. 52% in Stuart et al. for English top 100)**
- **84% regularity in most frequent 1000 words**

BUT....

Regularity – by Phonological Rules: Dialect-specific included

84%

Rules

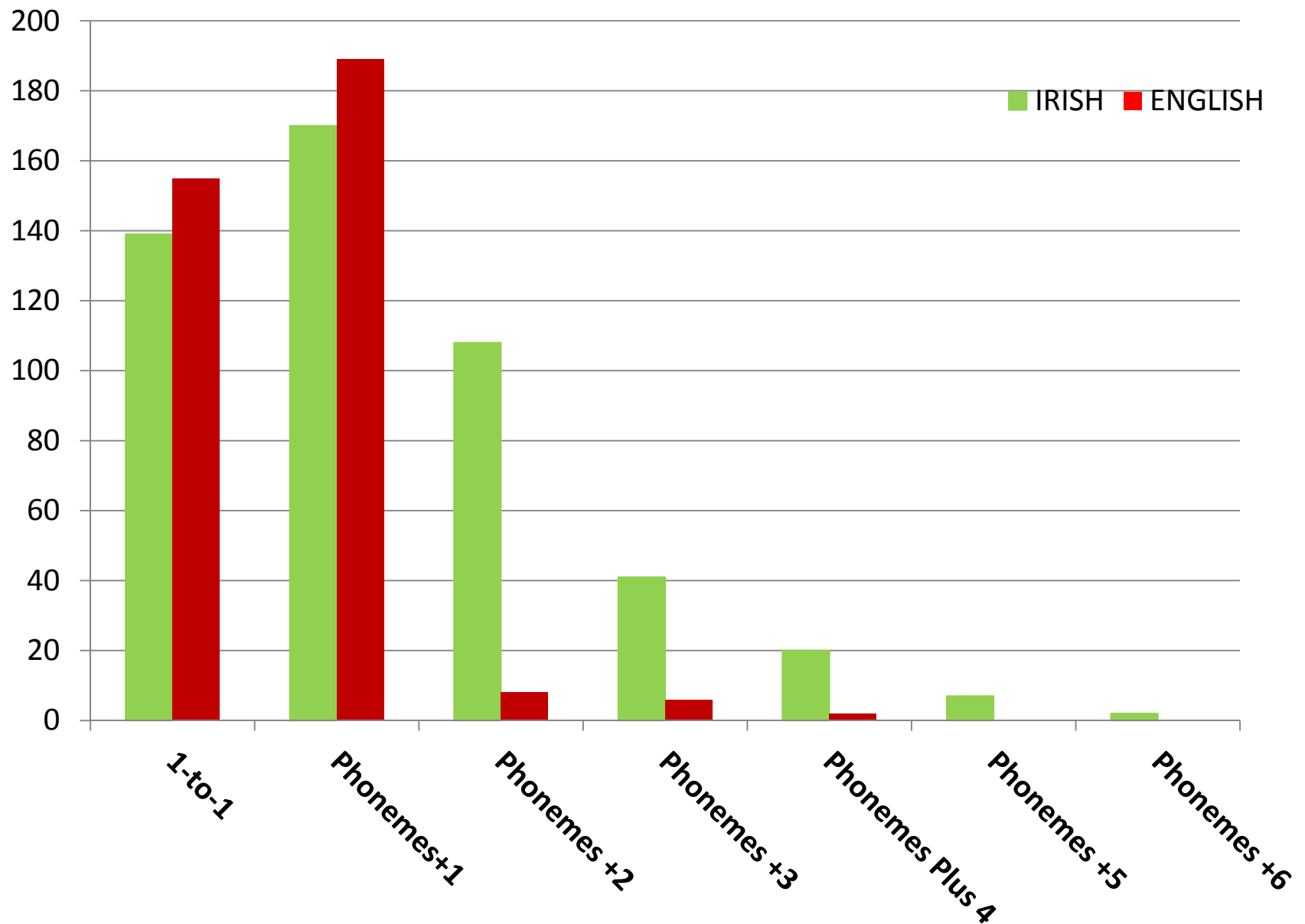


Irish and English Digraphs

Eng	IR	Eng	IR	IR
ll	ll	ow	ao	ibh
th	th	oo	ae	se
sh	sh	ee	eo	ir
wh	bh	ey	ei	bhfu
ck	ch	ay	éi	in
ff	fh	ai	ai	no
tt	gh	ou	ea	ig
	mh	ey	éa	ith
	bhf		ua	chu
	nn		ia	or
			aoi	du
				le
				it
				na
				os
				be
				igh

Letter-to-Phoneme Ratios:

Irish & English



Digraphs and rules

Thosaigh an buachaill ag smaoinemh uirthi.

- 36 letters, 22 phonemes

An bhfuil Caoimhe ina codladh ar feadh an tráthnóna?

- 43 letters, 30 phonemes

Irish L2 readers cannot master these complexities without assistance



Aspiration vs Implementation



- Little explicit teaching of Irish spelling patterns.
- Little/NO discussion with children of the **orthographic differences** between the languages they are learning to read.
- Little training in teaching Irish reading & little understanding of how Irish spelling system works: fosters whole-word approach.
- Few materials to present the grapheme-phoneme rules of Irish to beginners.

Needed support



- **Fuller analysis of Irish orthographic system** and level of consistency
- **Exploration with Teachers of how the system works:** Need to focus explicitly on ANALYSIS of most frequent words: Teachers *need to understand the Irish orthographic system* and teach sound-symbol correspondences explicitly.
- **Development of materials to present full range of consistent sound-symbol patterns** (not just initial Cs)
- **High interest reading material** accessible to limited-language users (graded readers for T2 schools?)


The latest development



Draft Primary Language Curriculum

English-medium schools

English Language 1 and Gaeilge Teanga 2



Go raibh maith agaibh!
Tack så mycket!

Tina.hickey@ucd.ie
Nancy.stenson@ucd.ie

4. Workshops on Language Diversity and Education in European Schools

**LANGUAGE DIVERSITY
&
LANGUAGE EDUCATION
in
AUSTRIAN SCHOOLS**

*Elisabeth Furch, PhD
Wolfgang Greller, PhD, Vice-Rector
University of Teacher Education, Vienna, Austria*

Two leading thoughts:

***Todays' societies are facing rapid changes
through migration all over the world for
many different reasons.***

&

***Teacher education has to face this reality
and has to adapt their curricula!***

Two main problems in schools today:

*We often don't know enough about the **cultural**
and **linguistic background of pupils!***

&

*Needs of individual pupils are **very**
different!*

Transversality

In our field of discussion, the interdisciplinary approach makes education difficult → so teachers have to become more professional in the fields of ...

- *Linguistics*
- *Ethnology*
- *Economy*
- *Religion*
- *Psychology*
- *Sociology*
- *Politics*
- etc.*

Teacher Education in Austria

PH Vienna:

*→ → → Change of Curricula, Master Course
„**Language Education**“*

*→ → → **Ko.M.M.** = **Competence Center of
Multilingualism in the context of Migration***

Teacher Education in Austria

In-Service training could give support with topics like

- *self-awareness, language and cultural awareness*
- *dealing with multilingualism/diversity in class*
- *methods of second language acquisition*
- *etc.*

Needs for establishing a multilingual approach

L1 – L2 – discussion:

To become a **bi-/multilingual person** you need support in the **mother tongue** too!
(Academic level!)

(see Jim Cummins, Konrad Ehlich, Ingrid Gogolin, Jochen Rehbein, Monika Nehr, Rudolf de Cillia, etc.)

Successful Teaching & Learning
in multilingual groups – some ideas

(Stefan, F. in C.A.N.E., 2003)

1. Accept the students and their knowledge as is.
2. Newcomers and language learners always understand much more than they are able to talk.

3. Do not regard mistakes as sins, but as learning opportunities
4. Try this metaphor for a change: Our language is our second skin and part of our identity.

Some ideas for teaching in multicultural classes:

5. When teaching, try to use pictures, films etc. to show what you talk about → then all pupils will benefit more.
6. Try to promote a communicative way of language learning.

EXAMPLE 1/1

Europavolksschule
EVS Wien 15, Goldschlagstraße
<http://www.evsgoldschlagstrasse.at/>

Description:

- *A primary school in Vienna goes international!*
- *Appr. 85% pupils with a migrant background*
- *Teachers with different mother tongues - 8 languages*
- *6 weeks'-courses in 8 different languages - every week 2 hours – 3rd + 4th grade*

EXAMPLE 1/2

Leading aims at this school:

- Sensibility for languages
- Understanding for barriers in learning a new language
- Awareness training for using languages
- Acceptance for non-natives in class

EXAMPLE 2/1

NMS Wien 18, Schopenhauerstraße

<http://www.schulen.wien.at/schulen/918022/media/Leitbilder%20der%20OKMS%2018.htm>

School profile - website:

Leading principles:

- **Identity**
- **Intercultural learning**
- **Integration**

EXAMPLE 2/2

Reasons for this school profile:

- Pupils from more than 30 nations
- Non-acceptance of othering processes (C. Melter, 2013)
- To see cultural and lingual diversity as a chance
- Support in L1 & L2

Example 2/3

Some leading aims at this school:

- Plurality and plurilingualism should be seen as treasures!
- Dealing with many cultures and languages is normal!
- Widening opportunities for pupils with migrant background through support!
- Reduction of prejudices

Example 2/4

Ideas how to support bi- or multilingual pupils:

- Some subjects are taught in Turkish, Bosnian/Croatian/Serbian and English:
 - Multilingual theater
 - Newspapers in many languages for pupils
 - Presentations of projects with poster sessions in different L1s & L2





Mehrsprachigkeit in der Gesellschaft
und an den Schulen Estlands/
Language diversity in Estonian society
and schools

Esta Sikkal

Universität Tartu

16.03. 2015



Lifelong
Learning
Programme





1. Teil - Demographische Veränderungen in Estland:

Vor dem II Weltkrieg

Esten 88,2%

- **Russen 8,2%**
- Deutsche 1,5%
- **Juden 0,4%**
- Schweden 0,7%

Heute:

68,0% Esten

26,0% Russen

Ukrainen 2,1%

Belorussen 1,3%

Deutschen 0,1%

Juden 0,1%



Schlussfolgerungen für die demographische Veränderungen??





Schlussfolgerungen für die demographische Veränderungen??





2. Teil: Mehrsprachigkeit an den Schulen: Einige Grundprinzipien für die Schule in Estland:

- Laut des Bildungsgesetzes unterliegen alle 7 bis 17 jährige Kinder und Jugendlichen der Schulpflicht.
- Bei der Wahl der Schule spielt die erste Sprache/Muttersprache des Kindes keine Rolle – die Eltern entscheiden.
- Sowohl amtssprachliche als auch nicht-amtssprachliche Schulen werden staatlich finanziert.



Zahl der allgemeinbildenden Schulen 2014/15

Insgesamt ca 530

- Estnischsprachige 440
- Russischsprachige 6-7
- Zweisprachige (estn.-russ.) ca 80
- Andere 8

Schülerzahl 130 000



Aktuelle Lage der mehrsprachigen Schulen:

- Der Übergang der russischsprachigen Schulen **zum zweisprachigen Unterricht** begann schon 2007.
- Etwa 20 % aller Schüler besuchen russischsprachige oder zweisprachige Schulen.
- Immer mehr wird an diesen Schulen die Sprachimmersion bzw. die ‚Sprachbadmethodik‘ angewendet.



Aktuelle Problemfelder der **mehrsprachigen** Schulen Estlands:

- Probleme mit der mehrsprachiger Curricula und den Lehrmaterialen
- Probleme mit der multikulturelle und multilinguale Ausbildung der leherInnen
- Probleme mit der Unterrichtsprache und Sprachniveau der Lehrpersonal
- vorübergehende Missverständnisse der Eltern und Öffentlichkeit gegenüber der Mehrsprachigkeit



Gedanken zur Förderung der Mehrsprachigkeit in Estland (1):

- Es sei vernünftig, den Schulleitungen freie Hände geben bei Ausarbeiten der mehrsprachigen Curricula (Katri Raik, Direktorin der Narva College)





Gedanken zur Förderung der Mehrsprachigkeit in Estland (2):
die mehrsprachige Schule in Estland soll weiterentwickelt werden. Dazu werden neue Aktionen ins Leben gerufen: neue Curricula, Sprachkontakte fördern, Fortbildung der mehrsprachigen LehrInnen auf neuer Ebene, Erweiterung der Sprachimmersionsprogramme.
(Jevgeni Ossinovski, Estnischer Unterrichtsminister)





Gedanken zur Förderung der Mehrsprachigkeit in Estland (3):

- „Eine erfolgreiche mehrsprachige Schule befindet sich in mehrsprachiger Umgebung. Falls es solche Umgebung nicht gibt, muss es in der Schule vor Ort geschaffen werden: Sprachimmersion. CLIL – Lehre, networks usw“ (Birute Klaas, Sprachwissenschaftler an der Universität Tartu)





Gedanken zur Förderung der Mehrsprachigkeit in Estland (4):

„Mehrsprachigkeit soll über konstruktive und didaktisch erprobte Lehrtätigkeit gefördert werden. Die erfahrungsmässige Lehrtätigkeit und durch innerliche Beweggründe entstandene Integrationspolitik ist wichtig!“

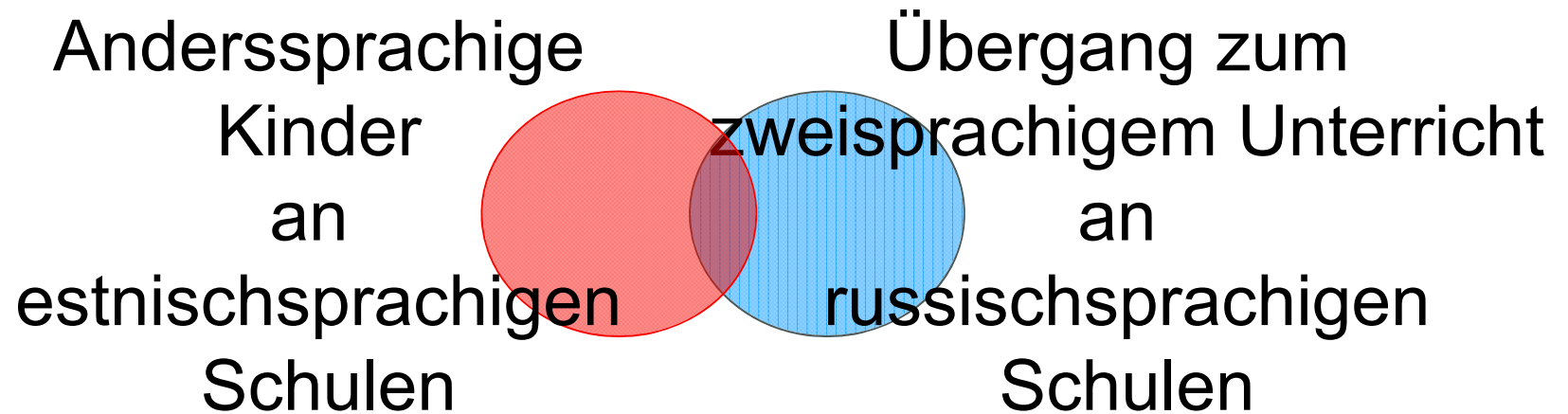
Tatjana Kiilo. Wissenschaftliche Mitarbeiterin, Universität
Tartu





Mögliche Lösungen 5:

Wichtigste Untersuchungsfelder der
Zweisprachigkeit in Estland fördern:





Zum Anteil der russischsprachigen Bevölkerung





Lösungen in der Ausbildung für LehrerInnen:

- Fächer für Mehrsprachigkeit integrieren
- Gemeinsame Moduli in der Zusammenarbeit der estnische Hochschulen ausarbeiten
- Austausch der mehrsprachigen LehrerInnen zwischen Schulen



Ein Beispiel aus meiner Praxis: Unterrichtsfach

„Kinder anderer Muttersprachen an der estnischen Schule“ 3 EAP

- Steht seit 2009 auf dem Lehrplan;
- Das Ziel: kulturelle Unterschiede, positive und negative Aspekte der Mehrsprachigkeit merken lernen, „Fallanalyse“, Lehrmaterialienanalyse, Informationssuche usw.
- 145 Studenten haben die Prüfung bis jetzt bestanden



Ein Beispiel aus meiner Praxis: Unterrichtsfach
„**Mehrsprachige Kinder im Kindergarten**“ 3 EAP

- Steht seit 2014 auf dem Lehrplan
- Das Ziel: mehrsprachige Kindern sprachlich fördern können und ihre Entwicklung vorantreiben;
- 43 Studenten (angehende Kindergärtnerinnen) haben die Prüfung bis jetzt bestanden.



Zusammenfassung

- Die Lehrperson ist in der Bildung eine Schlüsselfigur.
- Die Lehramtstudenten müssen wissen und erfahren, dass es sich an der Schule und im Kindergärten um heterogene Klassen/ Gruppen handelt.
- Bei der Lehrerausbildung sollte man Aktuelle Forschungsberichte im Auge Behalten, um mit den Anforderungen der gesellschaftlichen Entwicklung Schritt zu halten.





Danke für die Aufmerksamkeit!





Quellen

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- <http://www.ehis.ee/>
- <http://www.teretere.eu/tere-tulemast-eesti-kooli/>
- http://ec.europa.eu/estonia/news/2014/140909_oecd_aruanne_et.htm
- Helena Metslang et.al: **Kakskeelne õpe vene õppekeelega koolis. Uuringu lõpparuanne. Tallinn 2013**
- Aleksander Pulver et.al: **Muukeelne laps Eesti koolis. Uuringu lõpparuanne. Tallinn 2012**



Language diversity in Estonian society and schools

Esta Sikkal

University of Tartu

16.03. 2015



Lifelong
Learning
Programme





1st Part – Demographic Changes in Estonia:

Pre-WW2

Estonian 88,2%

- **Russian 8,2%**
- German 1,5%
- Jewish 0,4%
- Swedish 0,7%

Today:

68,0% Estonian

26,0% Russian

Ukrainian 2,1%

Belarusian 1,3%

German 0,1%

Jewish 0,1%



Consequences of the demographic changes??





Consequences of the demographic changes??





Schools of general education 2014/15

Total of approx. 530

- Estonian-language 440
- Russian-language 6-7
- Bilingual (estn.-russ.) ca 80
- Other 8

Number of Students 130 000



2nd Part: Multilingualism at the school: Some basic principles for Estonian schools:

- According to the Education Act, all 7 to 17 year olds have compulsory school attendance/compulsory education
- Mother tongue/first language of the child has no influence on the choice of school – the parents decide
- Both official and non-official language schools are state funded



Current state of multilingual schools:

- The transition of russian-language schools **to bilingual Schooling** began as early as 2007.
- Around 20% of students attend either a russian-language or bilingual school
- These schools use immersive instruction/immersion method more and more



Current problems for multilingual schools in Estonia:

- Problems with multilingual Curricula and teaching material
- Problems with the multicultural and multilingual education of the teachers
- Problems with the Language of instruction and the quality of the language/speech quality
- Current misunderstanding of Multilingualism from the parents and the public



Thoughts for supporting multilingualism in Estonia (1):

- It would be reasonable to give the school leaders free rein for working out multilingual curricula
- (Katri Raik, Head of Narva College)





Thoughts for supporting multilingualism in Estonia (2):
Multilingual schools should be developed further. Actions will be taken: new curricula, promoting language context, training of multilingual teachers on a new scale, expansion of the language immersion programs
(Jevgeni Ossinovski, Estonian Minister of Education)





Thoughts for supporting multilingualism in Estonia (3):

- „A successful multilingual school is in a multilingual environment. If there are no such environments, then the school has to be transformed into one: language immersion, CLIL, training, networks etc.“ (Birute Klaas, Linguist at the University of Tartu)





Thoughts for supporting multilingualism in Estonia (4):

„Multilingualism will be promoted through constructive and pedagogically tested teaching. The experiences gained while teaching and the intrinsic motivation to participate in the policy of integration are important !“

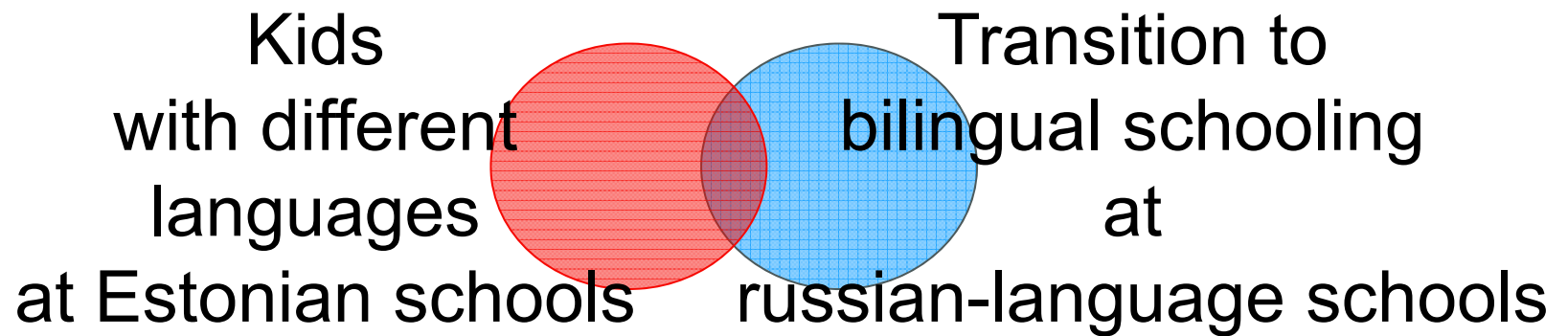
Tatjana Kiilo. Research Assistant, University of Tartu.





