

Multilingualism and Teacher Education - MultiTED

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Background/ Challenges

- Multilingual children are on the rise in European countries
 - Example Hamburg: In 42.8% of families of children that are about to start school, languages other than German are spoken in the home
 - This is a trend in many European countries (for some an older, for some a recent phenomenon)
- Multilingualism is a challenge when competencies in the language of schooling/ academic language are not sufficient for school success
 - Large scale school studies show: „throughout the agespan, from kindergarden to the end of lower secondary level clear disparities between children with and without a migrant background in the school language German (e.g. reading competence, vocabulary) (Kempert et al. 2016)
 - Other languages than the language of schooling are in general not valued, used for learning or fostered > Mehrsprachigkeit als Bildungsziel??

MultiTED

- Central question: How are teacher students prepared to deal with multilingualism in their classroom?
- Comparative perspective: How does this happen in different (European) countries? Depict different approaches and compare

Multilingualism

- Occurs because of different phenomena in European countries:
 - Migration induced
 - Because of autochthonous or indogenous minorities living in a region
 - Because of foreign language learning at school
- Competencies are hybrid, none of us speaks languages perfectly
- „Functionally, we define individual multilingualism as a competence to communicate in different language contexts – regardless of the way these languages were acquired or how well someone speaks them“ (Gogolin 2015)

Scedule

14 September 2018

Webinar on background and challenges for teacher education regarding multilingual classrooms

01 October 2018

Webinar on the methodology of comparing teacher education systems in different countries

Prof. Dr. Florian Waldow (Humboldt-Universität zu Berlin)

07 and 08 November 2018

Face-to-face meeting in Hamburg (@University of Hamburg)

Outcomes

- One aim is the presentation of different approaches in different countries
- Another aim is the comparison of ...
 - Identification of core criteria for comparison
 - Occurrence in different countries
- Possible outcomes
 - Symposium
 - Publication
 - Detailed description in edited volume
 - Other outcomes

Countries

Country Expertise	Institution
Croatia	Josip Juraj Strossmayer University of Osijek
Croatia	University of Zadar
Croatia	University of Zagreb
Germany/ Sweden	Bergische Universität Wuppertal
Germany	Universität Koblenz-Landau
Germany	Leuphana Universität Lüneburg
Germany	Ruhr-Universität Bochum
Germany/ Netherlands	Universität Hamburg
Germany	Technische Universität Dortmund
Finland	University of Jyväskylä
Finland	University of Turku
Finland	University of Turku
Finland	University of Turku
Finland	University of Jyväskylä
Finland	University of Turku
Ireland/ Italy	Trinity College Dublin
Ireland	Trinity College Dublin
Italy/ South Tyrol	Eurac Research, Institute for Applied Linguistics, Bolzano
Italy/ South Tyrol	Free University of Bozen-Bolzano
Russia/Tartarstan	Kazan National Research Technical University
Sweden	Malmö University
Sweden	Malmö University
Sweden	Stockholm University
USA	Rutgers, The State University of New Jersey
Canada	University of British Columbia

The ProfaLe Project

Teacher Professionalisation to Promote Subject and Content Learning

Under Changing Societal Conditions

(**P**rofessionelles Lehrer_innenhandeln zur Förderung **f**achlichen **L**ernens unter sich
verändernden gesellschaftlichen Bedingungen)

- Funded by the teacher education quality campaign (Federal Ministry of
Education and Research)

Projektleitung und Projektkoordination
Prof. Dr. Gabriele Kaiser, Prof. Dr. Eva Arnold

Gesamtprojektkoordination			
Gesamtprojektevaluation			
Kommunikation & Transfer			
Studienkoordination Fakultäten EW, GW und MIN			
Kooperation zwischen Fächern und Fachdidaktiken	Sprachlich-kulturelle Heterogenität	Inklusion	Phasenübergreifende Kooperation
Chemie	Biologie	Behindertenpädagogik	Deutsch
Deutsch	Germanistik/DaZ	Deutsch	Englisch
Geographie	Interkulturelle Bildung	Geschichte	Mathematik
Gewerblich-technisches Berufsschullehramt	Mathematik	Mathematik	Medientechnik
Mathematik	Physik	Sachunterricht	Schulpädagogik
Physik	Sachunterricht	Schulpädagogik	Sport

Multilingualism in Hamburg

- Hamburg is a city of 1.8 million inhabitants
- In terms of its demographics, societal changes, economic development etc. it can probably be easily compared to many central European urban areas
- Hamburg is home to migrants from 190 (out of 193 recognised) countries
- Over 30% of Hamburg's population have a migrant background
- More than every second child is born into a family of migrant background
- In 2018, 52% of pupils entering primary school have a migrant background
- In 42.8% of families, languages other than German are spoken in the home

