

2nd International Expert Meeting AMuSE
History and Current Status of Multilingual Societies

2. Internationales AMuSE-ExpertInnenreffen
Historie und Aktualität von Mehrsprachigen Gesellschaften

March 24 - 25, 2014

Location: University of Tartu; Narva College, Tartu and Narva, Estonia

Ort: Universität Tartu; Narva College in Tartu und Narva, Estland

E-Portfolio

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1. Introduction and Summary

2nd International Expert Meeting AMuSE

History and current status of multilingual societies focusing on teacher education for multilingual children

March 24-25, 2014, Institute of Educational Science,
University of Tartu, Estonia

Introduction and summary of the conference

1. Background

The EACEA-funded, Lifelong Learning project AMuSE (Approaches to Multilingual Schools in Europe)

The AMuSE project intends to stimulate the dialogue between researchers and practitioners of multilingualism as well as decision makers and educational authorities in order to promote the integration of multilingualism in daily practice at school. This is achieved through different types of publications, a database collecting good-practice models of multilingual education as well as reports, working papers and a discussion forum. In addition, a cornerstone of the efforts of the AMuSE team is laid in four international conferences / expert meetings that not only highlight the different regional concerns of multilingual education in some of the participating countries but also provide the opportunity to bundle insights and concerns from the different local contexts and to work on common solutions.

The expert meeting in Tartu on 24th and 25th of March, 2014, was the second of these expert meetings and had the theme *History and current status of multilingual societies focusing on teacher education for multilingual children*.

2. Visit to Narva

The conference started with a visit to Narva, a town in the north eastern part of Estonia on the border to Russia. About 97 % of the people living in the town are Russians, immigrants from different parts of the Soviet Union during the Soviet period and their descendants, or Russian speaking. Many people also hold Russian citizenship. This is a very special situation, and it highlights the fact that in Estonia today a third of the population still speaks Russian as their first language in a country where the official language is Estonian. The visit to Narva with its various activities in different educational institutions gave an important background to the following conference day about *History and current status of multilingual societies* at the University of Tartu.

2.1. Narva Vanalinna Riigikool

The first event of the day in Narva consisted of a meeting at Narva Vanalinna Riigikool. Representatives of the bilingual grammar school presented the institution, at which about 460 pupils study, most of them from Russian speaking backgrounds. The languages of instruction at the school are Estonian and Russian, but, during the first two years, the pupils are immersed in Estonian. After the presentation, the local representatives and the AMuSE team discussed together some challenges of bilingual instruction such as alphabetization of pupils in Estonian and Russian as well as the usage of Estonian outside of the school. The e-portfolio will show the presentation delivered by representatives at the school and summarize some of the discussion topics and impressions of the project team.

2.2. Narva College

The visit to the school was followed by a meeting at Narva College of teacher education. At the college, the AMuSE team participated in a discussion on the topic of multilingualism in teacher education. At the center of the discussion were questions related to the understanding of multilingualism, to models of multilingualism at schools, and to migration and multilingualism. The discussion unveiled that multilingualism is frequently framed in a context of CLIL. At the end, the discussions touched upon future perspectives on how to develop multilingualism at Estonian schools and in the education system. An insightful overview of the history of Narva concluded the visit of the AMuSE team.

3. Meeting at the University of Tartu

3.1 Opening of the meeting

3.1.1 Words of welcome

Jaan Kõrgesaar, Head of the Institute of Educational Science, University of Tartu opened the meeting with a succinct welcome address. He highlighted the importance of discussing issues of multilingualism, multiculturalism, and diversity in the Estonian context since these notions remain controversial today due to Estonia's history.

3.1.2 The project AMuSE

Alexander Onysko from EURAC, Bolzano, presented the project AMuSE (Approaches to Multilingual Schools in Europe) and its objectives. The networking project aims at pointing out ways in which schools can make use of their students' and, where appropriate, their teachers' multilingualism and move from a monolingual habitus to a more functional, multilingual one.

To pursue this goal, the project reaches out to representatives of educational authorities, institutions and individuals involved in teacher education and heads of schools as well as to teachers at schools. In the project, good-practice models of multilingual education are being collected in a database, and recommendations will be given to policy and decision makers in educational institutions. Dissemination takes place with the help of publications, discussions on the AMuSE-forum and through four conferences and expert meetings.

3.1.3 Opening of the meeting by local organizer

Esta Sikkal, teacher of didactics at the Institute of Educational Science (University of Tartu) and member the AMuSE team was the responsible head organizer of the Tartu expert meeting. She welcomed all participants at the event, gave a quick preview of the programme and called on the moderator and first speakers to spark off the discussion.

3.2 Keynote lecture

Piret Kärtner, Head of Language Policy Department and **Tiina Peterson**, Chief Expert of General Education Department:

Multilingualism in education – challenge or opportunity?

Ms Piret Kärtner from the Estonian Ministry of Education and Research talked about multilingualism in a European and Estonian perspective. Globalization has led to multilingualism in society, at school, at work and in families. In Estonia today there exist 157 different mother tongues together with Estonian and Russian. Ms Kärtner presented the four As important for multilingualism, Awareness (understanding why, what and in what forms), Acceptance (getting ready for change, managing change, cooperation rather than confrontation and learning from experience) Analysis (current

state of affairs and how to get on to action) and finally Action (what actions need to be taken). Finally, Ms Kärtner stated that multilingualism is definitely an opportunity, both on a personal and societal level, but multilingualism also comprises various challenges to be faced and addressed.

3.3 Current research in Estonia

Marja-Liisa Mäesalu, MA in preschool education: Meinungen der LehrerInnen in der vorschulischen Erziehung über ihre multikulturellen und mehrsprachigen Kompetenzen [Opinions of teachers in preschool education about their multicultural and multilingual competence].

Marja-Liisa Mäesalu presented a study based on her master thesis, investigating teachers' opinions about their multicultural and multilingual competence in preschool education. As a background to her study, Ms Mäesalu referred to previous research done at the University of Tartu, which showed that preschool teachers did not feel that they had received enough training to teach bilingual children. The results from Ms Mäesalu's study also show that teachers consider their knowledge on how to teach bilingual children to be insufficient. They also felt a need for more training and are worried about the future. The inadequate training does not only cause problems for the teachers, the bilingual children who do not receive the help and support they need. The teachers find teaching multilingual children to be challenging, which can be understood both in a positive and in a negative way, and, because they lack enough knowledge in the subject field, it also makes teaching more time-consuming. In spite of this, the preschool teachers like having bilingual children in their classrooms, and they value the diversity that multicultural children bring to the group. As a conclusion, Ms Mäesalu states that there ought to be a stronger focus on teaching multilingual children in teacher education in Estonia.

Jana Tiits, MA school management: Elementary school teachers' opinions on their multicultural competences and for the need of additional in-service teacher training

Jana Tiits presented a study about elementary school teachers' opinions on their competences for teaching multicultural children and the need for additional in-service teacher training.

The fact that schools in Estonia are becoming more multicultural increases demands on the teachers' multicultural competences. Her study focuses on the opinions of six teachers in relation to the meaning of multiculturalism, to how they meet the need for

intercultural competences in their everyday job, to how effective their teacher training has been in this respect and to which needs they see as essential for additional training.

The results show that some teachers deem their multicultural competences sufficient for their current circumstances, but some teachers say that they lack relevant competences to be able to handle the different situations in a satisfying way.

All teachers agree that they did not receive enough support to develop multicultural competences in the initial teacher training and that this subject deserves more attention in initial as well as in-service teacher training programs.

Tatjana Kiilo, PhD : Exploring constructivist social learning practices in aiding Russian-speaking teachers to learn Estonian: an action research approach

In this presentation, Ms Tatjana Kiilo reported the results of a study related to her PhD project in Sociology. The aim of the study is to explore whether constructivist social learning practices, involving an action research approach, are successful in aiding Russian-speaking teachers to learn Estonian. The recent history of Estonia is marked by the important event of independence from Russia in 1991. Among others, this caused the launch of a new language-in-education policy, which meant that schools were Estonianized and instruction in Estonian was introduced into former Russian-medium schools. This also meant that Russian-speaking teachers were required to have proficiency in Estonian. On the background of that historical situation, Kiilo's study shows that action research creates new knowledge, which helps the teachers in their further professional development in light of policy changes.

3.4 Reports on multilingual schools in Estonia

Svetlana Belova and Anna Golubeva, Experts for Language immersion at schools and preschools from the Foundation Innove: Language immersion as a means to meet educational needs of the multicultural society – Estonia's case

Ms Belova and Ms Golubeva from the Foundation Innove talked about the role of the organization in spreading knowledge of and practice in language immersion in schools and preschools in Estonia. The reason for launching language immersion programmes in the country was that traditional language teaching proved to be insufficient to make Russian-speaking students competitive in higher education and on the labour market.

The Innove representatives explained the different immersion models used in Estonia, total early immersion, late immersion, partial immersion and two-way immersion. They also talked about how language immersion is introduced in pre-service teacher training and how in-service training is offered to school and kindergarten teachers.

Kristi Aria, Head of International School Tartu: Teaching and learning in culturally diverse settings.

The head of Tartu International School started her presentation with a description of the school, which was founded in 2001 and provides education in English for grades 1-9. In the school, 11 different mother tongues are spoken, and eight of these languages are taught and learnt in school.

Ms Aria then focused on the important factors for making teaching and learning in culturally diverse settings successful. She stressed the importance of transition support for allowing pupils to adjust smoothly to the multicultural school. This involves communication between the school and the family and different activities that stimulate exchange between the students and their families as part of the International School community.

The language of instruction in the school is English, but the teachers in the school are urged to be aware of the possible difficulties which the students may have before they become comfortable with the language. The school also organizes mother tongue instruction within the school hours.

One very central concept for the International School is flexibility, which can also extend to individualized learning programs.

3.5 International perspectives and SWOT analysis

Estonia – Esta Sikkal

Esta Sikkal's presentation was devoted to multilingualism in the context of the host country, Estonia. She provided an overview on the main languages spoken by pupils in the country and outlined the current numbers of Estonian and Russian as languages of instruction as well as bilingual institutions and immersion programmes. She also highlighted some tendencies in Estonian society according to which multilingualism and multiculturalism are constantly becoming more important and are subject to nation-wide initiatives. At the same time, however, the attitudes of the people towards the controversial relation of the Russian and Estonian languages spoken in the country did not seem to have changed a lot in the last decade. Her presentation

concluded with a detailed look at the positive effort of integrating the topic of multilingualism in teacher education throughout the country. Esta Sikkal's presentation was supported by her colleague Meeli Väljaots who presented on the current situation of bilingualism (Estonian and Russian) in schools in Estonia. According to her, there are two main developments of multilingualism in Estonia at present. Firstly, Russian schools show a tendency to switch to bilingual teaching in Russian and Estonian. Secondly, there are increasing numbers of pupils from different language backgrounds that attend schools where Estonian is the language of instruction. The problems arising from these developments were discussed in her presentation, with particular emphasis on difficulties entailed in the switch of Russian schools to bilingual education.

Italy – Dana Engel and Alexander Onysko

In their presentation, Dana Engel and Alexander Onysko provided an overview of the current situation of multilingualism at schools and in teacher education in Italy. A specific focus was laid on the autonomous region of South Tyrol, which represents a special multilingual area in the Italian context with its three official languages of Ladin, Italian and German. After an overview of linguistic pluralism in Italy and the Italian educational system, the results of a pilot study carried out in South Tyrol show the diversity of languages represented among the pupils attending diverse types of school in the region. The results clearly show a demand to more strongly address multilingualism in the curriculum, particularly in view of languages going beyond the official languages of the region. One step to foster multilingualism at schools is to introduce this topic in teacher education. The central part of their presentation was thus dedicated to discussing the teacher training curriculum in South Tyrol, highlighting first successful efforts of including methods of integrated language didactics in courses offered as part of the teacher training degree for Ladin teachers.

Sweden – Tore Otterup and Maud Gistedt

The presentation consisted of three parts. First, as a background, some relevant information about Sweden, migration to Sweden and the Swedish school system was given, as well as information about the special measures taken in the Swedish school to promote multilingualism. Some statistics described the current demographic composition of the population.

The main part of the presentation provided an overview of the new teacher education, which was introduced in Sweden in 2011. Special focus was put on the two subjects of Swedish as a second language and mother tongue instruction. In the case of Swedish as a second language, the organization of the programme as well as its

content and curricula were discussed. Concerning mother tongue instruction, the presentation highlighted certain issues specific to teacher education in this subject. The last part of the presentation provided information about the current competence development initiative by the Swedish National Agency of Education. This reform package, which is aimed at teachers for migrant pupils, is now in the process of being implemented at ten universities in Sweden on behalf of the Ministry of Education.

Austria – Elisabeth Furch and Luzia Thumser

The Austrian team of AMuSE used their presentation to delve into the topic of language diversity at schools in the Austrian context. Starting with some essential questions about the pupils diverse backgrounds, which teachers should be concerned with when facing multilingual and multicultural classes, Elisabeth Furch and Luzia Thumser continued with laying out important connection between language use at school and in the family. To allow pupils from different L1 backgrounds to catch up with their peers and not to suffer from performance deficits, the presenters also put forward a set of general didactic guidelines for teachers. These guidelines can help to establish a teaching environment where multilingualism and multiculturalism is emerges as an asset and an interest for everyone in the classroom.

Switzerland – Basil Schader and Sabrina Marruncheddu

The presentation of the Swiss group gave an overview of the situation in Switzerland, based on the theme of history and actuality of multilingual societies, with a focus on teacher training for multilingual children and adolescents. The diversity of the 26 cantonal education systems in Switzerland was outlined at the beginning before specific emphasis was laid on the Canton of Zurich, which may be regarded as progressive and particularly sensitive with regard to multilingualism. This is evident, for example, in the special in-service training of teachers in the Canton of Zurich, which was closely explored during the presentation. Based on surveys and selected examples, Basil Schader and Sabrina Marruncheddu showed how and to what extent teacher education and in-service training the Canton of Zurich strives to optimally prepare prospective and practicing teachers to the double challenge. This is, on the one hand, to be prepared to seize the opportunities of current multilingualism and multiculturalism and, on the other hand, to help competently and efficiently the more than 25% of students who do not have German as their first language so that they can acquire this second language in their school context.

SWOT analyses and discussion

Since the different country-specific presentations were held in parallel sessions, all the participants met afterwards to present parts of their discussions in the format of SWOT analyses. The SWOT analyses were targeted at bringing out the positive and negative sides of how multilingualism is dealt with in teacher education of the different national contexts. This comparative final discussion thus also helped in establishing links between the different situations represented by the team members. As a common tenor, the different scenarios showed that multilingualism and multiliculturalism is making more and more headway and is met with more positive reverberations on the level of policy-making. However, individual socio-historical dynamics also make it difficult to come up with general solutions. Instead it became clear that every national context is currently at a different stage in the implementation of multilingualism in teacher education and in schools.

4. Closing of the expert meeting

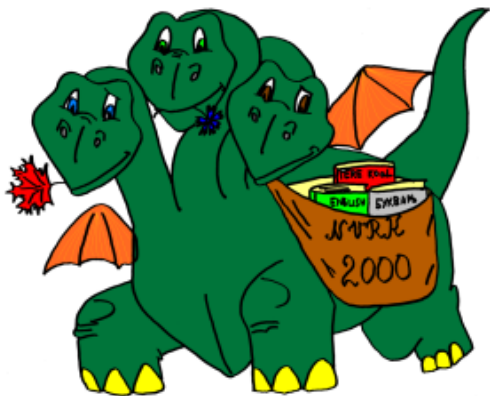
At the end of an engaging day, Esta Sikkal thanked all the participants and presenters for their stimulating contributions and discussions. The meeting showed that multilingualism and language diversity continued to be a hot issue in Estonia and that the comparison of different international contexts during the conference stimulated possible ways to strengthen multilingualism in teacher education in the future. Finally, all the participants were invited to engage with further discussion of the topics using the services provided by AMuSE and to participate in the other upcoming events of the project.

2. Excursion and Meeting in Narva

2.1 Visit to Narva Central Grammar School (Narva Vanalinna Riigikool)

Historie und Aktualität von mehrsprachigen Gesellschaften mit Fokus auf die LehrerInnenausbildung für mehrsprachige Kinder

Narva Vanalinna Riigikool
24.03.2014



Narva Vanalinna Riigikool

- Das Gebäude wurde 1875 gebaut
- 1875- 2000: das Gymnasium für Jungen, das Estnische Gymnasium, die 3. Schule
- 01.09.2000- Narva Vanalinna Riigikool
(bis 2009 als Grund- und Hauptschule
(1.-9.Klassen))
- ab 2009- als Gymnasium (1.-12.Klassen)
- 460 Schüler

Frühes Eintauchen in die Sprache

- Ziel der Schule:
 - den russischsprachigen Schülern, 2 Sprachen (Estnisch und Russisch) zu vermitteln;
 - Estnische Kultur näher zu bringen und eigene Kultur nicht zu vergessen
 - Die anderen Fremdsprachen zu beherrschen
 - Multikulturell zu sein

Frühes Eintauchen in die Sprache

- Ab der 1. Klasse sind alle Schulfächer auf Estnisch
- Ab der 2. Klasse (2.Lernperiode) - Russisch als Muttersprach
- Ab der 3. Klasse ist das Sprachverständnis der Kinder [in Estnisch] so gut, dass sie nicht mehr die Lehrerin anschauen müssen, um den Sinn zu verstehen.
- Ab der 5. Klasse: 40 % der Schulfächer sind auf Russisch

STUNDENPLAN

ÕPPEAINE	I aste				II aste				III aste			
	1	2	3	Kokku	4	5	6	Kokku	7	8	9	Kokku
Eesti keel	5	8 _(10/6)	6	19	5	3	3	11	2	2	2	6
E. kirjandus						2	2	4	2	2	2	6
Vene keel		2 _(0/4)	4	6	4	3	2	9	2	2	2	6
V. kirjandus						2	2	4	1	2	1	4
A-võõrkeel			3	3	3	3	3	9	3	3	3	9
Matemaatika	4	3	3	10	4	4	5	13	4	4	5	13
Loodusõpetus	1	1	1	3	2	2	3	7	2			2
Geograafia									2	1	2	5
Bioloogia									1	2	2	5
Keemia										2	2	4
Füüsika										2	2	4
Ajalugu						1	2	3	2	2	2	6
Inimeseõpetus		1	1	2		1	1	2	2			2
Ühiskonnaõpetus							1	1		1	1	2
Muusika	2	2	2	6	2	1	1	4	1	1	1	3
Kunst	2	1,5	1	4,5	1	1	1	3	1	1	1	3
Tööõpetus	2	1,5	1	4,5	1	2	2	5	2	2	1	5
Kehaline kasvatus	3	3	2	8	3	3	2	8	2	2	2	6
Valikaine	1 EK		1 VK	2				0	1 EK	1 EK	1 EK	3
NÄDALAKOORMUS	20	23	25	68	25	28	30	83	30	32	32	94

Frühes Eintauchen in die Sprache

- Alle Kinder können in der Schule lernen. Wenn ein Schüler die Note 3 in einer herkömmlichen Schule hat, hat er hier auch die Note 3. Aber er beherrscht 2 Sprachen.
- Vor der 1. Klasse ist das Gespräch mit den künftigen Schülern auf Russisch, keine Tests usw.

Stundenplan.Gymnasium

ÕPPEAINE	Kohustuslikud kursused	Kohustuslikud valikkursused	Õppesuund	Kooli valik	Eesti keeles	Vene keeles	10	11	12	Kokku
Eesti keel	6	4	3		13		5	4	4	13
Kirjandus	5				5		1	1	3	5
Vene keel	6		1			7	2	3	2	7
Kirjandus	5			2		5	2	1	2	5
Inglise keel (B2)	5	5	3	2	13		4	4	5	13
Saksa keel (B1)	5	1	1		7		2	3	2	7
Matemaatika	8 (+6)				2	6 (+6)	3(5)	3(5)	2(4)	8(14)
Geograafia	3			1	3		2	1		3
Bioloogia	4			1	4		2	2		4
Keemia	3			1	1	2	2	1		3
Füüsika	5					5	2	2	1	5
Ajalugu	6				6		2	2	2	6
Inimeseõpetus	1				1				1	1
Ühiskonnaõpetus	2				2				2	2
Muusika	3				3		1	1	1	3
Kunst	2				2		1		1	2
Kehaline kasvatus	5				5		2	2	1	5
Majandus				2						
Uurimistöö alused		2			2			1	1	2
Karjääriõpetus				1						
Ühiste nädalatundide/kursuste arv	74 (+6)	12	8	10	69	25 (+6)	33(35)	31(33) +3 kooli valik	30(32) +3 kooli valik	94 (100) +6 kooli valik
Kokku	94 (+6)			6	73,4%	26,6%	33(35)	34(36)	33(35)	100 (106)

Frühes Eintauchen in die Sprache

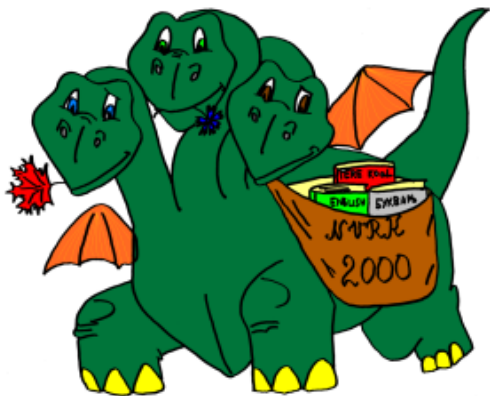
Nachteile:

- Kinder in der 2.Klasse verwechseln Buchstaben (p,n, н, h и) verschiedener Sprachen [estnisches und kyrillisches Alphabet]
- Wortfolge im Satz

Vielen Dank für Ihre
Aufmerksamkeit

***History and current status of multilingual societies
focusing on teacher
education for multilingual children***

Narva Vanalinna Riigikool
24.03.2014



Narva Vanalinna Riigikool

- The school was built in 1875
- 1875 - 2000: first as a grammar school for boys, then as an Estonian grammar schools, and as a third school.
- 01.09.2000- Narva Vanalinna Riigikool
(until 2009 as primary and lower secondary school, forms 1 to 9)
- from 2009- as bilingual grammar school (forms 1 to 12)
- Currently 460 pupils

Early immersion in language

- Aim of the school:
 - To give pupils the opportunity to learn two languages (Estonian and Russian);
 - To get accustomed to Estonian culture without losing track of one's own (Russian) culture
 - To know other foreign languages
 - To be multicultural

Early immersion in language

- From 1st form all subjects are taught in Estonian
- From 2nd form (2nd semester) – Russian as mother tongue is taught as well
- From 3rd form on children have acquired such a proficiency in Estonian that they do not need to keep eye contact with the teacher to understand the language
- From 5th form on 40 % of all subjects are taught in Russian

SYLLABUS

ÕPPEAINE	I aste				II aste				III aste			
	1	2	3	Kokku	4	5	6	Kokku	7	8	9	Kokku
Eesti keel	5	8 _(10/6)	6	19	5	3	3	11	2	2	2	6
E. kirjandus						2	2	4	2	2	2	6
Vene keel		2 _(0/4)	4	6	4	3	2	9	2	2	2	6
V. kirjandus						2	2	4	1	2	1	4
A-võõrkeel			3	3	3	3	3	9	3	3	3	9
Matemaatika	4	3	3	10	4	4	5	13	4	4	5	13
Loodusõpetus	1	1	1	3	2	2	3	7	2			2
Geograafia									2	1	2	5
Bioloogia									1	2	2	5
Keemia										2	2	4
Füüsika										2	2	4
Ajalugu						1	2	3	2	2	2	6
Inimeseõpetus		1	1	2		1	1	2	2			2
Ühiskonnaõpetus							1	1		1	1	2
Muusika	2	2	2	6	2	1	1	4	1	1	1	3
Kunst	2	1,5	1	4,5	1	1	1	3	1	1	1	3
Tööõpetus	2	1,5	1	4,5	1	2	2	5	2	2	1	5
Kehaline kasvatus	3	3	2	8	3	3	2	8	2	2	2	6
Valikaine	1 EK		1 VK	2				0	1 EK	1 EK	1 EK	3
NÄDALAKOORMUS	20	23	25	68	25	28	30	83	30	32	32	94

Early immersion in language

- All children are successful learners in this school. If a pupil receives the numeral grade 3 in a regular school, s/he will also perform at the same level in this school – but he knows two languages
- Before school starts in form 1, future pupils are interviewed in Russian; there are no admission tests, etc.

Syllabus of grammar school

ÕPPEAINE	Kohustuslikud kursused	Kohustuslikud valikkursused	Õppesuund	Kool i valik	Eesti keeles	Vene keeles	10	11	12	Kokku
Eesti keel	6	4	3		13		5	4	4	13
Kirjandus	5				5		1	1	3	5
Vene keel	6		1			7	2	3	2	7
Kirjandus	5			2		5	2	1	2	5
Inglise keel (B2)	5	5	3	2	13		4	4	5	13
Saksa keel (B1)	5	1	1		7		2	3	2	7
Matemaatika	8 (+6)				2	6 (+6)	3(5)	3(5)	2(4)	8(14)
Geograafia	3			1	3		2	1		3
Bioloogia	4			1	4		2	2		4
Keemia	3			1	1	2	2	1		3
Füüsika	5					5	2	2	1	5
Ajalugu	6				6		2	2	2	6
Inimeseõpetus	1				1				1	1
Ühiskonnaõpetus	2				2				2	2
Muusika	3				3		1	1	1	3
Kunst	2				2		1		1	2
Kehaline kasvatus	5				5		2	2	1	5
Majandus				2						
Uurimistöö alused		2			2			1	1	2
Karjääriõpetus				1						
Ühiste nädalatundide/kursuste arv	74 (+6)	12	8	10	69	25 (+6)	33(35)	31(33) +3 kooli valik	30(32) +3 kooli valik	94 (100) +6 kooli valik
Kokku	94 (+6)			6	73,4%	26,6%	33(35)	34(36)	33(35)	100 (106)

Early immersion in language

Disadvantages:

- Children in form 2 mix up letters (e.g., p,n, н, h и) of the different languages [i.e. the Estonian and the Cyrillic alphabets]
- Problems with word order

Thank you for your attention

2.2 Visit to Narva Teacher College

24.03.2014 summary - Narva meeting

During the “Multicultural Diversity Seminar” several agendas and topics were raised and discussed.

The discussion started off with the interpretation of the notion multilingualism. The notion was addressed at 2 levels. We can look at it from a personal point of view, that is, what it means to a person and from a professional point of view, that is, what it means to the teaching profession and society at large.

Colleagues at Narva College shared their comprehension of the notion and introduced the basic aspects of the Narva phenomenon in Estonia. This, in turn, lead to the discussion about whether the notion of multilingualism is applicable to educational institutions in Narva, as well as in Estonia at large.

International colleagues (especially from Germany and Switzerland) claimed that in order for educational institutions or other similar settings to be truly and fully multilingual, the system of education has to promote and support the knowledge and development of the recipients' different languages from the very beginning and in parallel. This would provide for a truly multilingual environment in which one can enjoy the benefits of knowing and using their languages in a particular country/state.

