Foundations and backgrounds

- Characteristics and challenges of heritage language teaching
- Key points of pedagogy, didactics and methodology in the countries of immigration
- Experience reports and practical examples for teaching and planning

Materials for heritage language teaching

Handbook and workbook

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Basil Schader

Editor

Materials for heritage language teaching

Handbook and workbook

Series "Materials for heritage language teaching" (HLT; in Switzerland HSK: Instruction in native language and culture); Handbook and workbook.

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Project leader / Editor: Basil Schader, Prof. Dr., Dr., language didactics, at the PH Zürich, expert for intercultural didactics, author of teaching and learning materials

Overall visual concept and realization: Barbara Müller, Erlenbach

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Preface to the series "Materials for heritage language teaching"

Heritage language teaching (HLT), or mother-tongue teaching, known mostly as "Herkunftssprachlicher Unterricht (HSU)" in Germany and Austria and "Unterricht in Heimatlicher Sprache und Kultur (HSK)" in Switzerland, plays an important role in the development of a child's identity and language. It promotes multilingualism and serves as a valuable personal and social resource. The awareness of this fact has long been borne out by research and framework guidelines, such as the recommendations of the Council of Europe R(82)18 and R(98)6. Nevertheless, this kind of instruction for the most part still takes place under more difficult conditions than regular curriculum classes. Various factors are responsible:

- Heritage language education is on an insecure footing institutionally and financially in many places. In Switzerland, for instance, heritage language teachers almost everywhere are paid by the country of origin or even the parents.
- Heritage language classes are often poorly coordinated with regular classroom instruction; contact and cooperation with regular curriculum teaching staff is often very poorly developed.
- Heritage language classes often occur only two hours per week, which makes constructive, uninterrupted learning more difficult.
- Heritage language classes are mostly optional, and the commitment on the part of the students is not very strong.
- Heritage language classes involve multiclass teaching as a rule, with students from the 1st to the 9th grade joined into a single class. This requires a great deal of internal differentiation and didactical skill on the part of the instructor.
- The heterogeneity of the student body in heritage language classrooms is extremely high in terms of the students' linguistic competence as well. While some have acquired at home good proficiency in both dialect and standard use of their native language, others may speak only dialect. For second or third generation heritage speakers who have already resided for many years in the new country, the language spoken there (e. g. German) has become the dominant language, while their command of the first language is limited to dialect, transmitted exclusively orally, and with a vocabulary reduced to familiar issues.
- The heritage language instructors have generally received a good basic education in their countries of origin, but they are not at all prepared for the realities and the challenges of teaching in a multiclass environment in the migration destination countries. Professional development opportunities in the host countries exist for the most part only to an insufficient extent.

The series "Materials for heritage language teaching" supports the teachers of native language education classes in their important and demanding task and thereby hopes to contribute to the optimal quality of this kind of learning. The review of the backgrounds and principles of the current pedagogy and didactics in western and northern European immigration countries (c.f. this present volume) furthers this goal, supported with concrete practical suggestions and models for the classroom in the workbooks "didactic suggestions". Their main emphasis is the promotion of linguistic competence. The didactical suggestions purposely revert to the pedagogical principles and procedures that are familiar to the students from the regular curriculum and its teaching materials. This familiarity brings heritage language education and regular curriculum instruction in close contact and ensures the greatest possible coherence between the two. As the teachers of the heritage language education programs familiarize themselves with the didactic approaches and specific proceedings that are currently used in the regular curricula, they receive further training and, it is hoped, a strengthening of their stature as partners of equal value in the educational process of the students who are growing up bilingually and bi-culturally.

The series "Materials for heritage language teaching" is published by the Center for International Projects in Education (IPE) at the Zurich University of Teacher Education. It is developed in close collaboration between Swiss and other West European specialists on the one hand, as well as experts and practicing instructors of heritage language programs. This ensures that the offered information and suggestions reflect the real circumstances, needs and possibilities of heritage language programs and meet the objective of functionality and practicality.

Concerning the handbook and workbook "Foundations and backgrounds"

The first impulse for the present handbook goes back to a sigh by a teacher of a heritage language class (HLT; in Switzerland: HSK): "If we only had something to help orient us better in the current pedagogy and didactics here!" The idea to actually create a guide for this purpose was so plausible and appealing that now – about three years after that heartfelt groan – it has indeed led to the realization of the present workbook.

The handbook is designed for new teachers as well as experienced HLT instructors, including the goverment ministries and institutions that are responsible for them in the various immigration countries (consulates, local education authorities, etc.) The handbook offers them information in an easy to understand and practical fashion, covering three areas:

- Key aspects of the current pedagogy, didactics and methodology that are characteristic of the school landscape in the Western and Northern European immigration countries. The objective for better orientation in this regard is best served in chapters 3–8. They show, among others, the current extent of the consensus over the quality characteristics of teaching and the pedagogical positions, which models of teaching and learning are current, and what matters in the performance assessment and the furthering of linguistic competence. This information is also important in order to link one's own teaching style with the prevalent one in the regular schools, in order to avoid a potential disruption for students who frequent HLT and regular classes.

- Chapters 9–12 deal specifically with the instructional aspects of HLT with its special situation. They deal with the choice of content, themes and materials for HLT, suggest models of educational planning, and offer possibilities of cooperation with regular classroom instruction.

- Informative background information for HLT and its goals, and the challenges facing the instructors of HLT, are found in chapters 1 and 2. Further aspects and problem areas – e. g. the question of professional development for HLT teachers or the various models of its integration into the regular school system – are dealt with in chapters 13–15, followed by the final chapter which offers sort of a vision for the future.

The chapters 1–15 are divided into three parts: Part A includes the background text, part B illustrates it with practical examples from HLT, experience reports, etc. Part C offers impulses for reflection, discussion and a deeper review of the chapter in question. Part A stands for factual actuality and quality, part B establishes the practical relevance for HLT, while the impulses in part C support a comprehensive examination of the content and facilitate the use of the handbook as a learning resource in training seminars and discussion groups. This kind of application is also furthered in that the handbook does not require a linear work structure. The inviditual chapters are not interdependent and may be read and applied without problems in any sequence of the readers' choice.

To realize an advanced level book project, such as this, is unthinkable without the collaboration of experts, as attested by the the fact that no less than 67 persons from five countries and 17 language groups have worked together on the handbook. For part A, there were 21 noted experts from Switzerland, Germany and Austria, for part B, 33 HLT instructors and 10 students from England, Sweden, Germany, Austria and Switzerland, as well as three other educators and officials of ministries. The texts were only minimally adapted editorially in order to preserve the original character and the authenticity of the material. This led to certain variations in the degree of specificity in part A, which however has in no way affected the book.

The recruitment, instruction and coordination of such a broad spectrum of teams and authors was unquestionably a daunting task. There is no question that the efforts associated with it were worthwhile, in that the handbook is now on very sound footing theoretically, affords a high degree of practicality and practical relevance, as well as an overview based on multiple perspectives and experiences from many countries and linguistic groups.

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Thanks go first and foremost to Nexhmije Mehmetaj, who initiated not only the above referenced sigh, but also a list of valuable suggestions. Heartfelt thanks to all co-authors who graciously provided consistently excellent work in a timely manner, and with great skill. For their energetic support in recruiting the HLT teaching staff and student body, I thank, among others: Claudia Ulbrich, Zürich, Lutfi Vata, London, Hazir Mehmeti, Wien, and Rizah Sheqiri, Landskrona/Sweden. Special thanks go to the Lottery Fund of the Canton of Zurich for financing the project. I am grateful to the colleagues of the Center for International Projects in Education (IPE) at the PH Zürich, including Barbara Müller (graphic designer and layout artist) for their optimal support and collaboration, and to my wife Erica Bauhofer for her overall support, critical suggestions and countless discussions during the work on the book in progress.

Basil Schader
Zürich, Fall 2015

Heritage language teaching (HLT): character, specifics, goals, challenges

1 What is heritage language teaching (HLT) and what does it attempt to achieve?

1A Background text

Basil Schader, Markus Truniger

1. Introduction; the "HLT" concept

The concept of heritage language teaching programs (HLT in English, HSU in German) signifies optional supplementary instruction, which is offered in many immigration countries to students of migrant backgrounds in their heritage language or first language. Depending on the country or region of the German-speaking areas, the HLT is referred to as mother-tongue teaching (e. g. in Austria or in North Rhine – Westphalia) or instruction in the child's native language and culture (Unterricht in Heimatlicher Sprache und Kultur – HSK, as in German-speaking Switzerland). In French-speaking regions, it is known as ELCO (enseignement de langue et culture d'origine), in English-speaking areas as supplementary schools.

"Heritage language" refers to the language of origin of the students or their parents and grand-parents, respectively, and signifies the language spoken in the family (i. e., with the parents) primarily or partially. "Supplementary education" means that the HLT is offered supplementarily or additionally to regular instruction.

The objectives and rationales for the HLT are discussed in greater detail below; summarily stated, they aim to strengthen the students' native language ability, the acquisition of competence in the culture of origin, as well as to support the process of integration and orientation in the place of residence and in the country where the families live.

The teachers in the HLT program are native speakers, i. e., they speak the target language as first language or mother tongue. They are for the most part trained teachers, the majority of them having been educated in the country of origin.

HLT is mostly scheduled in blocks of two (rarely three or four) lessons per week and is taught in the regular public schools. Often there are students of different ages and two or three grade levels (kindergarten, primary levels and secondary level I) in the same HLT class.

Certain countries of origin (e. g. Kosova and Serbia) have developed an HLT-specific curriculum. Many immigration countries have developed HLT-specific curricula in collaboration with the HLT providers according to curriculum and legal requirements. In Switzerland, for example, it is the "framework curriculum for native language and culture", developed by the Canton of Zurich, which is being used in many cantons of German-speaking Switzerland.

Specific teaching materials (textbooks, etc.) for HLT have been developed by only a few countries of provenance. The teachers of the other languages and nations mostly produce materials on their own in work-intensive labor with content from textbooks of the countries of origin, among others, which they simplify and adapt.

The availability of HLT depends first and foremost on the interest, the initiatives and the contributions of the parents, the linguistic communities and their countries of provenance. There is a broad spectrum of sponsorships. They range from small, local parents' associations to strong, nationally active parent and teachers' associations, more or less fully supporting and financing countries of provenance (i. e., their embassies and consulates), to the educational systems of the immigration countries, which offer HLT in cooperation or independently.

Many legal, organizational and administrative provisions differ not only from country to country, but also within the countries from state to state and canton to canton. This pertains to the question of permitting, among others, and who will be authorized among the providers of HLT within a linguistic group (e. g., a consulate and/or a private sponsor), the integration of HLT into the regular school system, the cooperation between HLT and mainstream schools, the hiring and compensation of HLT teachers and their opportunities for professional development. The present chapter addresses some of these questions. Other aspects will be discussed in the following chapters.

2. The goals of HLT

If one compares the actual documents pertaining to HLT (framework curricula, regulations, information and parental recommmendations, etc., as referenced in the bibliography), the following justifications, tasks and goals for native language education are voiced repeatedly:

- **Furthering the students' competence in their native language**

  For many students of immigrant background, the language of the host country (the one they speak in their surroundings and which is systematically taught and promoted in the regular curriculum) has become their strong language.

  The language of origin is frequently mastered by the students of educationally disadvantaged families only in the oral register of everyday language and frequently just in a dialectal form. Without the education provided by HLT, most of the students would sooner or later become illiterate in their native language and lose the connection with the written culture. Other important aspects of the promotion of the first language are among others, the introduction to the specific graphemes or writing in the heritage language, vocabulary expansion, mastery of syntax and grammar and access to the literature of the country of origin.

- **Development and reinforcement of bilingualism and multilingualism**

  This objective is closely linked to the one above. Multilingualism is a personal, social, cultural and jobmarket- related, societal resource that must be cultivated. HLT provides many opportunities in which the vocabulary in the learners' first language is built-up systematically, languages are compared to each other and connections between the native and second languages are pointed out.

- **Development and expansion of knowledge about the culture and the countries of origin**

  Imparting knowledge about geography, history, culture (literature, painting, music, etc.) of the country or the countries of origin (e. g. in Arabic HLT) in an age- appropriate way is another important goal. The use of media, such as internet, Skype etc., is quite useful to this end, and enables students to conduct their own research. Since the students are frequently more familiar with their host country, it is imperative to establish links between the two countries which stimulate student curiosity, invite comparisons about similarities and differences.

- **Support for the process of integration and guidance about the school system in the host country.**

  This refers to the fact that the students and parents of educationally disadvantaged families in particular benefit tremendously from an HLT instructor from their own culture of origin who imparts not only knowledge, but also learning strategies, motivation, tips and information. It further confirms the well founded assumption that "fully mastering one's mother tongue or first language […] has not only value in itself, but also helps in the acquisition of any further language" (Landesinstitut Hamburg). It is highly probable that participation in HLT classes generally has a positive effect on the students' educational success in the host country. This fact is connected to the above referenced factors.

- **Support for the process of orientation and integration into the society of the host country.**

  Pursuant to more recently added functions, HLT also facilitates and supports the process of the students' (and their parents') integration and orientation into the society of the immigration country.

  This function replaces the original task of preparing students for the re-integration into the school system of their country of origin after re-migration. The reason for this change is the knowledge that the majority of the students will not or only rarely re-emigrate. For HLT teachers, supporting these young people not only involves teaching them about their country and language of origin, but also includes discussions about what life for a young person with a migration background in a multicultural environment in the host country might entail, including the chances and problems (discrimination, etc.) they might face. See also the explicit regulations issued by the City of Hamburg: "native language education instructors assume as of August 1, 2009 two areas of responsibility: they teach their language of origin and serve as linguistic and cultural mediators" (Landesinstitut Hamburg).

- **Promoting intercultural skills and competences**

  This goal pertains not only to HLT, but to school and education in general. It can be promoted through HLT in a particularly authentic context, as the HLT students who grow up in and between two cultures (a specific secondary or tertiary culture) are existentially infused with interculturality in their daily lives.

Chapter 3 of the Zurich framework curriculum for native language and culture, which is accessible on the internet in 20 different languages (see bibliography) offers a good summary of the goals and central themes found in this chapter.

3. Sponsorships; hiring and compensation of HLT instructors

(see also chapter 13 A)

Heritage language education classes are largely offered and organized through three types of sponsorships:

1) by the educational institutions of the host country (e. g., as in Sweden, Austria, or individual federal states within Germany),

2) by the consulates or embassies of the countries of origin (as is the case for HLT in Portuguese, Croatian and Turkish in Switzerland),

3) by non-governmental supporting entities (associations, foundations. Example: the Albanian HLT in Switzerland is organized by the Albanian Teacher and Parents' Association "Naim Frashëri", or the Kurdish HLT, which is sustained by a parents' association.

In the case of types 2 and 3, the approval of the appropriate national, cantonal, etc., educational authority is required in order to qualify as an official provider of HLT and be allowed access to public schools, entitled to classroom use, and entering students' earned grade in HLT into the official school report card. This approval is generally granted only if the HLT classes are politically and confessionally neutral, not for profit, and taught by qualified teaching staff.

Besides the officially accredited bodies, there are also unrecognized sponsorships (e. g., religious associations), which offer HLT classes in private localities without official accreditation.

In exceptional cases there may be a mixed form of all three types. In Switzerland, for example, there are school experiments (St. Johann in Basel, Limmat A in Zurich), in which HLT lessons are integrated into the regular school timetable and linked with regular classroom instruction. The schools in question would therefore correspond to type 1), although HLT classes in the rest of the canton are organized according to types 2) and 3).

It should be added that with type 2) (sponsorship by country of origin) HLT instructors are usually appointed to a maximum of four years, according to rotation principles. This does not apply to teachers with non-governmental supporting bodies. It is assumed that a longer duration of stay in the host country would be advantageous for the teachers and enhance their function in the areas of cultural mediation and integration assistance.

The hiring and compensation of HLT teachers is generally the responsibility of the supporting body (according to the above referenced types 1–3) by the local Department of Education, by the country of origin or by the non-governmental sponsor. Certainly, the least advantageous variant is funding through non-governmental sponsors, especially if these lack sufficient money and the parents have to contribute financially (see also Calderon & Fibbi (2013) p. 9, 67 and 81). Consequently, many teachers who belong into this group are unable to live from their income and have to engage in another occupation. It must be said that owing to the financial crisis, some of the South European countries find it difficult to financially sustain HLT classes, and have begun to request financial contributions from the parents.

4. Integration into the school system

(see also chapter 13 A)

The nature and the scope of HLT integration into the regular school system of the country (a federal state, canton or municipality, respectively) differ considerably. Placed at a better end of the spectrum are situations where HLT is part of the regular classroom instruction and curriculum, as is the case in Sweden, Vienna, Hamburg, or in North Rhine-Westphalia. The organization and administration of the classes, as well as the compensation of the teaching staff here is the responsibility of the state and the local education authorities respectively. Specific professional development opportunities are offered here as a matter of course. In Hamburg, for example, HLT instructors have a mandatory 30-hour continuing education requirement and they have the choice of one of five series of seminars per academic year. This model offers the best conditions for a coordinated, fruitful collaboration between HLT and traditional classroom instruction, which has demonstrably superior positive effects on student success. (see Codina (1999), quoted in Reich et al (2002), p. 38).

At the other, worse end, are situations where the integration of HLT, at best, allows for the use of class rooms at off hours and at the margin of the time table, but without any kind of collaboration with the regular curriculum classes. HLT instructors here justifiably feel that they and their work are little appreciated, and for the parents and their children, this marginalization is undoubtedly a poor motivator as well (referenced in chapter 1 B.3).

A middle position is occupied by federal states and cantons, which do not contribute to the remuneration of HLT, but offer institutional collaboration and an acknowledgement procedure for the inclusion of the earned grade into the regular grade report, education training courses, recommendations for pedagogical cooperation, and contribute to the appreciation and the functioning of HLT in the schools. In this model, the regular classroom teachers are encouraged to inform students of migration background and their parents of the HLT classes and/or to matriculate them for the programs.

A major problem remains because HLT instructors often teach at unusual times and in different schools. This renders their integration and cooperation with regular curriculum teaching staff much more difficult. (see chapter 2 B.1).

This problem can only be solved if HLT is fully integrated and part of the regular school system, so that HLT teachers are automatically part of the school team and receive compensation for their coordination and meeting times.

5. HLT student body

The majority of HLT classes are characterized by their heterogeneous nature, relative to various aspects (see articles in chapters 1 B and 2 B):

- **Age:**

  Frequently there are students from different age groups and school levels in the same class or learning groups, and in egregious cases, ranging from preschool to students in the eighth or ninth grade.

- **Migration background and identity:**

  Some students have recently arrived, maybe with good school experiences in their country of origin, but are still very much occupied with orienting themselves linguistically and culturally in the new country. Others- and this refers to the majority of the students – were born here, have been living for a long time in the host country and have mastered the local language much better than their mother tongue. Quite a few belong to the third generation already. Many families have adopted the nationality of the immigration country and move culturally and linguistically quite easily between the first and second culture. For them, at least, the term migration background refers primarily to the biography of the parents and grandparents.

- **Linguistic competences:**

  Many students possess a good command of their first language, others only inadequately, exclusively in dialect and oral register. The degree of competence is independent of age, thus it is quite possible that a 9-year old student is more competent in the first language than a 13-year old.

- **Family background:**

  Many students hail from educated families with a keen interest in the schooling of their children and who can offer support. Others have parents who show no interest in the school and either offer no support, or are unable to offer support.

Of special importance, particularly for newly-arrived HLT instructors, are the following:

All HLT students have a multifaceted identity, comprised of elements, experiences and interests of the culture of origin, the culture of the immigration country, certain social settings and the specific secondary culture of their group, which blend in various different degrees.

Thus, any kind of unilateral value judgement, such as ("as a Turkish woman, you surely ought to …") falls far too short and ignores the reality and the experiential world of the students.

6. Specifics of HLT

Heritage language education differs from the classroom teaching in the country of origin (as well as from regular curriculum teaching in the immigration country!) in several points, which are referenced repeatedly in part B of chapters 1 and 2. Some have already been addressed, others are discussed in greater detail in chapter 2. Their main points in the overview below include:

- Greater heterogeneity of the classes in various respects (see above), particular learning challenges in groups of mixed ages and (multiclass teaching) and individualizing,

- As a rule, only 2–3 lessons per week: continuity severely disrupted.

- Weak integration of the teachers into the local school system (few contacts with local teachers, uncertainties with orientation, etc.; see referenced tips in chapter 1 B.5).
- Often poor working conditions: teaching in various schools, often at unusual times with tired students; sometimes with only token payments.
- The instructors who trained in their country of origin are often poorly or insufficiently prepared for the specific situations of teaching in the immigration country.
- The new places of work often offer only few opportunities for professional development.
- Orientation for two or three school curricula: the HLT- curriculum of the country of origin (if it exists), the HLT-curriculum of the immigration country (if it exists), and the regular curriculum of the immigration country.
- The regular teaching materials of the country of origin are often just partially useful, e. g. they are linguistically too advanced or unsuitable in terms of content and culture, and fail to meet the specifics required for students who grow up in and between two cultures.
- Specific HLT teaching materials are only available for a few linguistic groups.
- Additional tasks for the teachers in the areas of collaborating with parents, support for integration, teaching of culture.
- For newly-arrived HLT instructors: problems of their own with orientation and integration in the new context, possible problems with the language of the new country; possibly financial problems.

7. The history of HLT

(see also chapter. 13 A.2)

Heritage language education has more or less existed since the beginning of the 20th century when many industrial nations recruited not only foreign workers, but also facilitated the subsequent immigration of their family members. In Switzerland (which in the 19th century was an emigration country), HLT Italian classes have existed since the 1930s, in France HLT has been around since 1925, (see below referenced sources: Giudici/Bühlmann; ‹Frankreich›). Pursuant to the hiatus during WWII and the new rise of the Western industrial nations, countries like Germany, Switzerland and Austria again recruited workers, this time predominantly from southern and southeastern Europe. Soon many of them brought along their families, although the intent was to only live in the migration country to earn money. It is precisely due to this reverse –orientation that the HLT was organized for them; the primary goal was to ensure the (re-)integration of the particular students into the school system of their country of origin. Political refugees have created HLT offerings in their own initiative, such as for example, Italian anti-fascists in Switzerland before and during WWII.

In addition to the labor migration came the migration of political and war refugees mostly since the 1990s, as with the Albanians from Kosova, the Tamils from Sri Lanka in the middle and late 1990s, or currently, the refugees from the Syrian conflict. HLT in the corresponding languages were often initiated, proposed and/or offered by parents' associations.

With globalization and the free movement of labor in Europe, the immigration of well qualified persons has increased. These "new" immigrants demonstrate an interest in HLT for their children, they form parents' associations in order to offer the classes, often with support from the countries of origin, yet not under their auspices. In Switzerland, this involves French, Dutch, Russian and Chinese HLT students.

Parallel with the influx of new groups and to broaden the range of course offerings with an ever increasing number of languages, the immigration countries (the individual federal states, cantons and communities, respectively) had to become involved with regulations, recommendations, etc. to regulate the nature and the extent of the integration of HLT into the public school system. The fact that this occurred and occurs in totally different ways was shown above; see also chapter 13. A good overview of the situation in Switzerland, Germany, France and Austria is presented by Giudici/Bühlmann (2014) pages 12–22.

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1B Practice section

1. Djordje Damjanović: My start as an HLT teacher in Vienna

Djordje Damjanović hails from Bosnia/Herzegovina. He has been living in Vienna for 22 years and has worked there for almost as long as an HLT instructor for Bosnian/Croatian/Serbian.

Before I came to Austria, I acquired a diploma for technical crafts (TW) in Croatia and taught this subject in Zagreb. I had to leave Yugoslavia due to the war and arrived in Vienna in1992. My first year as a teacher for refugee children in Vienna was in many aspects similar to, or even the same as, the experiences of my students. I was a refugee, just as they were. I did not want to come here, nor did they – we had to. They did not speak German – and neither did I. By chance, we met in the classroom.

I was working at secondary school and was only tested for my qualifications for the subject TW. Later on, I was later told that I needed to teach Austrian history and geography and other subjects – and in the mother tongue of my students. I only had Austrian school books to rely on, in spite of my poor knowledge of German. In preparing my lesson plans at the time, I learned in a very short time more than ever before. We were all learners. Coming from different backgrounds, with indirect pathways to education, my students succeeded in their pursuits, with many of them going on to university careers.

In the following academic year, I already assumed the position of a real HLT instructor who was also tasked with the cultivation of the mother tongue. I taught native language education classes in the integrative as well as in the cursory variants. The greatest challenge was that my students' competence in their mother tongue varied enormously, and that there were practically no teaching materials available. We only succeeded more or less in our task with the help and assistance of colleagues, the municipal school council, educational commission, the Federal Ministry of Education, and our excellent networking. In a short time, it dawned even on those who had been skeptical toward the native language education concept, that I could be useful not only in class and in the school, but also in working with parents and communicating with the migration community.

Multilanguage classes require multi-language instructors. After 20 years, we have come so far that my former students and I now teach together!

2. Hyrije Sheqiri: To be an HLT teacher: a task with pride and responsibility

Hyrije Sheqiri is from Kosovo/Kosova. She has been living in Sweden since1995. She assumed Albanian HLT classes in Ronneby, Karlskrona, and since 2007 has been responsible for the Albanian HLT in Karlshamn.

The memories of my earliest times as HLT teacher in Sweden are associated with strong emotions for various reasons. For one, it was a time of war in Kosova. There were many Albanian children in the refugee camps. Although many of them had no residence permits, they were permitted to attend school and be taught in their native language. Many were traumatized by the war and the expulsion; none of them spoke Swedish. Understanding the new society and school was extremely difficult for them, as were the new and unfamiliar customs and traditions. It is not surprising that they gladly attended the native language education classes and that I was not only their teacher, but to a certain extent also their mother, advisor, sister, psychologist and translator! In short: I represented for them their language, their culture and native country. And I became aware of their love, their pain, their worries and their wounds to the fullest extent. My role in the center remained as the one of native language education teacher, and I fulfilled that task with great determination. The work was demanding, exhausting and responsible, but also beautiful and satisfying.

Much effort was required to create appropriate teaching materials for the Albanian HLT that would also be compatible with the Swedish curriculum (HLT in Sweden is part of the regular school program and subject to their prescribed curricula). Swedish schoolbooks and materials served mostly as models for the teaching materials that we created. To adapt these for our needs and goals was demanding and required professionalism. We acquired the corresponding skills mainly in our daily close interactions with our Swedish teacher colleagues, but also in collaboration with the HLT teachers of other language groups.

3. Birsen Yılmaz Sengül: Many things were different for me...

Birsen Yılmaz Sengül hails from Turkey. She has been living in Nuremberg for three years, where she works as HLT teacher for Turkish.

Many things were different for me compared with teaching in Turkey!

Each class comprised students of different age groups. Native language Turkish education classes took place in the afternoon, following the "normal" classes. For that reason, many children were hungry and could not concentrate well. Also, many just did not feel like pulling themselves together to learn Turkish for two hours, following five or six hours of regular classroom instruction.

The participation in HLT was and is voluntary. Consequently, many students participate in optional classes only irregularly or not at all. Many would rather play outside with their friends or have fun in the shelter. And the level of competence of those who attended left much to be desired as well. The reason for that is that the mother tongue is rarely spoken in the home, and only poorly and incorrectly. Many parents themselves only speak Turkish incorrectly and have not even fully mastered its colloquial form, although they may not even be aware of it.

Since HLT is optional and not relevant for the class grades, there is little motivation and engagement on the part of the students. For this reason, I attempted to increase interest in a playful manner. Each class is now structured to offer a playful 15- minute lead-in, followed by a soft introduction into the Turkish language. To that end, I looked for and created various games that help the children to better understand and apply the Turkish language. This way, I managed little by little to raise their motivation and participation, which became more regular and, moreover, inspired more students to attend HLT classes.

Another persistent problem is that we are not regarded as real teachers here. Not by the parents, nor by the students, and sometimes not even by the Bavarian teachers. I have been asked whether I am a real teacher or only someone who offers a Turkish class once a week. The primary reason for this disdain is probably the fact that officially we are not allowed to issue grades, and that our grades have no relevance for the official grade report. The parents' participation in parent-teacher meetings is therefore quite low. Moreover, some of the regular classroom teachers consider HLT unimportant. Many even explicitly recommend that parents not send their children to HLT, as they might otherwise confuse the languages.

Another problem that I was unaware of in Turkey, was the greatly varying levels of language competence of the students. Thus, it can happen that a student in fifth grade has the competence of a second-year student. Though we have teaching materials supplied by the Turkish state, it is very difficult to adapt these to such a heterogeneous performance level. New for me, as well, was the fact that I have to teach every day in different schools. This makes it very hard to establish contacts with German teachers. Another problem, of course, was that in the beginning, I had to first acquaint myself with a totally different school system in order to learn and understand its structure.

4. Hazir Mehmeti: Old and new challenges

Hazir Mehmeti is from Kosovo/Kosova. He has been living in Vienna for 17 years, where he works as a teacher for Albanian HLT classes at various schools since 1999.

When I began to teach as HLT instructor in Vienna, I had many displaced children and adolescents from war zones in my classes. Aside from the problems and trauma caused by the political situation, there were also several methodological-didactical difficulties. My students back then were accustomed from home to other and much simpler teaching methodologies relative to the ones in Austria. Interdisciplinary activities and active, more specific learning were unknown to them, as they had been mostly accustomed to the passive lecture format in large classes.

Here in Austria, the contact with the students is totally different and affords the possibility to work individually with the students and go into more detail. I myself learned these other approaches, emphases and methods mostly in seminars which are offered here to HLT instructors. This was an important contribution to my own integration as teacher in Austria. An important element was and is the exchange of experiences with colleagues.

A particularly challenging aspect was the work with a "multiple class system", with groups of students from different age groups and levels of competence. Teaching in such heterogeneous classes demands its own methods and pedagogical principles, specific and extensive planning and a great deal of creativity. The most popular of these was and is for the students the playful approach to learning, which sounds much simpler than it actually is and still remains a challenge.

The best practices that have proven successful are, for example, bilingual learning which promotes a better understanding; learning through music and role playing, with which I have had very positive experiences in many ways. In the procurement of teaching materials, today I very much involve the students (internet and library research) and I also use the internet in Albanian and German.

5. Valeria Bovina: Useful tips for HLT newcomers

(see also chapter 12)

Valeria Bovina hails from Bologna/Italy. She has been working as a teacher of Italian HLT in Zürich since 2009.

The first year as a teacher in a new country, in a new school system, in a new school culture, in new structures – is difficult! I have tried to somewhat systematize my experiences in this regard and to suggest a series of recommendations. They may perhaps help other beginning or newly-arrived colleagues and facilitate a somewhat smoother start in the demanding, but beautiful task as an HLT instructor.

Tips for dealing with the *school administration* (and, depending on the structure, with the *school board*)

- make an appointment to introduce yourself
- show readiness and interest for cooperation
- inquire about the holiday schedule of the school and internal events (sports days, camps, professional development, etc.)
- inform yourself about school-specific internal customs and traditions (faculty room; coffee machine, closing doors…)
- inform yourself about organizational and infrastructural issues (where to make copies, the state of the room you leave behind, etc.)
- ensure that adequate classrooms are made available (sometimes unsuitable rooms are assigned to HLT classes because "foreign children" touch everything and make noise...)
- in case of conflict, make contact with the coordination office of the corresponding HLT (consulate, teachers' association…), the local education authorities or the union

Tips for dealing with *caretaking services*

(The janitor or head of caretaking services is often a central figure in the school, not at all just a subordinate custodian!)

- Make an appointment to introduce yourself
- Inform yourself about house rules and observe them (rules pertaining to the schoolyard and play equipment, eating and drinking in the classroom, trash ...)
- Receive the keys to the school and store them responsibly and securely
- Apologize if something went wrong...

Tips for dealing with *teachers of regular curriculum classes*

- Present yourself, e.g., in the faculty room or at a school conference, seek and establish contacts
- Show readiness and interest for cooperation
- Show that you are available to the school as a resource specialist for a certain language and culture
- Do not be discouraged if local teachers initially appear reserved and aloof, and if you have the impression of being "invisible"
- Inquire about internal schoolhouse practices (coffee machine, copier, etc.)
- Try to explain the function and importance of HLT and invite interested persons to an exchange and reciprocal class visits

Tips for dealing with *parents*

- cultivate and maintain good contacts through conversations and parent-teacher conferences (at least twice per year)
- present content, goals and methods of your own teaching
- explain important pedagogical and didactic-methodological points
- clarify the role of parents and teacher (= specialist for instruction!)
- remain fair, calm, open, but also clear and determined in response to possible criticism

Tips for *professional development and cultural offers*

- acquaint yourself about local professional development and avail yourself of these opportunities (offers by pedagogical institutes and teacher training colleges, the Department of Education, etc.; further information may perhaps be obtained from the school administration)
- attend courses to better master the local language (important for integration and cooperation!)
- acquaint yourself about the cultural life in the new domicile (cultural programs, museums, libraries, associations, events, offers for students…)

Before and after class ...

- arrive in the classroom at least 10 minutes before the class starts (reserve the time to lay out and prepare everything)
- it is very important to restore everything to its original state and place following the class (board, tables, floor...)

1C Reflection, discussion and deeper analysis

1. Please review by yourself once more the goals of HLT in chapter 1 A.2. Consider, first alone and then (if possible) in a small group, if you have questions or if you are not clear about a stated goal or goals. Discuss these points.

2. Please review the goals of HLT in chapter 1 A.2 for a second time. Consider and discuss which ones of these goals are particularly relevant for you and what you can contribute to attain these objectives.

3. Returning to the goals: please consider and discuss where and how you have already contributed to the stated objectives "support for the orientation and the process of integration into the ***society*** of the immigration country" and "support for the integration and orientation process into the ***school*** of the immigration country" – or what you could do in order to better fulfill this important task.

4. Please read through section 4, "Integration into the school system", once more. What is the situation today for your HLT? What would your wishes and visions be, and what could you do (alone or with others), in order to make these dreams a reality?

5. The dimensions and heterogeneity of the student body are described in section 6. Please consider and discuss your own experiences in this regard. Report to the others what you have done successfully in order to solve certain problems related to these issues.

6. Please read through the reports in part B of chapter 1 (and perhaps also chapter 2). Which ones of the described experiences in these chapters resemble the experiences you had as well in your early career as an HLT instructor; which ones concern you the most?

7. If you look back on the last 1–2 years of your work as an HLT teacher: which ones were the most rewarding moments or situations? Exchange views with each other and provide suggestions!

2 What kinds of challenges confront HLT instructors?

2A Background text

Selin Öndül, Rita Tuggener

1. Introduction

What kinds of challenges are faced by HLT instructors? The detailed answer to this question will vary from one host country to another, depending on the state of integration into the regular school system, as referenced in the statements in part 2 B. Unquestionably, there are common overarching issues. The following subheadings address nine points; some have been touched upon in chapter 1 A, others will be followed-up in other chapters. The objective is to shed light on the existing challenges and to support the teachers in solving the problems, as well as to sensitize them to possible excessive workload demands.

