Young Migrants
Supporting Multilingual Classrooms

ECML Training and Consultancy

Catherine Carré-Karlinger & Katja Schnitzer
Segovia, 12th – 13th March 2019

European Centre for Modern Languages and European Commission
Cooperation on Innovative Methodologies and Assessment In Language Learning

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Program Day 2

Day 2: 13.03.2019		
09.00 – 10.00		Part 3 Supporting multilingualism in the whole school B: What are examples of good practise?
10.00 – 11.00		Part 4 Building a whole school approach A: What are examples of good practice?
11.00 – 11.30	Coffee Break	
11.30 – 13.00		Part 4 Building a whole school approach B: How to design the planning process?
13.00 – 13.30	Feedback & Farewell	
14:00	Lunch	

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Part 3
Supporting multilingualism
in the whole school:
What are examples
of good practice?

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Language dimensions in learning and teaching subjects

„Sprachbewusster Unterricht"
(= strengthening deep learning through language scaffolds in subject teaching):

- teaching method with language sensitive features;
- focus on developing academic language in all subjects;
- professional use of language of schooling for better teaching/learning

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Requested language dimensions in school

1. **On general level**

2. On domain- and subject specific level
   - National educational standards
   - Subject specific curricula

3. On teaching and operational level

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## Language demand in subject lessons

- **Language functions** (operators, etc): remember Bloom's taxonomy!
- **Fields of competencies in a specific subject** (scientific knowledge as such, acquisition of knowledge, communication, evaluation)
- Some examples for sciences:

E1 Students **describe phenomena** and lead them back to common physical contexts

E2 Students select data and information from different sources to process the tasks …

E6 Students propose hypotheses on basis of simple examples

E10 Students assess the validity of empirical outcomes and their generalisation

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Bridging the gap between school requirements and pupils' resources
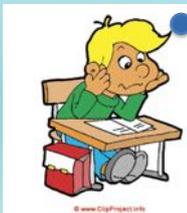
Which l... require...

Teachers should know how to develop our academic language in all subjects!

How to c... language fu... level?

Analysis of the required linguistic means; **raising the language awareness of teachers**

➔ Analysis framework

Bottom up

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What is academic language?

„Sprache im Unterricht ist wie ein Werkzeug, das man gebraucht, während man es noch schmiedet."
(Butzkamm 1989: S.110)
Language of schooling is like forging and using a tool at the same time.

> Language of schooling is a way of languaging ...

> ... characterized by the goals and traditions of educational institutions.

> It serves conveying specific knowledge and skills....

> ...and at the same time practising recognized modes of profesional and civic communication (= social norm).

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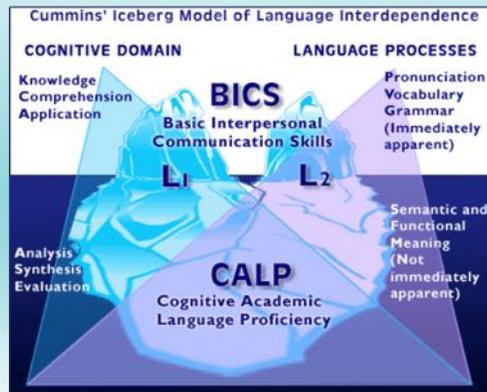

Which languages are used in school?

Literary language

Language of teaching / learning

Written language

Schulsprache i. w. S.
Lernen & Lehren

Literatursprache

Legal language

Rechts-sprache

Schrift-sprache

Bildungs-sprache

Schul-sprache

'class-room-lan-guage'

Scientific language

Wissenschafts-sprache

- Sprache des Lernens
- didaktisch genutzte Sprache
- einzelsprachliche Ressource

- Sprache des Lehrens
- didaktisch gemachte Sprache
- schulische Tradition

Classroom language

(Feilke, 2010)

Academic language / Language of schooling

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BICS and CALP
J. Cummins, 1979

Difference between everyday and academic language skills

Cummins' Iceberg Model of Language Interdependence

COGNITIVE DOMAIN

LANGUAGE PROCESSES

Knowledge
Comprehension
Application

BICS
Basic Interpersonal
Communication Skills

Pronunciation
Vocabulary
Grammar
(Immediately
apparent)

L_1 L_2

Analysis
Synthesis
Evaluation

Semantic and
Functional
Meaning
(Not
immediately
apparent)