In the case of Estonia, there seem to be strong implications for a bilingual environment and education at most. In addition, the bilingual systems of education only cover the non-Estonian (mostly, Russian speaking population), and so the question arises of what happens to other nationalities represented in Estonian society?

Are there any support programmes for speakers of other languages? In particular, are there any support programmes for Russian and other

mother tongues at Estonian schools? Likewise, what about the Estonian speaking population of Narva who are a minority in this environment? To answer some aspects of these questions, we can say that Estonia does not boast a variety of support programmes; instead, a focus has so far been laid on what is perceived as the most urgent issue at the moment, which is a very poor knowledge of the national language among a representative part of the population of Estonia. So, measures of promoting languages have been mostly targeted to the situation of Estonian. To start teaching different languages in parallel from the very beginning would require to entirely change the policy and or priorities of our government.

We are very open and happy for any successful experience and are ready to make the most out of it, but these efforts have so far been restricted to issues of national interests.

Composed by

Zanna Razinkova

2.3 Reports on Visit and Discussions in Narva

Report and reflections on the visit to Narva, March 24, 2014

The second international AMuSE expert meeting on the 24th of March 2014 on *History and current status of multilingual societies focusing on teacher education for multilingual children* started with the visit of Narva.

Narvast üldiselt:

Narva on eesti kontekstis “omaette riik suures riigis”, seda nii eestlastele kui ka venelastele. Põhjusi on siin mitmeid: ajalooliselt tekkinud tööstuslik eraldatus (Narva Kreenholm, Narva elektrijaam, kaevandused – mis andisid tööd hulgale venekeelsele elanikkonnale); piirilinnale omane seisund, teatav geograafiline eraldatus, regionaalses mõttes perifeerne asend.

Narva on praegu venekeelt kõnelev linn, kus elavad kas sinna sündinud ja juurdunud kodanikud või siis inimesed, kes teadlikult otsivad teistsugust elu ja olu.

Narva Vanalinna Gümnaasiumi külastusest. Kool on hiljaaegu liitunud keelekümluskoolide nimistuga. Koolist õhkus suur valmisolek eesti keeles õppimisele. Kooli stendid, plakadid ja näitvahendid kõnelesid suurest tööst ja armastusest mitmekultuurilise keskkonna kujundamisel. Siiski selgus ka esmane suurem mure keelekeskkonnaga. Kooli keelekümluse tunnis õpitud keel ununeb ruttu, kui seda praktikas kasutada ei saa. Vahetunnis, tänaval, kodus – igal pool räägitakse vene keelt, mis iseenesest on arusaadav. Kui vaadata õppetulemusi laiemalt, siis probleeme on rohkemgi – iga-aastased uuringud näitavad, et vene õppekeelega koolide õpilaste üldised tulemused on nõrgemad kui eesti või siis ka vene keelekümluskoolide laste tulemused.

Pr Raik, Narva kolledzi direktor sõnab:

“Me teame enam venekeelsete koolide eestikeelsest õppest kui venekeelsest õppest; venekeelsete koolide PISA uuringu tulemused on nõrgemad kui eestikeelsetes koolides. Eesti koolijuhtide ja õpetajate arvates Eesti koolisüsteem multikultuurilisust ei kasuta täiel määral; eesti ja venekeelsete koolide õpetajate hinnangud on märkimisväärselt üksteisest erinevad.”

Sama tulemusi kinnitab uuring **Kakskeelne õpe vene õppekeelega koolis (2013)** Helena Metslang, et al. Uurijad toovad välja rida erisusi ja probleeme: napib keeleoskajaid innovaatilisi õpetajaid, vene koolis on kasutusel rohkem õpetajakesksed õppemeetodid,

probleeme on sobivate õppematerjalidega jne. Kümbluskeele (eesti keel) järjepidev kasutamine tunnis jätab soovida.

Meile külalistele, jättis NVG energilise, areneva ja lojaalse mulje, kogesime tüüpilist vene sooja ja avatud külalislahkust! Arutelu tekkis tõeline sünergia erinevatest keeltest ja meeltest: kõlasid nii vene, eesti, inglise kui ka saksa keel.

Narva College vestlust juhtisid vastset tööle asunud noored õppejõud Zanna ja Kaia, kes tutvustasid kolledzi õppekava, tegevusi ja rolli Narva linnas.

Noortel keeleteadlikel ja keeleoskajatel õppejõududel on head teadmised mitmekultuurilisest (*multicultural competence*) ja kultuuridevahelisest kompetentsusest (*intercultural competence*), samuti ka mitmekultuurilisest tundlikkusest eesti keelesituatsiooni taustal (*multicultural responsiveness*); suurepärase oli kuulda neid vabalt diskuteerimas teemade üle, mis veel 25-30 aastat tagasi olid Eestis tabuteemad. Ilmselt on sellised mitut keelt vabalt oskajad õppejõud (kes on palju reisinud ja ise multikultuurse taustaga) vene rahvusest üliõpilastele motiveerivateks eeskujudeks. Oleks tore, kui nad jääksid kauemaks sinna tööle... Kuulda oli hilisemas omavahelises jutus, et Narva tavaliselt kauaks ei jääda, sest linn ei paku haritud õppejõule arenemisvõimalusi – teatud hetkel tuleb edasi liikuda. Ja siis minnakse edasi – Tallinnasse või Tartusse (Eestis rohkem suuremaid linnu ei olegi), aga ka järjest rohkem välismaale.

Kokkuvõtteks.

«Eestis on kõige raskem õppida eesti keelt just Narvas. Ma tean selliseid, kes valdavad keelt praegu vabalt, olles alustanud nullist, kuid suuremas osas on inimestel vaja eestikeelset keskkonda, et tõusta B2-tasemest kõrgemale. Selles osas võidaksid venelased sellest, kui nad saaks Narvas eesti keelt kuulda. Narvas on puudu eesti kultuurist“, mõtiskleb

Narva päritolu üliõpilane. Jah, selles eestimaa linnas elab tervenisti 2438 eestlast, kes on valdavalt pensioneeruv põlvkond! Ei ole just palju šansse ülejäänutel, keda on kokku 64 041, suhelda riigikeeles ja seda harjutada. Ka meediat kuulatakse ja vaadatakse vene keeles ja meeles. Seega, üks asi on teooria ja teine asi on reaalsus.

"Eestis võidakse diskrimineerida venelasi, mustlaskogukonda ja aga ka eestlasi, kes mõnes piirkonnas on vähemuses," rääkis härra Diene paar aastat tagasi oma pressiteates, kes tegutses eestis EU raportöörina. Siinkohal olgu öeldud, et tavakodanik niimoodi ei arva.

Inimlikul tasandil on suhted kogukondade vahel reeglina soojad ja mõistvad, eesti ühiskond on rahulik ja turvaline, tänaval ja mujal avalikkuses ei riielda ega sõimelda. Rääkimata suurtest rahutustest.

"Eesti keelt peab loomulikult kaitsma, kuid ka teised keeled peaksid Eestis oma koha leidma," selgitas Diene. Näiteks tõi raportöör Kanada, kus on mitu riigikeelt. "Eesti peab minema kaitsepositsioonist üle multikultuursusele," täiendas Diene. "Vene kogukond Eesti on väga suur," seletas ta. "Kui ühiskonnas on 30% venelasi, siis pole tark seda eirata. Mitmekultuursus on hea vahend võitlemaks diskrimineerimisega," ültas Diene. Selles osas oleme hr Dienega nõus. Samas kui ei teata ajaloolist tausta, võivad kergesti tekkida väärad arusaamad või pealiskaudsed otsustused. Eesti haridusel ja keelepoliitikal on positiivsed trendid ülekaalus, üha enam õpivad eesti koolis koos erinevate rahvuste lapsed, sellega ei eristu Eesti teisistest riikidest kuidagi.

Uuringud näitavad, et põlvkondade vahetumisega paranevad keeleteadmised, paraneb suhtumine – noor põlvkond on avatum; mahenevad vanad ajaloolised vastuolud. Huvi eestikeelse alusõppe vastu kasvab (seda toetab praegu 65% venekeelsest elanikkonnast), vene keel võõrkeelena on hetkel 2. kohal ja huvi selle keele õppimise vastu on tõusvas trendis. Tööturul on vene keele oskus koos inglise keele valdamisega reegline esimene väga nõutav oskus ja nõue!

Uus riiklik lõimumiskava 2013-2020 on vastuvõtu ja kinnitamise ootel, et paremini tagada erinevate kogukondade huvide kooskõla.

Koostas: Esta Sikkal

10. Juuni 2014

Report and reflections on the visit to Narva, March 24, 2014

The second international AMuSE expert meeting on the 24th of March 2014 on *History and current status of multilingual societies focusing on teacher education for multilingual children* started with the visit of Narva.

About Narva

Narva could be considered as a separate state in a state both for Estonians and Russians. There are many reasons for that such as historical industrial separation (Narva Kreenholm, Narva Power station, mines- that employed a lot of Russian speakers), the position as a border town, partly geographical and regional separation.

Narva is a Russian speaking town where locally born and rooted people live or people who are looking for a different type of life.

About the visit to Narva Vanalinna Gymnasium. The school just recently joined the list of language immersion schools. The school showed interest in using Estonian as a language of education. The information desks and posters demonstrated how much effort was put into creating a multicultural environment. But the first problems also appeared. The language skills learned in class are forgotten quickly if not used in everyday life. In school and particularly on the streets and in everyday life Russian is spoken everywhere, which is understandable due to its socio-historical background. If the results of annual research are analyzed, it becomes clear that schools where only Russian is used as a language of instruction show worse results than schools where also Estonian is the language of instruction or in language immersion schools. Ms Raik, the director of Narva College says: “We know more about the Russian school programmes in the Estonian language than about those schools which only teach in Russian.” The PISA results of Russian schools are worse than of those schools where Estonian is the language of instruction. The heads of Estonian schools and teachers claim that the Estonian school system does not fully address multicultural aspects. The opinions of teachers of Estonian and Russian schools differ considerably.

The same results are confirmed in a study entitled “Bilingual studies in schools where Russian is the teaching language” (Helena Metslang et al. 2013). The researchers bring out several differences and problems such as a lack of language proficient innovative teachers, the use of

more teacher-centered methods in Russian schools, and problems with the relevant teaching materials. The use of immersion language (Estonian) is not persistent. NVG left an energetic and loyal impression for us visitors. We experienced the typical warm and open Russian hospitality. There was very good discussion and synergy of different languages and cultures in Russian, English, Estonian and German.

The discussion at Narva College was led by the young teachers Zanna and Kaia who introduced college's curriculum, activities and its role in Narva town.

The young language conscious lecturers have good knowledge of multicultural and intercultural competence as well as multicultural responsiveness. It was good to hear them discuss about topics that were not talked about in Estonia 25-30 years ago. Apparently these teachers who speak many languages fluently are motivating examples for Russian students. It would be good if they stayed and worked longer there. It was heard later that people do not want to stay long in Narva because of the lack of opportunities for development. And then the teachers move to Tallinn or Tartu (there are no bigger towns in Estonia) and some also move abroad.

Summary

“It is most difficult to learn Estonian in Narva. I know people who are fluent in Estonian and who started from zero but most of the people need an Estonian environment to achieve a higher language level than B2. Russians would benefit from hearing Estonian in Narva. Narva lacks Estonian culture”, a student at the college said. There are 2448 Estonians living in this town, most of whom are retired. There are not many chances for the rest of 64 041 people to communicate in Estonian. People hear and watch also media in Russian. This is the real language situation in Narva.

“In Estonia, Russians, gypsies and also Estonians can be discriminated who are in a minority in some areas” said Mr Diene a few years ago in his press release. He worked as an EU reporter in Estonia. In general ordinary citizens do not think so. Usually, the relationships between different communities are warm and understanding. Estonian society is calm and secure. There are no screaming or fighting and no public riots.

“The Estonian language needs to be protected but also other languages should find their place in Estonia,” explained Diene. Diene brought Canada as an example where there are many state languages. “Estonia needs to go from an attitude of protection to one of multiculturalism” added Diene. “The Russian community is very big in Estonia”, he explained.” If there are 30% Russians in Estonia, then it is not reasonable to ignore this. Multiculturalism is a good way to fight discrimination,” said Diene. We agree with Diene in this. But if people do not know the history, then it is easy to misunderstand the situation. More positive trends in Estonian education and language policy are prevailing. More children from different nationalities learn in Estonian schools, which is not different from other countries.

Research shows that when generations change also language skills improve and the attitudes improve too. The younger generation is more open and old historical discrepancies become insignificant. The interest towards an Estonian base curriculum increases (this is supported by 65% of Russian residents). The Russian language currently ranks 2nd as a foreign language and general interest shows a growing trend. In the job market, Russian together with English skills are highly required.

The new national integration plan 2013-2020 is targeted to support the interests of different communities.

Written by Esta Sikkal

10. Juni 2014

Report on visit to Narva by PH Zurich, 24th March 2014

On arriving in Narva nobody would guess that 95% of the population is Russian. The absence of the Russian language in the streets is irritating, but is the consequence of the discrimination ethnic Estonians had to endure during the Soviet era. Understandably, the experience led to this linguistic backlash which, for better or worse, will have to be accepted by the Russian speaking population for a while.

The Estonian immersion programme of the Narva Vanalinna Riigikool is, for me, one expression of this historical legacy. Unlike the Canadian immersion programmes, which aim at strengthening and preserving the national minority language French, however, the immersion programme in Narva seems to me to be influenced by the fear that Estonian, the language of the majority, might not be accepted as a national language. The Russian language, by contrast, does not seem to be considered a linguistic asset worth preserving for future generations. In the light of recent history, this is understandable. But, from a Swiss point of view, it could also be possible to have two national languages instead of one.

Having said that, I was very impressed by the programme of the Narva Vanalinna Riigikool. The students there are, undoubtably, given the unique chance of becoming perfect Russian-Estonian bilinguals. The only drawback being that they do not get enough opportunity outside the school to practice their Estonian with native speakers. I gathered, however, that the students have exchanges with other schools in Estonia, where they get a chance to meet Estonian speaking peers. Unfortunately, we could not spend more time in the school and observe actual teaching in class. We just had a glimpse of one classroom, were rushed through the facilities, but were not able to get an impression of what teaching is really like. I would also have loved to get a better insight into the linguistic reality of Estonia by hearing what the children themselves have to say about it. But of course time was short, and I also appreciated that we had the opportunity to visit the town and the teacher training college.

Apparently, I am like all the other tourists who travel to Narva and was very impressed to be so close to the Russian border. It was the first time I travelled so far east. It really felt like being at the outer border of the European Union, far away from "the European Centre". The bridge between Estonia and Russia, with all the barbed wire and the check points, really does feel like a great divide, despite an enlarged Europe. And then again, seeing the model of old Narva in the old townhall, seeing what it was like before it was destroyed in the Second World War, made me realize once more how relative and transitory such "centres" are in history. In the 19th century Narva was a thriving industrial city, hosting the largest cotton spinning mill in Europe on the island of Kreenholm. The Kreenholm Manufacturing Company employed 4500 people and although it paid low wages, it took its responsibilities to its workforce very seriously, introducing a health insurance scheme and supplying workers with dwellings, kindergartens and schools (see Wikipedia). It must have been a beautiful town and it is painful to see what was lost. Incidentally, the founder of the Kreenholm Manufacturing Company, the merchant Ludwig Knoop from Bremen, was an ancestor of Ursula van der Leyen, Germany's current Federal Minister of Defence.

All the run-down houses, the potholes in the streets and the uniformity of the plattenbau architecture create a very depressing atmosphere. Nothing seems to be left of the former splendour of Narva. I much admired our young city guide's optimism. He truly seemed to believe that, with European funds, things will take a turn for the better in the near future. And somehow the Narva Teacher Training College seems to be a harbinger of better times to come. On the one hand, there is the modern building where it is hosted, which seems to be ahead of its time. And, on the other hand, this is the place where a new generation of teachers is being educated. Although it was said in the meeting, that most of the student teachers in Narva are still struggling with the idiosyncracies of the Estonian language, they will certainly be more multicultural and multilingual than their predecessors and will be better prepared to overcome the differences between the different populations.

Sabrina Marruncheddu 12th June 2014

Kurzbericht über die Konferenz in TARTU, 24. + 25. 3. 2014 (E. Furch)

8:00 Busfahrt nach Narva

Schulbesuch in einer Schule mit Fokus auf Russisch, Kinder von 7 J. – 16 J. (?)

1. Klasse: nur Estnisch, wenn Kinder auf Russisch fragen, antwortet LP nur auf Estnisch
2. Klasse: Estnisch und Russisch und Englisch

Einige ausgewählte Fächer weiterhin auf Russisch; Alphabetisierung findet auf Estnisch statt, anschließend im 2. Lernjahr auf Russisch;

CLIL-Konzept wird verwirklicht; Language Immersion Classes

Kritik:

2 LehrerInnen – 2 Sprachen; unprofessioneller und unrealistischer Umgang mit Native Language der Kinder (Russisch) in dieser Stadt (sehr hoher %-Anteil der Bevölkerung hier spricht Russisch) – zweisprachige Alphabetisierung wäre eine bessere Lösung;

L2 (in diesem Fall Russisch) wird wie eine Fremdsprache unterrichtet – offensichtlich eine nationalistische Haltung

Negative Folgewirkung: Reduktion des multilingualen Potenzials hin zu einem monolingualen System

Bewusstmachen: Was bedeutet hier „Muttersprache“? Welche ist die „Muttersprache“ der Kinder?
Besser: L1 – ist in den meisten Fällen RUSSISCH!

1

Diskussion am Narva-College:

Zusammenarbeit zwischen estnischen Schulen und russischen Schulen;

Politik: Ziel ist die estnische Sprache zu erlernen und gut zu beherrschen.

In Projekten: bilinguales Lernen wäre hier möglich!

Historie: Russen in Estland: 1940 – 1990

Mehrsprachigkeit in Schulen: Vermehrung von Respekt und Anerkennung

Sprache wird als Zugang zu einer anderen Kultur verstanden.

StudentInnen: E-Tandems mit ERASMUS-StudentInnen

Mix of Native languages – Foreign languages; Second language Teaching??? Improvement of L1???

In der LehrerInnenbildung:

Several languages as languages of instruction - „Language Awareness“: benefit for foreign language learning; students get a feeling of being experts (the other way round!)

At International Schools mostly English – transition process – profit in Estonian

Aim: Learning how to learn a language;



AMuSE – Approaches to Multilingual Schools in Europe
AMuSE – Ansätze zur Mehrsprachigkeit an Schulen in Europa

Bericht über die Exkursion nach Narva [Report on the excursion to Narva]

Ort [Location]: Narva

Datum [Date]: 24-03-2014

Liste der Teilnehmenden [List of participants]:

Consultant:

-Bernard Dumont [BD]

Universität Tartu, Estonia:

-Esta Sikkal [ES]

-Meeli Väljaots [MV]

PH Wien, Austria:

-Sissy Furch [SF]

-Luzia Thumser [LT]

PH Zürich, Switzerland:

-Basil Schader [BS]

-Sabrina Marruncheddu Krause [SM]

Universität Göteborg, Sweden:

-Tore Otterup [TO]

-Maud Gistedt [MG]

Akdeniz University Antalya, Turkey:

-Jochen Rehbein [JR]

-Frau NN

EURAC Bolzano, Italy:

-Alexander Onysko [AO]

-Dana Engel [DE]

allgemeine Abkürzungen / common abbreviations:

- MS (Mehrsprachigkeit) / ML (Multilingualism)

- EST (Estnisch) / EST (Estonian)

- RU (Russisch) / RU (Russian)

8.00-11.00	<i>Fahrt von Tartu nach Narva [Travel from Tartu to Narva]</i>	
10.00-10.30	<i>1. Überblick über die historische und gegenwärtige Entwicklung Narvas</i>	<i>1. Introduction to historical and present developments in Narva</i>
11.00-12.00	<i>Altstadt-Gymnasium Narva [Narva Central Grammar School]</i>	
11.00-11.15	<p><i>2. Begrüßung am Gymnasium</i></p> <p><i>Begrüßung durch Andrei Rozinov (Fachleiter für Deutsch)</i></p> <ul style="list-style-type: none"> kurze Führung durch die Schule und Treffen in der Aula magna Kennenlernen der Schulleitung und der Verantwortlichen des Immersionsprogramms, Vorstellung der AMuSE-Delegation 	<p><i>2. Welcome at the Grammar School</i></p> <p><i>Greetings: Andrei Rozinov (Head of German)</i></p> <ul style="list-style-type: none"> short guided school tour and meeting in the Aula magna Introduction to Head of School and school management as well as the directors of the immersion programme, introduction of AMuSE
11.15-11.45	<p><i>3. Diskussion mit der Schulleitung</i></p> <p><i>Diskussionsleiter und Dolmetscher: Andrei Rozinov</i></p> <ul style="list-style-type: none"> Präsentation des Schulprogramms und aktueller Projekte Schule hat 460 SchülerInnen, max. 24 SchülerInnen pro Klasse die SchülerInnen kommen aus rein russischsprachigen Familien oder aus gemischtsprachigen Familien Ziel der Immersionsschule: den russischsprachigen SchülerInnen vor allem Estnisch aber auch Englisch (oder Deutsch) näherzubringen = eine zweisprachige Schule für russischsprachige SchülerInnen 	<p><i>3. Discussion with school principals</i></p> <p><i>Discussion led and simultaneously interpreted by Andrei Rozinov</i></p> <ul style="list-style-type: none"> presentation of school programme and recent projects school with 460 students and max. 24 students per class students come from monolingual RU-speaking families or from bilingual or mixed families school's objective: familiarise RU-speaking students (especially) with EST but also English (or German) = a bilingual school for RU-speaking students

<ul style="list-style-type: none"> • (fakultative) Vorschule wird von 70-80 SchülerInnen besucht, es werden jedoch pro Jahr nur 50 aufgenommen (kleines Gebäude der Grundschule) • Vorschule ist 1x wöchentlich (mit EST-Beginn durch Lehrpersonen für die neuen 1. Klassen) • vor der 1. Klasse gibt es keine Einstufungstests, aber es findet ein Vorgespräch auf RU statt • ab Klasse 1 sind alle Fächer in EST • immer 2 Lehrpersonen in der Klasse (EST & HilfslehrerIn) • ab Klasse 2 (2. Halbjahr) kommt RU als Muttersprachunterricht dazu • ab Klasse 3 ist das Sprachverständnis in EST so gut, dass die SchülerInnen die Lehrperson nicht mehr direkt anschauen müssen, um alles zu verstehen • ab Klasse 5 sind 40% der Fächer in RU • viele Projekte zu Sprachen, auch Ausflüge und Kontakte ins „estnische Estland“, Schüleraustauschprogramm • Schulveranstaltungen können zweisprachig sein (z.B. Estnischer Unabhängigkeitstag, Puschkin-Ball) • Leitlinie: SchülerInnen sollen in 2 Kulturen zuhause und tolerant gegenüber anderen sein (z.B. gern Bücher in EST, RU, DEU, EN lesen) • ein Hauptthema der Schulkonferenz sind die verschiedenen Nationalitäten der SchülerInnen (Ukraine, Litauen, Weißrussland etc.) • im Schulleben gilt das Prinzip „1 Lehrer, 1 Sprache“ • häufige Anfangsprobleme bei der Alphabetisierung sind Buchstabenverwechslungen und Interferenzen bei der Syntax 	<ul style="list-style-type: none"> • (optional) preschool is frequented by 70-80 pupils, however, each year only 50 pupils are accepted for year 1 (primary school with small building) • preschool lessons are once per week (with EST for beginners, provided by teachers for the new first-formers) • there is no placement test before school enrolment but there is a preliminary meeting in RU • starting from year 1, all subjects are taught in EST • there are always 2 teachers present in class (EST-speaking and assistant) • from year 2 onwards (2nd term) RU is taught as first language • from year 3 onwards pupils have a very good understanding of EST and can understand everything without “facing or always looking at the teacher” • from year 5 onwards, 40% of the subjects are taught in RU • school offers many language projects as well as excursions and contacts to the “Estonian Estonia”; school exchange program etc. • school events may be held bilingually (e.g. Estonian Independence Day, Puschkin Ball) • guiding principle: students shall feel at home in 2 cultures and be tolerant towards others (e.g. enjoy reading books in EST, RU, German, English) • different nationalities of the school’s students (e.g. Ukraine, Lithuania, Belarus) are also a major topic at the teachers’ conference • for everyday school life, there is the principle “1 teacher, 1 language” • frequent problems in the early stages of alphabetisation: letter confusion and syntactical interferences
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	<ul style="list-style-type: none"> normalerweise verschwinden diese Übergangsprobleme von selbst, aber bei anhaltenden Sprachproblemen (z.B. bei Alphabetisierung) arbeitet eine Logopädin mit den Kindern Erfolg: SchülerInnen haben keine Angst vor neuen Sprachen Ausblick: estnischsprachiges Gymnasium soll mit der Oberstufe der Immersionsschule zusammengelegt werden, dies wird von beiden Seiten als problematisch gesehen, da das Immersionskonzept dann gefährdet wäre, da nicht alle SchülerInnen optimal vorbereitet wären 	<ul style="list-style-type: none"> these transition problems usually disappear spontaneously; but if there are persistent language problems, a speech therapist is there to work with the pupils (e.g. alphabetisation) success: students are not afraid of new languages outlook: there are plans for uniting the Estonian-speaking grammar school with the high school of Narva Central grammar school, however, this is seen as problematic by both schools as the immersion concept would be in danger because not all students would be ideally prepared and suited for this way of teaching and learning
11.45-12.00	<p>4. Hospitation in Schulklassen</p> <p><i>Fachräume für Naturwissenschaften und Mathematikunterricht der 1. Klasse</i></p> <ul style="list-style-type: none"> in Fachräumen werden gemäß des Immersionsprinzips alle Materialien auf Estnisch präsentiert im Klassenraum der 1. Klasse ist ebenfalls alles auf Estnisch geschrieben, es gibt jedoch eine große Anlauttabelle an der Wand, auf der auch die kyrillischen Buchstaben gezeigt werden die Lehrerin der 1. Klasse erklärt, dass sie mit den SchülerInnen nur auf Estnisch kommuniziert, nach 6 Monaten Immersion sei dies auch im Fachunterricht kein Problem mehr 	<p>4. Class observation</p> <p><i>Science classrooms and mathematics lesson in Year 1 (primary school)</i></p> <ul style="list-style-type: none"> according to the principles of immersion, all material in science classes is presented in Estonian an initial sound table in the Year 1 classroom is presented in Estonian, however, there are also cyrillic letters depicted in smaller print the year 1 teacher explains that she only communicates in Estonian with her pupils, after only 6 months of immersion this is not a problem anymore
12.15-14.00	<p>Narva College der Universität Tartu [Narva College, Tartu University]</p>	
12.15-12.30	<p>5. Begrüßung am College</p> <p><i>Institutsleitung, NN</i></p>	<p>5. Welcome at the College</p> <p><i>Head of Institute, NN</i></p>

