



AMuSE – Approaches to Multilingual Schools in Europe
AMuSE – Ansätze zur Mehrsprachigkeit an Schulen in Europa
amuse.eurac.edu

AMuSE recommendations for the promotion of multilingualism at schools – full version

Introduction

General information on the project

The project (Approaches to Multilingual Schools in Europe) was funded by the Lifelong Learning Programme of the European Commission from January 2012 to March 2015. The aim of the project was to gather initiatives and to discuss ways in which schools can change from monolingual settings into spaces of multilingualism. A multilingual orientation of schools is of increasing importance in Europe and worldwide in view of the constantly increasing mobility and global flows of migratory movements. At the same time, the majority of the world's population is multilingual.

The project consortium, consisting of six partner institutions from Austria (*University of Teacher Education Vienna*), Estonia (*University of Tartu*), Italy (*EURAC Bolzano*), Sweden (*University of Gothenburg*), Switzerland (*University of Teacher Education Zürich*), and Turkey (*Akdeniz University Antalya*), carried out a series of activities and background research on multilingualism at schools. One focus was the gathering of projects, initiatives, publications, and materials that promote multilingualism in the classroom and at schools. This collection is freely available online as part of the database “Multilingualism”. Another focus of the project was on building dialogue between people engaged in teacher education, teachers, and decision makers at schools and in educational policy. To this end, four international conferences and expert meetings were held in different partner countries. The results of the conferences as well as all other publications and information on the project is available on the **AMuSE** website: <http://amuse.eurac.edu/en/home/default.html>

Background to the recommendations

The following recommendations relate to the general set of recommendations proposed by the team in order to contribute to the fostering of multilingualism at schools. One part of the recommendations is targeted at teacher education, which can contribute greatly to an understanding of multilingualism among teachers and to a stronger orientation towards multilingual didactics. The second set of recommendations is addressed at decision and policy makers in the field of educational policy as the legal conditions and their proper implementation are vital in order for schools to turn into places of active multilingualism.

In the full version, each of the general recommendations are followed by more detailed partner-specific proposals that relate to the respective general recommendation. The main theses bear the same numbers as in the short version, which is available on the **AMuSE** website (<http://amuse.eurac.edu/en/home/default.html>).

Researchers of the AMuSE team involved in the creation of the recommendations (in alphabetical order):

Dana Engel (*European Academy of Bolzano*)
Elisabeth Furch (*University of Teacher Education Vienna*)
Sabrina Maruncheddu (*Zürich University of Teacher Education*)
Alexander Onysko (*European Academy of Bolzano*)
Tore Otterup (*University of Gothenburg*)
Jochen Rehbein (*Akdeniz University Antalya*)
Basil Schader (*Zurich University of Teacher Education*)
Esta Sikkal (*University of Tartu*)
Orhan Varol (*Van Yüzüncü Yıl University*)

Recommendations for teacher education

1. Teacher education should comprise a compulsory training module, which includes a range of subjects such as linguistic knowledge on multilingualism, first and second language acquisition, intercultural communication, second language and multilingual didactics as well as cultural and historical insights into the most widespread regions and languages of the pupils at school.

2. Teacher education should prepare all teachers in such a way that they are able to plan and carry out their teaching to support language diversity in class.

The topics of multilingualism, the teaching of the main language of instruction as a second language, linguistics, language acquisition, and multiculturalism should become compulsory subjects in teacher education. Furthermore, prospective teachers should have the obligation to attend an introductory course in a language of migrant groups. (*University of Teacher Education Vienna*)

Heads of schools and teachers involved in teacher education should have to take part in further education on the topics of multilingualism, the teaching of the main language of instruction as a second language, linguistics, language acquisition, and multiculturalism. (*University of Teacher Education Vienna*)

New results of research into multilingualism, the teaching of the main language of instruction as a second language, linguistics, language acquisition, and multiculturalism should be taken into account and become integrated into teacher education. (*University of Teacher Education Vienna*)

A compulsory module should be established that focuses on the productive use of multilingualism. Such a module should at least comprise two hours a week for one semester. Similar and more comprehensive courses providing additional means of qualification should also be offered in further education. (Example: CAS QUIMS – Quality in Mul-

ticultural Schools at the *Zurich University of Teacher Education*). (*Zurich University of Teacher Education*)

A compulsory module should be established that focuses on the acquisition of the main language(s) of education as a second language and on specific difficulties of pupils speaking other first languages. Such a module should at least comprise two hours a week for one semester. Similar and more comprehensive courses providing additional means of qualification should also be offered in further education. (Example: CAS German as a second language at the *Zurich University of Teacher Education*). (*Zurich University of Teacher Education*)