CALP
Cognitive Academic
Language Proficiency

http://www.ldldproject.net/languages/images/cummins_model.gif

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Low and high demanding tasks

Student Support Schema

COGNITIVELY UNDEMANDING TASKS [BICS]

Copying from the Board
Reading a Map
Face-to-Face Conversation
Selecting Food in the Lunchroom
Directions or Illustrations
[with visuals or diagrams]

Following a Class Schedule
Getting an Absence Excuse
Telephone Conversation
Written Directions, Instructions
[no diagrams or illustrations]
Oral Presentation
Oral Classroom Directions
[no gestures or body language]

CONTEXT EMBEDDED **A** | **B** CONTEXT REDUCED

C | **D**

Demonstrations
Science Experiments
Basic Math Computations
Social Studies Lesson
[with visuals and graphics]

Standardized Tests
Math Concepts and Applications
Listening to a Lecture
Reading Content Class
Textbooks [Science, Social
Studies, Literature]

COGNITIVELY DEMANDING TASKS [CALP]

http://theeasiestwaytolearnenglish.files.wordpress.com/2011/05/bics-and-calp.gif

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Let's make an experiment!

The students observe and **describe** a phenomenon.

Which linguistic means are necessary to **describe** this phenomenon precisely?

You will recognise it immediatily, when you take the students perspective!

Bottom up

Observe the phenomenon!

Describe in everyday language, what you observe!

Use your best foreign language!

*Tajmel, T. (2009), Preparing Teachers for Cultural and Linguistic Diversity in the Science Classroom, in: Tajmel, T. und Starl. K. (Eds.), Science Education Unlimited. Approaches to Equal Opportunities in Learning Science, Waxmann, Münster/New York.

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Role of language in subject teaching

- Exchange your ideas!
- What did you miss in term of language?
- What are the linguistic requirements in subject teaching?

ohne Vokabeln	mit Vokabeln
als das diess Becher mit **Stein** gefült ist, ist das **stein leichter** geworden als die andere	als das **Gefäß** mit Wasser gefült ist und den Stein etwas **eingetaucht** haben wurde das **KleiderBügel schräg** und das **Gewicht** wurde schwerer als der Stein, **der Zeiger** Bewegte sich nach links und das Stein **hebte sich** etwas.

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Identified language demand

Which kind of „language needs" do you identify here?

(beam) balance — coathanger

balance beam — weight(-s)

to submerge…
to dip in …

balance

light - heavy   horizontal – inclined - upright

Tajmel, T. et al. (2009): Floating – Sinking. Teaching Modules for grade 5-8. In: Tajmel, Tanja and Starl, Klaus (Eds.), Science Education Unlimited. Approaches to Equal Opportunities in Learning Science, Waxmann, Münster/New York 2009

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Language-aware teaching practice

Preparation of teaching lessons:

The teacher anticipates the subject related language needs and the expected language outcomes.

Analysis framework for language functions	(Tajmel 2011)
1. Educational standard	Acquisition of knowledge (F): Observing and describing phenomena Basic concept: interaction, buoyant force
2. Relevant language function	Describing
3. Level of expectations	A stone is hanging on one side of a coathanger, on the other side there are weights hanging. The stone is as heavy as the weights. When the stone is dipped into water, the side with the stone lifts and the coathanger is inclined.
4. Relevant linguistic means: - word level - senctence level - text level	- stone, coathanger, weights, horizontal, inclined, to dip into, to lift, light , heavy, … - conditional clause, passiv form
5. Modified and extended educational standard	The students describe an experiment to buoyant force by using general terms, such as weights, inclined, to dip into, light – heavy, …

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Scaffolding, a key competence for teachers

"This sociocultural approach to **learning** recognizes that **with assistance, learners can reach beyond what they can do unaided, participate in new situations, and take on new roles.** [...] This assisted performance is encapsulated in **Vygotsky's notion of the** zone of proximal development**,** or ZPD, which describes the 'gap' between what learners can do alone and what they can do with help from someone more skilled. This situated help is often known as „scaffolding'". (Gibbons 2009, 15).