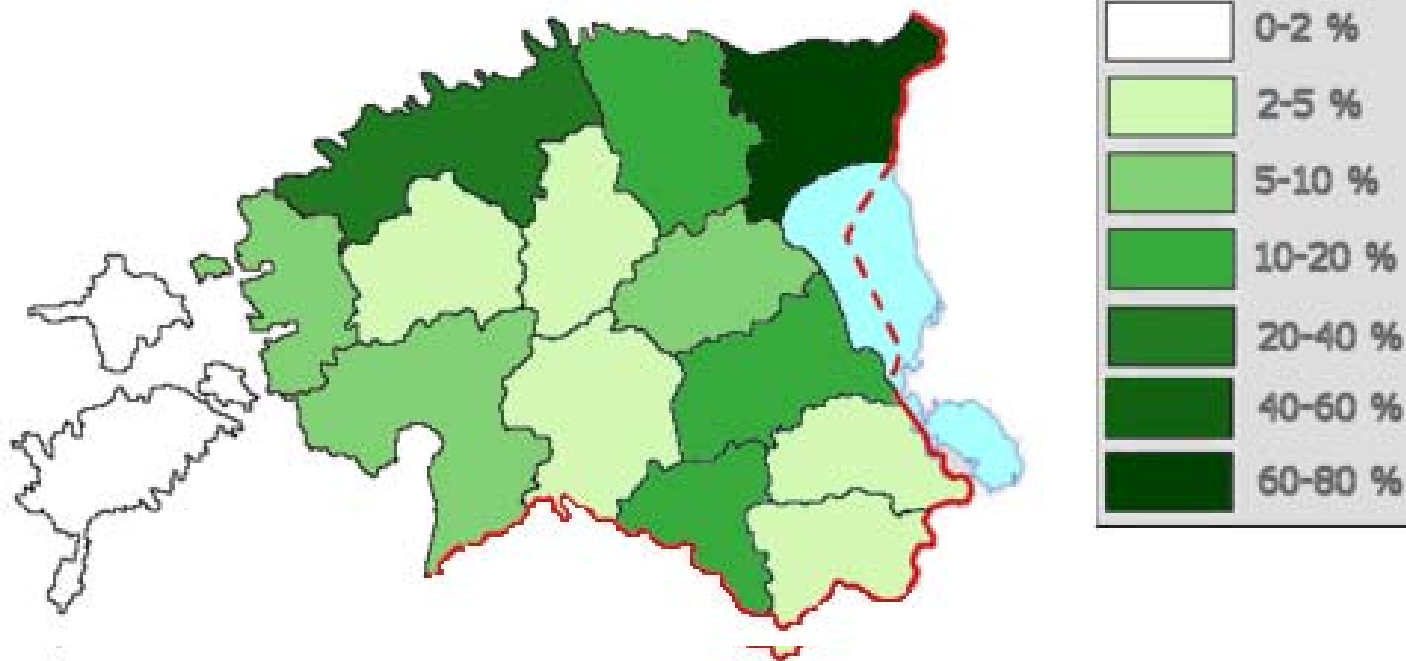
Possible solutions 5:

Most important fields of investigation in regards to supporting to bilingualism in Estonia:





Russian-speaking population





Solutions for teacher education:

- Incorporate subjects for multilingualism
- Working out common moduls between estonian universities
- Exchange of mulitlingual teachers between schools



Practical Example: Subject „Children with different mother tongues at estonian schools“ 3 EAP

- In the curriculum since 2009;
- Goal: getting to know cultural differences, positive and negative aspects of multilingualism, „Case study/analysis“, Analysis of teaching resources, Information gathering etc.
- 145 Students completed the course successfully



Practical Example: Subject „Multilingual children in kindergarden“3 EAP

- In the curriculum since 2014
- Goal: language support and development support for multilingual children;
- 43 Students (future Kindergarden teachers) have successfully completed this course.



Summary

- The teachers is a key figure in education.
- Student teachers have to experience heterogenous groups/classes in schools and kindergarden
- Teacher education has to be on par with current research, to be able to keep pace with the societal development





Danke für die Aufmerksamkeit!





Quellen

- <http://www.hm.ee/>
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- http://ec.europa.eu/estonia/news/2014/140909_oecd_aruanne_et.htm
- Helena Metslang et.al: **Kakskeelne õpe vene õppekeeleaga koolis. Uuringu lõpparuanne. Tallinn 2013**
- Aleksander Pulver et.al: **Muukeelne laps Eesti koolis. Uuringu lõpparuanne. Tallinn 2012**

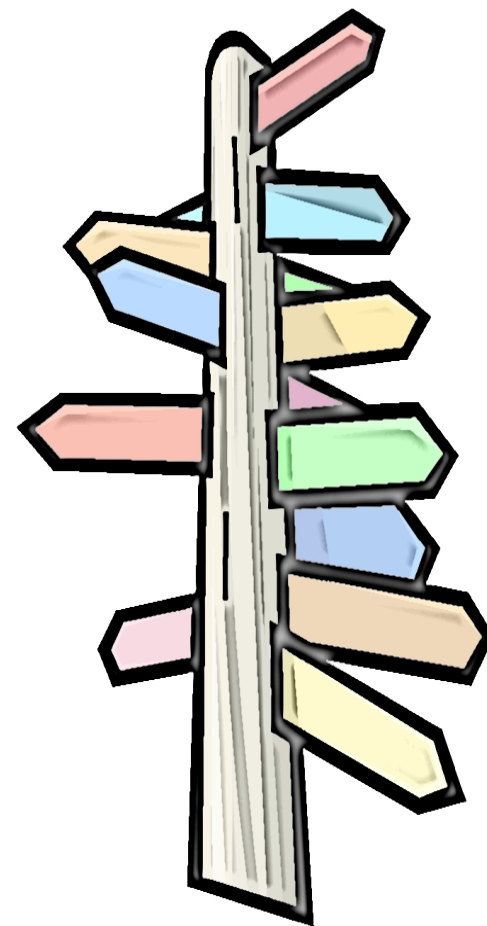
Multilingualism at Schools and in Teacher Education in Italy

Dana Engel and Alexander Onysko

Institute for Specialised Communication and Multilingualism
European Academy of Bozen/Bolzano, Italy

Contents

- Introduction: Multilingualism in Italy
- The Italian education system
 - Multilingualism in the Italian education system?
- Teacher education in Italy
 - Multilingualism in teacher education in Italy?
- Good practice example for teacher education in Italy
 - Teacher training for teachers at Ladin schools

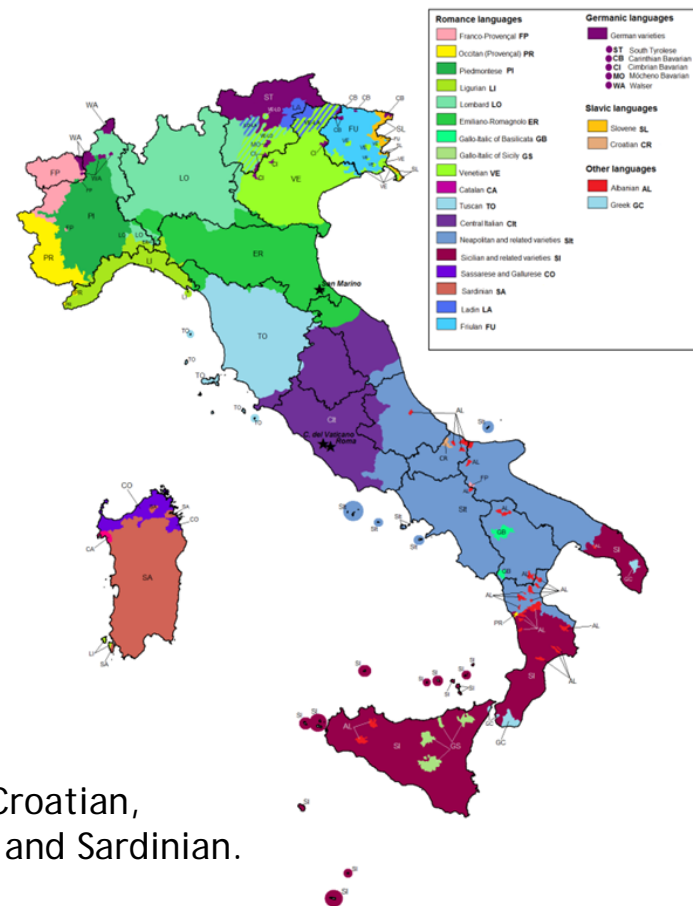


1. Introduction: Multilingualism in Italy



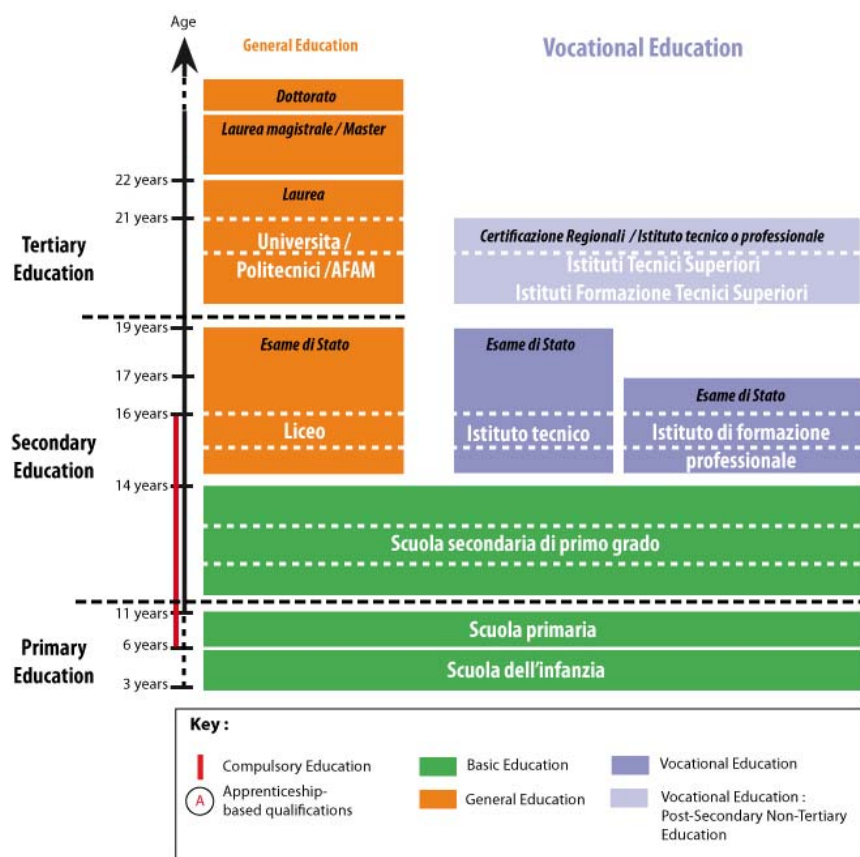
1. Introduction: Multilingualism in Italy

- one dominant language
- more than 80 dialects
- 12 recognized languages*
- unknown number of languages in use
- promotion of English as FL1



* Italy's autochthonous languages are Albanian, Catalàn, Croatian, French, Friulian, German, Greek, Italian, Ladin, Occitàn, and Sardinian.

2. Italian education system



http://voieproeurope.onisep.fr/en/files/2012/11/italie_en.jpg

Fact sheet

- compulsory schooling from 6 to 16
- right to attend an educational institution up to age 18
- inclusive education since 1977
- autonomy of schools since 2000
- basic curriculum: Italian, English or other language, history, geography, science, maths, religion, technology/IT, arts, music, and PE

2.1 Multilingualism at Italian schools

- focus on foreign languages
- recent studies on *alunni stranieri* ("foreign students") and surveys on multilingualism at schools confirm an increasing diversity in almost all provinces
- enrollment procedures for newly arrived students
- recent legislation on the integration of students of non-Italian origin shows a tendency for opening up towards *alunni stranieri* (*Nuove Indicazioni* e Legge di riforma n.53/2003 which state "la centralità della persona in relazione con l'altro", cf. Osservatorio nazionale/La via italiana 2007)



<http://nannimagazine.it>

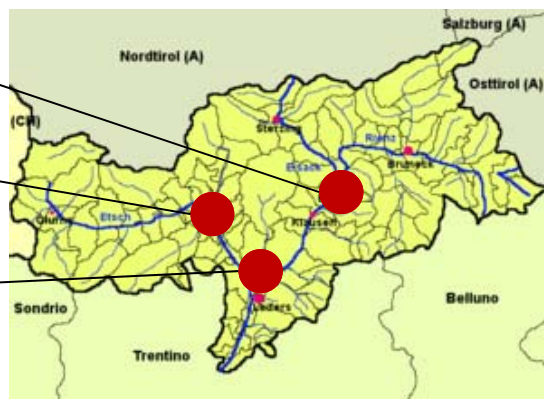
Excursus South Tyrol: Language diversity in schools (pilot study 2012)



Brixen/Bressanone

Meran/Merano

Bozen/Bolzano



4 "Italian" middle schools

6 "German" middle schools



10 principals



38 teachers



170 pupils



78 parents

Excursus: Research interests of pilot study 2012:



Facts & Data?

- current situation
- multilingualism of school, students, staff, parents...
- school resources for language-related initiatives

Models & Methods?

- management of multilingualism
- overview of concepts, projects and methods
- ideas/demands for dealing with current and future issues

Representations?

- perception of multilingualism
- attitudes towards multilingualism
- relationships between representations and approaches

analysis of status quo and demand regarding the management of "old" and "new" multilingualism at South Tyrolean middle schools

Excursus: Monolingual Italian schools?

- example of “monolingual” schools in South Tyrol



Pilot Study 2012 Project “One School, Many Languages”		Survey of 9 middle schools		Survey of 9 middle school classes		
		Number of students	Students with “immigrant background”	Number of students	Students with “immigrant background”	Students with “extended linguistic repertoire”
Year 2011/12	5 German-speaking middle schools	1447	10,9 %	97	13,4 %	24,5 %
	4 Italian-speaking middle schools	988	26,4 %	73	23,3 %	29,6 %

“typical South Tyrolean schools”
without multilingual school policy
(in Bolzano, Bressanone, Merano)

students born outside of Italy
and/or with another nationality
(excl. Germany, Austria, Switzerland)

students with competences in
at least one additional language
(excl. German, Italian, English, Ladin)

Excursus: Results of SMS pilot study 2012:



Facts & Data

- lack of data on linguistic repertoires at schools
- “immigration background” as unreliable criterion
- > 25% of students with an “extended” ling. repertoire
- both students and teachers are multilingual; while the schools continue to work monolingually

Models & Methods

- wide range of concepts and ideas for dealing with multilingualism in schools
- lack of methods for integrating both “old” and “new” languages in class
- models rarely based on CLIL or ILD approaches
- no systematisation, hardly any exchange

Representations

- multilingualism seen as ‘institutional trilingualism’
- “new” languages mostly underrepresented
- positive attitude towards own multilingualism vs. problematisation of multilingualism at school
- students very interested in multilingual learning

**great demand in school and teaching development
based on principles of multilingual education**

3. Teacher education in Italy

- teacher education in Italy started in 1996
- since 2011/12: new national teacher education system



Kindergarten and Primary School Teachers

- 5 years of university education
- full Master's degree
- further training 'on the job'

Middle and Secondary School Teachers

- 5 years of university education
- Bachelor's degree in one subject
- Master's degree in didactics and pedagogy
- 1 year of supervised teaching practice (475 hours)

application for a position via an official *concorso* (regional/national competition)
and/or via a two-years postgraduate specialisation degree at university and schools

- broad education, late specialisation, little focus on didactics

3. Teacher education in Italy

- integration of “new” issues into teacher education:
 - inclusion (e.g. special needs education)
 - new subject didactics (e.g. foreign language learning)
 - living in a globalised world (e.g. multiculturalism and multilingualism)
- further professionalisation:
 - right to take 5 days a year of further training (in-house or external training courses)



3.1 Multilingualism in teacher education in Italy

- multilingualism as a new and interdisciplinary topic in some university courses
 - reference to multilingual education in terms of FLT / SLT
 - reference to multilingual students in terms of language support



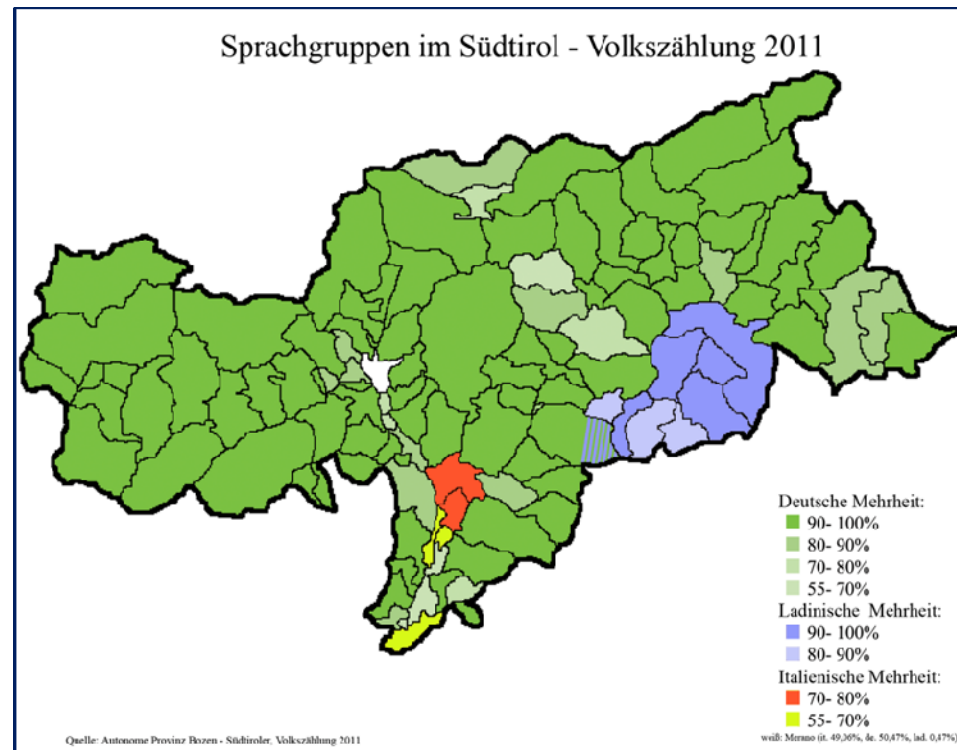
4. Good practice example



- Three main autochthonous language groups in South Tyrol:
 - German (62.3% - majority in South Tyrol / minority in Italy)
 - Italian (23.4%)
 - Ladin (4.1%)
 - Other (10.2%)
- [Census 2011]
- Representation of language groups at schools in South Tyrol:
 - Parallel German and Italian schools with respective languages of instruction; other language is taught as a subject
 - Parity between major languages of the region at Ladin schools

Excursus: The Ladin language and school system

- Ladin Language:
 - Romance language (related to Romansh and Friulian)
 - Approx. 30,000 speakers in the Dolomite valleys of South Tyrol, Trentino, and Belluno
 - In South Tyrol - Sella Ladin



Excursus: The Ladin language and school system

- Ladin schools in South Tyrol:
 - according to the statutes of autonomy (1948 and 1972):
 - German and Italian are used equally as languages of instruction
 - Ladin is used partly as language of instruction and taught as a subject
 - approx. 3000 pupils attend Ladin schools



Excursus: The Ladin language and school system

- Curriculum of Ladin schools in South Tyrol:

1 st year	2 nd year	4 th year
Alphabetization in Ladin and German or Italian	Italian and German are used equally as languages of instruction from 2 nd year on	English is introduced and taught for two hours a week from 4 th year on
Dependent on individual language backgrounds of pupils	Ladin is taught as a subject for 2 hours a week and can be used as an additional language in class (e.g. for explanations and clarifications)	Measures of integrated language didactics are used in class and documented
Aim: solid knowledge of Ladin, and equal development of Italian and German		Aim: to check for language proficiency and to compensate any shortcomings

4. Good practice example: Teacher education in South Tyrol

- Admission requirements for Master in Primary Education (Bolzano University):
 - successful completion of admission exams
 - proof of language competences in German, Italian, English (and Ladin)
- Curriculum for Master in Primary Education (University of Bolzano):
 - clear distinction of German, Italian, Ladin section
 - shared lectures (language-independent) on pedagogy and subjects
 - separate, language-related seminars and laboratories

4. Good practice example: Teacher education in South Tyrol

- German and Italian section share the same curriculum:
 - 5 years, total of 300 ECTS
 - German section:
 - language of instruction is German (4 ECTS per year in Italian)
 - 10 ECTS in English (focus on didactics of English language)
 - 1 ECTS on Ladin culture and language
 - 1 ECTS on multilingualism and language diversity
 - Italian section:
 - language of instruction is Italian (4 ECTS per year in German)
 - 10 ECTS in English (focus on didactics of English language)
 - 1 ECTS on Ladin culture and language
 - 1 ECTS on multilingualism and language diversity

4. Good practice example: Teacher education in South Tyrol

- Ladin section shows some differences:
 - students at the Ladin section share subjects with both German and Italian sections
 - 19 ECTS in Ladin linguistics and literature; 7 ECTS on Ladin as a language of instruction
 - explicit focus on multilingualism among Ladin courses:
 - comparative grammar (5 ECTS)
 - early multilingualism (1 ECTS)
 - reading and writing in multilingual contexts (1 ECTS)
 - integrated language didactics in multilingual contexts (1 ECTS)

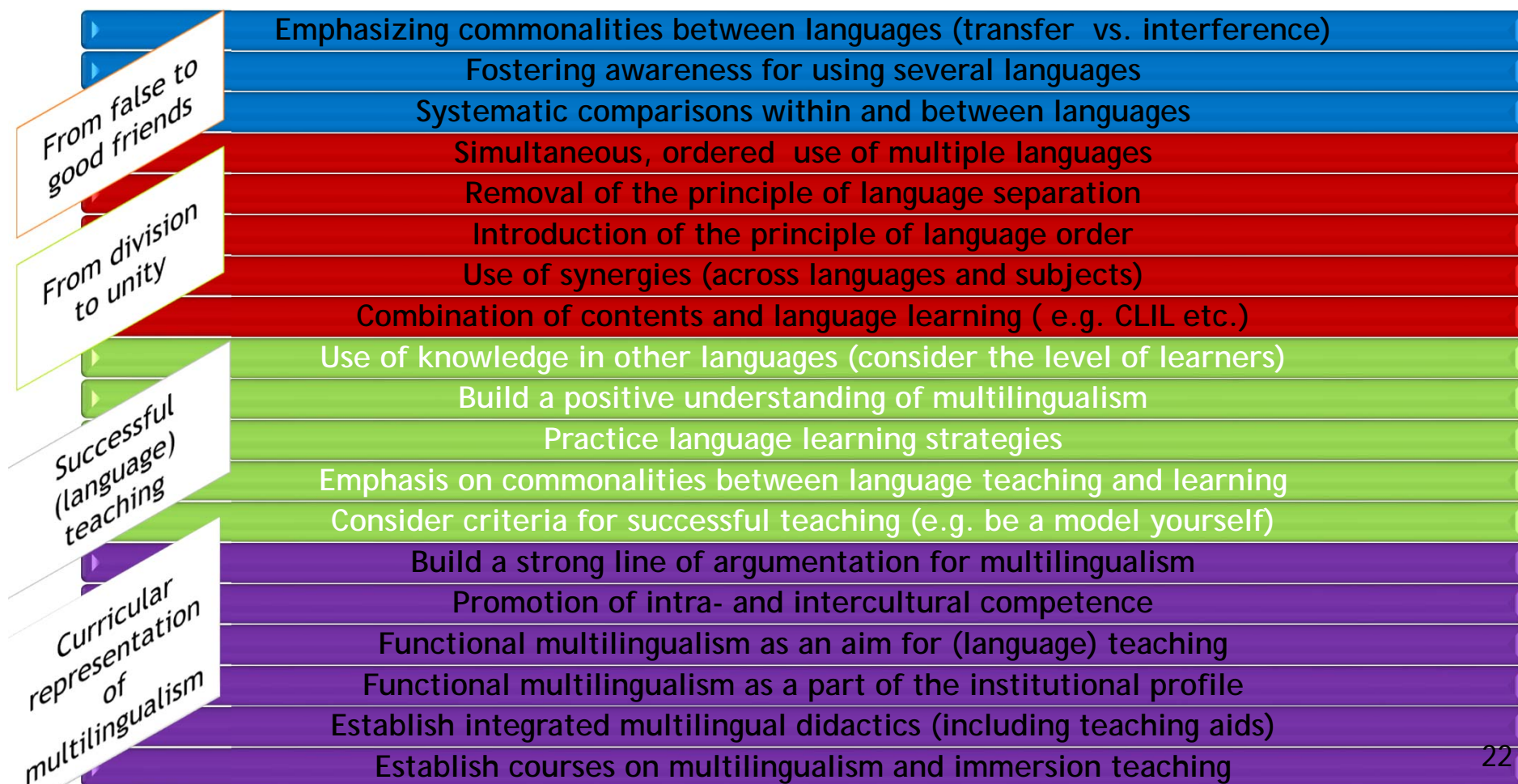
4.1 Focus on integrated language didactics

- Definition (Rico Cathomas, teacher trainer in the Ladin section at FUB):
“Integrated language didactics in a narrow sense comprises different linguistic and methodological approaches and resources which emphasize common ground between languages as well as similarities in teaching and acquiring these languages so that systematic and comparative multilingual education becomes possible.”