	<i>Zanna Razinkova und Kaia Tomson (Leiterinnen der LehrerInnenausbildung an der Universität Tartu)</i>	<i>Zanna Razinkova and Kaia Tomson (Programme managers of teacher education at the University of Tartu)</i>
12.30-14.15	<p>6. Diskussion</p> <p><i>Moderation: Zanna Razinkova und Kaia Tomson</i></p> <p><i>Themen:</i></p> <ol style="list-style-type: none"> 1. Mehrsprachigkeit 2. Modelle von Mehrsprachigkeit an Schulen 3. Mehrsprachigkeit und Migration als Herausforderung <ul style="list-style-type: none"> • Vorstellungsrunde und allgemeiner Austausch über die persönliche Definition und Bedeutung von MS • MS in Narva äußert sich stark in Form von CLIL • einerseits wird CLIL in den Collegekursen angewandt, um den Studierenden zu einem höheren (fachsprachlichen) Niveau in EST zu verhelfen • andererseits sollen die angehenden LehrerInnen auch in der Lage sein, selbst im Sinne von CLIL an Schulen zu unterrichten • 50% der Kurse am College sollen auf EST gehalten sein, dies ist in der Praxis jedoch nicht immer so (viele Studierende haben nach dem Schulabschluss max. A2/B1-Niveau in EST und benötigen Sprachförderung) • Austausch der College-DozentInnen untereinander über Strategien für ihre Kurse: einige Inhalte werden auf RU, andere auf EST gestaltet, Wortschatzlisten, Gruppenarbeit etc. • Diskussion über Forderung nach Sprachstandserhebungen vor 	<p>6. Discussion</p> <p><i>Discussion led by: Zanna Razinkova and Kaia Tomson</i></p> <p><i>Topics:</i></p> <ol style="list-style-type: none"> 1. Multilingualism 2. Models of multilingualism at schools 3. Multilingualism and migration as a challenge <ul style="list-style-type: none"> • introductions and general exchange on personal definition and significance of ML • ML in Narva strongly manifests itself as CLIL • on the one hand, CLIL is practised in college courses to help students reach higher (technical) EST language skills • on the other hand, future teachers should also be able to teach at schools according to CLIL principles • 50% of all college courses should be provided in EST but in practice this is not always the case (many students have not reached level A2/B1 in EST with their high school diploma and need further language support) • open exchange among college teachers about language teaching and CLIL strategies in their courses: some contents are provided in RU, others in EST, some use vocabulary lists, group work etc. • discussion on the demand for language assessment before the beginning of each term and on the possibility of

	<p>Semesterbeginn und Einteilung in Lerngruppen, die ihrem EST-Niveau entsprechen</p> <ul style="list-style-type: none"> • ein Grund für die unzureichende Beherrschung von EST wird im geteilten Schulsystem (estnisch- bzw. russischsprachige Schulen) gesehen • Diskussion der Möglichkeit eines flächendeckenden Immersionsschulmodells, aber keine klare Entwicklung absehbar • für die Verbesserung der (sozialen) Situation im Nordosten Estlands wird dieses Schulmodell als eine vielversprechende Option gesehen, um die Benachteiligung der russischsprachigen Bevölkerung auszugleichen • eine wirklich mehr- bzw. zweisprachige Ausbildung für alle SchülerInnen könne die Immersionsschule jedoch nicht bieten • kurze Berichte über mehrsprachige Ansätze in der LehrerInnenausbildung in AMuSE-Partnerländern • Diskussion über (begrenzte) Vergleichbarkeit der Kontexte und Erfahrungen • JR: Wunsch nach „mehr Fantasie für die Mehrsprachigkeitsdidaktik in der Zukunft“ und nach konkreten Visionen für mehrsprachiges Unterrichten 	<p>dividing students into groups with the same EST level</p> <ul style="list-style-type: none"> • one reason for the insufficient skills in EST is seen in the separate education system (EST-medium or RU-medium schools) • discussion on the possibility of having immersion schools across the whole country, but so far there has been no clear development on the matter • the immersion model is seen as a promising option for improving the (social) situation in the northeast of Estonia, in order to compensate the disadvantages of the RU-speaking population • however, the immersion school cannot offer a genuinely multilingual or bilingual education to all students • the discussion is followed by short reports on multilingual approaches in teacher education in AMuSE partner countries • discussion on (limited) comparability of regional contexts and experiences • JR: desire for “more imagination for a future didactics of multilingualism” and for more concrete visions in multilingual teaching
14.15-15.30	<i>Mittagessen [lunch break]</i>	
15.30-16.00	<i>Führung durch das Narva College [Guided Tour of Narva College]</i>	
16.00-17.30	<i>Stadtführung durch Narva [Guided Tour of Narva]</i>	
17.30-20.30	<i>Rückfahrt nach Tartu [Travel from Narva to Tartu]</i>	

Report and reflections on the visit to Narva, March 24, 2014; Tore Otterup

The second international AMuSE expert meeting on the 24th of March 2014 *on History and current status of multilingual societies focusing on teacher education for multilingual children* started with a day visit of Narva. It proved to be a very interesting day and also very good as a background for the understanding of the special Estonian language situation, which was much in focus on the second day of the expert meeting.

Narva is an Estonian town on the river Narva with about 68.000 inhabitants and with Russia just on the other side of the river. About 97 % of the people living in the town are Russians, immigrants from different parts of the Soviet Union during the Soviet period or their descendants, or Russian speaking. Many people also hold Russian citizenship, according to the information we got.

Our first stop was at the bilingual grammar school in Narva (Narva Vanalinna Riigikool) where we got a presentation of the school, its organization and language policy. The school was introduced as an immersion school where the Russian speaking pupils (the absolute majority) were immersed into Estonian. Estonian is the language of instruction for the first few years in school after which Russian will also be used for teaching of certain subjects in the classroom. The principal of the school as well as the teachers present found the program quite successful and saw mostly advantages in it. Personally, I can't help reflecting on the immersion programs I know from Canada, Finland and Spain. One of the prerequisites for successful immersion results which is often mentioned in the literature and reported, for example, in Canada, Finland and Spain, is that the immersed pupils should come from the majority group. In the case of Narva, the Russian speaking pupils immersed into Estonian belong to a local majority group, which would ensure a positive outcome. However, in view of the whole country of Estonia, the L1 Russian speakers form a minority (the Russian-speaking population is about 30% of the total population). This situation, on the other hand, would not speak for a positive result of immersion if a positive result entails that the Russian-speaking students learn to speak Estonian.

The second stop was at Narva College where representatives from the teacher education at the college discussed the concept of multilingualism with the project team and all participants at the trip. In particular, the discussion focused on the meaning of multilingualism as well as on its implementation and its advantages in the school context. Different language ideologies were expressed in the group. I personally understand multilingualism to be an integrated competence of knowledge in different languages, which might be called an integrated multilingual norm. Different languages are used for different functions and in different domains and code switching e.g. can also be seen as an efficient way of using the various language proficiencies (instead of being a sign of bad language proficiency). On the other hand, the mother tongue ideology was also addressed by some participants. That is, some people argued for the necessity of having a well-developed first language to be able to learn another language.

It was also obvious that in a discussion about multilingualism not all languages have the same status and don't seem to be valued equally. The majority language, or the national language, always seems without doubt to have the highest status in the country, followed by the most popular modern languages (taught in school) like English, Spanish and French. The value of knowledge in other immigrant languages seems to be more questionable.

Another thing that became quite clear to me during the day in Narva – and also afterwards – was that discussion about multilingualism in Estonia largely is a question of Estonian and Russian, and the relationship between these languages, and the rest of the 157 different languages spoken in Estonia today are not to an issue and do not seem to be discussed much. It is essential that the 30 % of Russian-speakers in Estonia become speakers of Estonian, and in this endeavor one can also find an ounce of repression against the Russian language, which can be understood in a historic perspective since Russian was the majority language in Estonia during the Soviet era. Despite the historically controversial relationship, I think that the discussion should rather be about the real possibility of being bilingual and to be allowed and able to speak both Estonian and Russian in Estonia.

3. Meeting at Tartu University

3.1 Opening Presentation



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 wants to show 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.

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
- 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, October 2014

Target groups

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

- Principals and teachers in multilingual and multicultural areas
- Academic institutions of teacher education
- Educational authorities on national and federal levels

Project results

- Data base: Collection and brief descriptions of initiatives, projects, and publications representing good practice of multilingualism at schools and in teacher education
- Publications
- Recommendations for decision makers in educational institutions and in educational policy

Get involved

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

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

AMuSE discussion
public forum on
Multilingualism in
Schools now open
AMuSE has launched a...



AMuSE

1st International
Expert Meeting AMuSE
– Vienna, September
24 – 25, 2013
The 1st...

Publications

Conferences

Discussion



Lifelong
Learning
Programme

EURAC
research

PH Wien
Pädagogische Hochschule Wien



PH Zürich



METU

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Get involved

- AMuSE – website: <http://amuse.eurac.edu>
- Online discussion forum: <http://amuse.freeforums.org/>



Lifelong
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Programme



amuse.freeforums.org

Forum to discuss Multilingualism at Schools / Forum zur Diskussion von
Mehrsprachigkeit an Schulen

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MULTILINGUALISM IN SCHOOLS / MEHRSPRACHIGKEIT IN SCHULEN		TOPICS	POSTS	LAST POST
	Multilingualism / Mehrsprachigkeit What does multilingualism mean to you? / Was bedeutet Mehrsprachigkeit für Sie?	1	1	by AMUSE Thu Nov 07, 2013 2:46 pm
	Advantages of multilingualism at school / Vorteile der Mehrsprachigkeit in der Schule Do multilingual people (teachers, pupils) have potential advantages in your school system and how could these potential advantages be promoted and used in the school context? / Welche potentiellen Vorteile haben „mehrsprachige“ Personen in Ihrer Schullandschaft und wie können diese besser gefördert und ins Schulwesen eingebracht werden?	1	5	by eurac\totterup Mon Nov 25, 2013 2:58 pm
	Models of multilingualism at schools / Modelle von Mehrsprachigkeit an Schulen Do you know of any models/projects that support multilingualism at school which you would like to share with the forum members? / Kennen Sie Modelle/Projekte, die die Mehrsprachigkeit an Schulen unterstützen und die Sie gerne hier im Forum vorstellen und diskutieren möchten?	1	2	by sabrina_marruncheddu Thu Nov 28, 2013 3:50 pm
	Multilingualism and migration as a problem? / Mehrsprachigkeit und Migration als Problem? In Austria, for example, the OECD country survey on migration and education (cf. Nusche et al. 2009: 48) has reported that language diversity is rather seen as a problem than as an advantage and that an approach	1	1	by Bence Thu Dec 05, 2013 3:57 pm

Get involved

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

PH Zurich
International Projects in
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Get involved

- AMuSE – website: <http://amuse.eurac.edu>
- Database multilingualism: <http://ipe.phzh.ch/amuse>
- Public discussion forum:
<http://amuse.freeforums.org/>
- Participate at expert meetings and conferences
- Contact: alexander.onysko@eurac.edu

Thank you

3.2 Keynote Lecture

Multilingualism in Education- a challenge or an opportunity?

Piret Kärtner

Tiina Peterson

Ministry of Education and Research

Where are we?

Geographical Europe: 80 languages incl 23 EU official languages as well as minority and immigrant languages



New sociolinguistic environment = globalisation, multilingualism in the society, at school, at work, in the family

In past 10 years from 100 mother tongues to 157 mother tongues

Multilingual families- mother tongue, father tongue, home language, education language

Multilingual Estonian is a rule rather than an exception

Main issues

- On personal level: mobility, employability and growth
- On state level: poor language skills = barriers for economic growth

4 As

- Awareness
- Acceptance
- Analysis
- Action

Understanding multilingualism/multiculturalism/
plurilingualism/ pluriculturalism

- Why?
- What?
- In what forms?

"The plurilingual and pluricultural competence [...] refers to the fact individuals do not have a collection of communicational competences which are separated according to languages they speak. The plurilingual and pluricultural competence includes the whole language repertoire."

Acceptance

- Getting ready for change
- Managing change
- Cooperation rather than confrontation
- Learning from experience

- Current state of affairs

How to protect state language?

How to cater for mother tongues?

What languages to learn/teach?

When to start?

What curriculum and methodology work does it require?

How to assess?

What kind of TT does it require?

etc

- How to get to action?

Action taken:

- CEFR and ELP
- 1+2
- Variety of foreign languages offered
- Internationally recognised FL exams
- Early language learning, language immersion

Action to be taken:

- Starting earlier
- Teaching languages not a language
- CLIL
- TPD

Early language learning

- TPD
- Materials' development (guidelines, workbooks, textbooks and other teaching materials) for teachers, preschool child care institutions, parents and municipalities.

Summary

Multilingualism is definitely an opportunity comprising various challenges to be faced and addressed.

Thank you!

3.3 Current Local Research



TARTU ÜLIKOOL

Opinions of teachers in preschool education about their multicultural and multilingual competence

2014

Marja-Liisa Mäesalu,
MA in preschool education



Multicultural situation in Estonia

- The census conducted in the year 2000 showed that there are people from 142 nations living in Estonia.
- There are 109 different languages that these people speak as first languages (Statistikaamet, 2002).
- Since borders between EU countries are open, the number of people of foreign origin living in Estonia is probably showing a rising trend.
- Exact number of children of foreign origin in Estonian preschools is unclear.



Teaching bilingual children

- Programmes to support multilingual and multicultural education are used all around the world.
- Too much importance on the volume of language learning not the quality (Rannut, 2002).
- Important factors in teaching bilingual children: teachers' experiences, knowledge, different biases.



Teaching bilingual children (2)

- Knowledge of overall language development.
- Paying attention to what child produces as well as what he/she hears.
- Good overview of each child's individual bilingual background (Macrory, 2006).
- Supporting first language development (Espinosa, 2005).
- Language is part of child's identity (Lessow-Hurley, 2003).
- Teacher-parent collaboration (Baker, 2005).



Estonian preschool teachers' preparation to teach multicultural and multilingual children

- Previous research done in the University of Tartu showed that preschool teachers feel that they haven't received enough training to teach bilingual children (Pahhovski, 2010; Dorošenko, 2008).
- Training for Estonian as second language teachers in University of Tartu and University of Tallinn.
- Most of the training is aimed for teachers that teach Estonian in institutions where the main language is not Estonian.
- Some courses for preschool teachers- mainly aimed for enhancing Estonian language development in Russian-speaking preschools.



Results and conclusions from my research- teachers' opinions on their training

- Teachers considered their knowledge on how to teach bilingual children to be insufficient.
- They felt the need for more training and were worried about the future.
- Inadequate training does not only cause problems for teachers. Bilingual children do not receive the help and support they need.



Results and conclusions from my research- teachers' opinions on teaching bilingual children

- Estonian preschool teachers find teaching bilingual children to be challenging (positive and negative).
- Not enough knowledge on the subject field makes teaching time-consuming.
- Teachers try to find helpful information from literature, internet and their colleagues.
- Helpless in situations that require using some other language.



Results and conclusions from my research- teachers' thoughts on having bilingual children in their classroom

- Teaching bilingual children is more difficult than teaching their monolingual counterparts.
- Even without enough training teachers are not against having bilingual children in their classroom.
- Teachers value the diversity multicultural children bring to the group.
- Hope to get more training in this subject field in the future.

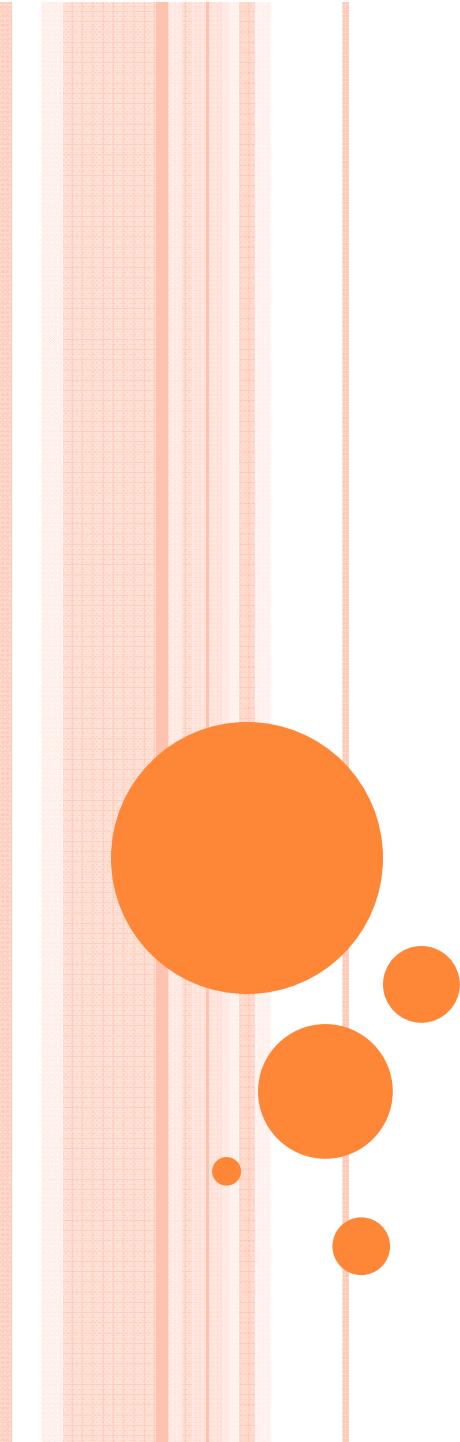


Suggestions for teacher education for multilingual children based on current research

- Stronger focus on teaching multilingual children in teacher education.
- Offer more courses on the subject field for teachers that have already graduated from colleges and universities.
- Develop more helpful literature on the subject.
- Preschool teachers need training as much as school teachers- importance of language development in the early years.



Thank you!



ELEMENTARY SCHOOL TEACHERS' OPINIONS ON THEIR MULTICULTURAL COMPETENCES AND FOR THE NEED OF ADDITIONAL IN- SERVICE TEACHER TRAINING

**Jana Tiits
MA School Management**

25th of March 2014 Tartu

PROBELM

- Schools becoming more multicultural creates extra demands for teachers' multicultural competences.
- Teachers need extra skills to effectively consider students' various backgrounds in order to understand its influence on their learning.
- Teachers should use culturally sensitive teaching methods that would support students in the best possible way.
- The concept of multiculturalism has become too narrow.



AIM OF THE CURRENT RESEARCH

- Describe six teachers' opinions on the meaning of multiculturalism.
- How do they meet the need for intercultural competences in their everyday job?
- How effective has their teacher training been?
- Which is the need for additional training?



7 DIMENSIONS OF MULTICULTURALISM

- Race
- Nationality
- Language
- Religion
- Socio-economical background
- Temperament and learning styles
- Mental disorders



WHERE INTERCULTURAL COMPETENCES COME INTO ACTION

- Planning the lessons
- Implementing the lessons
- Teacher-student communication
- Managing student-student communication
- Teacher-parent communication



MULTICULTURAL COMPETENCES

- Good self-expression
- Knowledge about culture and religion
- Communication skills
- Patience
- Empathy
- Creativity



ARE THEIR MULTICULTURAL COMPETENCES SUFFICIENT?

Their competences are good at
current circumstances.

Reactive attitude

- *“I don’t want to make my work harder by simplifying everything for him. If he does not understand something, I will explain it to him in the process.”*
- *“I will not decide it for him in advance if this or that is difficult or confusing for him. He has to tell that to me!”*
- *“I will educate myself if I start to feel the need for it.”*



MULTILINGUALISM

- *“Students must cope with the different language situation. They will manage bit by bit.”*
- *“I’m not going to double up my work load by translating the teaching material for him!”*



ARE THEIR MULTICULTURAL COMPETENCES SUFFICIENT?

They do not have relevant competences for handling all the differences the way they should.

Teachers feeling insecure

- *“If I would have this kind of student in my class tomorrow, I would not know what to do with him.”*
- *“I need more experience.”*



MULTILINGUALISM

- Teacher does not speak the same language as student.
How to explain math, nature sciences?
- How should the teacher of English (or other languages) teach a foreign language to students whose mother tongue is different from the schools' working language?

A child from parents of French and Russian studying English in an Estonian school. Teacher knows only English and Estonian.

CHALLENGE!



SUGGESTIONS FOR INITIAL TEACHER TRAINING

Themes to include in the curriculum

- Knowledge about cultural differences (based on ethnicity)
- Knowledge about religions
- Teaching students with different language skills
- Knowledge about psychology
- Interpersonal differences
- Mental disorders
- Managing behavioral difficulties
- Motivating skills



SUGGESTIONS FOR INITIAL TEACHER TRAINING

Teacher practice

- Practice supervisor should be able (and have time) to guide the student.
- Analysis of cultural differences in the classroom before starting to plan and implement the teaching processs in that class.
- Analyze multicultural relationships in classroom during practice time.



SUGGESTIONS FOR IN-SERVICE TEACHER TRAINING

- Share practices on how to manage behavioral difficulties.
- Gain more knowledge about psychology.
- Learn how to support families with diverse background.
- Exchange experiences with colleagues.



CONCLUSION

- Teachers agreed that in initial training they did not receive enough support to develop multicultural competences.
- Developing teachers multicultural competences deserves more attention in initial- and in-service teacher training programs.



THANK YOU!





*Exploring constructivist social learning practices in
aiding Russian-speaking teachers to learn Estonian: an
action research approach*

Tatjana Kiilo, Ph.D

tatjana.kiilo@gmail.com



Research background: setting the scene

Political and historical background:

two parallel general educational systems (beginning of 1990s)



language-in-education policy decisions in order to *Estonianize* schools and harmonize the educational system

introduction of instruction in Estonian into Russian-medium schools, and

Estonian proficiency requirements for teachers

Russian-speaking teachers put in a double-bind situation:

- As **members of the Russian-speaking community** - may lack integrative motivation to learn Estonian; feel that community opposes Estonian-medium instruction
- As **educational professionals** – granted both the authority and the obligation for the legitimization of the Estonian language in Russian-medium schools



Research questions:

- **How can constructivist social language learning practices contribute to enhancing the agency of Russian-speaking teachers?**
- **To what extent could an action research approach compensate for the negative effects of the unfavourable contextual factors and help the teachers to adjust to policy shifts in the language-in-education domain?**

Kiilo, Tatjana and Kutsar, Dagmar. (2012). Exploring constructivist social learning practices in aiding Russian-speaking teachers to learn Estonian: an action research approach. *Educational Action Research Journal* 20 (4): 587–604



General methodological considerations

Constructivist perspective to learning

- learning emerges out of experience, learning is always contextual and determined by the environment
- learning is an action
- the outcome of learning is personal and collective growth

Action research method

- research and action in a series of flexible cycles
- the collaborative partnership of participants and researchers
- knowledge and understanding of a unique kind
- a vision of social transformation
- a high level of reflexivity and sensitivity to the role of the self
- explanatory engagement with a wide variety of existing knowledge
- engendering powerful learning for participants, and
- placing the inquiry in an understanding of broader social contexts

(Somekh 2006)



Action research in Estonia

- a two-year mentoring program for Russian-speaking teachers, incl 13 months of mentoring process
- was not meant to be a substitute for the traditional second-language classes
- 50 minority-group teachers working at Russian-medium schools and their mentors, together forming the mentoring pairs (dyads)
- Mentors provided with necessary training, a detailed conception of intervention elaborated
- Each pair has developed an individual action plan → at the end of each month actions and the outcomes of the reflections were documented in dyads as structured self-evaluation reports
- 3 research conferences and 2 joint seminars to facilitate the mentoring process and disseminate results



Findings

- A constructivist social learning method helped to stipulate the participants' integrative (both professional and individual) motivation to learning the Estonian language
- The mentoring practices contributed not only to the development of Estonian language skills, but also facilitated the **changes in the attitudes of the participants towards the Estonian language, culture and society in general**

[Estonian language learning has changed into a pleasant activity]

[There is a desire to attend performances in the Estonian language]

[I have started to read in Estonian with pleasure]

- The main threshold in (social) learning during the program was connected to **the lack of understanding of the rationale behind the Estonian-medium instruction** in the Russian-medium schools, including the respective political decisions and public policy measures



Conclusions

Outcomes from the perspective of the participants: progress in language learning, personal and professional growth, collaboration within the action research community; the responsibility for learning was placed with the learner in his or her own right

- Constructivist second language learning supports the enhancement of teachers' agency within the sub-structure of the learning community
- Though the sustainability and transferability of the learning outcomes to the everyday professional practices is subjected to constraints generated by the existing contextual settings (school and community) it could be better achieved by means of collective actions
- Action research helps to generate new actionable knowledge of a unique kind, it is an effective and efficient way to stipulate the teachers' professional development, particularly in situations where policy shifts are aligned to changes in national identity as well as pedagogy

3.4 Multilingual Schools

Language Immersion as a Means to Meet Educational Needs of Multicultural Society – Estonia's Case

Svetlana Belova and Anna Golubeva

OVERVIEW

- Estonian background (languages and schools)
- Immersion models in Estonia
- Pre-service teacher training
- In-service teacher training

BACKGROUND

- State language – Estonian
- Nearly 30% of population are Russian-speaking
- 500 schools (Russian-medium schools 60/ immersion schools 38)
- 643 kindergartens (Russian-medium kindergartens 130/ immersion kindergartens 51)
- 1998 – launch of language immersion in school, 2002 – in kindergarten
- Language requirements in education

In this situation the traditional language teaching proved to be insufficient to make Russian-speaking students competitive in higher education and the labour market - a new solution was needed. That solution came in the form of the language immersion programme.

LANGUAGE IMMERSION MODELS

- Total early immersion (school and kindergarten)
- Late immersion (school)
- Partial immersion (kindergarten)
- Two-way immersion (kindergarten level; since 2015/2016)

Language Immersion Centre

- management of the programme
- in-service training for teachers
- development of study aids and materials
- networking establishment and support
- coaching

Management of the Programme

- ensuring the quality
- attracting new members
- advocating for immersion and CLIL
- development of international cooperation

In-service training offered by the Programme

- Financed by the Ministry of Education and Research
- Allows to bring the situation in the classroom to common quality standards
- Fosters development of teachers' networking

Target group of the In-service training

- Language immersion school teachers
- Language immersion kindergarten teachers
- Language immersion kindergarten assistant teachers
- School/kindergarten teams
- Directors and methodologists
- Specialists of local governments in education

In-service Training: Role of the Centre

- development of in-service training curricula
- teacher trainers' training
- training of coaches-supervisors
- provision of post-training supervision

Advantages of the In-service Training Offered by the Programme

- free for participants
- study materials provided
- trainers-practitioners
- on-site training
- feedback as a planning tool
- networking
- post-training supervision
- foreign trainers

In-service Training: Challenges

- policy needs renovation
- big groups
- lack of trainers
- cooperation with universities
- low mobility of trainers
- ensuring sustainability

Networking

- one of the grounding principles of the programme
- different levels and target groups
- cooperation with parents
- supporting initiatives of teachers and institutions
- international networking

Coaching

- form of professional development
- compulsory part of in-service training
- free of charge and available
- different forms
- principles and structure

Future

- Launching of the two-way immersion model
- Implementing of new strategy of the language immersion programme (till 2020)

THANK YOU!