2. Framework conditions, school structures

In most countries, federal states, cantons and communities, HLT has the status of an optional range of courses to the extent of two (and occasionally) four hours per week. It is organized and offered as described in detail in chapter 1 A.3, either by the educational institutions of the country of origin, the consulates, or by non-governmental sponsors (associations, foundations, etc.). As a rule, the employment conditions and compensation for HLT teachers vary considerably, depending on the sponsorship. A study in Switzerland (Calderon, Fibbi, Truong, 2013) demonstrates that the bandwith of pay per lesson ranges from 0 to more than 100 Swiss francs. Depending on the nature of the sponsorship (and the number of students), HLT instructors teach full-time, part-time (as an additional occupation), or even on a voluntary basis.

In terms of the framework instruments, demands and expectations, HLT is subject to the legal provisions of the immigration country and the HLT curriculum of the country of origin. Moreover, it must orient itself according to different expectations (e.g. by the authorities as well as the colleagues) in the host country, or the parents of the students (see also chapter 1 A.2, goals of the HLT, and the statement in chapter 2 B.2). This may lead to conflicts of loyalty and other problems, such as when strongly-willed parents demand "more patriotism" which may conflict with the framework curriculum of the immigration country that places greater weight on education for tolerance and mutual understanding. It is important, therefore, that HLT teachers have a clear point of view that is compatible with the framework instrument of the host country, and that it is also well presented to the parents and colleagues.

HLT classes generally operate outside of the regular school timetable, poorly linked with the regular curriculum, distributed into various school locations and communities, and partly in unsuitable rooms or inadequately -equipped rooms. The first three of these framework conditions cannot be changed by a single HLT teacher. Aside from the direct dialog with the responsible authority in the communities and the schools, it is worthwhile to organize a professional association or a union and to seek better framework conditions from this higher platform.

The above referenced unfavorable framework conditions may lead to motivational problems for the students, as well as for the teaching staff. Aside from the talks and negotiations on various levels, a best practice measure for curing motivational problems is making the lessons exciting and interesting, an incentive for the students as well as the teachers.

If we succeed to engage in at least an occasional cooperation with individual school buildings or teachers of regular curriculum classes, it supports not only the motivation, but also the linguistic and psycho-social development of the students.

Numerous suggestions for this are offered in chapter 12, such as the "personal profile" sample, with which HLT teachers can present themselves in the school building. See also the very specific "Tips for HLT-newbies" by Valeria Bovina in chapter 1 B.5.

3. Preparation and support for the task as HLT instructor

HLT instructors realize very quickly that teaching HLT classes differs substantially from the regular classroom instruction for which they had been trained. Among the differences are multiclass teaching, a linguistically heterogeneous student body, the limitation to just a few lesson hours per week, students who are accustomed to open and individualizing instruction methods, partially missing or inadequate teaching materials, and an often weak integration into the regular school system, etc. (see chapter 1 A.6 and 2 B.1).

As a rule, the new HLT teachers are often not prepared for these differences and specific conditions. Accordingly, they need orientation guides and support in terms of professional development and other information.

A good example of this is the mandatory module "introduction to the Zurich school system" which is described in chapter 14 A.3. In addition to this first introduction to the local context, it is, however, very important that a new teacher become acquainted with the key points of the prevailing pedagogy and explore HLT-specific questions concerning lesson planning and the possibilities of cooperation with regular classroom instruction. To that end, various professional development courses are needed, both on the part of the immigration country, as well as the country of origin (as referenced in chapter 14). It is hoped not least that the present handbook (with help of innovative and pedagogically sound instructional methods and the discussions in section C of each chapter) can and will provide valuable input. Indispensable in any case, are good and intensive contacts with other HLT colleagues and with regular curriculum teachers, as well as with the authorities and the leadership of the school in the host country.

4. Cultural mediation and dissemination as another facet in the professional mission

As a classroom teacher, one has a clear professional mission, be it in the country of origin or in the immigration country. The required competences for that charge are primarily acquired in teacher training. The educator who ventures abroad as an HLT teacher, will face additional new tasks for which s/he is not trained. Not least among them are the manifold mediation and dissemination functions between the parents and the teachers (or other entities) of the immigration country. HLT instructors with a good command of the local language will attest to it: instructors will be asked very quickly to act as translators for meetings with parents. This can be especially meaningful in cases of students who are known to the regular classroom teachers as well as the HLT teachers. It stands to reason that these conversations involve more than a mere translation function. Therefore, it seems only proper that HLT teachers are compensated for their time and assistance with such functions.

When HLT instructors are called upon to translate in situations where they do not know the students involved, they fulfill mostly an additional function as cultural mediator and intercultural interpreter. Inasmuch as they are acquainted with the local school system and its expectations and also know the cultural background of the family as well as the culture-specific notions of school and education, they are able to build important bridges, fill information gaps, and offer support to the classroom teacher as well as the parents.

Particularly important is the mediation and thematization of all the prevailing unwritten norms and expectations in the host country, which are often totally unknown, especially to emigrated parents from underprivileged educational backgrounds.

This includes, for instance, unwritten rules that are taken for granted, concerning the "right" time when smaller and older children should go to bed, what they should eat for breakfast and eat in general, how to deal with homework and the learning environment at home, etc. To be informed about such issues and to be able to pass on the information is an important task for HLT instructors.

If HLT instructors are fully conversant about the local school system and the above mentioned "unwritten rules", they can organize parents' evenings (if at all possible in cooperation with the local school) and inform the parents about the values, attitudes, and expectations of the school in the host country. Finally, it is important to emphasize that the ability to speak two languages does not automatically qualify a person to work as an interpreter. In any case, it is imperative to not over-extend oneself with the demanding task of an intercultural interpreter, and to carefully consider the frequency of holding of such events.

5. Potentials and opportunities of HLT

Among the pleasant challenges of the work as an HLT instructor is the fact that one becomes aware of the potential, the importance and the opportunities of this kind of education. In the following, we are going to limit the focus to four facets.

a) The importance of HLT for the development of biliteralism

HLT makes a decisive contribution in the development of biliteral competences (the ability to read and write in one's own first language). HLT offers more or less the only chance for learning the heritage language in its standard oral and written form and acquire a holistically integrated bilingualism, which includes the written culture. This applies particularly for students from educationally disadvantaged families who speak primarily dialect and rarely read and write.

Through the literacy training in HLT classes, the children and youths involved turn into competent language users in their first language. Thus, they retain and develop an important special expertise and an integral part of their bicultural identity. The HLT training counteracts the risks that students lose the connection with the written culture and become illiterate in their first language. Furthermore, most children and adolescents with a migration background command a sufficiently large vocabulary in their first language to master everyday familiar situations without problems. However, in a discussion involving more complex themes and demanding texts, their limitations are often quickly reached.

The HLT fulfills among other things the important function of expanding the vocabulary of the first language and to render it functional for issues related to school and more demanding themes.

This way, the problematic decline of the active vocabulary which is often observed, can be avoided: familiar and everyday vocabulary is actively available in the first language, school-related and more "academic" vocabulary, primarily in the language of the school and the local language is improved, respectively.

Both functions – the building of literal competences and a more comprehensive vocabulary in the first language – should be discussed with the students and their parents so as to raise their awareness of the significance of this endeavor.

b) The contribution to a multilingual society

The HLT can make an important contribution to the implementation of two language-related postulates of the European Union. The first one pertains to the call for early acquisition of at least two foreign languages. The second one demands the furthering of individual multilingualism until all citizens have acquired at least a working knowledge of two languages in addition to their first language. (see European Union, 2005; bibliographic references). However, an indispensable precondition to this postulate is that the regular school system provide adequate framework conditions for HLT and that the parents be kept informed in an earnest and sustained manner.

c) Potentials for the area of language awareness

Growing up bilingually is particularly productive if all languages are also furthered academically – that is, in terms of reading, writing, the mastery of the standard version of the language, and building of a broad vocabulary and linguistic awareness.

HLT can make a contribution in this area, which is all the more important, as the regular schools could not provide it. HLT could contribute much to the development of the important area of language awareness – inasmuch as the necessary learning opportunities and events are created.

As the HLT students command at least two languages from the beginning (first language; the language of the host country and possibly other foreign languages offered in school), HLT should and can provide numerous opportunities for language comparison and language observation. These exciting and attractive learning events help the students as well to better connect their languages.

Additionally, the positive effects of the work in the area of language awareness have been known and recognized for some time and are the reason why students in all of Europe have been keeping a language portfolio. From the broadly documented catalog of these effects by James&Garett (1992), here are a select few, which, of course, also apply to language comparisons and language observation in terms of HLT:

- generate curiosity for and interest in languages
- improve language competence and the ability to learn language
- further the interest in and the acceptance of linguistic diversity
- develop an awareness and a sense of pride about one's own multilingualism

- foster and reinforce the desire and motivation to learn and discover languages
- build an appreciation for other languages and cultures
- promote the skills of observation and analysis of language(s) and communication
- build metalinguistic abilities

d) Benefits for the HLT teacher

The work of an HLT instructor is not only challenging, but also enriching. The manifold experiences associated with pedagogical tasks and dealing with the culture of the immigration country offer a unique chance to further develop one's own transcultural competences as well as to integrate one's new or additional task as instructor with these enhanced competences.

6. A special challenge: one's own integration into the host country

Teachers who work for a contractually- determined period of time in the immigration country must integrate themselves for this time and simultaneously maintain their ability to return to the country of origin. This is demanding and can mean that dependents and family joining them may not be possible, that spouses may be separated or children may be separated from their parents. HLT instructors are not integrated into a team that meets daily, but operate rather at off-peak hours and float frequently from school to school. They carry a great deal of individual responsibility. They are in contact with many different relevant and responsible persons, must adapt to the prevailing structures and applicable regulations and norms in addition to fulfilling their mission. Upon successfully finding a suitable apartment, they must build in their school location and in their private social sphere a network of relationships and cultivate social contacts. A good knowledge of the local language, a tolerance for risk, inquisitiveness and stamina as well as sociability are optimal prerequisites to successfully master the encounters in the academic as well as the social sphere. If these aforementioned factors are not sufficiently considered, or conflict with economic incentives as primary reasons for assuming an HLT teaching assignment, the resulting consequence might well be isolation, psychological stress and illness.

It is recommended to find out as much as possible about the immigration country and the work conditions as an HLT instructor there, and to prepare oneself accordingly before assuming a work assignment. Most imperative is a good working knowledge of the language of the host country (level B1 according to the Common European Reference Framework is a prerequisite in many places), as well as a guaranteed housing situation.

7. Heterogeneity as a chance and challenge

A hallmark of many HLT class today is the great heterogeneity in terms of linguistic and migration-biographical and age-related circumstances, among others. The heterogeneous nature of HLT classes have been referenced already in chapter 1 A.5; the following serves to accentuate and develop three of the aforementioned points.

a) Linguistic heterogeneity

HLT in its original form was a return-oriented form of instruction, designed to facilitate the re-integration of the student into the schools of the country of origin. At the time, the students who frequented these classes were the children of migrant workers whose presence in the immigration country was considered temporary. The family backgrounds as well as the language skills were rather homogeneous. This is definitely no longer the case today. Thus, children of the third migration generation, as well as those that arrived just a few months ago with their parents, attend the Italian or Croatian HLT classes together. In addition, there are children from mixed marriages (in which only one parent may speak the language taught in the HLT class), whose first language competences are correspondingly lower.

The term "first language" itself is for many of these children and adolescents no longer unequivocal because they were reared with two languages since birth, or their competences in the local language and the language of the school are significantly higher than those of their heritage language.

The fact that HLT students communicate with each other during the breaks or in informal chats not in the heritage language, but in the language of the school and the country, is therefore not unusual whatsoever.

b) Age heterogeneity

HLT classes are almost always mixed, age-wise; in extreme cases, they include students from kindergarten up to the ninth grade. This is all the more challenging as, owing to the aforementioned reasons, there is no compelling relationship in terms of linguistic competence (a third grader who is eager to learn may under certain circumstances be much more competent in the first language than an eighth grader who speaks the heritage language mostly at home with her mother). Mixed -age classes may be an advantage because the children learn much from one another in groups of diverse ages. It can also become a problem, however, when the differences in terms of cognitive and social development are so big that it is almost impossible to find common themes and interests. This is where the didactic creativity of the HLT instructor plays a huge role. Mutual exchanges and easing the burden with sharing of preparation may become a real help; other suggestions for support are found in chapters 9–12 in this handbook.

c) Family backgrounds

A further dimension of heterogeneity concerns the educational backgrounds and the living conditions of the family. Although they may come from the same country, there are often enormous differences in terms of the families' education and living conditions in the immigration country. This is due to the fact that economic and political conditions compel people from totally different social strata to emigrate. Such different socio-cultural backgrounds of the individual students may – together with the linguistic and age diversity – combine to a formidable challenge for the HLT instructors; on the other hand, they may give occasion to exciting and informative discussions.

What all HLT students have in common are their bilingualism or multilingualism and in this context, double the resources and potential. For that reason, we recommend that all instructors who work with these students inform themselves thoroughly about the issue of bilingualism and multilingualism.

It should be noted that bilingualism does not equate to perfect command or accent-free speaking ability of two languages. As a rule, the students have different levels of competence in their languages; this is normal and represents the starting point of their development. It is also of great importance to acknowledge the students' language performance and competencies – particularly also the competencies in their first language, which are too often overlooked and not appreciated by society and regular classroom instruction.

We highly recommend the work "The Psycholinguistics of Bilingualism" by Grosjean & Li (2013), which however is only available in English. It offers easy-to-understand foundations and assists HLT teachers with their own professional development and their consultations with parents and other persons who may be skeptical of HLT instruction and the concept of bilingualism.

8. Teaching materials and homework

a) Teaching materials

Among the challenges that confront many HLT instructors are the unsatisfactory situation concerning teaching resources and other, HLT-specific teaching materials (see chapters 1 A.6 and 2 B.2). Chapter 10 A.4 ("possible sources for teaching materials") discusses the issue in detail (a series of concrete and practical suggestions for the procuring of materials are offered in chapter 10 A.5 and A.6).

At any rate, it is worthwhile to discuss with colleagues what kinds of materials they are using and which sources (electronic or otherwise) they consult. Many teachers have accumulated numerous self-made materials. Their exchange and the establishment of a (possibly electronic) archive may represent a meaningful and worthwhile support for many teachers.

b) Homework

Homework is fundamentally a meaningful supplement for the HLT; especially since the number of lessons per week and school year are very limited. However, the amount of homework varies from country to country, and it is important to get acquainted with the applicable usage in the local school system. The students' remaining other obligations throughout the week and the available spare time are important aspects which have to be considered.

If homework assignments present an excessive demand on students' time, the overload may be a reason for their not attending HLT classes. However, if homework assignments consist of a meaningful and feasible addition to the classroom instruction, they support the process of learning and, as such, are generally supported by the parents as well.

Equally important as the quantity is the quality of homework: students will gladly forego a little spare time activity for an exciting, plausible and attractive assignment; however, for a boring compulsory task 20 minutes is already too much.

9. Assessment of the students' competences and performance

In dealing with a strongly heterogeneous student body, the partial individualizing of the goals, contents, and demands are important aspects of offering qualitatively good classroom teaching (see also chapter 3 about the characteristics of good classroom instruction). Connected with individualizing are questions and challenges concerning performance assessment. Chapter 7 ("supportive performance assessment") discusses key aspects of the issue; in Part 7 B there are practical examples, which lead to good suggestions. It must be noted that it is nearly impossible to come up with fair and reliable grades in light of the strongly heterogeneous student body, the short time available, and the varying competences of the students.

Dealing with the pressure emanating from different expectations (by parents and regular classroom teachers) concerning the grades in HLT classes can be demanding. The local instructors would like to see highly "realistic" grades that provide certain inferences about the students' competence in the first language, as well as their work behavior. The parents would like to see the best possible grades. Poor grades may lead to the students' foregoing the HLT classes, which is entirely possibly due to its optional character. A solution for this dilemma is not easy, and talks with parents and regular classroom instructors may have the best chance for a successful resolution. Time constraints, high pressure and workloads of HLT instructors may also be a problem. In such cases, it is advisable to reduce the communication to a few students with particularly conspicuous anomalies or who for other reasons (e. g. recent arrival) may require sustained joint support.

The evaluation of HLT students has a high potential for teacher overload, which should not be underestimated.

We recommend to treat this seriously and to discuss the issue with the local authorities as well. In an effort to further the students' performance, it is recommended in any case to give the students, aside from mere grades, differentiated, written or oral feedback and to strengthen their ability for self-evaluation with easy to understand, comprehensible criteria.

10. Classroom management and discipline: advice for dealing with student behavior

Aside from professional competencies, the school is also charged with the mediation of value orientations and social competences (this according to the dual charge of the school in terms of educational institution and nurturing institution). However, there are sometimes different country-specific expectations and priorities. Thus, the school system in one country may place a high priority on independence, whereas another country would consider diligence, obedience and punctuality as key competences. Yet a third country may place a key importance on democratic education (see also chapters 4 and 5, which deal with the core issues that are subject to consensus in most parts of Western and Northern Europe).

The referenced differences which may also exist from teacher to teacher have a great influence on classroom management and the enforcement of rules for the classroom. The students know the prevalent classroom management style in the host country and generally accept it as the norm or as normal. This kind of classroom management may, however, vary greatly from the one practiced by an individual HLT instructor. It is important to get acquainted with these differences and to establish one's own set of rules in accordance and conjunction with the students.

It is not unusual to hear complaints from HLT instructors about alleged "discipline problems", only because the classroom management style and rituals differ from the established norm in the immigration country and because the students and teachers have different expectations of each other.

We recommend that HLT instructors acquaint themselves through school visits and conversations with the local behavior patterns, role allocation (students and teachers) and classroom rituals. After that, they can establish their own classroom rules. These may concern the values, norms and rituals of the host country as well as the country of origin. If the rules – and the consequences of their violation - are discussed and established with the students, they are more readily accepted.

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2B Practice section

1. Violeta Brakus: what kinds of problems are faced by HLT instructors; how do I deal with these problems myself?

Violeta Brakus hails from Serbia. She teaches in French-speaking Switzerland (Lausanne, Crissier, Clarens, Leysin, Neuchâtel) in the HLT Serbian program.

Problems that confront HLT teachers arise with respect to different things. I am going to name a few especially important problem areas.

In the teacher training courses of the countries of origin (e. g. in the Balkans) there are no course offerings that would prepare teachers for ‹extraterritorial› work (e. g. a master program that would offer special socio-cultural and methodological-didactic qualifications) for teachers. Therefore, HLT instructors are mostly faced with an instructional type of HLT which is unknown to them until they arrive in the immigration country. In light of the changed organizational conditions of this type of teaching and a student body to whom the mother -tongue must be taught almost as a foreign language, the HLT instructors themselves inevitably become students and must improvise, become innovative, engage in professional development and orient themselves in the new cultural and pedagogical-didactic context – and all this parallel to their ongoing work!

The teaching materials, books, workbooks and sheets, as well as the pedagogical literature from the home country are based on a monolingual and monocultural approach. For the migrant children who are born in the new country, they are mostly inadequate, too voluminous, linguistically too difficult, and hardly applicable in practice because they are not based on a bilingual or multilingual approach. There is a lack of differentiated worksheets, designed for bilingual or multilingual use. It would be desirable to have teaching materials, based on the principles of bilingual methodology, in conjunction with workbooks and content dealing with the history, civilization, music and art of the country of origin.

The time schedule for HLT classes (in Switzerland) is demotivating. Following regular classroom instruction – and frequently even after sports or other activities – the HLT classes come last, sometime between 5pm and 8 pm. If the students attend at all, it is due to parental pressure rather than of their own volition, particularly on the secondary level. The strong heterogeneity of the classes (in terms of age, linguistic resources, etc.) as well as the discontinuity of the instruction (only two hours per week) constitutes a major challenge for the instructors and makes planning more difficult. Example: in the same teaching group (class), I have students from all age levels, from pre-school to the secondary level. As instructor, I practically teach permanently on the run “on roller skates” between the various age- and competency levels. Since I also teach in different schools and communities, I am almost permanently “on the rails”, quasi as eternal traveller.

All these problems contribute to the fact that the traditional native language education program is often weakened and drained. For a student generation that grows up in a multilingual environment and with multicultural resources, it is not adequate content-wise (and through its detachment from regular classroom instruction and time tables) it is also organizationally unattractive.

For me as a practitioner, it would be necessary that countries of origin and host countries cooperate much better. They should create common strategies to create an institution that concerns itself with the preservation of the linguistic and cultural identity of the migration children. In a common effort from experts and practitioners from both countries, they should achieve organizational improvements and methodological adjustments of existing curricula and creation of corresponding teaching materials. There is a great need for organizational reforms of the current instructional model, a more dynamic conception of the work and the application of modern teaching and media. Aside from the periodic and constant faculty development in the country of origin as well as the immigration country, it is necessary to initiate common educational projects, such as research projects and expert seminars. There are already certain instances of cooperation, but mostly only as pilot projects and in insufficient form or only short-term duration.

Following the preparation in the country of origin, I myself have repeatedly discovered “the secrets” of native language education during my work, have learned throughout and attended seminars and spoken in the country of origin and in Switzerland about the problems of HLT instruction. I have continued to study, have created bilingual worksheets and materials, and I have participated in pilot projects between HLT and Swiss schools. In order for HLT to sustainably increase its quality, a complete mobilization of teachers and a cooperation of all concerned with this framework is necessary. This would include a stronger presence of HLT and its problems and opportunities in the media, as well as in the public, pedagogical and school-related discourse.

2. Yergahem Belay: Three big challenges

Yergahem Belay is from Ethiopia. She has been living in London since 1995, where she has taught HLT in the Tigrinya language since 2001.

I began in 2002 as instructor for the Ethiopian HLT. I was confronted with the following main issues and major problem areas already in the first three weeks:

How do I address the expectations of different groups (students, parents, teachers from the state school system)? To begin at all with instruction, we had to have conversations with the students, divide them into three groups, and communicate the assignments to the parents. This was difficult, as dividing the students according to age groups made little sense: many students (even younger ones) were quite proficient in Eritrean from speaking it in the home, others (even older ones) not at all. We therefore had to create age-independent groups according to the students' competence in their first language – which again caused other problems.

How did I proceed in terms of methodology and didactics? In light of the great heterogeneity of the groups in terms of age, and their age-related learning style, I had to become very creative in order to retain the interest of the students. I soon realized that a highly interactive approach, which activated the students, best served our needs.

How did I deal with the challenges concerning the textbooks and materials? I had no materials available for teaching abroad from the Ethiopian education authorities. To develop a program alone and without other means that consider and overcome the intercultural barriers, was very challenging indeed. In the beginning, I depended on Ethiopian textbooks. As I got to know my students and their backgrounds, I soon realized that an appropriate text for Ethiopia was not a good fit for the situation in England. Something new was needed, something with the relationship between the cultures of Ethiopia and England as a theme. Consequently, I created and continue to create my own materials with the topic "Ethiopian traditions and cultures", in order to sensitize the students for questions about their cultural identity and values. This work is highly work-intensive as the prevalent top-down approach to education in Ethiopia does not work in England and because the content of many existing texts is unsuitable for our circumstances, I was often frustrated. I am glad that I was able to avail myself of and rely on the internet as a source for materials.

3. Hyrije Sheqiri: My currently most pressing problem

Hyrije Sheqiri hails from Kosovo/Kosova. She has been living in Sweden since 1995, where she has taught in Ronneby, Karlskrona, and is responsible for the Albanian HLT in Karlshamn since 2007. The following text is the conclusion of her report in chapter 1 B.2.

The currently most pressing problem for myself – and most likely for many of my colleagues as well – is the participation of as many students as possible in native language education programs. HLT fulfills a critical function for the acquisition of skills as well as student success in Swedish schools, as borne out without a doubt by pedagogical research. I very much hope that we will overcome this hurdle with increased engagement and a greater awareness on the part of the parents. The participation of the greatest possible number of Albanian students in the Albanian HLT, which is offered as integrated subject into the Swedish school system, depends almost exclusively on the parents. Because of their active interest in their children's learning their mother tongue and with this foundation, the students learn more easily in other subjects while, at the same time, they strengthen their bilingual and bicultural identity. We are dealing here with a two-fold benefit in terms of language and cultural awareness: as individuals the students expand their personal competences and values. This way, they enrich not only themselves as well as their families, and become more competent. This benefits society and the country in which they live, as well as their country of origin itself.

I am convinced that this concern of mine (which is also shared by many other HLT instructors) can with the engagement and support of the parents be solved.

4. Three biographies of HLT students

Gulcan (girl, 8 years), lives in England (Report of her teacher Zuleyha Toprak, London)

Gulcan was born in 2006 in London. Both parents are Turkish. She has an older sister. Their father left the family when Gulcan was five years old. This was particularly hard for her, as she had a good relationship with her father. Her mother is a young woman with various physical and mental disabilities. Although she has lived in England for over ten years, she does not speak English. The mother has no relatives in England. The family of the father live here; however, they do not support Gulcan or her sister.

Gulcan's mother tries to take her daughters to Turkey during summer vacations, so that they receive some love and support from her family there. Gulcan likes these holidays with her grandparents because she may play outside there as long as she wants. The grandparents pay for their flights to Turkey; other vacations are not possible for financial reasons.

Gulcan was taken to the HLT by her mother, because the child was flagged in the regular classes as needing special support. According to the mother, she was harassed – due to her being overweight and a slower learner than the others. She has only a few friends in the state school, but she gets along very well with a few children in the HLT classes.

Her hobbies are computer games, television and eating. She is crazy about the "Littlest Pet Shop Toys" with which she could play for hours. While caring for them lovingly for hours, she gives a relaxed impression.

Aylin (a 10 year old girl), lives in Germany

My name is Aylin. I'm 10 years old. At the moment, I live with my family in Senden, which is a small city near Münster in the western part of Germany. My hobbies are music and dancing as well as reading. Furthermore, I love to go to the movies. I spend my spare time with my girlfriends who live in the neighborhood. My friends are mostly German and Kurdish. In addition, I have a few friends from Turkey, and from Russia, Poland, Bosnia, etc.

My parents are from southeastern Anatolia, in the Kurdish area of Turkey. They are part of the Kurdish ethnic group. They lived in a small village there, called Bahcin. The village still exists, it is near the city of Mardin. We belong to the Yazidi religious community. I have four sisters and was reared in a large family, which I appreciate very much. As sisters we always stick together. My family has been living in Germany for over 20 years. Like me, most of my sisters were born in Germany.

I was reared primarily with the Kurdish and German language. At home I speak Kurdish with my parents. With my sisters, I speak German, however.

Behar (male, 17), lives in Sweden

My name is Behar and I am 17 years old. I was born and reared in Kosova, my home country, until I arrived in Sweden two months before my tenth birthday, where I now live and attend the first year of secondary school.

Life in Kosova is very different from Swedish life. In Kosova there was a lot of poverty; here in Sweden we live a rich and less problematic life. The schools are very different as well. In Swedish schools we receive a free lunch and beverage, whereas in Kosova you have to pay even for a roll and juice, which often constitutes the entire meal. In Kosova I attended school for four years. We were 45 students and had only one teacher. Here in Sweden, we are only 25 students and have a different teacher for every subject. I learned Swedish and English very quickly. Since the seventh grade, I am also studying German.

I always wanted to remain in Kosova, but my parents moved here, and I had to go with them. Perhaps when I am a little older and have graduated from school, I may return to Kosova in order to work there. We came to Sweden to have a better life and to escape poverty.

Discipline in Kosova schools is much better because the students there respect their teachers. Here in Sweden, there are many conceited students who are cheeky and do not listen to their teachers. According to news reports, the quality of instruction here is decreasing. Teaching and the schools in Kosova are much better, but the state does not have much money to invest in the schools.

When I have children of my own, I will not permit them to forget the Albanian language and culture. I think it is crazy when an Albanian child goes to Kosova and is unable to speak the Albanian language. This is certainly not going to happen to my children!

2C Reflection, discussion and deeper analysis

1. In chapter 2 A.6 the HLT instructors' own integration into the immigration country has justifiably been described as a considerable challenge (separation from the home country, apartment hunting, orientation in the context of the school system and the society of the immigration country, etc.). Please exchange your experiences in this regard in groups of two or three and make a list with suggestions that might help a new colleague with the integration process.

2. Please consider and discuss which were the most important challenges in the various phases of your daily work as HLT instructor (at the start of your career; after a few years; today) and which remain the most important ones for you today.

3. Chapter 2 A.10 deals with country-specific concepts concerning classroom management, student involvement, student behavior and discipline. Have you had similar experiences yourself? How do you deal with student behaviors that are totally different from the student behaviors in your country of origin?

4. It has been suggested repeatedly in this and other chapters, how important and helpful discussions with regular classroom teachers and reciprocal class visit with them may be. Please discuss your experiences in this regard with your HLT colleagues. What have you learned, how can you take advantage of positive experiences, and could you avoid negative ones?

5. Consider in groups of two or three what you would like to learn from a regular classroom instructor (or from another representative of the local school system) or what you would like to see and discuss in a school visit. Create sort of a conversation guideline to that effect and make plans for a specific date for an interview or a visit.

6. Chapter 2 A.5 describes some of the potentials and benefits of the HLT concept. Study and add to this list. Consider how you would describe and explain the potential and the advantages of HLT in a short presentation to skeptical parents or colleagues in the host country.

7. Chapter 2 A.8 deals with homework assignments and the importance of inspiring and motivational assignments. Discuss how you personally deal with homework assignments. Plan at least two concrete, attractive potential assignments and proceed to implement them in the next three weeks.

8. Please read once more the teachers' statements in chapter 2 B or the three biographies of HLT students. Exchange in a small group discussion what touched you or concerned you about them and why.

Key issues of current pedagogy, didactics and methodology from the perspective of the host countries

II

3 Key aspects of good teaching: a summary overview

3A Background text

Andreas Helmke, Tuyet Helmke

1. Introduction

What makes a "good" teacher, regardless of gender? The answer will vary entirely according to the interpretation of the manifold tasks inherent in the teaching profession – teach, educate, consult, diagnose, innovate. But even if we limit the query to the key business of the school, classroom teaching, there is no possibility for a simple answer: (1) what is considered "good" teaching depends first and foremost on the underlying target criterion, as in "good for what?": short-lived success in school or long-term success in studies and profession; subject-related professional competences or interdisciplinary key competences? (2) What is "good" depends also on the perspective, i. e., "good" from whose point of view? Classroom research shows that there are frequently considerable differences between the instructors' self-evaluation of their teaching, collegial feedback and the student evaluations – see chapter 3 B.

The following reflections are concerned with the characteristics which are undoubtedly central to the quality of instruction, namely the learning effectiveness. This is based on decades of empirical educational research concerning instructional effectiveness and teaching and learning, not least due to the Hattie-study (2012), which combined the entire body of research worldwide with focus on the school performance, thereby providing a solid knowledge base.

2. Learning-supportive characteristics of instructional quality

In educational research there is a consensus: surface characteristics of organization (such as teaching across the curriculum, class size, etc.) are no more decisive for student success than the implementation of specific methods (such as frontal teaching or open learning).

What matters is the competence of the instructors, interdisciplinary deep characteristics of the quality, in any type of school, and for different age groups and subjects (which are therefore relevant for HLT as well).

The following deals with the principles of learning effectiveness.

2.1 Efficient classroom management as framework condition

The concept of learning -effective classroom teaching presupposes certain framework conditions, which can be summarized under the term "classroom management". This includes (a) the establishment and consistent adherence to an interference-preventive system of rules, (b) the utilization of classroom time for "time-on-task"), (c) an efficient, i. e., sparse and least conspicuous handling of disruptions, as well as (d) the establishment of guiding principles, signals and procedures which simplify the teaching procedures and simultaneously reduce the burden on the teacher.

2.2 Promotion of information processing

A second large group of characteristics of instructional quality comprises direct measures to promote information processing; that is, the furthering and facilitation of acquisition and the storing of knowledge. A learning -effective teaching model is therefore an instructional approach with the following characteristics:

- Clarity

Intelligibility and comprehensibility from the vantage point of the students: coherence of the presented material, recognizable central idea, but also linguistic conciseness like clear diction, suitable rhetoric, correct grammar, manageable sentences and avoidance of awkward filler words, masking insecurity, and empty phrases ("somehow", "what do I know", "let's say", "quasi") and ample comprehensibility (sound volume, appropriate modulation, utilization of standard speech, as well as refraining from excessive use of regiolect or dialect).

- Cognitive activation

This is the core of the learning effectiveness and concerns primarily the acquisition of learning strategies, learning techniques, and of metacognitive competences; that is, knowledge and control of one's own learning. Extremely supportive for learning, according to the Hattie-study, are scenarios of cooperative learning whereby the students themselves temporarily assume the role of the teacher (reciprocal teaching and learning).

Here one encounters the widespread misunderstanding that teachers should retreat to the role of learning guides or moderators. Quite to the contrary, teachers must assume a highly active role at the beginning of such phases of cooperative learning and also for the acquisition of learning strategies:

Thus, the rules and procedures of cooperative learning must be carefully learned and practiced before they are functioning. Moreover, in the process of acquiring learning strategies, "demonstrating", e.g. in form of thinking aloud, is an especially effective learning approach.

- Structuring

Facilitates learning through measures that improve the recognition of connections and relationships in form of structuring references (preview, summary, emphases, advance organizer or survey of the learning task).

- Non-verbal learning opportunities

The utilization of many possibilities of non-verbal learning settings, particularly the visualization (illustrations, graphics, mindmaps) and action-oriented learning, such as in form of scenic learning (for example "body mathematics").

- Consolidation

Creation of sufficient opportunities for the application, practice and securing, in order to solidify what has been learned, and to refresh previous knowledge. Important in this respect is the consideration that – particularly in the linguistic field, e.g. in reading – certain strengths must be automaticized so that no unnecessary memory capacity will be absorbed. Only this way can more complex learning assignments be mastered. This requires "overlearning" up to automatization as well as "intelligent practicing".

2.3 Promoting the willingness to learn

The following referenced characteristics are indirectly learning- effective: they further the willingness to learn, which in turn positively influences the performance.

- Student orientation

This implies that instructors have an insight into the individual learning processes of their students and try to view learning through the eyes of their students (perspective takeover, "cognitive empathy"). They are available as contact person for technical issues and interdisciplinary concerns, they involve students in decisions according to age and obtain student feedback in terms of learning behavior and student perception of the teaching process.

- Learning-friendly climate

The climate conducive to learning is characterized by mutual respect, friendliness, cordiality and appreciation by the teacher, as well as a relaxed learning environment, which may include occasional laughter and kidding– the opposite would be teaching in a "humor-free zone", where there is "nothing to laugh about". Of paramount importance for learning is most of all a positive error culture: mistakes which appear in learning phases will not be negatively sanctioned, but considered as a chance for insight into ongoing, but not finished or unfavorable learning processes, and to support the students with helpful, precise feedback and suggestions. This includes ample answer time for student responses and tolerance for slowness ("patience") which are also elements of a climate conducive to learning.