“In a loose sense, integrated language didactics also comprises principles of effective teaching, elements of intra- and intercultural pedagogy, language learning strategies, and models of schools targeted at multilingual educational profiles.”

4.1 Focus on integrated language didactics

Components of integrated language didactics (Cathomas, p.c.):



Conclusion

- Italy - a multilingual country: representation of autochthonous languages ("new" multilingualism?)
- Multilingualism at schools slowly starting to become an issue
 - Case study: Language diversity and multilingualism at schools in South Tyrol (SMS)
- Teacher education in Italy - a recent development
- Multilingualism in teacher education - hardly mentioned
- Some good practice in the multilingual North of Italy (South Tyrol)
 - education of primary teachers at Ladin schools shows some curricular efforts to include language diversity and multilingualism as well as some training in integrated language didactics

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**AMuSE 4th international Expert Meeting
in Gothenburg, Sweden, March 16-17, 2015
«Multilingualism in Research, Society and Education»
Workshop
«Multilingualism and School Performance in
Switzerland»**

**Overview of the situation in Switzerland
Focus on the Canton of Zurich
Sabrina Marruncheddu and Basil Schader
Zurich University of Teacher Training
Centre International Projects in Education
(PH Zürich/IPE)**

The languages in Switzerland

Official: *Quadrilingual* Switzerland

Geographical distribution of the languages of Switzerland (2000)



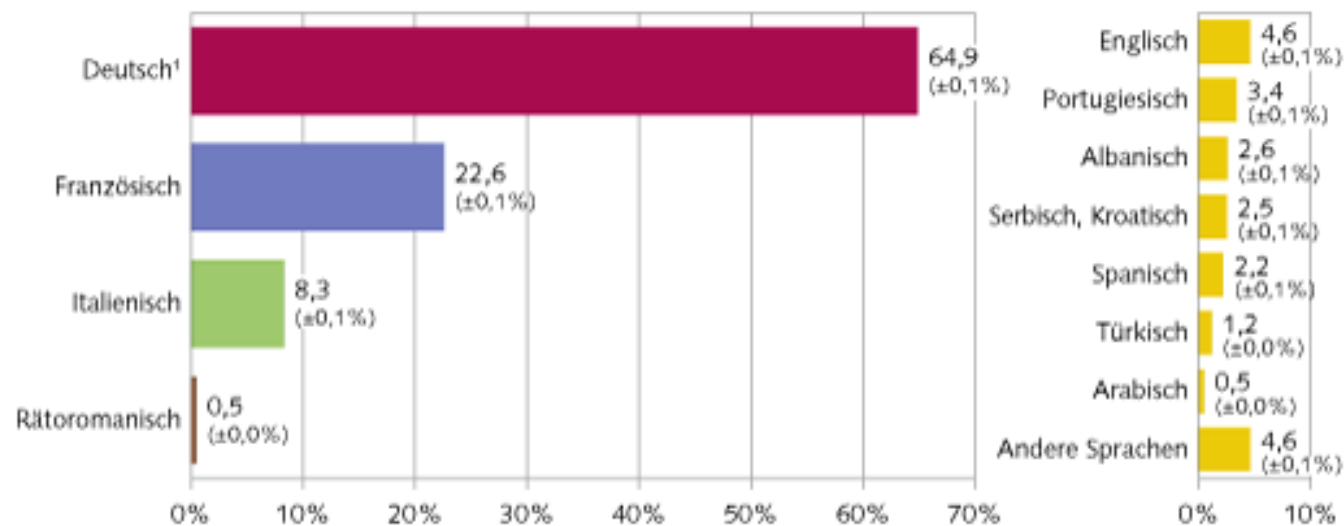
Four national languages,
separated geographically:

German 65,6%,
French 22,8%
Italian 6,1%
Romansh 0,6%



Real: *Multilingual Switzerland*

Als Hauptsprachen genannte Sprachen, 2012



¹ oder Schweizerdeutsch

Ständige Wohnbevölkerung ab 15 Jahren. Die Befragten konnten mehrere Hauptsprachen angeben.

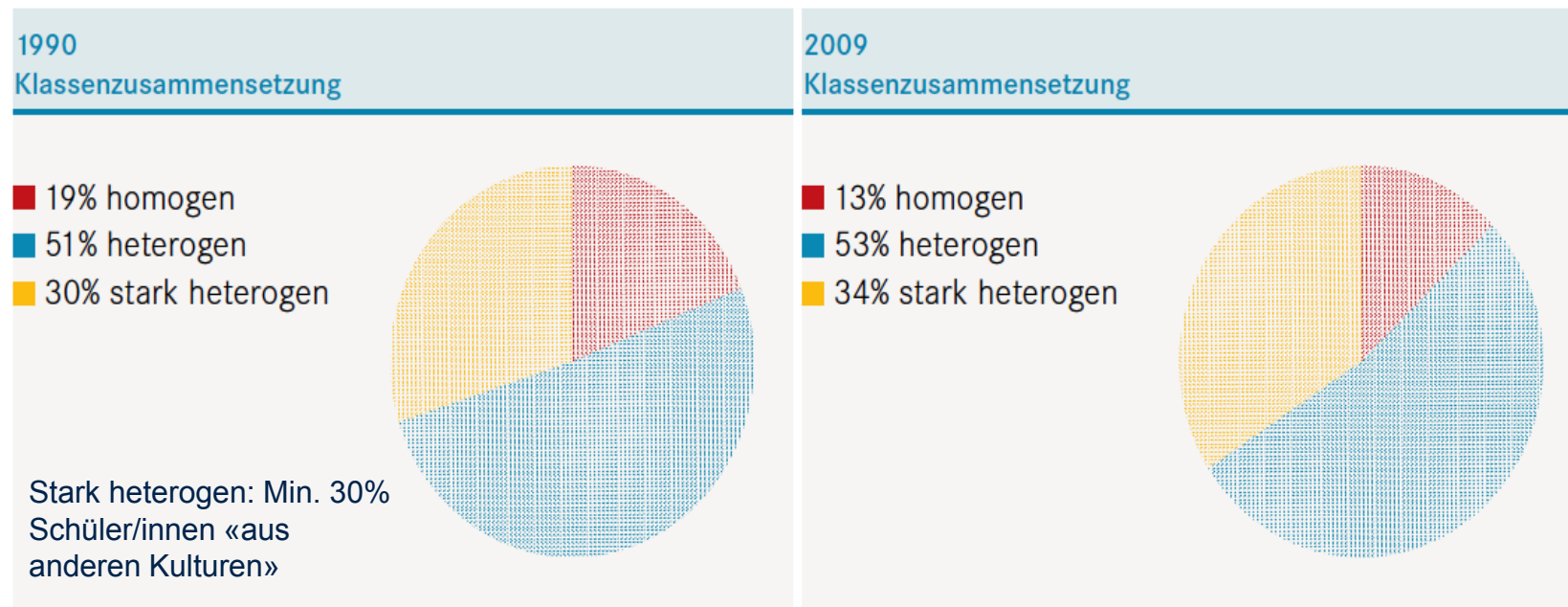
Quelle: BFS – Strukturerhebung (SE)

© BFS, Neuchâtel 2014

Multilingualism and school performance in Switzerland

Composition of classes in German-speaking Switzerland

Abbildung 2 Klassenzusammensetzungen in der Deutschschweiz



Students with migration background in different school types in Zurich

Schüler/innen im 7.–9. Schuljahr 2012

Schultyp und Klasse	Öffentliche Schulen			
	Total	Männlich	Weiblich	Ausl.- Anteil %
Sekundarschule Abt. A	16 499	7 978	8 521	13.7
Sekundarschule Abt. B	11 620	6 424	5 196	30.0
Sekundarschule Abt. C	1 461	886	575	52.4
Besondere Klassen	174	96	78	68.2
Gymnasien	6 716	3 056	3 660	12.3

Quelle: Bildungsstatistik Kanton Zürich 2012/Claudio Nodari

Distribution of students according to socio-economic class

Abbildung 1 Bildungsstatistik: Kanton Zürich

Schülerinnen und Schüler	aus sozioökonomisch unterprivilegiertem Milieu	aus sozioökonomisch durchschnittlichem Milieu	aus sozioökonomisch privilegiertem Milieu
durchschnittliche Verteilung auf allen Schulstufen	25%	50%	25%
Verteilung auf der Gymnasialstufe	8%	40%	52%

Quelle: SKBF (2010), S. 135.

Strategies sustaining linguistic diversity

Educational system and linguistic diversity

Comprehensive instruments referring to the multilingual reality of CH:

- **Swiss language concept** (GSK) (15th July 1998)
=> language strategy of the Cantonal Ministers of Education (EDK)
(25th March 2004)
- **HarmoS-Concordat** (1st August 2009)
- **Curriculum 21** (autum 2014)

HarmoS – Harmonisation of compulsory education



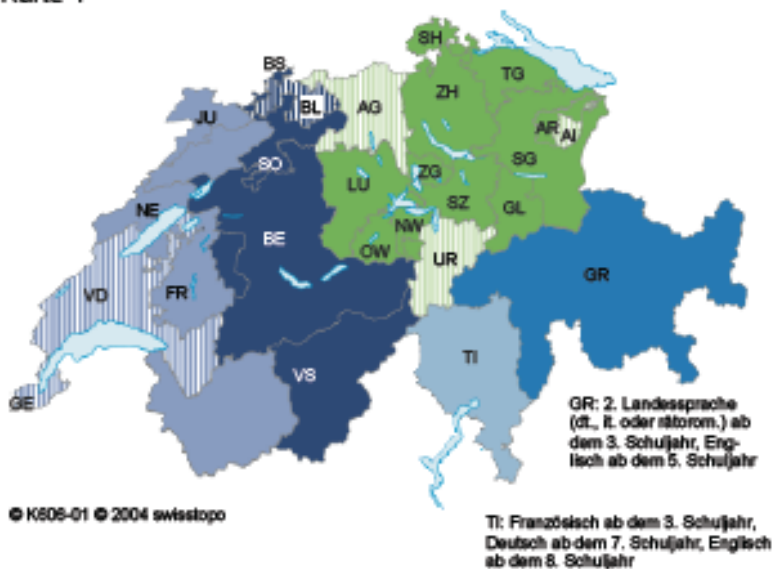
- HarmoS Concordat, developed by the 26 cantonal Educational Ministers
- New: Duration and goals of educational levels and transitions are coordinated at national level
- In force since 2009



What does HarmoS mean for language teaching?

Sprachenunterricht in der obligatorischen Schule Schweiz: Koordinationsräume

Karte 1



2. Landessprache / Englisch

- Deutsch spätestens ab dem 3. Schuljahr
Englisch spätestens ab dem 5. Schuljahr
- Franz. spätestens ab dem 3. Schuljahr
Englisch spätestens ab dem 5. Schuljahr

Englisch / 2. Landessprache

- Englisch spätestens ab dem 3. Schuljahr
Französisch spätestens ab dem 5. Schuljahr

AG, AI, UR: siehe Angaben in Tabelle S. 7

Kantone ohne Schraffur:
bereits umgesetzt (Schuljahr 2013/2014)



- First joint curriculum for state schools
- Developed by the German-speaking Cantonal Ministers of Education (D-EDK)
- 21 German-speaking and multilingual cantons: harmonize educational goals
- Romandie: Plan d'études romand (PER)
- Ticino: Piano di studio (summer 2014)

[Homepage Lehrplan 21: Sprachen](#)

Implementation

Thematic areas and beneficiaries of support

Support for	Students	Teachers	
		training	in-service t.
Productive approach to multilingualism			
Acquisition of the national language as 2nd language			
Heritage language teaching/mother tongue tuition			

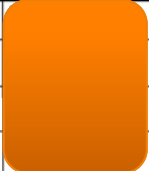
What are multilingual students offered by the cantons?

Directly

- Courses for German as L2 (or French, Italian)
- Logistic support for the optional mother tongue tuition

Indirectly

- University: courses for German as L2 (or Français langue 2 etc.)
- Canton: courses for the productive approach to multilingualism are very rare

Unterstützung im Bereich		Lehrer/innen	
		Ausbildung	Fortbildung
Produktiver Umgang mit Mehrsprachigkeit			
Erwerb der Landessprache als Zweitsprache			
Herkunftssprachlicher Unterricht			

Examples from the Canton of Zurich

Activities and offers in teacher training

Three levels

- a) Teacher training
- b) In-service teacher training and counselling
- c) Projects in research, development and cooperation

Unterstützung im Bereich	Schüler/innen	Lehrer/innen
Produktiver Umgang mit Mehrsprachigkeit		
Erwerb der Landessprache als Zweitsprache		
Herkunftssprachlicher Unterricht		

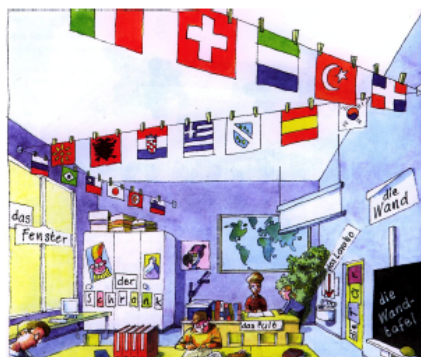
Overview (only PH Zürich)

	Ausbildung (fett = obligatorisch)	Weiterbildung	Forschung + Entwicklung
DaZ-Förderung	<ul style="list-style-type: none"> • Fachdidaktik DaZ • Vertiefungsmodul «Deutsch in mehrsprachigen Klassen» • Thematisierung in der Dt.-Did., im Grundkurs Sprache und in Lernfeldern 	<ul style="list-style-type: none"> • CAS DaZ (oblig. für DaZ-Lehrpersonen) • Vertiefungsmodul DaZ • Ca. 10 Module «Grundlagen DaZ», «DaZ im Überblick», «Wortschatzarbeit» etc. 	<ul style="list-style-type: none"> • DaZ-Handbuch • Stufenlehrmittel Hoppla, Pipapo, Kontakt • Div. <u>didakt.</u> Hilfsmittel • Lernobjekte Grammatik; Schreibförderung; Förderung d. Schulsprache
Mehrsprachigkeit	<ul style="list-style-type: none"> • (Vertiefungsmodul «Deutsch in <u>mehrsprachigen Klassen</u>») • (B+E-Module zu Heterogenität) • (Studienwoche Migration) 	<ul style="list-style-type: none"> • CAS QUIMS 	<ul style="list-style-type: none"> • <u>DVD+Lernobjekt</u> Mehrsprachigkeit • Lernobjekt QUIMS • <u>Didakt.</u> Handreichungen
HSK-Unterricht	–	<ul style="list-style-type: none"> • (Deutschkurse/-module für HSK-Lehrpersonen) • Einführungsmodul ins Zürcher Schulsystem 	<ul style="list-style-type: none"> • (Forschungen zu HSK) • <u>Didakt.</u> Reihe «HSK-Impulse»

1) Teacher training: German as L2 module for primary level

Materialien zum Modul DE P150

Fachdidaktik Deutsch als Zweitsprache



Mit den vorliegenden Materialien wird während der Präsenzveranstaltungen und z. T. im Selbststudium gearbeitet.

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2) Teacher training: Learning object «Multilingual projects: Background and practical examples»

Mehrsprachigkeitsprojekte: Hintergründe und


- Einleitung
- Über dieses Lernobjekt
- Gliederung und Inhalt des Lernobjekts
- Interkulturelle und plurilinguale Elemente
- Mehrsprachige Erweiterung gängiger Inhalte
- Grössere, eigentliche Mehrsprachigkeitsprojekte
- Materialien und Literaturliste
- Mitwirkende Klassen und Lehrpersonen
- Impressum

Mehrsprachigkeitsprojekte: Hintergründe und konkrete Beispiele

Inhalt | Inhaltsverzeichnis | Druckansicht | Info | Seite bearbeiten

Gliederung und Inhalt des Lernobjekts

Über dieses Lernobjekt



Sprachenvielfalt – die gleichzeitige Anwesenheit verschiedener Erstsprachen, ergänzt um die schulischen Fremdsprachen – ist in fast jeder Klasse längst Realität. Sie stellt ein grosses, oft zu wenig genutztes Potenzial dar, wenn es um die Entwicklung von sprachlichem Bewusstsein und Interesse (language awareness, ELBE, éveil aux langues), aber auch um die Förderung von gemeinschaftsorientiertem, kooperativem Lernen und interkultureller Kompetenz geht.



Das Lernobjekt richtet sich an Studierende und Lehrpersonen vom Kindergarten bis zur Sek. I. Es zeigt anhand von 14 konkreten Beispielen, wie sich das mehrsprachige Potenzial heutiger Klassen über die gesamte Volksschulzeit für anregende Unterrichtsprojekte nutzen lässt. Erläuterungen zum Kontext der aufgenommenen Beispiele und Beobachtungsimpulse zu den einzelnen Sequenzen unterstützen die Auseinandersetzung mit dem Thema; ein Anhang bietet Materialien zur Vertiefung und Ergänzung (M1-M4 Hintergründe, M5 übergreifende Beobachtungsimpulse, M6-M13 Planungshilfen zu einzelnen Projekten, M14 Literatur). Zu Gliederung und Inhalt des Lernobjekts siehe nächste Seite.

Materialien

M1 = Mehrsprachigkeit – und Gründe, sie im Unterricht produktiv zu nutzen

M2 = Gliederung und Verwendungskontexte des Lernobjekts

M3 = Sprachenvielfalt als Chance: Hintergründe, v.a. Kap. 1 und 4

Dieses Lernobjekt ist ein Beitrag der PHZH zum EU-Programm «lifelong learning»; Teilprojekt «AMuSE: Approaches to Multilingual Schools in Europe»; s. [Impressum](#).

Lifelong Learning Programme

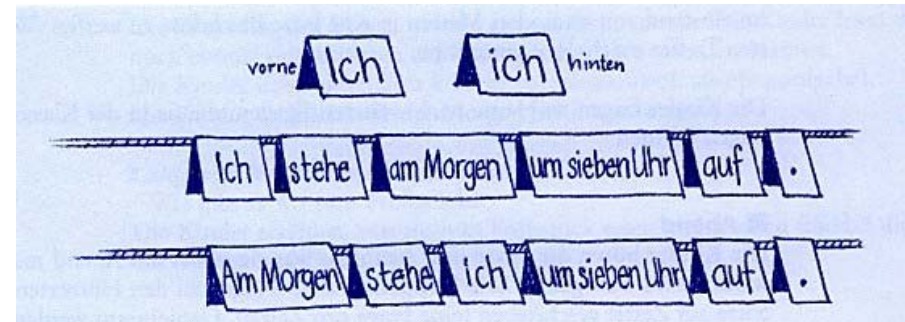
Examples from in-service teacher training

- 1) CAS DaZ - Certificate of Advanced Studies «German as a L2»
- 2) CAS QUIMS «Quality in multicultural schools»

1) CAS DaZ

Target groups

- DaZ-teachers
- class teachers



⇒ compulsory for DaZ-teachers Canton of Zurich

Requirements

- Teaching diploma
- Teaching DaZ lessons during CAS
- Permission from school director & board

Topics treated in CAS DaZ

- Information about German as L2
- Listening and understanding
- Speaking and vocabulary
- Reading and step-by-step support
- Writing and step-by-step support
- Assessment and support
- Consolidation and implementation

2) CAS QUIMS

=> support programme for multicultural schools

Goal:

- Reduce educational inequality
- Include alle pupils in school

Three compulsory target areas for QUIMS-measures:

- Language support
- Integration
- Educational attainment

For schools with a minimum of 40% multilingual pupils

Topics CAS QUIMS

- Understanding interaction between society, diversity & school
- Language support: development of educational language
- Educational attainment: analysis of factors, successful measures, practical examples, importance of formative assessment,
- Integration: develop a supportive, respectful and democratic school culture
- Processes of school development and teaching

Examples from research, development, cooperation

- 1) Database Multilingualism
- 2) Material for Heritage Language Teaching (mother tongue tuition)
- 3) Planning aid for children and teenagers

Unterstützung im Bereich	Schüler/innen	Lehrer/innen
Produktiver Umgang mit Mehrsprachigkeit		
Erwerb der Landessprache als Zweitsprache		
Herkunftssprachlicher Unterricht		

1) Database Multilingualism

Database Multilingualism – EU Project AMuSE

Database «Plurilingualism and promotion of linguistic competences»

The database «Plurilingualism and promotion of linguistic competences» was created between 2012 –2014 as part of the EU projects [AMuSE](#) (Approaches to Multilingual Schools in Europe) and will continue to exist after 2014.

Database Plurilingualism and promotion of linguistic competences

Its aim is to help users at different levels of the educational system and in different institutions to gain access to information about projects demonstrating good practice, materials, publications and tools in the two following fields:

- Positive/productive approaches to multilingualism or to multilingual resources and potential present in the environment of today's children and teenagers.
- Promotion of the linguistic competence of children and teenagers growing up in a multilingual environment, a) as regards their mother-tongue/language of origin, b) as regards their acquisition of the language of schooling/language of instruction.

 [Info Estonian](#)

 [Info Italian](#)

 [Info Swedish](#)

 [Info Turkish](#)

Information in Swedish

Databas Flerspråkighet – EU-Projekt AMuSE

Databas "Flerspråkighet och främjande av språkliga färdigheter"

Databasen "Flerspråkighet och främjande av språkliga färdigheter" skapades mellan 2012-2014 som en del av EU-projektet [AMuSE](#) (Approaches to Multilingual Schools in Europe) och kommer att fortsätta finnas även efter 2014.

[Databasen Flerspråkighet och främjande av språkliga färdigheter](#)

Syftet med databasen är att hjälpa användare på olika nivåer av utbildningssystemet och på olika institutioner att få tillgång till information om projekt som visar på goda exempel, material, publikationer och hjälpmedel inom de två följande områdena:

- Positiva/produktiva förhållningssätt till flerspråkighet eller till flerspråkiga resurser och den potential som finns i den omgivande miljön för dagens barn och tonåringar.
- Främjande av språklig kompetens hos barn och tonåringar som växer upp i en flerspråkig miljö, a) beträffande deras modersmål/ursprungsspråk, b) beträffande tillägnandet av deras skolspråk.