A regulation should be implemented which foresees that at least a third of practical teacher education should be held in multilingual classrooms and under the guidance of teachers who are qualified and experienced in dealing with multilingual classroom situations. (*Zurich University of Teacher Education*)

The key factor for Estonian multilingual schools is appropriate teacher training. One must address fundamental training as it influences students' in-service training as well as retraining. A good example of that can be found at Narva Teacher College where three curricula have been developed for multilingual teachers: pre-school teachers, form teachers, and teachers at secondary schools (Koolieelse lasteasutuse õpetaja mitmekeelses õpikeskonnas www.narva.ut.ee/et/115218). (*University of Tartu*)

It is urgent to establish a training module focusing on multilingual perspectives among the common modules about pedagogy and didactics for all teacher students. As a result, all teacher students regardless of which subjects they study will acquire basic knowledge about how multilingualism works, how knowledge in a second language is developed, and which teaching methods are favorable for multilingual students. (*University of Gothenburg*)

When teacher students study their subjects, they must also learn about the importance of language for learning a subject. For each subject, they must learn about which text types and genres are typical for this subject and how these text types are constructed in terms of structure, language, grammar and lexicon, i.e. subject, language and literacy. (*University of Gothenburg*)

In parallel to studying subject-related knowledge, the teacher students must also learn about psycho-social factors which may influence the learning situation for multilingual pupils, especially for those who have recently arrived in a new country and who might have gone through traumatic experiences of migration. (*University of Gothenburg*)

All subject areas in teacher training should include instruction in basic linguistic insights of bilingual and multilingual research, in second language acquisition, and in multilingual didactics. (*EURAC Bolzano*)

Teacher education should involve instruction in the linguistics of the community languages. This should become part of the scientific basis of teacher education. (*Akdeniz University Antalya*)

In the education of teachers, ways should be shown of how to motivate students to learn, especially how to learn (several) languages. (*Akdeniz University Antalya*)

The approach to multilingual language teaching should focus on the learner and should be neither normative / grammaticized nor deficit-based, but a communicative one. To help with that, team teaching should be learned and supported, thus fostering the cooperation among teachers in different languages instead of mutual control. (*Akdeniz University Antalya*)

Insights from modern neurophysiological research should be taken into account. As it was shown, early multilingualism cannot only facilitate the acquisition of foreign languages but can also help to foster other cognitive abilities and knowledge domains. (*Akdeniz University Antalya*)

Raising awareness among teachers about the advantage of the linguistic knowledge of another language as the national language (e.g. Kurdish as an international language) does not only facilitate the communication with speakers of Farsi, Hindi, Urdu and Pashto, but also provides a better fluency in Western Indo-European languages such as German, English, and the Scandinavian languages. (*Akdeniz University Antalya*)

Being a contact language, Kurdish (like other languages in Turkey) contains a variety of borrowings from Turkish on the lexical as well as grammatical level, which makes it a perfect basis for bilingual education. At the same time, difficulties arise from the fact that Kurdish students most probably speak different dialects. Their alphabetization, i.e.

their literacy, however, has to be promoted via the written language, which in turn is still in the process of standardization. To be effective, multilingual language teachers need a thorough linguistic training not only in Kurdish (or another language of Turkey), but also in Turkish, including the knowledge of their contact situations. (*Akdeniz University Antalya*)

3. As part of teacher training, all teachers should take an introductory language course in one of the pupil's mother tongues, which is not the main language of instruction. This should be offered as a compulsory elective course, which ideally involves a stay in a territory where this language is a main language of everyday use.

A stay of at least two weeks in countries from where major groups of migrants come from (e.g. Turkey, Serbia, Kosovo, etc.) should become a compulsory part of teacher education curricula. The period of the stay should be accompanied by preparatory and, afterwards, reflective activities. Example: IKP-stays offered at the *Zurich University of Teacher Education* since the 1980s. (*Zurich University of Teacher Education*)

A compulsory mini-language course in one language of migrant groups should be introduced into teacher training programmes. (*University of Teacher Education Vienna*)

As part of teacher education programmes, courses in several languages of major migrant groups should be offered so that at least basic knowledge in one or more of these languages can be gained. These courses would ideally also include aspects of culture and migration related to these language groups. (*Zurich University of Teacher Education*)

As part of teacher education, attendance of introductory language courses should be made compulsory in one of the relevant community languages of a country such as Albanian, Arabic, Berber, Hindi, Mandarin, Macedonian, Turkish, Twi, Urdu, and so on. (*EURAC Bolzano*)

4. The language competence of teachers in bilingual and immersion schools should be at a certified, high level.

European teacher training experience shows that a multilingual teacher develops through the multilingual study model at university while the language competence of the future teachers is one of the biggest challenges of all. Only a teacher who masters the languages of his/her instruction on C1 level or speaks it on native speaker's level can stand in front of the multilingual classroom or a kindergarten group (Raik 2014). (*University of Tartu*)