Svetlana Belova – Svetlana.Belova@innove.ee

Anna Golubeva – Anna.Golubeva@innove.ee

Teaching and learning in culturally diverse settings

Kristi Aria

Head Teacher, Tartu International School

Tartu 2014

Tartu International School

Founded in 2001

Education in English for
grades 1-9

International student and
staff body

11 mother tongues

8 languages taught and
learnt



Multicultural learning environment

- Transition and adjustment
- Language support
- Academics and curriculum
- Parental involvement

Transition support and adjustment

- Students and parents - How to make friends?
- School – How to make them feel comfortable?
- Contact person
- Bringing together an “old” and a “new” family
- Buddy programme for the children
- Induction/orientation day for the family
- Rituals upon an arrival of a new student
- Communication between the school and the family

Language Support

I don't know the language, how can I communicate?

- Develop a school's language policy and introduce it to the parents
- Awareness of the possible difficulties (e.g. silent period, frustration, decrease in academic progress)
- Think about the whole family (e.g. the parents may need a language course also)
- Help to organise mother tongue lessons in the school premises at school hours

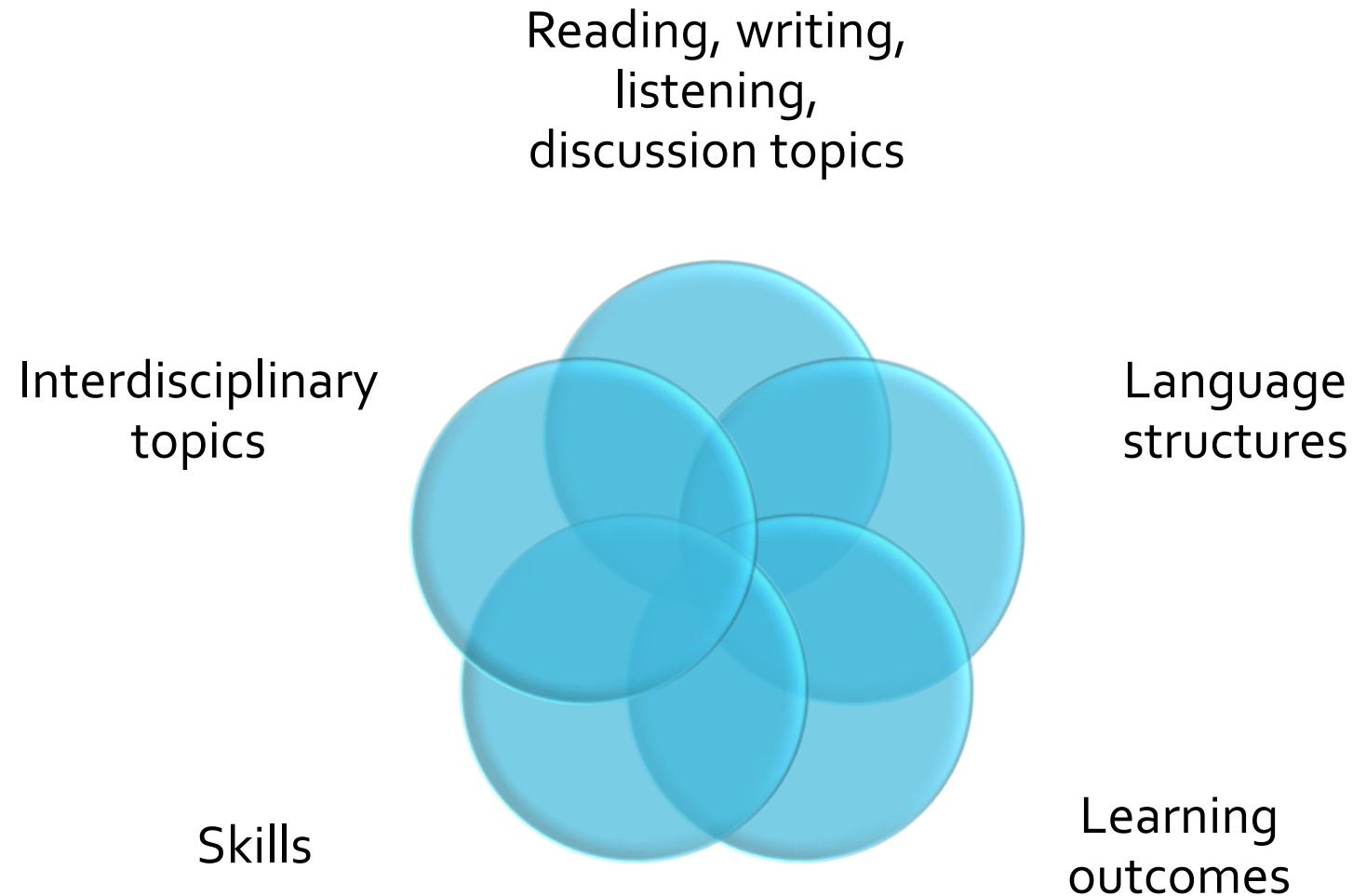
Curriculum

- Academic progress is tied with social adjustment
- Content of the curriculum (e.g. cultural aspects, prior knowledge of the students)
- Introduce the curriculum through extra-curricular activities (school events and trips, seminars, homework club)
- Think about the hidden curriculum (food, events, communication)
- Flexibility, individualised learning programmes

Parental Involvement

- Cultural diversity in the school's governing bodies
- Parental involvement and cultural differences
- The school's principles on parental involvement
- Language help if needed

Closer
correspondence
between the
languages,
native and
foreign



Language of the school?

- Language of instruction – English
- Language of administration – English and Estonian
- Language of communication – a language that the people who are involved in communication share

Thank you!

- www.istartu.ee
- kristi.aria@istartu.ee

3.5 International Perspectives



Mitmekeelsus Eesti lasteaedades

Esta Sikkal

25.03. 2014



Lifelong
Learning
Programme



Koolieelse lasteasutuse õppekava ja mitmekeelsus :

- Koolieelse lasteasutuse riiklik õppekava sätestab, et eestikeelse õppekeelega lasteasutuses omandavad mitte-eesti kodukeeleaga lapsed eesti keele *kas lõimitud tegevuste kaudu* või täielikku *keelekümbluse* metoodikat rakendades, kus õpetaja kasutab lapsega suhtlemisel ainult eesti keelt (Koolieelse lasteasutuse..., 2008).
- Vastavalt *Koolieelsele haridusseadusele* peavad kõik lapsed alates 3. eluaastast eesti keelt õppima.



Olukord: mitmekeelsus õppekeelte järgi:

Eesti keel: 47.767

Vene keel: 14.121

Inglise keel: 79

Saksa keel: 24

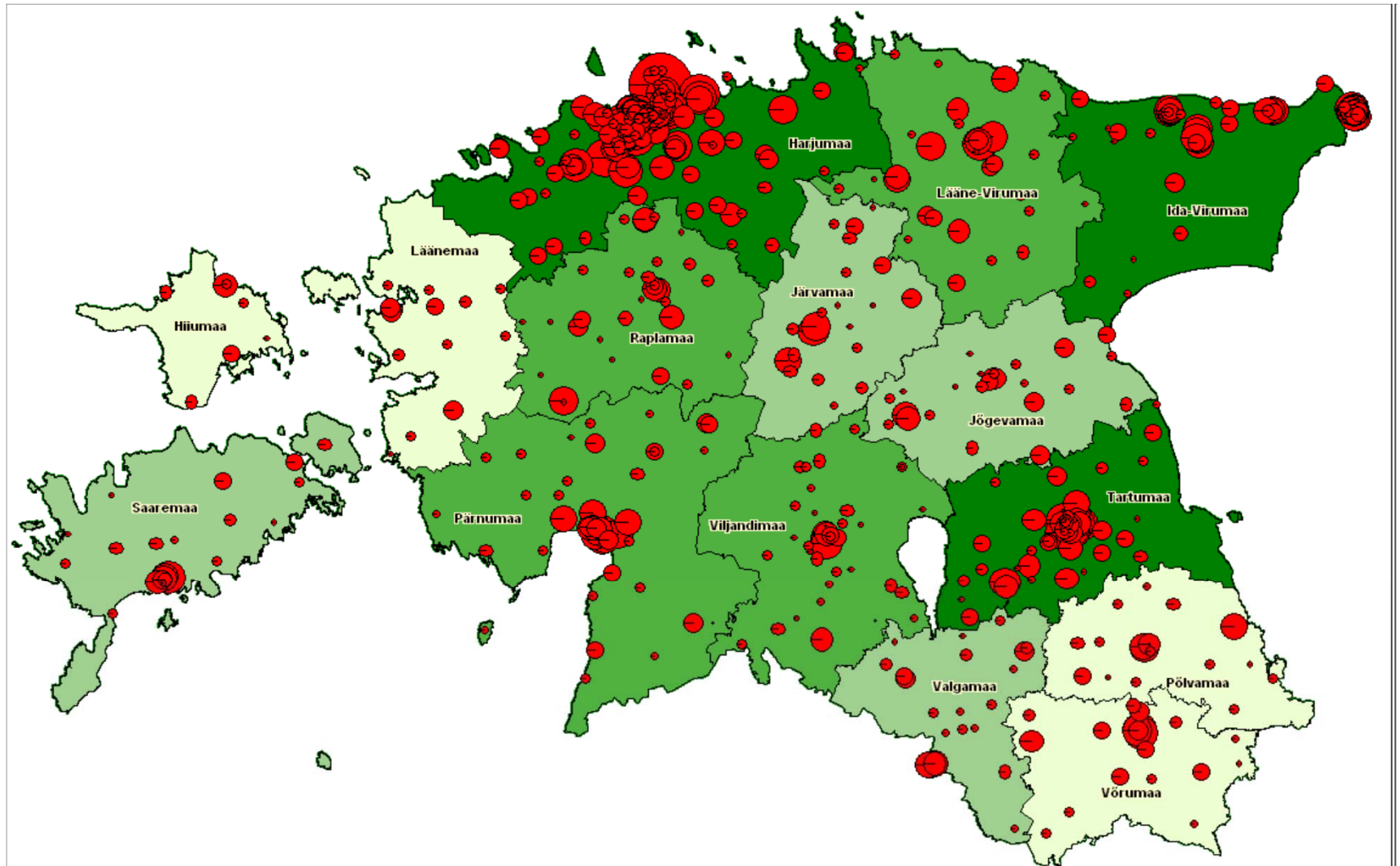
Kokku: 62.804



Lasteaedade arv õppekeel järgi 2012/13

- Eesti keel 512
- Vene keel 73
- Kaks töökeelt 50
- **Keelekümbluslasteaedu 45.** (SA Innove andmed 2014)

Kuidas lasteaiad Eestis paiknevad:





Mitmekeelsus ja Keelekümbluskeskus :

- Keelekümbluskeskus töötab Eesti Haridus- ja Teadusministeeriumi ning alates 1. jaanuarist 2013 Sihtasutuse Innove järelevalve all. Keskus tegutseb programmi strateegiast tuleneva tegevuskava alusel ning annab programmi rakendamisest aru oma juhtkomiteele.
- Koolitused
- Õppematerjalid



Keelekümbluskeskuse tegevused:

- 19.03.2014 - SA Innove keelekümbluskeskus kuulutas välja avaliku konkursi „Koolieelsete lasteasutuste eesti keele kui teise keele metoodikakeskused“ (3)
- Uuringud (TLÜ, 2008):
Keelekümblejate õppekava-alased saavutused lasteaia ja I klassi lõpul



Mitmekeelsed lapsed eesti lasteaias:

- Eestikeelse õppekeelega lasteasutuses omandavad mitte-eesti kodukeelega lapsed eesti keele enamasti *lõimitud tegevuste kaudu*;
- TÜ KELA lõputöös on uuritud õpetajate toimetulekut ja metoodilisi teadmisi, õppekeskkonna loomise oskusi muukeelsete laste osas, aga ka vanemate ootusi ja muukeelsete laste koolivalmidust.



Tendentsid (1):

- Praegusel ajal süveneb vanemate soov saata vene lapsi eesti lasteaedadesse; samal ajal süveneb kahe kogukonna isoleeritus omavahel;
- „Eesti Lõimumiskava 2008-2013 ja selle rakendusplaani meetmete delegeerimisvõimalused kohaliku omavalitsuse tasandile“ sisu analüüsid selgub, et probleemid ei ole lahenenud.



Tendentsid (2):

- on tekkinud uusi aineid ülikoolide õppekavades, mis tegelevad muukeelsete laste vajadustega ja eriti õpetaja märkamise ning positiivsete hoiakute loomisega;
- on välja antud metoodilisi materjale ja käsiraamatuid abistamiseks lasteaia õpetajat muukeelse lapse toetamisel.
- *portaalid: www.teretere.eu/ - Eestisse saabujate, nende sõprade ja õpetajate koduleht*



Näiteid TÜ õpetajakoolitusest:

- 2009/10 – 2013/14 KELA õppekava läbijad sooritasid aine „*Eesti keel teise keelena.*“, mille maht oli 1 EAP ehk 26 praktikumi.
- Aine *Eesti keel teise keelena*“ eesmärk: *anda põhiteadmised muukeelse lapse keelelise toetamise võimalustest, õpetada märkama ja teadvustada positiivsete hoiakute vajadust. (siit tõuge lõputööde teema valiku osas).*



Näiteid õpetajakoolitusest:

- TLÜ ja TÜ vahelise ühistööna on valmimas 2013/14 uus valikmoodul: *“Multikultuuriline kasvatus alushariduses”*, 48 EAP.
- *Õpetajakoolituse esmaõppe õppekavade arendamine kõrgkoolidevahelises koostöös, Eduko finatseering;*
- *Moodul koosneb 10.-12 alateemast*



Näiteid TÜ õpetajakoolitusest:

- Alates 2014/2015 KELA õppekavas valikaine ***Muukeelne laps lasteaias*** ;

Väljund:

- Üliõpilane on omandanud eesti keele kui teise keele keelelise toetamise mõisted ja põhimõtted; - tunneb ja oskab kasutada **metoodilisi võtteid** muukeelse lapse keeleliseks toetamiseks läbi mänguliste tegevuste, lõimides neid teiste valdkondadega.



Kokkuvõte (1)

- Mitmekeelsust toetavaid ained on kõrgkoolide õppekavades, toimub hulk kursusi, kuid need on koordineerimata;
- Mitmekeelsus taandub Eestis olukorrale, kus vastandatakse eesti ja vene keelt, riigikeel eesti keel ning inglise keel on tunnistatud ülimaks.



Kokkuvõte (2)

- Õpetajad ei oska alati mitmekeelse lapse erivajadusi märgata ega teadvustada; ei osata potentsiaali rakendada; aja- ja resurssipuudus;
- Õpetajad soovivad koolitusi jätkukursustena ;
- Mitmekeelsete laste toimetulekut peaks uurima pikaajalistes uurimustes;
- Mitmekeelsust kui positiivset potentsiaali ei osata veel ära kasutada.



Allikad:

- <http://www.hm.ee/>
- <http://www.ehis.ee/>
- <https://www.riigiteataja.ee/akt/12970917> [Koolieelse](#) lasteasutuse seadus.
- <http://kke.innove.ee/liitumine/programmiga-liitunud-asutused/koolid>
- Tuul et al: Meie mitmekultuuriline lasteaed- Abiks õpetajale Euroopa kolmandate riikide kodanike ja lasteasutuse õppekeelest erineva koduse keelega laste õpetamisel (2011)
- Hallap, M. (2008). Eesti keel teise keelena. Kikas, E. (Toim), *Õppimine ja õpetamine koolieelses eas* (lk 193- 197). Tartu: TÜ Kirjastus.



Meie mitmekultuuriline lasteaed (TLÜ 2011)





Mehrsprachigkeit in Estland

Esta Sikkal

25.03. 2014



Lifelong
Learning
Programme



Das vorschulische Curriculum und Mehrsprachigkeit:

- Laut des vorschulischen Curriculums erwerben die Kinder die zweite Sprache entweder im Programm der Sprachimmersion oder im estnischen Kindergarten in integrierten Tätigkeiten (Koolieelse lasteasutuse..., 2008).
- Laut des Gesetzes der vorschulischen Bildung müssen alle Kinder ab 3 Jahren Estnisch lernen.



Welche Kinder – welche Sprachen?

Estnisch: 47.767

Russisch: 14.121

Englisch: 79

Deutsch: 24

Insgesamt:

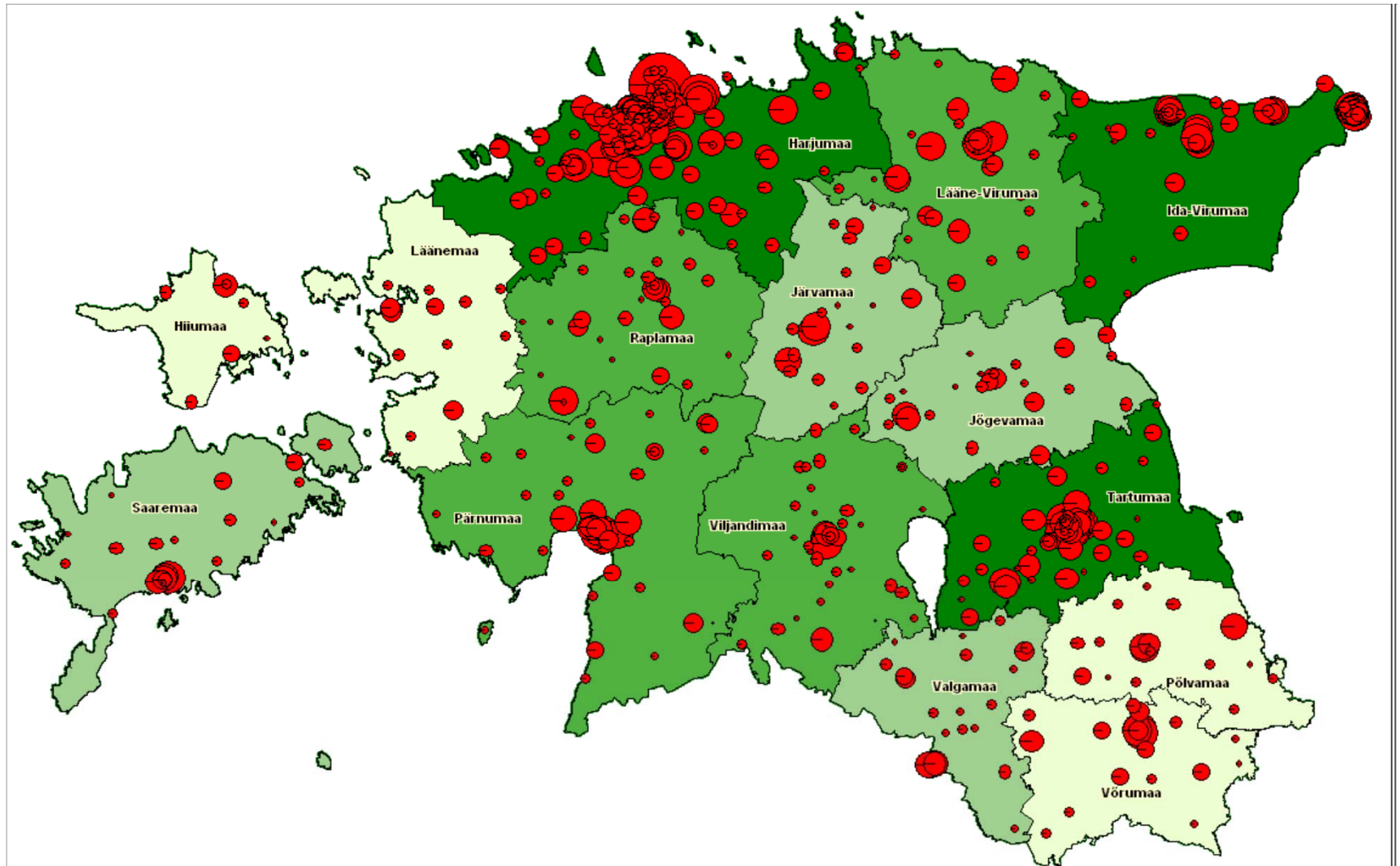
62.804



Zahl der Kindergärten nach Arbeitssprachen 2012/13

- Estnisch 512
- Russisch 73
- Estnisch- russisch 50
- Immersionskindergärten 45 (laut SA Innove 2014)

Die Verteilung der Kindergärten in Estland:





Mehrsprachigkeit und Rolle des Zentrums für Sprachimmersion :

- Seit dem 1. Januar 2013 unterliegt das zentrale Anliegen der Mehrsprachigkeit der Stiftung Innove und dem Bildungsministerium.
- Diese haben ihr eigenes Programm, ihre eigene Strategie und Massnahmen.
- Diese Zentren sind auch verantwortlich für Fortbildungen und Lehrmaterialien auf nationaler Ebene.



Die Tätigkeiten des Zentrums der Sprachimmersion:

- Verbreitung und Systematisierung der immersiven Programme – z.B. am 19.03.2014 hat Innove einen öffentlichen Wettbewerb „Die Bildung der Methodikzentren der estnischen Sprache als Zweitsprache“ angekündigt.
- Impulse geben für Forschung: „Die Ergebnisse der Kinder im Vorschulalter und in der 1. Klasse.“ (2008); „Das mehrsprachige Kind an der estnischen Schule.“ (2012) usw.



Tendenzen (1):

- Es gibt immer mehr Eltern, die bewusst ihre Kinder in einen Kindergarten mit **estnischsprachigem Unterricht** senden.
- Der Zwiespalt zwischen den zwei Sprachgemeinschaften ist in letzten zehn Jahren nicht geringer geworden.
- Das Integrationsprogramm 2008-2013 hat die Probleme der estnischsprachigen und russischsprachigen Gemeinschaften nicht gelöst.



Tendenzen(2):

- Immer mehr neue Fächer in hochschulischen Curricula, die die Mehrsprachigkeit in der Lehrerausbildung unterstützen;
- *Es entstehen viele unterstützende Homepages, so z.B. www.teretere.eu/ in denen allerlei Infos und Materialien für LehrerInnen und Eltern zu finden sind.*



Beispiele aus den hochschulischen Curricula Estlands:

- Seit 2013/2014 existiert im Curriculum für vorschulische Bildung das Fach „Bilinguales Kind im Kindergarten“ (3 EAP)
- Seit 2012 existiert im Curriculum für KlassenlehrerInnen das Fach „Bilinguales Kind in der Schule“
- Seit 2014/15 ist das Modul „Interkulturelles Lernen“ (48 EAP) ins Leben gerufen worden, das als Gesamtmodul gemeinschaftlich an drei Universitäten unterrichtet wird.



Zusammenfassung:

- Es gibt in der Lehrerausbildung Estlands neue Fächer, die leider noch nicht bestens koordiniert sind
- Die angehenden LehrerInnen können nicht realistisch einschätzen, welche Kenntnisse und Fähigkeiten sie in der Schulrealität brauchen.



Quellen:

- <http://www.hm.ee/>
- <http://www.ehis.ee/>
- <https://www.riigiteataja.ee/akt/12970917> [Koolieelse](#) lasteasutuse seadus.
- <http://kke.innove.ee/liitumine/programmiga-liitunud-asutused/koolid>
- Tuul et al: Meie mitmekultuuriline lasteaed- Abiks õpetajale Euroopa kolmandate riikide kodanike ja lasteasutuse õppekeelest erineva koduse keelega laste õpetamisel (2011)
- Hallap, M. (2008). Eesti keel teise keelena. Kikas, E. (Toim), *Õppimine ja õpetamine koolieelses eas* (lk 193- 197). Tartu: TÜ Kirjastus.



Das Buch „Unser Mehrsprachiger Kindergarten“ (TLÜ 2011)





Zweisprachigkeit in Estland: heutige Situation an den Schulen

**Meeli Väljaots
2014**





Einige Grundprinzipien

- Laut des Bildungsgesetzes unterliegen alle 7 bis 17 jährigen 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.



Allgemeinbildende Schulen 2012/13

Insgesamt 532

- Estnischsprachige 440
- Russischsprachige 9
- Zweisprachige (estn.-russ.) 75
- Andere 8

Schülerzahl 140.945



Aktuelle Lage

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

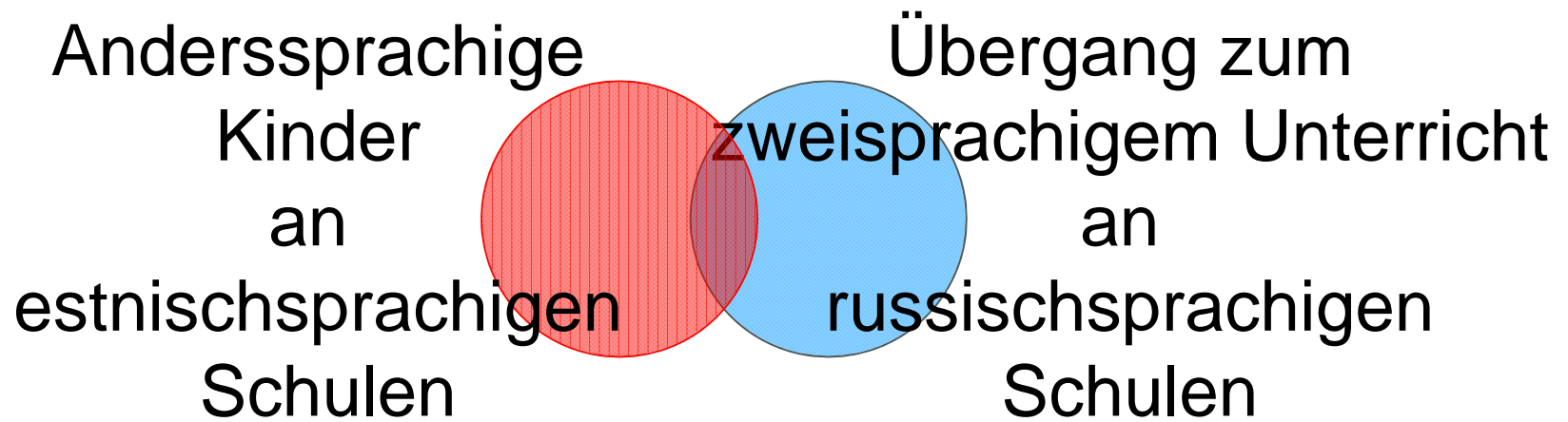


Tendenz

An **jeder** estnischsprachigen Schule, in **jeder** estnischsprachigen Klasse lernen heute Kinder anderer Muttersprachen.