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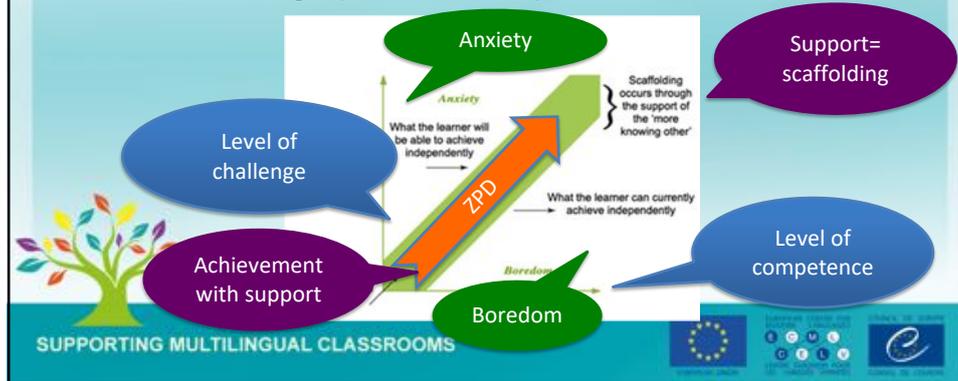
Different levels of scaffolding

Macro-scaffolding
(Gibbons 2002, Kniffka 2010)

- **Needs analysis**, e.g. difficulties in a written text
- **Knowledge and learning abilities analysis** (Which linguistic structures can lead to problem in the classroom?)
- **Planning of teaching lessons** (activating pre-knowledge, planning additional activities, organizing working groups, etc.)

Micro-scaffolding

Teaching interaction
(Gibbons 2002, Kniffka 2010)

- **active listening** to pupils' talk
- **Reformulation** of pupils' utterances
- **Explanation/Clarification** of vocabulary or expressions appropriated for a specific context

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How to scaffold?

Which methods and activities help learners to understand contents better?

Source:
http://www.veritas.at/physik-heute-2.html?series=42

To go further:
https://pluriliteracies.ecml.at/Principles/RethinkingScaffoldingForLearnerDevelopment/tabid/4277/language/en-GB/Default.aspx
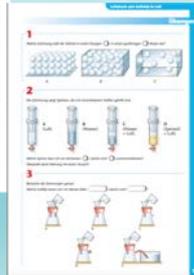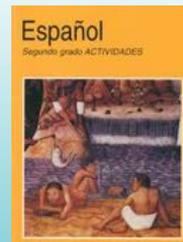
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Language in textbooks

Recommendation:

Look at the language used in your textbooks!

- What could be difficult for the pupils?
- Think of a pupil with migration background: What could be especially difficult for them?
- What would help children to better understand the text/learn the content?
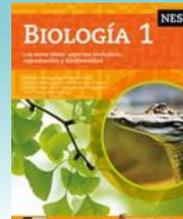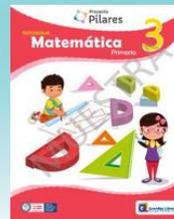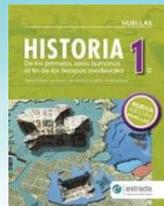
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Diagnosis Based Language Education

Examples of standardized observation tools for students' language level in Germany (L2 learners)
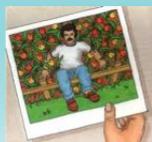
- **HAVAS 5** (used in the youngest cohort, Reich/Roth 2004) designed to assess children's oral language skills
- **Tulpenbeet** (11-year-olds, Reich/Roth/Gantefort 2008) designed to assess the written academic language skills
- **Bumerang** (15-year-olds, Reich/Roth/Döll 2009) designed to assess the written academic language skills

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If you want to know more about CLIL and Pluriliteracies

ECML Pluriliteracies
http://pluriliteracies.ecml.at/

- Publication: Language, Culture and Curriculum - Online Journal, Routledge edition
- Article: *A pluriliteracies approach to content and language integrated learning – mapping learner progressions in knowledge construction and meaning-making*
- Authors: Oliver Meyer, Do Coyle, Ana Halbach, Kevin Schuck & Teresa Ting
- http://www.tandfonline.com/doi/pdf/10.1080/07908318.2014.1000924

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How do we help learners develop languaging?

Pluriliteracies, ECML: https://pluriliteracies.ecml.at

"How do I know you know until I hear what you say, read what you write or see what you show me in an appropriate way?"