In the case of language immersion programs, which are widespread in Estonia, both the target language and the additional language to be obtained have to be taken into consideration. In light of the difference between the Estonian and the Russian language, it is more useful to use two-way language immersion. (*University of Tartu*)

Language immersion programs could be used more comprehensively based on the existing positive experience in kindergartens. When doing so, it is of utmost importance to observe the level of language proficiency that language teachers obtain during training courses. (*University of Tartu*)

More multilingual students or student teachers should be sent to work at the kindergartens, which apply language immersion programs in order to improve the quality of language teaching. Many experts recommend that the heads of schools and kindergartens should be more flexible. According to the situation and the available staff, the proper version of language immersion should be followed: total early immersion, partial immersion and two-way immersion (at kindergarten level; planned for 2015/2016). (*University of Tartu*)

The precondition for successful multilingual pedagogies is that teachers are bilingual (e.g. in Turkish and Kurdish). (*Akdeniz University Antalya*)

5. The discussion and the conception of new models in the field of language didactics should be promoted and become part of integrated language curricula.

Educational efforts in second language acquisition should be coordinated with the teaching of the main educational

language(s) for first language speakers of these languages. First language didactics should also be designed towards a multilingual school environment, in which a substantial number of pupils do not speak the main language(s) of instruction as a first but as a second language. This involves raising the awareness of teachers involved in first language didactics and offer opportunities for them to acquire qualifications in the teaching of the main languages of instructions as a second language. (*Zurich University of Teacher Education*)

A model of integrated language didactics should be discussed and conceived so that the areas of first language didactics, foreign language didactics, the inclusion and promotion of other first languages, and the promotion of language awareness become coordinated and, ideally, integrated into a basic module in teacher education programmes. (*Zurich University of Teacher Education*)

It is impossible to teach all the subjects in all different languages represented as mother tongues among the students in an institution of general education. Thus, it is necessary to define the priority or position of the subject in the curriculum, and, only after that, is it reasonable to start compiling appropriate subject specific terminology and implement that in teacher training. (*University of Tartu*)

There are several methods to study and ways for acquiring a second language. In Estonia, there has been much discussion about which didactic measures and methods are best-suited to promote a pupil's second language. However, actually more important than that is to find an agreement on a common conception of the problems and on common aims of such methods. Only after that is it possible to start selecting appropriate ways and methods for promoting other languages in school. In Estonia, more emphasis could be put on research into study strategies of multilingual learning as well as on testing them out. (*University of Tartu*)

In our empirical research, we met a great variety of multilingualism among the students (from totally unbalanced to balanced multilingualism, esp. in Turkish-Kurdish) (Rehbein & Varol). Sometimes, there is a passive knowledge of Kurmanji-Kurdish which only allows for understanding (not speaking). Multilingual education must include these multilingual varieties. Sometimes that means that the weaker language needs to be systematically developed or even relearned. (*Akdeniz University Antalya*)

6. All actors in the field of education and all relevant institutions should be involved in the development of materials for the promotion of languages at schools and beyond. It is important that these initiatives will be connected on a regional, national, and international level so that an exchange of ideas, methods, and materials will be facilitated.

In recent years, many subjects/courses supporting multilingualism and multiculturalism have been developed at Estonian universities and institutions of higher education. For example, in 2014, a common module for multilingual and multicultural education in pre-schools has been jointly developed by lecturers at the *University of Tartu*, Rakvere College, Narva College, and the University of Tallinn (<http://eduko.archimedes.ee/oppekava-ja-didaktikakeskused/konkursid>). Very often, however, initiatives take place at different institutions, and they are not coordinated. That is why a comprehensive information bank should be created in order to avoid the doubling of practical efforts. In addition, it is important to organize follow-up courses since single experiences might not trigger the implementation of the knowledge acquired. It is necessary to design fundamental in-service training programs, as there is currently no long-term in-service training system for teachers in Estonia. (*University of Tartu*)

Stronger networks need to be created between subject-based didactics, language didactics, and linguistics at university levels (e.g. foundations of interdisciplinary “Schools of Education” as currently implemented at a few Austrian universities). (*EURAC Bolzano*)

In teacher education and in further training courses, theoretically grounded teaching materials for multilingual didactics should be created as part of collaborative work in laboratories, during internships, and so on. These materials should be made available online so that they can be used in classes at schools (e.g. language elements as information material for parents, study tools for comparing languages, questionnaires on language biographies, and so on). (*EURAC Bolzano*)

7. Libraries at schools, universities, and at all institutions for teacher education should be furnished with the latest research publications and didactic materials in the areas of multilingualism and language diversity.