- Motivation

The dream of an educator is to have students who "learn all by themselves" because they love the work associated with it, which provides them in the best case scenario with positive "flow" experiences. It would be naive, however, to expect in the context of school learning exclusively intrinsic motivation. An instructional approach that motivates, also stimulates extrinsic motivation, particularly through the thematization of the usefulness and importance of the learning assignment (for every day, for life, for the profession or the continuing school career). Other strategies conducive to learning are inquisitiveness (furthered through various offerings), competition (stimulated through competition with others and oneself) as well as social recognition (appreciation, praise from significant others, most of all from instructors and parents). It is often forgotten that teachers as role models are particularly motivating ("model oriented learning"): joy of learning, visible delight in teaching, engagement and enthusiasm have a direct effect (i. e., "emotional contagion") on the students' motivation for learning.

2.4 Competence orientation

In the past, it was sufficient to introduce something, i. e. "cover a subject" in class and to be guided by the appropriate schoolbooks and textbooks. There has been a fundamental change in the last two decades in this regard, namely in the focus on competences. A competence- oriented classroom follows somewhat different rules than the traditional "covering- a- subject" approach: curricula, assignments and instructional units are more oriented toward a targeted outcome, that produces the verifiable mastery of skills. This requires from the teacher greater diagnostic competences, i. e. the knowledge and the professional use of measuring tools to assess competences. For HLT purposes, consult the European framework competences for languages, which include instruments for self-evaluation of writing competences. (https://www.uni-marburg.de/sprachenzentrum/lehrangebot/selbsteinschaetzung).

2.5 Dealing with heterogeneous learning conditions

The alignment of instruction with continuously changing learning requirements is a core element of instructional quality, whereby "learning conditions" do not just reference differences in previous knowledge, but also characteristics of the cultural and linguistic background, learning preferences, gender differences, and disabilities ("inclusion"). The fundamental guiding principle is the fit (meaning that the learning situation and tasks orient themselves optimally to the student requirements); necessitating a variation of the content and methods as well as an adjustment of the task difficulty and instructional speed, commensurate with the circumstances. Important for the success of these measures of differentiation and individualization is that these – understood only as method or technique – per se do not represent a greater value relative to traditional instruction. Rather it depends on their quality: dosage, rhythm and timing, but most of all on the coupling with the previously described general principles of efficient classroom learning.

It is a myth that certain educational approaches are equally good or bad, learning -efficient or ineffective for all students in a given class – research shows clearly that there are robust interactions between teaching methods and student characteristics:

Therefore, students with limited prior knowledge and deficient skills need strong scaffolding, paced, short-step feedback and clear structures; with open learning and discovery learning these students would be overwhelmed. On the other hand, the more advanced students who have already acquired certain learning competences clearly benefit from open learning scenarios.

3. Outlook

Classroom instruction is not affected by principles or variables, but by teachers. As important as the theory-based knowledge of learning-effective teaching may be, the role of teacher's professionalism and personality is clearly and well documented. Although it is not the main thrust of this article, a few characteristics which are central to a teacher's successful professional activity should be pointed out; they are particularly relevant in light of student observations in Part 3 B. Germany requires that teacher education students have at least taken notice of the qualification profile of the teaching profession, be it through the portal CCT (Career Counseling for Teachers, CCT, see http://www.cct-switzerland.ch/) or the portal "Fit for the teaching profession" (Schaarschmidt & Kieschke, 2007; http://www.coping.at/index.php?ft-l-nutzen#). The latter inventory comprises a self-assessment and external assessments of 21 requirements relevant to the characteristics in four different areas: mental stability (ability to actively process failure, frustration tolerance, recuperative capacity and relaxation ability, stability under emotional pressure, stress resistance), activity, motivation and ability to motivate, (pleasure in dealing with children and adolescents, willingness to accept responsibility, humor, desire for knowledge and information, willingness to make an effort and tolerate hardship, inspire enthusiasm and professional idealism), social competences (assertiveness in communicative situations, social sensibility, self-assured manner in the public domain, friendliness/ warm-heartedness) and basic skills and talents (voice, flexibility, didactic skills, expressiveness, and ability to work efficiently)

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3B Practice section

"Good teaching" from the students' point of view: results of a small survey

Based on questionnaires from the HLT classes of Sakine Koç, Dragana Dimitrjevic´, Valeria Bovina, Nexhmije Mehmetaj and Nexhat Maloku, evaluated by Basil Schader.

As a practice-oriented complement to Part A of this chapter, and following a suggestion by its author, Prof. Helmke, a small survey was initiated in five HLT classes in Switzerland. The goal was to contrast the research and scientifically-oriented perspective in Part A with the views of the directly -affected, that is, the students. In your view, what makes "a good teacher", what are the characteristics of good classroom teaching?

The survey makes no claims to be representative or scientific in nature in terms of the composition of the samples and the circumstances of their application; the results can therefore only serve as an atmospheric picture.

Concerning the collection of survey data –which occurred unfortunately during the already stressful weeks before the summer holiday 2014 – participating HLT instructors were asked to administer in their classes a survey sheet (a master copy was supplied) to be filled out (with indication of age and gender):

"please complete the beginnings of the following sentences:

- A good teacher for me is…
- Classroom teaching is good for me, when…
- The following comes to mind when I hear the term (word), ‹teacher› or ‹schoolmasterly› …"

Four classes with a total of 76 students filled out the sheets concerning the teachers and classroom instruction in general; another class modified the survey on their own and listed the answer to the question "What are the criteria for good HLT instruction?"

Surveys with three sentence beginnings (see above, for classes)	lower grade (8–9 years)		middle level (10–12 years)		upper level (13–15 years)		**Total**
	f	m	f	m	f	m	
Turkish HLT Canton of Zurich (S. Koç)	7	3	3	1	0	0	**14**
Serbian HLT Canton of Aargau (D. Dimitrijević)	4	0	3	3	7	1	**18**
Italian HLT Canton of Zurich (V. Bovina)	0	0	6	5	0	0	**11**
Albanian HLT Canton of Jura; (N. Mehmetaj)	4	0	10	7	10	2	**33**
Total	**15**	**3**	**22**	**16**	**17**	**3**	**76**

The additional 29 sheets with the answers to the question about good HLT classroom instruction are from two HLT classes belonging to Nexhat Maloku in Zurich (only middle and upper level). The indications to age and gender unfortunately are missing.

In the following compilation of a few noticeable results, we are focusing first on the 76 sheets with the completed sentence beginnings only. In categorizing the answers, the following areas were inductively formulated (e. g. "characterization of pedagogical attitude") and subordinate categories (e. g. "is funny, tells jokes"). Systematic comparisons as to age, gender or language group are not possible in light of this insufficient data base.

"A good teacher for me, is a teacher who can help me"

(Milos, 10 yrs.)

The answers to the prompt "A good teacher for me is…" can be grouped into three different areas:

	Number of mentionings:
• Referencing general characteristics ("nice", "smiles", "good"):	**26** (17f / 9m)
• Referencing pedagogical attitude (with 9 subordinate categories)	**76** (54f / 22m)
• Referencing didactic and professional competences (3 subordinate categories)	**40** (30f / 10m)

The most frequent response (29x) concerning the qualities of a good teacher can be summarized with adjectives such as "helpful, supportive, patient". In second place are general characteristics ("nice" etc., 26 mentionings). Almost as frequently mentioned (25x) in terms of the didactic-professional competence was the response "teaches us something"; followed by "explains clearly, helps well" and "is strict, can also be funny" respectively, "doesn't rant and shout" (each 10x).

The referenced sequence pertains to the total of all groups; within them, it varies somewhat (as with the Turkish and Serbian students who listed the general characteristics first and the characteristic "helpful" only in second place).

"Good classroom teaching is when you learn something new" / "…when I understand it"

(Simona, 10 yrs..; Rodolfo, 11 yrs.)

The answers to the beginning of the sentence or the prompt, respectively, of "classroom teaching is good for me, if…" fall into five areas, or criteria, with 0–4 subordinate categories:

	Number of mentionings:
• Criterion learning efficiency ("when I learn something new")	**35** (30f / 5m)
• Criterion methodology and didactics (with 4 subordinate categories)	**35** (27f / 8m)
• Criterion instructional/class climate (2 subordinate categories)	**17** (12f / 5m)
• Criterion pedagogical aspects *) (2 subordinate categories)	**13** (9f / 4m)
• Criterion social aspects (meet friends, break, etc.)	**6** (3f / 3m)

*) The criterion "pedagogical aspects" frequently elicited the same responses as the impulse "a good teacher is…"

By far the most frequently mentioned (35x) characteristics refer to learning efficiency ("that I learn something [new]"). With considerably less frequency (13 each) follow the responses "when it is interesting/cool" and "when we also have fun, when I feel happy, when the mood is good". In third place comes the response "when we play games"; and from 10 of these characterizations, 8 emanate from the lower level. In fourth place with 8 references each concerning the pedagogical aspect, "when the teacher explains everything well" and the criterion "varied lessons".

There are subtle differences as well in this respect; Turkish students, for instance, list the criterion "varied lessons" and "play games" in first place, followed by learning efficiency in second.

"The HLT teacher must be setting an example, and not do anything inappropriate"

(Demet, 11 yrs.)

The prompt "to the notion of ‹teacher› or schoolmasterly, occurs to me›…" yielded far fewer responses than the first two impulses. The namings were assigned to four areas with 1–5 subordinate categories:

	Number of mentionings:
• Character aspects of the teacher (3 subordinate categories	**19** (13f / 6m)
• Associations to teachers' pedagogical approach	**4** (2f / 2m)
• Profession-related methodological –didactic aspects (2 subordinate categories)	**17** (12f / 5m)
• Diverse associations (5 subordinate categories)	**53** (38f / 15m)

The most frequently named association in terms of "teacher" is hardly surprising: "school, learning, various subjects" (24x), followed by "homework assignments, tests, monitoring, grades" (23x) and "someone who can teach us something" (17x). The most interesting aspect, perhaps, is that in the area of "character aspects" 12 out of 19 responses ("role model", respect" etc.) were submitted by the Albanian group from the Canton of Jura. This is represented by the statement of the 17 year old Behar from Sweden in chapter 2 B.4, who lived and attended school in his native Kosovo/a until the age of 10: "In Kosova, discipline is much better, because teachers are respected. Here in Sweden, there are many conceited students who are disrespectful. (…)". To draw conclusions from culture-specific interpretations of the idea of respect would, of course not be accurate, as it would require a much more thorough in-depth study.

"A class outing to the Europapark! Camping!!"

(student in the Albanian HLT)

The 29 sheets with answers to the above referenced criteria about a good HLT (filled in by Albanian students from the middle and upper levels in Zurich) are significantly more strongly focused on the methodological-didactical aspects of teaching than the others. It is interesting to see how aspects of teaching and learning that evidently are familiar to the students from their regular classes, are now also demanded in HLT classes.

Accordingly, many students also demand more games/playful learning activities, more group work, more (group) presentations, working with forms of the school theatre, less didactic monoculture ("not always repeat the same idea [namely: read a text and answer questions about it]", more exciting lessons, instructional trips/excursions/museum visits, work on the computer, watch films together). In addition, the same points are raised as in the above survey: the teacher must help/support/have more time for individual students/must be more strict, give more tests, etc.

The teacher of the classes concerned – an admittedly highly engaged and distinguished educator – came to the conclusion that students probably should and could be more involved in the planning aspect, but that the restricted framework of two hours per week in multilevel classes simply will not accommodate otherwise entirely desirable features.

3C Reflection, discussion and deeper analysis

1. Please note three or four conclusions from the text in chapter 3 which appear most important to you. Discuss them if possible with others in groups of two.

2. Proceed in the same manner with the student statements in chapter 3 B. Discuss what seems to be most important to you in this regard, why?

3. If you compare the students' statements in chapter 3 B with the background text in chapter 3 A: where are the relevant similarities, where are the contradictions?

4. Are there characteristics of instructional quality and teacher personality in 3 A, which are irrelevant from the point of view of the students? And conversely, are there student statements without equivalence in empirical research?

5. If you think about your experiences in teaching HLT: which ones of the outlined characteristics in the background text are of vital importance, particularly for teaching HLT? On the other hand, are there characteristics of learning effectiveness which, in your view, are irrelevant for HLT?

6. If you compare the key statements in the background texts in chapter 3 (Helmke & Helmke) and 5 (Weidinger): where do they show strong overlapping and coherence, where are there differences in the weighting and argumentation?

7. Considering the characteristics of learning effectiveness in your own classroom teaching, where do you find strengths, where would you like to improve and expand, e. g., build on your competences?

4 Key issues of pedagogy in the host countries: overarching "ideological" points of consensus

4A Background text

Judith Hollenweger, Rolf Gollob

Dealing with diversity and acceptance (recognition) of the other

1. Introduction

In the big Western-, Central- and North European immigration countries, which are the focus of this handbook, there is a broad consensus about a number of pedagogical and ideological issues and postulates. These include the postulate of equal opportunity, gender equality (equal value of girls and boys); see 4 B.2, the education for democracy, the appreciation of plurality and diversity, including cultural and linguistic diversity (see 4 B.3), and the treatment of themes and contents without ideological blinders, etc. It goes without saying that many of these points are also accepted and implemented in most or all countries of origin. In view of the context for which the present handbook is intended – an orientation guide for HLT instructors in the immigration countries – we are limiting the scope to the standards and key points which are accepted in those countries.

The following comments expand on a few key points and central demands; others will be discussed in chapters 5 and 9, among others.

2. Societal expectations of the school

Education enables people to participate autonomously in social life, and to actively contribute to shaping and enriching it. Educational efforts must therefore always be understood in the context of social, political, and economic conditions and developments. Different states have different ideas about how much and what kind of education is necessary and for whom.

Is it terrible if girls do not pursue further education, following compulsory schooling? To what extent must the school advocate for attendance, if parents from certain cultures and social classes consider it of little importance? Does the Department of Education have to intervene when children from minority groups cannot find access to more advanced higher education programs?

If the participation of certain social groups in shaping society is not desired, or considered unimportant, it follows that investment in the education of these groups tends to be reduced. This way, the societal structure remains intact and the existing inequalities will be passed on to the next generation.

However, if the social structure, the family and the origin no longer mainly predetermine a person's position in society, the future for the individual is fundamentally open (Hradil 2009, page 89). Today, this is a huge concern for democratic societies that put more emphasis on the long-term development of human resources over the exploitation of natural resources. Education thus furthers social mobility and opens up the possibilities of social advancement. Securing the best possible education for all children and adolescents is very important in post-industrial countries. If a high added- value is achieved due to highly-qualified employees, society has a great interest in providing talented young people access to the best possible education. Highly educated citizens will want to participate in political life as well. This way, the political, social and economic control is no longer in the hands of a small elite; all members of a society must take responsibility for the well-being of everyone (Turowski, 2006, page 447).

All Western-, Central- and North European immigration countries are democracies with a more or less liberal conception of statehood, that depends on individual responsibility as well as their citizens' willingness to actively participate. Depending on the type of democracy (direct democracy, representative democracy, etc.) problems will be addressed locally or centrally, and solutions will be developed either locally or on the national level. In Switzerland (as an example of a direct democracy), the stronger cantons effect transfer payments to the weaker ones, according to the principle of solidarity; the social insurance schemes ensure

the basis of existence of the weakest. This creates a balance and enables the living-together of different groups, linguistic and cultural regions. Many citizens engage in civil society in most countries, independently of the state. Thus, there are many associations that operate in the social domain and commit themselves for other human beings. They lend aid and support where existing problems are not within the scope of governments' responsibilities or the problems are not solved through state intervention (Emmerich, 2012).

In the first half of the 19th century, many countries introduced compulsory state schools, e.g. in the Canton of Zurich (school law of 1832). With it, the state accepted the responsibility for the education of all children from all social strata. How proud the communities and cantons must have been of this new task can still be seen in the prestigious school buildings from that time. The issue at stake at the time was the fight against child labor, and children's acquiring fundamental new skills, whereas the social tasks and educational mission have become far more complex today. The task of the school and family were clearly separated at the time (educational mission/mandate) but today they must be more interlocked and support each other. What remains is the mandate to ensure the social cohesion of society and the qualification of our children and adolescents (Tröhler & Hardegger 2008).

Today's educational efforts in the referenced host countries must be understood against this social and historical background.

In line with the mandate of equal opportunity, or similar opportunity, respectively, the school must not only ensure that all students receive the best possible education, it must also impart social and societal values. Thus, the diversity of today's population is also reflected in everyday school life; all concerned are invited to make a constructive contribution.

The preservation of values and recognition are the key principles in this effort. They require an active and respectful interaction with cultural and linguistic diversity. It is a matter of achievement and solidarity, the interest of the individual and the welfare of the community, of demanding and supporting. "Education is a multidimensional endeavor, and the dimensions must keep each other in check", as described by Prisching (2008, page 226). This must be achieved on the one hand through further development of educational institutions, and on the other hand, through the safeguarding of the individual rights of all students.

3. Life in a democracy – what does this mean for the school?

When speaking of democracy in the context of schools, people mostly think of questions pertaining to possible lesson content. What should students learn, what should they know about the structures of democracy? Which content fits into which subject? The declarative knowledge thereby is in the foreground: it is about facts surrounding democracy, that is the "knowledge, that…". As a second point, the question of student participation in the organization of the schools are brought up: student representations as regulated by statute, the formal co-determination of teachers or the representation of parents in various committees. This is a case of "knowledge, how…", that is procedural knowledge or the experiencing and shaping of democratic processes. Democracy is also a value in itself, and a positively valued objective in all Western and Northern European immigration countries.

A democratically -oriented school wants the students to develop a positive relationship to democracy. They should be able to develop democratic convictions and the school should make efforts so that the learners themselves become democratic.

It is therefore also a question of social readiness and ability and responsible use of democratic principles in the shaping of life.

When discussing democracy in the context of the school (which of course includes HLT), we always have to keep two aspects in mind: the instructional content as well as the existing structures and processes of the school. The conservation of values and expectations are always of urgent importance, and they are expressed and experienced in a unique way in each and every school, and in every HLT course (Retzl 2014).

Democracy is a situation that has to be described. On the other hand, it is a value to which we subscribe with conviction and want to realize practically in classroom instruction. Content can be taught, hours will be allocated for that purpose, and the learning results can be assessed. To equate values with facts would be a big mistake, however. Values that are taught as educational content become indoctrination. Values have their basis in experiences. Democracy as a value is urgently dependent on this experience. Classroom instruction and schools which do not include these values in the design of their teaching as an experience should ultimately forego teaching democracy as real facts (Krainz 2014).

It would be a great mistake to demand that schools simulate democracy. This, they cannot and should not do. A school has a clear structure and clearly defined roles. Schools are an instrument of democracy and, at the same time, a living environment for future democrats, in which age- and developmentally appropriate

and situation-specific assumptions of responsibility and participation are experienced and practiced. In other words: students should in the course of their studies (which includes HLT) acquire democratic attitudes which endure beyond their educational career. For the concrete implementation, actions should be chosen in which democratic decision-making competences of individuals and the democratic quality of the school are developed and experienced.

Classroom instruction is obviously of great significance in a school context. Instruction is experienced by the learner as a place and framework for negotiation processes and feedback, a place of cooperation in which the learners and teachers deal with each other in the spirit of mutual recognition. Children's rights and human rights, for instance, are building blocks of a democratically and pedagogically motivated school practice. (see links in the bibliography).

School projects are best suited for a joint planning exercise in order to facilitate equitable participation, a common well-coordinated organization, a transparent evaluation, and an occasion to practice and facilitate an assessment. Pedagogically valuable are projects related to democracy that approach learning through engagement and so-called service learning (example: a joint project of an exhibition and a sale of handicrafts for the benefit of a charity project). Central to this endeavor must always be the creative process, regardless of content and aim, as it is in itself promoting democracy. Such projects enable the students to gain personal experiences and achievements and should be documented and certified in form of a portfolio, whenever possible.

An entire school unit can be democratically shaped without great changes from its basis. Power is legitimized, solutions to problems are being sought jointly by means of communication, delegation and representation. Moreover, the school opens up to society and shows the learners how to tie meaningful action with project-oriented education in actual present-day reality. Such community-oriented projects are characterized by converting active participation simultaneously into the lesson topic. It is best to find out in conversations with your colleagues about the implementation of democratic principles in any country, educational system and in individual schools in which HLT instructors work, as well as what kinds of learning materials are being used.

For materials ideally suited for use in HLT and/or for comprehensive projects, we suggest the series EDC/HRE ‹Living Democracy› by the European Council which, depending on the specific volume, have already been published in up to 10 different languages and can be obtained as hard copy or downloaded from the internet free of charge (http://www.coe.int/t/dg4/education/edc/Resources/Resources_for_teachers_en.asp).

4. Unity in diversity – diversity and inclusion

As shown in chapter 4.3, education should not only enable young people to develop their personality but to also actively participate in the shaping of society. A democratic society thrives due to its political diversity, the discussion of the opinions of others and the inclusion of all in the search for viable solutions. It also depends on the joint commitment by all to a conception of collective statehood, common values and the respect of the interests of minorities. The resulting tensions between diversity and similarity in all aspects of life have to be addressed constructively. The primary school as an official state institution cannot forego this dynamic and is called upon to develop a sensible approach to it. It has the charge of contributing to the social cohesion of society and, at the same time, safeguarding the personal right to education of each child. Diversity and inclusion are therefore central concepts for the treatment of diversity in the school (Ains-cow, Booth & Dyson 2006).

The use of the notion of "inequality" signifies an emphasis and valuation of differences; the terms "heterogeneousness" and "diversity", respectively, on the other hand recognize differences without a simultaneous value judgment. The commonly recognized category diversity in today's discussion signifies a deliberate confrontation with dissimilarity and variety. Characteristics like gender, age, nationality, ethnicity, language, social situation, sexual orientation, health condition and disability, respectively, only serve to describe diversity. It does not mean that minorities should only be tolerated and forced to adapt and assimilate, respectively. The marginalized will become participants and solutions to problems will be sought collectively – insofar as there are problems. The term "inclusion" refers to this process, with the primary objective of problem-solving and addressing learning difficulties and participation in the schools. Whereas the category "integration" suggests primarily an expected adjustment effort on the part of minorities, the more current term "inclusion" demands an active contribution by all in order to arrive at a common solution. (Vojtová, Bloemers & Johnstone 2006). An inclusive school, therefore, actively deals with the issue of diversity and ensures an equitable access to education for all. At the same time, it has high requirements for quality in itself, and high expectations of all students (Nasir et al. 2006).

Why is it that students with migration backgrounds are often targeted disproportionally for special needs measures? How can it be that, at the conclusion of their compulsory education, socially disadvantaged adolescents have scarcely anything of value to serve them beyond? Why is there still a long way to go toward reaching equal opportunity or even similar opportunity in many places (see also chapter 4 B.1)? Why do the educational ambitions of the parents have such a formative influence? In view

of an inclusive school, these questions should be considered from the beginning of the school and classroom development process. The new school reform in the Canton of Zurich – to name one example – more strongly emphasizes integrative special education measures to counteract the negative consequences of segregating education. Many schools promote mixed groups in terms of age and educational level in order to achieve a stronger personalization of instruction. In creating parents' boards and through an intensification of working with parents, the schools try to create a viable network of common responsibility for all students. The project "Bildungslandschaften" (in English "educational landscapes") of the Jacobs Foundation and the Department of Education of the Canton of Zurich (see list in the bibliography) takes the concept one step further and even includes non-school entities. Quite specifically, it also deals with the reduction of existent hurdles and obstacles, as faced by children with disabilities on a daily basis.

An inclusive school not only continues to develop itself constantly, but advocates daily for respecting the individual rights of all children and adolescents. This is rooted in the foundation of children's rights by the United Nations, as well as the rights of people with handicaps, which are recognized in the UN Convention of the Rights of Persons with Disabilties. Most of the Western and North European immigration countries have signed and ratified both conventions. These conventions not only ensure a free education for all children and adolescents, but also challenge the schools to equalize possible disadvantages which may arise from origin, handicaps, or health problems. In general, the educational opportunities must be adapted to the child's requirements, as equal rights does not mean offering the same thing to everyone. Today's teachers must be able to abandon such "premises of homogeneity" in favor of a stronger, personalized understanding of learning. In doing so, they must particularly assess their own ideas of justice (Bloch 2014).

HLT instructors can make valuable contributions to the goals of equal opportunity and inclusion with respect to their students. This may be achieved in the classroom itself through targeted support of teacher orientations (see also chapter 5.1) on the one hand; outside of the classroom, on the other hand, it requires discussions and consultations with parents and regular classroom teachers (see chapter 12).

5. Teaching and learning as a joint problem-solving process

When the students no longer perform exactly the same task at the same time, the teacher can no longer exclusively rely on a fixed instructional plan or curriculum. The above referenced personalization and democratization of instruction not only shows itself in the teaching structure, but also in the teaching materials and curricula of the Western, Central and Northern European immigration countries. The lesson plans are structured so as to also afford students the opportunities for self-directed learning, in addition to the guided sequences (Kiper & Mischke 2008). Learning materials are enhanced with more complex assignments, which may require the performance of various activities in different social forms and with different tools. Present curricula – such as the „Lehrplan 21 "which is being developed currently for German-speaking Switzerland – are skills-oriented, with competences needing to be acquired and applied in variable situations. Instead of providing clear guidelines for the input, that is what students will be offered, the focus is more strongly on the output, on the educational outcomes (see also chapter 5 A.1).

Learning is understood as an active and interactive process, according to the actual, broadly accepted definition. Although the acquisition of information establishes the first preconditions for learning, the learner must then endeavor to process and understand it.

Knowledge must be linked so that it can be used for solving more complex questions. Following the accomplishment of a task, the attained must be checked and evaluated. Teaching and learning must complement each other in such a fashion that they can jointly contribute to the solution of problems. The teacher helps with the selection of age- and interest-appropriate questions and topics, the development of the understanding of problems, and furthering the motivation of the learners to address and solve the posed questions. The necessary information, knowledge and skills are acquired jointly; the instructor supports as much as necessary and offers aid with structuring of the task. Once the foundations are established, concrete planning begins. If the path to success is found, the students perform the required actions and verify the achieved results.

The teaching and learning processes are interlinked, and the interplay offers the students a certain measure of support according to their needs, in terms of structuring aid, autonomy support, and sense of belonging (Rohlfs 2011). All this, of course, pertains also to HLT, and can be equally well implemented in their lessons and in regular classroom instruction.

Difficulties with student learning and interaction may occur anytime and should be addressed as quickly as possible before the children become discouraged or negative interaction patterns solidify. A particularly

frequent issue in HLT stems from problems with the first language standard version and students' reading comprehension, as many only speak in a dialect version and are barely able to read and write in their heritage language (see also chapter 8). The instructors' early detection of such difficulties is central in this effort, starting with the specific learning situation which may cause problems to a child. It is frequently the case that a child has not yet acquired certain competences, or is used to other styles of interaction (from home or from regular education classes) and employs different learning strategies. If students exhibit persistent problems in school, in spite of a personalized educational program, so-called educational progress meetings are organized in many places (see list of links in the Bibliography, terms may vary, according to regions). The meetings are organized to bring together the perspectives of all concerned to analyze the child's situation, and to set goals as basis for the planning of measures. Based on the results of the educational progress meeting, a personalized support plan is generally established. After a jointly agreed- to period of time, the progress meeting is repeated, and the goal attainments verified. The procedure of the educational progress meeting occurs in many places as well when students need instruction in the local language as a second language. It goes without saying that HLT instructors can be valuable partners in such educational progress meetings.

The stronger personalization of education, as described here, signifies as well that the whole potential of a child is acknowledged and valued on the part of the school and the teachers. In other words, it is no longer just an assessment of the child's individual qualities and capabilities which are deemed as useful for school instruction.

Individuals with all their talents must be furthered in order to become responsible human beings who are capable of acting in an open society. This would imply a better utilization of the children's available resources, including their first language, specific cultural background, and their life experiences up to now.

In contrast to misunderstood interpretations of "individualization" the term "personalization" does not aim for a separation of education, but a recognition of the child as a person, as well as his/her rights, responsibilities and obligations (OECD 2006). Thus, all children and adolescents have to be recognized as equal (Emmerich & Hormel 2013). Their usefulness as good students is no longer in the foreground, but their acquired competences and their development. The term "diversity" and "inclusion" aptly describe the meaning of this transformation process. Inclusion becomes a coercive measure without the recognition of diversity, but without inclusion, the notion of diversity stands for arbitrariness and indifference. Only the two combined show the way into the future for the democratic school, a future which must be created by all concerned and affected together.

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Links

Centre of Human Rights Education, Lucern University of Teacher Education: http://www.phlu.ch/en/dienstleistung/centre-of-human-rights-education

Children's Rights, Oxfam Education: http://www.oxfam.org.uk/education/resources/childrens-rights

Compasito. Manual on human rigths education for children: http://www.eycb.coe.int/compasito

Projekt Bildungslandschaften Jacobs-Stiftung: http://bildungslandschaften.ch

Teaching Human Rights. Practical activities for primary and secondary schools. United Nations: http://www.ohchr.org/documents/publications/abcchapter1en.pdf

Training and Education Materials, Human Rights Education Series, United Nations High Commissioner for Human Rights: http://www.ohchr.org/en/publicationsresources/pages/trainingeducation.aspx

Verfahren Schulische Standortgespräche, Bildungsdirektion Kanton Zürich: http://www.vsa.zh.ch/internet/bildungsdirektion/vsa/de/schulbetrieb_und_unterricht/sonderpaedagogisches0/ssg/formulare_ssg.html

4B Practice section

1. Attila Ender: Reflections on equal opportunity, intercultural competence and democracy education

Attila Ender hails from Turkey. He has been living in Vienna for 33 years, teaching HLT Turkish classes and working as voluntary probation officer.

Although much depends on the respective class composition and school atmosphere, in view of everyday school life and the pedagogical triumphs and defeats of a native language education instructor, certain things may be generalized, however. I shall limit myself to three considerations.

Equal opportunity

Equal opportunity only rarely exists in daily life at school. Most families of Turkish background live in low-rent small, old apartments. I have hardly ever seen books or musical instruments, for that matter, in these dwellings. On the other hand, almost every apartment has an oversized television set.

Most of the parents speak either no German at all or only inadequately. Aside from few exceptions, the mothers are housewives. Due to their lack of German language ability, they are hardly capable of helping the children in school-related matters.

All this means that with reference to parental inclusion, there is absolutely no chance of equal opportunity in comparison with middle-class Austrian children, for example. It is therefore all the more important what the school or HLT can offer in terms of compensatory support.

As a countermeasure, I initiated with a female colleague a few years ago a highly successful project for mothers. This included regular home visits to discuss important pedagogical themes. After initial resistance, the mothers opened up and participate eagerly. Two of them even took a course in German which enables them to better help their children.

Promoting intercultural competence

In this context, it is absolutely imperative to mention the role of local mosques and religious associations. In the last 10 to 15 years, most of them have expanded their influence on many parents, primarily for political and financial reasons. This led to a fundamentalist world view on the part of some parents. Owing to this world view, quite a few children distance themselves from their classmates. The tendency to self-imposed isolation sometimes takes on painful dimensions.

In my capacity as soccer coach of the school, I form mixed teams, both as a countermeasure and to create a new corporate identity and foster the establishment of new commonalities.

Democracy education

I believe this topic is the culmination point of all efforts. A successful democracy education could solve the majority of all actual problems. Since most of the parents were simple peasants before migrating, a democratic mindset on their part is however not always present.

For democracy education, I often implement role-playing games. For example (who makes the decisions: only one person, or should everyone speak their minds?). Or we play games about the roles of men and women and experience in so doing, that both genders should have the same rights. The children love these role-playing games; and they are undoubtedly also educationally significant.

2. Nexhmije Mehmetaj: planning a double lesson about gender equality, that is gender – appropriate for three groups in terms of age and educational levels

Nexhmije Mehmetaj hails from Kosovo/Kosova. She has been living in the Canton of Jura in Switzerland since1993, where she established and directs the Albanian HLT classes; in addition she has authored learning resources and pedagogical factual texts.

Overarching theme and goal for all three groups:

Awareness of gender equality and questions of gender (equality for boys and girls, men and women). Additionally, level-specific linguistic and social objectives.

The course of a double-lesson

Content and goals for the three groups according to age and educational levels:

- Lower level (classes 1–3): Theme "Girls play soccer, too" (from the Albanian HLT material "I myself and the others I"). Pedagogical aims: raise awareness of gender- and role-based conceptions and biases and discuss them. Linguistic goals: reading and oral expression competence, work on grammar and syntactical awareness.

- Middle level (classes 4–6): Theme "Rights and obligations of boys and girls in our class", see worksheet with impulses for discussion. Goals as above, with respect to one's own situation as a student.

- Upper level (classes 7–9): Theme "Our rights as children and adolescents", discussion based on a copy of the Charter on the Rights of the Child (selection of 9–12 rights). Goals as above; linguistic competence with emphasis on textual analysis, concept formation and written expression.

Grey = activities in which the teacher participates.

Time	Lower level, level I	Middle level, level II	Upper level/level III
10′	Joint introduction to the topic; moderated discussion: what is "typical" for boys, what is "typical" for girls; is that really true? (Prepared prompts by the teacher)		
5′	Explanation of the assignments for the students of the middle and upper levels		
20′	The teacher reads with the groups the text "Girls play soccer, too" and clears up ambiguities in terms of content and language.	Task-related group work: Discuss in groups of two the concepts on the worksheet "Rights and obligations of boys and girls in our class" and write down the opinions.	Task-related group work: 1. In groups of three, discuss 3 children's rights according to the prompts listed on the worksheet 2. Each group creates a poster (A3) format about their three chosen rights and prepares for a short presentation to the class
20′	The children discuss in groups of two the text-related questions listed on the worksheet.	Reading and discussion of the text, discussion of the results with the teacher. Deeper analysis of the topic: who has what rights and obligations at home?	
10′	Break		
20′	Continue worksheet assignment, then a creative task (for one or two): a drawing of girls and boys who each play or make something that is considered atypical for their gender-based roles.	New assignment: create a text with the topic "This makes me happy/ angers me about my role as a girl/boy" or "If I were not a girl/a boy".	Check if the presentations are ready and ok. The teacher refers to the document with all 42 rights (internet-link), asking students to study them at home .
5′	Some students present their drawings to the class. *)	Listen to the presentations.	
5′	Listen to the presentations.	2–3 texts are read to the classes *)	Listen to the presentations.
5′	Listen to the presentations.		1–2 groups present and comment their poster *)
5′	Explain homweork assignments; closure with a song.		

*) Those children who did not get to present their work will present as an introduction at the beginning of the next double lesson.