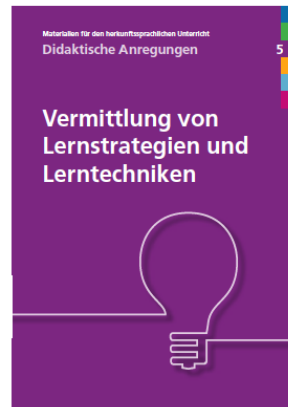
2) Materials for heritage language teaching

Target group

- Teachers of heritage language courses

6 volumes

- Manual with background information and practical examples
- 5 volumes with practical examples
- Published in German, English, Albanian, Turkish, Portuguese, Bosnian/Croatian/Serbian



0) Background information

1) Writing in L1

2) Reading in L1

3) Intercultural Competence

4) Speaking in L1

5) Learning strategies and techniques

Manual with background information and practical examples

- Key points of pedagogy, methodology and didactics in the countries of immigration
- Characteristic features and challenges of HLT
- Reports and practical examples for teaching and lesson planning
- 67 authors from 5 countries and with 17 languages
- 16 chapters (theory, practical examples, questions and ideas)



3) Teaching working techniques in a multilingual context



- Learning and working aid (from grade 5)
- For children and teenagers from a less privileged background
- programme in 10 steps => efficient working technique
- 25 short chapters presenting learning techniques
- In Albanian, Serbian/Croatian/Bosnian, Portuguese and Turkish

5. Poster Presentations of PhD Students in Multilingualism and Multiculturalism

PhD-projects, abstracts

Eva Olsson, PhD-student, Department of Education and Special Education,
University of Gothenburg

Progress in academic vocabulary use among CLIL and non-CLIL students

The theories behind CLIL, Content and language integrated learning, hold that second/foreign language (L2) learning is enhanced when taught through academic subject content. For many CLIL students, the goal is to prepare for higher education, where high proficiency in English is often regarded as a prerequisite for academic success also in countries where English is not a native language. Hence, English academic vocabulary knowledge is imperative. In this study, the development of English academic vocabulary use among CLIL and non-CLIL students at three Swedish high schools is investigated. Student essays (N=545), written in English on topics related to the Natural and Social Sciences, were collected during a three-year period and analyzed using corpus-based methods. Results are discussed through the lens of possible influential factors such as various types of CLIL implemented at each individual school and the amount of extramural exposure to English, a factor proven to have considerable impact on learners' vocabulary proficiency. Particular attention is also drawn to the development of academic vocabulary use among multilingual students.

Användning och utveckling av akademisk vokabulär bland CLIL- och icke-CLIL-elever

Språk- och ämnesintegrerad undervisning (CLIL) bygger på teorin att inläring av ett främmande språk eller andraspråk förbättras om språkundervisningen sker integrerat med ett annat skolämne såsom fysik eller historia. Många av de elever som väljer att gå ett CLIL-program gör det för att förbereda sig för högre studier där goda engelskkunskaper anses nödvändiga även i icke-engelsktalande länder. Att ha ett gott akademiskt ordförråd på engelska är då nödvändigt. I denna studie undersöks hur CLIL- och icke-CLIL elevers användning av engelska akademiska ord utvecklas under tre år. Elever från tre svenska gymnasieskolor skrev uppsatser (N=545) på engelska om ämnen som anknöt till skolans samhälls- och naturorienterande ämnen. Texterna har analyserats med hjälp av korpusbaserade metoder. Olika bakgrundsfaktorer som kan tänkas påverka hur elevers användning av akademisk vokabulär utvecklas diskuteras, t.ex. effekten av olika CLIL-praktiker och elevers användning av engelska på fritiden, vilket tidigare studier visat kan ha stor inverkan på ordförrådet. I studien uppmärksammas särskilt hur flerspråkiga elevers användning av akademiska ord utvecklas.

Frida Splendido, Senior Lecturer, Center for Languages and Literature,
University of Lund

The Development of Phonetic-Phonological Aspects of French in Simultaneous Bilinguals and Early Second Language Learners. A Multiple Case Study of VOT and French *Liaison*.

This dissertation describes the development of Voice Onset Time (VOT) and *liaison* in child second language (cL2) French (L1: Swedish) as compared to simultaneous Swedish-French bilinguals (2L1) and French monolinguals (1L1).

Differences between L1 and L2 phonology have previously been attributed to a sensitive period for language learning or to L1 influence. According to recent extensive studies on morpho-syntax, L2 acquisition with an age of onset (AoA) of 4-8 years constitutes a *separate mode of acquisition* (cL2): some aspects pattern with L1 and others with adult L2 (aL2) development. Such results have been attributed to a combination of a sensitive period and L1 development. However evidence for a cL2 mode of acquisition in phonology is still scarce.

Eight children participated in this longitudinal study, from age 3 to 6: three cL2s (AoA: 3;0-3;5), three 2L1s and two 1L1s. VOT and *liaison* were targeted using specific tests. L1 phonological development was assessed using speech-language pathology instruments.

Results indicate that 2L1 and 1L1 development only differ marginally. We attribute the minor differences to the presence of another L1. The cL2s initially pattern with aL2s but later resemble (2)L1s. There thus appears to be a cL2 mode of acquisition also in phonology.

Denna avhandling beskriver fonetisk-fonologisk utveckling av Voice Onset Time (VOT) och *liaison* i barnandraspråksinläring (cL2) av franska (L1: svenska) i jämförelse med simultant tvåspråkiga (2L1, franska-svenska) och enspråkiga (1L1, franska) barn.

Skillnader mellan L1- och L2-fonologi har tidigare hänförs till en känslig period för språkinläring eller L1-påverkan. Enligt omfattande studier inom morfo-syntax utgör andraspråksinläring som börjat mellan fyra och åtta års ålder en egen typ av språkinläring (*barnandraspråksinläring*, cL2) där vissa aspekter utvecklas som i ett L1 och andra som i L2-inläring hos vuxna (aL2). Sådana resultat har hänförs till en kombination av en känslig period och L1-påverkan. Fonologi är dock inte lika välstuderat hos så pass unga L2-inlärare och det finns därför få empiriska indikationer på barnandraspråksinläring som separat inläringstyp inom fonologi.

Åtta barn deltog i denna longitudinella studie, från 3-6 års ålder: tre cL2:or (startålder: 3;0-3;5), tre 2L1:or och två 1L1:or. VOT och *liaison* testades med riktade uppgifter. Nivån för L1-utveckling utvärderades med etablerade logopedtest.

Resultaten antyder att 2L1- och 1L1-utveckling endast skiljer sig marginellt. Dessa små skillnader hänförs till påverkan från barnens andra L1. cL2:orna liknar initialt aL2:or men närmar sig senare (2)L1-utvecklingen. Barnandraspråksinläring verkar alltså vara en egen inläringstyp även inom fonologi.

Lisa Loenheim, PhD-student, Department of Swedish, University of Gothenburg

The Transparency of Compounds from a Multilingual Perspective

Compounding is a productive word formation process in Swedish. But to what extent is the meaning of compounds self-explanatory from the constituents? A common distinction, in word formation literature and in lexicography, is the distinction between transparent and non-transparent compounds. A compound is transparent, if knowledge of its constituents is enough to grasp the meaning of the compound as a whole. The transparency criterium is of practical relevance: it is always possible to look up non-transparent compounds in dictionaries, while transparent compounds generally are excluded for space-saving reasons.

In my Ph.D. research, I investigate the notion of transparency from a multilingual perspective. A survey will be carried out, where high school students of monolingual and multilingual backgrounds fill out questionnaires identifying the meaning of specific compounds. Despite having the same structure, compounds like *iskall* 'ice cold' (i.e. 'cold AS ice') and *solvarm* 'sun warm' (i.e. 'warmed BY the sun') have different paraphrases, due to relational polysemy (the former being an example of a comparative relationship and the latter an example of a causal relationship). My hypothesis is that supposedly transparent compounds may be non-transparent from a multilingual perspective. This hypothesis draws on the fact that the lexicalization process, i.e. picking out and establishing one of several potential meaning relations, is language-specific. If supposedly transparent compounds turn out not to be transparent from a multilingual perspective, this may have lexicographical as well as pedagogical implications.

Sammansättningsgenomskinskhet ur ett flerspråkighetsperspektiv

Sammansättning är en produktiv ordbildningsprincip i svenskan. Men hur given är egentligen betydelsen hos specifika sammansättningar utifrån de ingående leden? En frekvent använd distinktion, inom ordbildning och lexikografi, är den mellan genomskinska och ogenomskinska sammansättningar. En sammansättning brukar räknas som genomskinsk om förtrogenhet med de ingående leden är tillräckligt för att tolka betydelsen hos sammansättningen som helhet. Genomskinskhetsskriteriet har praktisk betydelse, eftersom ogenomskinska sammansättningar (jfr *jordgubbe*) alltid kan slås upp i ordboken, vilket inte är fallet med genomskinska sammansättningar (jfr *jordhög*), som av utrymmesskäl brukar uteslutas.

I mitt doktorandprojekt problematiserar jag genomskinskhetssbegreppet utifrån ett flerspråkighetsperspektiv. Jag genomför en enkätstudie, där gymnasieungdomar med enspråkig respektive flerspråkig bakgrund får identifiera betydelsen hos specifika sammansättningar. Att sammansättningar som *iskall* och *solvarm* har olika parafraser, trots jämförbar struktur, är en fråga om relationspolysemi. Uttolkningen 'kall SOM is' (dvs. en jämförelserelation) men 'varm AV solen' (dvs. en orsaksrelation) är inte a priori given, utan resultatet av en lexikaliseringsprocess. Min hypotes är att till synes genomskinska sammansättningar skulle kunna vara ogenomskinska ur ett flerspråkighetsperspektiv, p.g.a. att det är språkspecifikt vilken av flera potentiella betydelserelationer som lexikaliseras – och detta skulle kunna ha både lexikografiska och pedagogiska implikationer.

Lotta Olvegård, Senior Lecturer, Department of Swedish, University of Gothenburg

Making sense of history textbook texts in a second language

The results presented in this poster are generated from two connected empirical studies. The first study investigates structural and lexico-grammatical features in high school history textbooks, drawing on systemic-functional linguistics, SFL. In the second study, L2 and L1 high school students' mediated encounters with their history textbook, are explored through conversations about the texts.

The results show that history textbook texts impose great linguistic demands upon L2-readers, demands which can be linked to subject specific features of the texts. For example, in order to comprehend the texts the reader must not only grasp a large and deep knowledge of vocabulary, but also be able to analyze complex linguistic structures and to make inferences which are necessary for interpreting implicit information in addition to identification and tracking of historic actors within the texts.

L2-readers who struggle to comprehend the textbook texts use various textual and contextual resources to find clues in order to make meaning of the text. However, both textual and contextual clues can lead readers to unexpected interpretations of the text contents.

This work focuses on lexical cohesion as an obstacle in the history texts and some of the textual and contextual clues that the struggling L2-readers use to make sense of the text.

Marie Rydenvald, PhD-student, Department of Swedish, University of Gothenburg

“It was difficult to choose because I have two languages”. Language use among teenagers with a Swedish background in Europe

Due to increased mobility in the globalized world many children and teenagers are growing up in a plurilingual and multicultural environment and become multilingual. My PhD investigates language use and language attitudes among multilingual teenagers with a Swedish background. 136 teenagers aged 15-19, who have Swedish as a mother tongue, participate in the study. They live outside Sweden in seven European countries where they attend different types of national and international educational programs. Some has Swedish as a language of instruction, and others study it as a subject.

The results show that the informants’ multilingualism could be characterized as dynamic and integral, in that they use their different languages in different domains and contexts, with different interlocutors and for different purposes. In general terms, the domain of the family is dominated by the parents’ L1’s, the domain of social life with friends by a multilingual practice and the domain of the school by the language of instruction. Finally, although a majority of the informants report the language of instruction as their primary language and most frequently used language, it is not necessarily the language they report as their most preferred one or the language they identify themselves with.

”eftersom jag har två språk” Språkbruk bland svensktalande ungdomar i Europa.

I takt med den ökande globaliseringen blir det allt vanligare att barn och ungdomar växer upp i flera länder och talar flera språk. Min avhandling grundar sig på forskning om flerspråkiga ungdomar med svensk bakgrund som är bosatta utanför Sverige i Europa. Forskningen fokuserar på deras flerspråkighet, deras språkanvändning och språkattityder, samt den roll som svenskan spelar i deras liv. I undersökningen deltar 136 ungdomar i åldrarna 15-19 år, som har svenska som ett modersmål. De bor i sju olika länder i mellersta och södra Europa, där de går i nationella eller internationella gymnasieprogram. De deltar också i någon form av undervisning i svenska.

Resultaten visar att informanternas flerspråkighet är integrerad och dynamisk i det att de använder olika språk i olika domäner, med olika människor, av olika orsaker och för olika syften. Generellt sett domineras hemdomänen av föräldrarnas modersmål, umgänget med vänner av en flerspråkighetspraktik och skoldomänen av undervisningsspråket. Undervisningsspråket tenderar att bli ett dominerande språk i informanternas liv i stort. Även om en majoritet av informanterna uppger att undervisningsspråket är deras starkaste språk och det språk de använder oftast, är det dock inte givet att det sammanfaller med det språk de använder helst eller det språk de identifierar sig med.

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**Mother Tongue Teaching in Sweden
A Historical Perspective on Policy Discourses**

Matters discussed in present thesis mainly comprise policy texts on mother tongue teaching for multilingual students in Sweden. Mother tongue education is today the teaching of pupils in primary and secondary schools that are entitled to if they have a mother tongue other than Swedish and use this as daily language. The course is optional for students, but the municipalities are obliged to provide this in all types of school (Skolverket 2002). The motivation given regarding mother tongue education is that it strengthens students' language development and actively takes the advantage of bilingual pupils' cultural heritage (Curriculum 1994, p. 16). In light of this, mother-tongue is seen as an area that mediates between different cultures.

The research field thus mainly includes policy development relating mother tongue education for multilingual students. Hence the purpose of the present thesis is to examine policies regarding mother tongue education including state's government reports in terms of how policy statements and discourses have changed over time from 1960's to the current Swedish National Curriculum in 2011. From such perspectives, critical discourse analysis appears to provide a framework for a systematic analysis "in exploring the relationship between policy texts and their historical, political, social, and cultural contexts" (Taylor 2004, p.436). The starting point in the view of this, is thus the last decades of discourse and order of discourse analysis that have characterized policy development regarding mother tongue during the investigated span of time.

**Modersmålsundervisning i Sverige
Ett historiskt perspektiv på policydiskurser**

De frågor som diskuteras i föreliggande avhandling berörs främst av politiska texter om modersmålsundervisning för flerspråkiga elever i Sverige. Modersmålsundervisning är idag undervisningen av elever i grund- och gymnasieskolor som har rätt till om de har ett annat modersmål än svenska och använder detta som ett dagligt språk. Kursen är valbar för eleverna, men kommunerna är skyldiga att erbjuda detta i alla skolformer (Skolverket 2002). Avsikten med modersmålsundervisning är att stärka etnisk och kulturell identitet, och att stödja språkkunskaper och allmän kognitiv utveckling av flerspråkiga elever (LPO 94). Ståndpunkten om en rättvis skola har i decennier präglat den svenska skolpolitiken som bygger på skoljämlighet oavsett språk, kultur eller etnisk bakgrund bör göra det möjligt för samma möjligheter i utbildning. Ur detta perspektiv ses modersmålet som ett område som medlar mellan olika kulturer. Utifrån detta problemområde är syftet med denna avhandling att

undersöka policys för modersmålsundervisning inklusive statens regeringsrapporter i termer av hur politiska uttalanden och diskurser har förändrats över tid från 1960-talet till den nuvarande svenska läroplanen under 2011. I ljuset av detta ses den kritiska diskursanalysen som särskilt lämplig då den möjliggör en detaljerad undersökning "av relationen mellan politiska texter och deras historiska, politiska, sociala och kulturella sammanhang" (Taylor 2004, p.436). Detta görs genom att avgränsa de diskurser som återspeglas i policytexter om modersmålsundervisning under denna tidsperiod.

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Racialization in Language Education: language as a key to racial conversion

Language debates in Sweden often focus on the need for migrants to obtain proficiency in Swedish. This argument can also be extended to include access and recognition to mainstream Swedish society. From a Critical Race Theory perspective on education, I argue that language is also a marker of Swedish white normativity. Students of color are not only hard pressed to adapt to monolingual and mono-cultural norms, but also to norms of whiteness implicit in a prescriptive Swedish language code. Part of my thesis work examines language education for urban youth of color in the last year of compulsory education. Language can be seen as an agent of racialization that "lightens" students of color through acceptance into society. Permission is granted when language criteria are met. The power to allow or refuse acceptance is imbedded in white normativity and dominant language norms. The racialization of a prescriptive Swedish language code is hidden and hides an imbalance of power that obfuscates race as salient factor. Support for social and linguistic diversity in bilingual education policy and practice does not compensate for a color-blind pedagogy, devoid of social and cultural diversity in the core curriculum.

Rasifiering i språkundervisning: språk som en nyckel till rasifierad konvertering

Debatter om språk i Sverige idag framhåller ofta behovet av språkfärdigheter i svenska bland migranter i Sverige. Denna fråga kan även inkludera tillgång till och erkännande i det dominerande svenska samhället. Utifrån ett kritisk rasteoretiskt perspektiv (Critical Race Theory) på utbildning, menar jag att språk är en markör av svensk vithetsnormativitet. Icke-vita elever är hårt pressade att anpassa sig till normer om enspråkighet och mono-kultur, men även till vithetsnormer som finns implicit i det svenska språket. Mitt pågående avhandlingsarbete är delvis inriktat på språkundervisning för icke-vita ungdomar i områden som beskrivs som "utanför" eller exkluderade från det dominerande samhället. Avhandlingsarbete är en etnografi av lärarnas och elevernas arbete i årskurs 9. Språk kan betraktas som en del av en rasifierad konvertering. Behärskandet av dominerande språknormer underlättar tillgång till samhället för icke-vita. Tillåtelse medges när kriterier för språk är uppnått. Makten att tillåta eller vägra acceptans i samhället är inbäddad i vithetsnormer och dominerande språknormer. Rasifiering av språket är dolt och döljer även osymmetriska maktstrukturer och 'ras' som en betydelsefull faktor. Stöd för social och språklig mångfald i "bilingual education" policy och praktik kan inte kompensera för en färgblind pedagogik där social och kulturell mångfald är obefintlig i den ordinarie undervisningen.

Mother tongue, resource or barrier?

Introduction

Matters discussed in present thesis mainly comprise policy texts on mother tongue teaching for multilingual students in Sweden. Mother tongue teaching (MTT) is today the teaching of pupils in primary and secondary schools who are entitled to, if their language is the daily language at home, and if the pupils have basic knowledge of this language (Skollagen 2010:800:57)



Background

The motivation given in curricula regarding MTT is e.g. to give multilingual pupils the opportunities to develop their cultural identity and become multilingual individuals. Through MTT the pupils are considered to be given the opportunities in order to develop their knowledge of cultures and societies where the mother tongue is spoken. The teaching should also help pupils to develop a comparative perspective to cultures and languages (Curriculum, 2011:83)

As is evident, mother tongue importance within the guiding documents defines MTT both as a resource for learning and as a necessity needed in a society characterized by linguistic, social and cultural diversity. From this point of view it is felt that MTT is needed. However, over time, various reports have been made by The Swedish National Education authorities highlighting a trend of sharply decreased interests in students' participation in mother tongue teaching. (Skolverket, 2002; 2006; 2010)

The aim and research questions

Hence the purpose of the present thesis is to examine the policy development regarding MTT by primarily including curricula committee, state's government reports (SOU) and curricula in terms of how policy statements and discourses have changed over time from 1960s to the current Curriculum in 2011. What distinguishes the latter is that curricula are considered to constitute a concretization of stated goals regarding the subject of mother tongue for the target group of multilingual pupils. In light of this, the research questions are concretized on: Which ideas and guidelines (goals/objectives) regarding mother tongue are emphasized in the policy texts over the decades? Which discourses are expressed in the curricula and government reports?

Methodology

From the perspectives of research field, critical discourse analysis (CDA) is seen particularly appropriate as it provides a framework for systematic analysis "in exploring the relationship between policy texts and their historical, political, social, and cultural contexts" (Taylor 2004:436). The methodological approach relies on theories that characterize CDA as theory and method represented by Norman Fairclough (1993/2010). The starting point in view of this, are thus the last decades of discourse and order of discourse analysis that have characterized policy development regarding MTT during the investigated span of time.

Conclusions

The analysis show how the speech on mother tongue policies was continuously in focus for policy texts during 1960s -2000s. The findings identified five policy periods' major discursive changes.

These changes appears to have been characterized by the discourses of *assimilation* policy in 1960's to the policy of new teaching ideology of *equality* among all children in late 1970s and 1980's towards the discourse of *diversity* and the general *integration* policy in 1990s. Regarding the 2000's, the discursive period shows (so far) the critical voices of multiculturalism.

Parallel to these critics of multiculturalism there was also raised the discourse of "basic values" as a (more) modern term by which the school documents wanted to promote positive "strategy" in order to bridge the gap between different inequalities which existed in the society among multicultural groups. The concept of "basic values" could also be viewed as a strategy for promotion of *democratic values* in general SOU (2006:40:319-320)

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The Transparency of Compounds from a Multilingual Perspective

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Background

- Compounding – a productive word formation process in Swedish
- In word formation literature a common distinction is the distinction between transparent and non-transparent compounds.

A compound is transparent if knowledge of its constituents is enough to grasp the meaning of the compound as a whole.
- Non-transparent (metaphorical) compounds are included in the dictionaries, while transparent compounds generally are excluded for space-saving reasons.

But the question is: to whom are transparent compounds transparent? What compounds are really transparent in a multilingual context?

Example from the questionnaire

DEL 1: Skriv förklaringar till orden

Förklara följande ord i en eller ett par meningar. Skriv vad du tror att ordet betyder även om du inte hört det förut, eller om du är osäker på betydelsen.

En person som är *fulsnygg* är _____
A person that is 'ugly good-looking' is _____

Något som är *honungssött* är _____
Something that is 'honey sweet' is _____

En *spindelapa* är _____
A 'spider monkey' is _____

Ett *vagnbarn* är _____
A 'carriage child' is _____

Något som är *blodrött* är _____
Something that is 'blood red' is _____

En person som är *fågelrädd* är _____
A person that is 'bird afraid' is _____

DEL 2: Kryssa för ett alternativ

Läs ordet och förklaringarna till varje ord. Kryssa sedan i rutan för den förklaring som **du** tycker **stämmer bäst**. Obs! Kryssa bara i **en** ruta för varje ord. Svara på orden i tur och ordning och hoppa inte över något ord.

Stövelbarn 'boot child'	<input type="checkbox"/> Stövel som passar ett barn T.ex. "Den här stöveln finns inte i vuxenstorlek utan bara som stövelbarn." <input type="checkbox"/> Barn som gillar att ha stövlar T.ex. "Hon ville alltid ha stövlar på sig. Hon var ett riktigt stövelbarn."
Kvinnopräst 'woman priest'	<input type="checkbox"/> Präst som är kvinna T.ex. "En del personer tycker att det är fel med kvinnopräster i församlingen." <input type="checkbox"/> Präst som tar emot och hjälper kvinnor T.ex. "Kvinnor som har det svårt kan få hjälp hos en kvinnopräst."
Grönyta 'green surface'	<input type="checkbox"/> Yta som är grön T.ex. "Hon målade väggarna gröna, för hon älskade grönytor." <input type="checkbox"/> Naturområde med stor gräsplan T.ex. "Hon uppsökte ofta stadens grönytor, för hon älskade att promenera."
Fågelrädd 'bird afraid'	<input type="checkbox"/> Rädd som en fågel T.ex. "Han kände sig fågelrädd där han stod ensam på den stora skolgården." <input type="checkbox"/> Rädd för fåglar T.ex. "Han var fågelrädd och tyckte inte om när fåglarna kom för nära."
Solvarm 'sun warm'	<input type="checkbox"/> Mycket varm (som solen) T.ex. "Akta dig för spisen! Den är solvarm!" <input type="checkbox"/> Varm (eller uppvärmd) av solen T.ex. "Solen hade lyst hela dagen och gjort klipporna solvarma."