(Schroedler 2018)

Multilingualism and educational disadvantages

- Pupils of migrant background are four times more likely to have to repeat one of their first three years of schooling
- The probability of taking longer for their compulsory schooling is for pupils of migrant background (29%) twice more likely than for pupils with a migrant background (14%)
- Pupils with a migrant background are more likely to attend schools with lower educational prestige (element of selectiveness in the German education system will be addressed later)
- Pupils with a migrant background are less likely to finish school with a ‚certificate‘

(Meier-Braun & Weber 2013)

Multilingualism and educational disadvantages

- TIMMS 2007 revealed that at the end of primary school children without a migrant background are one year ahead compared to their migrant peers (mathematical competence)
- At the age of 15, there is a mathematical competence difference of close to two years
- Germany scores worst in international comparison when comparing (migrant / non-migrant) children's mathematical competence at the end of primary schooling

(Meier-Braun & Weber 2013)

Addition on the role of language in educational disadvantages

- Children with GSL enter primary school (significantly) more often a year later than their L1 one peers
- Children with GSL are significantly weaker in mathematics competence in secondary schools
- Beyond this: other educational weaknesses can be explained by factors such as educational aptitude/success in other subjects, socio-economic status and cultural resources

(Kempert et al. 2016)

What do we learn from this?

- In order to establish equal chances in our primary and secondary schools teachers need awareness and competences...
 - ...to deal with multilingualism in the classroom
 - ...to provide language-sensitive subject teaching
 - ...to acknowledge multilingualism and make use of it
 - ...
- Teachers need to be prepared. Teachers of all subjects need the right skills and have to learn how to face the challenges posed by multilingual classroom realities

Teacher Preparation

Before turning to explanations on Teacher Education, a few words on peculiarities of the “Federal Republic of Germany“...

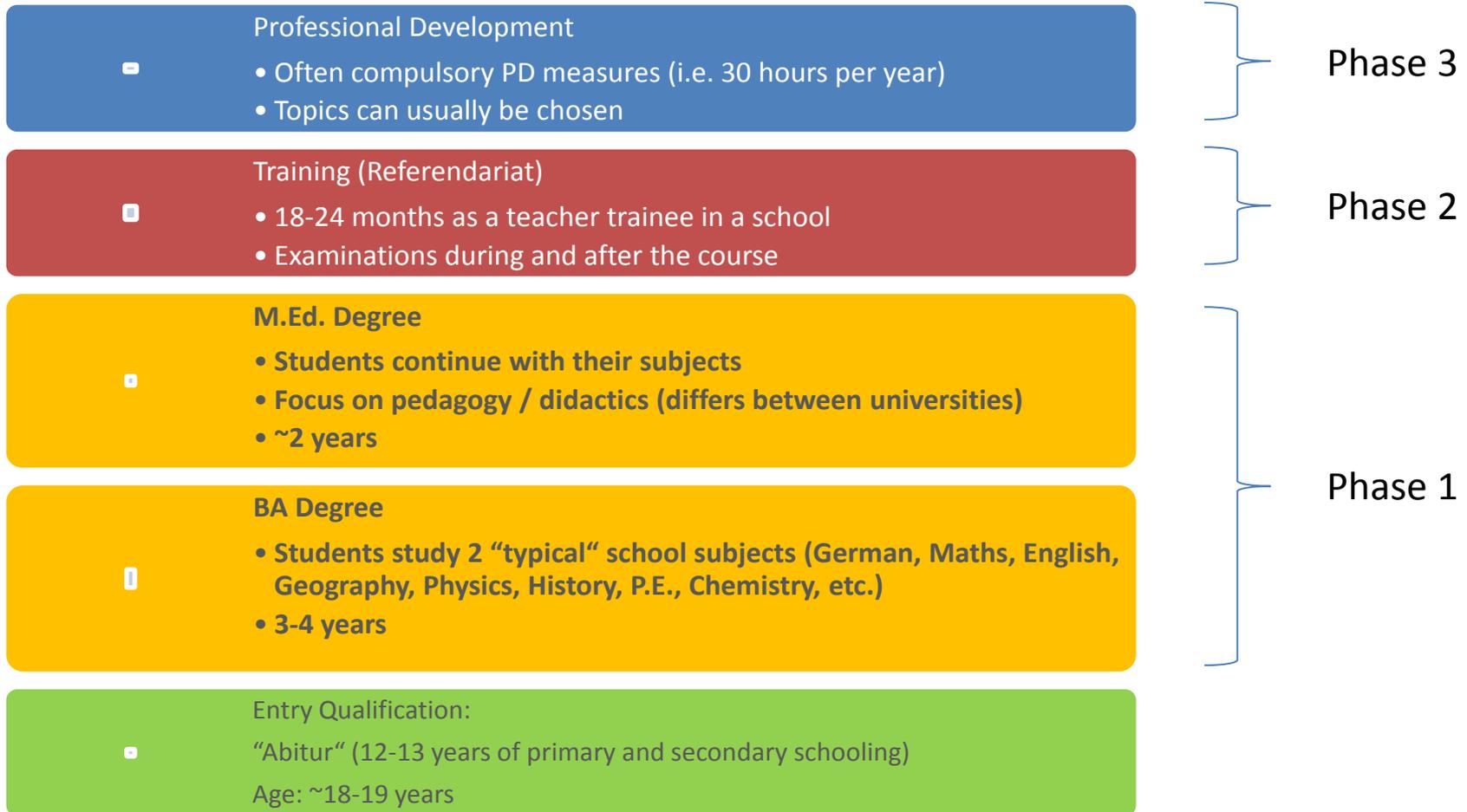
- Responsibility for education lies with the *Bundesländer* (states)
- 16 states (670,000 – 17,800,000)
- Roughly:
 - Primary education: grades 1-4, age 6-10
 - Lower secondary education: grades 5-9(10), age 10-16
 - Higher secondary education: grades 11-12(13), age 16-19
- Selective school forms after primary school
- Relevance for Teacher Education: different teacher training structures in all states, different ‘streams’ for different school forms