3. Arifa Malik: The principle of interculturality through the example “colors”; a lesson outline

Arifa Malik is from Bangladesh. She lives in London, working as HLT instructor for Bengali.

Goals

- Content: the students (three age groups) should describe the colors and adjectives of color in their culture of origin (Bangladesh) and in England.
- Linguistically: practice the vocabulary of adjectives of color in Bengali and English. For advanced students: improve the written form of Bengali; compare the formation of compound adjectives of color (blue green, light red, etc.) in both languages.

Materials

- Cards (note pad size) in different colors; cards with the respective adjectives of color in Bengali, cards with adjectives of color in English.
- Pictures from Bangladesh, i. e., traditional clothing, if possible with original pieces of clothing from Bangladesh, clothing from England, e. g. pictures of Queen Elizabeth in different variecolored costumes (available on the internet)

Process

1.	5‘	Short intro activity: All students are up front with me. I determine which children will be grouped together, letting them guess, what my criterium could have been. (Solution: the color of their sweaters or shirts).
2.	5‘	Information about the topic and the goals of the lesson. For starters, the students name all adjectives of color that they know in both languages.
3.	10‘	I display the colored cards; the students place the matching word cards in English and Bengali next to them. Those who have not yet mastered the Bengali writing system listen to an older student who will read the Bengali cards to them and then repeat the words.
4.	25‘	Work on three tasks relative to level of learning: a) Clothing (or pictures thereof) with “simple” colors (only 1–2 colors, no patterns or simple patterns). Task: name colors and write them down, possibly in both languages. b) Clothing (or pictures thereof) with more complex colors and textures. Task; as above, closest possible description. c) Clothing (or pictures thereof) with still more complex colors and textures. Task; as above, with closest possible description and, possibly, a personal commentary.
		Break
5.	10‘	Each group makes a short presentation, the others offer comments.
6.	10‘	Linguistic input: How to describe different shades of a color in English and Bengali (word formation, e. g. light blue, dark blue, etc.)? Maybe show pictures of Queen Elizabeth in different costumes, name the nuances in both languages.
7.	10‘	Discussion/class conversation about the topic “colors in the Bengali culture and the English culture”. First preparation & discussion in 4 mixed-age groups: a) Which colors are typical for nature in Bangladesh and in England? b) Which colors are typical for cities in Bangladesh and in England? c) Which colors generally predominate in Bangladesh and in England? d) Which colors would best characterize your mood when you think about Bangladesh or England?
8.	15‘	Discussion/class conversation about the above four topics. End of lesson.

4C Reflection, discussion and deeper analysis

1. The introduction to chapter 4 A.1 lists several key points and postulates (equal opportunity, gender equality, democracy education, appreciation of diversity, etc.) about which there is a broad consensus in the immigration countries. Please reflect about and discuss how you experience the importance and implementation of these postulates a) in the educational system of your native culture and b) in terms of the country where you currently live and teach.

2. In terms of your origin and education, which are the especially important key points, principles and postulates for you, which you would also like to retain and implement in the migration situation?

3. Please review the list of postulates in chapter 4 A.1 once more. What can you do in your classroom teaching to meet these concerns? What have you done already; what else would be possible? If possible, plan with a colleague concrete learning opportunities for the next three to four weeks.

4. The topic of equality of opportunity or similarity of opportunity for all children is addressed in Part A, but also in chapter 4 B.1. How do you perceive this situation in the country where you currently work as HLT teacher? Where do you see problems and a need for improvement? What can you contribute personally in this regard? Finally, how is the demand for equality of opportunity implemented in your country of origin?

5. Please review once more the chapter 4 A.3 about democracy education. The formulated goals – most of all training students to become democratic and democratically-minded people – naturally concern the HLT as well. Explain and discuss what you contribute to this goal in terms of your teaching style and your selection of content. Plan with your colleagues two or three concrete classroom situations, with which you could make a contribution to these goals in the next few weeks

6. Please review on the internet the materials from the European Council for democracy education. (For links see bibliography). What could you use for your own teaching and implement in your classroom in the next few weeks?

7. Chapter 4 A.5 is titled "Teaching and learning as a common problem solving process". What does this title mean (which, at the same time, is a kind of postulate in itself) for you? Discuss teaching sequences in which you addressed a problem jointly with the students or in which you succeeded to involve your students in an especially attractive, challenging problem or issue to be solved. Continue to plan other such learning opportunities!

8. In chapters 4 B.2 and 4 B.3 you will find two lesson plans about the principles of "gender equality" and "interculturality". Discuss these two plans; please consider how you could make plans based on these two important topics for your own classroom.

5 Key aspects of current pedagogy in the host countries: education and school related considerations

5A Background text

Wiltrud Weidinger

1. Introduction

The school systems in Central, Northern and Western Europe are shaped by the social paradigms and key issues in educational policy as explained in the previous chapter. They represent a certain guideline as to the principles and role perception which determine how schools and instruction operate in these countries. The human image, along which a school system and society orients itself, influences what teaching should be like, as well as our perspective of the students. The ideological underpinnings which support education and the school systems in those countries are the commitment to equal opportunity, integration, interculturality, multilingualism, inclusive education, democracy education and participation in society, as described in chapter 4. This influences directly or indirectly the perception and treatment of our students, the instructors and the understanding of learning and what the goal and substance of school actually should be.

The previous chapter discussed the most important instruction- and school-related quality criteria in Central, Western and Northern European countries. The criteria are organized according to three essential areas or perspectives:

- Perception of the student
- Perception of the teacher
- Understanding of learning and instruction

2. Perception of the students

Student orientation

The instruction in the schools of the referenced immigration countries usually follows the principle of learner orientation. The expectation is that teaching in terms of structure, selection of content, and in the organization must align with the needs of the students. Learner orientation means to start with the students' individuality, and to recognize the students as individuals with their own independent personalities, respectively (Helmke 2012).

In the student-oriented classroom, learners are treated seriously and valued as personalities, regardless of their academic performance and success.

This suggests that the interests, the biography and the background, the life situation and the specific needs of the learners are perceived and respected. All this has a positive effect on the students' self-confidence and motivation to learn. At the same time, it has a positive effect on the relationship between the teacher and the students who feel better and more accepted as a person in a learner-oriented classroom. It also means that students may turn to teachers not just for subject-related issues, but advice for other questions and problems as well. The instructors' educational function is thereby enhanced with advisory functions.

Aside from this emotional-affective dimension, the learner-oriented classroom instruction is based on the respective level of development of the learners and incorporates their previous knowledge, starting position, experiences and living environment.

The learners are seen as acting, active subjects – and not just as mere objects by the instructor or the instructional program.

A central postulate is therefore that the learners in a student-oriented classroom should be motivated to engage in their own activity as fully as possible.

As a result of this instructional concept, the teacher is no longer central to the instruction, which is now planned and shaped from the perspective of, and together with, the learners (Wiater 2012). Or, as expressed by Helmke (2012): learner-oriented instruction distinguishes itself in that the students' classroom participation is high and that the students are actively involved in the process. This changed definition of roles in the learner-centered classroom represents a marked difference from the traditional teacher-centered instruction, which many teachers of heritage language education remember from their own studies and training. See section "new understanding of roles: learning coach and learning moderator".

Support orientation

If classroom instruction is learner-oriented, it also affects our view about student performance and how this performance is assessed. The instructors who want to contribute to the individual competence of learners must certainly have acquired sufficient knowledge of diagnostics and similar skills. Moreover, they must be able to adapt the level of the activities and problems, just as the questions and tasks to be solved to the learners' needs and requirements. This is particularly relevant for the heterogeneous HLT classes with different age and skill levels, where tasks and questions for assessment have to be formulated appropriately and for different performance levels, respectively (see below "differentiation and individualization" as well as chapter 6).

In order to be able to optimally support students, a foster-oriented instruction must view and assess the performance of the learners with an individualistic and learning goal -oriented perspective.

Assessment for the promotion-oriented instruction is not only summative, but always takes place in a formative fashion as well.

This means that performance will be observed, commented, and discussed with the learners over a longer period of time. A promotion-oriented assessment implies that learning objectives are clearly defined and that they are transparent for the learners as well. Moreover, promotion -oriented instruction means the inclusion of all participants as much as possible: learners, parents, teachers of regular education classes, and other experts.

The topic of promotion- oriented assessment is further elaborated in chapter 7; for a good brochure with practical recommendations, models, checklists, etc., see Nüesch, among others (bibliographic references).

Competence orientation

The principle of skills orientation has been a leitmotif for educational instruction in many countries of Central, Western and Northern Europe for about a decade. This means:

- The students' educational objectives are represented in form of various areas and levels of competence. The focal point of academic learning is therefore no longer the thematic canon of fields or content-based goals, which have to be covered, but a series of sequential skills or competences which the students must acquire.

- The students' level of proficiency and progress will be assessed by their attaining a certain competence level (instead of achievement, the operative word is more commonly performance).

In the instructional sciences there are several definitions of the term "competences". Most commonly accepted in the German-speaking areas is Franz E. Weinert's definition: "Competences are the individual's existing or learnable cognitive abilities and capabilities to solve certain problems, as well as the thereby related motivational, volitional [determined by will] and social readiness and abilities in order to apply the solutions to problems in variable situations successfully and responsibly." (Weinert 2014). It is therefore not just a matter of knowledge of facts, but rather the ability to solve problems, and involves ultimately the required attitude and motivation as well. In this context, didactics distinguishes between technical competences and generic competences. Technical competences comprise all those that are closely related to a school subject; in terms of HLT, that would apply to "The students know at the end of their third school year the writing system of their first language and are able to write simple messages in that language". The generic competences would include abilities and capabilities which are necessary to cope in life and are not necessarily related to a school subject. This includes, for example, personal competences (autonomy, reflection, etc.), social (ability to cooperate, ability to deal with conflict, etc.) but also methodological (ability to communicate, ability to solve problems, etc.). It is understood that the development of these skills can and must also occur in HLT.

The call for competence orientation is closely related to teacher orientation and support orientation. In summary, it can be said that the competence-oriented classroom distinguishes itself by the following characteristics (see Lersch 2010 and Meyer 2013):

- Cognitive activation of the students through demanding, but well balanced, coordinated assignments
- Linking of the newly acquired skills with existing knowledge and capabilities
- Intelligent practice
- Search for appropriate practical application
- Individual follow-up of learning processes
- Reflection on the learning progress by students (metacognition)

3. View of the instructor

Importance of classroom management

Efficient classroom management is one of the preconditions for qualitatively superior classroom instruction. Classroom management forms the temporal and motivational frame for teaching; it contributes to the avoidance of unnecessary disruptions and chaos. International research has shown that there is a direct link between classroom management and the extent to which students make progress. The voluminous meta-analysis by Hattie (2013) confirms that with well-organized classes and a high engagement by the teacher in terms of classroom management, there exists a clear (medium to high) effect on the learning performance of the students. Among the important factors in this case are the instructors' personal attitude (motivation, engagement) and the extent of their ability to recognize and to react to students' behavioral problems.

Central to the specific work in the area of classroom management, including for HLT, are the following points (see Woolfolk 2008):

- Good preparation of the classroom (materials, seating chart, organizational matters, etc.)
- Highest and constant activation possible of all students through attractive, activity-oriented assignments; recognize and re-channel dissimulated activities
- Establish clear, plausible and preferably commonly agreed-upon rules and behaviors and make them accessible (e. g. hang a poster with class rules or discussion rules)
- Define consequences for inappropriate behavior; deal with discipline problems without fuss and without disruption of classroom instruction
- As classroom instructor, do not exude uncertainties or insecurities
- Ensure a smooth running of instruction for the period, avoid illogical connections and unnecessary disruptions in the proceedings

Criteria for reflection on one's own leadership style are found below (Reflection, discussion and deeper analysis [5C, 6 and 7]). For further analysis of this aspect, consult the publication by Meier et al (2011): Competent leadership of students; Zürich: Verlag Pestalozzianum.

New understanding of roles: learning coach and moderator

For the students, competence-oriented and learner-oriented classroom instruction means to be highly active. For that to occur, the instructor must plan appropriate learning activities (quite possibly for various levels!) and accompany the learners in their activities and actively support them, if needed. In doing so, the instructors increasingly assume the role of "learning coaches", that is, of initiators, supporters and evaluators of learning processes; they assume much less the traditional role of lecturer.

In order to fulfill this changed concept of roles, the instructor must first be able to assess the learning needs and the requirements of the individual students (see above support orientation). Further tasks consist of planning the learning situations in a stimulating manner, both didactically and content-wise, developing learning paths, selecting learning tasks and observing learning processes and intervening when problems arise.

As part of the follow-up and at the end of a learning sequence, there is an assessment of learning success (who has learned what; which goals and competences require further practice; what kind of evaluations or grades are eventually to be assigned?).

Beyond that, it is a matter of reflecting the students' learning in discussions with them and to document the results. The current practice of keeping a journal or creating a portfolio to collect representative pieces of work and activities is ideal for that purpose, and also lends itself well for implementation in HLT classrooms.

In the follow-up of learning processes, it is essential to stimulate the learners' thoughts about their own work, to point out their strengths, as well as their developmental potential, and to offer them appropriate learning opportunities. Part of this learning guidance scheme involves the explicit reference to strategies, designed to help the learners optimize their learning efforts. These strategies may focus directly on the learning objective or the skills to be acquired (e. g. strategies for text revisions, dictionary or internet searches) or indirectly further learning as a whole (strategies for planning the work, creating learning tandems, etc.). Workbook 5 of the series "Materials for the HLT classroom" deals specifically with the referenced learning strategies.

All this means, of course, that the contact and the cooperation between teachers and learners is configured differently and tilted increasingly toward partnerships between teachers and learners that are more intense than in the traditional classroom teaching where instructors primarily lectured from their pedestal as public officials. The changed understanding of roles and cooperation can be a challenge, particularly for HLT instructors who may have been socialized along the more traditional concept in their home countries. However, they must realize that their students are mostly used to this new instructor image from their other classes. Consequently, they are reluctant to engage themselves in a teacher-centered classroom that is guided by a traditional-authoritarian concept.

4. Understanding of learning and teaching

Constructivist approach

Most schools in Central, Western and Northern Europe subscribe to a so-called constructivist understanding of learning. This is based on two key assumptions (see Woolfolk 2008):

1. Learners are active subjects in the learning process and "construct" their own knowledge (on the basis of their everyday knowledge, they develop their own ideas and "models" about the alternation of day and night, about wars, or about the disparities between rich and poor).

2. Social interactions are important for this process of knowledge construction.

The constructivist approach to learning is premised on the idea that learners actually need the environment only as a stimulus and matrix for their development. The essential impulses for learning however emanate from the learners themselves. According to this view, students are actively and specifically looking for those things in their surroundings which pose a problem ("Why does it get dark at night?", "Why do so many people from my country live as migrants abroad?"), in order to build insights by solving the problem. Learning is therefore understood as a constant rearranging of knowledge elements. The learners' existing and self- built structures are expanded, realigned, or entirely built anew with each new learning process or step.

Constructivist didactics prefers constructing and applying knowledge and competences over mere memorizing, recalling and reproducing of facts, concepts and skills (Woolfolk 2008). Constructivist methodology emphasizes the development of problem solving abilities, critical thinking, questioning, self-determination and open-mindedness for different ways of problem solving. From a constructivist viewpoint, the following recommendations are relevant for education:

- Learning should be based on complex, realistic and relevant learning environments and issues; these in turn stimulate the learners' "knowledge construction" and learning by discovery.

- Learners should be supported in adopting and discussing different perspectives and points of view. In order to be able to do this, they should also be offered different approaches to the same topic. Students should also get the opportunity for fair discussions and exchanges of ideas.

- Learners should be made aware that they are responsible for their own learning and progress (this means at the same time the strengthening of their self-awareness and that learning is the result of the constructivist process).

The importance of knowledge transfer and the mere learning of facts, which characterizes traditional classroom instruction, is thus very much reduced. This requires HLT teachers to rethink the planning of learning tasks as well. Instead of "learn the names of the following plants and animals by heart" the assignment may read "in groups of three, discuss which plants and animals play an especially important role in the different levels of the forest, take notes and create a small poster about it".

Independent and autonomous learning

As part of the constructivist approach, classroom instruction in the schools of Western, Central, and Northern Europe also emphasizes the important dimension of independent and autonomous learning. Central to this is the idea of the concept of self-directed learning. This means that the learners themselves guide (regulate) and monitor their learning process and progress (including homework assignments and longer-term projects, such as a presentation) on their own, autonomously. Independent learning also means that students can make autonomous decisions about different aspects of their own learning, and that they are responsible for them.

These decisions concern particularly the following areas:

Learning objectives:	What do I have to/want to know?
Learning content:	What do I have to/want to know/ learn?
Learning methods:	How do I learn this, which methods and strategies do I use?
Learning media:	What resources do I use for this?
Timeframe:	How much time do I need for this or do I have at my disposal?
Pace of work:	How fast do I work?
Learning partner:	Do I work alone? Do I work with a partner? Or in the group?

Whereas the learning objectives and learning contents (in everyday reality at school), are mostly prescribed, the learners have some choice with regard to the time, the pace, the learning partner and sometimes also the learning methods they want to use. This could also be implemented in HLT classes, as long as they are planned in an open and learner-oriented way (see chapter 6). Of prime importance for self-directed learning are the above referenced learning strategies. They are a prerequisite for the learners' ability to independently and autonomously organize and direct their own learning. The teachers' ability to offer their students learning goals and learning contents for different proficiency levels is highly conducive to independent and self-directed learning, including building of the competence for self-assessment. The students themselves then select the proficiency level that best fits them and their circumstances. (Example: texts about Turkey in the 19th century in three levels of difficulty; Learning review about agriculture in Italy on three proficiency levels).

Relevance to everyday life

Learner-oriented instruction takes into account the learners' needs, and must in the choice of its contents closely orient itself with the students' current and future living environment. This means that chosen contents must be current and meaningful for the students. As aptly suggested by Wolfgang Klafki more than 50 years ago with the following question: "What significance does the content of a theme, or the experience, ability or skill gained from this topic, already have in the intellectual life of the children in my classroom, what significance should it have for their cognitive development– from a pedagogical point of view?" (Klafki, 1958). However, not only the present-day significance is relevant for the choice of contents, but also the importance of the various themes for the future of the students.

It is up to the instructors to select subjects that are relevant and realistic in terms of present day circumstances as well as their significance for the future.

The postulate of infusing instructional content with the living environment is a great professional challenge for the teachers and their subject competences, and poses problems and requirements for the learners as well. For HLT instructors, this postulate suggests first and foremost the following: awareness that their students are growing up in the world of migration, in and between two cultures, and with experiences that differ significantly from the experience of the students in their countries of origin. Themes like "life on the farm", "fairy tales and legends", "I myself in 20 years", "minorities" etc. must be treated differently if they are used in regular classes in Croatia, for example, as opposed to the Croatian HLT in Switzerland or in Austria. In the latter case, it is vitally important to recognize the additional background experiences and competences of the children who grow up biculturally, as well as their often weaker knowledge of their language and culture of origin. Moreover, there are a number of topics which are traditionally taught and accepted in the country of origin (e. g. patriotic or historic themes), but are significantly less relevant in the context of migration – whereas topics such as "life in and between two cultures", "minorities" etc. are very current and meaningful here.

Age-appropriate instruction

As already mentioned in the section "learner-centered orientation", teaching and learning should be guided by the students' level of development, the composition of the learning group and the individual personality of the students. The dimension of age appropriateness is increasingly important, particularly in multi-class instruction, which is characteristic for HLT. In terms of developmental psychology, the learners in heterogeneous multi-level learning groups should be supported differently and individually and according to their previous learning experiences.

A student in first grade needs and would like to work on something else than a third grader.

A merely quantitative differentiation in terms of homework load is generally not sufficient in such cases. A qualitative choice of age-specific contents and methods would be more appropriate.

The particular challenge for HLT consists in the fact that the age and first language competencies often differ vastly, Thus, it can happen that a sixth grader, who has been attending HLT classes for only two years, is considerably less proficient in reading and writing in the first language than a third grader from an educted family. Nevertheless, the older student should not be asked to work on texts for small children that demand too little and would humiliate and demotivate him/her. Instead, s/he needs linguistically simplified versions of age-appropriate reading material and much individual support.

Differentiation and individualization

The postulate for differentiated and individualized instruction, which has been active for 30 years, is a logical consequence of the call for a teaching model that takes into account the competences, interests, needs and age of the learners (see above). Figuratively expressed:

Instead of serving an identical menu to all the students, to be consumed and digested in the same time and amount (which would be completely illusionary), each student should receive the menu which is best for him or her, easy to digest and wholesome.

This sounds, and is, demanding, particularly for those instructors who are unfamiliar with this concept from their own studies and training. At the same time, individualization and differentiation have become so prevalent in practice as well as in the teaching materials, that there are scarcely any instructors left who follow the classic frontal teacher-centered model. Naturally, ways and solutions can be found that are realistic and feasible both for regular classroom instruction as well as heritage language education: in a class with 20 students, it is not necessary to develop 20 individual learning programs, it is enough, initially, if reading materials or writing assignments are offered at three or four levels of competence, such that each child will likely find something suitable for his/her needs. In lieu of complete individualization, it would be more appropriate to speak of an internal differentiation of teaching and learning in this case (according to different skill levels and age groups). Additionally, there is the external differentiation, according to school types, not in HLT, but the state school system, especially at the secondary level I (secondary school, secondary schools with expanded or reduced requirements, respectively, special schools, etc.).

Teachers can influence internal differentiation in class directly, i. e., they can and should plan different kinds of learning tasks at different levels of difficulty and complexity, offer different kinds of exercises of variable lengths so as to serve the needs of all the different learners. In a sense, the class as a unit is dissolved. Each learner is allowed to work on an appropriate learning task and, as a result of it, he or she is supported in the best of ways. „Adaptive teaching" is another term used for this kind of instruction, which is shaped according to the students' individual characteristics and abilities and which adapts learning tasks, learning support material, teaching materials, media, etc., accordingly.

Outlook

The teaching and learning dimensions in chapter 5 reflect the essential points of the current pedagogical and methodological practices in the immigration countries of Central, Northern, and Western Europe. Obviously, the list is not conclusive, particularly since the pedagogical and didactical sciences are constantly developing. One recurrent element, which was not explicitly mentioned, needs to be emphasized: the learners' motivation.

The task of any type of classroom instruction is to offer positive learning stimuli and encourage the learners to work and be active.

The key issues mentioned all point in this direction and view teaching from this perspective. Only those who are motivated can take on the responsibility for their own learning, can set goals autonomously, can plan and reflect on the next learning steps and be the agent of their own learning activities. Teachers can achieve this goal by structuring their classes meaningfully and by committing themselves to nurturing their students' acquisition of knowledge, their competences and attitudes – in short, by furthering their students' personalities.

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5B Practice section

1. Božena Alebić: My experience in dealing with the principle of individualization

Božena Alebić hails from Croatia (Split). She worked from 2004–2008 and 2010–2014 as HLT teacher of Croatian in Zürich.

In teaching Croatian abroad, it is indispensable to implement the principle of individualization, as the children are used to it from regular classroom instruction. For this reason, I always try to get to know each and every child in the shortest possible time in order to assess their linguistic competences, previous knowledge, abilities and difficulties.

With me, the process of individualization begins already with the selection and planning of themes. I am looking for a topic that can be treated at various age- and difficulty levels. Most of the time, I begin with a common phase, during which the requirements and the basic Croatian terminology for the theme are explained. There are usually a few already known and established concepts, whereas the new notions will have to be introduced. This is followed by an individualized written assignment, which can be executed alone or with a partner. For this purpose, I develop different versions of a worksheet, according to differentiated levels of expectation. I make sure that each version begins with simple tasks and that the level of difficulty increases gradually, with the most complex assignments at the end. This way, even the weaker students who master the first (easier) assignments can have a sense of achievement. I maintain the gradual increase in difficulty in all assessments and tests as well. For instance, this allows for tasking the weaker students with answering at least the first five questions, the mid-level students with completing the first ten, and the stronger students with all 15 questions. The main goal of this procedure is that each worksheet is optimally tailored to the needs and the abilities of the students.

I observe the principle of individualization with language practice and oral tasks as well. First, I make sure that all students understand the presented content. I often explain the same assignment in various ways and sometimes I explain them to weaker students also individually. I keep the content of the assignments and the themes of class discussions in such a way that they approach the experiential world of the children as closely as possible. I try to select topics and assignments that are of interest to them and touch on their previous knowledge and experiences. Since the heterogeneous classes vary greatly in terms of age, gender, competence of Croatian, and interests, I have the students discuss many topics in small groups, rather than as a whole class. In the end, each group presents a short report about their discussion and their findings.

Compared to the regular classes in the Croatian Republic, the great heterogeneity in HLT classes is a formidable challenge. In the same group, there are often children from kindergarten to the eighth grade. It is very difficult to find a common work motivation in such a group, even if it involves a simple game of concentration.

Aside from individualization, other pedagogical principles are also an inherent part of my classroom, most importantly, the principles of independence, playful learning, and creativity. I try to apply the principles of creative learning and creativity whenever possible, since even the term "play" itself has a motivational effect on the students. In this context, we engage in language games, concentration games, memory games, etc., all of which provide a great learning experience. It takes a great deal of creativity and engagement to organize one's classroom instruction in this fashion; the joy and the response of the students, however, show that it is very well worth the effort.

2. Saliha Salih Alcon: Individualizing and furthering independence, reasons and an example

Saliha Salih Alcon is from Spain. She has been living in Vienna for nine years and has taught as native language instructor of Arabic and Spanish for two years.

In my Arabic language classes, I have students with greatly differing levels of linguistic competence and requirements.

Many children are from mixed marriages, where generally only the father speaks Arabic. These children can barely speak and understand Arabic. The HLT classes for them are, most of the time, the only possibility to learn Arabic "right".

Additionally, there are children in my classes where both parents are Arabs. Since they come from different Arab countries and speak very different dialects, they also have problems understanding and speaking high Arabic or Modern Standard Arabic.

Many of my students can write, but not read and comprehend, others have a pronunciation that needs urgent improvement. Others speak well and understand quite a lot, but are unable to read and write. Overall, this means that almost every child has different language and reading competences, differing levels of skills, requirements and learning needs. My first task is to determine the level of each child and to assess in which areas they need to be furthered.

Against this background, the pedagogical principles of individualizing and independence are very important. To treat the class as a "homogenous group" and to put before them the subject matter would be utterly impossible; it won't work without individualizing and differentiation of instruction. I further the independence of the students, so that they not only learn, alone or in groups, to solve problems and develop their ability to think about their own skill levels and instructional needs.

Another very important principle is the skills orientation of the instruction. For myself, that means that I consider carefully before each lesson or range of topics which functional, linguistic, personal and social competences the students have to acquire or further develop, and how I ultimately ascertain that this competence development has indeed occurred.

Example: Planning of an instructional unit (within class grouping) for the lower level. Theme: living together of different religions.

1. Introduction: I ask the children if they have ever been to a church or mosque and let them briefly speak about it. I explain to them that we are going to discuss this topic together and indicate what the class format will look like.

2. Elaboration: We are watching together a brief video sequence about churches and mosques in Arabic. After clearing up comprehension problems, I divide the children into two groups. Those who are able to read receive a cloze text including the missing words to cut out and paste. When the task is completed, they come to me. I discuss with them how they have solved the problem, what they know well, and how they can further improve their skill level. They then receive a picture of a church or mosque for coloring. The other children meanwhile practice writing the first letter of the terms ‹mosque› and ‹church› in Arabic, which they copy and practice from the words on the board. When they are done, they show me their work and receive feedback. Ultimately, they also receive a picture for coloring.

3. Back-up phase: By means of the colored churches/mosques, I verify the mentioned terms, such as (tower/minaret, priest, etc.)

4. Conclusion: We debate the issue together as a class that being an Arab does not necessarily mean being a Muslim, as there are many Arabs who are Christians, and that a respectful interaction with each other is important for a harmonious life together.

3. Gaca Radetinać: A small example for student orientation and my role as learning coach

Gaca Radetinać hails from Bosnia. She lives in Karlskrona (Sweden) and has been teaching there for many years as native language instructor for Bosnian/Croatian/Serbian.

In my classroom, I try to avoid being too controlling as much as possible to allow the students themselves to become as active as possible. This even works with relatively "conventional" lessons. I was not necessarily familiar with this kind of instruction, based on my own educational training. It is however the only possible approach, as the students are used to this kind of instruction from their regular classes in Swedish schools. I became acquainted with this type of teaching and the changed role of the instructor here in Sweden, also in conversations and class visits with Swedish colleagues.

Lesson topic (double lesson)

Children's rights

Class level

2nd –6th grade (older students work on a different project); 14 students.

Background and objectives

Regardless of whether one lives in a welfare state like Sweden or in a poor country, it can happen that children's rights are violated. Many times, they are not sufficiently aware of the UNICEF children's convention. Each school has the responsibility to educate children about their rights; in Sweden it is mandated by school law.

As HLT instructor, it is important to convey this information to the students in their first language as well and to discuss the issues with them.

Materials

- About 20–30 pictures (e. g. from magazines or from the internet) of children with different facial expressions: happy, sad, apathetic, etc.
- Five pages with ideas for discussion "describe the mood of the children in your pictures with at least three adjectives; think about why the children feel this way or that way, invent a little story about one of the pictures that will help to understand the child's expression!").
- Copies of the most important articles of the Children's Rights Convention, preferably in a simplified version (see internet)."

Course of the lesson

1. I inform the class briefly about the topic and the goal of the lesson.
2. I place 20–30 pictures on the floor. One or two children assist me in doing so.
3. The children form groups of two. Each team selects 2–3 pictures and receives a page with ideas for discussion and the task, to report their findings to the class in ten minutes. (In forming the teams, I make sure that linguistically weaker children work together with a linguistically stronger child).
4. Ca. 10 minutes of discussion and note-taking in the teams.
5. I form two circles, one with three and one with four teams (= 14 students). In both circles, the teams show their pictures and their respective findings. (It is not necessary that everyone hear everything, hence two circles). I remain as listener in the background.
6. Short input from me about the Children's Convention: What is it, since when does it exist?, etc.
7. Each child receives a page with the children's rights (http://unicef.se/barnkonventionen). The children form groups of three and select three rights, which they want to discuss and then present to the others (what does this right stipulate, which concrete examples come to mind, etc.). I make sure that all rights are discussed at least once.
8. Presentations (plenary, entire class).
9. I advise them about the new app "Alla Barns Rätt" (All children's rights) and recommend that they review it at home. Outlook: next week, we are going to discuss other rights.

5C Reflection, discussion and deeper analysis

1. Please skim through chapter 5 once more after you've read it and consider/discuss: Which of the described pedagogical principles are known to you from your own training, which ones are rather new to you?

2. Which of the described principles appear easy to implement, which ones are you already applying in the classroom, and how do you do it?

3. What appears complicated and problematic among the described principles and their implementation in the classroom; why? What possible solutions do you foresee?

4. In what sense have you already been confronted with the fact that your students are used to different pedagogical or didactic concepts from their regular classroom instruction – something that you may not have learned that way in your own training? How did you approach such situations, adjust to a different understanding of the roles of teachers and students, and the importance of independent learning, etc.)?

5. Please find, write down and discuss at least three concrete examples from your own practical experience in which one or more of the following principles was applied well: teacher orientation, promotional orientation, competence orientation, new understanding of roles, strengthening of independence, individualization, relevance to everyday life, age appropriateness.

6. Which educational style and leadership style do you represent? A rather authoritarian with strict leadership, or a more integrative, democratic style? Specifically, how do you implement and carry out this educational style in your classroom management?

7. What are the strengths in your leadership and role behavior that you would like to retain; which competences and strategies in this domain would you like to newly develop?

8. Comment on the three articles in the Practice part (5 B): How do the statements and instructional implementations in this section relate to your own experiences?

6 Key aspects of current didactics and methodology in the host countries: selecting adequate teaching and learning methods

6A Background text

Dora Luginbühl, Xavier Monn

1. Introduction

Ideological and cultural values, notions of instructional quality and aspects of modern school developments manifest themselves in methodological and pedagogical activities in the classroom. Support orientation, autonomy and individual responsibility as well as relevance to everyday life or age-appropriateness (see chapter 5) demand an expanded understanding of teaching and learning.

Moreover, the heterogeneous make-up of the classes (based on cultural, social and cognitive differences) demands that teachers and schools develop differentiated teaching methods. These are more strongly aligned with the different requirements and possibilities for cognitive development of the students than before.

The aim of the chosen measures of internal differentiation and adaptive instruction is to provide all students with the greatest chances for optimal learning and custom-fit learning programs. The characteristics of learning-effective teaching are, at the same time, neither ignoring the existing differences nor a "radical" individualization, which demands a separate program for every student.

Learning-efficient instruction rather distinguishes itself by a deliberate, goal-oriented and balanced use of different teaching and learning methods, and very much pertains to HLT as well. It balances learning objectives, course content, learning time, as well as the learning locations, if applicable, with students' different requirements, and includes different illustrative and working materials. The teachers further students' learning and comprehension processes with appropriate tasks. They accompany the students with follow-up and advice in class, in groups, or individually in preparation for the next learning steps. Thus, differentiating is possible in guided as well as in open instructional sequences.

The following aspects are essential for an appropriate selection of teaching and learning methods:

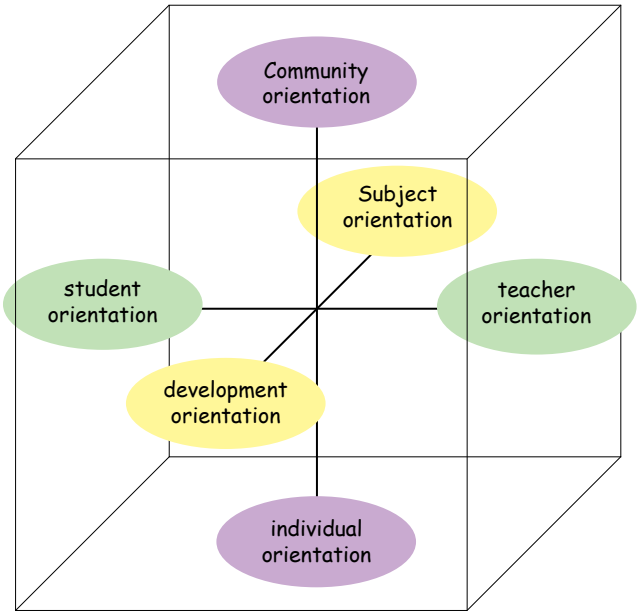
- Learning effectiveness for students,
- Adaptive and customized choice of methods,
- Methodological competence of the teacher.

These will be elaborated in the ensuing sub-chapters along the themes of teaching and learning in heterogeneous classes, expanded teaching and learning methods and learning tasks, particularly with reference to HLT. It is imperative to include the sometimes very different contextual conditions for HLT in methodological considerations. The mostly separate classes, which are already partially marginalized in terms of room availability as well as time table, cannot build on the same methodological foundations as the regular classes in public schools.