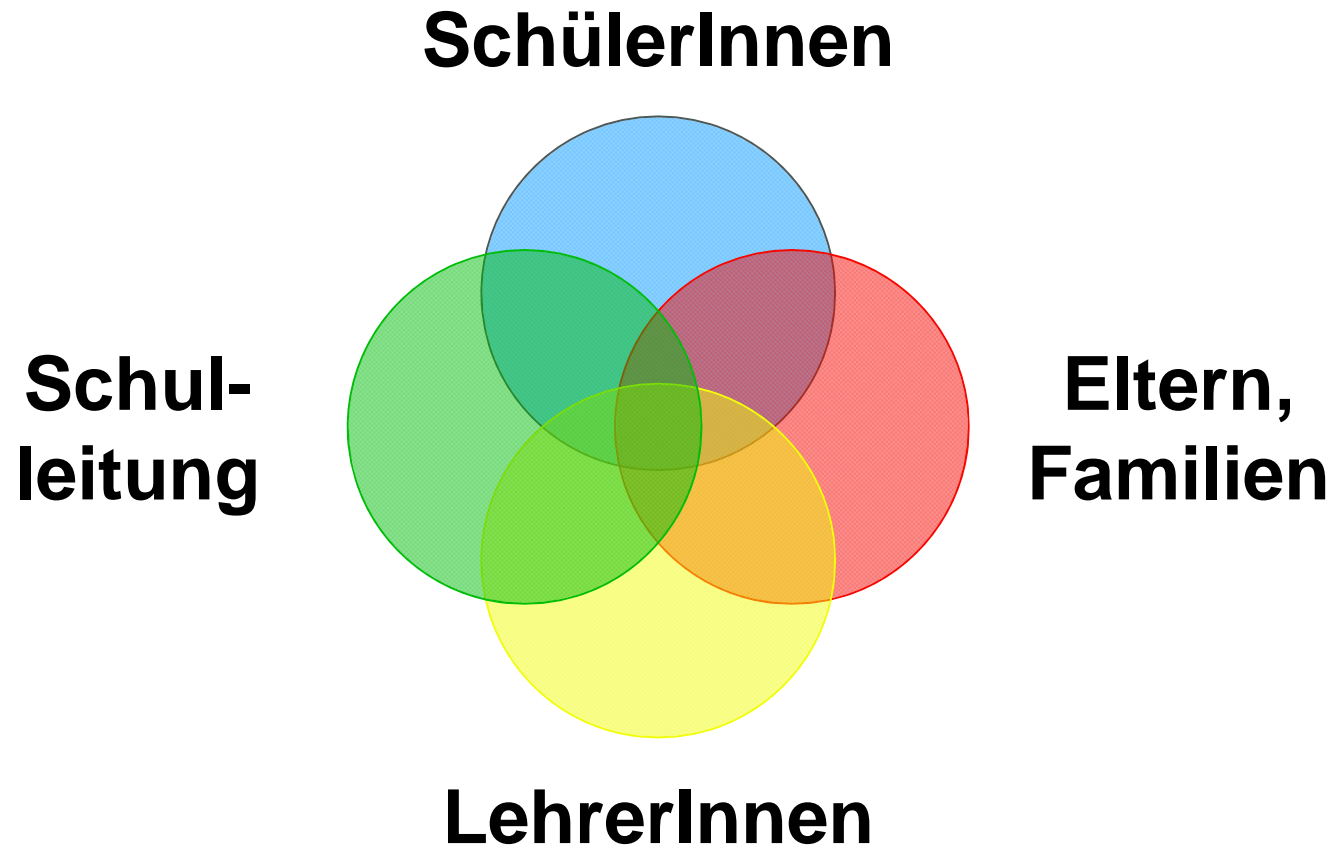


Wichtigste Untersuchungsfelder der Zweisprachigkeit





Die Betroffenen





Anteil der russischsprachigen Bevölkerung





Anderssprachige Kinder an estnischsprachigen Schulen

Eltern hoffen an bessere Zukunftschancen der Kinder, sind meistens hochmotiviert.

Schüler kommen in der Regel gut zurecht, können manchmal eine niedrige funktionale Lesekompetenz haben.

Lehrer haben keine spezielle Ausbildung. Es fehlen spezielle Lehrmaterialien. Viele merken gar nicht, dass sie in der Klasse anderssprachige Kinder haben.



Übergang zum zweisprachigen Unterricht an russischsprachigen Schulen

Schüler verstehen nicht alles, die Noten sind schlechter geworden, aber in der Zukunft hat man die gleichen Chancen wie die estnischsprachigen Schulabsolventen.

Lehrer sind nicht alle imstande ihre Fächer auf Estnisch zu unterrichten, es mangelt an passenden Lehrmaterialien (zu schwer!).

Eltern glauben nicht an die Effektivität des zweisprachigen Unterrichts.

Schulleiter müssen die Lehrpläne, Unterrichtsmethoden ändern, Lehrer fortbilden.



Beispiel: Klassenlehrerausbildung

KlassenlehrerInnen sind in Estland die LehrerInnen, die in der Grundschule (Klasse 1- 4) in einer Klasse alle Hauptfächer (Estnisch, Mathematik, Naturkunde, Kunst usw.) unterrichten. Ausbildung an den Universitäten in Tartu/ Narva, Tallinn/Haapsalu



Unterrichtsfach HTHT.02.055

Kinder anderer Muttersprachen an der estnischen Schule

- Steht seit 2009 im Lehrplan
- Das Ziel: kulturelle Unterschiede, positive und negative Aspekte der Mehrsprachigkeit kennenlernen, „Fallanalyse“, Lehrmaterialienanalyse, Informationssuche usw.
- 101 Studenten haben die Prüfung bestanden



Zusammenfassung

- Die Lehrperson ist in der Bildung eine Schlüsselfigur.
- Die Lehramtstudenten müssen wissen und erfahren, dass es sich an der Schule um heterogene Klassen 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

- <http://www.vm.ee/>
- <http://www.ehis.ee/>
- <http://www.teretere.eu/tere-tulemast-eesti-kooli/>
- http://dspace.utlib.ee/dspace/bitstream/handle/10062/31454/malozjomov_maria.pdf
- 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**



UNIVERSITY OF GOTHENBURG
DEPT OF SWEDISH



Lifelong
Learning
Programme



Teacher education for the teaching of multilingual children – the Swedish example

Tore Otterup

Maud Gistedt

Department of Swedish

Institute for Swedish as a Second Language

University of Gothenburg, SWEDEN



www.gu.se



Content of presentation

- **Some background information about Sweden**
 - Facts about migration to Sweden
 - Measures taken in the Swedish school to promote multilingualism
 - The Swedish educational system
 - Challenges for teacher education
- **Teacher education in Sweden**
 - Swedish as a second language in teacher education
 - Mother tongue teacher education
 - Multilingual and intercultural aspects of teacher education
- **A special competence development initiative by the Swedish National Agency of Education**





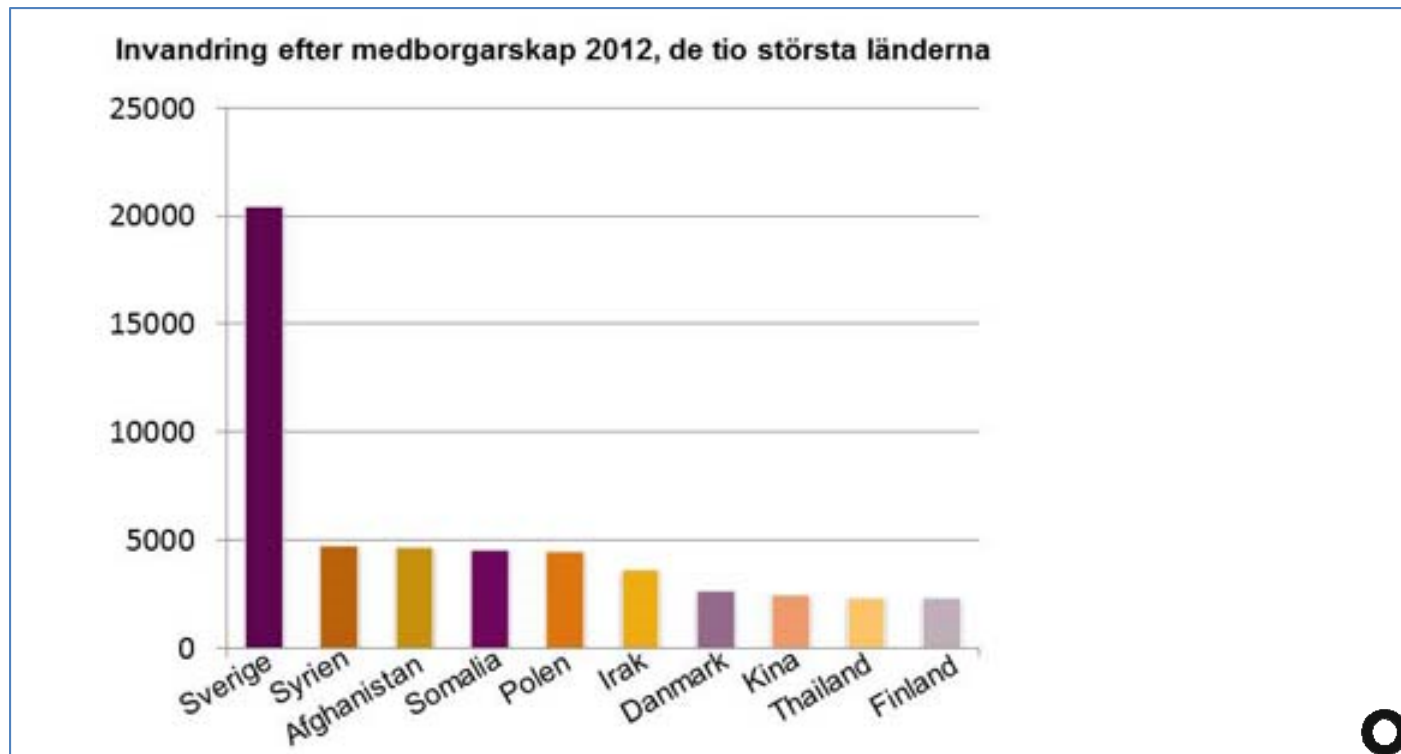
Information about Sweden

- Area: 450.000 km² (Austria: 84.000 km², Germany: 357.000 km², Estonia: 45.000 km²)
- Population: 9.645.000
- Population density: 21/km² (Austria: 101/km², Germany: 229/km², Estonia: 29/km²)
- People with foreign backgrounds (2010): 26 %
- Main language: Swedish
- Official minority languages: Saami, Finnish, Tornedal-Finnish, Romani, Yiddish
- Number of spoken languages in Sweden: a little less than 200





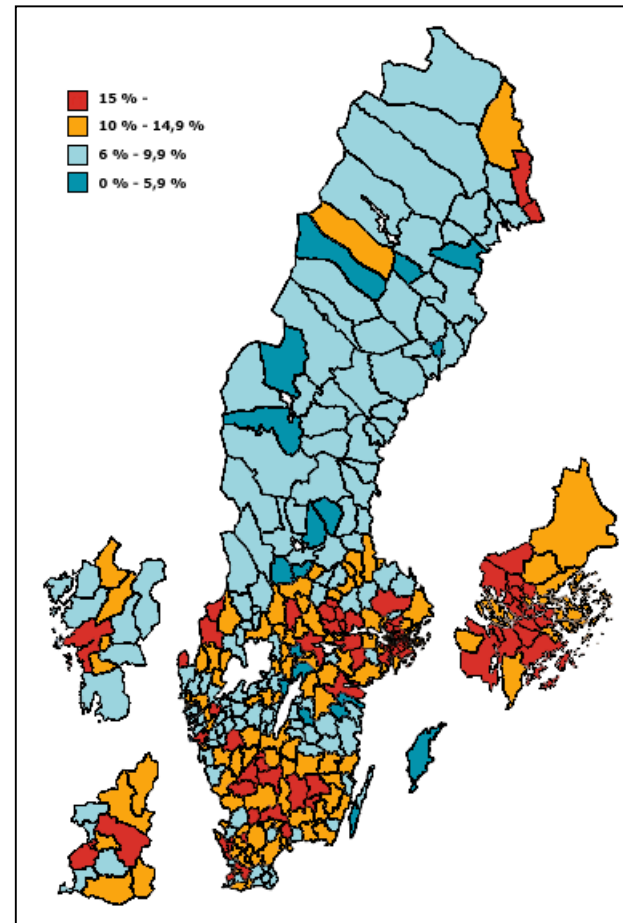
Migration to Sweden according to citizenship





Distribution of immigrants in Sweden

- Today 21 % of the pupils in compulsory school are characterized as having a *'foreign background'*.
- In the bigger cities – Stockholm, Gothenburg and Malmö – about 33 % of the pupils have foreign backgrounds.
- In certain multilingual urban areas in Stockholm, Gothenburg and Malmö 95–100 % of the pupils have foreign backgrounds.





The 10 most frequent mother tongues in Swedish compulsory school (2011)

1.	Arabic	33037
2.	Bosnian/Croatian/Serbian	13759
3.	English	11276
4.	Spanish	10911
5.	Somali	10206
6.	Finnish	8372
7.	Albanian	7138
8.	Persian	6648
9.	Polish	6164
10.	Turkish	6102
	Other languages (135)	68026
	Unspecified languages	2037

= 55 % of all pupils entitled to mother tongue instruction





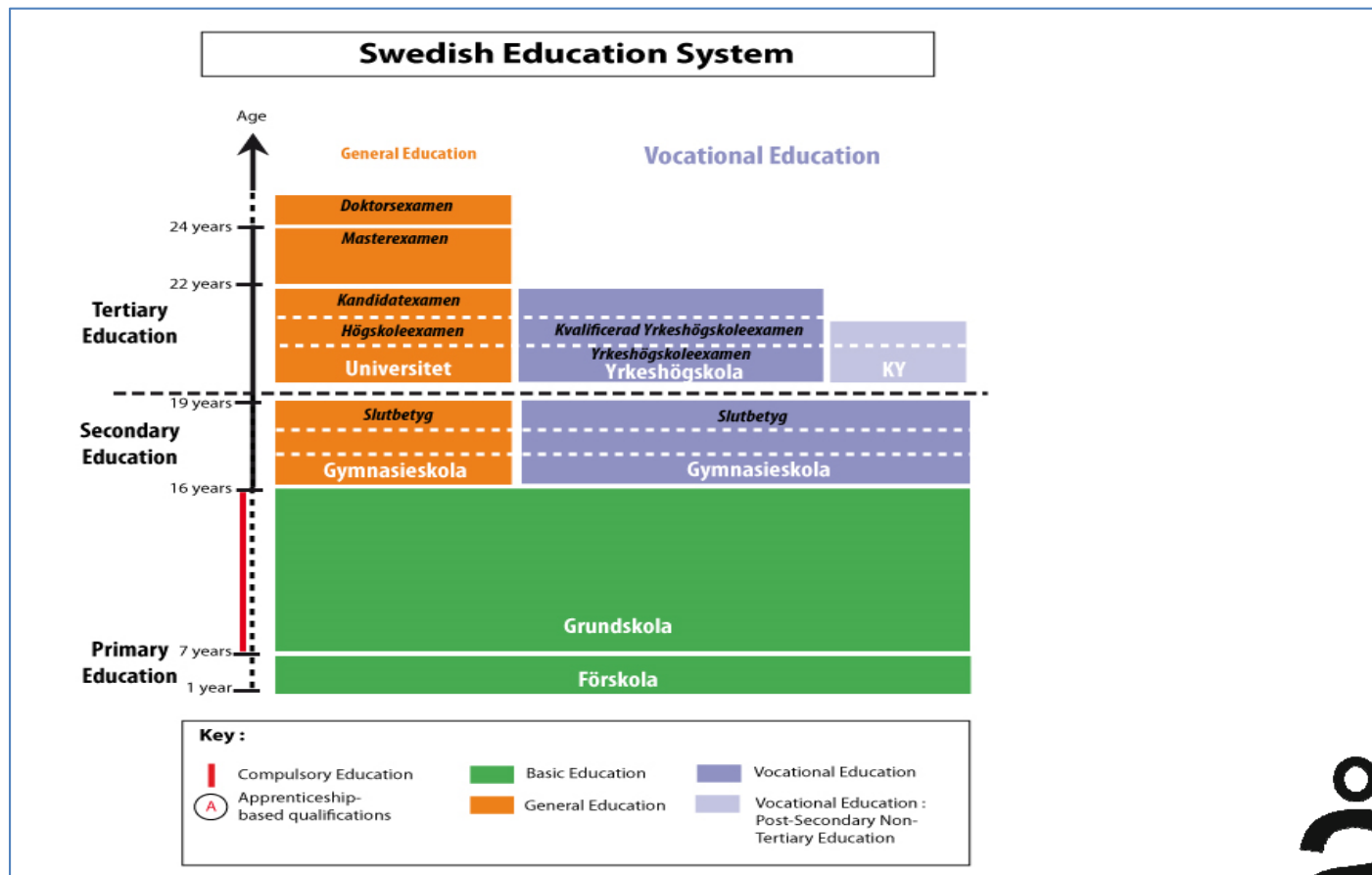
Measures taken to support bilingual development at school - throughout primary and secondary education

- Tuition in **Swedish as a second language**, 2-3 hours a week (since 1995 replacing 'mainstream Swedish')
- **Mother tongue instruction**, 1-2 hours/week, since 1977
- Study support in **mother tongue**
- Preparatory classes for recently arrived





Swedish Education System





Challenges for teacher education!

- Preparing teacher students for teaching classes with many different mother tongues
- Preparing teacher students for handling meetings of cultures in the classroom (intercultural pedagogy)
- Provide teacher students with methods for language development at the same time as teaching a subject

How successful is the Swedish teacher education in this respect?





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Swedish Teacher Education



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Swedish Teacher Education – since 2011

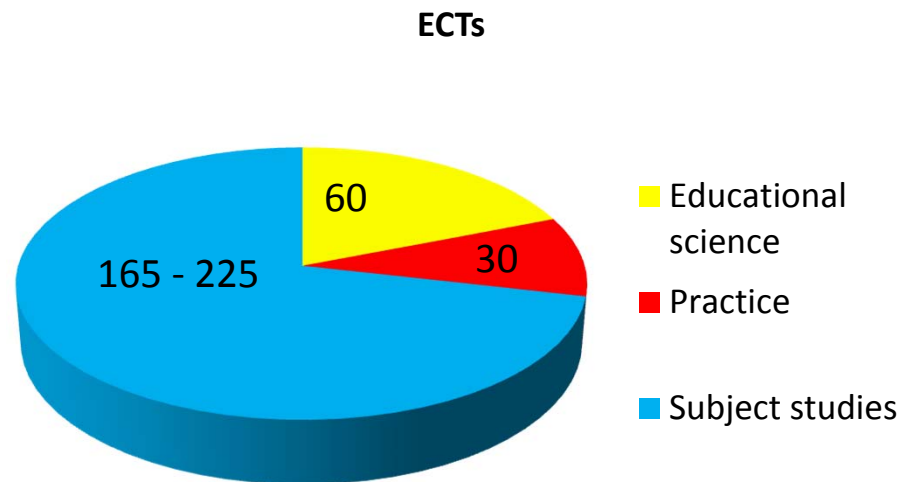
Category of teachers		Time
Preschool Teachers		3,5 years
Basic Level Teachers	Preschool-class and school years 1-3	4 years
	Years 4-6	4 years
Subject Teachers	Years 7-9	4,5 years
	Upper Secondary School / Highschool	5-5,5 years
Vocational Teachers	Vocational school	1,5 years





Swedish Teacher Education

- All teacher students study 60 ECTs **Educational Science**
- All teacher students have 30 ECTs **Practice in schools**





Bilaga 2. Studiegång för Ämneslärarprogrammet med inriktning mot arbete i gymnasieskolan

År	1 (60 hp)		2 (120 hp)		3 (180 hp)		4 (240 hp)		5 (300 hp)		6 (330 hp)
	termin 1	termin 2	termin 3	termin 4	termin 5	termin 6	termin 7	termin 8	termin 9	termin 10	termin 11
hp			90			180		240		300	330
Period 1	UVK LGK10G	Ämnesstudier huvudämne Föregående kurs genomgången	Ämnesstudier huvudämne Kursansvarig institution avgör förkunskapskrav	Ämnesstudier ämne 2 Föregående kurs genomgången	Ämnesstudier ämne 2 Kursansvarig institution avgör förkunskapskrav	Ämnesstudier huvudämne Kursansvarig institution avgör förkunskapskrav	Examens- arbete 1 huvudämne Totalt 120 hp varav godkänt resultat på VFU 2 och fyra kurser i UVK, 45 hp i hu- vudämne, samt genomgången LGK50G	Ämnesstudier ämne 2 Kursansvarig institution avgör förkunskapskrav	Ämnesstudier huvudämne avancerad nivå Kursansvarig institution avgör förkunskapskrav	UVK LGK60A avancerad nivå Totalt 210 hp varav godkänt resultat på LGK20G, LGK60G och ytterligare tre kurser i UVK	Ämnes-studier ämne 2 Kursansvarig institution avgör förkunskapskrav
	UVK LGK20G Föregående kurs genomgången									VFU 4 avancerad nivå Totalt 210 hp varav godkänt resultat på VFU 3 och fem kurser i UVK samt 75 hp i huvudämne	
Period 2	UVK LGK60G Föregående kurs genomgången	Ämnesstudier huvudämne Föregående kurs genomgången	VFU 2 Godkänt resultat på VFU 1	Ämnesstudier ämne 2 Föregående kurs genomgången	Ämnesstudier huvudämne Kursansvarig institution avgör förkunskapskrav	VFU 3 Godkänt resultat på VFU 2 och fyra kurser i UVK samt 37,5 hp i huvudämne	Ämnesstudier ämne 2 Kursansvarig institution avgör förkunskapskrav	Ämnesstudier ämne 2 Kursansvarig institution avgör förkunskapskrav	UVK LGK70A avancerad nivå Totalt 210 hp varav godkänt resultat på LGK30G och ytterligare fyra kurser i UVK	Examensarbete 2 huvudämne avancerad nivå Totalt 210 hp varav godkänt resultat på VFU 3, examensar- bete 1, LGK50G och ytterligare fyra kurser i UVK samt 75 hp i huvudämne	
	VFU 1 Föregående kurs genomgången										
	UVK LGK30G Föregående kurs genomgången										
			UVK LGK40G Godkänt resultat på LGK10G samt ytterligare två kurser i UVK			UVK LGK50G Godkänt resultat på fyra kurser i UVK			UVK LGK80A avancerad nivå Totalt 210 hp varav godkänt resultat på LGK50G och ytterligare fyra kurser i UVK		





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Swedish as a second language



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Swedish as a second language in teacher education

- Does not exist as a subject in Basic Teacher education (years 0-6)
- Is a subject in Subject Teacher education (years 7-9 and Upper Secondary School)

- Logic?





Combinations of subjects for teacher students, years 7-9/
Upper Secondary school, with Swedish as a second
language

Swedish as a second language as a second or third subject

- **Arts** + Swedish as a second language
- **English** + Swedish as a second language
- **French** + Swedish as a second language
- **German** + Swedish as a second language
- **Latin** + Swedish as a second language
- **Mathematics** + Swedish as a second language
- **Music** + Swedish as a second language
- **Spanish** + Swedish as a second language
- **Sports** + Swedish as a second language
- **Swedish** + Swedish as a second language





Combinations of subjects for teacher students, years 7-9/
Upper Secondary school, with Swedish as a second
language

Swedish as a second language as a main subject

- **SSL** + Arts/Drama/English/French/German/Latin/Mathematics/
Spanish/Sports





Bilaga 2. Studiegång för Ämnesläraressprogrammet med inriktning mot arbete i gymnasieskolan

År	1 (60 hp)		2 (120 hp)		3 (180 hp)		4 (240 hp)		5 (300 hp)		6 (330 hp)
	termin 1	termin 2	termin 3	termin 4	termin 5	termin 6	termin 7	termin 8	termin 9	termin 10	termin 11
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Period 1	UVK LGK10G	Ämnesstudier huvudämne Föregående kurs genomgången	Ämnesstudier huvudämne Kursansvarig institution avgör förkunskapskrav	Ämnesstudier ämne 2 Föregående kurs genomgången	Ämnesstudier huvudämne Kursansvarig institution avgör förkunskapskrav	Ämnesstudier huvudämne Kursansvarig institution avgör förkunskapskrav	Examens- arbete 1 huvudämne Totalt 120 hp varav godkänt resultat på VFU 2 och fyra kurser i UVK, 45 hp i hu- vudämne, samt genomgången LGK50G	Ämnesstudier ämne 2 Kursansvarig institution avgör förkunskapskrav	Ämnesstudier huvudämne avancerad nivå Kursansvarig institution avgör förkunskapskrav	UVK LGK60A avancerad nivå Totalt 210 hp varav godkänt resultat på LGK20G, LGK60G och ytterligare tre kurser i UVK	Ämnes-studier ämne 2 Kursansvarig institution avgör förkunskapskrav
	UVK LGK20G Föregående kurs genomgången									VFU 4 avancerad nivå Totalt 210 hp varav godkänt resultat på VFU 3 och fem kurser i UVK samt 75 hp i huvudämne	
Period 2	UVK LGK60G Föregående kurs genomgången	Ämnesstudier huvudämne Föregående kurs genomgången	VFU 2 Godkänt resultat på VFU 1	Ämnesstudier huvudämne Kursansvarig institution avgör förkunskapskrav	VFU 3 Godkänt resultat på VFU 2 och fyra kurser i UVK samt 37,5 hp i huvudämne	Ämnesstudier ämne 2 Kursansvarig institution avgör förkunskapskrav	Ämnesstudier ämne 2 Kursansvarig institution avgör förkunskapskrav	Ämnesstudier ämne 2 Kursansvarig institution avgör förkunskapskrav	UVK LGK70A avancerad nivå Totalt 210 hp varav godkänt resultat på LGK30G och ytterligare fyra kurser i UVK	Examensarbete 2 huvudämne avancerad nivå Totalt 210 hp varav godkänt resultat på VFU 3, examensar- bete 1, LGK50G och ytterligare fyra kurser i UVK samt 75 hp i huvudämne	
	VFU 1 Föregående kurs genomgången										
	UVK LGK30G Föregående kurs genomgången		UVK LGK40G Godkänt resultat på LGK10G samt ytterligare två kurser i UVK		UVK LGK50G Godkänt resultat på fyra kurser i UVK				UVK LGK80A avancerad nivå Totalt 210 hp varav godkänt resultat på LGK50G och ytterligare fyra kurser i UVK		





Swedish as a second language for teacher students – Upper Secondary school – **courses** (terms 2 and 3)

- *Introductory Course in Swedish as a Second Language*, 6 ECTs
- *The Swedish Language System from a Second Language Perspective*, 7.5 ECTs
- *Swedish Language in a Cross-Linguistic Perspective*, 6 ECTs
- *Second Language Development and Assessment*, 10.5 ECTs

- *Learning and Language Promoting Instruction*, 7.5 ECTs
- *Literary Course 1*, 7.5 ECTs





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Education of Mother Tongue Teachers



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Education of Mother Tongue Teachers



- Today there is no regular education of mother tongue teachers in Sweden
- One program for mother tongue teachers in Finnish is soon going to be launched at the University of Stockholm
- There are more than 150 other mother tongues spoken in Sweden today





Pragmatic solutions?