Method

- Empirical study
- Questionnaire testing the processing and interpretation of compounds built of two common word constituents

Informants

- High school students with L1 and L2 backgrounds, studying a pre-university programme

Questionnaire design

- One open part: the informants are asked to write an explanation to the test words
- One closed part: the informants are asked to pick one explanation out of alternative definitions with example sentences
- Real and invented words
- Nominal and adjectival compounds
- Variables:
 - headedness
 - determinative or copulative?
 - predicative relation or relational linking?
 - property linking or relational linking?
 - semantic roles
 - extent of lexicalization

Purpose

- Analyse the difference between L1 speakers and advanced L2 speakers of Swedish, regarding the processing and interpretation of compounds

Research questions

- To what extent do L1 and L2 speakers rely on A) structural information and B) lexical information when interpreting compounds?
- To what extent are supposedly transparent compounds really transparent to L1 and L2 speakers of Swedish?

Hypothesis

- Supposedly transparent compounds may be non-transparent from a multilingual perspective, since the lexicalization process, i.e. picking out and establishing one of several potential meaning relations, is language-specific.

Ex.: *iskall* 'ice cold' (i.e. 'cold **as** ice')
solvarm 'sun warm' (i.e. 'warmed **by** the sun')



In a pilot study carried out with L1 and advanced L2 speakers of Swedish, many L2 speakers picked the same meaning relation for *iskall* och *solvarm*, namely a comparing relation 'cold as ice'; 'warm as the sun'.

- Knowing the constituents and (structurally) analysing a compound may not be enough to grasp the meaning of a compound. Rather compounds may have to be lexically learned and stored.

Conclusion

If supposedly transparent compounds turn out not to be transparent from a multilingual perspective, this may have lexicographical as well as pedagogical implications. Such a result would indicate a need of treating compounds more thoroughly – with multilingual aspects taken into account – in dictionaries as well as in teaching practice.

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Racialization in Language Education: language as a key to racial conversion?

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Background

Mastery of Swedish language is an important social identity marker. Language debates in Sweden frequently center on non-native speakers need to acquire language skills through language education in order to become acculturated into the mainstream society. From a Critical Race Theory perspective, I argue that language can be seen as an agent of racialization that “lightens” students of color who adhere to a prescriptive Swedish language norms.

Purpose

Part of my thesis examines the racialization of language, i.e. the relationship between “race” as a socially constructed marker of identity and language education for non-native students of color. More specifically, I examine dominant norms and ideologies about race and language in the core curriculum.

How can language education be seen as an agent of racialization?

A Critical Race Theory (CRT) is used in combination with a sociology of knowledge perspective in order to examine the construction of racialized differences in the pedagogical discourse, that is how the content of learning and the social order is regulated and recontextualized.

Method

In this ethnographic study, I have examined the everyday school practices as experienced by school leadership, teachers and non-native speaking students of color in an urban school within a large city of Sweden. Data production was carried out by direct participant observation of students and teachers in grade nine the last year of compulsory education between 2006 – 2009. I observed three ninth grade classes in succession. Observations, interviews and informal conversations were documented in fieldnotes and digital audio recordings of classroom instruction of the core curriculum and free time at school.

Results

Monolingual and mono-cultural pedagogy

Mastery of Swedish language is a requirement for academic success and inclusion into the mainstream society. Linguistic diversity is promoted on an individual level and as part of a bilingual education program. Yet, the core curriculum does not promote linguistic diversity in practice. The core curriculum is reflective of a mono-cultural norm.

Although the school celebrates diversity, acknowledges social difference and implements a bilingual education policy, students of color adapt to a ubiquitous monolingual norm that is the main criteria for academic success.

Racializing a linguistic divide

Non-native speaking students of color are not viewed as being part of the mainstream Swedish society. One way to bridge this divide is through the acquisition and mastery of Swedish and promotion of a *bi-cultural* identity. However, this duality tends to reify a racially constructed division between students of color and whites.

Color-blindness

Mastery of Swedish is upheld as a key criterion for acceptance into the mainstream Swedish society. Yet the monolingual and mono-cultural norms in the curriculum assume a “one-size-fits-all” pedagogy that does not include the linguistically and racially diverse students of color.

Conclusions

Racialization in language education can be seen as a reflection of a color-blind core curriculum. The main criteria of academic success is a mastery of Swedish. The monolingual and mono-cultural norms in the ordinary curriculum is lacking in linguistic and racial diversity in the content of learning. Students of color are hard pressed to adapt to monolingual and mono-cultural norms. The pedagogical discourse recognizes a bi-cultural duality and celebrates difference, yet norms of Swedish language and culture in the core curriculum affirm a homogenous ideology of society. It is assumed that acceptance into mainstream society is granted if/when language criteria are met. The power to accept or refuse permission is in part based on adherence to a compulsory Swedish. Color-blindness in the pedagogical content assumes a dominant white ideology that excludes students of color and upholds universal whiteness as a norm. Color-blindness supports compulsory Swedish and acts as an agent of racial conversion for students of color without ever naming race as a factor of approval. Support for social and linguistic diversity in bilingual education programs cannot compensate for a color-blind, “one-size-fits-all” pedagogy, devoid of social and racial diversity in the core curriculum.

Compulsory Swedish

Monolingual and mono-cultural criteria in the core curriculum reflect a homogenous rather than linguistic and racially diverse society.

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Progress in academic vocabulary use among CLIL and non-CLIL students

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Background

In *CLIL*, *Content and language integrated learning*, the assumption is that second or foreign language learning is enhanced when taught through academic subject content; the target language is used as the language of instruction in school subjects such as Physics and History (cf. Coyle, Hood and Marsh 2010). For many CLIL students, the goal is to prepare for higher education, where high proficiency in English is often regarded as a prerequisite for academic success also in countries where English is not a native language. Hence, English academic vocabulary knowledge is imperative. However, very few studies have investigated the impact of CLIL on academic language proficiency. In addition, other possible influential factors on students' English academic vocabulary must be considered: the impact of various types of CLIL practices, the students' use of English outside school and mono/multilingual background.

Purpose

The following questions are addressed:

Is there any difference in progress in academic vocabulary use

- between CLIL and non-CLIL students?
- between schools with different types of CLIL practices?
- between students with monolingual Swedish and multilingual background?
- between students with high versus low exposure to English outside school?

Method

Corpus-based methods were used for the analysis of academic vocabulary in four writing assignments on subjects related to Natural and Social Sciences over three years (Total nr of essays: 525). The percentage of academic vocabulary (AVL; Gardner & Davies 2014) was noted for each essay.

A background survey and a web based language diary provided information about the students' language background and their use of English outside school.

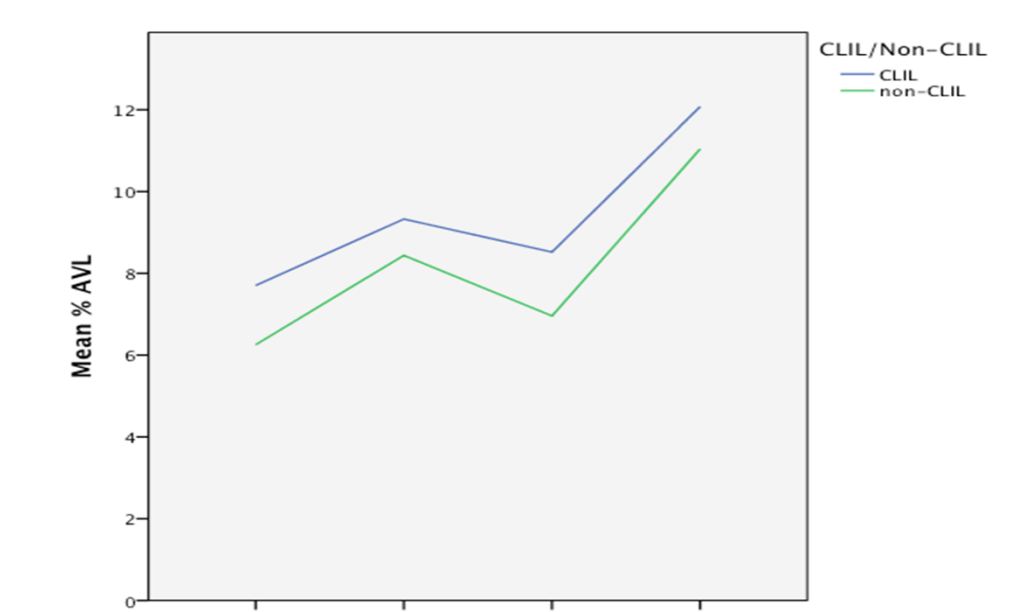
Field notes from school visits and interviews with students and teachers provided information how CLIL was practised at the three schools.

Statistical methods were used for the analyses of development over time and the possible impact of various background factors (CLIL/non-CLIL, different CLIL practices, mono/multilingual background, Extramural English).

Results

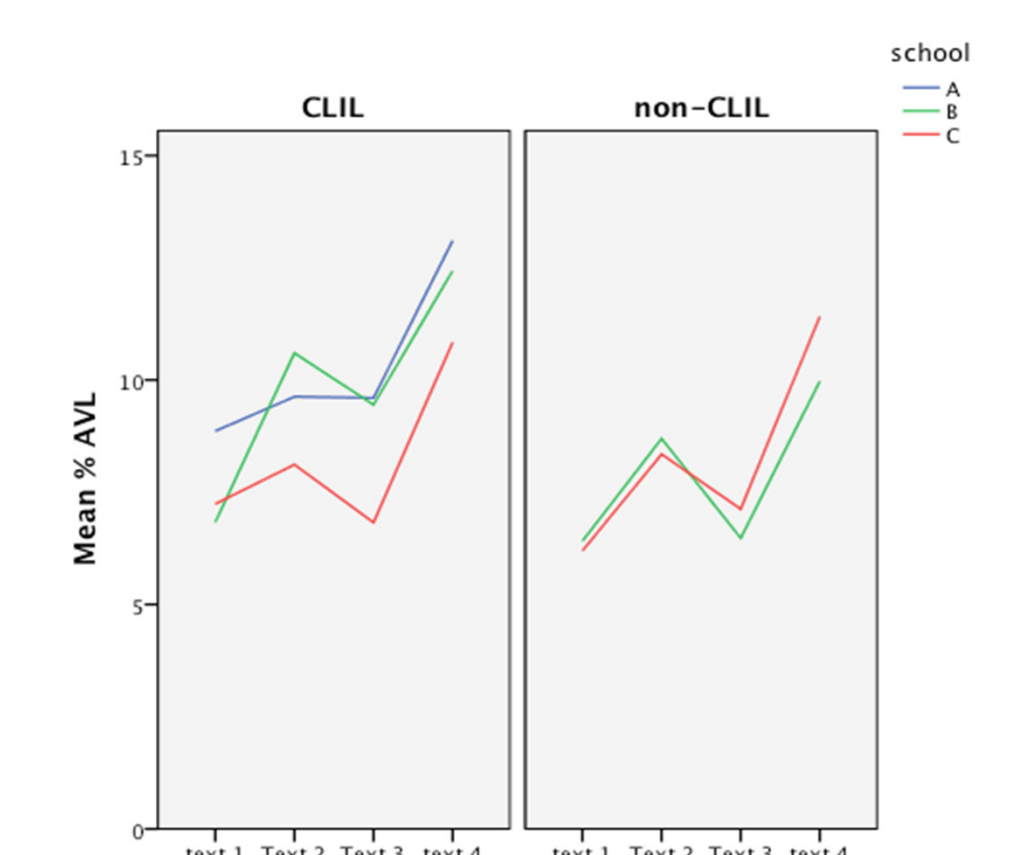
CLIL / non-CLIL:

CLIL students use academic vocabulary to a greater extent in each of the essays but they do not increase their use of academic vocabulary more than non-CLIL students over time.



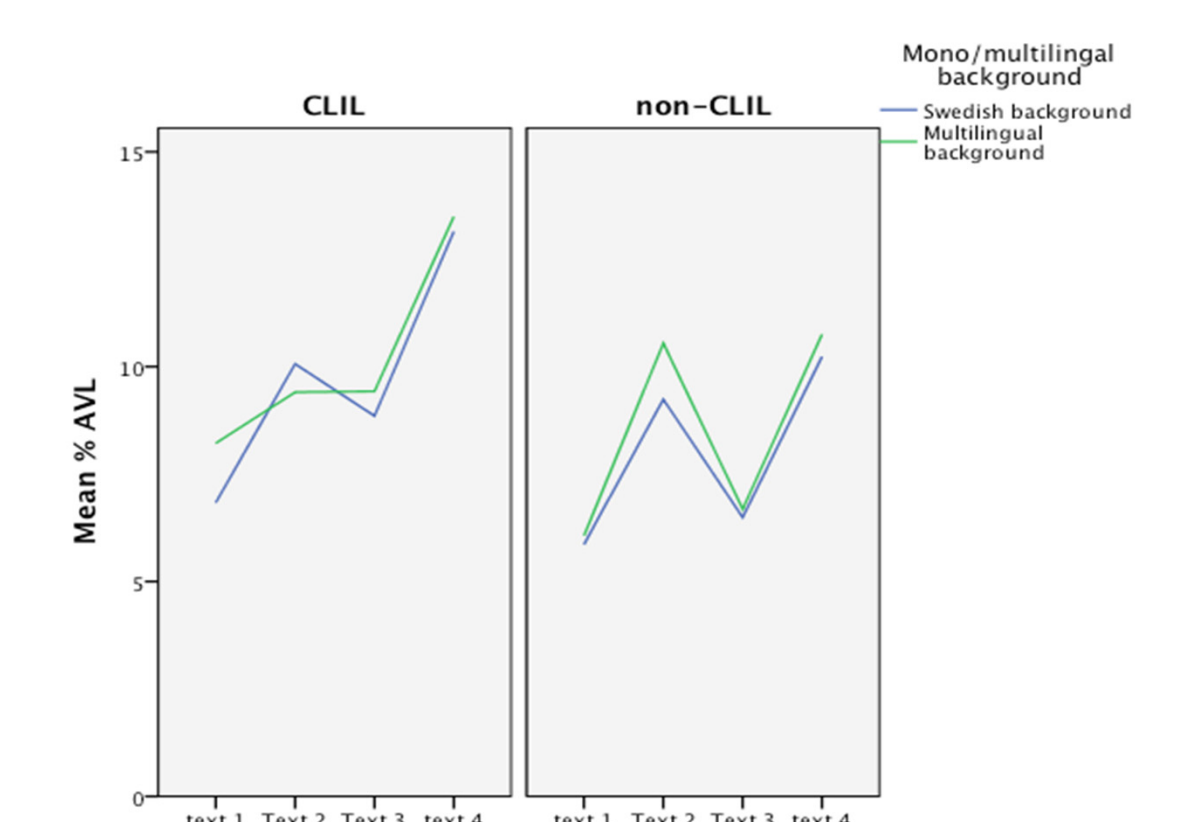
Different CLIL practices:

At school B (green line) where both Swedish and English were used as languages of instruction and the use of English increased from year 1 to year 3, a statistically significant difference in progress is found between CLIL and non-CLIL students.



Multilingual background:

Preliminary results indicate that there is no significant difference in development of academic vocabulary use between students with multilingual background and students with monolingual Swedish background.



Extramural use of English:

Preliminary results indicate that extramural use of English has no significant influence on academic vocabulary.

Conclusions

- The fact that CLIL students are exposed to English at school to a greater extent than non-CLIL students does not imply that they increase their use of academic vocabulary more. The way CLIL is practised seems to be of great importance.
- Students with multilingual background develop English academic vocabulary to the same extent as students with monolingual Swedish background. English is a foreign language for all of the students – more equal terms when instruction is in English?

The CLISS project

This study is part of a longitudinal research project *Content and Language Integration in Swedish Schools*, *CLISS*, funded by the Swedish Research Council. For more information, see:

<http://ips.gu.se/forskning/forskningsprojekt/cliss>

If you want to know more about this study, please contact: eva.olsson@ped.gu.se



UNIVERSITY OF
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Making sense of history textbook texts in a second language



Background

Learning about the past in school means, to a very large extent, learning by reading written texts. In order to perform successfully in history as a school subject, Swedish high school students are expected to read texts in an analytical and critical manner. Difficulties in comprehending texts in this manner is likely a contributing factor why many L2-students do not achieve high marks or even fail the class.

Purpose

- 1) to focus on the representation of social actors as one of many linguistic obstacles in history textbook texts.
- 2) to show how struggling L2-readers make use of various clues, inside and outside the text, in order to make sense of the text contents, the social actors and the relationship between them.

(Inter)textual clue: clues in previous read texts.

Student **B** uses explicit information from the previously read introductory text about Europeans moving to United States.

Student **K** uses explicit information about another social actor, the boers, from a prior paragraph in the text.

I: It says in the text that the population diminished from twenty to ten million. What happened to them?
Student **B**:moving to other countries.
I: Ok. Does it say so in the text?
Student **B**: I found that out through imperialism that I read in the previous text.

I: Who are the native work force?
Student **K**: ...they are the natives. That's the boer who are the people who used to live there

Co-textual clue: clues in the surrounding co-text.

Reading the text closely student **K** finds various clues in the wording of the text that help K make connections between social actors.

Student **B**'s clue is a social actor in the same clause as the word "disaster".

I: Who are the native work force?
Student **K**: That's the people who lived in the area... They are people... who got... from other chiefs who handed over a giant area on a private company. It's these work forces who have... That's who worked for the Belgians.

I: And then is the question, what population diminished?
Student **B**: ... it says "the Belgian empire was a disaster". So it could be the Belgians who were diminished.

Contextual clue:

clues outside the text, e.g. knowledge about the subject or other events in the past.

Student **J**: draws on and combines knowledge about work forces usually going places and the colonization of the Americas, where diseases killed the native population.

Student **G**: draws on knowledge about other disasters ("world war") and other social actors (the "communists") in the past.

I: How come the population went down from twenty to ten million?
Student **J**: Maybe because the work force came and brought a lot of diseases and I don't know.

S: Do we get to know why the population diminished?
Student **G**: There was a disaster. The communists... there was a world war... they could not agree...



[...] King Leopold of Belgium was among the first in the scramble for Africa. In 1879, with the help of a representative, Leopold entered a number of treaties with African chiefs, who handed over a giant area to Leopold's private company, which was called the International Association of the Congo. The meaning of such a "sale" was not clear to the Africans who did not apply individual ownership of land.

In Leopold's Congo the economic gains were enormous. There were mainly two things the Belgians were after - ivory and rubber. To get hold of this they ruthlessly exploited the native workforce. For the Congolese the Belgian Empire was a disaster. Between 1885 and 1908 the population diminished from twenty to ten million (Epos).

Lexico-grammatical representations of

- Europeans
- Africans
- both Europeans and Africans
- "local actor"

Examples of linguistic challenges in the text:

- Semantic relations between the lexico-grammatical representations of social actors are to a large degree based on synonymy and inference, which makes it hard for the reader to answer questions like: Who is who? Who does what to whom? What happens to whom? What historical significance does/do X have?
- Implicit and hidden information : e.g. the purpose of the quotation mark around the word "sale", the significance of the treaties and the cause and effect of Leopold's colonization of Congo.

Method

The results are generated from two connected empirical studies. The first study investigates structural and lexico-grammatical features in high school history textbooks, drawing on systemic-functional linguistics, SFL. In the second study, L2 and L1 high school students' mediated encounters with history textbook texts are explored through conversations about the texts, in order to investigate the relationship between the texts' structural and linguistic features and the readers' meaning making.

Results and conclusions

History textbook texts impose great linguistic demands upon L2-readers, demands which can be linked to subject specific features of the texts. In order to comprehend the texts the reader must not only grasp a large knowledge of vocabulary, but also be able to make inferences which are necessary for interpreting implicit information in addition to identification and tracking of social actors within the texts. Struggling L2-readers use various textual and contextual clues in order to make meaning of the text. However, without scaffolding or guidance from a teacher or tutor, these clues can lead the readers to unexpected and irrelevant interpretations of the text contents.

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"It was difficult to choose because I have two languages"

Language use among transmigrant children in Europe

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Background

Due to increasing mobility in the globalized world, many children and teenagers are growing up in a plurilingual and multicultural environment and become multilingual. Their first language (L1) does not necessarily coincide with the society's majority language, nor with the language of instruction in school. Thus, they use different languages in their everyday lives.

This PhD project concerns the reported language use of teenagers who have Swedish as their only, or one of their, L1s', but live outside Sweden and Finland (where Swedish is an official minority language). Although they all have some connection to the Swedish community, their migrational background differs, ranging from having a parent who has immigrated, to second generation immigrants to being TCK.

Third Culture

1. Parents' home culture
2. Host country's culture
3. International society's conglomerate of cultures



A Third Culture Kid (TCK) is a person who has spent a significant part of his or her developmental years outside the parents' culture [and who] builds relationships to all of the cultures, while not having full ownership in any. Although elements from each culture are assimilated into the TCK's life experience, the sense of belonging is in relationship to others of similar background [that is other TCKs] (Pollock och Van Reken 2009:13)

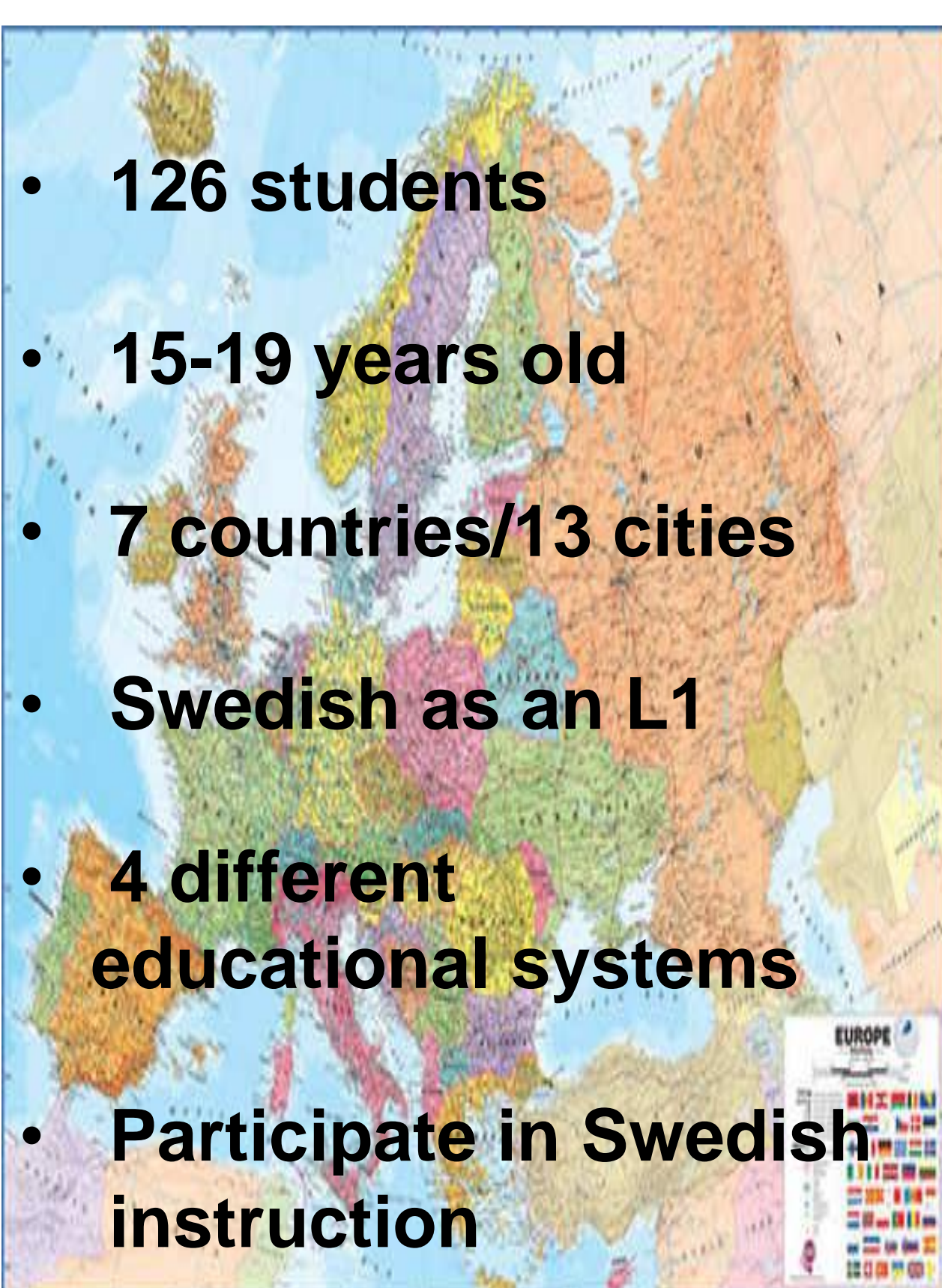
Research questions

- How can the participants' multilingualism be described from their reported language use and language attitudes?
- To what extent is there a diversity in their patterns of language use?