The present overview follows largely the brochure "Learning and lesson comprehension" (Thurgau Department of Education, 2013), created by co-author Xavier Monn for the Education Department of the Canton of Thurgau, with portions taken directly from the brochure for this text.

2. Teaching and learning in heterogeneous classes

Classroom instruction that is aligned with the heterogeneous requirements of the students must develop with partially contradicting requirements and goals. This creates various areas of tension, as shown in the cube model in figure 1 (by Friedli Deuter 2013, page 27; based on an unpublished script of Eckhart and Berger). Regarding the choice of learning content, it involves mediation between the subject orientation (e. g. learning objectives according to the curriculum) and the orientation along the development level of the children and adolescents. Additionally, the dimension of differentiation requires a constant balancing between the needs of the individual and the need for shared learning experiences (community orientation). Another field of tension opens up in the dimension of instruction and classroom management. Where is student-centeredness conducive to learning and where is a rather direct teaching approach more appropriate, with the teacher directing the learning process?



Areas of tension in teaching
according to Friedli Deuter (2013, page. 27)

An instructional approach with heterogeneous learning groups is therefore not an either-or- principle, but rather a both-as-well- as principle. It requires a constant, situative and goal-oriented balancing of opposites along the referenced baselines.

This represents a challenge for teachers: "moving about within such instructional areas of tension can create insecurity. However, it also opens up instructional latitude, and can encourage learning and experimenting with different approaches that complement each other. This must not lead to arbitrariness […], but demands a reflexive practice in which classroom instruction continues to be developed so as to better meet the manifold learning and performance requirements of the class" (Eckhart 2008, page 107).

In this context, Meyer (2011) refers to instructors' "balancing tasks" and suggests the following concerning the quality criterion "variety of methods":

- Analyze and incrementally enlarge the personal repertoire of methods
- Balance class work, on projects and independent work
- Balance work in plenary, in groups and independent assignment
- Systematic work on students' repertoire of methods (no isolated method training, but integrated into the work on content-related assignments)
- Incorporate forms of cooperative learning into classroom instruction
- Plan competence assessments, look for or develop appropriate instruments

In addition to the generally applicable suggestions, HLT instructors will face other, HLT -specific balancing tasks:

- Balancing between the teaching/learning expectations of the host country and the ones of the teachers' own culture of origin.
- Mediation of first languages, which are often minority languages with ‹low status› in the immigration society.
- Short instructional periods, which are not part of mandatory classroom education.

Aside from these demanding balancing challenges, HLT is based on voluntary school attendance, which is sustained with significant family support (see also chapter 2).

The following questions are suggested as an orientation aid for the specific discussion of the dimensions of the cube model. They may also serve as a basis for reflection and discussion of one's own teaching:

Individual orientation – community orientation (dimension of differentiation)

- Are there differentiating forms of work (planned work, workshop, work stations, etc.)?
- What significance does the learning content have for the individual students (relevance to everyday life, see chapter 5 as well as 6 B, example 1)?
- Are group formations deliberately shaped (gender, achievement, age, interests)?
- In which situations is cooperation initiated, practised and lived by?
- How are conflicts resolved? Intercultural conflict training as part of HLT
- Are there team-building activities and forms (rituals, projects, class council)?
- …

Development orientation – Subject orientation (dimension of learning contents

- Can there be differentiation between core subject matter and additional content?
- Are learning contents and learning objectives differentiated to the extent that they are appropriate for different levels of competence and and difficulty? (see 6 B, example 2)
- Are different tools available for the visualization and demonstration of the learning process?
- Are there instruments to assess the stage of learning and development of individual students in their first language or language of the family?
- Are learning groups formed on the basis of different levels of competence?
- …

Student orientation – teacher orientation (dimension of instruction)

- Are the teaching and learning methods varied?
- How are the students guided to become self-directed learners?
- How is the learning environment structured?
- What kind of educational assistance is there?
- How are the learning processes followed-up, and documented (e. g. portfolios)?
- How are the sequences of tasks planned?
- How are the weaker students guided and supported?
- Is there a tutor system (learning partners, tandems)?
- What kinds of rules, agreements and boundaries ensure a good working atmosphere?
- …

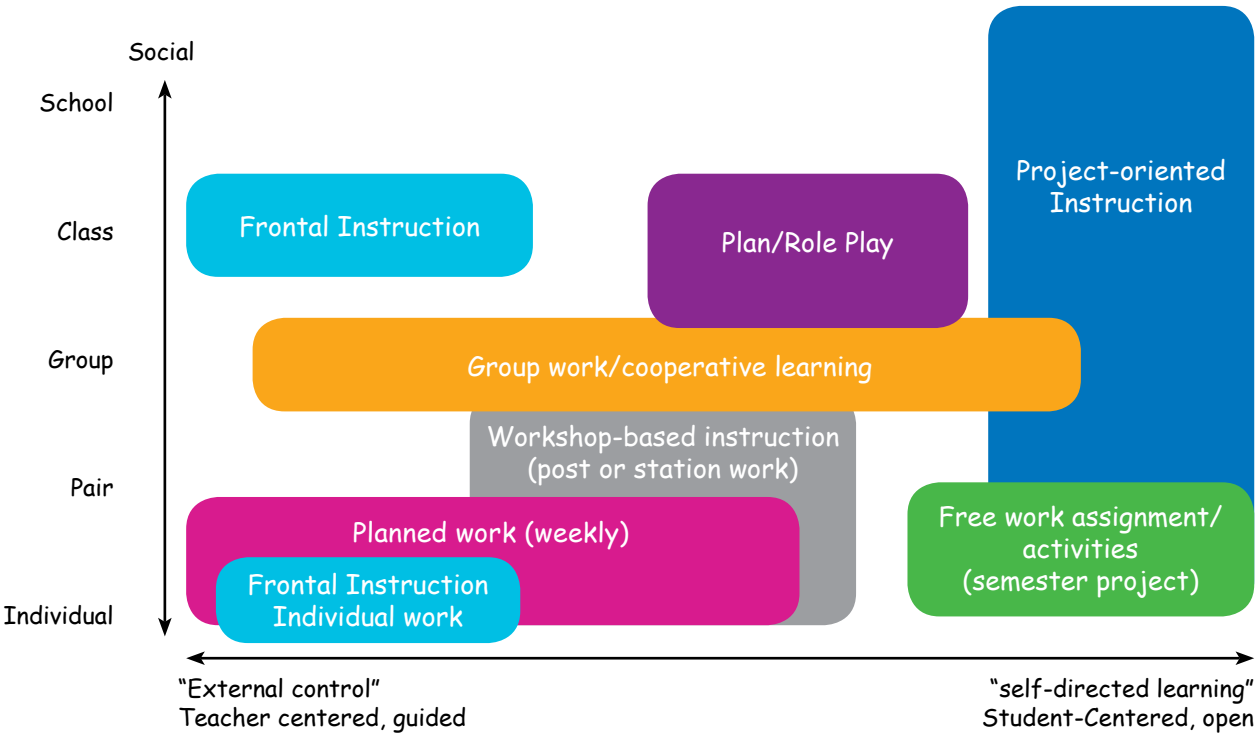
The instructor's role in the teaching and learning process changes according to his/her movements within the outlined dimensions of the cube model. The choice of the teaching model depends again on the instructors' understanding of their teaching role.

3. Expanded forms of teaching and learning

As shown above, teaching in the traditional sense of presenting, explaining, assigning tasks and queries is still important, but self-directed learning is increasingly gaining ground. Figure 2 below illustrates some of the frequently used teaching methods in practice according to their social setting and general classroom management. The various methodological approaches that can be found in today's public schools are located along the vertical axis "social setting" (ranging from individual tasks all the way to whole school assignments), whereas the "external control" (guided, teacher-centered instructional forms) and "self-directed" (open, student-centered classroom instructional forms) are located between the posts on the horizontal axis.

Various common teaching and learning models

(from: Thurgau Department of Education, 2013, p.9; based on an unpublished script by Keller, 2009)



Caution should be exercised with the horizontal axis "external control – self-directed", as terms like "teacher- centered/guided" and "student- centered/ open" are very general paraphrases of instructional forms that refer to guidance by the instructor. As such, they can easily lead to polarization. Open learning situations in themselves are neither superior nor inferior to guided instructional sequences. The extent of openness or guidance, respectively, is not critical for the instructional quality. Guided instructional sequences may very well include open and cognitively stimulating tasks. In open learning situations, where students themselves decide on the sequence, duration and social setting, for instance, the offered options may in turn be highly restricted, with a prescribed work approach and problems that can only be solved with one correct solution. This is important for HLT. Instructors who are primarily accustomed to an externally, controlled frontal teaching style from their own training, may very well want to expand their methodological repertoire very cautiously in a small, step-by-step approach. The goal of learning-effectiveness should always be the primary aim of teaching preparation and reflection. In doing so, it is always important to consider the following: the more open the instructional model, the more it requires a clear structuring. The learning system in the open learning model is not a small-step, linear process. Rather, learning takes place in an experiential environment where various pathways are possible. Certain coordinates provide orientation and help in pursuing an important learning objective.

4. Different methods of teaching and learning at a glance

None of the various teaching and learning methods can deliver everything. Each has advantages and disadvantages and is especially well suited for specific strategic goals and learning contents. The following partial summary will offer an overview, with the main focus on the so-called expanded teaching and learning forms. A variety of methodological variations of these basic forms are presented in a clear and concise manner in the book "Methodenprofi" (in English "Professional of methods") (see Assmann, 2013).

Frontal teaching Is a mostly thematically oriented and orally mediated teaching style. The instructor directs and controls the working students in a class. This also includes phases of individual work.	
Significant key aspects	• adhere to compiled contents • make goals transparent • intersperse with individual, partner and group work which facilitates differentiation • provide for adequate reflection
Examples for implementation in the classroom	• provide overview • mediation of basic factual information, which is fundamental for further learning progress
Important for HLT	It is good to repeatedly intersperse short sequences (5–15') of individual work (or with a partner), that comprise tasks that can be solved in different ways according to the students' level of competence.

Workshop teaching (Post or station work) signifies the presence of work posts "stations" in the classroom or in different locations, where the students autonomously perform learning and work assignments more or less of their own choosing. The learning and work assignments are individually selected in their succession and according to the students' interests. The corresponding documents and materials were previously prepared and laid out by the teacher.	
significant key aspects	• clear, transparent goals • simple, understandable and short work assignments, which can be completed autonomously • different learning materials, which involve different learning channels • customized learning support from instructor • practice community building. In longer work shop phases, organize exchange phases in the classroom or provide group assignments
Examples for implementation in the classroom	• promotes independence and individual responsibility • enables differentiation • experience workshop: autonomous discovery and experiencing of learning content (e. g. 6 B, example 2) • practice workshop (e. g. expand vocabulary)
Important for HLT	• Performing tasks at posts or stations on a smaller scale (2–6 lessons) works well, e. g. after a short introduction to the fundamentals of a topic. • Experience workshop: different learning opportunities are offered for a particular theme; students can work on these tasks according to their individual skill level and interest.

Planned work (weekly or daily plan) In planned classroom instruction, learners receive written assignments for various subjects in form of a plan. The assignments must be completed within a certain time frame (e. g. half-day, day or week) and the lessons available. Planned work over just a few lessons would be feasible.	
Significant key aspects	• consider various learning channels • determine mandatory and supplementary assignments • clear definition of goals • plan/notebook for planning and documentation of completed tasks • reflection/learning review about learning and work behavior
Examples for implementation in the classroom	• fosters independence and personal responsibility • enables differentiation • address individual difficulties (e. g. spelling/writing training) • practice and perform planning tasks • also consider musical/artistic fields
Important for HLT	Planned work in HLT is only possible in reduced timeframes, but can be useful for deeper analysis of an individual theme. Pursuant to the introduction, ‹short plans› could be devised for an instructional unit, tailored to the students' learning needs, which contain numerous assignments and offer the children a choice of tasks, which they can perform autonomously. This allows the teacher to work and converse with the children individually and during the lessons.

Group work / cooperative learning Refers to learning arrangements, such as partner and group work, where students collaborate to find a common solution to a problem, or to develop a common, shared understanding of a situation.	
Significant key aspects	• structured group assignments with assigned roles and role changes • forms of "cooperative learning" (following the principle "think, pair, share", i. e. work in three phases 1. individual reflection, 2. forming of pairs, discussion, 3. presentation and discussion of the results in class) • learning through teaching
Examples for implementation in the classroom	• work with a partner, work in groups • learning-tandems or learning partners • group puzzle (see 6 B, example 1) • expert systems; writing conference, etc. Also consider musical and artistic fields!
Important for HLT	All forms of pair and group work down to the group puzzle (see 6 B, example 1) or other forms of cooperative learning can be easily implemented in HLT instruction.

In **project-oriented instruction** a group works on a common project (assignment, end product). The group plans the approach and works on an action-oriented basis toward the goal. Individual project assignments are also possible.	
Significant key aspects	• finding of topics, establishing goals with the participants • customized learning support by instructor • reflection on the work and the process
Examples for implementation in the classroom	• joint planning of a school trip or an excursion • joint creation/developing of an exhibition
Important for HLT	More extensive projects, which can take an entire week in regular school classes, are less easily implemented in an HLT context. Example 2 of 6 B is fundamentally designed for a project-oriented classroom. Smaller-scale projects are, however, perfectly implementable.

Free work assignments/ free activity Learners go for a specific period (ranging from a half hour per week to a long-term semester project) and pursue their own interests, issues and discoveries, thereby gaining new experiences and deeper knowledge.	
Significant key aspects	• With the introduction, offer a list of ideas and possibilities (suggestion, decision guidance) • stimulating learning environment with various materials • customized learning support by instructor • exchange of results (end product)
Examples for implementation in the classroom	• pursue self-imposed queries • design work, find and creatively arrange works of art (illustrations, posters, pictures, models, etc.) for a thematic sequence • e. g., semester project in secondary schools
Important for HLT	This form of instruction has limited applications for HLT, owing to its inherent time constraints. However, it can be easily combined with highly popular workshops and projects, which should also be implemented once or twice a year. This could occur in terms of a self-selected activity (e. g. with a theme "from the life of our grandparents"), or in form of a "learning buffet", whereby the instructor provides a selection of learning opportunities with learning games, books, computer, and printed products as an open self-service learning option.

Role play In this type of activity, learners assume roles in assigned or self-selected situations.	
Significant key aspects	• clear role instructions • opportunity for role preparation • discussion of the game
Examples for implementation in the classroom	• play a role in a problem or conflict situation (and include approaches to a solution) • assume a different role (e. g., the role of a historical person) • re-enact stories of texts formerly read, thus enhancing reading comprehension
Important for HLT	Highly appropriate for HLT in all classes. Eventually, a differentiated level and practical assistance can and must be achieved through role instructions. The roles can also be formulated in more detail by the students.

Situation games Reality is re-enacted in these kinds of games by means of determined situations and roles.	
Significant key aspects	• clear definition of a situation • clear description of roles • reflection on game in progress (content, personally)
Examples for implementation in the classroom	• simulation of reality (e. g. establishing a migrant parliament in the political municipality)
Important for HLT	• recommended only from the 8th grade on • requires much preparation for the role descriptions, which would have to be based on research on the environment or entirely self-described.

Students can be motivated with a meaningful variation of methodological approaches. Aside from the new forms of learning, factors like today's new media, new possibilities for knowledge acquisition and learner-appropriate assignments, can motivate students as well (see 6 B, example 2, Internet research).

However, it can easily occur that in spite of good methodological work and variation, truly profound and deep, long-lasting learning is not achieved. Effective learning requires, most of all, creating assignments that motivate and challenge the students.

5. Qualitatively superior learning tasks

The decisive factor is ultimately not the activity, which is visible at first glance, but the mostly less apparent assignment quality and the individual stimulation and activation of the students. This insight is supported by newer research findings of John Hattie (2009). In an elaborate analysis of international effectiveness studies, he was able to demonstrate that – besides the learner factors, which explain half of the performance differences – the greater importance for successful learning (30%) is attached to the instructors and the quality of classroom instruction. Visible structures, such as methodological arrangements are less important than frequently assumed. The stimulating value of assignments which are embedded with fitting precision into the methodological structure is a far more crucial factor (see also chapter 3).

Reusser (2009) distinguishes between surface structure and a deep structure of classroom instruction. Surface structure implies the visible characteristics, e. g., the observable, methodological act of teaching, and the chosen forms of teaching and learning. The deep structure, on the other hand, aims at understanding and sustained learning, which relates to methodical behavior, although it is not in every case immediately observable. The relationship between surface structure and deep structure has not yet been fully clarified. It is safe to say, however, that an expansion of learning forms is helpful for independent and sustained learning processes. It is therefore important to pay particular attention to formulating and creating good learning tasks for any variety of classroom instruction.

Good learning assignments have a central importance in this context. In an ideal case, they fulfill the following criteria (Reusser, 2013):

- They identify and analyze the essential nature of a subject area and facilitate the building of subject-specific knowledge.
- They are embedded in meaningful contexts, have a high relevance in terms of everyday life and stimulate curiosity (see chapter 5).
- They enable and promote the autonomous construction and application of knowledge.
- They motivate students to connect and engage with a learning content and to understand it on a deeper level.
- They allow for practicing with problem-solving and learning strategies.
- They can be solved on various levels and are therefore appropriate for weaker and strong students.
- They allow manifold approaches, ways of thinking and learning strategies.
- They create the preconditions for achieving learning success through effective studying.

6. Conclusion

Many children and adolescents who come to HLT have acquired experiences with enhanced forms of learning in the regular classrooms. Therefore, it is certainly advisable that HLT instructors expand their methodological scope of action as well. This helps to bring HLT and regular classroom instruction closer together and to bridge the gap between the two school types.

It must never be forgotten, however, that the method or form of learning alone does not produce effective learning. Task assignments in most learning forms can be formulated in a way that they stimulate individualized and deeper learning processes. Besides the plethora of methods, it is of paramount importance to pay attention to the respective goal and content-specific approach of the methodological processes and the quality of the learning assignments. The two teaching examples in chapter 6 B substantiate this and illustrate a potential approach with expanded teaching and learning forms in HLT.

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6B Practice section

(Topical comparisons to "Selecting adequate teaching and learning forms" as well as lesson planning in chapters 4 B, 5 B, 7 B, 8 B, 9 B, 10 B, 11 B, 12 B!)

1. Kemajl Çallaku: Implementation of different teaching and social forms in a double lesson with the topic "Friendship, preconceptions, life together", classes 5 –10.

Kemajl Çallaku hails from Kosovo/Kosova. He has been living in Germany for 22 years (Arnsberg, North-Rhine -Westphalia) and has taught as HLT instructor for Albanian for 17 years.

Preliminary remarks

The context of the double lesson is the work on the topic «life (together-) in the school».

The learning group is comprised of 15 girls and 11 boys, ranging from 5th–10th grades. The students attend HLT voluntarily and are motivated, even though the class takes place in the 7th and 8th hour of their school day. Student performance is very heterogeneous.

The lesson topic is closely related to the experiences and living environment of the students. It is very well suited for application in communicative forms of learning. Most of all, I would like to try out the teaching method "group of experts" where different groups of students discuss one aspect of a theme, and then share their insights in newly formed, mixed groups.

Goals

- Content-related: the students should gather and discuss experiences about living together and friendship, as well as notions of bias, problems and their solutions and discuss them with respect to their own life reality.
- Social: In terms of the topic itself, but most of all by working in performance-heterogeneous groups, the students should learn to take an interest in each other and to support one another.
- Linguistically: Be able to orally express (to a certain extent also in writing) their own thoughts, about rather demanding topics.
- In terms of learning behavior and techniques: students should become acquainted with different learning techniques and methods of learning.

Materials

Reading text "Ani pianistja" (Ani, the pianist), text plus worksheet with questions and prompts for questions (from: Gjuha shqipe, volume 4, see http://issuu.com/e-ucebnici/docs/gjuha_4_maq_ok/27)

Course of the double lesson

Time	Content	Teaching/learning form
5'	Greeting, introduction: Information about the topic of the double lesson: friendship, biases, living together	• Input/informative introduction
15'	Preparing a class discussion: Students are divided into three groups. Each group discusses one of the following prompts and prepares a short presentation about it (5') and a "poster" (A3) with key words: a) What does friendship mean for me? (intensification/addition: What would life be without friendships?) b) Where and how have I already faced biases? (intensification/addition: are there groups that I am prejudiced against; why?) c) Where do we see the advantages and disadvantages when people from different cultures live together?	• Group work *) (discussion, reach a consensus, create a "poster") *) with large classes, two groups can easily be formed per prompt!
30'	The three groups take turns in presenting their ideas and "posters" (each 5'); followed by ca. 4' time for questions and comments. Conclude with a possible short summary at the end.	• Group presentation • Class discussion
	Break	
25'	Create three "groups of experts" with 2–3 students each from the above groups a), b) and c). Assignment: 1. Individual work (5'): each of you, individually, think about the question: How are the following themes connected: "friendship", "prejudice", and "living together"? Take notes. 2. Discuss your thoughts in the group. Try to summarize your reflections in a few sentences; jointly compose a short summary and write in big letters on an A3 sheet. Find a suitable title for it.	• Individual work • Discussion in three "groups of experts"*) • Joint writing/editing of text *) With large classes, it would be quite easy to form six groups of experts !
15'	Each group makes a short presentation of their text, the other students may ask questions or make a comment.	• Group presentation • Class discussion
10'	The three texts are then posted on the wall side by side. The instructor offers the following prompt for a final discussion: What you have written here, does it apply specifically to your situation in the new homeland, or would it also be similarly applicable in your country of origin? - Allow 2', for reflection (individually or in pairs), followed by - discussion in the plenary (could possibly be continued next time.) Homework: write down your thoughts about this prompt and bring the composition (½–1 page) to class next time.	• Individual reflection • Class discussion

2. Sakine Koç working with different teaching and learning methods in a unit on the topic "festivals and holidays"

Sakine Koç is from Turkey. She has been living and teaching HLT classes in Zürich for five years.

Preliminary remark

Holidays have a long tradition in Turkish culture. Most of the Turkish holidays (Türk Bayramları) commemorate important events at the national level. On the 23rd of April, we celebrate Independence Day and Children's Day. In the Turkish HLT classes in Switzerland, we also celebrate this holiday every year in the spring. Religious holidays and feast days are not part of this instructional unit; they are covered separately.

With a topic like festivals and celebrations, it is important to consider the students' own experiences in the Turkish and Swiss cultures, as well as the background information for the holidays in both cultures. The theme is therefore very well suited for the application of various teaching and learning forms and for an intercultural approach.

Organizational issues, duration: The instructional unit is comprised of 5 ½ lessons, distributed over three weeks. In the last hour of the first week, the students receive the "research assignment" and organize into groups; in the second week, both lessons are dedicated to work on the presentations on the topic of "festivals and holidays", in the third week, the presentations are given and evaluated.

Goals

- Content-related: the students expand their background knowledge of the festivals and holidays in their Turkish and Swiss cultures. They compare the events in the two cultures and exchange their views about similarities and differences, thereby increasing their intercultural competence.
- Linguistic: the students enhance their oral and written skill level (reading and writing, oral presentation). They are sensitized to questions of language comparison and the translation of names (names of festivals and holidays). They build on their media competence (internet searches).
- Social and learning- related: as a result of the deliberate application of different teaching and learning methods, the students expand their self-reliance as well as their spectrum of cooperation modes and learning acquisition strategies. Moreover, it enhances their motivation.

Materials

The instructor must previously familiarize him/herself with the local and national festivals and celebrations in Turkey and Switzerland (including local and regional festivals!) and know where to find the corresponding information for the students (see links in the internet).

The instructor must ensure that all students have access to a computer with internet in order to carry out their computerized searches.

Worksheets with clear instructions must be prepared for the students' "research" between the first and second week. These worksheets must be prepared for three different levels of proficiency.

Procedure

Time	Content	Teaching/learning method
Week 1, last half hour		
30′	The instructor introduces the research project "Festivals and celebrations in Turkey and Switzerland". The advantages of resources from two cultures and languages are emphasized. The research assignments that have to be carried out for the following week are clearly explained and students are told what they need to bring to class (information, pictures about one Turkish and Swiss festival and celebration each). The assignments are distributed in writing and for three skill levels. Clarification of questions and organizational issues (forming teams of two, computer access, strategies for internet searches, etc.).	• Input of the instructor • Discussion to clarify questions and the organization of the assignment
Time between week 1 and 2		
	The students research the topic of Turkish and Swiss festivals and celebrations according to the instructions, alone or in teams of two.	• Independent work/research, using internet and other resources
Week 2, double lesson		
15′	The students report from their research: what went well, what were the problems, what remains to be done? First mutual feedback and suggestions/ learning tips.	• Short reports, Discussions, Feedbacks
15′	Assignments: a) Prepare the collected information about Turkish and Swiss festivals and celebrations for a short presentation (presentation of about 5′, with a poster, size A3 or A2 ,with pictures and text). b) Also prepare a worksheet or a quiz with 3–4 questions or tasks. Discuss together the criteria that the presentation and the worksheet should fulfill (age-appropriate, different expectations). Write the list of these criteria on the board.	• Input • Clarifying content-related issues • Discussion of criteria for the presentations
50′	Work on assignments/preparation of presentation and worksheet. The instructor supports and advises and helps with further information, if needed.	• Independent work, alone or in teams
15′	Discussion/clarifying questions about next week's presentations; elucidating once more the tasks as well as the criteria for evaluation of the presentations.	• Input, discussion
Time between week 2 and 3		
	Completion of the presentations (including poster and work sheet).	• Independent work
Week 3, Double lesson		
10′	Short introduction: review of the criteria for the presentation; clarifying last questions .	• Input
60′	Presentation, about 5′ each, plus about 5′ for questions and worksheet/ quiz. Short discussion/evaluation in terms of previously determined criteria. If time runs out, some presentation will be deferred to the following week.	• Independent work (alone or in teams) • Collective work (worksheet or quiz)
20′	Final discussion: similarities and differences among the festivals and celebrations in Turkey and Switzerland (and how they are celebrated). Review of the"research project", assessment of how the students liked the assignment.	• Class discussion • Evaluation

6C Reflection, discussion and deeper analysis

1. Which methods of instruction do you know particularly well (from your own training or from your current clinical practice)? Take notes and discuss in groups of two or three in what ways these methods are working well and where perhaps they leave more to be desired.

2. In which direction would you like to expand your methodological repertoire; which methods and forms that are applied in your environment would you like to know better and try out yourself? For orientation's sake, review the various forms of instruction depicted in chapter 6 A.4.

3. Which specific possibilities do you see that would help you expand your methodological repertoire (class visits with colleagues from HLT or regular classroom teachers; continuing education; studying; discussions)? Discuss with your colleagues and come up with at least one concrete plan.

4. Plan one or several instructional sequences (preferably in teams of two or three) in which you would like to try something new in terms of methodology in the next 3–4 weeks. Let yourself also be inspired by chapter 6 A.4 and the examples in chapter 6 B. Implement this plan and discuss your experiences!

5. Please review the cube model in chapter 6 A.1 and read the corresponding text once more. Which one of the three tension fields appears most familiar to you and sometimes causes problems in your own classroom?

6. There are three catalogues at the end of chapter 6 A.2 with useful questions concerning the three tension fields of the cube model. Select three questions that interest you particularly; take notes and discuss your thoughts.

7. Chapter 6 A.5 emphasizes the importance of the quality of learning assignments for the learning process and learning success. (You will find criteria for high-quality learning assignments in Reusser's catalog at the end of chapter 6 A.5). Please, think about and discuss a) examples of learning assignments from your own practical experience until now that were truly successful (stimulating, productive) and b) possible high-quality learning assignments which you could implement in the next few weeks in conjunction with the prevailing topics in your classes!

7 Key aspects of current didactics and methodology in the host countries: educationally-oriented performance evaluation

7A Background text

Christoph Schmid

1. Introduction

To judge, appraise, examine, measure, test, rate, evaluate, assess, and issue grades and certificates are everyday school activities which have great influence on the learners. They express appreciation, stimulate competition, give pleasure and instill fear, motivate and de-motivate, support self-assurance and destroy self-confidence. Assessment in school pertains to instruction, assignments, performance, learning progress and, most of all, the learners themselves. In class, the instructors evaluate the students – and vice versa, although with different means and consequences. The plethora of assessment activities in school are connected with different value orientations, unfulfillable requirements, contradictions, ideologies, uncertainties and much work.

In order to elucidate fundamental assumptions, the ensuing discussion first deals with recognized postulates and constructs. They are followed by selected components of a pedagogical evaluation perspective for the school.

2. Assessment as a culture and art

To assess knowledge and skills is an art, just like teaching, and much more complex than commonly assumed. There are numerous blinding intuitive practice examples that mask the manifold assessment problems. This begins already with the problematic assertions of follow-up and assessment of learning processes. Learning is a highly complex construct that comprises much heterogeneousness. Mental processes equally elude direct perception, measuring, support as well as monitoring. What is partially apparent to the senses are learning activities and the participating emotions. We use indicators that refer to the process of learning and learned skills. The huge number of potential indicators will have to be simplified and limited in scope.

In the assessment process, the perception has to be sharpened and reduced at the same time – a great dilemma. What must our limited attention always be focused on? And how should we evaluate that which eludes the perception?

The segmented view, with which one has to make do in practice, is much more consequential in terms of fairness and accuracy than the often thematicized perception errors or the trends to perception distortions, like the halo effect, for example, which in the assessment of a characteristic can unnoticeably transfer to other characteristics, or the sequential effect, that leads to previous assessments' involuntary influence on the evaluation of ensuing performances.

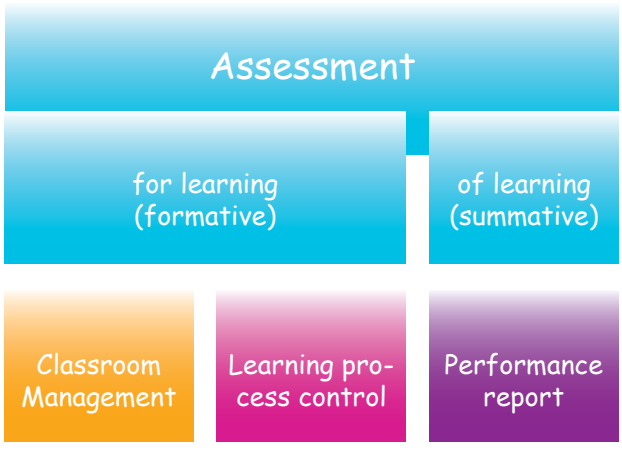
Assessment activities in daily school operations are part of the social interaction with children and adolescents. They comprise part of the school culture and expressed norms, which are determined by the citizens in a democracy (e. g., see Department of Education of the Canton of Zürich, 2013). Guidelines can be scientifically analyzed, but science cannot be burdened with the stipulation of the actions. Prescriptive statements may not be confused with scientific ones. The determination of what is considered good, is to be negotiated in public discourse.

3. The stress field of promoting and selecting

Teachers have a dual responsibility, relative to the children and adolescents, as well as to society. This is frequently referred to as the contradiction between fostering and selecting. Teachers certify performances with a grade in the grade reports and thereby assist with the selection in the service of society. Performance evaluations, grading decisions and recommendations for an educational career influence the chances for professional opportunities, as those assessments can also be used as basis for a career prognosis. Although they are formative assessments and primarily designed to optimize learning activities and learning conditions for the individual learner, they may have an undue effect on the selection function. In the preliminary stages of important educational transfers, this selection is not infrequently considered as the "sword of Damocles".

4. Assessment functions

Assessments are supposed to motivate, instill discipline and much more. A dozen different functions and purposes can easily be distinguished (Schmid, 2011, page 239). Depending on the function, a different setting applies, with varying specific approaches or forms. The following overview will focus on two or three main functions.



Main functions of Assessment

Whether the assessment serves to improve learning (assessment for learning) or whether it serves to assess someone's knowledge and skills (assessment of learning) is fundamental. If assessments are conducted, the participants should be informed about their purpose, whether the aim is to improve instruction and learning activities, or to assess and certify their individual personal performances (competences).

In principle, the following is recommended: more promotion-oriented, formative assessments, "assessment for learning" and less "assessment of learning". The attainment of desired competences must be central to this effort. The summative "assessment of learning", can serve to motivate and stimulate competition, yet have negative effects on the learning behavior, social interaction and personality development as well.

The following three functions can be described in a somewhat different manner:

- **Formative assessment:**

  Aims to align the teaching and learning activities optimally with the previous knowledge, the learning strategies, goals, needs and interests of the learners.

- **Summative assessment:**

  Gathers and documents information about the level of knowledge of the learner at the end of a learning sequence or a learning period.

- **Prognostic assessment:**

  Provides information for the allocation to certain school types and makes predictions for the school career

  (according to Allal, 2010, page 348).

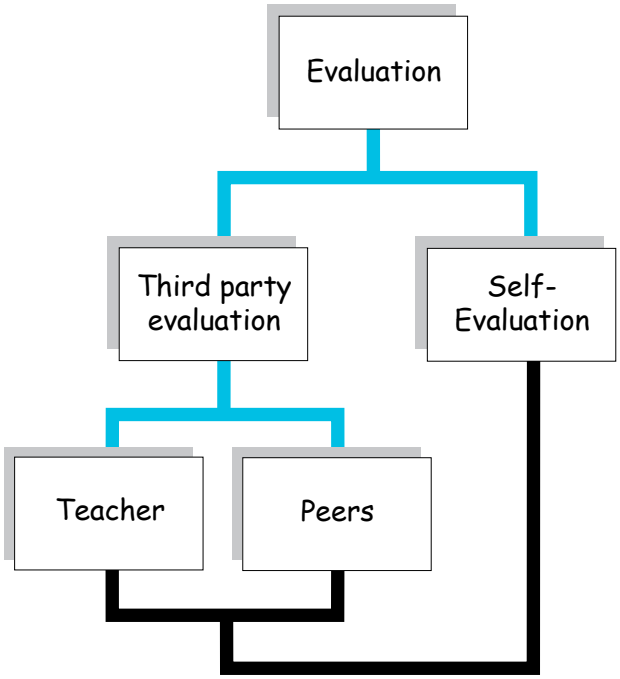
A typical example of a summative assessment is the final grade, which the HLT instructors enter into an official attestation or grade report. This form of evaluation strongly affects the school climate in terms of competition and rivalry in many places. Premature, negative assessments can have dire consequences and teachers in the lower levels should exercise the greatest restraint. Prognostic assessments in the school are possible only to a limited extent and are inevitably error-prone.

The main goal is attained if we succeed in giving students the feeling that assessments further their learning. This is achieved through formative assessment (lat. ‹formare›: to form, create).