Our Mission:

- Improving future teachers' competencies for dealing with / catering for:
 - Cultural diversity
 - Linguistic diversity & multilingual classroom settings
 - Learners with general linguistic deficiencies
 - Language development in subject teaching
 - Language-sensitive subject teaching
 - Linguistically responsive teaching

- Current Intervention (pilot phase):
 - All pre-service teachers in mathematics and science
 - (future perspective: all subject teachers)

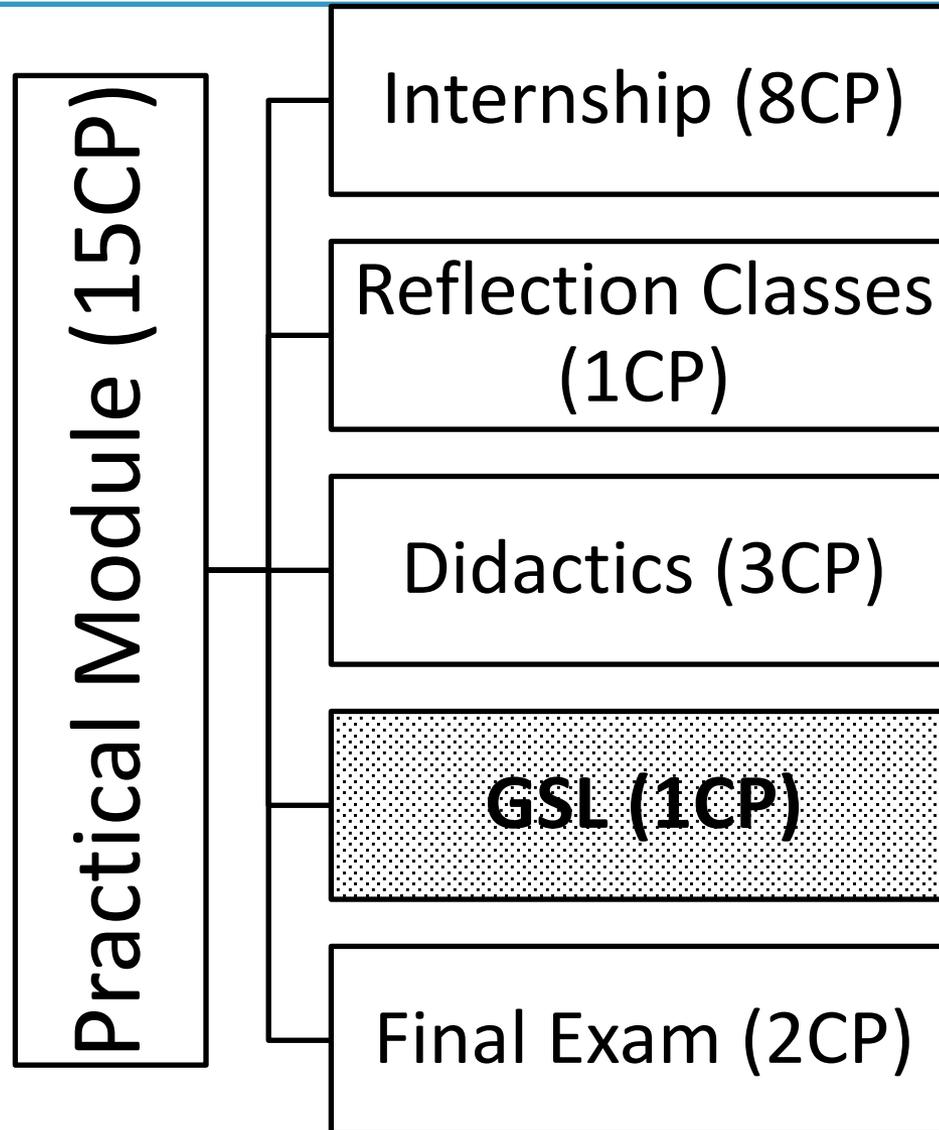
Teacher Preparation



Teacher Preparation in Hamburg

Master of Education:

- 120 Credit Points
 - 20 Points for Thesis
 - 30 Points Educational Studies
 - 20 Points for 1st subject
 - 20 Points for 2nd subject
 - 15 Points Practical Studies I
 - 15 Points Practical Studies II



The Development of an Integrated Model

- structural changes in several teaching units in the MA phase of Hamburg University's teacher education programme:
 - Compulsory Foundation Course on Linguistic Diversity
 - +
 - Core School Internships I & II
 - Internship Evaluating Seminar
 - Reflection Seminar
 - Further semi-voluntary seminars offered in the teacher training programme

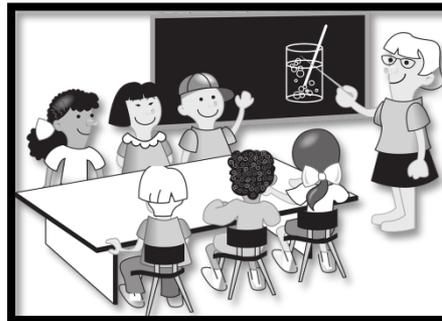
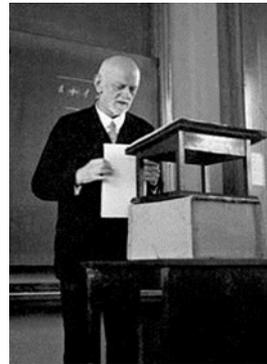
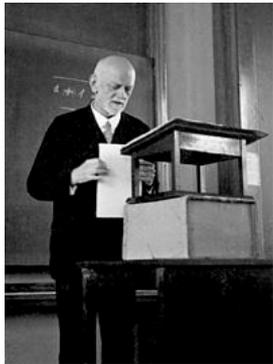
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Foundation Course “Cultural and Linguistic Diversity”

- developed in cooperation between the Departments of Intercultural Education and German Linguistics
- Blended Learning: 8hrs in seminar-style lectures; approximately 20hrs of online tasks
- aims at conveying foundational knowledge on multilingualism, cultural & linguistic diversity and language development in subject teaching
- cooperates closely with the didactics and pedagogy departments of maths, physics, biology and primary school science teaching

Structure and Evaluation of Foundation Course



Step 1: Raising
 Awareness for topic
 necessity

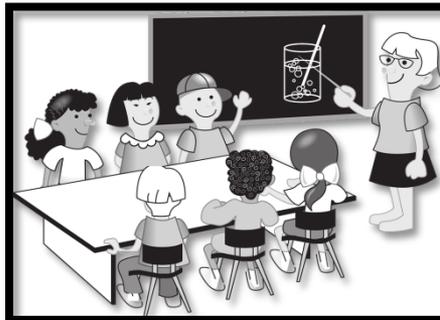
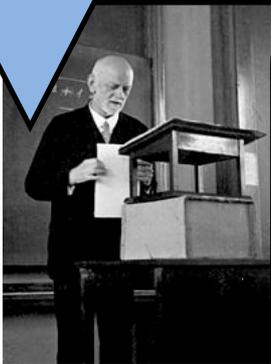
Step 2: Declarative
 knowledge on
 language/linguistics



Step 3:
 Practical/applicable
 knowledge and skills



Step 4: Reflection
 and Application



Seminar Structure

- Step 1 (Necessity Awareness)
 - Sociological and statistical knowledge on migration and multilingualism
 - Raising awareness for continuous language-sensitive subject teaching

- Step 2: (Meta Knowledge)
 - How does German (the German language) work from a linguistic point of view
 - What is difficult about GSL
 - What are the differences to other languages

(Schroedler & Grommes 2018)

Seminar Structure

- Step 3 (Hands-on Knowledge / Competencies)
 - What can a subject teacher do to prevent children from failing to understand tasks due to linguistic difficulties
 - How can the learning of German be catered for alongside the subject contents
 - Teaching strategies (i.e. scaffolding, language-sensitive teaching)

- Step 4: (Reflection and Application)
 - Students reflect upon what they have learned and apply their knowledge on the subject in a mini-project

(Schroedler & Grommes 2018)

Literature

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