There is a need for more literature which deals with multilingualism in society and effects on school and education in teacher training. This literature should be made available for teacher training in every school subject. The publications should discuss essential knowledge that a teacher in this subject should have about multilingualism, development of a second language, and about ways of developing subject knowledge and language knowledge at the same time. The notion of intercultural pedagogy should also be introduced in this subject-specific literature. (*University of Gothenburg*)

Libraries in teacher training institutions need to be kept up to date with the latest publications on multilingualism, multilingual didactics, regional and minority languages, language diversity, and migration. (*EURAC Bolzano*)

8. Informed discussions and information campaigns on multilingual didactics should be held regularly at all relevant educational institutions.

“Language Days” and other initiatives to increase awareness of multilingualism and diversity should be regularly organized at teacher training institutions. (*EURAC Bolzano*)

Discussions on the extended topic of multilingualism should be regularly carried out at all types of educational institutions. That could also coincide with information campaigns at these institutions. (*University of Teacher Education Vienna*)

9. The number of trained multilingual teachers should be increased, and they should be integrated into the regular school system. It is necessary to acknowledge more readily previous teacher training and certifications acquired in other countries.

More multilingual teachers should be educated and integrated into the mainstream school education in Sweden. Positive models of multilingual teachers among the staff in

schools are important for multilingual students. It should be made easier for migrants with an academic background to use their knowledge and certificates gained from their studies in other countries in Swedish teacher education as well, so that the resources of these people could be better used in schools. (*University of Gothenburg*)

Teacher education programmes should train more bi- and multilingual teachers, school psychologists, and social workers at schools who have a background of migration or have made experiences in other countries, languages and cultures. This would increase the rate of such multilingual and multicultural personnel among staff in the field of education. (*University of Teacher Education Vienna*)

Recommendations for policy and decision makers in education

1. Already existing national and European laws, recommendations, and initiatives for the promotion of multilingualism should be more thoroughly taken into account. Measures have to be put into place that lead to a serious implementation of these laws and proposals and that reduce the gap between policies and practice at schools.

Proposals, recommendations, and tools for the promotion of multilingualism, some of which have already been around for a while, should be seriously taken into account, and more efforts need to be taken to implement these. Example on the European level: Framework of the European Council for multilingualism (http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11084_en.htm); example on the national level: The Swiss integrated language plan of 1998 (https://sprachenkonzept.franz.unibas.ch/Konzept_kurz.html). (*Zurich University of Teacher Education*)

The recommendations of the European Council collected in the White Paper on Education and Training: Teaching and Learning: Towards the Learning Society hold that, concerning language education, each European citizen should speak at least two foreign languages besides the official language in the country (1+2). The Estonian language strategy is based on the European Union's language strategy. The aim of the Estonian foreign language strategy 2009–2015 is to facilitate multilingualism (<http://www.integrationresearch.net/koolikeelestrateegia.html>). Considering Estonia's composition of the population, the learning of Russian as the language of the biggest multilingual community in Estonia should be more strongly promoted, especially keeping in mind the present demands of the work market. (*University of Tartu*)

Generally, there is little knowledge among politicians and decision makers in Sweden about recommendations and tools for promoting multilingualism in European countries such as the Framework of the European Council for multilingualism. This knowledge should be foregrounded and called upon when decisions are made that concern multilingual development in society and school. (*University of Gothenburg*)

In Sweden, the legislation for providing teaching for multilingual students is quite extensive; however, implementations of these laws are rather poor. Therefore, it is essential to see to it that the laws are followed and put into effect. This holds especially for the level of the municipalities since in Sweden the municipalities are responsible for compulsory schools. The gap between policies and practice must be addressed and reduced. (*University of Gothenburg*)

Language tuition should not only occur as a school subject but also by means of using several languages as languages of instruction (see Cummins). This happens in the sense of a “multilingual immersion programme”. Moreover, multilingual tuition should encompass not only basic language development but also diverse linguistic registers, esp. the school language(s) (academic abilities, CALP or Bildungssprache), in a national language, e.g. Turkish, as well as in the community languages, e.g. Kurdish. (*Akdeniz University Antalya*)

A three- to four-language education model can be realized in schools; i.e. besides Turkish and English also Kurdish and another community language (yasayan dil) should be taught as well as optional further foreign languages such as Russian, German, Chinese, etc. (*Akdeniz University Antalya*)

Multilingual education in Community Languages should not be restricted to children with a linguistic background different from Turkish but should generally include all children in a country and, of course, also in Turkey. In this sense, the Swedish “hemspråk-model”, which is exclusively open to minority language speaking children, does not fit the education in community languages such as Kurdish. Community language education should also be open to monolingual children, i.e. to those who only know the national language. (*Akdeniz University Antalya*)

Multilingual pedagogies (e.g. Garcia, Garcia & Flores) should be implemented including didactics of multilingualism (e.g. contrastive didactics, multilingual practices, active language use in different languages, communicative language student exchange, interpretation practises, team teaching in different languages, pedagogical codeswitching, etc.). (*Akdeniz University Antalya*)

The territorial principle needs to be dissolved so that the introduction of elective courses in different community languages becomes possible (e.g. Kurdish and Zazaki should

not only be taught in Eastern Anatolia or Laz only in the Black Sea Region; rather, these community languages should also be integrated in educational institutions in large urban areas in Turkey). (*Akdeniz University Antalya*)

2. Teams of experts on multilingual didactics should develop conclusive definitions of terminology and of common concepts on a national level and in international exchange. Their work should directly inform educational policy making.