This is closely connected with the concepts of self-regulation and metacognition, i. e. monitoring one's own learning behavior, and to control, assess, regulate and direct it. Formative assessments serve self-regulation in a broader sense: feedback, self-regulation, regulation through others or with their help (co-regulation), regulation through the selection of appropriate learning assignments, learning contexts and learning technologies. Formative assessment goes hand in hand with the regulation of cognitions, emotions, motivation and attitude, and improves self- regulating, metacognitive and learning-strategic abilities.

5. Forms of assessment

Among the everyday experiences in school is the experience that a person is not only judged by others but also evaluated by him/herself. The school is perhaps the place where one experiences the most and the greatest variety of assessments. The interaction of the various forms (see graphic below) is of central importance if the intention is to promote the sense of maturity, if individuality is appreciated, and learning is systematized and intensified.



In the future, both forms of evaluation, assessment by fellow students (peer-assessment, peer feedback) and self-assessment will take on a more prominent role in the schools.

This is connected with a less authority- accentuated approach and with more open instructional forms, allowing children and adolescents to study increasingly independently as well as collaboratively in groups, including mixed-age groups. In self-paced learning it is necessary to consider the assessments more explicitly and under one's own direction, and in all phases of the learning process (Schmid, 2014, page 313): 1. Orientation, goal setting (assessment of expectations, assessment of the significance and the teaching content), 2. planning and preparation for learning (assessment of previous learning experiences, evaluation of potential learning pathways), 3. implementation of the planned learning steps and learning activities (assessment of the learning strategies, evaluation of the motivation) and 4. assessment of learning success, review and outlook (self-evaluation, assessment of learning achievements).

6. Assessment standards and benchmarks

Judging involves parameters and benchmarks:

a) previous knowledge and competences

b) the comprehensive understanding of the facts, the exemplary, ideal application of a skill or

c) the achievements of others.

There are different situations which need to be brought into focus:

- **Individual reference standards:**

  Comparison with one's earlier achievements. The reference standard is intra-individual and refers to one's personal learning gains and progress.

- **Objective reference standard:**

  Related to competences and competence levels. The standard is related to criteria, learning objectives, and is competence-oriented, curricular, curriculum-based and absolute. The learning level is compared with a defined competence and classified as, for example, the six levels of language proficiency (A1 to C2) of the Common European Reference Framework (GER).

- **Social reference standard:**

  Comparison with the achievements of others. In this highly competitive way of assessment, the reference standard is inter-individual, involving usually a class or a larger learning group. The decisive factor for assessment is the ranking position.

The evaluation based on personal comparisons is a very delicate, ethically questionable business with a potential for demotivation that is difficult to overestimate.

7. Utilize and encourage self-assessment

Self-evaluation is considered the centerpiece of self-regulated, autodidactic learning. It denotes an important area of metacognitive abilities. Self-assessments often take place automatically and self-evaluation skills are mostly acquired incidentally, unconsciously and implicitly, without attentional direction. Self-evaluation stems from individualistic educational concepts and, like many other compound words with „self" – e.g., self-responsibility and self-reflection – and appears very modern. It also expresses enhanced social modes of behavior in the joint negotiation concerning education and school and is consistent with didactic „evergreens" such as learning diaries, portfolios, weekly lesson plans and independent work. Self-evaluation can have many pitfalls, in spite of all positive connotations, and may be prone to ambiguities, contradictions, overload, idling, inefficiency, fault-finding or even repression. In cases of substandard performance in school, for instance, self-evaluation can easily take on forms of social declassing, self-condemnation and self-humiliation.

Self-assessment is important for the assumption of responsibility, self-control, independence from others, and for the development of autonomy.

The abilities for self-assessment are reflected in very different ways. Even university students manifest difficulties to accurately assess if they correctly understood something, or if they possess the appropriate learning prerequisites. Although self-evaluation must be purposely promoted, there is no corresponding curriculum. Until now, there exists only a relatively small empirical basis for successful techniques for self-assessment in the schools.

8. Criteria for orientation as a central principle

Criteria are essential for self-assessments: "in criteria-oriented self-assessments, learners obtain information about their own performances or advances. They correlate this information with clearly defined criteria, goals or standards and orient their future learning on the insights thus obtained" (according to Andrade & Valtcheva, 2009, page 12). Checklists with criteria for different proficiency levels (so-called scoring rubrics) can be very helpful for learning control, although not all checklist grids deserve their name. The criteria must be clearly described and in detail, with well-identifiable performance levels. Without the stated performance levels, they are considered mere rating lists or ("rating scales"). Only checklists in the proper sense with unambiguous criteria and elaborately defined educational levels are able to generate motivation and support goal-directed learning, as well as self-assessments and feedback by instructors and classmates.

It is certainly an advantage if the evaluation criteria are developed jointly with the students and later individually adapted. Superficial, over-generalized, unclear or misleading rating scales have a counterproductive effect.

The practice of self-assessment is demanding, independently of the utilization of criteria. The anticipated criteria must first be explicitly explained and common expectations should be clearly defined, if possible. The next practical steps must be well-planned. Even mere self-corrections may represent a great challenge for students. Certainly the less advanced students should be carefully introduced to the practice of self-assessment, and they must be helped particularly in utilizing self-assessment successfully for learning purposes. It therefore should not only occur at the end of a learning sequence, but also in the course of a learning process and at the beginning of a new learning sequence. It would not be advisable to utilize self-assessments for grading purposes. Certifying and issuing grades in report cards is entirely the responsibility of the teacher.

9. Portfolios for increased desire to learn

Portfolios have become very popular in the last few years. They offer a multitude of possibilities for self-assessment practice and the ability to systematically reflect ways, experiences, successes and strategies. In short, portfolios represent "kind of a systematic way to collect and document examples of personal achievement, learning processes, and of one's own learning style" (Paris & Ayres 1994, page 167). Basically, portfolios can be used to great advantage for the assessment of learning successes (assessment of learning) as well as for the improvement of learning (assessment for learning), but not for both at the same time. Presentation portfolios (show and tell portfolios) are of more limited use. (Although they offer a practice field for differentiated summative assessments, they are not convincing as a substitute for more objective and more easily evaluated procedures (tests and learning controls). If the best efforts are not the primary aim of this exercise, but the development and learning in the course of time (portfolio of development, processes and body of work), it opens up a broad field for formative assessments without limits for didactic potential. Through systematic use of portfolios in classroom instruction in a climate of confidence and trust, they can become an instrument of communication and promotion. However, it is very likely that in practice by no means all hopes ascribed to portfolios may be fulfilled (Allemann-Ghionda, 2002; Lissmann, 2010). There is a lack of meaningful impact studies in terms of the port-

folio's utility for learning progress assessments, dealing with learning difficulties, and the promotion of learning strategies. However, the European language portfolio has established itself. (ESP; Giudici & Bühlmann, 2014).

10. Skill evaluation and certification (performance assessment)

"Car driving skills" cannot be evaluated by means of theoretical knowledge about driving in the city, but with a test drive through the city. Manufacturing products, performances, exhibits, assessing water quality…: everyday, practice-oriented and application-oriented tasks are in demand if relevant competences are the focus of attention.

Abilities, skills and competences, respectively, should be assessed in the applicable form as demanded outside of the school, wherever possible. "Authentic" evaluation also presupposes the contexts of the probation situation.

As a possible example for HLT, the students are tasked with documenting on a poster three examples of life together of different languages and cultures from their environment (grades 4-6), and respectively a scenic portrayal of three conflict situations and corresponding possible resolutions (grades 6-9). The results of this assignment are subsequently discussed and assessed in light of certain previously clearly declared criteria.

11. Minimize unintended side-effects

The learning objectives and competence requirements of school curricula must not be adapted to the learning checks and tests, but rather to the review procedures according to established curricula. The competence evaluations must reflect abilities and skills, as needed in life, understanding, transfer and all that which is central to classroom education. Then, they can have a positive effect on classroom education and learning, but they should be related to the core materials taught and learned. Basically, any evaluation procedure (assessment) should match the instructional goals (curriculum) and the teaching activities (instruction) and harmonize with the "alignment".

This insight is often lost in the assessment that the performance of the students depends to a great extent on the cultural and economic circumstances, the social milieu, the school, the teacher, the schoolmates and other actors. An individual's performance cannot be isolated from the determinants of his/her environment. This is particularly true for some of the HLT students who often only have limited chances, due to their migrant background, the educational background of their parents and their "foreign language".

In many places, the assessment of learning success ("assessment of learning") threatens to suffocate the promotion-oriented assessment ("assessment for learning"). In general, do all the students even have sufficient time for productive learning? Do they have the opportunity to show something that they really know, or are they constantly embarrassed with text exercises, when it is patently clear to them that they are not able to solve them at all? It is preferable to have learning controls which stimulate the interest of the learners and inspire new learning.

What needs to be certified and graded is essentially that what individual children or adolescents really know, that is to say the competences they have at their disposal over a longer period of time. Valuable additions to such "status diagnosis" is information about forthcoming development steps and the next learning goals.

Central to this is the long-term development of competences. In terms of HLT, it certainly involves primarily competences in the areas of a) mastery of the first language, b) acquisition of knowledge about their culture of origin and c) acquisition of competences concerning the orientation in the multilingual-multicultural situation of the host country (see also chapters 1 and 2).

A confusing jungle of mini-competences should be avoided. The focus on learning progress, as well as the learning assessments based on everyday-related assignments that enable helpful feedback for continuing education, are part of an assessment culture which complements the current learning culture and supports learning efforts. Ultimately, this includes learner participation in the developing process of learning controls, the critical evaluation and consideration of the learning conditions in terms of performance assessment, as well as the avoidance of any kind of stereotyping of the learners. A smart dilemma-management is required to avoid the possibility that the review process might turn into an easy testable narrowing of the curriculum. It must not negatively affect the students' feeling of self-worth and lead to a situation where individual qualities are seen, recognized and appreciated far too little.

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7B Practice section

1. Dragana Dimitrijević: Assessment sheets for criteria-oriented and transparent evaluation: an example

Dragana Dimitrijević hails from Belgrade / Serbia. She has been working as HLT instructor for Serbian in the Canton of Zurich since 1999.

Together with my students, I have developed assessment sheets for different work areas (e. g. make a presentation, read something to the class, write an adventure text, etc.). The inspiration came to me based on the observation sheets from the teaching materials "language land", which are used for grades 4–6 in many Swiss cantons. For me, it was important to develop the sheets together with the students, so that they collectively understand and support the assessment criteria.

I have implemented the sheets with the class, in order to develop the students' ability for observation and criticism, but I also use them for my own assessments.

The assessments can be easily differentiated according to proficiency level, where "I" stands for simple criteria, which can be fulfilled by lower-level students. The points for middle and upper-level competence are simply marked by "II" and "III", respectively.

Example assessment sheet for presentations
(can and should be expanded!)

Name and class of the students; date:					
Theme of presentation:					
Criterion	**insufficient**	**barely sufficient**	**good**	**very good**	**comments**
Clear announcement, listeners know what the presentation is all about (I–III)					
Interesting introduction, raising curiosity about what follows (II–III)					
The content is understandable (I–III)					
Clear, transparent structure (III)					
Using pictures, music, objects, etc. for illustrative purposes (II–III)					
Conclusion with a summary of the most important points (III)					
Includes a worksheet, a quiz or a discussion of the presentation (II, III)					
Delivery of the presentation is clear and loud enough to be understood (I–III)					
The presentation is varied, not monotonous (II, III)					
Good eye contact with listeners (II, III)					

A good, more strongly formative alternative to the four rubrics (from "insufficient" to "good") would be only two rubrics, such as: "I liked the following especially in your presentation" (check at most four criteria) and "Pay more attention to this point next time" (check at most two criteria).

2. Aida Haziri: Differentiated commentaries as basis for purposeful continuation of work

Aida Haziri hails from Elbasan in Albania. She has been living in London for 16 years and has worked as teacher of Albanian HLT since 2004. – The student Amanda B. is attending the 4th class of the Albanian HLT.

Commentary to the below depicted translation exercise (The comments also apply to the other parts of the test, to which this exercise belonged):

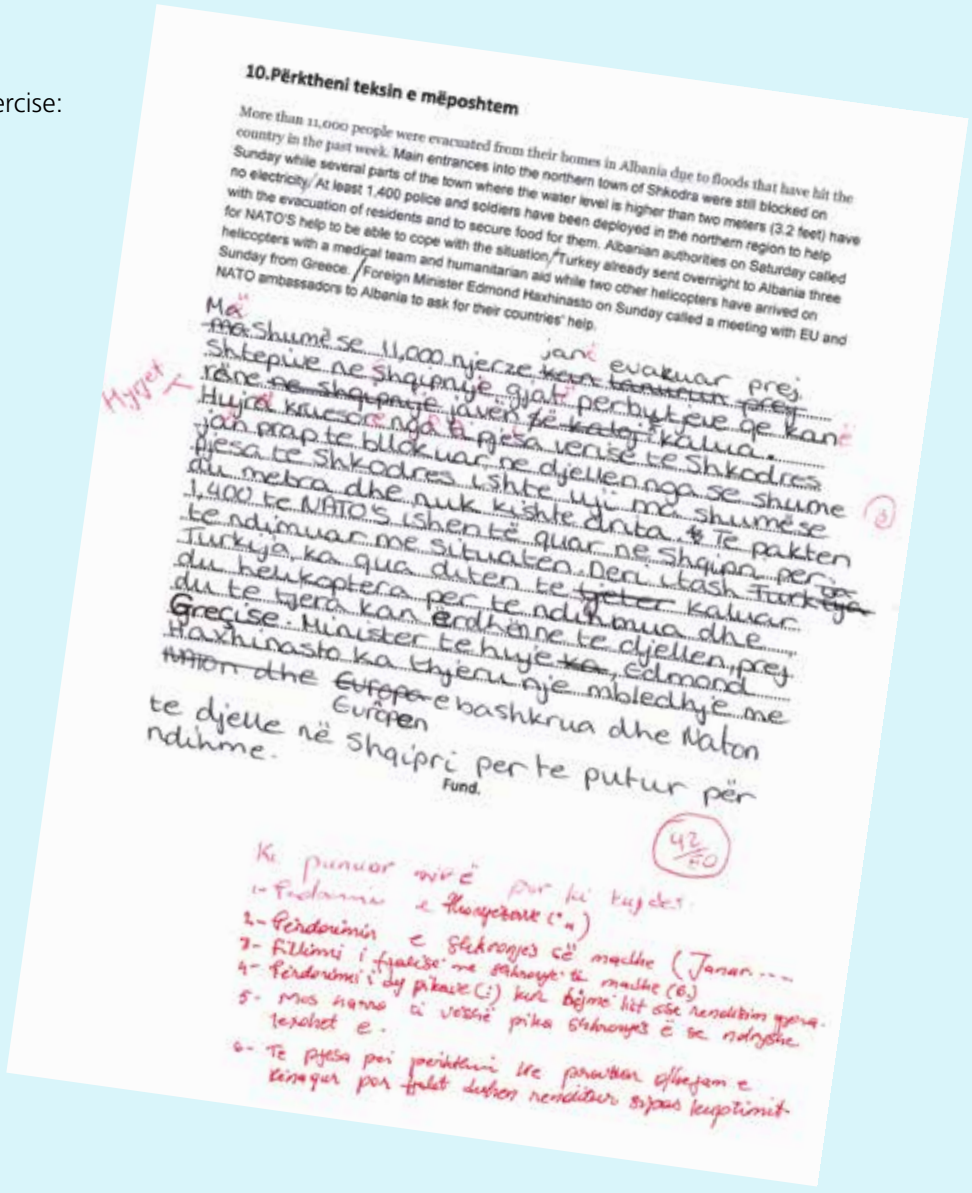
You have done good work. In the future, pay attention to the following points:

- Use of quotation marks (“ ”).
- Use of initial uppercase letters (names of countries, etc.).
- The beginning of a sentence is always capitalized!
- Use of colon: primarily when making a list or an enumeration.
- Don’t forget the dots on the ë; otherwise it will be read as an e!
- I am quite happy with your translation. But please pay attention to the exact word order [also in Albanian] in order to form a coherent sentence!

Oral discussion with the student concerning the following steps in her further work:

- On which three points of my above commentary would you like to work on?
- I propose the following exercises: … (e. g. write a short text on your own, in which quotation marks must be correctly set at least 5 times; write a short report where each sentence begins with a capital letter (paint it over in red); translate a short English text into Albanian with special attention to the syntax, etc.).

Corrected translation exercise:



3. Birsen Yılmaz Sengül: Educationally-oriented evaluation of a grammar exercise for present tense conjugation

Birsen Yılmaz Sengül hails fromTurkey. She has been living in Nürnberg for three years and works there as an HLT instructor of Turkish. The student Açelya K. was born in Germany and attends the fifth class of high school.

Uplifting written commentary to the worksheet depicted below:

Comment to the exercise:

- In Turkish two vowels cannot follow each other (in contrast to German!).

- Pay attention to the difference between "i" and "ı" and between "s" and "z"!

Açelya, you are thinking in German, even though you are in Turkish class! But you are a very dedicated student. You will overcome these errors with a little more effort and not repeat them again next time!

Short support program in which the student learns how she can and should specifically address the most important problems.

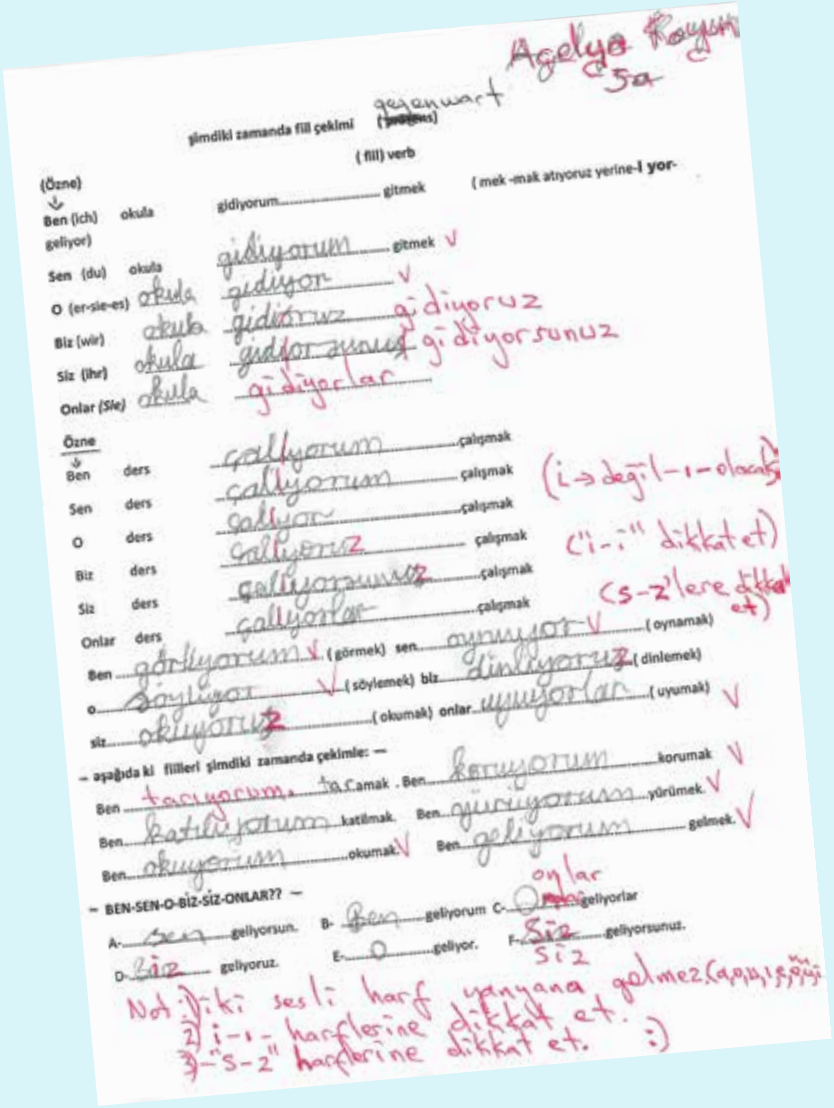
- In a succession of vowels, pay attention to the "y": Gidiyorum, not gidiorum. Write a short text in which this "problem" occurs at least three times!

- The Turkish language distinguishes between the two letters i and ı! Istanbul and İstanbul are not the same. Find 10 such words in Turkish on your own in order to practice!

- In the 1st. form plural, the ending is always "z", not "s":
  Okuyoruz: Biz gazete okuyoruz, not okuyorus. Write 5 short sentences in which this form occurs!

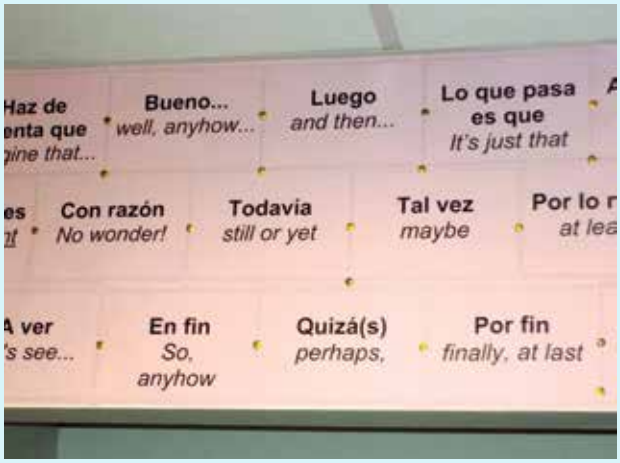
- Pay attention: "s" in German is sometimes pronounced like "z" (voiced, example "Sonne"). In Turkish, it is always unvoiced (as with "es"). That's how you often make mistakes.

Corrected worksheet:



4. Spanish HLT instructors in London: assistance with writing of varied texts

At the St. Augustine's School on Oxford Road in London, the editor of this book noticed the following posters and "wall decorations". The instructors of HLT Spanish classes there created them to provide their students with linguistic means to create diversified texts. Posters and instructional sheets of this kind are highly effective in serving the education- oriented work in the area of writing as well as with the criteria-oriented evaluation and assessment.



(With many thanks to the Spanish HLT instructors for the permission to reproduce!)

7C Reflection, discussion and deeper analysis

1. Please review the text in chapter 7A once more after you have read it. Which three points are especially important for you? Take notes and discuss them afterward in teams of two or three.

2. With reference to paragraph 7 A.4, assessment functions: think about 1–2 examples for formative, education-oriented assessment and for summative evaluation at the end of a learning sequence from your practical experience as HLT instructor. Discuss your examples with your colleagues.

3. Please review carefully the examples 2 and 3 in chapter 7 B. They are examples for education-oriented formative assessment. Reflect and discuss what you yourselves can do in terms of formative assessments in the next 2–3 months. Look for 2–3 examples for different age groups and implement them in your classroom.

4. Chapter 7 A.5 describes the performance evaluation by classmates (peer assessment, peer feedback). Have you yourself already had experiences with this form of evaluation? What could you try out in this context in the next 2–3 months? Plan specific events!

5. Chapter 7 A.6 explains individual, objective and social reference standards. For each of these reference standards, please find and discuss a valuation procedure from your own classroom teaching (i. e. one or several examples where the individual /the social/ and the objective reference standard was of central importance.

6. Particularly important is furthering the ability of self-assessment. In this context, please find and discuss a) events, in which you exercised this in your own teaching, and b) specific events in which you can apply this in the next weeks or months.

7. Evaluations should always be criteria-oriented in order to be transparent and fair for the students as well. Please review example 1 in chapter 7B and reflect/discuss situations in which you could proceed in a similar fashion. Plan and execute at least one specific example for the various age levels.

8. What knowledge do you have of the practice of evaluation and correction and grading in the regular schools of the country where you currently live and work? Are there handouts or information aids (such as the downloadable brochure "evaluation and school career decisions" by the Zurich Education Department)? Please discuss these questions with colleagues of the regular classroom instruction. It is important, in the interest of your students, that your evaluation practices more or less correspond to the ones of the regular classroom teachers!

8 Key aspects of current didactics and methodology in the host countries: comprehensive language promotion

8A Background text

Claudia Neugebauer, Claudio Nodari

1. Introduction

The theme "comprehensive language promotion" has three dimensions in the context of the present book:

- The school-based appreciation of multilingualism and the promotion of bilingual or multilingual upbringing of the students. For more about this pedagogical postulate, see chapter 4.
- Furthering the competence in the language of the school and the host country. The respective skills are critically important for the school-based selection, the career prospects and the integration into the host country; they should be purposefully and deliberately promoted in most subject areas.
- For children and adolescents with a migration background: the comprehensive furthering of the competences in the first language, with the goal of a balanced development of bilingual competences in the oral and written form (bi-literacy). Without a targeted promotion, most of all in the written and standard variant of the first language, many of these children would remain illiterate in their first language and lose the contact with their written culture (see the autobiographical accounts of HLT students in chapter 8 B.1 and Agnesa's bitter experience in 8 B.2). It is clear that HLT plays a particularly central role for children and adolescents from educationally more disadvantaged families, as the parents would be overwhelmed with the respective tasks.

The following remarks refer to the backgrounds and models for language and textual skills which apply across the board for the first and the second languages. Direct references will of course be provided to HLT and its students wherever possible.

The distinction between school language and everyday language plays a decisive role in comprehensive language promotion in the context of a multilingual environment. The language of the school differs substantially from everyday language, be it in HLT or regular classroom instruction.

On the one hand, a school-specific vocabulary is used (for lecture hall, learning activities, school-related objects, etc.) and specific grammatical forms (passive constructions, subordinate clauses, etc.), which are rarely encountered in everyday language. On the other hand, learning in school demands a pronounced competence to interact and deal with situation-unrelated and textually-shaped language that is deliberately structured and planned.

In what follows, the relevant dimensions of language competence for learning in school are presented. The differences between everyday and school language will be discussed against this background, and the concept of textual skills will then be introduced. The chapter concludes with specific examples that show the ramifications of the advantages derived from comprehensive language promotion in HLT.

2. Dimensions of language skills

The meaning of the term "language competence" comprises abilities and skills on various levels of language processing and voice/language application. Portmann-Tselikas (1998) makes the following distinction:

a) Language competence in a narrow sense

b) Pragmatic competence

c) Verbal reasoning skills

d) Strategic competence.

A good summary of goals and guiding principles, respectively can be found in chapter 3 of the Zurich framework curriculum for native language and culture, which can be downloaded in 20 languages from the internet (see bibliography).

a) Language competence in a narrow sense

Language competence in a narrower sense includes knowledge of the language system: it requires a certain vocabulary, knowledge of grammar, phonology and prosody (stress, rhythm, etc.) of a language, which makes it possible to understand and to express oneself.

Language competence in a narrower sense therefore consists of certain fundamental linguistic skills which enable people to adequately express themselves in a certain language in the first place.

As vocabulary, grammar, phonetic system and phonology differ in various languages, language competence must be acquired anew, at least in part, for every new language.

The students in HLT for the most part have as much first language competence in the narrower sense, in that they are at least capable of simple daily conversations. However, their level of language proficiency is often significantly lower than the level of same-age students who grow up in the country of origin. An inherent problem with certain languages is the fact that children from educationally disadvantaged, less literal families tend to speak the first language only in a dialectal variety. As a result, communication in class is impaired until a certain level of competence in the commonly-used variety (mostly the standard or written variety) has been attained.

Reflections about different varieties of the first language (standard, dialect, patois, language of older and younger people, slang, code-switching/language-mixing) and comparisons with the second language are valuable and helpful for the linguistic orientation and consciousness (language awareness) of children who grow up multilingually. HLT instructors can and should create appropriate learning opportunities time and again, beginning with the lowest levels in order to encourage students to engage in simple language and dialect comparisons on a lexical and grammatical level.

b) Pragmatic competence

Pragmatic competence refers to the knowledge of culturally conditioned behaviors in a certain linguistic or cultural region. A person with pragmatic competence is able to behave in a suitable way in different social situations of a linguistic community. S/he knows, for example, how to address elders and persons of respect, what questions one may or may not ask of another person, or how, when and whom to greet appropriately.

Pragmatic norms differ from language to language and often even within the same language area.

People who live and grow up in a different cultural or linguistic community must therefore get to know and respect the specific norms of the new community, if they do not want to appear as antagonistic or impolite.

The discussion of culture and language-specific pragmatic norms is a recognized component of language instruction today and also leads to important learning causes and thoughtful reflection in HLT classes. They are all the more attractive and authentic, the more they connect directly with the experiences of students who grow up in and between two languages and cultures.

For instance, the metalinguistic analysis of pragmatic norms can be stimulated by questions such as the following:

- What do you know about informal and formal address in our culture of origin and here, where we live now? Who can address whom informally? Who must address whom formally, etc.?
- Who is greeting whom and how? What rules of greetings do you know? When do we use which forms of greeting and leave-taking – here, and in our culture of origin?
- What occurs to you when you compare the two cultures in terms of the following key words: sound volume, body contact, distance between the speakers?

c) Verbal reasoning competence

Verbal reasoning competence concerns the ability to reproduce more complex issues coherently and intelligibly or to understand appropriate texts. It enables a child to follow a story, to understand a multi-step linguistic sequence, or to formulate it him/herself. Verbal reasoning competence is also often required in many situations in HLT classes, e. g., when the communication with the older students occurs exclusively by way of written texts and instructions, while the teacher is engaged in working with the younger ones.

Verbal reasoning competence is not limited to a single language, and therefore must not be built anew in every idiom.

It is therefore more a question of a competence which is acquired only once and then can be applied in all other learned languages.

Ordinarily, the students should transfer the appropriate prior knowledge from regular classroom instruction; HLT can connect with and expand it from there. Verbal reasoning competence can be easily supported with playful exercises for younger students (place pictures in the correct sequence, tell stories according to the pictures, assemble cut-up picture stories correctly, read charts, connect matching parts). Older students work on their verbal reasoning competence, give short presentations for instance, and write reports in accordance to clear instructions.

d) Strategic competence

Strategic competence comprises the ability to solve problems with oral communication and language learning.

Learners with a high strategic competence know how to ask for clarifications when confronted with communication difficulties, for example, or where and how to obtain information from books and the internet, how to ask for assistance or how to proceed if one has to understand or express something that is linguistically complex. Like verbal reasoning competence, the strategic competence is not tied to a certain language either and can be utilized in various languages.

HLT can promote the strategic competence with well-structured and repeated work assignments. Speech actions that are performed repeatedly in the same way in classroom instruction, such as marking, repeating something after someone, memorizing, finding words in a text, planning a text, looking up something/researching, etc., will become routine over time. Experience shows that the reflection about such procedures (to become aware of the strategies) is possible with younger students and has a positive influence on the development of strategic competence.

Particularly enhanced learning promotion: coordinated approach

Verbal reasoning competence and strategic competence are critical for success in school. These competences are not tied to a specific language and can be furthered in HLT, as well as in the second language or national language classroom. A coordinated approach by HLT as well as regular class instruction would be ideal. If the students in HLT as well as the regular classes practice finding and marking important passages in a text, it would double the effect: they have more practice time and become aware that this approach is useful in any language.

It is well worthwhile if HLT instructors make contact with regular classroom teachers in order to inform themselves about their current strategies and the approaches currently pursued and practiced in regular classes, which could be taken up by HLT.

3. Everyday language – school language, BICS – CALP

The Canadian educational researcher Jim Cummins first introduced around 1980 a distinction betweeen two kinds of linguistic competence: BICS (Basic Interpersonal Communicative Skills; a basic capability for everyday speech) and CALP (Cognitive Academic Language Proficiency; cognitive school-related communicative abilities). Everyday language competences (BICS) are largely learned through social contact by all humans. To engage in everyday conversation, read and write short information like SMS, ask for directions, etc., are speech acts which do not require educational promotion. However, if more complex speech acts (CALP) are involved, cognitive school-related communicative competences are required. They correspond largely to the above described verbal reasoning and strategic competences and are supra-linguistic, i. e., students who have acquired them in one language, can rely on them for other languages as well. They are critically important for student success and thus for professional perspectives and social integration as well. This is the main reason why a coordinated approach in this respect between HLT and regular schools is absolutely desirable in the interest of the students.

The interdependence hypothesis

There is a certain relationship or interdependence between the individual languages which a person speaks. With the so-called interdependence hypothesis, Jim Cummins was able to explain why children from educated families and with a good academic foundation are able to learn a second language faster and more efficiently than children from linguistically weak and educationally challenged families. Thanks to the pronounced CALP competences which educated parents transmit through their differentiated language behavior, the telling of stories, the explanation of concepts, etc., a child from such a family can concentrate on the mere linguistic challenges (vocabulary, grammar, pronunciation, pragmatics, etc.). Conversely, children from lesser educated families who do not grow up in the school or local language must simultaneously build up not only the second language but also the (CALP) educationally-cognitive competences. This presents them with a twofold linguistic challenge and is one of the reasons for weak school performances.

HLT instructors can make an important contribution to improving the chances if they themselves coordinate with regular classroom instructors as actively as possible the building of CALP and the verbal reasoning and strategic competences.

4. Textual competences

Language didactics differentiates between the following four skills or areas: listening, reading, speaking and writing. Performance within each of these areas, however, depends on cognitive challenges of varying degrees. For instance, it is comparatively much simpler to write an SMS than to compose a detailed report. Similarly, the cognitive demands are significantly lower when students chat about their vacations than when they have to give an oral report in front of an audience about a historical epoch in their home country.

What has been described in the previous chapters in terms of verbal reasoning competence and strategic competence, and school-related cognitive competences (CALP) respectively, is defined as textual competences by Portmann-Tselikas and Schmölzer-Eibinger (2008). With this model, they differ with Cummins' BICS-CALP model. Their textual competence model differentiates between four areas of linguistic performances.