▪ **Cognitive discourse functions:**
  Make sense of new content, for example by
  ○ **describing and labelling** the parts of a cell
  ○ **explaining and defining** a complex process such as photosynthesis
  ○ **comparing** different types of volcanoes
  ○ **assessing and evaluating** the opportunities/threats of hydraulic fracturing (fracking)

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CLIL: Using language to learn and learning to use language

A **4Cs teaching framework** requires a **re-conceptualisation** of language from language learning *per se* towards an **integrated model** which actively involves the learner in using and developing ...

○ language **of** learning,
○ language **for** learning,
○ language **through** learning.

COMMUNICATION
Language of learning
CLIL linguistic Progression
Language learning and language using
Language for learning
Language through learning
Ref. Coyle, Hood, Marsh (2010), CLIL, Cambridge University Press.

See also video „Pluriliteracies and the 4 C's"
https://pluriliteracies.ecml.at/KeyInformation/Pluriliteraciesandthe4Cs/tabid/4282/language/en-GB/Default.aspx

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language descriptors

- "Whatever the subject, all knowledge building in the school context involves working with language." (Beacco, Coste, van der Ven & Vollmer 2010: 6)
- To succeed in an educational context, students need to master a different type of language than they do in everyday non-academic situations
- <u>Two main types</u> of language proficiency needed in a school context: basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP)

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language descriptors

- **Language skills for successful subject learning**
- CEFR linked descriptors for mathematics and history/civics
- http://www.ecml.at/ECML-Programme/Programme2012-2015/LanguageDescriptors/tabid/1800/Default.aspx

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language descriptors

- **Language descriptors for migrant and minority learners' success in compulsory education**
- Examples of competence goals
- Examples of good performance and assessment criteria
- Examples of language descriptors
- Examples of CEFR Levels required in history/civics and mathematics: Listening, reading, speaking and writing

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language descriptors

Raising awareness of language in content classes

- Language descriptors for content areas focus an educator's attention on the linguistic aspects of learning school subjects
- Using language descriptors as assessment tools in the content classroom

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MALEDIVE

Teaching the language of schooling in the context of diversity:
Study materials for teacher development

Scaffolding learning

http://maledive.ecml.at/Studymaterials/School/Scaffoldinglearning/tabid/3618/language/en-GB/Default.aspx

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Part 4

Building our whole school approach:

how to design the planning process?

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Discussion

Reflect in small groups on the following concepts:

- Significance of academic language
- Continous language development
- Language support based on individual language diagnosis
- Language scaffolding in all subjects

  o Which role do they play in your teaching?
  o How could you adopt and adapt them for/in your context?
  o Do you feel qualified for using them? Do you have enough relevant materials? What else would you still need?
  o …

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Continuous language learning
How does it work?

European language policies recommendations, Council of Europe, 2015
Handbook for Curriculum development and teacher training
http://www.coe.int/t/dg4/linguistic/Source/Handbook-Scol_final_EN.pdf

ECML Project MARILLE: Majority language instruction as basis for plurilingual education
http://marille.ecml.at/MARILLE/Video/tabid/2594/language/en-GB/Default.aspx

https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcS733f1gk-rQvIsFkv2VYv4kg0s-rNpcEWJKDt6NoV5YIk7rTud
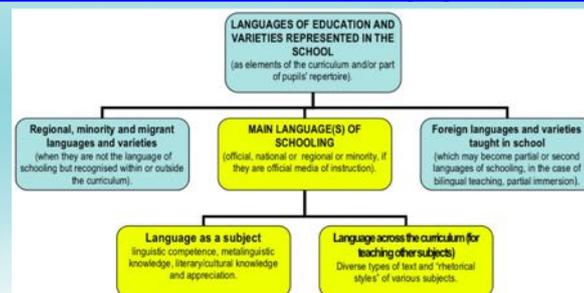
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QUIMS
QUality In Multilingual Schools

- Since 2008, local education authority Zürich, Switzerland
- „Support for urban schools with a high percentage of socially disadvantaged and migrant pupils" (Markus Truniger)
- Main objectives: good school performance, equal chances of school success, good social integration
- **Read more:** http://www.vsa.zh.ch/internet/bildungsdirektion/ vsa/de/schulbetrieb_und_unterricht/qualitaet_multikulturelle_schulen _quims.html

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Main objectives and ideas

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QUIMS, a whole school approach