While in many countries political agendas define language policies (Phillipson 2001; Ricento 2005; Siiner 2010), in Estonia, however, the language policy discourse is characterized by a narrow linguistic approach to the language, and, consequently, it is dominated by a normative and protecting/controlling paradigm. The protection of language norms connected with the Estonian identity and sustainability of nationhood (EKAS: 6) gives pluralism an ethnical shade (cf. Koreinik 2011), making the debate on the theme of language more complex. It would be necessary to include more linguists, heads of schools and people who actively practice multilingualism into this public discussion. (*University of Tartu*)

Decision and policy makers at schools and in education at large should engage in critical reflections on the concept of multilingualism and redefine their own understanding of multilingualism, language proficiency, language support and of the aims of language acquisition. This process of critical reflection could be integrated in regional and national workshops on multilingualism in education. (*EURAC Bolzano*)

Although Sweden has been a multilingual country for several decades, the notion that it is a monolingual country still prevails among people in general and therefore also among politicians and decision makers. It is essential to spark off a discussion in society at large as well as among politicians and decision makers about what multilingualism means and about its necessary consequences for school and education. (*University of Gothenburg*)

Multilingualism in Estonia is now narrowed down to the situation where Estonian as the official language is opposed to the Russian language as the language of the biggest minority group. While the Estonian language should be protected, all the other languages should also

find its legal and recognized position. Since there are 20% of non-Estonians in the population of Estonia, the promotion of multilingualism and multiculturalism should be strengthened. The concepts of multiculturalism and bi/multilingualism should be defined in a more specific way on the national level. (*University of Tartu*)

National teams of experts on multilingualism and multilingual didactics should clearly communicate with heads of school, teachers, and parents in order to deconstruct myths and prejudices about multilingualism (e.g. with the help of special seminars, lectures, information materials, and so on). (*EURAC Bolzano*)

It would be necessary to involve more linguists, heads of school, and people who actively rely on multilingual skills in the public discussion. (*University of Tartu*)

3. Educational policy making has to make sure that the proper resources are provided so that all measures concerning languages and the development of multilingualism at schools will be appropriately financed and supported. This includes, for example, implementing necessary teacher education, fostering the creation of up-to-date teaching materials, and setting up networks for teachers and policy makers on a regional, national, and international level.

Coordinated support needs to be provided for the creation of professional teaching aides for mother tongue teaching so that these efforts are not only dependent on the initiative of single teachers and small, dedicated groups of people. (*Zurich University of Teacher Education*)

The organization of introductory language courses should be promoted for the relevant community languages of a country such as Albanian, Arabic, Berber, Hindi, Kurdish, Mandarin, Macedonian, Russian, Turkish, Twi, Urdu, and so on. (*EURAC Bolzano*)

Jevgeni Ossinovski, the Estonian Minister of Education, has said that we need to consider different language environments at the schools. “They [the pupils] can learn in different languages in different classrooms, but they are together in the same schoolhouse. In several towns there are multilingual kindergartens, and they work very successfully. At the moment, the majority of Estonian and Russian young people do not have sufficient contact out-

side of school; what is more, there is practically no communication and integration, and it is not possible to compensate for that in lessons that rely on factitious communicative situations.” The experience of the **AMuSE** project points to the fact that this shortcoming can be addressed by contributing to communication networks, language camps and better consulting of parents. (*University of Tartu*)

Economic means and resources must be given to schools so that it will be possible to organize the teaching which is required by the Swedish school law. (*University of Gothenburg*)

Education in at least two languages should become a mandatory condition from the first grade on (e.g. in Turkish and another L1); in general, multilingual education should start as early as possible in educational institutions, e.g. in the kindergarten or even in the crèche and in the family. In this way, multilingualism will be entrenched in society as a general means of communication (including a reflection on differences and advantages of diverse linguistic abilities). (*Akdeniz University Antalya*)

In primary schools, alphabetization should take place in at least two languages (cf. Bialystok, Kosonen); according to our research in the Turkish context, most of the children have a good knowledge of Turkish when entering school. That means bilingual literacy should be the basic aim from the beginning of school life. (*Akdeniz University Antalya*)

The school as an institution should be extended to the community; so, native speakers (parents, siblings) can be involved. In general, linguistic resources of the community should be used and schools can be linguistically anchored within a certain catchment area. Thus, specific local, multilingual abilities can be transferred to school communication; reciprocally, school education can be extended to adults (e.g. courses in alphabetization, economics, etc. provided for parents). (*Akdeniz University Antalya*)

4. Decision makers in education have to expand their knowledge on multilingualism and should attend further training courses, which will certify their competence in that area.