Method

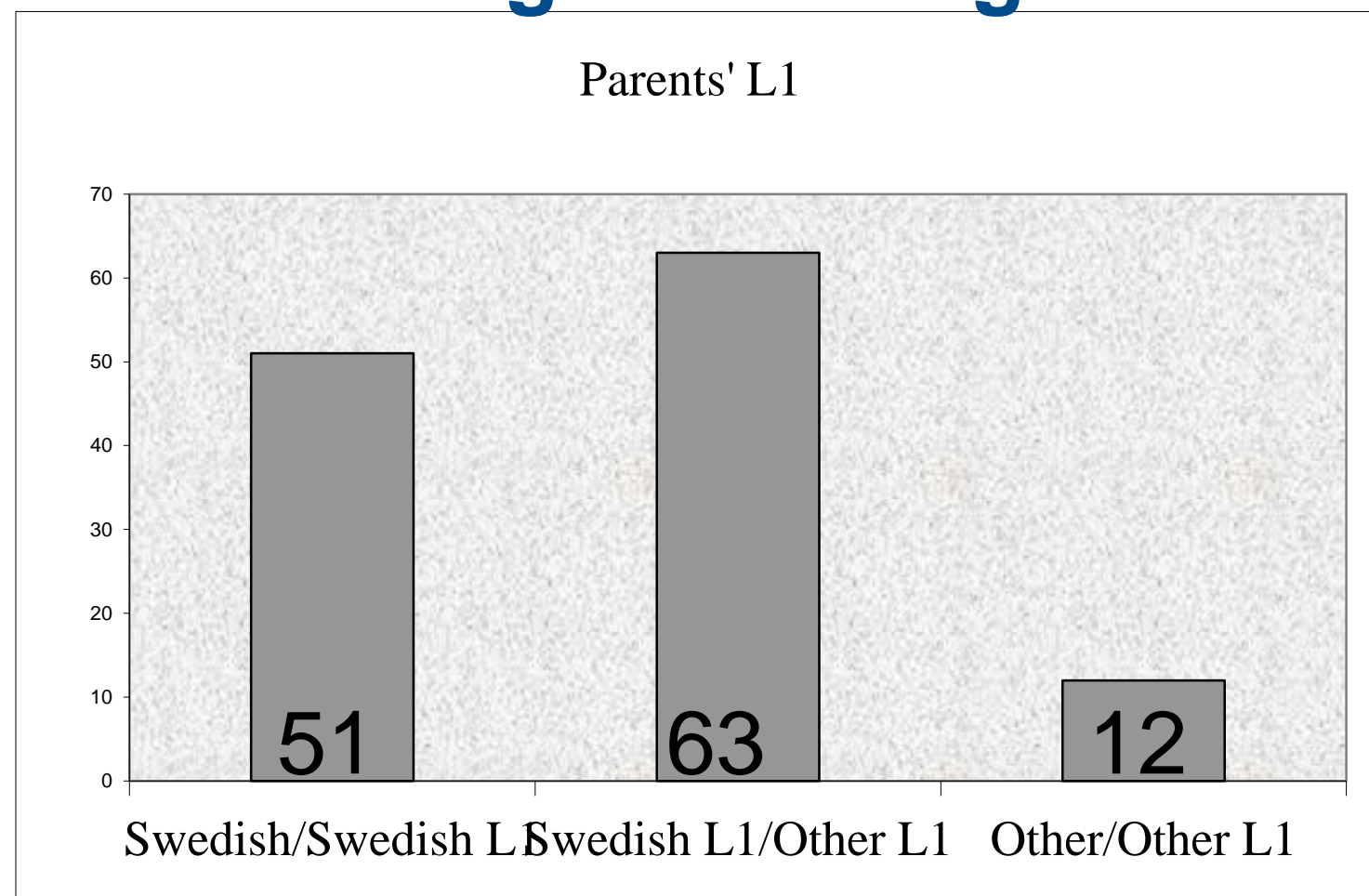
- Sociolinguistic survey study.
- Questionnaire on language use, language preference and language attitude
- Data analysed by means of descriptive statistics and linguistic profiling (Fraurud & Boyd 2011), a tool for describing heterogeneous linguistic contexts. The linguistic profiling is done by cross-tabulation in layers.

Participants



- 126 students
- 15-19 years old
- 7 countries/13 cities
- Swedish as an L1
- 4 different educational systems
- Participate in Swedish instruction

Parents' linguistic background

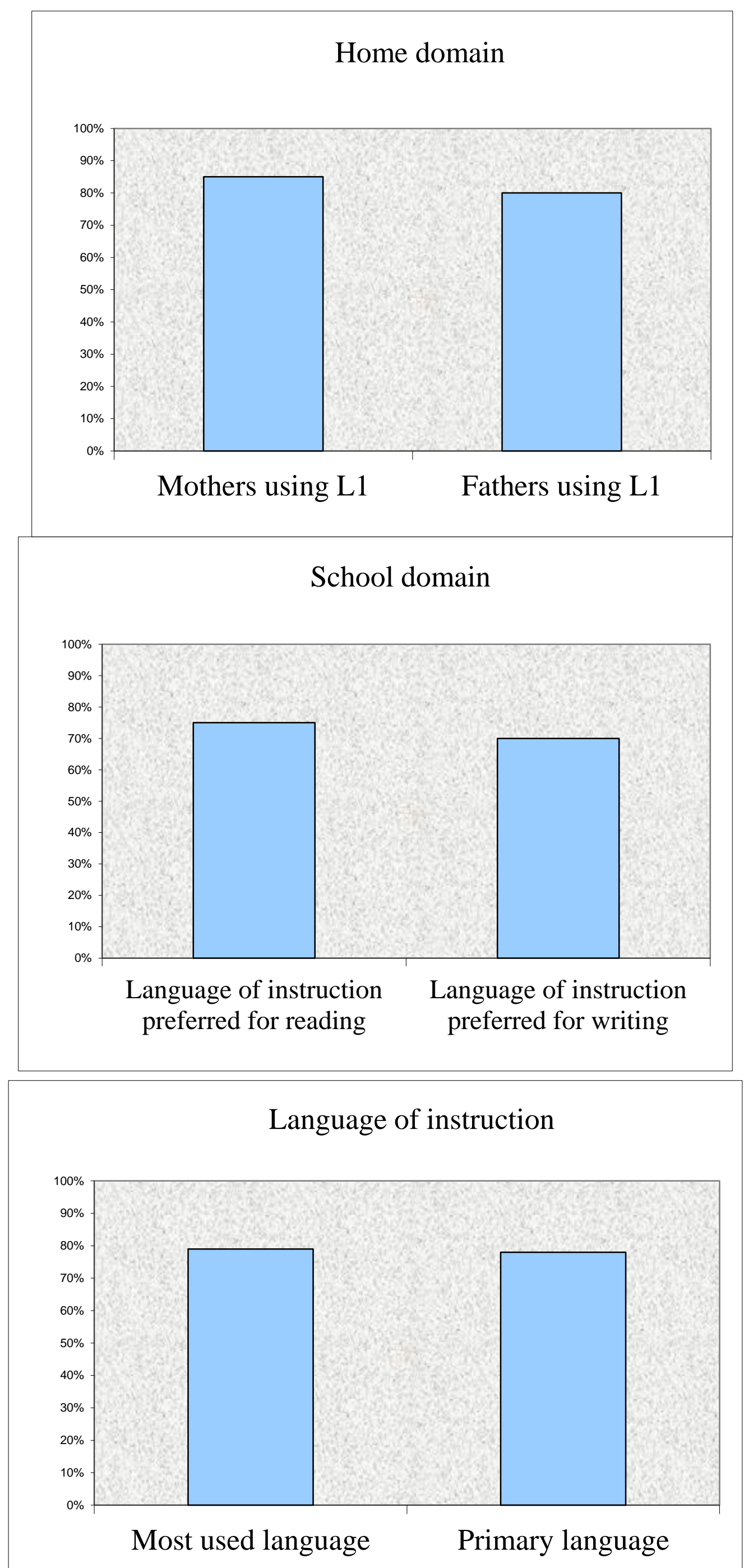


Educational systems

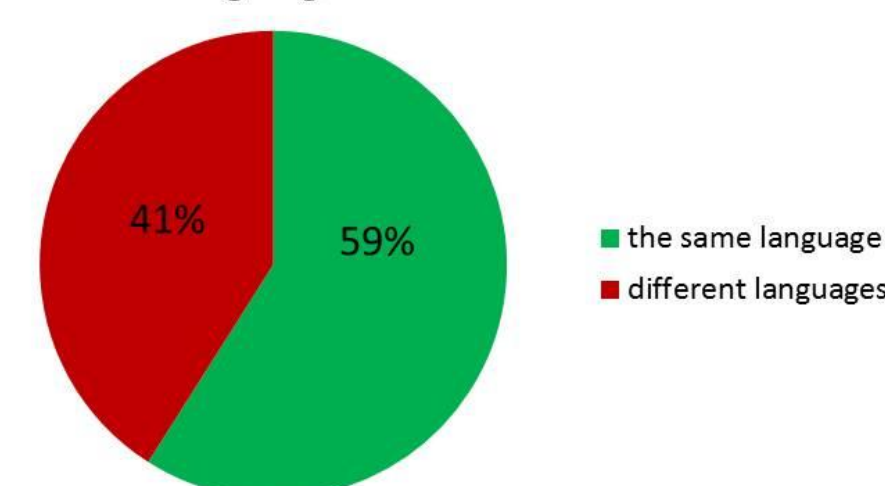
- Swedish schools abroad
- International IB-schools
- European schools
- Local national schools
- Swedish Mother Tongue Teaching

Results

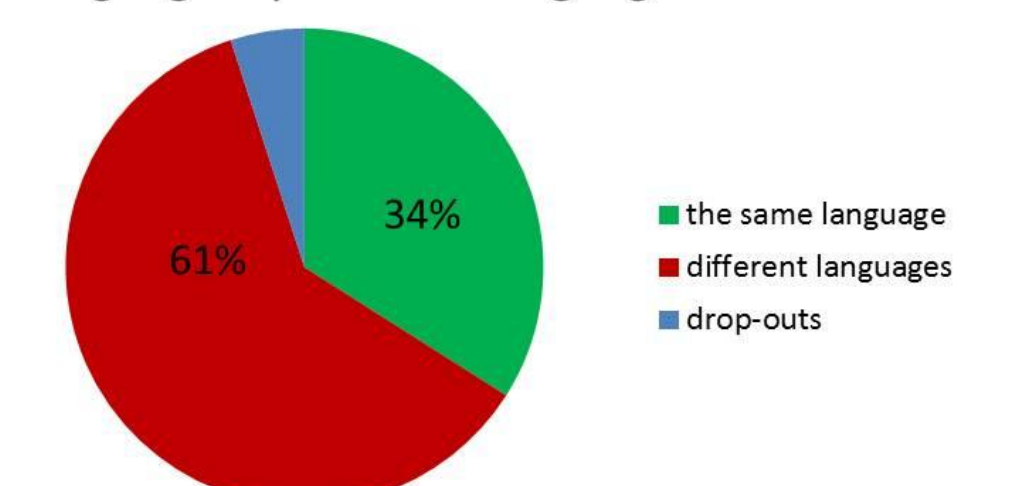
- A vast majority of the participants use two or more languages on a daily basis
- In general terms, the domain of the family is dominated by the parents' L1's, the domain of social life with friends by a multilingual practice and the domain of the school by the language of instruction.
- Although a majority of the informants report the language of instruction as their primary language and most frequently used language, it is not necessarily the language they report as their most preferred one or the language they identify themselves with.
- Linguistic profiling shows a diversity in the participants' patterns of language use.



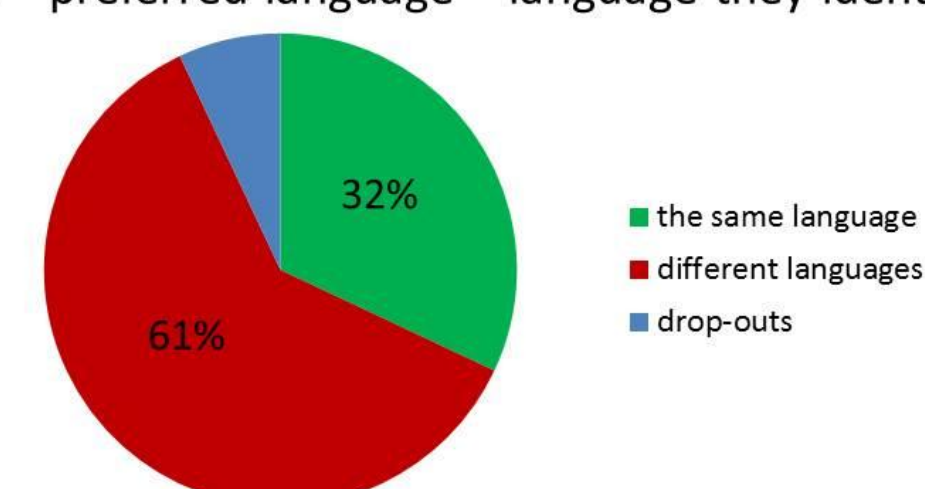
For how many participants are
language of instruction – primary language –
most used language



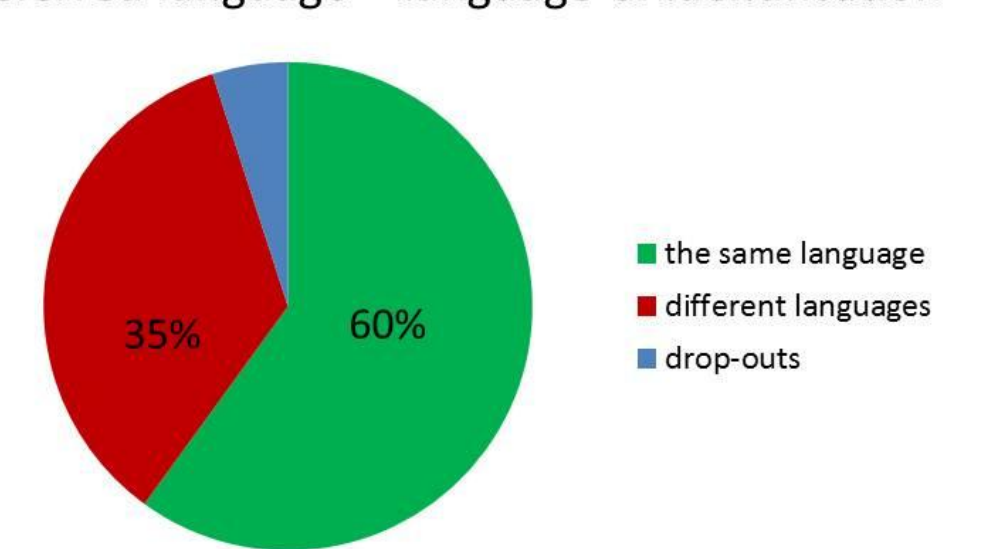
For how many participants are
language of instruction – primary language – most
used language – preferred language



For how many participants are
language of instruction – primary language – most used
language – preferred language – language they identify with



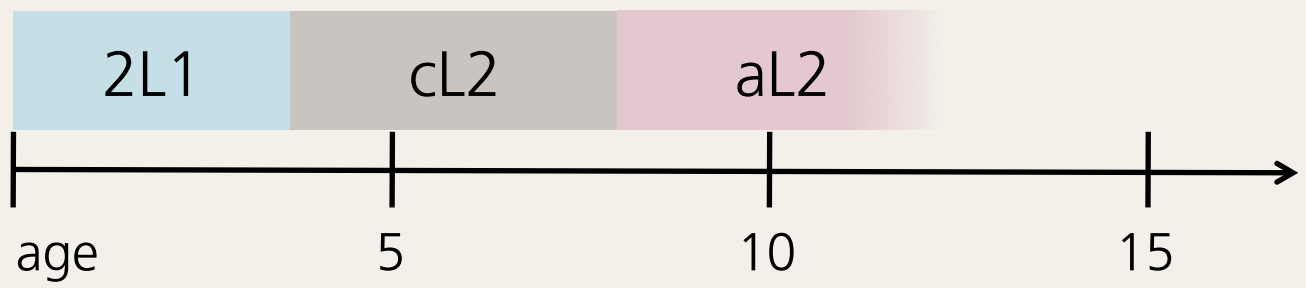
For how many participants are
preferred language – language of identification



Conclusion

- The participants have a multilingual baseline
- The results show that the informants' multilingualism could be characterized as dynamic (García 2009) and integrated, in that they use their different languages in different domains and contexts, with different interlocutors and for different purposes.
- Social domains (cf. Fishman 1972, Rampton 1992) appear to influence their multilingualism.
- On the surface level the participant group show a homogenous pattern of language use, but the underlying patterns are heterogeneous. There is a diversity in their patterns of language use, with a complex and at times unpredictable interplay of variables (cf. Blommaert 2012, Vertovec 2007).





Research questions

How can French phonological development in 1L1 children, 2L1 children and cL2 learners be characterised?

- Does cL2 learners’ developmental path differ from that of (2)L1 children?
- Do 2L1 children’s and cL2 learners’ French phonologies display influence from Swedish (the (other) first language as well as the surrounding language)?
- Would such an influence result in differing developmental paths for 1L1 and 2L1 children?
- Can potential differences between the cL2 learners’ phonological development in French be explained by their overall level of phonological development in Swedish (L1)?

Voice Onset Time (VOT)

VOT is the time from the release burst of a stop consonant to the onset of the subsequent vowel by the vibration of the vocal cords. Three types of VOT are typically distinguished: lead (<0 ms, i.e. negative VOT), short lag (0-40 ms) and long lag (>40 ms) (Lisker & Abrahamsson, 1964).

Previous Research

- Two potentially challenging areas for 2L1s and L2 learners: (a) separating the two languages’ systems, and (b) producing monolingual-like VOT.
- **2L1** speakers appear to separate their two languages’ VOT, but the actual VOT values reported typically differ from 1L1s (Fowler et al., 2008; MacLeod & Stoel-Gammon, 2005; Khatlab, 2000).
- **aL2** learners: Predominantly “compromise” VOT, i.e. values that neither correspond to the target language norm, nor to a direct transfer of the learner’s L1. (Flege, 1991; Birdsong, 2003). Target-like VOT in the L2 reported only occasionally (e.g. Birdsong, 2003). Reports on learners’ L1 productions are rare.
- **Younger L2** learners: Results less conclusive – some find learners producing target-like VOT (Flege, 1991) and others observe compromise VOT (Caramazza et al., 1973; Flege & Eefting, 1987).

Method

- Memory game with a native speaker to elicit voiceless stops.

- 3 recordings over 2 years at equal intervals (2,378 measured tokens; age range: 3;7-6;5).
- Markup of VOT in Praat on waveform, verified with spectrogram, in a 200-ms window. VOT was measured from the first peak indicating release burst to the last extreme spike in the wafeform preceding regular voiced pulsation.