Language promotion
- promotion of literacy
- assessment of language skills
- promotion of L1, for example, promotion of reading skills

Promotion of school success
- cooperative learning
- inclusion of parents
- assisted tasks
- holistic assessment
- differentiated learning support

Promotion of integration
- culture of acceptance
- participation of intercultural mediation persons
- establishment of parent's council

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FörMig program,
a German good practice

http://www.schule-mehrsprachig.at/index.php?id=9

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Continuous language development
FörMig project in Germany

3 main points:

- **Language support based on individual language diagnosis:** selected tools, language pofile, literacy development and language development of bilingual children
- **Continuous language development** within all-day educational offers and after school support (multilingual education)
- **Language in professional training** (labour market)

Structure:

- **Local or regional language development planning (home and school):** Partnership between kindergarten, primary school, local authority, educational authority, parents, after-school centre, library, psychological support, Internet platform and project coordinator
- **Professional development:** monitoring, evaluation; guidelines, materials; external expertise; networking

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Continuous Language Development
in FörMig Model

3 Dimensionen der Durchgängigkeit

09.10.2014   Bildungssprache - Prof. Dr. Ursula Neumann, Universität Hamburg

- Language development as cross-curricular task in all subjects
- Assignment for the whole school
- Aimed at immigrant as well as native children
- Consider advantage of extra-curricular areas
- Cooperation with parents
- Transition between educational institutions
- Connection between languages

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Whole school FörMig concept: vertical and horizontal coherence
(Duarte, 2012)

- **Description of vertical junctions** :
  - o Transition phases in education biographies (between kindergarten/primary school and primary school/secondary)
- **Description of horizontal junctions:**
  - o Relations between languages, subjects and learning areas,
  - o Between languages in and outside of school, and learning situations in and outside of school,
  - o Between different languages (first, second and foreign languages).

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Learning environments where modern languages flourish (EOL)

- Working on learning environments where modern languages flourish implies that **learning goals, teaching practices and education policy converge**. From this perspective, the main requirements are **to foster plurilingual and intercultural education**; **to teach how language is embedded in the cultural context of its use**; to share to what extent modern languages contribute to general educational aims.
- www.ecml.at/learningenvironments

EOL

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Multilingualism in an Irish primary school by Déirdre Kirwan

One Irish primary school's response to linguistic diversity made to the recent colloquium *Teacher education for linguistic diversity: the contribution of the ECML,* held in December 2017.

Languages in Irish primary schools information.

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- Video: https://www.youtube.com/watch?v=2axeZFDubTA&feature=youtu.be&t=41m15s

- Slides: https://www.ecml.at/Portals/1/documents/events/2017-colloquium/Presentation_D%C3%A9irdre%20Kirwan_updated.pdf?ver=2018-01-16-160313-913

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PLURCUR

- A **whole school curriculum** represents the inclusion of all languages and their variants at a given school, i.e. not only the major language but also foreign languages, heritage languages, minority languages, even classical languages in a school district.
- www.ecml.at/plurcur

To go further:

- **Multilingualism Curriculum:** Perceiving and Managing Linguistic Diversity in Education
  Hans-Jürgen Krumm, University of Vienna
  Hans H. Reich, University of Koblenz-Landau
  http://oesz.at/download/Attachments/CM+English.pdf

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kaffitími

sos caife

pausa de café

coffee break

Kaffeepause

pause café

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Part 4
Building our whole school approach:
How to design the planning process?

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Building our whole school approach

Knowing the importance of valuing L1s / all languages

Taking into account multilingual storytelling

Making visible the languages of the learners

Being aware of myths and linguistic rights

Welcoming culture / linguistic landscape

Innovative concepts for plurilingual education

Creating a language friendly school

Knowing the importance of reflecting on one's own language repertoire

Existing projects: examples of good practise

Whole school approach: focus on languages in all subjects

Observation tools for language level

Working with teachers' own attitudes

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Language dimension in all subjects
FörMig-Quality criterias

- Q1: Teachers plan and design their teaching with focus on the register „language of schooling" and relate the everyday and academic language explicitely.

- Q2: Teachers use tools for assessing the level of acquired individual linguistic knowledge/skills as well as further development process.

- Q3: Teachers prepare and modell general and educational language resources for the classroom.