Teachers and lecturers involved in teacher education should be trained further on the theoretical foundations

and the practical applications of multilingual didactics (e.g. use modules designed in the ECML project MALEDIVE). (EURAC Bolzano)

“Language Days” and similar initiatives should be organized at educational and policy making institutions to increase awareness of multilingualism and language diversity. (EURAC Bolzano)

There is an immediate need for knowledge about multilingualism and schooling of multilingual students among decision and policy makers. To be able to follow and implement the laws as well as for making the right decisions, knowledge in the field of education for multilingual children is necessary. (University of Gothenburg)

As stated by OECD in their review of migrant education in Sweden (Taguma, Kim, Brink & Telteman, 2010) the knowledge about the situation of learning for multilingual students in Sweden is not sufficient among decision and policy makers. Therefore, they suggest that “the training of all teachers and school leaders for diversity and the provision for equity in terms of access to language resources in Swedish schools should be a top priority for policies on migrant education in Sweden.” (University of Gothenburg)

All people involved in education should acquire basic knowledge about the nature and the mechanisms of multilingualism, about the development of proficiency in second languages, and about didactic methods which are particularly suited for multilingual pupils. (University of Gothenburg)

In general, decision/policy makers should be trained on theoretical and practical aspects of multilingual didactics (e.g. using the study modules of the ECML project MALEDIVE). (EURAC Bolzano)

“Language Days” and other initiatives to increase awareness of multilingualism and diversity should be regularly organized at teacher training and policy making institutions. (EURAC Bolzano)

5. Mother tongue teaching and support of other languages should be integrated in the regular teaching schedule. Concomitantly, the status of mother tongue teachers has to be made equal to other teachers.

Events should be organized that allow teacher students to get to know about mother tongue teaching and where they can get in touch with mother tongue teachers in order to develop joint projects. (Zurich University of Teacher Education)

A diversified range of courses (from short term to long term) should be offered to teachers of first languages which are not major languages in the educational system of a country. In particular, certified qualifications (e.g. CAS – Certificate of Advanced Studies) will lead to a better position and higher salaries for first language teachers (cf. the teacher education programme “Mother tongue teaching: Teaching first languages in the context of migration” at the University of Teacher Education in Vienna http://www.phwien.ac.at/files/Mitteilungsblatt_VR/Punkt%204/PH_Wien_LG_Muttersprachlicher_Unterricht_genehmigt.pdf). (Zurich University of Teacher Education)

All pupils should have the right for being taught their first language by qualified teachers across all school grades. (University of Teacher Education Vienna)

First language teaching and first language teachers should become better integrated at local schools. They should get higher salaries (Sweden, Austria and Nordrhein-Westfalen could be taken as examples for that). Cf. recommendation 814 on modern languages in Europe (of 1977!) <http://assembly.coe.int/Main.asp?link=/Documents/Adopted-Text/ta77/EREC814.htm>), the White Paper on education and training of the EU in 1995 (<http://aei.pitt.edu/1132/>), the 12th UNESCO-Resolution of 1999 (http://www.unesco.org/education/imld_2002/resolution_en.shtml), and, in particular, recommendation 1740 of the EU (The place of mother tongues in school education) in 2006 (<http://assembly.coe.int/Main.asp?link=/Documents/Adopted-Text/ta06/EREC1740.htm>). (Zurich University of Teacher Education)

Mother tongue teaching should be granted better conditions so that it can be integrated into the regular school timetable. This means that first language teaching should not be offered in extra hours (e.g. Friday evening from 5pm to 7pm is not a proper time). This also means that teachers and heads of school need to increase their awareness

about the importance of first language teaching. (*Zurich University of Teacher Education*)

Measures to help the promotion of language proficiency in the main language(s) of instruction should be integrated into regular classroom teaching. This can be achieved through methods of internal differentiation and multilingual didactics. (*EURAC Bolzano*)

Mother tongue instruction is now offered quite commonly in Swedish schools today; however, it is usually taught late in the day after regular school hours when the students are tired and not so receptive. An integration of mother tongue instruction into the ordinary school day should be possible and several projects where this has been tried have also been carried out in different parts of Sweden. It should be a task for the Swedish National Agency for Education to collect information and results of these mother tongue projects and suggest new and creative ways of integrating mother tongue instruction into mainstream education. (*University of Gothenburg*)

Space should be allocated in the timetable for cooperation between first language teachers and other language teachers. (*Zurich University of Teacher Education*)

6. Offerings of subject language teaching should be expanded. At the same time, subject language teaching should be combined with social integration; all schools should adopt a language-friendly environment.