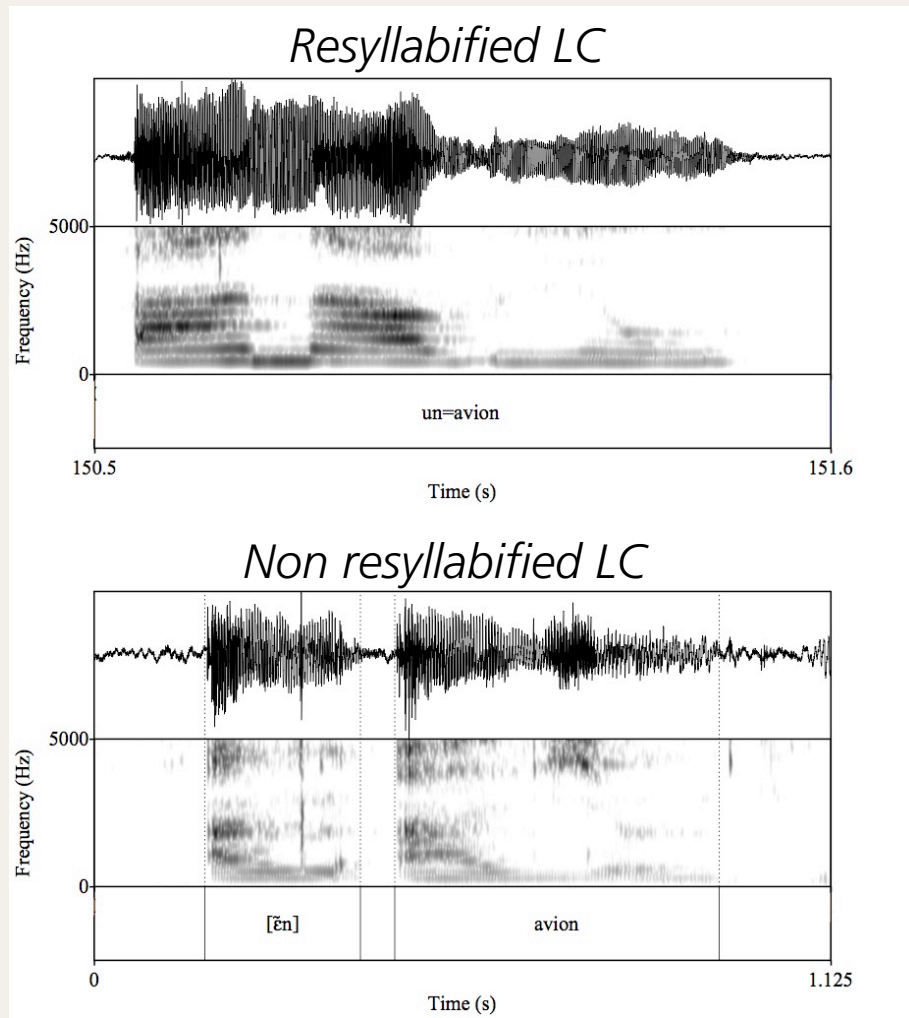
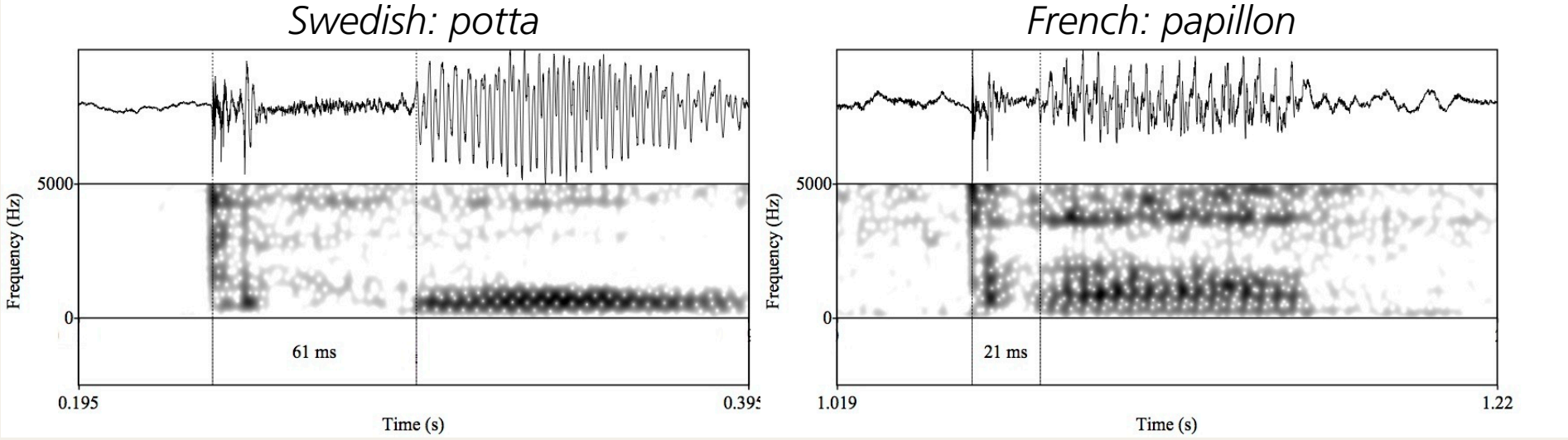
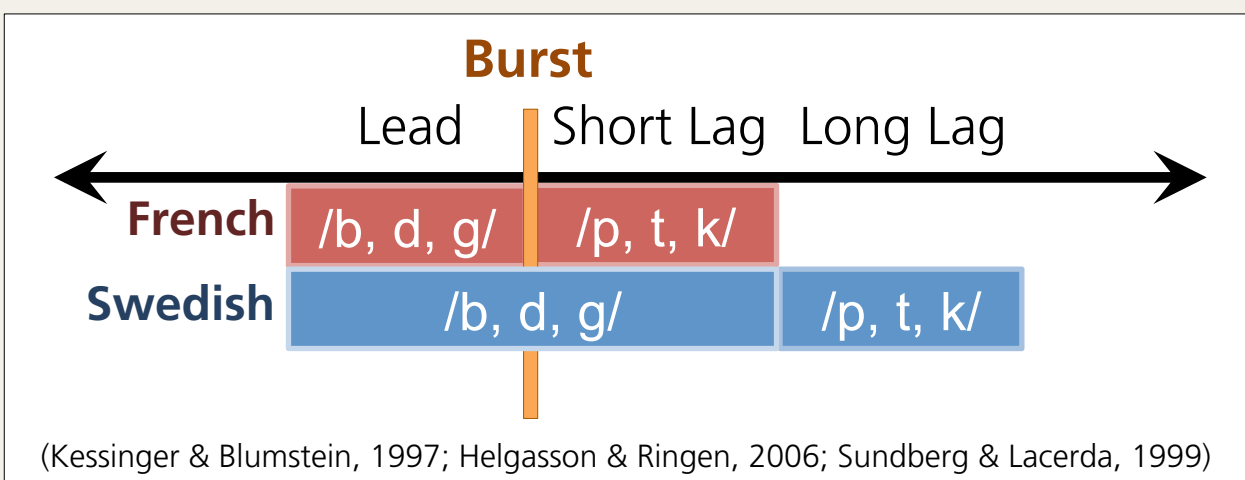
Main findings

- VOT in French L1 showed influence from consonants and vowels.
- 1L1 developmental trend consistent with an upside-down U-curve peaking at age 10 or later.
- 2L1 French: No significant difference from 1L1.
- 2L1 Swedish: Potentially delayed development (compared to 1L1s in the literature, Whiteside & Marshall, 2001; Larsson & Wiman, 2010).
- cL2 Swedish : Potentially delayed development (idem).
- cL2 French: initial influence from Swedish (long lag: 66%), the cL2s seem to converge with the (2)L1 children at later stages.
- Both 2L1 and cL2 separate the two languages.

Introduction

This dissertation describes the development of Voice Onset Time (VOT) and liaison in child second language (cL2) French (L1: Swedish) as compared to simultaneous Swedish-French bilinguals (2L1) and monolingual (1L1) French children. VOT is studied in both languages but *liaison* only exists in French.

Differences between L1 and L2 phonology have previously been attributed either to a sensitive period for language learning (e.g. Long, 1990) or to L1 influence (e.g. *The Unfolding Hypothesis*, Flege, 1999; Oyama, 1979). According to recent extensive studies on morpho-syntax L2 acquisition with an age of onset (AoA) between 4 and 8 years constitutes a separate mode of acquisition (cL2), where some aspects pattern with L1 and others with adult L2 (aL2) development (Granfeldt, 2012; Meisel, 2009, 2008; Schwartz, 2004). Such results have been attributed to a combination of a sensitive period and L1 development (Granfeldt, 2012; Schlyter & Thomas, 2012). In comparison cL2 phonological development is fairly under-researched and evidence for a cL2 mode of acquisition in phonology is still scarce.



Conclusions

1. 2L1 and 1L1 development only differ marginally for the two phenomena studied in this dissertation. We attribute the minor differences to the presence of another L1.
2. The cL2s initially present similarities with aL2s but later resemble (2)L1s. There thus appears to be a cL2 mode of acquisition also in the domain of phonology.
3. Differences between the three cL2 learners cannot be explained by their varying levels of phonological development in Swedish (L1).



General Method

- Longitudinal corpus collected over 2.5 years.
- 8 participants, all attending a French nursery school in Stockholm:
 - **3 cL2 learners:** Swedish learners of French (AoA: 3;0-3;5).
 - **3 2L1 children:** simultaneous Swedish-French bilinguals
 - **2 1L1 children:** monolingual speakers of French
- Specific picture-naming tasks targeting VOT and *liaison*.
- Recorded with a Marantz Professional Solid State Recorder PMD660 (internal microphone)
- L1 phonological development assessed through tests used in speech-language pathology.

Level	cL2	2L1	1L1
Low	Isa		Anne
Intermediate	Naomi	Yann	
High	Fia	Évita, Liam	Linda

Liaison

Liaison is a phenomenon of external sandhi that involves the production of a latent coda consonant (liaison consonant, LC) in prevocalic contexts.

un	+ avion	→	un avion
/Ē/	+ /avjǝ/	→	/Ēnavjǝ/
one	airplane		one airplane
deux	+ avions	→	deux avions
/dø/	+ /avjǝ/	→	/døzavjǝ/
two	airplanes		two airplanes

un	+ bateau	→	un bateau
/Ē/	+ /bato/	→	/Ēbato/
one	boat		one boat
deux	+ bateaux	→	deux bateaux
/dø/	+ /bato/	→	/døbato/
two	boats		two boats

The segmental content of the LC is dependent on the first word but the LC is produced as the onset of the second word: /dø.za.vjǝ/. As a consequence, word and syllable boundaries do not align. It has been argued that this misalignment constitutes potentially different difficulties for L1 and L2 learners (Wauquier, 2009).

Previous Research

- **1L1 acquisition** initial misinterpretations of the LC as the lexical onset of the second word, leading to LC substitutions, e.g. /Ēzavjǝ/ instead of /Ēnavjǝ/ (Wauquier & Shoemaker, 2013). These errors are unattested in adult L2 learners.
- **aL2 acquisition:** LC substitutions can be traced back to the written form of the word (/gʁɑ̃.daʁbɛl/ for *grand arbre* /gʁɑ̃.taʁbɛl/) (Thomas, 2004).
- aL2 learners also produce LCs without resyllabification (such as /døz.a.vjǝ/ instead of /dø.za.vjǝ/), an error that has not been reported in 1L1 acquisition. These errors have also been attributed to influence from the written form. (idem)

Method

- Picture naming task eliciting 6 vowel initial words preceded by *un* or *deux*.
- 7 recordings at approx. 3-month intervals (382 analysed tokens; age range: 4;0-6;5)
- Auditive and instrumental analysis: For each production the LC and its syllabification were coded.

Main findings

- No difference in the rate of acquisition between 1L1 and 2L1 development.
- The initial cL2 stage resembles that of aL2s, i.e. absence of LCs (such as /dønavjǝ/ for /døzavjǝ/), but more advanced productions are more similar to those of (2)L1s.
- Three children (2 x 2L1, 1 x cL2) produce some liaisons without resyllabification, e.g. /Ēn.a.vjǝ/ instead of /Ē.na.vjǝ/, error previously only reported for aL2 learners. Contrary to the aL2s, all three children reach a level where these errors disappear.
- The great interindividual variation among the cL2s throughout the recordings cannot be accounted for by initial differences in their L1 phonologies.

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6. Market Stalls

The Swedish National Agency for Education

The National Agency for Education is the central administrative authority for the public school system, publicly organised preschooling, school-age childcare and for adult education.

The National Agency for Education is led by the Director-General, and in order to strengthen quality and acceptance by society, the Government has appointed an Advisory Council.

Mission and role

The Swedish Riksdag and the Government set out the goals and guidelines for the preschool and school through i.a. the Education Act and the Curricula. The mission of the Agency is to actively work for the attainment of the goals.

The municipalities and the independent schools are the principal organizers in the school system allocate resources and organize activities so that pupils attain the national goals.

The Agency supervises supports, follows up and evaluates the school in order to improve quality and outcomes. All pupils have the right to an equivalent education.

We focus on the principal organizers of the school, school heads, school leaders and teachers in the preschool, the preschool class, different school forms in compulsory and upper secondary schooling, and also adult education. Sometimes pupils and parents are the target groups of the Agency.

The Agency's mission can be summarized as follows:

- drawing up clear goals and knowledge requirements
- providing support for the development of preschools and schools
- developing and disseminating new knowledge of benefit to our target groups
- communicate to improve

The National Centre for Swedish as a Second Language

The National Centre for Swedish as a Second Language at Stockholm University is a national resource and development centre, commissioned by the Swedish government (SFS 2007:1475).

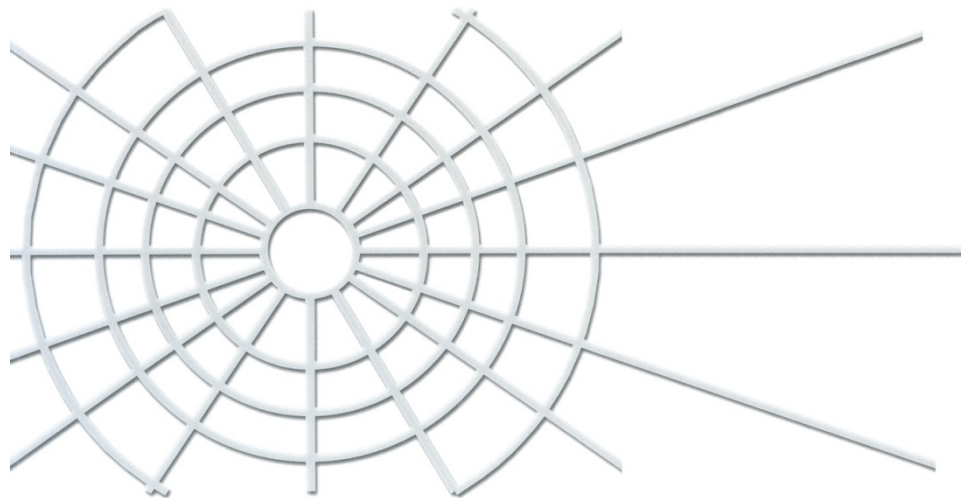
Its area of responsibility is limited to the area of Swedish as a second language and includes all school levels from preschool to adult education.

The principal aims of The National Centre for Swedish as a Second Language are to...

- serve as a link between researchers, educators and society at large
- clarify the significance and role of the subject 'Swedish as a second language' in teacher training as well as in social and working life
- advocate the implementation of a curricula for 'Swedish as a second language'
- spread knowledge and awareness of the special learning processes involved in acquiring a second language
- endorse teaching methods which support linguistic and cognitive development
- stimulate discussions on teaching media and keep up with developments in the area of educational material initiate discussion concerning intercultural issues

The National Centre for Swedish as a Second Language...

- organizes seminars for educators and researchers where topics of immediate interest may be actualized
- takes initiative in the development of networks around important issues at all educational levels
- organizes recurrent symposiums
- accepts commissions from public authorities, municipalities and organizations
- spreads information through a web site, publications and personal contacts



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National Centre for Swedish as a Second Language

at Stockholm University is a national resource and development centre commissioned by the Swedish government (SFS 2007:1475).

We work in the area of Swedish as a second language and learning needs of multilingual pupils and students. Our area of responsibility includes all levels from pre-school to adult education.

All our initiatives are aimed at increasing knowledge about the learning needs of multilingual pupils and students, so that all pupils receive the education to which they are entitled – an education built on equal value, participation and sensitivity. We target teachers in all subject areas, school heads and others in educational employment.

The National Centre

- » serves as a link between researchers, educators and society at large,
- » support improved conditions for language and knowledge development work in all types of schools and in all subjects,
- » promote the implementation of curricula and programmes in Swedish as a second language and the basic language programme for adults, sfi,
- » is a resource for pre-school and school heads, pre-school and school teachers, development educationalists, work group leaders, instructors etc.
- » is a resource for school development and educational development with regard to language development and learning in a second language.

The National Centre

- » organises conferences, network meetings and seminars where teachers, researchers and representatives from public authorities and organisations meet,
- » spreads knowledge and awareness about the special learning processes involved in second language learning and instruction in the second language by means of personal contacts, web site, social media and publications.

Language Center

We educate world citizens through
language and culture



Government Regulations and Policies

- Language policy adopted by the Swedish Parliament in 2005 and the Language Act of 2009
- Swedish as the main language in Sweden
- Mother tongue studies is a school subject and has its own separate syllabus which also concern literature, history and culture of the country origin.
- Mother tongue teaching is compulsory in comprehensive (7-15 yrs old) and upper secondary level (16-18 yrs old).
- First language support is offered to children in pre-school.

10 most frequent mother tongues in compulsory school (2013/2014)

Language	Students	% participating
Arabic	38 266	68.4
Somali	14 688	67.5
English	13 276	48.7
Bosnian/Croatian/Serbian	13 059	53.0
Spanish	11 854	50.6
Finnish	8 235	44.3
Albanian	7 866	63.7
Polish	7 272	58.8
Persian	7 168	57.4
Turkish	6 655	56.7
Other languages (158)	80 664	62.0
Total	210 837	58.4

Mother Tongue Teaching

- The municipality have the overall responsibility for the provision of mother tongue teaching in schools.
- The municipality will only arrange teaching in the mother tongue if there is a suitable teacher and there are at least five pupils who want teaching in the language.
- Mother tongue tuition is available to students providing the mother tongue is a living language at home and the students have a basic level of proficiency in the language.
- In the case of Sweden's official minority languages(Samish, Meänkieli, Romany, Finnish and Yiddish), mother tongue tuition can also be provided to children who do not speak the language in a daily basis at home.

Positive effects of mother tongue teaching and support according to research

- It makes it easier to learn Swedish and other languages
- It leads to academic success and higher grades
- It makes children and pupils at school feel more self-assured

Mother Tongue Teachers

- Conducts language training, mother tongue teaching and study guidance
- Acts as support to the other teachers, parents and families
- Mother tongue teaching is commonly taught in separate classes both before and after regular classes.
- Study guidance is provided both before and after regular classes as well as integrated in the schedule.

Study Guidance in Mother Tongue

- Students who have recently moved to Sweden and have not yet learned enough Swedish to be able to follow lessons are given study guidance to be able to have the content of subject/lessons explained in their mother tongue.
- Parents and schools discuss individual students' need for mother tongue study guidance. The decision about which students should receive study guidance rests with the school principal.
- When there is a risk that a student will not get a grade, the school is obliged to provide study guidance.

Assessment tests for migrant students

- Mother tongue teachers conduct assessment tests for students entering the education system or during their education.
- The main purpose is to look at their needs before they are placed into school and to be able to tailor the education for every child individually.

Pedagogical Skills Development for Mother Tongue Teachers

- Further education in Mother tongue curriculum and syllabus
- Core values
- Computer technology and web-based learning
- Teaching methods and strategies in reading and writing acquisition
- Assessment testing courses
- Study guidance skills

The Main Purpose of Language Center in the City of Gothenburg

- Provide high quality mother tongue teaching
- To give the opportunity for mother tongue teachers to get employment in schools.

Services provided by the Language Center

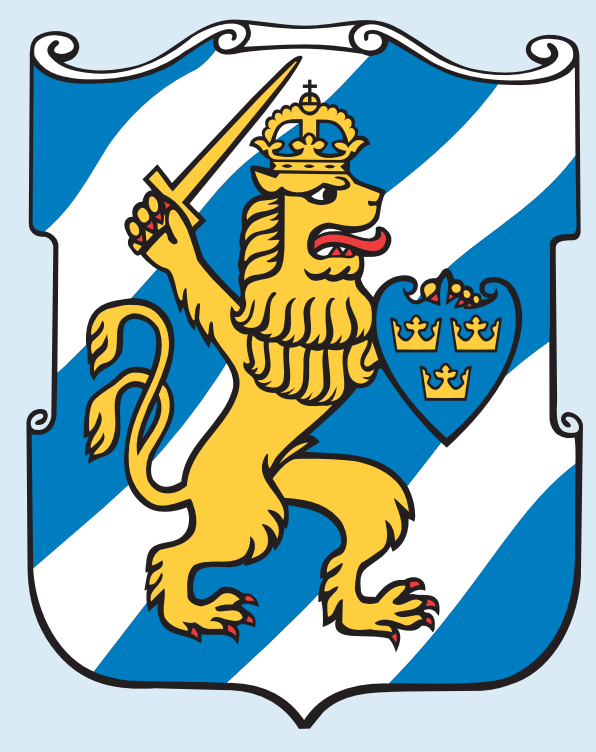
- We organize classes in mother tongue and modern languages
- Give examinations in both mother tongue and modern languages
- Provide study guidance
- Assessment testing
- Provide classes in web-based distance learning

The organization of The Language Center in Gothenburg

- 10 500 students in compulsory school
- 1 447 students in upper level schools
- 300 mother tongue teachers representing 70 different languages
- 1 operational leader, 7 principals
- 4 administrators
- 2 computer technicians

Number of Participating Pupils in Mother Tongue Classes in Gothenburg 2014

Pre-school language training	88 hrs/week	(2013 – 106 h/w)	(2012 – 249 h/w)
Mother tongue teaching	10570 pupils	(2013 – 9727 pupils)	(2012 – 9026 pupils)
Study guidance	1473 hrs/week	(2013 – 1042 h/w)	(2012 – 675 h/w)
Upper secondary school	1707 pupils	(2013 – 1648 pupils)	(2012 – 1728 pupils)
Consists of:			
Mother tongue teaching	293 pupils	(2013 – 396 pupils)	(2012 – 657 pupils)
Modern languages	1414 pupils	(2013 – 1252 pupils)	(2012 – 1071 pupils)
Examinations	443	(2013 - 356)	
Preparatory classes	Around 200 participating pupils		