- Evaluation of teacher education from the home country
- Special projects where persons with academic studies from the home country can have their exams evaluated and combined with studies in pedagogy etc. at universities



- Special in-service training for mother tongue teachers employed at the Language Centres





Problems to solve!

- Speakers of the five official minority languages in Sweden (Saami, Finnish, Tornedal-Finnish, Romani and Yiddish) are always entitled to mother tongue instruction ...
- ... but no mother tongue teachers in these languages are trained at any university in Sweden (except possibly for Finnish)!
- Sweden has ratified the European Charter for Regional or Minority Languages in the year 2000
- What does it mean that no teachers in these languages can be provided (except possibly for Finnish)?





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Multilingual and intercultural aspects in teacher education



INTER
PEDAG



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Multilingual and intercultural aspects in teacher education

- How are multilingual and intercultural aspects dealt with generally in Swedish teacher education?
 - Nobody knows!
 - It depends on how aware university teachers are of these perspectives
 - And it depends on the literature which is set for the different courses, which again depends on the teachers involved





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Reformpackage (Ministry of Education)



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Reformpackage (Ministry of Education)

Schools should be better prepared to meet these pupils

- Swedish as a second language (a subject in school or not?)
- Qualifications for teachers to teach in Swedish for newly arrived pupils? (Which qualifications?)





The Learning of the Newly Arrived Students – Reception, Inclusion and Success in School, 7.5 ECTs



- Offered at 10 universities and university colleges in Sweden
- Offered to school teams consisting of teachers in different subjects, teachers in Swedish and Swedish as a second language, mother tongue teachers and heads of school
- Starts in spring 2014, ca 100 teachers in each place, 3 rounds of courses in each place





The Learning of the Newly Arrived Students – Reception, Inclusion and Success in School, 7.5 ECTS

Content:

1. *Newly arrived students – possibilities and challenges*
2. *Attitudes and approaches*
3. *Reception and organisation*
4. *Second language development - literacy development in all languages*
5. *Multilingual development of knowledge*
6. *Language oriented subject teaching*





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Thank you for your attention

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SWOT Matrix

	HELPFUL (for your objective)	HARMFUL (for your objective)
INTERNAL (within organisation)	Strengths • • • • • • S	Weaknesses • • • • • • W
EXTERNAL (outside organisation)	Opportunities • • • • • • O	Threats • • • • • • T

27-Oct-11

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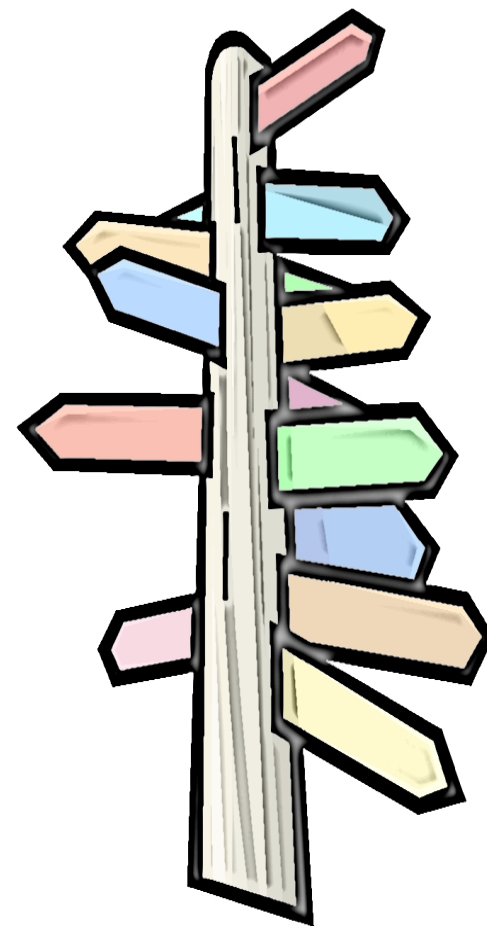
Multilingualism at Schools and in Teacher Education in Italy

Dana Engel and Alexander Onysko

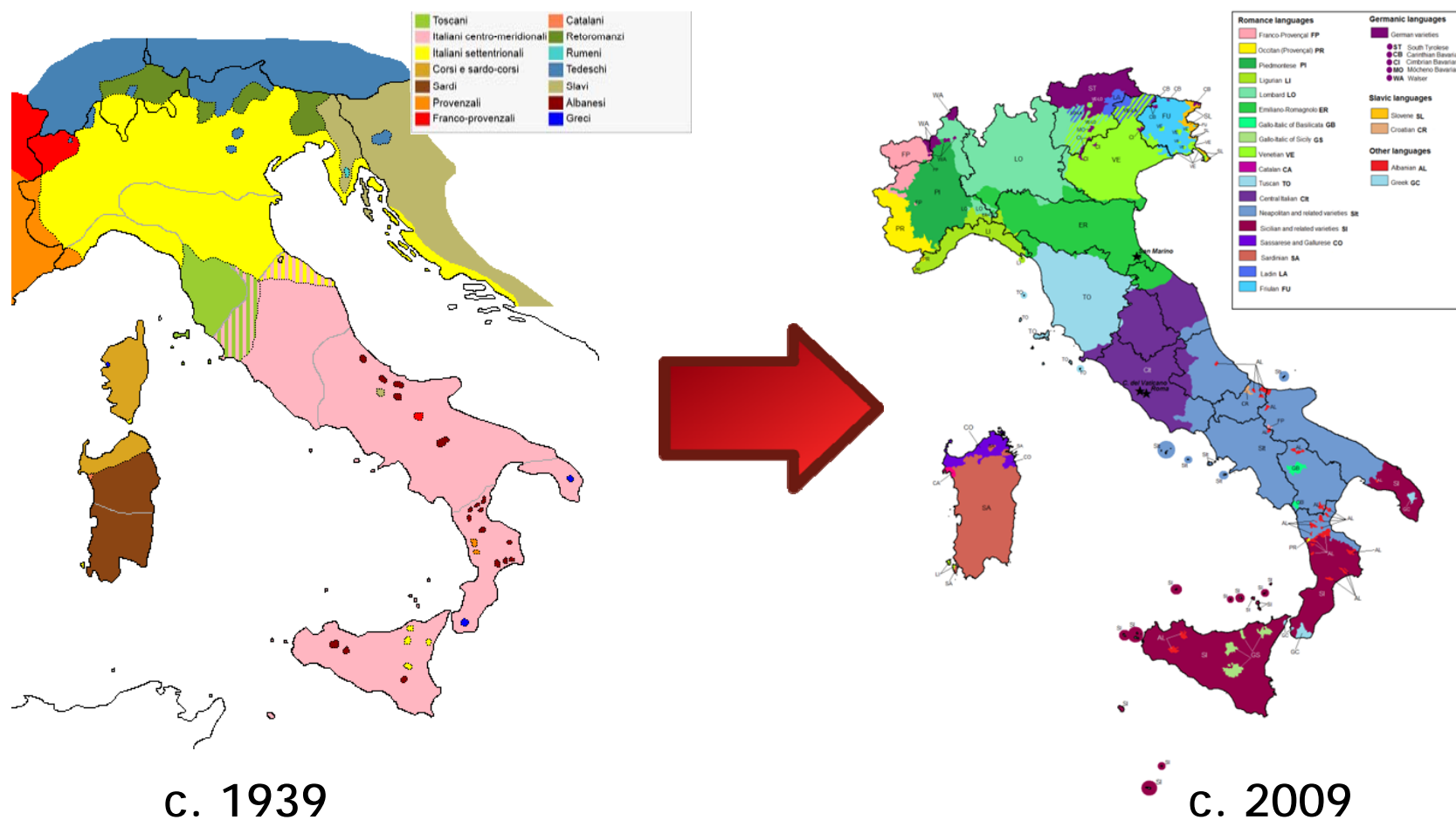
Institute for Specialised Communication and Multilingualism
European Academy of Bozen/Bolzano, Italy

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
- Preparation of SWOT analysis

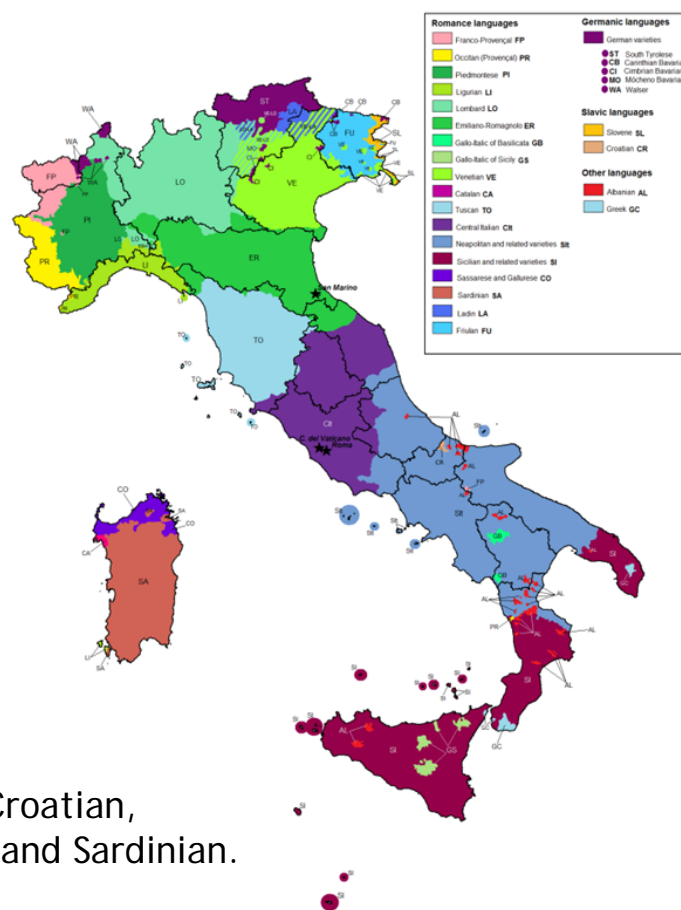


1. Introduction: Multilingualism in Italy



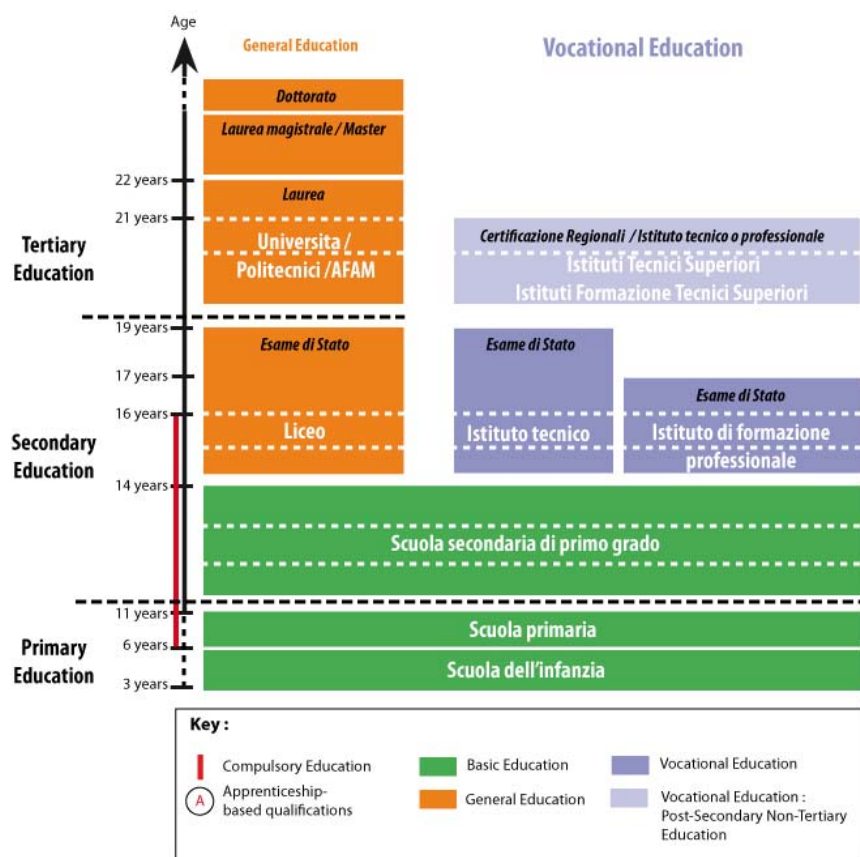
1. Introduction: Multilingualism in Italy

- one dominant language
- more than 80 dialects
- 12 recognized languages*
- unknown number of languages in use
- strong 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 vs. home 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)
- interregional language projects, regional initiatives, local activities



<http://nannimagazine.it>

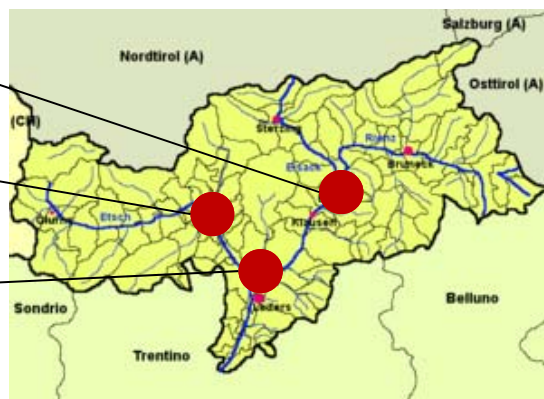
Excursus South Tyrol: Language diversity in schools (pilot study 2012)



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: 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 appear and 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 since 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

- the Italian system of teacher education can be described as fragmented and as oriented towards and conscious of *Bildung* (Blömeke 2006; Cajani 2005)
- broad education, late specialisation, little focus on didactics and demand

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 university courses
 - reference to multilingual education in terms of FLT / SLT
 - reference to multilingual students in terms of language support
- first reactions in further training programmes, depending on the region
- systematisation of approaches, terminologies, projects, and methods?



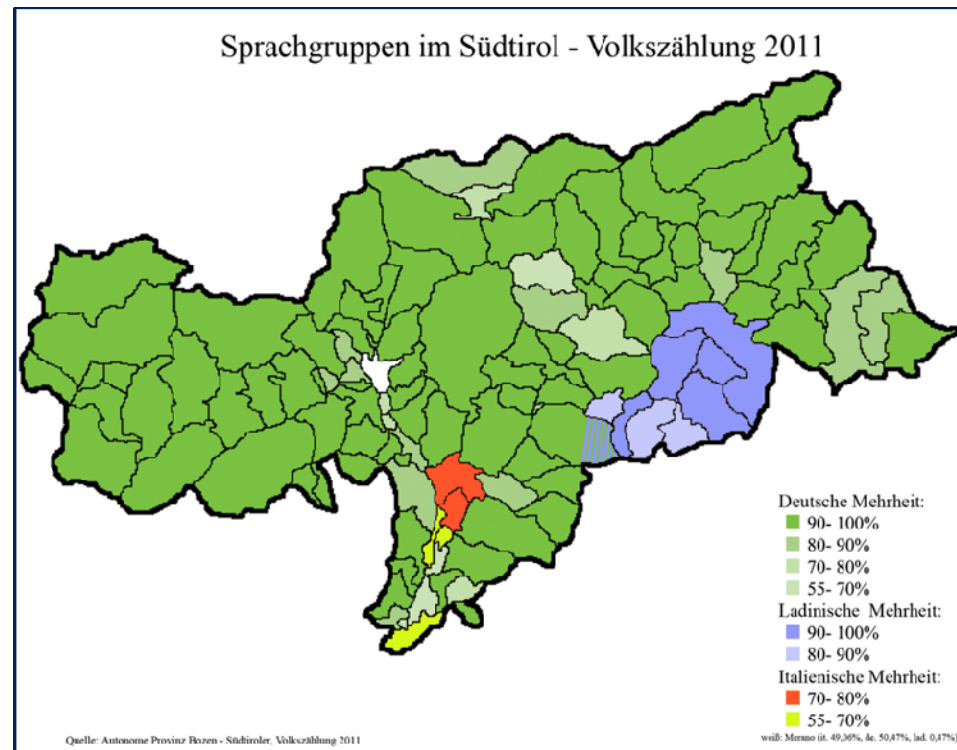
4. Good practice example



- 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



- Situation of initial teacher education in South Tyrol - until 1997:
 - first university degree at Italian (or Austrian) universities
 - SSIS (*Scuole de Specializzazione all'Insegnamento Secondario*)
 - varying entry requirements and levels of standardisation

- Situation of initial teacher education in South Tyrol - since 1997:
 - first university degree at University of Bozen-Bolzano (Master)
 - SSIS replaced by TFA (*Tirocinio Formativo Attivo*)
 - 2013 introduction of UBK (*Universitärer Berufsbildungskurs*)

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 closely related but with 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

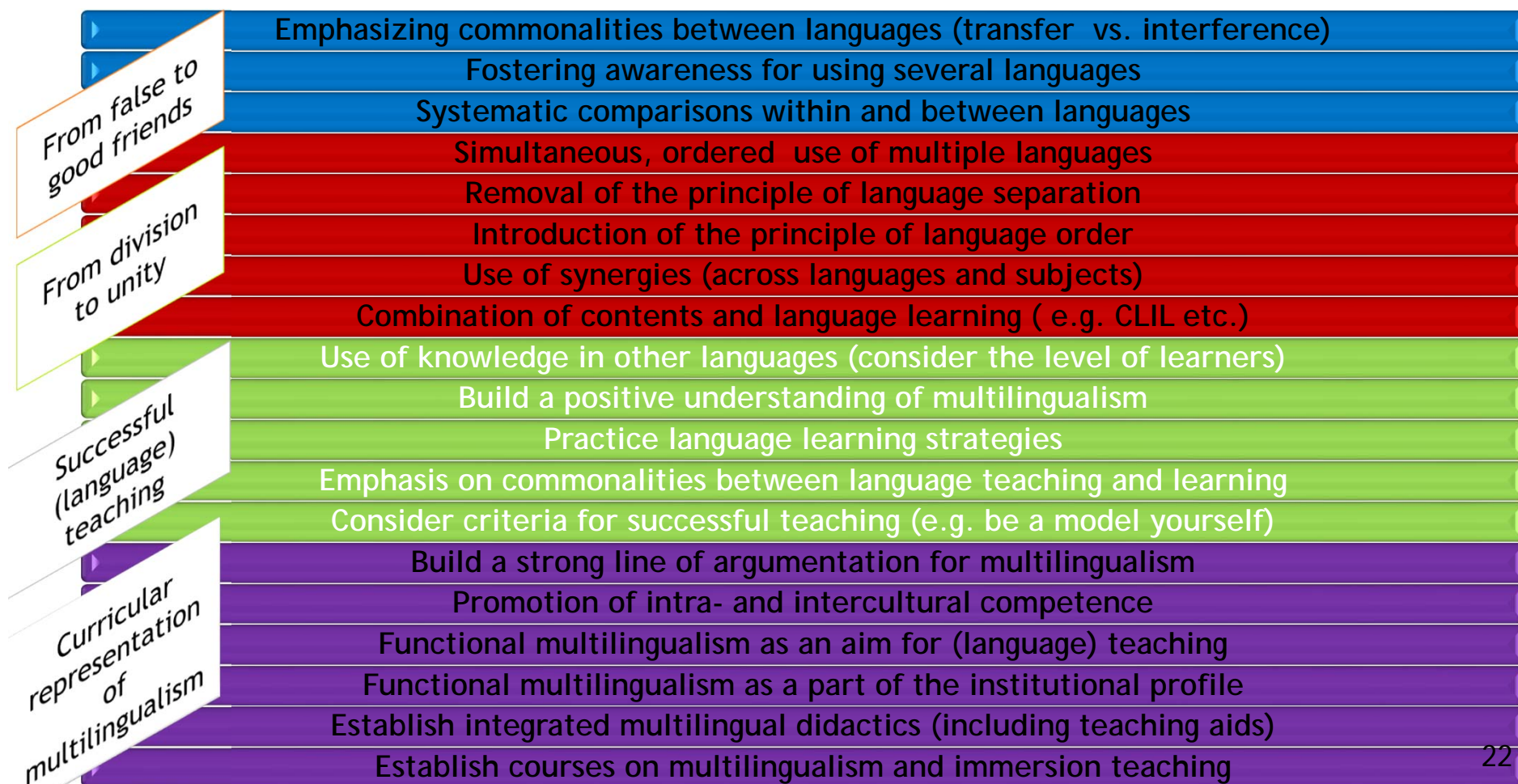
- Definition (Rico Cathomas, teacher trainer in the Ladin section at FUB):

“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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Promotion of multilingualism in teacher education of South Tyrol / Italy

**Teacher education & further
teacher training in Italy**

**Projects &
cooperation on
multilingualism**



**Curriculum
Master of Primary
Education**

**Institutional
support & resources**

**Further research &
desiderata**

SWOT analysis: Multilingualism in teacher education in Italy

**Situation at
schools in Italy**



**Teacher education
in Italy**

**Master of Primary
Education at Free
University of Bolzano**

**Integrated
Language Didactics
(Ladin section)**



Sprachenvielfalt

Elisabeth Furch und Luzia Thumser, PH Wien

Sprachenvielfalt

- Warum sind die Menschen hier bei uns?
- Aus welchem Milieu stammen sie?
- Wie leben sie hier bei uns?
- Welchen Beruf haben sie?
- Mit wem haben sie Kontakt?
- Wie werden sie integriert?

Sprachenvielfalt

Zusammenhänge beim Erwerb von Erst- und Zweitsprache

- Im Normalfall findet eine Phase der einsprachigen Entwicklung statt.
- Die Familiensprache ist eine andere als die der außerhäuslichen Umgebung.
- Bei einsetzenden außerfamiliären Kontakten (Kindergarten, Schule Hort) erfahren die Kinder ein eingeschränktes Sprachangebot durch Gleichaltrige.

Sprachenvielfalt

Bei Schuleintritt folgende Situation

- Kinder haben kaum Erfahrung mit Handlungssituationen in der Unterrichtssprache (Standardsprache).
- Das soziale Umfeld bietet keine (nicht ausreichende) Möglichkeit, auf sprachliches und schulisches Lernen einzugehen.
- Die „versprachlichte Institution“ Schule fordert einen gänzlich anderen Umgang mit der Sprache.
- Für die Kinder zusätzlich zum „Kulturschock“ ein „Sprachschock“.

Sprachenvielfalt

In dieser Anfangsphase des Erlernen der Zweitsprache Folgendes beachten:

- Dem Kind Zeit lassen
- Verständnis bekunden
- Einfühlungsvermögen zeigen
- Geduld
- Soziale Erziehung für alle bedenken
- Sprachliches Vorbild (Lehrer/innen Schüler/innen)
- Kommunikation mit Gleichaltrigen ermöglichen
- Sprechzeit beachten
- Anschauliche Vermittlung ermöglichen
- Wahrung der eigenen kulturellen Identität
- Muttersprache der Kinder nicht diskriminieren
- Vorurteile vermeiden
- Zusammenarbeit fördern

Sprachenvielfalt

Spracherwerb

Mündliche Kommunikation ist Voraussetzung für das Verständnis und die Bereitschaft um eine Sprache zu erlernen

- Spiel mit der Sprache
- Erweiterung und Differenzierung des Wortschatzes (Gefühle, Wünsche,...)
- Lernen, mit der Sprache besser umzugehen

Sprachenvielfalt

Ungesteuerter Spracherwerb

(ohne methodisch – didaktische Hilfen)

- Findet innerhalb und außerhalb der des Unterrichts statt.
- Kinder mit nichtdeutscher Muttersprache erleben die deutsche Sprache in verschiedenen Sprechhandlungssituationen
- Kinder lernen in einem „Sprachbad“ (Laute und Schriftzeichen) die Sprache zu verstehen und wiederzugeben
- Erfahren Sprache ohne sprachdidaktischen Überlegungen und methodische Aspekte

Sprachenvielfalt

Gesteuerter Spracherwerb

(mit methodisch – didaktischen Hilfen)

Prinzipien einer interkulturellen Sprachdidaktik:

- Sprache gebrauchen bedeutet zu handeln.
- Jedes Sprachenlernen ist soziales Lernen. Jedes soziale Lernen ist Sprachenlernen.
- Sprechen lernt man am besten, wenn man vergisst dass man eine fremde Sprache spricht.

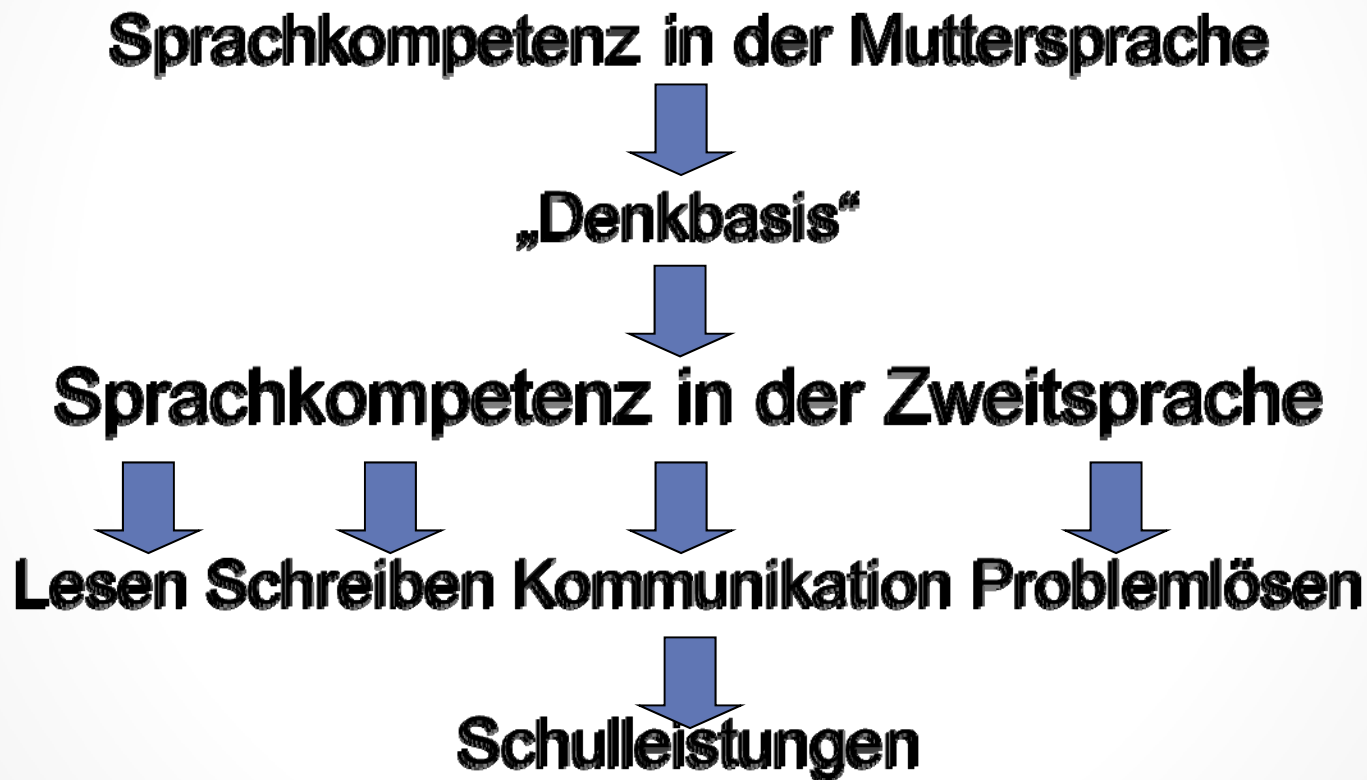
Sprachenvielfalt

- Hören vor Sprechen!
- Sprechen vor Lesen!
- Lesen vor Schreiben!