The understanding of «multilingualism» in the context of schools should move away from being narrowly tied to prestige languages (such as English and French). Instead, languages that are actually spoken by the pupils should be more thoroughly taken into account. Models should be conceived of how these languages can be integrated by means of multilingual didactics in all grades from pre-schools to final grades at secondary schools. (*Zurich University of Teacher Education*)

It will be of utmost importance to refrain from taking a deficiency-based view on pupils' school performance and language development and embrace an individual, constructive approach that highlights a pupil's achievements and needs (Which skills are already mastered? What is still needed?). Therefore, assessment will have to consist of

positively disposed descriptions, which need to be given throughout all forms. (*EURAC Bolzano*)

In line with this constructive form of assessment, alternative means of evaluation need to be developed and implemented. These measures need to consider the individual language profile of a pupil and take into account possible needs in a language of instruction. (*EURAC Bolzano*)

In order to promote diversity in classroom teaching, teachers should be supported by language assistants and by initiatives of team teaching. (*EURAC Bolzano*)

The offering of „further languages“ in school curricula should be extended and incentives must be made to offer more languages in secondary school as second foreign languages than French, Spanish, and Italian. (*University of Teacher Education Vienna*)

The selection of languages for the compulsory subject of “foreign language” at primary school should be expanded. Furthermore, incentives should be made to offer other languages than English (98% of all offerings at the moment). (*University of Teacher Education Vienna*)

Two to four language days should be organized during the school year. The language days should have the aim of creating awareness among all pupils about the benefits of multilingualism. Especially in Switzerland, such efforts would be very helpful, considering the current debate on foreign language teaching at primary school (e.g. events could be organized where classes from west Switzerland, Tessin, and Graubünden meet; organizing an English day with native speakers, and so on). (*Zurich University of Teacher Education*)

Support is necessary for the support of teaching diverse languages at primary school. Relief of excessive workloads for teachers is possible with the help of specific foreign language teachers and teachers of the main language of instruction as a second language. This will help to bring to the fore the benefits of functional multilingualism while, at the same time, avoid stretching the limits for the workload of individual teachers. (*Zurich University of Teacher Education*)

It is necessary to promote the teaching of Estonian as the second language in elementary schools aiming at achieving a proficiency level of B-2 by the end of elementary school. In elementary school, content and language

integrated learning should be promoted when teaching Estonian (or other languages). Furthermore, language immersions programs should be implemented more extensively. https://www.hm.ee/sites/default/files/uuring_kakskeelne_ope_vene_oppekeelegra_koolis.pdf (*University of Tartu*)

All pupils should have the right for being taught the main language of instruction by qualified teachers as long as necessary in order to reach an appropriate level of proficiency in the language. (*University of Teacher Education Vienna*)

Schools should create a benevolent environment for language diversity. There should not be any restrictions for the use of diverse languages neither in class nor during breaks. (*University of Teacher Education Vienna*)

7. Every school has to develop their own language strategy with scientific and administrative support.

Comprehensive language profiles of pupils and teachers should be compiled at all schools. These profiles should be publicly displayed at the schools and become part and parcel of a school's linguistic identity. (*EURAC Bolzano*)

The **AMuSE** project supports the idea of ministerial working groups and of giving free hands to schools, classes and courses in selecting a working language so that it would be possible to consider the teacher students' capabilities of teaching in Estonian as well as the individual characteristics of a school. It is reasonable to support this idea because schools will then become the generators of appropriate activities as well as take on the responsibility and accountability in this process (Klaas 2014). (*University of Tartu*)

An individual language strategy should be devised at all schools. The language strategy should aim at recognizing all languages present at a school, and it should describe all the information and activities on language diversity as well as set guidelines for the practice of multilingualism in the classroom and in the school at large. To help with the planning, national teams of experts installed by the relevant ministry should be available as consultants and provide information materials and basic templates for devising and implementing individual language strategies at the schools (e.g. to help with the planning of school pro-

grammes, classroom set up and teaching, projects, representation of languages, etc.). (*EURAC Bolzano*)

Based on the language strategy, a multilingual, inclusive and intercultural whole school policy and curriculum should be implemented, which comprises majority and minority, regional, heritage and neighbouring languages (cp. development and first implementations in the ECML project PlurCur: <http://www.ecml.at/F1/tabid/756/Default.aspx>). (*EURAC Bolzano*)