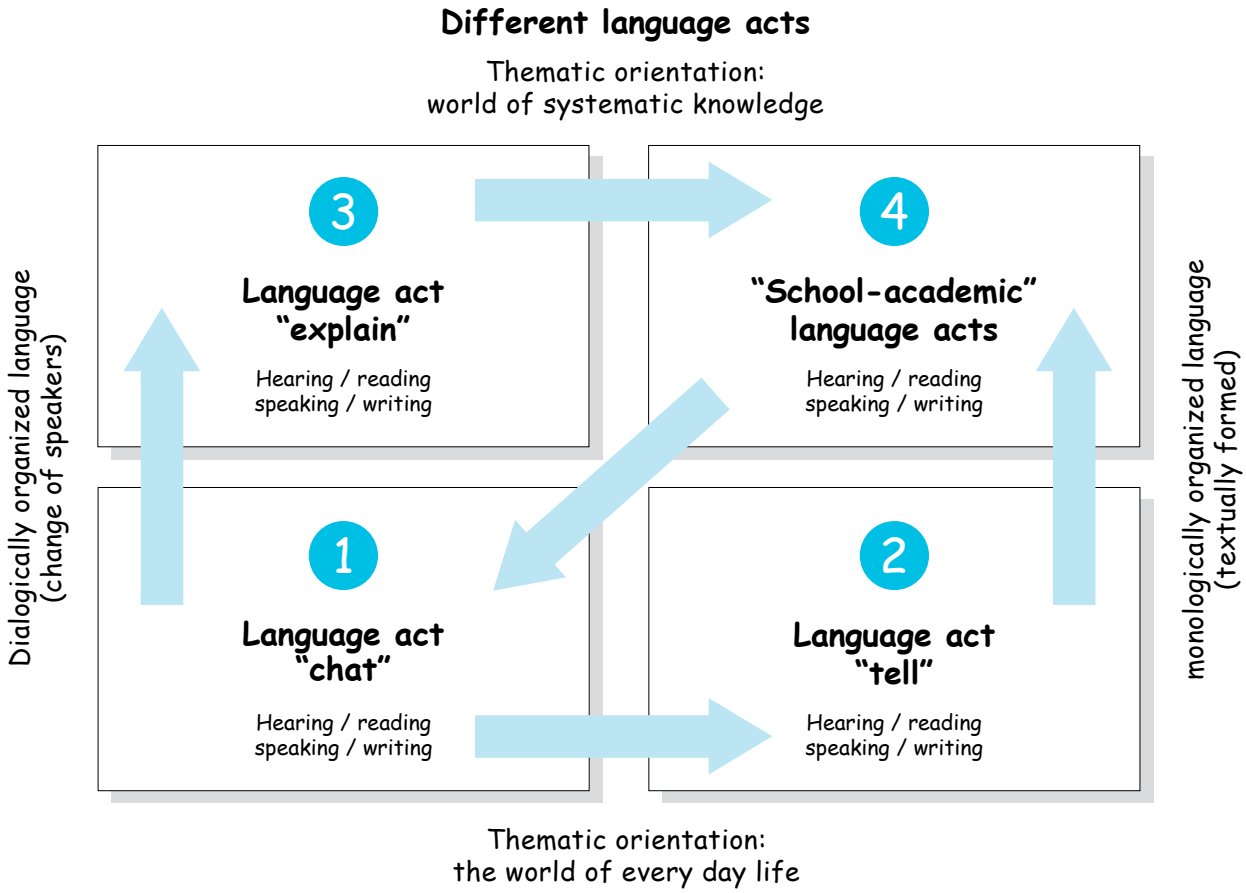
On the one hand, there are the reference values

- the thematic orientation of everyday life.
- the thematic orientation of systematic knowledge.

On the other hand, the textual competence model distinguishes between

- dialogically organized language products and
- monologically organized, i. e., textually formed, "shaped" language products.

Since the textual competence model is not only relevant in terms of the current discussion on language didactics, but also of interest and importance for HLT and the language promotion that occurs there, we are going to elaborate on it a little further in what follows.



Pattern of textual skills according to Portmann-Tselikas and Schmölzer-Eibinger (2008)

1 Language act "to chat"

Quadrant 1 references dialogically oriented language acts within an everyday context. This includes a large portion of our linguistic-cognitive activities, particularly from the area of leisure time. Although people exchange new information in conversational situations of this kind, little new knowledge (in the sense of new connections and circumstances, etc.) is added and expanded.

The language acts in question are rarely or not at all planned, mostly spontaneous, and often repetitious and redundant.

They can be summarized with the term "chat", although unambitious written forms belong to this quadrant as well (reading and writing of short messages, SMS, greeting cards, shopping lists, etc.).

The cognitive competences required to function in this quadrant are acquired in social contacts from very early on, and in the individual's first language. When children enter school, they already know implicitly how dialogical speech takes place. What they need to learn most of all in class and in HLT are additional words, as well as the specific and pragmatic norms of speaking in a group.

2 Language act "to tell"

Quadrant 2 refers to language acts in which the language products are significantly more textually shaped "informed". These includes all sorts of stories, reports and other narratives. A fairy tale, for example, which is related by an adult person, has a strong textual reliance, i. e., it is told mostly in complete sentences, with a complete narrative arc and a more sophisticated vocabulary. The same is true, of course, for written stories, reports, essays, etc., with a level of sophistication that is significantly higher than chatting. The cognitive competences required of children in order to follow a story, discuss stories and to create narrative texts themselves are developed on the basis of the competences included in quadrant 1. This begins at a very early stage, for instance with bedtime stories.

Children from educated families, where stories already play an important role from the second year on, are capable of following a story through mere linguistic impulses from very early on.

Children who grow up with stories therefore learn early how to produce inner (mental) pictures from linguistic input, and to see a mental picture and talk about this inner film. (This is also referred to as mental representations in this context.) On the other hand, children from language -poor families, where no stories are told, frequently lack precisely these competences when they enter kindergarten. Schools and HLT should and can make at least some limited compensatory efforts in this area in that they include story telling and deliberately manage and engage in discussions about stories and the creation of mental pictures.

3 Language act "explain"

The foundations for the cognitive competences in quadrant 3 are also established early on, namely in the so-called „why" age. As soon as children begin to ask „why" questions, they are confronted with complex answers. Parents who respond to „why questions" by engaging children in intensive conversations, not only teach them important worldly knowledge, but contribute substantially to building cognitive structures, such as cause and effect relationships (if – then), condition/concession (if…) or different "if" scenarios (this would only be so, if…). Speech actions in quadrant 3 are dialogically organized, i. e., the communication partners alternate in the role of the speaker, although not as often as in quadrant 1. These conversations may include longer monological sequences, for instance when an adult person exhaustively explains something to a child, or when a child would like to understand something clearly. The written texts in this quadrant could, for example, also include an interview with an expert, in which a question would each time be followed by a more or less exhaustive answer.

Many children from educationally disadvantaged families lack the experiences with explanatory discussions, and their cognitive competences are therefore only partially developed.

With regard to the competence "explain", HLT has two important tasks: first, it must offer appropriate assignments; e. g. "explain why something (an action, a cultural or historical fact, etc.) is such and such!". Second: it must support the students in fulfilling the task in terms of the structure and vocabulary in the first language. This often requires special preparations, as many HLT students have difficulties with the more demanding aspects of their first language.

4 School-academic language acts

Quadrant 4 refers to oral and written language acts which are textually informed (ambitiously shaped) and impart new knowledge content-wise. Children encounter such texts most of all in the context of the school. They must follow short factual explanations (listening comprehension). At the primary school age, they will be asked to give a short presentation about an animal (speaking), to read a factual text (reading comprehension), or to write down the sequence of an experiment (writing). These language acts require cognitive competences that must be built and expanded in school and which are based on a well-developed foundation in quadrants 2 and 3.

For student success, the cognitive competences in this area are fundamental, see also the references to CALP.

HLT can of course rely on competences and techniques in terms of these quadrants which students carry over from regular classroom instruction. However, it can and must create learning events (and offer the corresponding support) whereby these competences are also transferred to topics in HLT and the language of origin.

Complex language acts through educational support

Language development originates in quadrant 1. Only after a small child has built -up fundamental communication abilities can the competences in quadrants 2 and 3 be developed. If children were unable to build at home the cognitive competences in quadrants 2 and 3, it is the task of kindergarten, school and HLT, to purposely further them in these areas – for instance, through repeated story telling and re-telling of simple stories or through explaining and demonstrating of procedures and facts in an age-appropriate simple manner.

The competences in quadrant 4 can only develop if the children have already acquired the fundamental competences in quadrants 2 and 3. There is no direct path from quadrant 1 to quadrant 4. However, there are repercussions of cognitive competences from quadrant 4 to quadrant 1: people who have learned to write a text or relate an event clearly and understandably, etc., generally also speak in another, more differentiated manner in everyday situations than those who show no or only weak competences in quadrant 4.

The special task of HLT in these processes is to further the children so that they accomplish these steps and developments in the language of origin as well.

Many students are indeed significantly stronger in the school language of the host country – which is not surprising, as they are furthered in the language of the school for 30 lessons per week, but only two lessons of first language study in HLT! It is therefore all the more important that these two lessons are used in the most efficient and language supportive way.

A double challenge: learning the language systems and simultaneously build text competences

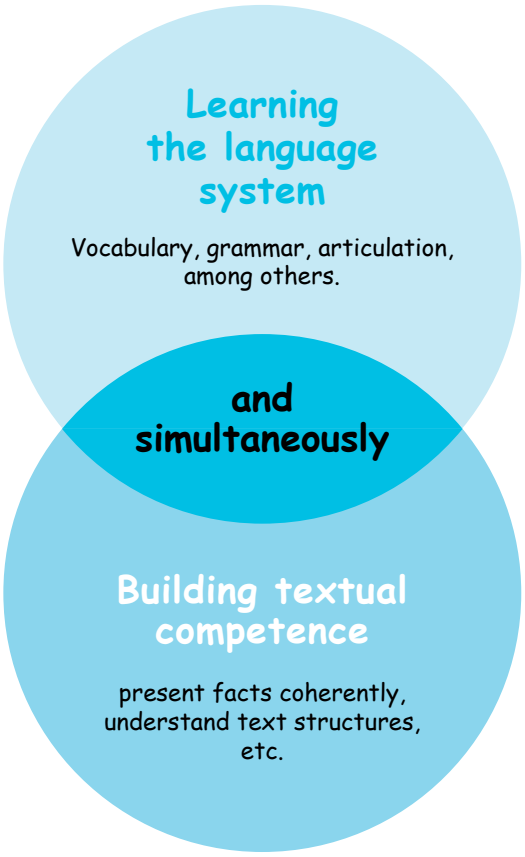
For language support in a multilingual environment in general, as well as for HLT, it is especially important to note that language instruction must simultaneously focus on two different linguistic dimensions:

On the one hand, the learning of the language system must be supported. For HLT, this refers primarily to the system of the standard or written variant of the language of origin.

On the other hand, different facets of the text competence (CALP, verbal reasoning competence and strategic competence, see above) must be simultaneously developed and expanded, as they are critical for school and educational success, respectively. In this context, HLT can and must relate to that which students carry over from regular classroom instruction.

The more the HLT instructors and the regular curriculum teachers cooperate and, for example, practice the same reading and writing strategies in the first and second languages, the more sustained and robust the learning effect turns out to be.

A one-sided focus on learning the language system contributes little to a child's successful learning in school.



II

5. Consequences for a comprehensive language promotion

Practical experiences show that dialogical language acts play a dominating role in most teaching activities. In the graphic of the four quadrants of textual competence (see above) these language acts are assigned to quadrants 1 and 2. The instructor, for example, exchanges views with the students about vacations (quadrant 1) or s/he speaks with them about agriculture in the country of origin (quadrant 3).

A comprehensive language promotion is premised on the idea that in all subjects where language plays an important role, even monologue-based language acts – language acts of the quadrants 2 and 4 – should be purposefully promoted. The following didactical example shows how this should and can happen in HLT and with respect to the language of origin.

a) Enable complex language acts through supporting tasks

Supporting tasks for speech or writing are instructions or directions which offer students language material and assistance for structuring and creating of a text. An example are the various beginnings of a sentence and linguistic building blocks, which are depicted in chapter 7 B.4. They help the HLT Spanish students of St. Augustin's School in London to put more variety in their text creations.

Students can be accompanied with supporting tasks which enable them to use words, formulations and constructions in speaking and writing which they could not yet have productively applied without help.

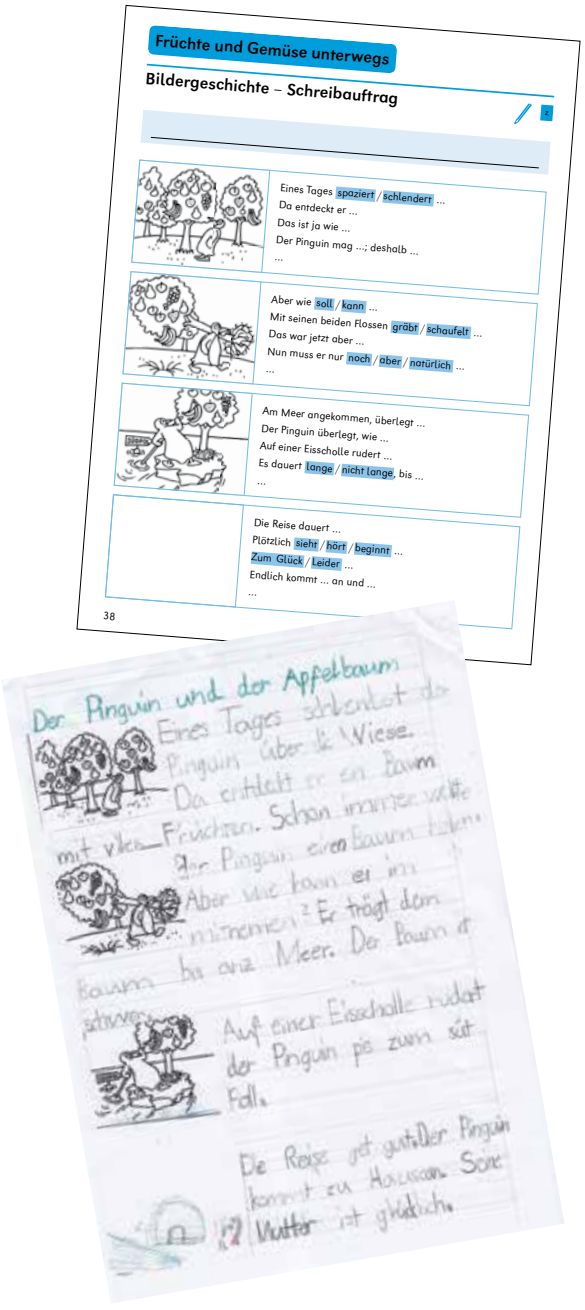
In language didactics, this is called scaffolding (derived from scaffold = support platform). The tasks form a scaffold which by and by will no longer be needed – once routines have been developed. When students show high performance with scaffolding support, this often leads to an increased and performance- enhancing motivation. Moreover, regular work with supporting tasks leads to a gradual build-up of a repertoire of linguistic means and strategies for the development of routines which are applied more and more independently.

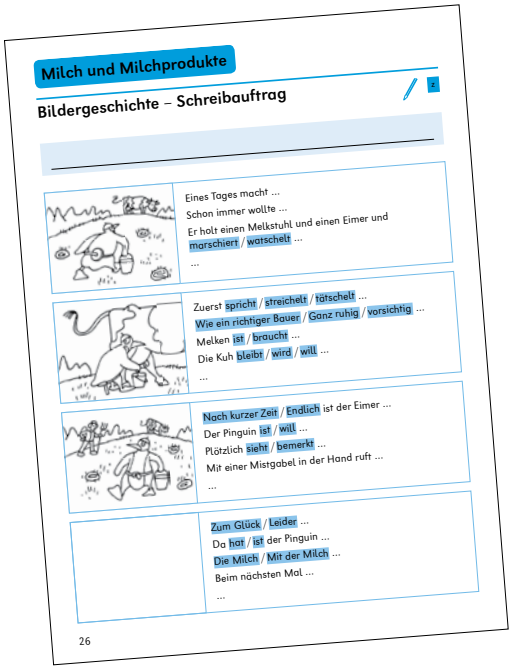
The following examples show how a linguistically challenged eight year old child creates a text for a picture story. The child receives a template (see right), from which the structure and a few given sentence blocks can be derived. In the third sentence of her own text, she even uses a sentence block which she learned in a previously written picture story ("he always wanted to…"); see next page. This shows that text blocks can also be stored and retrieved for later texts.

The "scaffold" is internalized over time for a certain kind of texts (e. g. a picture story). The teacher can now begin with a new type of text (e. g. simple presentations) and initially provide helpful scaffolds or parts of speech, respectively.

Needless to say, similar templates can also be created without problems for HLT in the language of origin. Areas of application: scaffold for picture stories/ essay about an experience/ for factual texts/ for small presentations (structure; formulas for beginning and end, etc.); collection of sentence beginnings and other language elements as in chapter 7 B.4.

An abundance of pertinent ideas can be found in part III of the workbook "Writing in the first language" of the series "Materials for HLT".




Milch und Milchprodukte

Bildergeschichte – Schreibauftrag

Eines Tages macht ...
Schon immer wollte ...
Er holt einen Melkstuhl und einen Eimer und marschiert / watschelt ...
...

Zuerst spricht / streichelt / tätschelt ...
Wie ein richtiger Bauer / Ganz ruhig / vorsichtig ...
Melken ist / braucht ...
Die Kuh bleibt / wird / will ...
...

Nach kurzer Zeit / Endlich ist der Eimer ...
Der Pinguin ist / will ...
Plötzlich sieht / bemerkt ...
Mit einer Mistgabel in der Hand ruft ...
...

Zum Glück / Leider ...
Da hat / ist der Pinguin ...
Die Milch / Mit der Milch ...
Beim nächsten Mal ...
...

26

b) Building a vocabulary base that enables complex language acts

Adults and children learn constantly new words – even without input from school. For successful school learning, this uncontrolled acquisition of words must be complemented with targeted vocabulary work. This is twice as important for the first language or language of origin, where many HLT students are weaker than in the language of the host country, particularly those who do not attend HLT! A special danger here is the so-called disintegration of the vocabularies. This means that the students know the words for domestic and familiar things mostly in the language of origin (although only in dialectal form), whereas for all school-related items (ruler, gym bag, school yard, measure, weighing) they only know the words in the school language of the host country.

An important task for HLT is to prevent this vocabulary disintegration, through targeted, deliberate work on school-related vocabulary in the language of origin.

This can and should always occur by involving the language of the immigration country, as illustrated in the planning example by Etleva Mançe in chapter 8 B.3. (see also the teacher's statement in chapter 8 B.4: "It has been my experience that the children learn their mother tongue much better with parallel instruction in German and Romani.")

In order to prepare students for complex language acts, they must be systematically accompanied in a functional vocabulary development that extends beyond everyday language needs. In pursuing this goal in practice, it has been proven successful when teachers write a short text in preparation of a topic which is formulated in the manner expected of the students at the end of the respective learning unit. For younger students the teacher can imagine a text narrated by a child, with older learners a text in written form.

Such a fictitious student text illustrates which words and phrases are important for the work on the topic. The relevant words are marked in the fictitious student text. This provides the basis for the creation of a manageable, age-appropriate list of words which should become part of the productive vocabulary (see below). It goes without saying that two or three word lists can be created for different levels, based on this fictitious student text.

The following example from a continuing education event shows the task given to instructors, and the suggestion by a teacher of eleven to twelve year old students.

Task

Write a fictitious student text about a current topic in your class. Formulate the text according to the following key question:

What should the students be able to say and write at the end of the instructional unit, which important words should they know and be able to use?

(Suggestion of a teacher)

Topic: stone age – fire

People learned to ***control*** fire. They ***were able*** to ignite a fire themselves and to ***use*** the fire.

The fire ***offered protection from*** nocturnal animals and ***insects*** and provided light.

Fire ***enabled*** the ***survival*** in colder ***regions***. Meat ***could*** be ***roasted*** in the fire. ***As a result***, the meat ***became*** more easily ***digestible***.

Furthermore, birch tar – a strong adhesive ***could be made*** from birch bark with fire.

c) Productive/active and receptive/passive vocabulary

The differentiation between productive and receptive vocabulary work is important for all vocabulary learning. The productive vocabulary references frequently-used important words and phrases which the students themselves can actively use (in our example: to control, enabled, digestible; furthermore the constructions with the modal verb "could", etc.). For that, they need application possibilities, e. g. the request to deliberately apply these words 2–3 times in a spoken or written text.

The receptive vocabulary includes more infrequently-used words and phrases which the students should passively understand, but not (yet) necessarily acquire for their own application (in our example: kindle, birch tar, etc.).

Concerning the words which "only" need to be understood, the following distinction may be useful:

1. Words, phrases, constructions, constructions of lower utility value: a short – generally oral – explanation is sufficient.

2. Words, or formulations which may be needed repeatedly in later work on this topic – e. g. in reading texts or lectures by the instructor: in which case it is useful to not just clarify the meaning, but also to retain its significance.

In working with specialized texts in particular, many words or formulations are frequently discussed orally. Learners for whom most of these explanations are new have barely a chance to retain all the information. Thus, explanations can be recorded on a poster, in a word book, with marginal notes, or on sticky notes, so that they are available for later applications.

d) Important for more complex speech acts: means for linking/connection

Students need a special group of words, such as "while", "but", "soon" or "suddenly" for instance, such that more complex formulations and references can extend beyond the sentence boundaries. In class, these words are rarely explicitly examined. They are equally rarely included in word lists which teachers create for their classes. (see the posters in chapter 7 B.4!)

The function of these words is to connect thoughts in sentences or texts. For this reason, they are called "function words" or "linkage means". So that learners understand the meaning of connectors, they have to see them embedded in meaningful relationships (contexts). When the text of a student is read aloud in class, the teacher can pick out a sentence with a connector and ask about its function. Even younger students show already an interest in meta-language questions of this kind. This may be an opportunity to discuss why in a certain position the word "or" instead of "and" must be used. With older students, the different meanings of sentences like "we won't go out, because it rains" and "we won't go out, when it rains" could be discussed. In particular discussions concerning the impact of words and phrases, such as "suddenly", "after a while", "I was eagerly awaiting…" can give students suggestions/ideas for their own writing.

It is clear that relevant reflections (as well as the comparison with the classroom language of the immigration country) can contribute much to raise the sensibility towards the language of origin and to raise the competence in the mother tongues as well.

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(see also the workbooks of the series "Materials for the native language education classroom / didactic applications"!)

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8B Practice section

1. Growing up in, with and between several languages: HLT students report

Nuhat lives in Germany

My name name is Nuhat. I am 12 years old and was born in Germany. I live with my family in Münster in the Hiltrup district. I like to play soccer in my spare time, I am also active in a soccer club. When I get together with my friends, I like to hear Kurdish music and I play on the play station. My friends are primarily from Kurdistan and Germany. In addition, I have Russian and Polish friends. I have three siblings and I am the middle child. My parents have been living here since 1985. We live in a multigenerational house, as our grandparents live also in the house with us. My grandparents speak no German. On the other hand, I speak Kurdish very poorly. Because of these communication difficulties, the native language instruction is very important to me. We speak Kurdish at home. My older siblings speak it very well, but unfortunately I don't. I was raised with the Kurdish and German language. With my Kurdish friends, I speak Kurdish as well as German. But with the non-Kurdish friends, we communicate in German. Aside from these languages, I encounter Russian, Polish, English, Arabic and Italian in my environment.

Marlene lives in Switzerland

My name is Marlene Pinto. I am 13 years old and currently attend the 7th grade class in Frauenfeld. I was born in Switzerland and also live here. At home, I speak not only Portuguese, but also Swiss German. I speak Swiss German mostly with my sister and with friends in my spare time. I have been attending weekly Portuguese classes since I was seven. Even though it falls on my only free afternoon, I look forward to it every time because I like to speak another language. This language enables me to chat with my relatives and to get around in countries like Portugal or Brazil. In school, I learn not only High German, but also English and French. The advantage of my being bilingual is that I am able to remember many words easily because of their similarity with Portuguese. Languages play an important part in my life, that is why English is also one of my favorite subjects.

Vanessa lives in Sweden

My name is Vanessa, I am 14 years old and attend seventh grade. I was born and reared in Sweden as daughter of Albanian parents. In school, I learn not only Swedish, but also English and Spanish. My favorite language is Albanian. I learn and speak it not only at home, but also in Albanian classes in school. We enjoy great conditions in our school: all students have a laptop with internet access. The computer is our main "tool" in the classroom. We use it also for Albanian classes, e. g., in order to find a lot of material on Albanian websites. This has allowed us to learn a lot and it facilitates a closer contact with my home country and my relatives in Kosova.

Arbër and Nora live in Vienna

Arbër and Nora received in Albanian class a worksheet assignment with the outline of a child with the following instructions: "Imagine that you are the child on this page. Now, think about the languages that you speak yourself, and which languages you hear in your environment. Which language would fit where in this outline? Draw them in, using different colors and write next to them which color belongs to which language."

Abir lives in England
(Report by the teacher Ola Koubayssi, London)

Abir was born in London and is the daughter of a French mother and a Sudanese father. She speaks French and English fluently. She came to the Arabic HLT in order to learn Arabic – the language of her father.

One of Abir's hobbies is to read stories and write in French. I suggested to give her short French texts, which I would then translate into Arabic for her. This idea motivated her very much. We worked intensively and now she understands, reads and writes Arabic better than most of the other students in the class. In the summer she is going to vacation in Sudan in order to chat with her grandparents there in Arabic!

2. A bitter experience: the loss of the relationship to the first language

Agnesa has Albanian roots and lives in Switzerland.

My name is Agnesa, I am 16 Jahre years old and was born in Switzerland. My first language is Albanian. I am currently attending a vocational college. My greatest wish is to go on holiday in my homeland and to master the Albanian language. Unfortunately, this is not the case. I have always great difficulties trying to communicate with the people there, be it in a shopping center or in the street. It is equally difficult for me to communicate with my acquaintances in writing SMS or in Facebook. Most of the time, I have to think how to translate a word from German or how to form a sentence. I am often ashamed that I do not have a good command of my own mother tongue.

I have been living here in Buchs for a long time; unfortunately, there was never an Albanian HLT here. This is also the main reason that I find myself in this situation today. Had there been an Albanian HLT, I would have attended with pleasure and pride. In my opinion, every child has a right to learn his/her mother tongue, because it is something important and society needs it as well. I have seen myself that it is also useful to use one's first language professionally. After all, what young persons would not like to work in a business that belongs to a compatriot and where they can use their own language? But if one does not have sufficient command of that language, this possibility does not exist…

3. Specific planning examples focused on comprehensive language promotion

Samia Hamdan-El Ghadban: basic framework for language work in a double lesson for HLT high Arabic, lower level/beginners

Samia Hamdan-El Ghadban hails from Lebanon and works in Geneva as HLT instructor for Arabic.

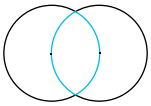
1. 15 Minutes: conversation/class discussion; topic chosen by the instructor of the students. Goal: the furthering of free oral expression in an informal atmosphere. At the same time, it allows the students to become aware of different regional and dialectal forms in spoken Arabic.
2. 15 Minutes: repetition of the previously learned characters and words. Dictation once a month. Goal: acquisition of Arabic script and high Arabic vocabulary..
3. 35 Minutes: new lesson. Introduction of a new character with different methodological approaches. Reading of the new character and words which contain the new character with different vocalizations. Goals: as in 2.
4. 15 Min. Break
5. 25 Minutes: Discussion of a new text book. Goal: work on oral competence in high Arabic.
6. 10 Minutes: individual work (fill-in or color something, etc.). Individual support by the teacher. At the end, all the children in the class show what they have made.
7. 10 Minutes: Conclusion with a song (with indications of correct intonation) or story reading.

Etleva Mançe: vocabulary and language work in terms of a double lesson on the topic of "Food and drink/healthy eating"; classes 1–10 (3 stage groups)

Etleva Mançe hails from Albania. She has been living in Cologne for 22 years and has worked as HLT instructor of Albanian for five years.

Lesson topic: Food and drink; experience field: healthy eating; goals: linguistic: training and solidifying of subject- related vocabulary (names of fruit and vegetables); application; linking of first and second language. Content: strenghten awareness of good nutrition and of products from the country of origin. Social: strengthening of the ability for cooperation and social skills for group work.

Planning template:

Phase /time	Classroom activity	Media, Materials	Methodological-didactic commentary
10 minutes. Introduction Transition	The instructors greets the students. All students are up front in a circle. Introduction of topic with the help of a little basket with fruit and vegetables. Name everything in German and Albanian. The instructor places little cards (pictures and names (German and Albanian) of fruit and vegetables) randomly on the table. The students arrange the cards with pictures and names.	Little basket with fruit and vegetables	Establish contact / create curiosity Activate prior knowledge Activate vocabulary Connect first and second language
15 minutes developing 1 5 minutes securing 1	Each student selects a vegetable or fruit and looks for the corresponding name cards (Albanian and German). The name cards are then placed in the circles: Albanian on the left, German on the right side. In the overlapping area place words like "banana", which are more or less ± identical in both languages. Dialectal variants for certain objects (e. g. potatoes) will also be discussed. Finally, the results will be reviewed and discussed once more in plenary.	Cards, little basket, fruit and vegetables 2 circles that partially overlap, on the floor	Awareness through touching and observing  Understanding and strengthening of concepts Recognize differences and similarities in the two languages
20 minutes developing 2	Three groups are formed according to age. • Classes 1–4: students receive a worksheet with pictures, sentences, solutions words (from "Libri i gjuhës" pages 34–37). Differentiation: alternative worksheet. • Classes 5–7: students receive a reading text, related to the topic, about which fruit and vegetables are grown here and in the country of origin. Differentiation/ Alternative: the poem "Blega, dega dhe shega", read and write (e. g. the word "shega" (pomegranate) and replace with another type of fruit. • Classes 8–10: students receive a worksheet with two text segments (challenging factual text) and will become experts for their passages. Differentiation: weaker students receive a more simplified worksheet. ("Nëna në qytet sot ka blerë shëndet"). Assignment: students explain and comment on the content with their own words.	class 1–4 worksheet class 5–7 worksheet class 8–10 worksheet	Work in pairs, mutually controlling each other Verification of reading and writing skills. Partner-feedback Group work, developing social competences Promotion of capacity to work in a team
5 minutes	Break		
10 minutes repetition and securing 2	Students compare their solutions in their stage group. They present the results in the plenary, discuss them and make comments.	worksheet	Exchange opinions Control
20 minutes developing 3	• Class 1–4 AB: domino, puzzle, students work alone, in pairs, or in the group. • Class 5–7: students receive a crossword puzzle in two languages and draw a health pyramid. • Class 8–10: using a mind map, students should discuss several points. Internal differentiation: quick learners receive an additional worksheet.	games worksheet mind-Map small posters (A3)	Promotion of capacity to work in a team Social competences Promoting capacity for argumentation Consolidation of acquired knowledge in a playful way
5 minutes securing 3	Presentation and discussion of the results in the previous phase in plenary with small posters.	worksheet small posters (A3)	Consolidation; reinforcement of self-awareness; motivation
5 minutes feedback	Students attempt to find a common position/consensus. They submit their self-assessment in terms of their learning progress. With the worksheet "Çfarë të pëlqen?" (What do you like?) they ask each other and – as a homework assignment – also the members of their families.	worksheet smiley-cards (3 smileys: happy, medium, sad)	Students reflect on the newly- acquired competences

4. Rabie Perić Jašar: Good experiences with bilingual instruction

Rabie Peric´ Ja sˇ ar hails from Macedonia. She has been living in Vienna for 24 years, where she serves as HLT instructor of Romanes and is active in the Special Education Center, among other things.

Besides my work as HLT instructor for Romanes, I also take care of newly arrived Roma children. They are often very weak in Romani, their first language, because they used primarily the language of the country of origin (e. g. Macedonian). My basic principle is that these children should learn the German language in parallel with their mother tongue (e. g. parallel introduction of numbers or colors, songs and little plays in German and in Romani). It has been my experience that the children learn their mother tongue much better with parallel instruction in German and Romani.

8C Reflection, discussion and deeper analysis

1. Please review the entire (challenging!) chapter about comprehensive language promotion one more time and note the three or four most important aspects or insights from your perspective. Discuss these points with colleagues, if possible

2. In chapter 8 B.1 you see the "language outlines", drawn by two children from Austria. Have your classes also draw such language outlines and discuss them with the students

3. Review the sub-chapter 8 A.2 "Dimensions of linguistic competence" one more time. Find an example for all four competences (e. g. a situation in the classroom which requires the appropriate competence).

4. Summarize one more time what you have read about BICS and CALP. Please find and discuss 2-3 situations which are specifically appropriate for BICS and CALP, respectively.

5. Please review the chart with the quadrants once more. Find 1-2 particular situations or learning causes from your own teaching experience for each of the four quadrants!

6. The described procedure with supporting tasks (scaffolding) in chapter 8 A.5a is current and important. Think about and discuss 2-3 specific events from your own teaching experience where you follow this specifically targeted approach! Optimally, you would devise a small plan that you could implement in the next few weeks. Exchange your experiences with a colleague.

7. In chapter 8 A.5b (vocabulary learning) you will find an assignment from a continuing education event in Switzerland. Use the same assignment in terms of a currently hot topic in your classes! Make two or three word lists for different levels. Mark in red those words which you assign to your active vocabulary, and those of the passive vocabulary in blue.

8. Review the planning examples in chapter 8 B.3, think about and discuss what would seem to be particularly useful and good to you, and what you don't like so much and why.

HLT-specific focal points

9 Selection of relevant content and themes

9A Background text

Sabina Larcher Klee

1. Points of reference for the selection of content and themes

(Basil Schader)

In the rough planning of their instructional year, semester or quarter, HLT instructors generally orient themselves according to the following determinants:

Regulatory guidelines

1. Curricular HLT guidelines from the country of origin, insofar as such provisions exist (see chapter 1 A).

2. Curricular HLT stipulations or similar regulations by the immigration country, if such documents exist (see chapter 1 A). HLT curricula of the countries of origin tend to concentrate mostly on content from their own culture, history, civilization and language studies. HLT curricula from the host countries (see examples in the bibliographic references for chapter 1 A) on the other hand focus strongly on themes in conjunction with orientation, integration and life together in a migration situation.

   These two different focal emphases need not conflict, though they pose for HLT instructors an exciting challenge of having to recognize both perspectives – which indeed corresponds entirely to the reality and the background experiences of their students. See also chapter 2 A.

Teaching materials and other educational materials

3. HLT teaching materials or similar materials from the county of origin, if such materials exist (see chapters 1 A and 10). As evident from the feedback of many HLT instructors, the materials provided by the countries of origin require sometimes significant adaptations, as they are linguistically much too demanding and/or have too little content-relevance to the specific situation of growing up as a migrant.

4. Other materials which HLT instructors have collected and didactically adapted (from books, magazines, websites, educational materials from the immigration countries, etc.; see chapter 10).

Local institutional circumstances and possibilities

5. Circumstances and possibilities that arise from the cooperation with regular classroom instruction in the host countries (see chapters 12 and 13). Whether and to what extend such possibilities exist (mutual choice of common content and themes, cooperation projects, project weeks, etc.), depends greatly on the country-specific integration of HLT into the regular school system. Where HLT and regular classroom instruction are closely linked institutionally, e.g. in Sweden, many diverse and fruitful possibilities present themselves; where HLT is largely isolated, even small, occasional instances of cooperation represent an achievement.

Pedagogical and learning-psychological considerations

6. Needs, interests and requirements of the students in terms of language and content (see chapters 3–5).

7. Orientation towards present pedagogical and learning-psychological principles and standards (see chapters 3–8).

Items 6 and 7 constitute virtually the A and O of concrete teaching practice and planning. They are addressed in further detail in Chapter 11.

As a complement to the mentioned chapters, a few points are further elaborated below. Their consideration in the choice and creation of content and themes is of high importance for classroom instruction that corresponds to the linguistic and cultural reality of HLT students, their background experience, their learning needs, and their bicultural-bilingual competences.