Richtiger und bewusster Umgang mit Sprache
ermöglicht eine Sprachkultur.

**„Die Grenzen meiner Sprache bedeuten die Grenzen
meiner Welt.“ (Wittgenstein)**

Sprachenvielfalt



Sprachenvielfalt

Erstsprache (Muttersprache) ermöglicht Interaktion mit der Umwelt, sie bildet einen bereiten Kanal für den „Denktank“.

Zweitsprache lässt wenig durch.

Folgen:

- Mangelhaftes Lesen und Schreiben
 - Mangelhafte kognitiv aktive Sprachkompetenz
 - Eingeschränkte Problemfähigkeit
 - Reduzierte Kommunikation mit dem/r Lehrer/in, Schüler/in
- Negative Auswirkungen auf die Schulleistungen

Sprachenvielfalt

Die Entwicklung der Sprachkompetenz in der Zweitsprache bei defizitär entwickelter Erstsprache → eingeschränkte Sprachkompetenz in der Erstsprache.

Sprachenvielfalt

Sprachaufbauarbeit

Voraussetzungen für das Sprachhandeln sind:

- Kenntnisse, Fähigkeiten und Fertigkeiten hinsichtlich der Sprache und
- Kenntnisse, Fähigkeiten und Fertigkeiten hinsichtlich der sozialen Gegebenheiten

→ Verknüpfung der drei Kompetenzen miteinander:

- die sprachliche Kompetenz
- die soziale Kompetenz
- die sachliche Kompetenz

Sprachenvielfalt

Ziel der Sprachaufbauarbeit

- Befähigung zu mündlichem Sprachhandeln
- Schaffung von Hörverstehen und Sprechen
- Behutsames Integrieren von Leseverstehen und Schreiben

Sprachenvielfalt

Sprachlernen

ist ein integrativer Prozess, in dem

- die Sprachstruktur,
- die soziokulturelle Orientierung,
- die affektive und kognitive Entwicklung und
- die Information über den Kulturkreis

in ständigem Zusammenhang und in der Wechselwirkung zueinander stehen.

Sprachenvielfalt

Wortschatz

- Für den vollen Sprachgebrauch: 5000-6000 Wörter

Erstes Ziel

- Situationsangemessene Anwendung von ca. 600 Häufigkeitswörtern
- Alltagssprache in einfachen Satzmustern bewältigen

Sprachenvielfalt

Sprachsituationen

- Unterricht muss handlungsorientiert sein
- vielfältige Sprechkanäle
- außerschulische Sprachbegegnungen
- Verstehens- und Mitteilungsfähigkeit im mündlichen Bereich

Sprachenvielfalt

Elementare kommunikative Absichten werden im Unterricht erlernt

- Fragen stellen
- um etwas bitten
- etwas zustimmen
- etwas ablehnen
- eine Auskunft geben
- etwas erklären
- sich entschuldigen
- einen Vorschlag machen

Sprachenvielfalt

Einfache Satzmuster

- Grundformen der Nomen, Verben, Adjektive, Adverbien;
- 5-8 Wörter täglich
- elementare Satzmuster müssen geübt – automatisiert werden
- situatives Sprachlernen soll ermöglicht werden
- Sprechgeläufigkeit soll trainiert werden
- **Differenzieren und Individualisieren**

Sprachenvielfalt

„Man hört sich gegenseitig zu, lernt voneinander und gibt Wissen weiter, quer durch die verschiedenen Kulturen.“



Language diversity

Elisabeth Furch und Luzia Thumser, PH Wien

Language diversity

- Why are these people with us?
- Where do they come from?
- How do they live here with us?
- What are their professions?
- With whom do they interact?
- How are they integrated?

Language diversity

Relations in the acquisition of first and second language

- Usually, there is a phase of monolingual development.
- The language of the family is different from the one of the environment.
- With the onset of contacts outside of the family (e.g. at kindergarten and at school), children become exposed to languages of their peers.

Language diversity

At school age the following is frequently the case:

- Children do hardly have any experience in using the language of instruction (standard language).
- The social environment does not offer (sufficient) opportunities to deal with language learning and school education.
- The school as a “language institution” demands a totally different type of language use.
- Children thus not only experience a “culture shock” but also a “language shock”.

Language diversity

In this initial phase of second language acquisition the following has to be considered:

- Allow the child sufficient time – do not put pressure on the child
- Show understanding
- Show empathy
- Patience
- Consider social education for everyone
- Language role models (teachers and pupils)
- Allow for communication between peers
- Consider the speaking time
- Facilitate vivid learning experiences
- Maintenance of children's own cultural identity
- Do not discriminate the mother tongue of the children
- Avoid prejudices
- Promote cooperation

Language diversity

Language acquisition

Oral communication is a prerequisite for being ready to acquire a language

- Play with language
- Expansion and differentiation of vocabulary (feelings, wishes,...)
- Learn how to handle the language better

Language diversity

Unmonitored language acquisition

(without methodological and didactic aids)

- Occurs during classes and outside of the classroom
- Children who do not have German as a mother tongue experience the language in different situations of use
- Children learn to understand and use the language being immersed in the language (sounds and letters)
- Experience language without didactic concerns and methodological aspects

Language diversity

Monitored language acquisition

(with methodological and didactic aids)

Principles of an intercultural language didactics:

- Language use means action.
- Every instance of language learning is social learning. Every instance of social learning is language learning.
- Speaking is learnt best when one forgets to speak a foreign language.

Language diversity

- Listening before speaking!
- Speaking before reading!
- Reading before writing!

Proper and conscientious use of language facilitates the creation of a language culture.

**“The limits of my language are the limits of my world.”
(Wittgenstein)**

Language diversity

Language competence in the mother tongue



Basis of thinking



Language competence in the second language



Reading Writing Communication Problem-solving



Performance at school

Language diversity

First language (mother tongue) allows interaction with the environment; it provides a channel for the “think tank”.

Second language is not highly permeable.

Consequences:

- Poor reading and writing
 - Poor active cognitive language competence
 - Limited problem-solution skills
 - Reduced communication with the teacher and peers
- Negative repercussions on performance at school

Language diversity

Development of language competence in the second language if first language is poorly developed → limited language competence in the first language.

Language diversity

Building up language skills

Prerequisites for language use:

- Knowledge, abilities and skills regarding language
- Knowledge, abilities and skills regarding the social context

→Triangulation of three competences:

- Language competence
- Social competence
- Factual competence

Language diversity

Aims for building up language skills

- Enablement of oral language use
- Creation of listening and speaking skills
- Careful integration of reading comprehension and writing

Language diversity

Language learning

is an integrative process, during which

- language structure,
 - socio-cultural orientation,
 - affective and cognitive development and
 - information about cultural embedding
- are constantly connected and interdependent on each other.

Language diversity

Vocabulary

- For complete language use: 5000-6000 words

First aim

- Situationally adequate use of about 600 frequent words
- To master everyday language in simple sentence patterns

Language diversity

Language situations

- Teaching has to be action-oriented
- Diverse incentives for talking
- Language use outside of school
- Skills for understanding and talking (oral language use)

Language diversity

Elementary communicative intentions are learnt in class

- Ask questions
- To ask for something
- To agree
- To reject
- To give information
- To explain something
- To apologize
- To make a proposal

Language diversity

Simple sentence patterns

- Basic forms of nouns, verbs, adjectives and adverbs
- 5 to 8 words every day
- Simple sentence patterns have to be practiced to become automatic
- Situationally based language learning should be facilitated
- Fluency should be trained
- **Differentiate and individualize**

Language diversity

“We are listening to each other, learning from each other and share our knowledge across different cultures.”

AMuSE-Konferenz in Tartu/Estland, 24./25. 3. 2014
**«Historie und Aktualität von mehrsprachigen Gesellschaften
mit Fokus auf die Lehrer/innenausbildung für mehrsprachige
Kinder und Jugendliche»**

Beitrag der PH Zürich

Überblick zur Situation in der Schweiz, Fokus Kanton Zürich

Sabrina Marruncheddu und Basil Schader, PH Zürich/IPE

Überblick: Die Sprachensituation in der Schweiz I

Verbreitung der vier Landessprachen in der Schweiz (2000)



Offiziell: Die viersprachige Schweiz:

Vier (geografisch getrennte) Landessprachen:

Deutsch 65,6%,
Französisch 22,8%
Italienisch 6,1%
Rätoromanisch 0,6%



Überblick: Die Sprachensituation in der Schweiz II

Real: Die vielsprachige Schweiz:

Räumliche Koexistenz von weit über 100 (Migrations-)Sprachen

Sprachenstatistik (Stand: 2000)

Deutsch 63,7%

Französisch 20,4%

Italienisch 6,5%

Serbisch/Kroat./Bosnisch 1,4%

Albanisch 1,3%

Portugiesisch 1,2%

Spanisch 1,1%

Englisch 1,0%

Türkisch 0,6%

Rätoromanisch 0,5%

Tamil 0,3%

Arabisch 0,2% etc.

Plurilinguales und -kulturelles Zusammenleben: Beispiel eines Mietshauses in Zürich

Killer, Max

Limmatstrasse 180, 8005 Zürich
044 271 59 80 *

Kolberg, Jacob

Limmatstrasse 180, 8005 Zürich
044 508 52 98 *

Kuzmic, Tomislav

Limmatstrasse 180, 8005 Zürich
044 291 39 30 *

Lencel, Darija

Med. Masseurin
Limmatstrasse 180, 8005 Zürich
044 273 21 31 *

Merkas, Josip und Stefan

Limmatstrasse 180, 8005 Zürich
044 271 69 65 *

Migliore, Maurizio (-Marzocchi)

Servicetechniker
Limmatstrasse 180, 8005 Zürich
044 273 67 67



Osmani, Hajredin

Limmatstrasse 180, 8005 Zürich
044 242 39 08

Passauer, Verena

Tankwartin
Limmatstrasse 180, 8005 Zürich
044 271 16 62 *

Pilloud, Denise

Limmatstrasse 180, 8005 Zürich
044 422 28 78 *

Pinkus, Ona

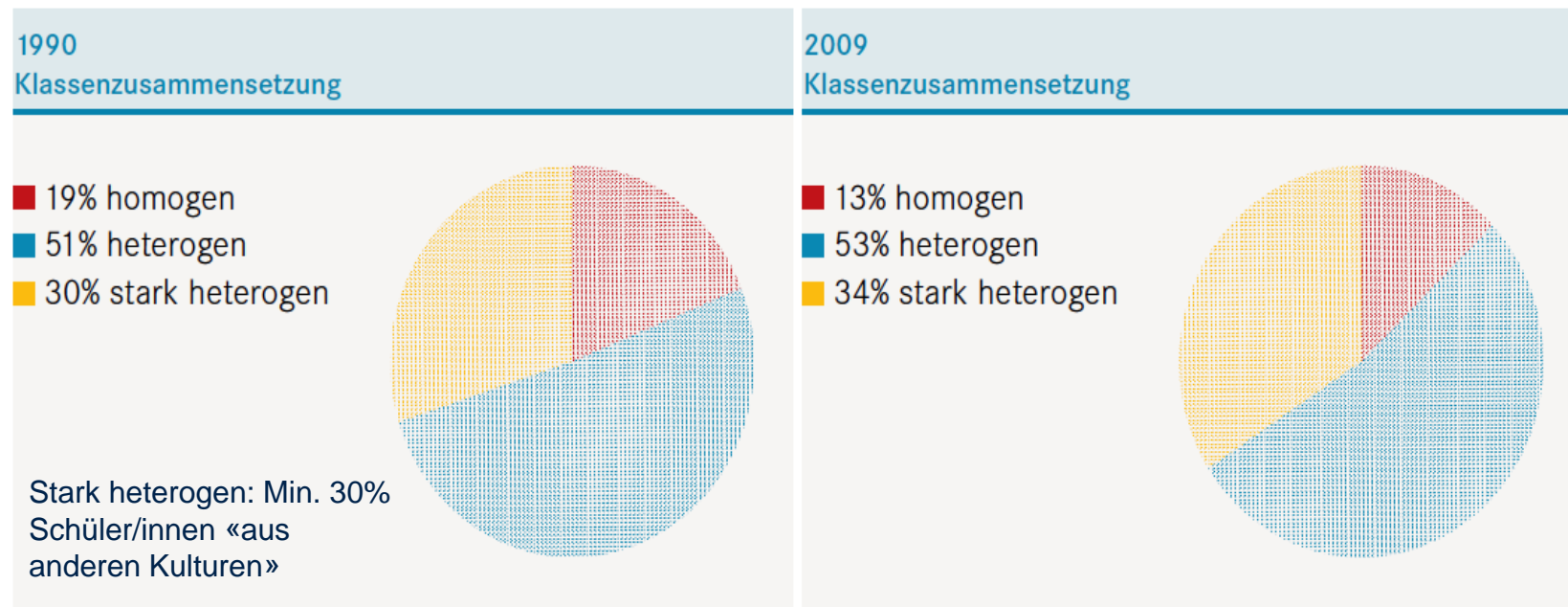
Limmatstrasse 180, 8005 Zürich
043 817 64 29 *

Quiblier-Peethong, Siranee

dipl. Akupunkteurin u. Herbalistin (SBO-TCM)
Limmatstrasse 180/24, 8005 Zürich
044 272 91 67 *

Bildungswesen und Sprachenvielfalt in der Schweiz I

Abbildung 2 Klassenzusammensetzungen in der Deutschschweiz



Bildungswesen und Sprachenvielfalt in der Schweiz (Kt. ZH) II

Schüler/innen im 7.–9. Schuljahr 2012

	Öffentliche Schulen		
	Total	Männlich	Weiblich
...	16 499	7 978	8 521
...	11 620	6 424	5 196
...	1 461	886	575
...	174	96	78
...	6 716	3 056	3 660

Bildungswesen und Sprachenvielfalt in der Schweiz (Kt. ZH) III

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.

Bildungswesen und Sprachenvielfalt in der Schweiz IV

Abbildung 3 Ein Beispiel für eine «stark heterogen» zusammengesetzte Klasse

Eine Klasse mit siebenjährigen Kindern in einer mehrsprachigen Schule in der Deutschschweiz

Die Eltern sprechen mit dem Kind die lokale Mundart .	5 Kinder
Ein Elternteil spricht mit dem Kind Hochdeutsch , der andere die lokale Mundart .	1 Kind
Beide Elternteile sprechen mit dem Kind Hochdeutsch .	1 Kind
Ein Elternteil ist zweisprachig und spricht mit dem Kind die lokale Mundart und eine Migrationssprache , der andere Elternteil spricht mit dem Kind die lokale Mundart .	1 Kind
Ein Elternteil ist zweisprachig und spricht mit dem Kind die lokale Mundart , der andere Elternteil spricht mit dem Kind eine Migrationssprache .	2 Kinder
Beide Elternteile sprechen mit dem Kind eine Migrationssprache .	8 Kinder
Total	18 Kinder

Bildungswesen und Sprachenvielfalt in der Schweiz V

Übergreifende Instrumente, die auf die reale Mehrsprachigkeit Bezug nehmen:

- Schweizerisches Gesamtsprachenkonzept (15. Juli 1998) => Sprachenstrategie der EDK (25. März 2004)
- HarmoS-Konkordat (1. August 2009)
- Lehrplan 21(voraussichtlich Herbst 2014)

Das Schweizerische Gesamtsprachenkonzept (GSK), 15. Juli 1998

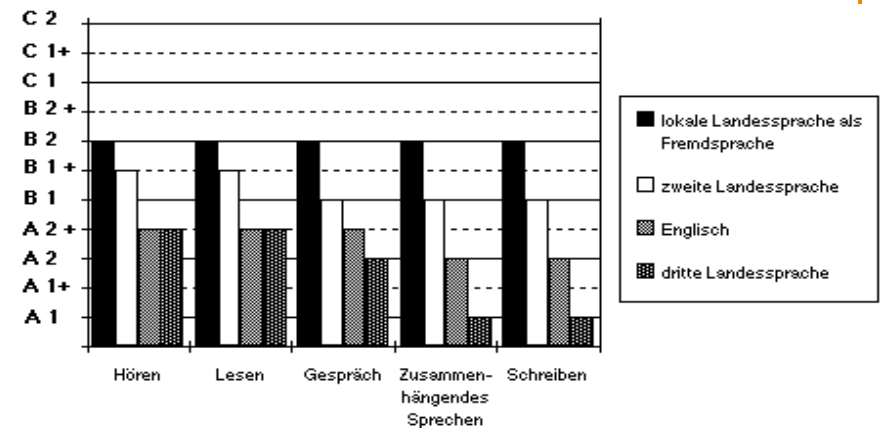
Die sprachliche und kulturelle Vielfalt gehört zum unverzichtbaren historischen Erbe der Schweiz und Europas. Sie ist Teil unseres Selbstverständnisses. Ihre Pflege und Bewahrung ist ein ausdrückliches Ziel der schweizerischen und europäischen Politik.

Aufgrund zahlreicher Migrationsbewegungen, aber auch wegen des verbreiteten privaten Tourismus, ist die historisch *viersprachige* Schweiz heute in Wirklichkeit *vielsprachig* geworden.



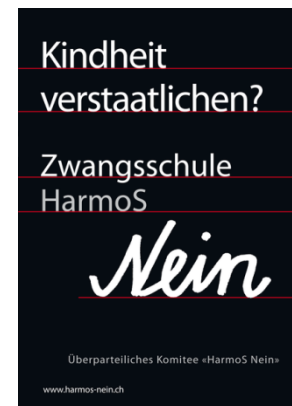
Verbindliche Vorgaben an die Kantone

- Lokale Landessprache & mindestens zweite Landessprache & Englisch, Möglichkeit, weitere Landessprache und Fremdsprache zu lernen
- Kantone vereinbaren verbindliche Richtziele (Bildungsstandards)
- In dt. CH: Französisch
In fr. CH: Deutsch
Kanton Tessin & Graubünden: spezifische Sprachensituation
- Kantone respektieren vorhandene Sprachen, integrieren sie in die StdP & LP



HarmoS - Harmonisierung der obligatorischen Schule

- HarmoS-Konkordat, erarbeitet von EDK (26 Kantone)
- Harmonisiert erstmals national Dauer & Ziele der Bildungsstufen & Übergänge
- Seit 2009 in Kraft

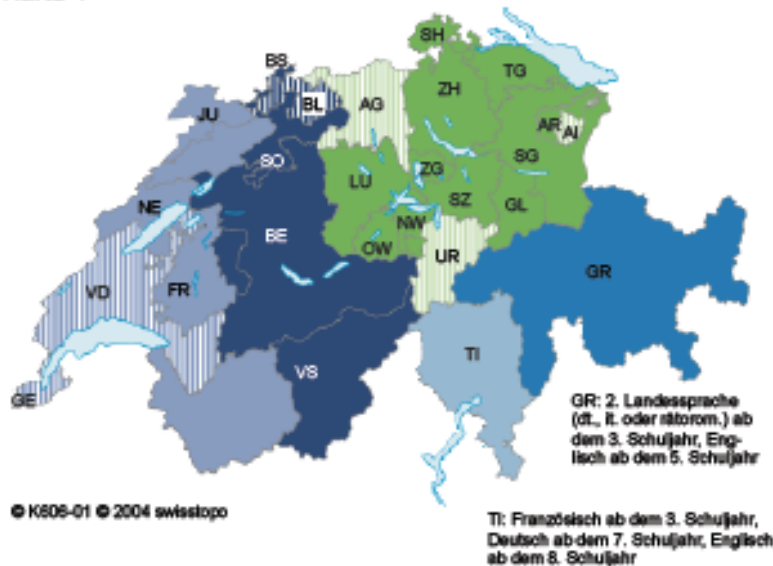


04.06.2014

Was bedeutet HarmoS für die Sprachen?

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)

Lehrplan 21



- wird von der Deutschschweizer Erziehungsdirektoren-Konferenz (D-EDK) erarbeitet
- 21 deutsch- und mehrsprachige Kantone setzen Artikel 62 der Bundesverfassung um => Ziele der Schule harmonisieren
- Romandie: Plan d'études romand (PER)
- Tessin: Piano di studio (neuer LP für Sommer 2014 geplant)

⇒ erster gemeinsamer Lehrplan für die Volksschule

⇒ [Homepage Lehrplan 21: Sprachen](#)

Die doppelte Aufgabe von Schule und Lehrer/innenbildung mit Blick auf die plurilinguale und -kulturelle Schulrealität

1. Förderung der Schüler/innen mit «anderer» Erstsprache im Erwerb der Landessprache (in der Deutschschweiz: DaZ)
 2. Positiver Umgang mit den mehrsprachigen Potenzialen und Ressourcen (z.B. language awareness-Projekte; Valorisierung und Dokumentation sprachlicher Kompetenzen)
- (3.: Unterstützung und Integration des herkunftssprachlichen Unterrichts und seiner Lehrer/innen!)

Aktivitäten und Angebote der Lehrer/innenbildung des Kantons Zürich (v.a. PH Zürich) in den genannten Bereichen

(Fokus Kanton und PH Zürich, da 26 verschiedene kantonale Bildungssysteme und weil Zürich im nationalen Kontext eher fortschrittlich und innovativ ist).

Drei Ebenen:

- a) Lehrer/innen-Ausbildung**
- b) Lehrer/innen-Fortbildung und Beratung**
- c) Forschungs-, Entwicklungs- und Kooperationsprojekte**

Überblick (nur PH Zürich, ohne Entwicklungsprojekte der BiD wie QUIMS etc.)

	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
<u>Mehrsprachigkeit</u>	<ul style="list-style-type: none"> • (Vertiefungsmodul «Deutsch in mehrsprachigen Klassen») • (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»

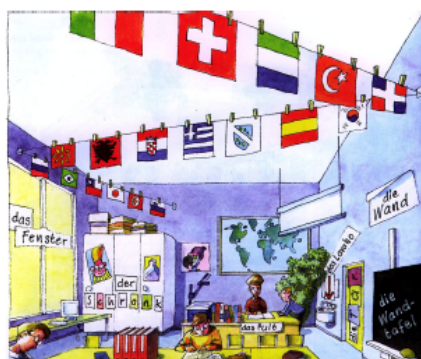
a) Zwei Beispiele aus der *Ausbildung* der PH Zürich

- 1) Skript zum Modul DE P150: Fachdidaktik Deutsch als Zweitsprache, Stufe Primarschule (Semesterkurs, 14x2 Lektionen)
- 2) Lernobjekt «Mehrsprachigkeitsprojekte: Hintergründe und konkrete Beispiele» (wird in diversen Modulen verwendet)

Ausbildung, Beispiel 1: Skript zum DaZ-Modul, Stufe Primarschule (14x2h)

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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6 Zur Grammatik des Deutschen als Zweitsprache	53
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Anhang	55
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Ausbildung, Beispiel 2: Lernobjekt «Mehrsprachigkeitsprojekte: Hintergründe und konkrete Beispiele» (Einsatz in div. Modulen und Lernfeldern)

Mehrsprachigkeitsprojekte: Hintergründe und

- Einleitung
- Über dieses Lernobjekt**
- Gliederung und Inhalt des Lernobjekts
- Interkulturelle und plurilinguale Elemente in
- 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

Aktionen

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



Education and Culture DG
Lifelong Learning Programme

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

Rechtsklick für Link



b) Zwei Beispiele aus der *Weiterbildung*

- 1) CAS DaZ (Certificate of Advanced Studies «Deutsch als Zweitsprache»)
7 Module à 3 Tage, Abschlusstag & Follow-up, über 4 Semester, 10 ECTS
- 2) CAS QUIMS «Qualität in multikulturellen Schulen»
Schulerfolg: kein Zufall – Weiterbildung für QUIMS-Beauftragte, 10 ECTS

1) CAS DaZ

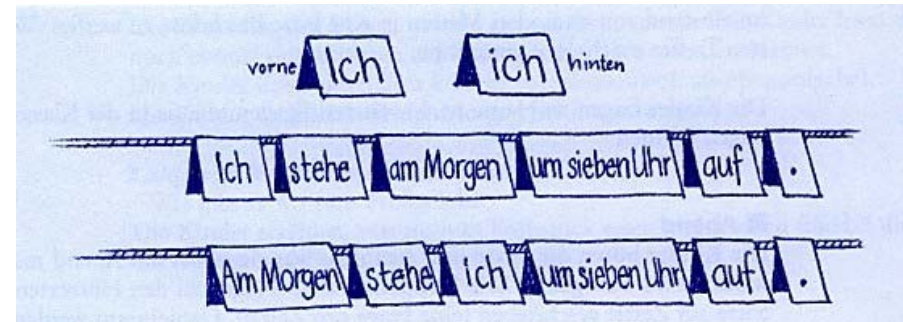
Zielgruppen:

- DaZ-Lehrpersonen aller Stufen
- Regelklassenlehrpersonen mit einem DaZ-Pensum

=>CAS ist für DaZ-Lehrpersonen im Kanton Zürich obligatorisch

Vorbedingung:

- Lehrdiplom
- DaZ Unterricht während CAS
- Einwilligung Schulleitung & Schulpflege



Themen CAS DaZ

Modul 1 DaZ fördern kann, wer über das dazu gehörende Grundlagenwissen verfügt

Modul 2 Zuhören lernt, wer verstehen darf

Modul 3 Reden lernt, wer etwas zu sagen hat

Modul 4 Lesen lernt, wer Gelesenes in (Sprach-)Handlung umsetzen darf

Modul 5 Schreiben lernt, wer mittels Schrift etwas mitzuteilen hat

Modul 6 Fördern kann, wer gelernt hat zu diagnostizieren

Modul 7 Vertiefung und Anwendung der zentralen DaZ-Bausteine

2) CAS QUIMS

=> Gesetzlich verankertes Unterstützungsprogramm für multikulturelle Schulen

Ziel:

- Bildungsungleichheit zu verringern
- alle Schüler/innen in die Schule integrieren

Drei Handlungsfelder sind für QUIMS-Maßnahmen vorgeschrieben:

- Sprachförderung
- Integration
- Schulerfolg

Für Schulen mit Anteil fremdsprachiger und ausländischer Kinder von mind. 40 %

Zielgruppen des CAS QUIMS

- Mandatierte QUIMS-Beauftragte
- Lehrpersonen
- Schulleitende aller Stufen
- Hortnerinnen und Hortner
- Schulsozialarbeitende
- Weitere interessierte Akteure des Bildungswesens



Themen CAS QUIMS

Einführung: Gesellschaft, Diversität und Schule, Vielfalt, Bildungsungleichheit, Chancengleichheit, Umgang mit Differenz

Sprachförderung: Förderung der Literalität, Sprachstandserfassung, didaktisierte Lesetexte, kreatives Arbeiten mit Sprache und Schrift, Unterricht in „Heimatliche Sprache und Kultur“ (HSK)

Förderung des Schulerfolgs: Integrative und differenzierende Lernförderung durch Ganzheitliches Beurteilen und Fördern, Kooperatives Lernen, Aufgabenhilfen, Elterneinbezug und Mentoring etc.