Several Swedish schools today have developed a special language plan where attitudes towards and policies concerning multilingualism are written down and made clear. This has mainly been done in schools where there have been many multilingual students over a longer time. It is, however, essential that all schools make their own language policy plans based on research and good practice. (*University of Gothenburg*)

Multilingual communication outside of school (as is the case in Zeytinburnu/Istanbul) should be taken as a communicative model for organizational school communication. (*Akdeniz University Antalya*)

The situation today in Turkish education is as follows: In the past few years, change in policy by the political leadership has resulted in the so-called democratization package in 2013, which has opened new ways for the education of - sometimes even in - community languages. According to the approved package, private schools are allowed to teach in languages other than Turkish, enabling local communities to have access to education in the mother tongue. http://ec.europa.eu/enlargement/pdf/key_documents/2013/package/brochures/turkey_2013.pdf Although this policy is a step forward, the bulk of community language education cannot be shifted to the private schools alone as they are not free of charge. For socio-political reasons, true proliferation of community language teaching cannot take place outside the public school system only. Moreover, we recommend that it be given a higher status than a mere elective subject with only two lessons per week as the situation is today. The democratization package has also led to the foundation of the "Living Languages Departments" of Mardin, <http://tyde.artuklu.edu.tr/Van>, <http://www.yyu.edu.tr/akademikbirimler/index.php?bolumid=63> and Düzce, <http://kafkas.fef.duzce.edu.tr/>, which, again, is a sign of progressive policy-making. Still, what is necessary and what we recommend is that these institutions should not teach the community lan-

languages for their own sake but deal with them as part of a multilingual educational concept. The specific socio-political situation in Turkey should also be taken into account as well as multilingual experiences with and insights into multilingual education in other countries. (*Akdeniz University Antalya*)

8. Pupils with an extended repertoire of languages should receive institutional recognition and an appropriate certification of that.

As part of individualized assessment, the reality of multilingual pupils should be taken into account (e.g. choice of test design as oral or written, etc.). (*University of Teacher Education Vienna*)

A wide range of languages should be supported and offered at schools. In addition, proficiency in these languages should become certifiable. For example, France offers such certifications for a range of languages at secondary school; it would be desirable to make this possible from lower school levels on. (For France and others, cf. Extra, Guus; Yagmur Kutlay (2012): *Language Rich Europe. Trends in Policies and Practices for Multilingualism in Europe*. Cambridge: Cambridge University Press; download: http://www.language-rich.eu/fileadmin/content/pdf/LRE_German_LRE_-_Trends_in_Politik_und_Praxis_f%C3%BCr_Mehrsprachigkeit_in_Europa.pdf). (*Zurich University of Teacher Education*)

Apart from a balanced promotion of the main language(s) of instruction, the individual language repertoires need to become more important and have to be fostered as well. (*EURAC Bolzano*)

9. The cooperation between professionals in education and linguistic researchers should be improved on an institutional basis so that teacher education can gain direct benefits from that.

Compared to previous approaches, the new Estonian integration programme 2020 „Lõimuv Eesti 2020“ (<http://www.integratsioon.ee/>) has paid more attention to political and socio-economical integration besides language learning. This idea should be supported and developed through formal educational networks. (*University of Tartu*)

The cooperation between research and educational institutions should be strengthened so that results of research on language acquisition, language learning, and language didactics can more readily feed into the development of teaching methods. In turn, classroom teaching and didactic approaches can become more easily integrated into (applied) research. The topics of multilingual didactics, language repertoires and the promotion of language competences (not only in languages used at school) will benefit greatly from a close cooperation between research and practice. This will also allow for guidelines and curricula at schools to be more directly informed by relevant results from research. (*EURAC Bolzano*)

10. Promising projects and trial programmes at schools should be professionally evaluated and monitored with scientific support.

Schools that run trial programmes for multilingualism and multiculturalism should be supported by frequent evaluations and feedback, e.g. when efforts are taken to provide pedagogical individualization involving the inclusion of multiple grades in one classroom. (*University of Teacher Education Vienna*)

Educational institutions need to support projects at schools that develop and implement integrative language curricula with monitoring from research and science. Results from that research should be made freely available to all interested parties. (*EURAC Bolzano*)

Experimental approaches to multilingual pedagogies should be supported; i.e. not only one model of multilingual education should be realized on a national level. Instead, a variety of models should be developed and implemented with scientific supervision. Research for further ideas to develop multilingual educational practices should be increased. (*Akdeniz University Antalya*)

CONTACT:

EURAC research – European Academy of Bolzano
Institute for Specialised Communication and Multilingualism
Viale Druso 1, 39100 Bolzano, Italia
Tel. +39 0471 055 100
Fax. +39 0471 055 199
E-Mail: communication.multilingualism@eurac.edu
Website: www.eurac.edu