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Language dimension in all subjects
FörMig-Quality criterias

- Q4: Pupils get many opportunities to acquire, use and further develop their general and academic language skills.

- Q5: Teachers help pupils developing their individual academic language.

- Q6: Teachers and pupils review and assess together the progress with the academic language.

https://www.foermig.uni-hamburg.de/pdf-dokumente/openaccess.pdf
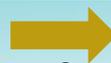
To go further...

Council of Europe (2015): The language dimension in all subjects - A Handbook for curriculum development and teacher training: https://www.ecml.at/coedocs/language-dimensions-subjects-EN.pdf

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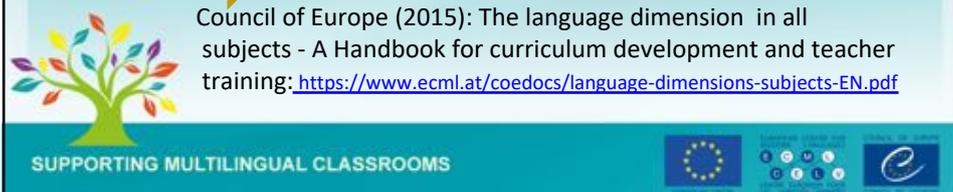
Language dimension in subject teaching: principles (FörMig - NRW)

- Language and subject learning
- Plurilingual education
- Reading and writing strategies
- Acting with language
- Visualizing and connecting (diagrams, ...)
- Model texts
- Learning tasks
- Scaffolding
- Reflection
- Communication and autonomy
- Appreciative atmosphere

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Whole school approach: how to implement it? (FörMig – NRW)

- Building a community
- Making school success possible for pupils
- Developing a common understanding of language education
- Developing own language curriculum (whole school)
- Appreciating multilingualism
- Reflecting practice
- Making learning progress visible
- Dealing positively with errors
- Introducing a qualitative feedback culture
- Using language learning as a resource

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„Sprachsensible Schulentwicklung"

a project fron North-Rhine- Westphalia

1. Where do we start? (stocktaking)
2. Where do we want to go? (vision- goals)
3. How can we get there? (measure planning)
4. How can we do it? (implementation of measures)
5. How far did we go? (evaluation stage)
6. How do we want to continue? (deeper embedment)
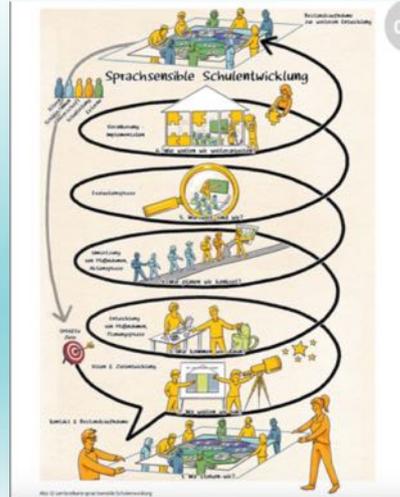
https://www.stiftung-mercator.de/media/downloads/3_Publikationen/2017/November/Das_Projekt_Sprachsensible_Schulentwicklung_Erfahrungen_und_Konzepte_zur_Umsetzung_in_Schulen_Publikation_November_2017.pdf

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Let's think about a whole school approach in the Spanisch context!

Meet in groups and exchange together:

- Describe your own professional context and role: What does already exist? What works well? (knowledge, experiences, concepts, projects, materials, structures for multilingual settings)
- What do you wish to achieve? To develop guidelines, school principles for a language friendly school, or to implement new concepts/ideas? To choose a specific focus?
- School team: role allocation among colleagues?
- Do you need support? In what way? From whom?
- What will be your next step/s?

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What would you like to change?

Students	Teachers	Principal	Families	Authorities

Please pin concrete and simple steps you would like to take in your own context into this grid!

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Adapted from Neus Lorenzo

Reflective questions

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Muchas Gracias por su atencion
Tak for din opmærksomhed
þakka þér fyrir athygli þína
Vielen Dank für Ihre Aufmerksamkeit
Thank you for your attention
Merci beaucoup pour votre attention
Dziękuję za uwagę
شكرا لكم على اهتمامكم
shukraan lakum ealaa aihtimamikum

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almuerzo
hádeginu
frokostpause
lunch break
Mittagspause
déjeuner
almoço

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