Förderung der Integration: Aufbau einer Kultur der Anerkennung und Gleichstellung, Mitarbeit von interkulturellen Vermittlungspersonen, Etablierung eines Elternrats etc.

Prozesse der Schul- und Unterrichtsentwicklung

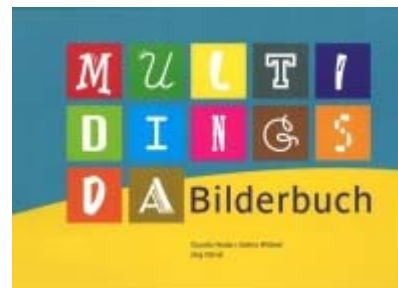
c) Zwei Beispiele aus dem Bereich Forschung, Entwicklung, Kooperation

- Lehrmittel für Wortschatzarbeit
- Arbeitsorganisation für Kinder und Jugendliche
- Fachbücher für HSK Lehrpersonen

Wortschatzarbeit mit mehrsprachigen Kindern (ab 5 Jahren)



Multidingsda
Training Grundwortschatz
CD-Rom



Multidingsda
Bilderbuch mit
Audio-CD



Multidingsda iPad-App

Wortschatzarbeit mit mehrsprachigen Kindern



1.-4. Schuljahr



5.-7. Schuljahr

Erlernen von Arbeitstechniken im mehrsprachigen Umfeld



- Lern- und Arbeitshilfe für Schüler/innen ab ca. 5. Schuljahr
- Für Kindern und Jugendlichen aus bildungsferneren Milieus mit kritischer Schulerfolgsperspektive
- 1. Teil: 10-Punkte Programm für effektives Arbeiten
- 2. Teil: 25 kurze Kapitel mit Lerntechniken
- Auch auf Albanisch, Serbisch/Kroatisch/Bosnisch, Portugiesisch und Türkisch erhältlich
- Im Rahmen von Amuse entstanden

Handbuch für HSK Lehrpersonen

- Für Lehrer/innen des erssprachlichen Unterrichts in der europäischen Diaspora
- Basale und praxisrelevante Informationen zur aktuellen Pädagogik, Methodik, Didaktik in den grossen Aufnahmefändern
- Thematisiert häufigen Fragen des erssprachlichen Unterrichts

HSK Bausteine

Baustein 1:

Förderung interkultureller Kompetenzen und Konfliktfähigkeit im mehrsprachigen und multikulturellen Kontext

Baustein 2:

Förderung der Lesekompetenzen im HSK-Unterricht

Baustein 3:

Schreibfähigkeiten im mehrsprachigen und multikulturellen Kontext fördern und beurteilen



**AMuSE 2nd international Expert Meeting
in Tartu, Estonia, 24./25. 3. 2014
«History and current status of multilingual societies
focusing on teacher education for multilingual children»**

**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)**

Overview: The languages in Switzerland I

Geographical distribution of the languages of Switzerland (2000)

- German
 - French
 - Italian
 - Romansh
 - bilingual areas and cities*
- * Areas with changing majorities, traditionally strong minorities of other official languages (over 30%) and officially bilingual communities.

Officially bilingual are the cantons of

- Berne / Bern (German majority)
- Fribourg / Freiburg (French majority)
- Valais / Wallis (French majority)

Officially bilingual is the canton of

- Graubünden / Grigioni / Grischun (German majority)

De facto bilingual are the cantons of

- Jura (French majority)
- Ticino (Italian majority)



Source: Swiss Federal Statistical Office, www.bfs.admin.ch

Official: *Quadrilingual* Switzerland:
(Four national languages, separated geographically):

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



Overview: The languages in Switzerland II

Real: *Multilingual* Switzerland

Coexistence of more than 100 (migration)languages

Statistical data on distribution of languages (2000)

German 63,7%	Spanish 1,1%
French 20,4%	English 1,0%
Italian 6,5%	Turkish 0,6%
Serbian/Croat./Bosnian 1,4%	Romansh 0,5%
Albanian 1,3%	Tamil 0,3%
Portuguese 1,2%	Arabic 0,2%

Plurilingual & cultural coexistence: Example of a block of flats in Zurich

Killer, Max

Limmatstrasse 180, 8005 Zürich
044 271 59 80 *

Kolberg, Jacob

Limmatstrasse 180, 8005 Zürich
044 508 52 98 *

Kuzmic, Tomislav

Limmatstrasse 180, 8005 Zürich
044 291 39 30 *

Lencel, Darija

Med. Masseurin
Limmatstrasse 180, 8005 Zürich
044 273 21 31 *

Merkas, Josip und Stefan

Limmatstrasse 180, 8005 Zürich
044 271 69 65 *

Migliore, Maurizio (-Marzocchi)

Servicetechniker
Limmatstrasse 180, 8005 Zürich
044 273 67 67



Osmani, Hajredin

Limmatstrasse 180, 8005 Zürich
044 242 39 08

Passauer, Verena

Tankwartin
Limmatstrasse 180, 8005 Zürich
044 271 16 62 *

Pilloud, Denise

Limmatstrasse 180, 8005 Zürich
044 422 28 78 *

Pinkus, Ona

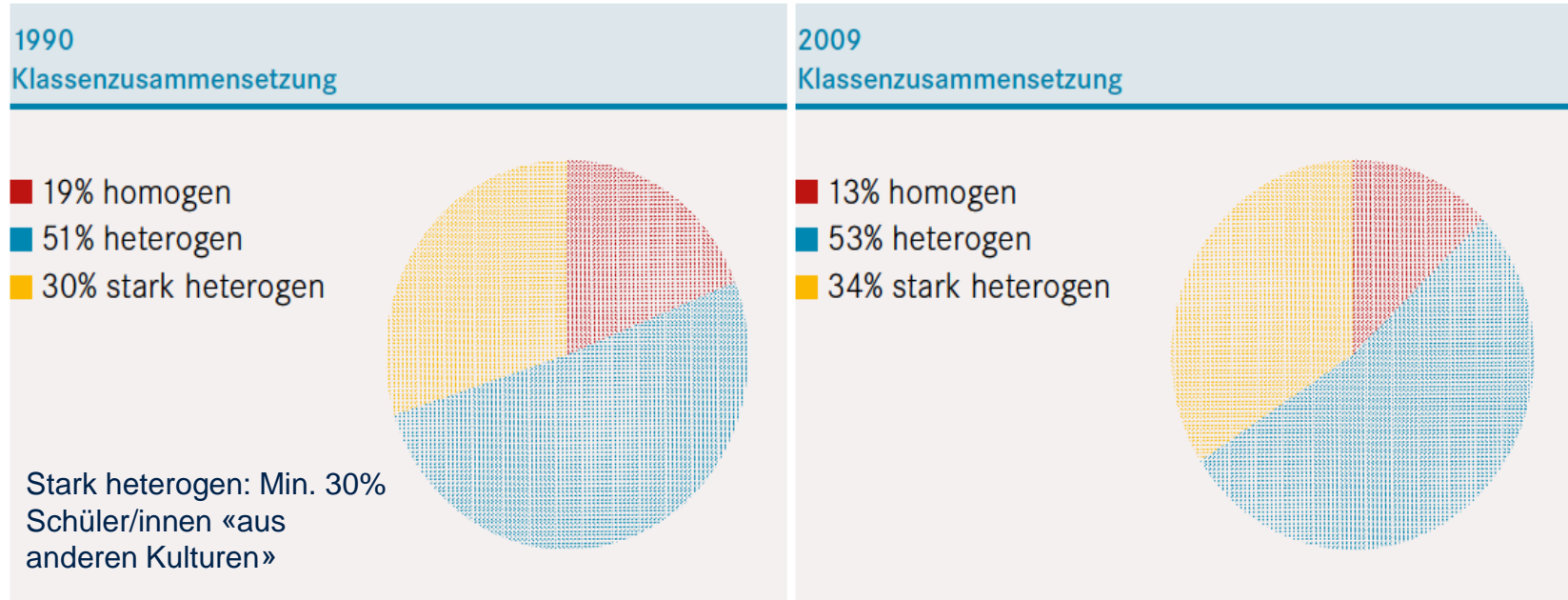
Limmatstrasse 180, 8005 Zürich
043 817 64 29 *

Quiblier-Peethong, Siranee

dipl. Akupunkteurin u. Herbalistin (SBO-TCM)
Limmatstrasse 180/24, 8005 Zürich
044 272 91 67 *

Educational system and linguistic diversity in Switzerland I

Abbildung 2 Klassenzusammensetzungen in der Deutschschweiz



Educational system and linguistic diversity in Switzerland (Kt. ZH) II

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

Educational system and linguistic diversity in Switzerland (Kt. ZH) III

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.

Educational system and linguistic diversity in Switzerland IV

Abbildung 3 Ein Beispiel für eine «stark heterogen» zusammengesetzte Klasse

Eine Klasse mit siebenjährigen Kindern in einer mehrsprachigen Schule in der Deutschschweiz

Die Eltern sprechen mit dem Kind die lokale Mundart .	5 Kinder
Ein Elternteil spricht mit dem Kind Hochdeutsch , der andere die lokale Mundart .	1 Kind
Beide Elternteile sprechen mit dem Kind Hochdeutsch .	1 Kind
Ein Elternteil ist zweisprachig und spricht mit dem Kind die lokale Mundart und eine Migrationssprache , der andere Elternteil spricht mit dem Kind die lokale Mundart .	1 Kind
Ein Elternteil ist zweisprachig und spricht mit dem Kind die lokale Mundart , der andere Elternteil spricht mit dem Kind eine Migrationssprache .	2 Kinder
Beide Elternteile sprechen mit dem Kind eine Migrationssprache .	8 Kinder
Total	18 Kinder

Educational system and linguistic diversity in Switzerland V

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 (autumn 2014)

The Swiss Language Concept (GSK), 15th July 1998

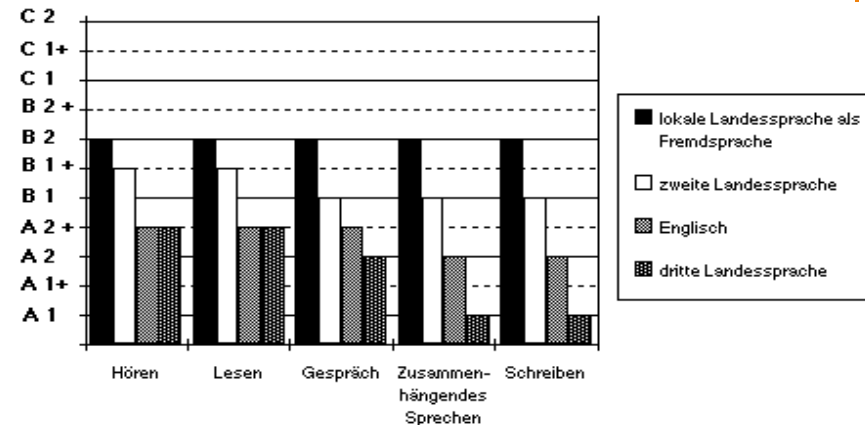
The linguistic and cultural diversity is part of the historical heritage of Switzerland and Europe. It is part of our national identity. It is an explicit goal of Swiss and European politics to cultivate and preserve it.

Due to global migratory movements, but also thanks to tourism, formerly *quadrilingual* Switzerland has become *multilingual*.



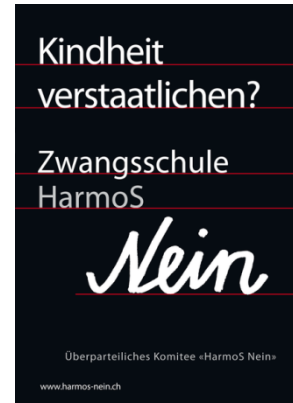
Binding cantonal educational standards

- Local national language & at least a 2nd national language & English, possibility to learn another national language and other foreign languages
- Cantons reach agreement on binding educational standards
- In German-speaking part: French
In French-speaking part: German
Ticino & Grisons: specific linguistic situation
- Cantons must respect all languages, integrate them into time table & curriculum



HarmoS – Harmonisation of compulsory education

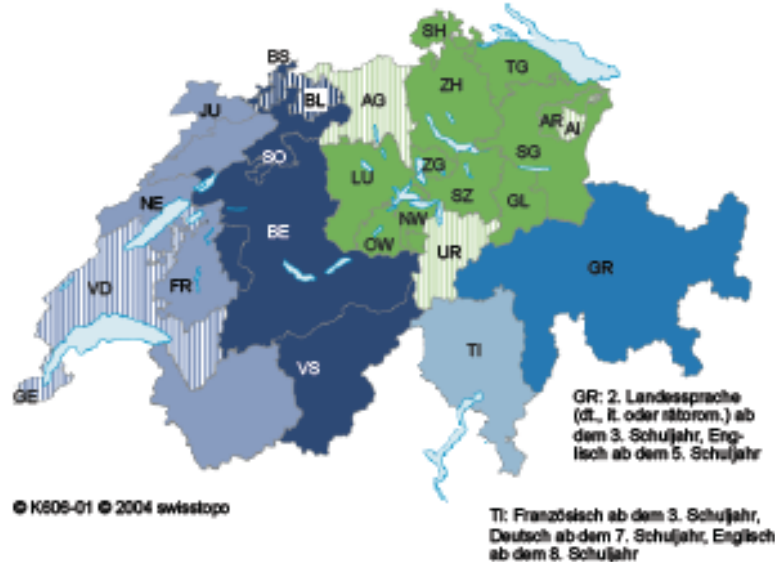
- HarmoS Concordat, developed by the 26 cantonal Educational Ministers)
- New: Duration and goals of educational levels and transitions are coordinated at national level
- In force since 2009



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)

Lehrplan 21



- Developed by the German-speaking Cantonal Ministers of Education (D-EDK)
- 21 German-speaking and multilingual cantons implement Article 62 of the Federal Constitution => harmonize educational goals
- Romandie: Plan d'études romand (PER)
- Ticino: Piano di studio (new curriculum to be released in summer 2014)

⇒ First joint curriculum for state school

⇒ [Homepage Lehrplan 21: Sprachen](#)

Didactic suggestions of LP 21 for language teaching

Exploit synergies for language learning

- Multilingual repertoire
- Didactics of multilingualism
- Transfer of knowledge and strategies between the languages
- Raise awareness for different language varieties



The twofold responsibility of schools and teacher training with regard to the plurilingual and cultural reality in schools

1. Support pupils with a different first language in acquiring the national language (in German-speaking CH: DaZ = German as a second language)
2. Positive approach to the multilingual resource and potential (eg language awareness projects; promotion and documentation of linguistic competences)
- (3. Support and integrate first language and culture teaching and teachers into mainstream schooling)



Activities and offers of teacher training in the Canton of Zurich (PH Zurich) in the areas mentioned

Three levels:

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

Overview (only PH Zürich, without projects eg QUIMS (Zurich cantonal Ministry of Education))

	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», «<u>Wortschatzarbeit</u>» etc. 	<ul style="list-style-type: none"> • DaZ-Handbuch • Stufenlehrmittel Hoppla, Pipapo, Kontakt • Div. <u>didakt.</u> Hilfsmittel • Lernobjekte Grammatik; Schreibförderung; Förderung d. Schulsprache
<u>Mehrsprachigkeit</u>	<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»

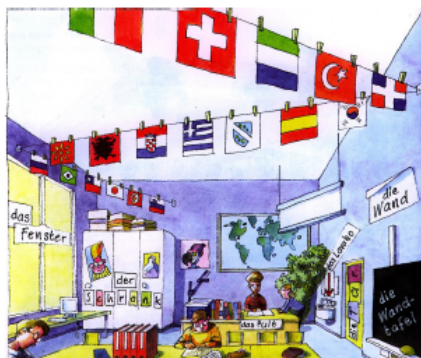
a) Two examples from teacher training at the PH Zurich

- 1) Lecture notes for module DE P150: teaching methodology German as a second language, Primary level (1 semester, 14x2 lessons)
- 2) Learning object (=Lernobjekt) «Multilingual projects: Background and practical examples» (is used in different modules)

Teacher training, Example 1: lecture notes DaZ module, primary level (14x2h)

Materialien zum Modul DE P150

Fachdidaktik Deutsch als Zweitsprache



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

1 Grundlagen zum Zweitspracherwerb	5
Erstsprache, Zweitsprache, Fremdsprache – Definition der Begriffe	6
Typen von Zweitsprachigkeit	6
Unterschiedlicher Sprachgebrauch im Alltag und in der Schule	7
Die Interdependenzhypothese	7
Die Entwicklung von CALP bzw. Textkompetenz fördern – zwei Beispiele	8
Die doppelte Herausforderung für Lernende mit Deutsch als Zweitsprache	9
Empfehlungen zur zweisprachigen Erziehung und zum Umgang mit Mundart und Standardsprache	10
Informationen für Lehrpersonen zum DaZ-Unterricht und zur Integration von Kindern, die neu Deutsch lernen	11
2 Die rezeptiven Fertigkeiten Hören und Lesen	15
Hören und Lesen – Unterstützende Aufträge in den verschiedenen Phasen des Unterrichts	16
Analyse eines Auftrags zum Hör- oder Leseverstehen	17
Anmerkungen zur Fertigkeit «Hören»	19
Planungsraiser Leseverstehen	20
Analyse eines didaktisierten Lesetextes	21
Zwei Leseeperimente – Was ist der Unterschied?	23
3 Wortschatz	24
Überlegungen zur Auswahl des zu lernenden Wortschatzes	25
Wichtige kleine Wörter: Verknüpfungsmittel auf Satz- und auf Textebene	26
«Wenn die Wörter ausgewählt sind, sind sie noch nicht in den Köpfen der Schülerinnen und Schüler ...»	27
Neue Wörter und Ausdrücke erarbeiten – wie?	28
4 Die produktive Fertigkeit Sprechen	30
Verschiedene Arten von Sprechen	31
Überlegungen zur Rolle der Lehrperson in (Klassen-) Gesprächen	33
Korrekturverhalten in mündlichen Unterrichtssequenzen	34
Fehler als Chance zum Weiterlernen	35
Zusammenfassende Überlegungen zum Thema Korrektur in mündl. Unterrichtssequenzen	40
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Zusammenfassende Überlegungen zum Thema «Schreiben und förderorientierte Korrektur»	51
6 Zur Grammatik des Deutschen als Zweitsprache	53
Überlegungen zur Grammatik aus der Perspektive des Deutschen als Zweitsprache	54
Anhang	55
Fachbegriffe aus dem Modul DE P150	55

Teacher training, Example 2: Learning object (=Lernobjekt) «Multilingual projects: Background and practical examples» (used in different modules and „learning fields“)

Mehrsprachigkeitsprojekte: Hintergründe und konkrete Beispiele

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

Mehrsprachigkeitsprojekte: Hintergründe und konkrete Beispiele

Aktionen

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

Rechtsklick für Link



b) Two examples from in-service teacher training

- 1) CAS DaZ (Certificate of Advanced Studies «German as a Second Language»)
7 modules x 3 days, closing event & follow-up, 4 semesters, 10 ECTS
- 2) CAS QUIMS «Quality in multicultural schools»
Educational achievement is not a coincidence – in-service training for QUIMS managers, 10 ECTS

1) CAS DaZ

Target groups:

- DaZ-teachers on all levels
- Mainstream class teachers teaching DaZ-lessons

=> this CAS is compulsory for all the DaZ-teachers in the Canton of Zurich

Requirements:

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



Topics treated in CAS DaZ

Module 1 Background information about DaZ

Module 2 Listening: How to enhance listening and understanding

Module 3 Speaking: Building up BICS, CALP & Vocabulary

Module 4 Reading: support reading competences step-by-step

Module 5 Writing: support writing competences step-by-step

Module 6 Assessing and supporting: using „Sprachgewandt“ (language assessment tool)

Module 7 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

Target groups of CAS QUIMS

- QUIMS-managers
- Teachers
- School directors
- After school care centres
- Social workers in schools
- People working in the educational field



Topics CAS QUIMS

Introduction: Overview of interaction between society, diversity & school, goals of QUIMS
=> reduce inequality

Language support: focus on development of educational language (Bildungssprache) in all subjects (durchgängige Förderung) and at all levels, cooperation with HSK, DaZ

Educational attainment: factors leading to educational attainment (or failure), interdependence of linguistic, socio-economic, cultural factors and educational attainment, get to know successful measures, practical examples, importance of formative assessment,

Integration: globalisation and migration => consequences for school and teaching, develop a supportive, respectful and democratic school culture, eliminate inequality

Processes of school development and teaching

c) Two examples from research, development and cooperation

- Text books focusing on vocabulary
- Planning aid for children and teenagers
- Specialist book for teachers of first language and culture (HSK)

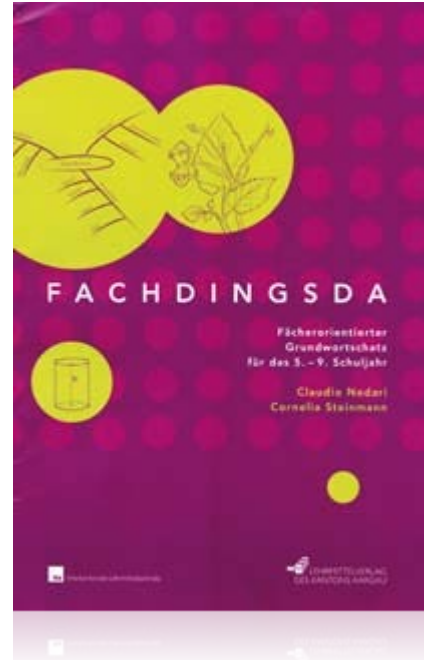


Multidingsda iPad-App

Vocabulary training for multilingual children



1.-4.grade



5.-7. grade

Acquiring working techniques in a multilingual context



- Learning and working aid for pupils from grade 5
- For children and teenagers from a less privileged background
- 1. part: programme in 10 steps for an efficient working technique
- 2. part: 25 short chapters presenting learning techniques
- Also available in Albanian, Serbian/Croatian/Bosnian, Portuguese and Turkish
- Developed in the framework of Amuse

Manual for HSK teachers

- For first language and culture teachers of the European diaspora
- Essential and practical information about the current pedagogy and methodology in the major host countries
- Deals with frequent questions arising in first language and culture classes

HSK Modules

Module 1:

Developing intercultural competences and the ability to deal with conflicts in multilingual and multicultural contexts

Module 2:

Developing reading competences in HSK-classes

Module 3:

Developing and assessing writing skills in a multilingual and multicultural context



3.6 SWOT Analyses

AUSTRIA

STRENGTHS

- Long tradition in mother tongue teaching.
- Understanding the weaknesses/problems (gov.)
- Experimental mother-tongue teaching
- Early start in the school.

OPPORTUNITIES

- Change in the curriculum
- To be aware of multi-ling students to become teachers & trainers.
- To use materials provided by ministry.
- To use materials in the lessons.
- Involvement of parents & all school staff.

WEAKNESSES

- No long-term programmes.
- No school-based research.
- No standard for the whole country.
- Teachers are unaware of implementation of int-cult teaching.
- Segregation (of) into schools types.

THREATS

- Tension between PH W. & Uni
- No one takes responsibility for solving the issue.
- No vision of the future.

5

TEACHER EDUCATION PROGRAMS
(INTEGRATED LANGUAGE DIDACTICS)

MULTILINGUALISM AS
OPPORTUNITY
REALITY
NORM

W
SEPARATE LANGUAGES
(GERMAN, ITALIAN, ENGLISH, LADIN)
→ LESS OPPORTUNITIES

10

PROMOTE INTEGRATED LANGUAGE
DIDACTICS IN ITALY & EU

NEW UNIVERSITY →
ROOM FOR DEVELOPMENT

T
MANAGING CHANGES

CURRENT LEGISLATION
(AUTONOMY)

ITALY

ESTONIA

S

- Support structure
- Curriculum w/ integration / ~~to~~ cultural appreciation
- Innovational
- Many linguistic opportunities
- Minority group appreciation

Multi-cultural competence lacking

Bias

W

- Few experiences w/ new immigrants
- Study materials lacking, much more work

O

- Multi-cultural practice in teacher ed.
- Training offers new tools ~~and~~ + angles

Few training facilities

Little Material Support for training

T

- Centering of schools in "mega" centres
- Huge demands of parents for / of schools and pre-schools

S

- ✓ preparation for Migration
- ✓ challenges, problems mapped
- ✓ have got special projects for mother tongue teachers from among immigrants
- ✓ integrated teaching
- ✓ 5 official minority languages
- ✓ Research on different aspect of migration

W

- ✓ no mother tongue instruction in kindergartens
- ✓ study materials / textbooks might be more culture orientated
- ✓ PISA - migration?

O

- ✓ fast integration into primary school
- ✓ Inclusion of imm. community into Swedish community
- ✓ flexible school system
easy transfer from one system to another enables LLL

T

- ✓ All nation should have their identity (values) incl. Swedes
- ✓ too flexible immigration policy?

S

Strengths

- INDIVIDUAL MULTILINGUALISM

W

Weaknesses

- LACK OF TEACHERS WHO ARE FLUENT IN MINORITY FOREIGN LANGUAGES (writing)
- MONOLINGUAL TEACHER'S TRAINING
- TEACHING-CENTERED

O

Opportunities

- GOVERNMENT COMMITMENT
- KURDISH DEPARTMENT IN UNIS
- UNIFIED EDUCATION SYSTEM, SOCIALLY COHERENT SOCIETY
- RICH SOCIAL LINGUISTIC ENVIRONMENT

T

Threats

- LOW POSITION OF KURDISH
- TRADITIONS
- PRIVATE SCHOOLS VS. MAIN STREAM EDUCATION

STRENGTHS

- materials for teachers, children
- good conditions for special needs
- extra offers for supplementary support

INSIDE

WEAKNESSES

- diversity of educational systems
- lack of common curriculum
- (too) early separation (after 6 years)
- different quality in pre-schools

STRENGTHS

- multilingual teachers
- compulsory kindergarten
- cultural awareness
- autonomous cantons
- ~~high~~ education
- different systems of teacher training →

WEAKNESSES

- federal educational system
- semester fees for teacher training
- different combinations of subjects
- early selection ⇒ disadvantage for unigram
- not financing 1. language teachers

OPPORTUNITIES

- financing 1. language courses from abroad
- schools offer a lot of foreign L
↳ possibilities to study abroad

OPPORTUNITIES

- good conditions for language
- intercultural awareness

OUTSIDE

THREATS

- English!

THREATS

- different teaching education systems
- problematic situations for bilingual teaching
- different support at pre-school-level

4. Pictures





