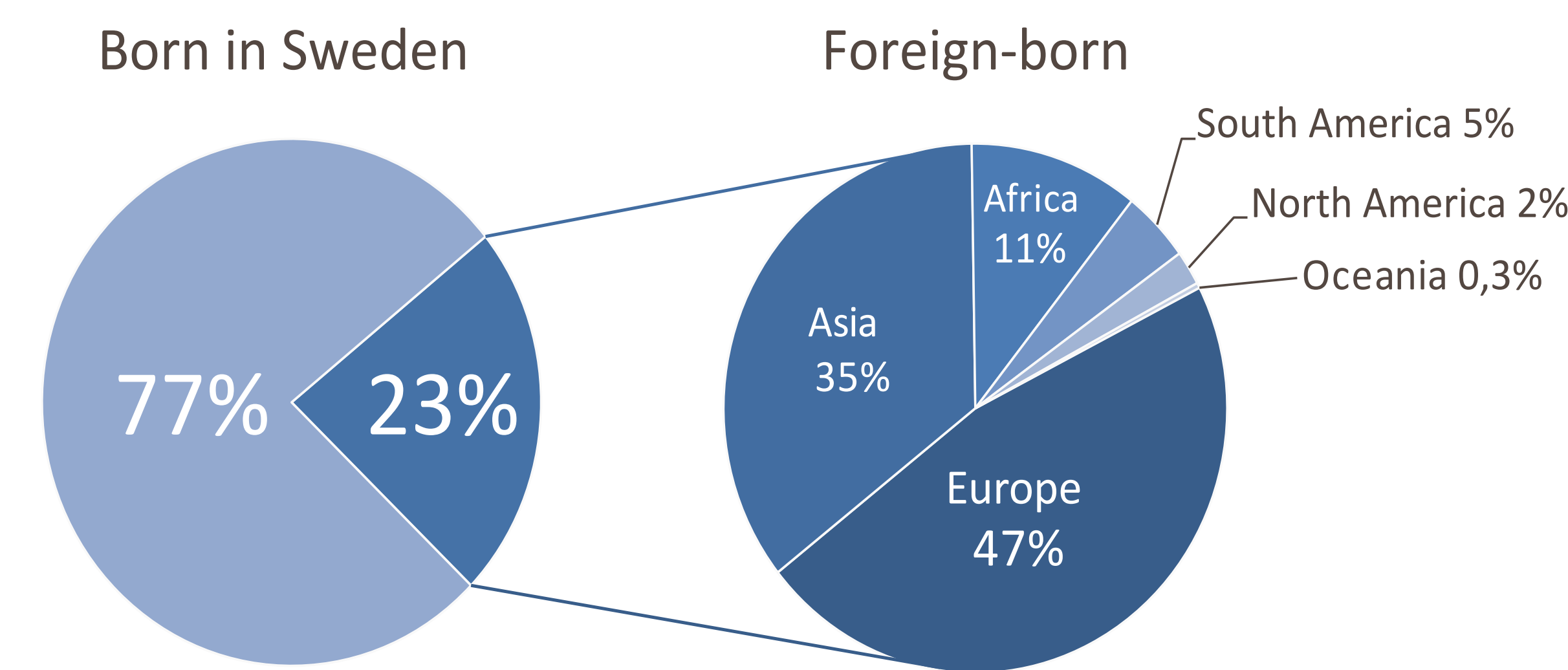


City of Gothenburg

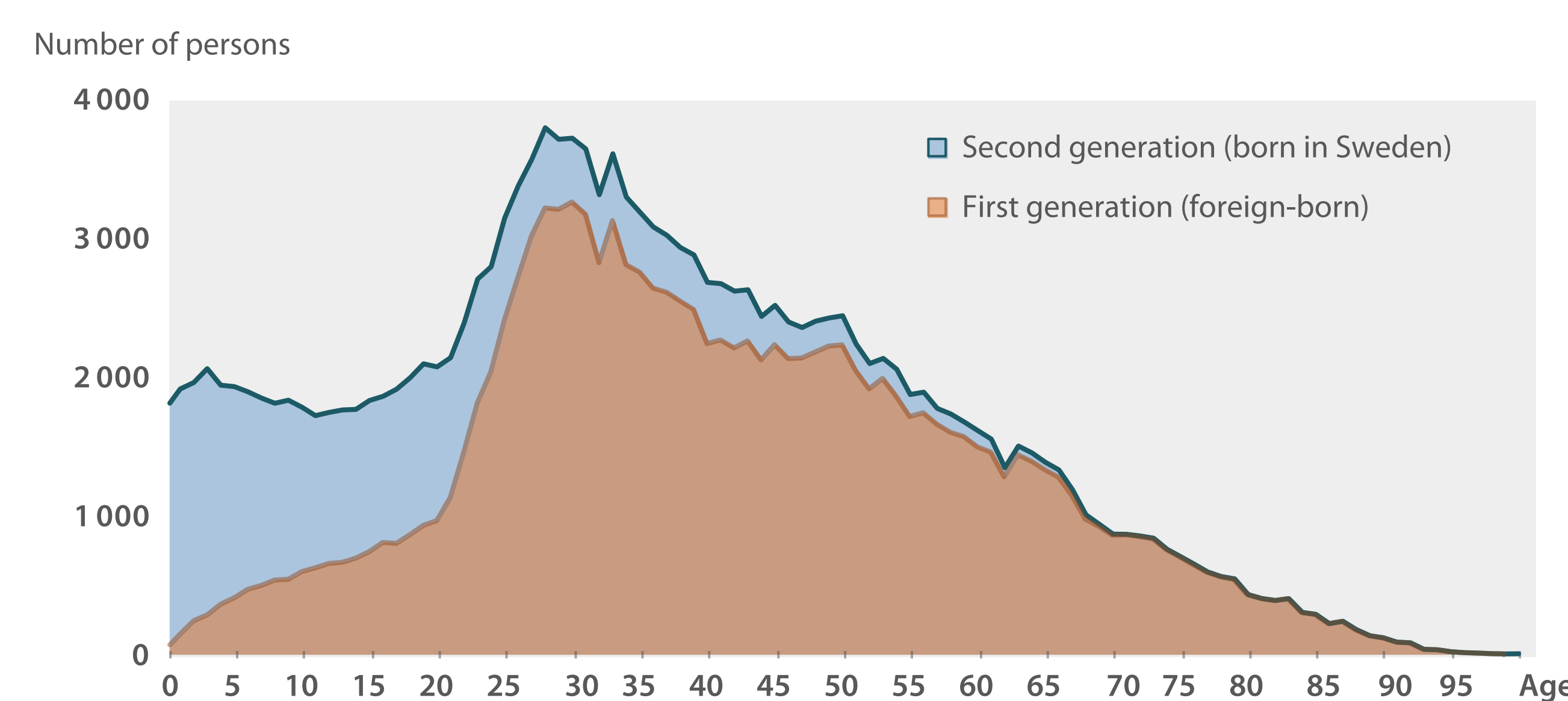
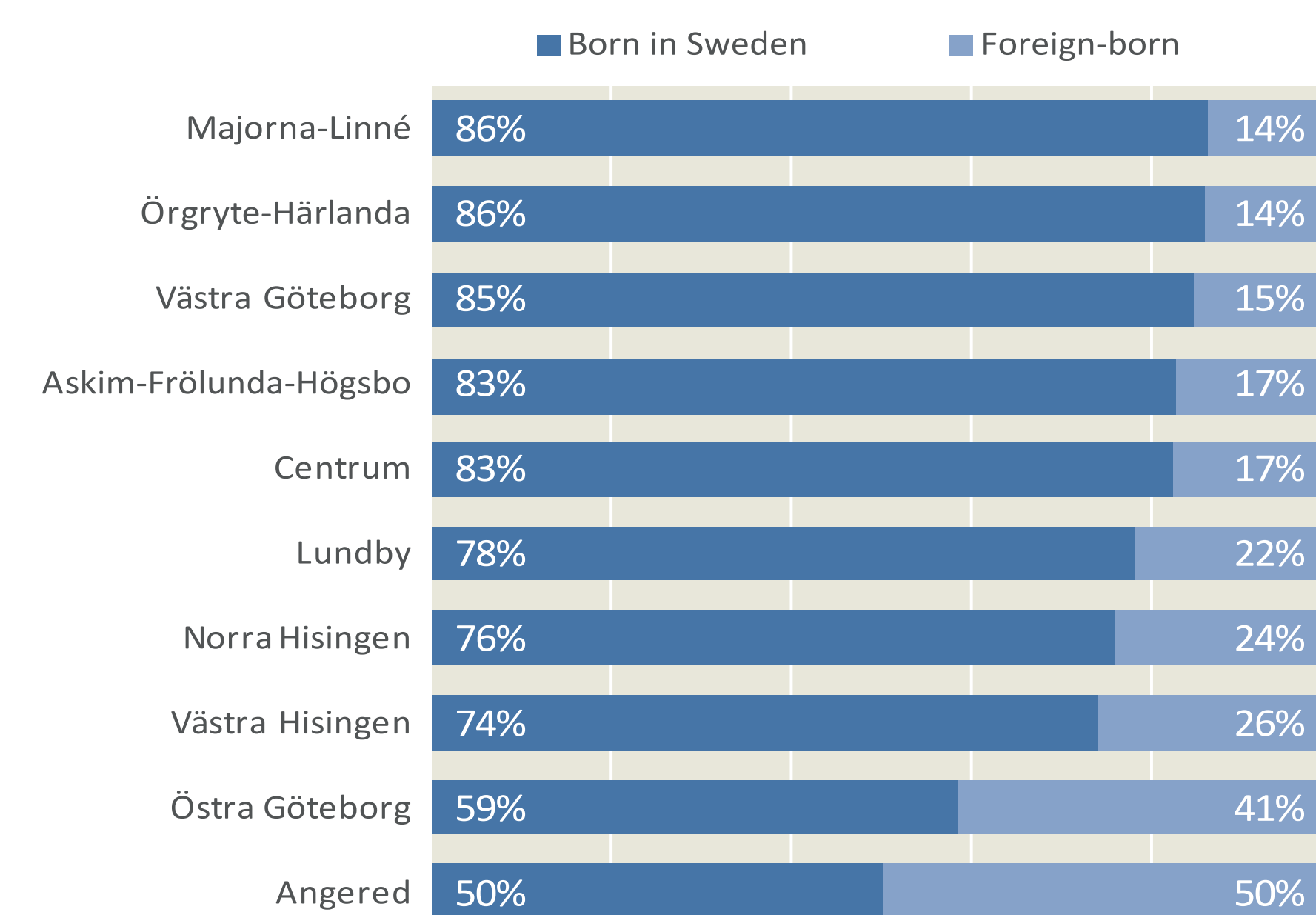
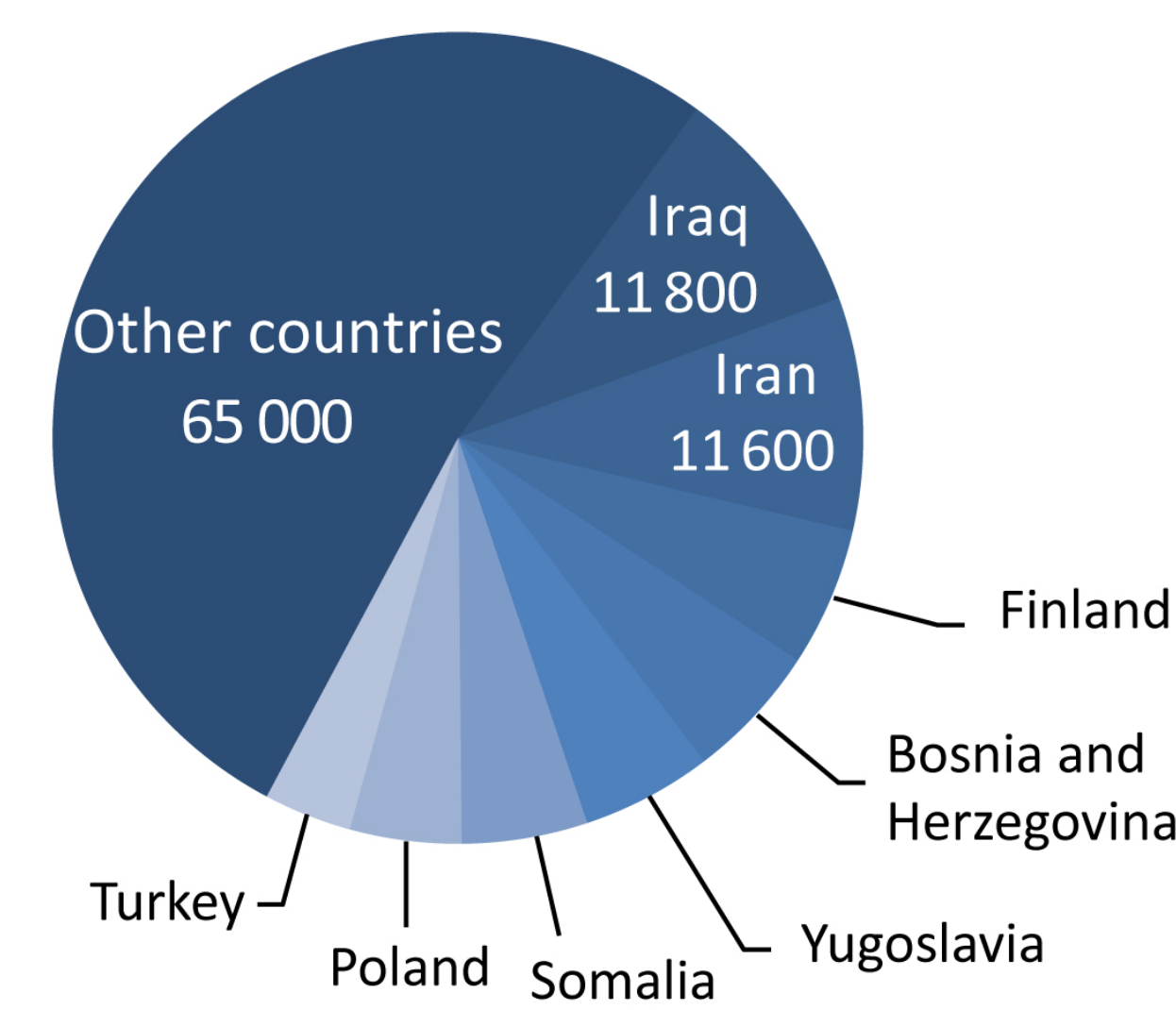
Developing Multilingualism for Children in the City of Gothenburg



Gothenburg in numbers



Most common foreign countries of birth



Source: SCB med bearbetningar av Samhällsanalys och statistik, www.goteborg.se/statistik

Center for School Development

The role of the Center for School Development is to stimulate and initiate processes, which make educational development a systematic, sustainable and intergrated part of daily work. Our work is based on research and tried and tested practice. Aiming at increasing effectiveness, quality and equivalency.

Teachers College Reading and Writing Project - Gradually Developing Every Child into an Independent Thinker, Reader and Writer

The Teachers College Reading and Writing Project, (TCRWP), is a research and staff development organization at Teachers College, Columbia University. The teacher-educators who staff the Project are involved in long-term collaborations with teachers across the world. The Project has a close and ongoing affiliation with our six hundred schools, and develops ideas that are foundational to literacy instruction across the globe.

The Teachers College Reading and Writing Project was founded and is directed by Lucy Calkins, The Richard Robinson Professor of Children's Literature at the Teachers College. Lucy Calkins is the author of many books, including The Art of Teaching Writing and The Art of Teaching Reading. Project leaders bring specialized expertise to the Project, and work closely with the team of teacher-educators (staff developers) who staff the Project.

The classroom work is called "reading- and writing workshops". The approach has a very clear teaching structure which aims to strengthen the ability of the child to understand their own reading and writing process (metacognition) and to gradually develop into an independent thinker, reader and writer. Each child's personal encounter with a text is central (Reception Theory) as it links reading to their own experience and imagination. The teacher's role is to model so it is central to the process. The school and classroom environment and the role of the principal as an educational leader are also very important for children's language development.

Since 2008 the Centre for School Development in Gothenburg has cooperated with TCRWP. For several years staff developers from Columbia University have been engaged in on-site institutes/courses in Gothenburg for primary teachers, and to support principals and literacy coaches.

The Centre for School Development organizes workshops based on TCRWP's approach for teachers, and holds meetings for principals wishing to develop their role as educational leaders in the development of teaching language.



Reading Out Loud, 2nd Grade



Learning to Write, 2nd Grade



Our Webpage

Reading to Learn: - Closing the Gap Between High- and Low Performing Students

In some Gothenburg schools more than 50 % of the students do not qualify for upper secondary education. As most of these students are learning in their second language (L2), one common explanation for the poor performance is the students' insufficient knowledge of their first language (L1). Another explanation is that many teachers lack didactic strategies for teaching literacy across the curriculum. To address this problem eleven middle and secondary schools decided to try to improve literacy levels by training their teachers in the Reading to Learn (R2L) pedagogy. So far 150 subject teachers have participated.

R2L is the third generation of genre pedagogy that has been developed through action research between Australian linguists and teachers. The pedagogy was originally developed for L2-learners and has emancipatory ideals. The overall aim is to close the gap between high- and low-performing students, by providing teachers with strategies for scaffolding the reading and writing of age appropriate texts.

The Gothenburg R2L in-service training (INSET) started in 2013 and is organized by the local Centre for School Development (CfS). Apart from two external R2L-instructors who teach eight days of workshops per year, CfS reinforces the INSET with three local coaches whose task is to support participating schools between workshops by offering teachers additional workshops and tutoring. CfS also organizes meetings for principals in the participating schools in order to support them in their role as pedagogical leaders.



Webpage for Reading to Learn

TAKK & AAC: Signs as Alternative Complementing Communication

AAC - Augmentative and Alternative Communication
MIM - Middle of the Intercultural Meeting

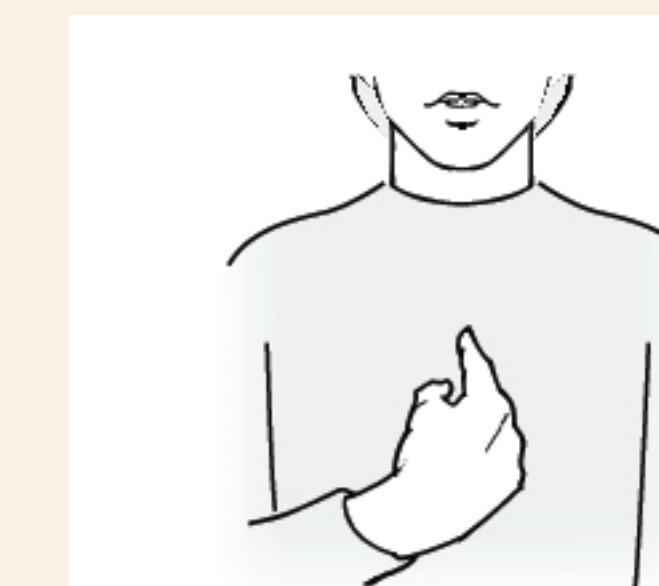
The Center for School Development has during 2014 been working closely with the Middle of the Intercultural Meeting (MIM), which is a non-profit organization. Every term a new unique course has been implemented, for parents and educators of multilingual children who have communication difficulties due to disability.

- "So far, it has often been thought that it was difficult for the children to become multilingual, but we're teaching them to use tools that are perfectly acceptable to use even with the mother tongue", says Luz Solano, course coordinator from MIM expertise.

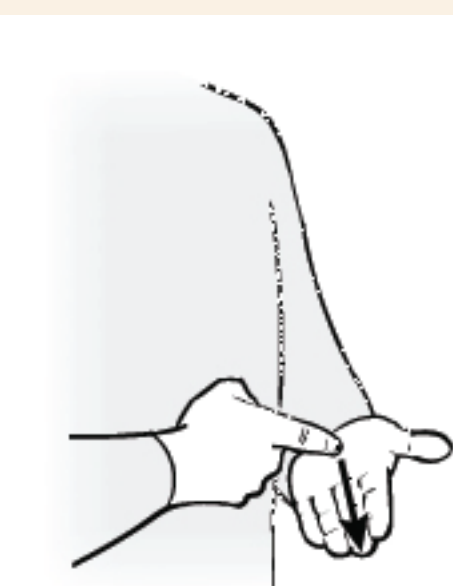
The program is called "TAKK for the language" (ACC for multilingualism) and is based on content from AAC - Augmentative and Alternative Communication.

To support spoken language we use hand signals, image maps and something called Ritprat ("Written Talk"), which is particularly useful to talk about different events. As part of the training we use methods such as lectures, exercises and role plays, based on the participants' own questions on communication and strategies for communicating with signs along with the mother tongue.

The course "TAKK for the language" also highlights research that shows that even a person with cognitive disabilities can develop multiple languages and that multilingualism can be a support for developing full linguistic competence.



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Webpage for TAKK

Department of Swedish

At the Department of Swedish you can study Swedish, Swedish as a Second Language, and Swedish as a Foreign Language.

You can also choose to focus on a specific area, such as writing or rhetoric. If you would like to know more about the languages of our neighbouring countries, we also offer Nordic Studies, Icelandic, and Danish.

In several cases you can choose between regular daytime courses and part-time evening courses. We also give a number of web-based courses. Beside the courses listed in the course catalogue we give a variety of professional development courses on a contractual basis.



Newly arrived students - Prerequisites, Learning and Success in School,

The Department of Swedish and Regional Development for Teachers (RUC), University of Gothenburg, in collaboration with other departments at the university, has developed the professional development described below, within a nation wide venture initiated by the National Agency for Education, for reception and assessing learning of newly arrived students/pupils.

Professional development for school teams

The proposal is aimed at teams of 3-7 people; school principal/s, assistant principals, teachers, language teachers / tutors who meet newly arrived students in their teaching – people who have specific responsibility for school improvement. A team must consist of at least one person in a management position at the school / in the district / in the municipality, such as the principal or equivalent who has overall responsibility for development work performed at that school / district / municipality.

Multilingual and multicultural teacher competence in the teams

Mother tongue teachers / tutors and other multilingual subject teachers have key functions in the reception of newly arrived pupils. They are involved in receiving, identifying, assessing, and educating the newly arrived students in terms of language and academic development. Regardless of organizational difficulties, it is important that these teacher competencies be included in the teams. We therefore emphasize the need to have schools collaborate with various language centers to ensure that mother tongue teachers / tutors participate in the venture.

The professional development is equivalent to 7.5 university course credits . Participants can choose to participate in the training for certification or for credits. Participants are divided into four groups based on course location and place of residence.

Description of the professional development

Over-all objectives

- knowledge and tools for the systematic identification and analysis of the student and the prevailing conditions for the student to achieve good results
- knowledge of how to develop the reception and teaching of the student that is based on evidence and best practice
- knowledge of how teaching design provides opportunities for newly arrived students to progress toward the objectives set out in the curricula and syllabi
- knowledge of how an approach based on language and cognitive development enhances student learning
- increased awareness of how important the attitudes and approaches of the teachers are in the learning environment.

Structure

The professional development includes six full-day physical get-togethers (Course NYS1 runs April 2014 - April 2015, course NYS2 runs September 2014 - September 2015). Between these meetings, the teams work are based on their school- / municipality-specific development process, with course assignments focusing on newcomers' learning. At the last meeting, featuring all schools / municipalities, their development plans for newcomers' learning and school success will be presented by a poster and discussed by all teams and invited guests.

Contents

1. Newly arrived students - introduction , reception and organization
2. Attitudes , reception, mapping of newcomers resources, local school development
3. Choice of language , reading and writing skills in their mother tongue and second language
4. Knowledge about multilingualism, first language acquisition, and local school development
5. Approaches to language and cognitive development related to school subjects
6. Attitudes and behaviour as well as presentations of the schools' development

For questions and further information please contact

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- + Anna Winlund, Department of Swedish. Anna.winlund@svenska.gu.se (NYS2 teams)

7. Conference Closing

Ending of the conference, Tore Otterup, Department of Swedish, University of Gothenburg, Conference organizer

Ladies and gentlemen!

We have now come to the end of the conference. For two days we have listened to talks and presentations about multilingualism from different perspectives and different angles. Hopefully we have also had time to discuss and to exchange views and opinions. And perhaps we have also learnt something.

From a **Swedish perspective** on multilingualism and education there are a few things I specially want to dwell on.

In Sweden we have adequate legislation for providing the multilingual students in Sweden with teaching which could favour their multilingual development, such as teaching in **Swedish as a second language**, **Mother tongue tuition** and **Study support in the mother tongue**, but the implementation of these subjects in schools, unfortunately, have been very poor. Since responsibility for primary and secondary education lies on the municipalities in Sweden, unfortunately it also means that the municipalities have treated these subjects with varying degrees of attention or no attention at all.

Mother tongue tuition must be offered by the schools to all multilingual students but the subject is marginalized and mostly offered late afternoons outside of the ordinary school day. Mother tongue tuition certainly could be much more developed and integrated into the ordinary teaching. Different ways of doing this should be developed and tested.

Hopefully the subject **Swedish as a second language** will also find its rightful form and place in schools, as discussed by Kenneth Hyltenstam today.

The **teacher education** has a significant role and responsibility here. In today's situation, when about 25 % of the Swedish population is multilingual, it is simply not justifiable that such a small part of teacher training addresses multilingualism and teaching of multilingual students. There is also a lack of Mother tongue teachers educated at the universities today.

One thing we know for certain, and that is that every new teacher will meet multilingual students in their classes at school irrespective of what subject they are going to teach. Some new teachers will also have a **majority** of multilingual students in their classes. Therefore all teacher students need to learn about how multilingualism works, how second languages are developed and about what teaching methods best favor language development along with simultaneous development of subject knowledge. That, unfortunately, is not the case in the Swedish teacher education today.

An OECD survey on immigrant education in Sweden was made in 2010. In the report the authors point to the need for training of all prospective teachers and all school leaders for diversity and the provision for equity in terms of access to language resources in Swedish schools. This, they state, should be top priority for policies on migrant education in Sweden in the future. I can only say that I agree with the conclusions of this report!

Thank you for taking part in this conference about multilingualism and let us bring the knowledge we have acquired here with us into the future!

Thank you!

8. Pictures



















Sjumlakokboken
Mat från hela världen