2. Considered instruction – preliminary considerations about content and topics

Since the late 1960s there has been a consensus that the school-based promotion of the prevalent language of instruction is of vital importance for the successful integration of children with a migration background into the local school system. (Allemann-Ghionda et al. 2010). The significance of the students' first language or language of origin remains controversial, poorly data-supported, and continues to be discussed in view of the learning success: it is fundamentally a question of whether bilingual and bicultural socialization is a resource or a problem for the children and adolescents (ibid.; see also chapter 15 in this volume). Even though numerous findings further suggest positive effects, and the learning and the command of several languages is seen as a potential, the affected students are subjected to and shaped by this ambivalent context. This also applies to the programs and contents of HLT.

This may perhaps be due to the fact that these programs and contents are rarely systematically evaluated in terms of their effectiveness. In the context of increasing competence orientation, it is a matter of closing research and knowledge gaps and developing new perspectives in view of the educational success of the affected students. Societal acceptance and the recognition of migration languages by the schools must be continually and carefully reviewed: although it is undisputed that they represent a significant economic and social resource (Kavacik/Skenderovic 2011, page 33), they are subject to political trends that strongly impact the schools. How can HLT instruction, and how can the choice of appropriate themes and contents play a supportive role here?

Research findings about classroom instruction suggest that children and adolescents with a migration background tend to have a positive educational development if instruction enables systematic transfer processes and transfer of achievements, be they in HLT or in regular classroom instruction in the host country. The effects of language comparisons and the support for language transfer processes (Göbel, Vieluf & Hesse 2010) support these findings. The development and support of reflective-critical competences in the classroom is furthered by respect for diversity, particularly in terms of intercultural learning and intercultural competences (Blanck 2012, page 143).

The recognized importance of language comparisons and intercultural learning suggests that HLT instructors should emphasize transfer processes and reflexive-critical competences as central to a comparative or, more precisely, a considered instruction (Blanck, ibid.).

Themes and contents should be evaluated in terms of how far this is achieved and enabled, respectively. The professional dimension of instruction covers a broad spectrum of methodological approaches to diversity and the specific shaping of the content of the educational offerings (see chapter 5). In a considered approach to education, which supports transfer, the guiding question for instructors and learners is: "could it also be different?" With this question, themes and contents are subjected to a comparison and thus to a systematic reflection. Thus, Self and Other, perhaps also the foreign, are central to a critical, but un-ideological classroom instruction.

3. "Could it also be different?" – Promoting language comparison and transfer as well as critical competences for reflection

Linguistic and cultural diversity must first be recognized as such: in the context of considered instruction, this means embracing differences and commonalities, not a binding attribution of characteristics or abilities. This holds true for HLT as well as for regular classroom instruction. The determination of themes and contents must therefore recognize the goal, the specific nature, the areas of application, as well as the underlying cultural concept of intercultural competence and language transfer competence. A successful example of this nature are the themes of the Zurich HLT framework curriculum (2011) for the educational fields "language" and "Mankind and Environment".

In doing so, how does it compare with the demand for metacognition, as it was formulated earlier – key word comparison and transfer? Which prerequisites does such comparative instruction have, which for one should lead to the acquisition and/or perfection of the heritage language and, for another, to the development of intercultural competences (see framework curriculum 2011, page 7)? Which decisions must be made about topics and contents?

Fundamental for enabling systematic transfer processes and performances and promoting the critical reflection competences of children and adolescents, are the following process steps for instructional planning: educational concerns and curricular considerations (HLT curriculum of the country of origin, framework curriculum of the immigration country). In consideration of the students' requirements (see chapter 5), appropriate content will be created and determined that enables comparison and transfer. By means of a combination of selected approaches – historical, geographical, cultural, structural or personal, etc. – instructional themes are determined which have the potential to be developed as alternatives. In this sense, the practice part of the present chapter (9 B) offers different perspectives: topics in connection with the culture of origin; the question of the in-between; themes which directly involve the transfer, as well as topics that are not directly related to culture and language. With a view to the desired effects, as detailed in the Zurich framework curriculum, appropriate methodological procedures are chosen. To that end, it is necessary to briefly review the changed concept of learning and the corresponding competence orientation, as well as to briefly address the understanding of intercultural competence.

a) Competence orientation and concept of learning

Competence orientation includes an expansion of the concept of learning, in that concepts such as knowledge, skills, aptitudes, attitudes and motivation can be newly integrated (see chapter 5 A). Considered instruction, thinking in alternatives and the competence of achieving transfers are connected with it. Educational planning and design is correspondingly oriented along learning and student performance, both short-term as well as long-term (ranging from learning in individual instructional sequences all the way to life-long learning). Learning in the sense of a competence orientation must therefore be understood as a process, with changed demands on the learners as well as the instructors. Thus, the demands on the facilitation of metacognition (in terms of the transparence of learning steps), on the planning of the processes and the learning time, structuring of classroom instruction, etc. have become more challenging. This certainly applies as well for HLT.

Although competence- oriented instruction does not reinvent teaching, nor turn it on its head, it does require a consistent orientation towards the learners and learning, respectively. The consistent focus on the personalizing of learning requires that the diagnosis, the corresponding tasks and the organization of the learning surroundings, the metacognition as well as the evaluation of performances and the learning gains, respectively, require high competences in terms of structure and planning on the part of the instructors.

b) Intercultural competence

In describing cultural competence, there are two models for discussion: list models, and structure models. Whereas the former simply enumerate relevant partial competences, the structure models assign partial competences to different dimensions of a systematic process. It seems all the more important to elaborate further, as exact details are often lacking, even in framework instruments (e. g. in the Zurich framework curriculum). The answer to the query of what purpose intercultural competence actually serves and in which situations it is relevant, ultimately depends on the partial components from which it is comprised, in which situations these partial components become visible, and if, or how, they can be learned or taught, respectively (Rathje, 2006, page 3).

In view of an independent development of children and adolescents, it is therefore central to work on a basis of a belief-focused model that emphasizes the following convictions: culture exists within human collectives (Hansen 2000) and does not refer to a society or nation per se; cultures distinguish themselves through differences and contradictions. This means that in all complex collectives "not only variety, but diversity, heterogeneity, divergences and contradictions" exist (ibid., page 182). Thus, culture can be understood as a tangible store of different view points and perspectives, which differs from collective to collective. People, children and adolescents belong to different collectives which distinguish themselves by different cultures. The complexity for students with a migration background is therefore great.

Security and stability is however not attained through simplification, through national and local fixation, but through the creation of the normality of differences.

A culture, "this is its most essential criterion and its most effective and profound achievement, defines normality, and this normality in its own way has an effect that is equally binding and obligatory as social and political structures" (ibid., page 233). The solidarity of a culture is a result of the familiarity and the normality of its differences, and not of its coherence.

Applied to the question of intercultural competence and its development in classroom instruction (see also chapter 4 A), it includes the ability to create the missing normality in intercultural interaction and to enable cohesion in that unknown differences become known. In other words: intercultural competence "is a creative ability to endow this new order between people of different cultures and render it fruitful" (Wierlacher 2003, page 216). The result is culturality (Rathje 2004, page 301) and not nationality.

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9B Practice section

1. Planning focused on topics related to the culture of origin

(see also chapters 11 B.4 and 11 B.5)

Silviya Ivanova Popova: Semester planning for middle school (4th–6th grade); Theme, Bulgarian language, history and festivals

Silviya Ivanova Popova hails from Bulgaria. She has been living in Zurich for 13 years and has served as HLT instructor for Bulgarian for 9 years.

Grammar	Mankind and environment	Festivals
Verbs: different past tenses	History: Thraker, Slavs and Proto-Bulgarians	First of March "Baba Marta", which brings us Martenici. We make our own Martenici. (Twist together red and white thread, shaped in different ways and tie around your wrist. This is a symbol of health, love, and renewal.) – Learn about the legend of Martenica. Mothers' Day and Womens Day – March 8 Palm Sunday – name day of people named after a flower Easter – resurrection – special greeting
Verbs: forms of future tense	Chan Asparuch – the founder of Bulgaria (681)	
Adverbs	The expansion and consolidation of the new Bulgarian state (Chan Omurtag, Terwel, Presian, Krum)	
Main and subordinate clause, comma rules	Christianity as own religion: recognition – Knjas Boris I – 866	
Direct and indirect speech punctuation	Bulgaria as major power Czar Simeon I (893–927) – Bulgaria borders on three seas – Golden age of culture and knowledge	
Indirect speech	Day of the army and courage in Bulgaria	May 6 – Day of shepherds and Saint George's Day
Essay writing: rules and structure	The Bulgarian alphabet from 855 – Kyrill and Methodus and their pupils (Kliment, Gorast, etc.)	May 24 – Day of the Slavic alphabet and culture; folk dance fest
Write essay to a given beginning Exercises to continue the leitmotif	Years of the uprisings Struggle for independence Under Byzantine rule	June14: 10-year anniversary of the association "Rodna retsch"
Forms of address Specific endings Letter writing	Liberation from Byzantine rule 1185 Czar Ivan-Asen I & Petar II	Trip to Bulgaria We visit 4 cities that played an important role in our history, and a special monument in the mountains, which is a symbol of freedom.
Essay writing on a predetermined topic Pay attention to style, grammar, spelling and structure	Czar Kalojan (1190–1207), Czar Ivan-Asen II (1218–1241) Return to Bulgarian power through diplomacy and a strong royal house	

2. Plannning focused on topics related to life in the new country: "living in, with and between two languages and cultures"

Excellent examples in this category can be found in various chapters of this handbook. We reference here especially the following:

Chapter 6 B.1

(Albanian HLT in Arnsberg/ Germany): Double lesson with focus on "Friendship,preconceptions, life together", for grades 5–10

The author shows how the hot topical issue in migration circles of "Friendship, preconceptions, life together", can be treated in a highly engaging manner in terms of the instructional, social and interaction forms. Central to the topic are the students' authentic experiences in their new country. The references to the culture of origin are drawn mostly in the final discussion, and could of course be taken up for a highly fruitful deeper analysis in a subsequent lesson.

Chapter 5 B.3

Gaca Radetinać (HLT Bosnian/Serbian/Croatian in Karlskrona/Sweden): Double lesson with the theme of "children's rights"

The author treats the topic of "children's rights" in an action-oriented, illustrative manner. As in the following planning project by Nexhmije Mehmetaj concerning questions of gender, the topic of children's rights invites further exploration within the lesson, or a subsequent lesson with focus on the differences and analogies, advantages and disadvantages in the realm of children's rights in the culture of origin and in the new country, as well as related questions of problems and conflicts in a migrant situation (children's status in the family, freedoms, rights and obligations; possibly with a backward-glance on the childhood of the parents and grandparents).

Chapter 4 B.2

Nexhmije Mehmetaj (Albanian HLT in French-speaking Switzerland): double lesson on the topic of gender equality/gender, designed for three levels, according to age and competence.

The author shows in her planning how the topic of gender equality can be treated in a class with three age and proficiency related groups, such that each group finds age-related access (lower level: Girls play soccer, too; middle level: Rights and obligations of boys and girls in our class; upper level: children's rights). This can and should lead to further reflections and discussions – either integrated into the lesson or as topic of a subsequent lesson – whether and how different role assignments, behavior roles, and stereotypes in the culture of origin and the culture of the new country can lead to problems or even conflicts.

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3. Planning focused on the culture of origin and the culture of the new country

Dragana Dimitrijević: Excerpt from the planning of a double lesson on the topic "family", upper level (7th–9th grade; simplified representation without the rubrics social form and media)

Dragana Dimitrijević hails from Belgrade/Serbia. She has been working as HLT instructor for Serbian in the canton of Zurich since 1999.

Important: As a homework assignment in preparation for this lesson, students had to inform themselves at home as to how large their families were in the last and penultimate generations, what roles certain relatives have/had, etc. (education, relationships, clothing, women's rights, the first day of school, languages, games, toys, reasons for migration...).

See chart on the following page.

Time	What for? Defined goals Learning steps and sub goals	What and how? Performed by the instructor:	What and how? Performed by the students
7′	**1.** **Family** Students conduct informed comparisons about the life environment of the country of origin and Switzerland and develop for these a spirit of openness. Through a conscious examination of experiences from family, country of origin and Switzerland, they gain insights into the diversity of social contexts and interactions. Goal: learn about the functions and forms of the family in a historical and cultural context.	**1.** **Distributes** to the students prepared excerpts from a text (in German) with the topic "family in Switzerland". • Explains the foreign words and gives the reading assignment (targeted reading): read the text, collect the most important information (persons, family size, relationships, place, time of action).	**1.** **Process** the homework assignment further (see above) • Read the excerpts from the book "Life beyond 80" • Comprehend text content with help from prepared questions • Collect the most important information
10′	**2.** **Students understand and name** the most important information about a person by means of a text (his/her family, language skills, education, family relationships, role of an individual person, reason for emigration).	**2.** **Explains** queries about the text, poses questions to students. Example: where is her father/grandfather from? Why? How many children did he have? What language does he speak?	**2.** **Exchange** the most important information based on the collected details from the story.
20′	**3.** **Relationships** in the family (Serbia–Switzerland); name commonalities and differences • Family in Switzerland (size, role, relationships, rituals….) become familiar, understand • Family in Serbia (size, role, relationships, rituals….) become familiar, understand • Recognize and discuss commonalities and differences Students describe the functions and forms of families in Switzerland and in Serbia.	**3.** **Processes** the assignment further (see above) • Selects the groups • Coordinates the discussion • Assignment for group: compare the collected information about the families in Serbia and in Switzerland.	**3.** **Speak:** Speak about, discuss and explain by means of the above questions what has been discovered.
8′	**4.** **Describe** their own role and their own family: the role of students in their family (in Switzerland and in Serbia).	**4.** **Assigns students to groups** Task: describe their own role in the family (in Switzerland and in Serbia)	**4.** **Explain** their own role in their family in Switzerland and in Serbia; tell their own stories by means of the collected information.

Compare also the lesson unit descriptions in 4 B.3 (Arifa Malik, London: The principle of "interculturality", example "colors") and 6 B.2 (Sakine Koç, Zürich: Lesson unit on the topic of "Festivals and holidays")

4. Planning focused on topics without specific references to the culture of origin or the culture of the new country

Preliminary remark: in this category belong topics without specific reference to culture (seasons, flowers, animals, nature, etc.) but which can be easily related to the culture of the country of origin or the new country.

Mariana Waked: Planning of a series of instructional units on the topic "Animals and Nature" (6 lessons for 3 groups of different age and proficiency levels)

Mariana Waked hails from Lebanon, where she had worked as teacher of Arabic. She has been living in Karlskrona/Sweden for 14 years and has served as HLT instructor of Arabic for 4 years.

Arabic mind map for the topic "horse" (characteristics, food, habitat, etc.).

	Goal	Lower level	Middle level	Upper level
Lesson 1	**Presentation**	Listening to a story with different animals. Talk about and retell the story.	Watch documentary film and take notes. Recount what we have learned about individual animals.	Read or listen to factual information about some animals. Take individual written notes.
Lesson 2	**classifcation of different animals**	Logical exercises with the material. Classify animals according their food. Read words with the help of pictures. Write the initial letters or names of individual animals. Read words with the help of pictures. Draw animals.	Classify animals according to feeding, habitat, reproduction patterns. Interpret and comment a map on the geographical distribution of the animals.	Create a list of common traits of animals that live in the same environment (physical characteristics, feed, reproduction; recognize relationship between characteristics and environment.
Lesson 3	**farm animals**	Visiting a farm. Observations and discussions.	Visiting a farm. Prepare an interview and picture documentation, possibly videos.	Visiting a farm. It is customary here in Sweden to keep a pet as member of the family, how does that compare to our countries of origin? Discuss the issue. What is your own opinion?
Lesson 4	**Processing and follow-up of the visit to the farm**	Form groups and prepare different activities with reference to the animals on a farm (worksheets, quiz, puzzle...). Learn songs about animals.	Write a letter to someone in the country of origin and relate your visit to the farm.	Create a profile for an animal that lives on a farm. Use internet and library for information.
Lesson 5	**Mind map**	Make up a story with 2–3 farm animals, write it down with help from the teacher, and illustrate it yourself. Introduce the mind map technique for this purpose.	Make a mind map about a selected animal. This should include everything that is necessary to write a factual text about this animal.	Select a species in danger of extinction. Consider how we can help the animals. Create a mind map and write a text about the issue.
Lesson 6	**Presentations, exhibit**	Presenting and reading out of the texts from lesson 5.	Presentation and discussion of the factual texts from lesson 5.	Presentation and discussion of the factual texts from lesson 5.

9C Reflection, discussion and deeper analysis

1. Chapter 9 A.1 lists seven points of orientation or determinants which play an important role in the selection of topics and content. Please consider and discuss which of these points are particularly relevant for you and how you take these points into account in the selection of themes.

2. Are there points of orientation which are missing from the list in chapter 9 A.1? Additionally, which points could and would you like to stress more, where could you improve your planning in this regard?

3. Chapter 9 A.3 states that transfer-oriented tasks (e. g. linguistic and cultural comparisons) can have a positive effect on the academic development of children from migrant backgrounds. Please, think about and discuss possible reasons for this and the experiences and potentials your students have acquired in this regard!

4. Which elements of transfer-orientation (e. g. learning events for cultural and linguistic comparison) does your own HLT instruction entail? What could you possibly do in order to more frequently and better integrate this productive perspective (which is also closely related to the background experience and the bicultural-bilingual potentials of your students)? Exchange ideas about your most concrete learning events possible!

5. A statement in the section "intercultural competence" in chapter 9 A.3 references that in all complex collectives or cultures, respectively, there exists not only variety, but also diversity, heterogeneity, divergences and contradictions. Which points from your own culture come to mind? Which of these points could you thematize with your students, and what would a corresponding instructional sequence look like? Make your planning considerations as specific as possible.

6. In HLT there exists, in part, the risk of representing one's own culture through teaching materials and classroom instruction in an idealized, simplified and therefore unrealistic way. Does this pitfall for the HLT in your culture of origin exist as well? What can you do, in order to lead your students to a more differentiated view rather than dwelling on clichés and simplifications?

7. Please review once more the planning examples in chapter 9 B. Consider and discuss which examples appeal the most to you and why. Are there also examples that are of lesser interest to you? Why?

10 Finding and selecting suitable materials

10A Background text

Basil Schader, Saskia Waibel

1. Introduction: finding materials in the past and today

In former times, teaching simply involved working through a textbook and the exercises that belonged to it; ancillary materials were hardly ever considered. Today, the requirements for good teaching are significantly higher in this regard as well. Postulates such as teacher orientation, relevance to everyday life, individualization (see chapters 4 and 5) apply as well for teaching materials (texts, worksheets, electronic media, etc.). Learner orientations, relevance to everyday life and orientation for the goal of intercultural competence mean that HLT instruction must respond to the specific situation of the students who grow up in and between two cultures, which prohibits a simple recourse to textbooks used in the country of origin. In light of the heterogeneous classes and various levels of competence, this recourse would anyway be hardly possible in most classes; it would not fit into the broad spectrum of teaching and learning forms to which students have been accustomed from regular classroom instruction (see chapter 6). Even if the country of origin provides actual teaching materials for HLT, instructors will have to look for additional materials with relevance for the specific situation in the respective host countries and topical political issues. Fortunately, all this no longer has to lead to a complete work overload for HLT instructors.

In contrast to earlier years, it is not only admissible today, but quite useful also in relation to the postulates, learner orientation, independence, relevance to everyday life and media competence to actively include the students in the selection of materials for specific topics.

In 1st and 2nd grade, this can mean that the students bring pictures, picture books and objects for themes like "leisure time" or "holiday memories" to class; from the 3rd/4th grade on, students can on their own and mostly without problems conduct research in libraries or the internet while taking advantage of their competences in two languages.

2. What does "suitable " materials mean? Six criteria.

With reference to the title of this chapter, the question of what is considered appropriate teaching materials remains open. This could be subject for an entire book. We shall limit ourselves to the following short checklist of questions. The points that can be answered with "yes", are criteria considered for suitable materials.

- Does the material (text, visual material, website, etc.) correspond to the age of the students, for whom I intend to use it? (criterion of age-appropriateness.)
- Is the material not colored ideologically, religiously or polemically; are critical issues not presented in a one-sided or distorted way? (criterion of the greatest possible neutrality, as demanded by most of the immigration countries.)
- Does the material promote independent thinking of students? (criterion of learner orientation and furthering of independence.)
- Does the material relate – where this is possible and useful – to the reality, the background experience and the bilingual/bicultural competences of the students who grow up in and between two cultures and languages? (criterion of learner orientation with specific reference to HLT.)
- Does the material refrain from accentuating entrenched stereotypes, are both genders represented equally? (criterion of gender equality.)
- Can the material be adapted – where this is possible and useful – such that it is accessible and interesting for weaker, stronger and most advanced students? (criterion of individualized, optimally learner-oriented classroom instruction.)

3. Archiving of instructional materials

Before commenting on a series of possible sources for the selection of materials (see below), the importance of archiving or storage of the materials should be briefly emphasized. It is particularly worthwhile to proceed in this regard as effectively and clearly as possible from the beginning, particularly in conjunction with complex multiclass instruction. If this is done, materials will be available in the next year without problems; if not, the instructor is faced with disorderly piles of documents and must waste much precious time with searches.

An efficient archive today is comprised of two dimensions: first an electronic "department" in the computer, with clearly marked folders and subfolders for the various themes and classes. Important: save and make backup copies periodically! The second department is the "real" archive with master copies, pictures, worksheets, games, etc.

A simple variant consists of using a large envelope or an archive box for each topic. Inside the box or the envelope, four clear folders could, for instance, hold and store all the materials of the lower, middle and upper levels and those that are appropriate for all levels.

The set-up and "maintenance" of such an archive requires a little time and self-discipline, but simplifies work enormously.

4. Potential sources of teaching materials

a) Teaching materials from the country of origin

It is important to distinguish between teaching materials which are used in regular classroom instruction in the country of origin and those which were created in the country of origin especially for the needs of HLT in the respective language.

The teaching materials which are used in regular classes in the country of origin (e.g. reading of language texts) are certainly useful to have on hand as a potential source of materials. However, their suitability is limited for at least two reasons: for one, they are linguistically too demanding, and in part also relating to content. In general, HLT students by far do not have equal command of their mother tongue (particularly in the written and standard variants) as same-age children in the country of origin. For another, it is logical that the textbooks of regular classes do not correspond to the reality, the background experiences and the competences of HLT students who grow up in a different cultural environment. Nevertheless, these books may absolutely serve as a selective source for texts, pictures, etc. if one is conscious of the two limitations, and also takes care to avoid ideologically or politically one-sided depictions (e.g. in historical texts).

The Portuguese and Albanian HLT, for instance, avail themselves of teaching materials that were developed especially for native language education (see pictures in part B). The Albanian teaching materials were created by a mixed team of HLT instructors from four countries and experts from Kosova; this ensured a practical focus on the migrant situation from the beginning. For each level (lower, middle, upper), 6 theme booklets were created, as well as an additional booklet for pre-school. The 6 theme booklets per level include specific Albanian themes, one half of each booklet devoted to civilization, grammar, literature, respectively. Topics in conjunction with life in the new country include (Work and spare time; I and the others; A world for all). The fact that specially designed HLT learning materials, created by experts in the country of origin, are not automatically good and functional became apparent when HLT students were linguistically overwhelmed by them.

Good teaching materials, designed specifically for HLT (with collaborative input of HLT instructors!) are unquestionably an enormous help and should be used by mostly all language groups.

b) Materials from the internet

The internet plays an increasingly important part in the search for appropriate and current educational materials. HLT instructors and students have a great advantage in that they can avail themselves of cultural offerings and materials in two languages – the heritage language and the language of the host country.

In the searches and offerings at least two forms can be distinguished:

First, searches on specific websites for teachers where didactic materials (worksheets, lesson planning, etc.) can be found for all kinds of themes. Such websites exist in many languages of origin and naturally also in the languages of the host countries. Examples for both categories can be found in the practice part (chapter 10 B.1 and 2). It is highly worthwhile to look at these websites, even though the orientation may sometimes be somewhat complicated, at least in the beginning.

The second type of research refers to very specific themes and search terms for desired materials: a factual text about dogs in Croatian, and another about the geography of Sri Lanka, springtime poems in Russian, etc.

Internet searches by students are age-appropriate from the 3rd-4th grade on. Considering the importance attached to media instruction and media competence in most countries, most students should already have acquired good basic media skills in regular classroom instruction.

Where these are lacking among HLT students, older students may help the younger ones. Problems may be encountered with searches in native language websites when orthographically incorrect search words are entered. In such cases, the teacher can perhaps assist, or an (electronic) dictionary may first have to be consulted.

c) Materials from books, magazines, newspapers, brochures, etc.

Aside from internet research, there are, of course, also the traditional print media like books, magazines, newspapers, illustrated books, picture books, etc. which remain important and very useful sources for teaching materials. Depending on the bilingual situation in which the students are reared, materials in the language of the host country can certainly also be used besides the media in their heritage language.

Books in the language of the host country can be found in libraries, among other places. Intercultural libraries which carry holdings in various languages of origin have sprung up in many cities already (for locations in Switzerland, see www. interbiblio.ch/). It is also important to encourage students to bring books, magazines, etc. to class, particularly in the context of current themes. The search for materials should not at all just be the job of the teacher.

Besides the actual books (non-fiction books, literary works, illustrated books, lexica, picture books, etc.), magazines (including magazines for children and adolescents) will also serve well. They are easier to obtain and (just like books) can easily be brought along from vacations in the country of origin.

The same goes for brochures and other promotional materials, which can be used for exciting learning events in the context of current HLT concepts, vocabulary expansion and comparisons; moreover they can also be cut-up and used for collages, etc.

Newspapers are very easily available for most languages and provide ideal learning opportunities for current reading and discussion events from the 4th grade level on. However, it is vital to ensure that the material is not politically, religious or otherwise ideologically biased. Many daily or weekly newspapers also feature rubrics with comics, puzzles and other contributions, which may be also useful for the lower level classes.

d) Teaching materials and illustrative materials of the host country

For themes that do not involve the country of origin, the migrant situation, or a comparison with the host country, it is worthwhile to establish regular contacts with the teachers of regular classroom instruction. They might quite possibly be interested in a common approach to a theme (that would be ideal) or would at least have appropriate materials to share. Examples: comparisons between host country and country of origin in terms of topics like farm animals/ professions /childhood and leisure time in the past and now, etc.: ethical topics like friendship /playing together /racism and discrimination/ integration, etc. For cooperative projects, see also chapter 12.

5. Teaching materials created by students

As discussed in section 1, students can and should absolutely be involved in the pedagogical concept of creating and selecting teaching materials.

In response to the calls for learner orientation, independence, utilization of resources from the class, etc., it is a great fit when students are included in researching materials on the internet and in libraries, as well as in creating posters, documents and work sheets. As illustrated in part B, examples 10 B.4: a poster for body parts (acquisition of vocabulary), a page to a jointly created word picture book, two posters (3rd and 8th grade) created by the respective students to complement their presentations, two examples of worksheets which these students distributed as learning controls to the class after the presentations. The list of visual materials and worksheets which students create for one another can easily be expanded: simple language exercises which older students create for the younger ones, following a clear example (e. g. enter plural forms or name objects); worksheets with questions for reading texts; contributions for a common book of poems or a common newspaper; a quiz for a subject matter, etc. Of particular importance is the insight that the students' practical engagement is not intended to lessen the teacher's burden; students acquire considerable practical knowledge and media competence in researching appropriate materials for the production of teaching materials.

6. Use of electronic media by students

Today's students are mostly well versed (certainly from the 4th grade on) with simple applications of computers and hand-held devices, be it from home use or regular school classes. These competences can also be utilized in HLT, namely in the following dimensions:

a) for acquisition of information

This is not limited to the internet. Information can be obtained in many ways, time permitting (e. g. from one week to another), information can be obtained through written e-mail or SMS requests. Oral modalities include interviews (perhaps recorded by mobile phone), phone conversations backed up with notes/ minutes, or the utilization of Skype as cheaper alternative to the phone. If an internet search is required, a quick overview of the theme or a search term on the Wikipedia page my be useful as well.

b) exchange and networking

Social networks are very useful for groups and classes who want to establish a platform for exchanging information on assigned topics. The photo platform "Flickr" is ideal for exchanging and commenting of pictures. It is possible to set-up a closed group on the social network site facebook to utilize the functions of chat, personal news, creation of albums, etc. Highly recommendable for HLT classes in Switzerland and their instructors is the platform educanet2 (https://www.educanet2.ch) where each class has its own access with personal desks, class room and rooms for groups. There are many possibilities for communication by way of e-mail,chat, forums, wikis, blogs, photo albums, exchange of educational materials, etc.

c) about the presentation of information

From the 4th–5th grade on, students should have the opportunity to present their work to the class with the support of media offerings. The display of knowledge and the preparation of a presentation is challenging and must be mentored by the teacher. Presentations can be enhanced with posters, worksheets, power-point support or use of apps with an i-pad. The following apps are useful for presentations: BookCreator, ComicLife and iMovie.

d) design of written text forms

Texts which have been created on the computer and illustrated with one's own photos or pictures from the internet look more appealing and professional than handwritten text. This is true for all sorts of texts: simple text (e. g. experience report), poster, worksheet, class newspaper, jointly crafted book. The creation of mini books is attractive as well, not just for younger students. For explanations, consult www.minibooks.ch (note that on this website one's own minibooks can also be "published"). The program talktyper (https://talktyper.com/), is exciting, as it converts spoken words into written text, although it only functions for a limited selection of languages.

It is understood that time and technical means are often lacking in HLT; however since many students have access to computers at home or in other classes, such assignments can mostly be accomplished as homework from one week to the next.

e) about learning and more in-depth reflection of learning content

There are apps, training programs, e-books, learning software, etc. available for this purpose. Whether these products are available in the native languages will have to be checked periodically, as the offers change constantly. Here are two examples for illustrative purposes:

The freely accessible website www.quizlet.com offers the possibility of learning vocabulary in different ways. There are a great many available lists which can be found through the search function. It is also possible to create one's own lists, but one has to register for it.

The app and CD-ROM "Multidingsda" is a learning program for building and consolidating of basic vocabulary by way of "hidden object games" (pictures with a multitude of objects). Six hundred words can be learned, based on everyday situations by way of hearing, reading and writing. There are fourteen languages available: Albanian, Arabic, Bosnian, German, English, French, Italian, Croatian, Macedonian, Portuguese, Russian, Serbian, Spanish, Tamil and Turkish.

f) about language reflection

Communication between students, but also family members and friends in the country of origin, occurs frequently through digital media (e. g. SMS and chats). These texts are ideal for interesting comparisons between oral and written language: where are the differences, where are the similarities? Do languages get mixed? What kinds of abbreviations and symbols are used?

This is not only an evaluative comparison, but rather an attempt to show that, depending on the occasion and the form of communication, various registers are being employed and that they are functional.

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Schrackmann, Iwan et al. (2008): Computer und Internet in der Primarstufe. Aarau: Sauerländer. The entire book as pdf: http://www.ictip.ch

10B Practice section

1. Examples of websites with didactic materials in several languages of origin

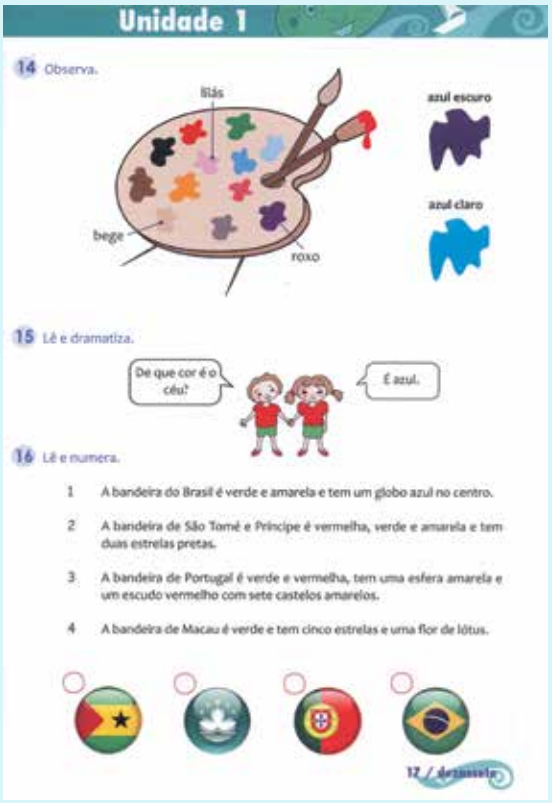
Websites with teaching materials for different languages
http://modersmal.skolverket.se (outstanding website with materials for many languages; a must-see!)
http://bildungsserver.hamburg.de/sprachen
http://www.schule-mehrsprachig.at/index.php?id=9 (Bosnian/Croatian/Serbian; Turkish; Albanian)
http://www.netzwerk-sims.ch/mehrsprachige-Materialien
Websites with Italian teaching materials
http://www.dienneti.it/risorse/italiano/stranieri.htm
www.italianol2.info
www.italianoperlostudio.it
http://www.puntolingua.it/esercizi_intro_ita.asp
http://venus.unive.it/italslab/quattropassi/uno.htm
http://venus.unive.it/italslab/files/Scheda_di_attitudine_alle_LS_L2.doc
Websites with Turkish teaching materials
http://uzaktakiyakinlarimiz.meb.gov.tr
http://oenelverlag.com
http://bildungsserver.hamburg.de/tuerkisch
http://www.ders.at
http://www.schule-mehrsprachig.at/index.php?id=9
http://www.egitimhane.com/downloads.html
Websites with Albanian teaching materials
http://www.masht-gov.net (= Website of the Kosova Ministry of Education; the teaching materials for HLT can be found under: http://www.masht-gov.net/advCms/#id=1354)
http://albas.al (for tests, lesson plans, teacher comments)
http://www.gjuhaime.com
http://www.schule-mehrsprachig.at/index.php?id=9
http://modersmal.skolverket.se/albanska

2. Examples of German, English and Swedish websites with didactic materials

German
http://bildungsserver.hamburg.de
http://www.schule.at
http://materials.lehrerweb.at
http://www.schulportal.de
http://www.iik.ch/cms/home-2/jubilaumsgeschenk (fairy tales in various languages)
www.supra-lernplattform.de (in the fields of nature & technology as well as time & history)
www.grundschulstoff.de (worksheet generator etc.)
www.sachunterricht-grundschule.de
www.unterrichtsmaterial-grundschule.de
www.unterrichtsmaterial-schule.de
www.4teachers.de
www.lernarchiv.bildung.hessen.de
http://www.manfred-huth.de
http://www.aufgaben.schubert-verlag.de (assignments and worksheets for German as a second language; well adaptable)
http://online-tools-im-sprachunterricht.wikispaces.com/%C3%9Cbersicht+der+Tools (data bank with links to various programs)
Others
http://www.eun.org (Eureoepan Schoolnet; english)
www.educationworld.com (english)
http://www.abcteach.com (english)
http://modersmal.skolverket.se (swedish)
http://www.elodil.umontreal.ca
http://www.elodil.com

3a) Two pages from HLT Portuguese teaching materials: "Timi", volume 3

(Isabel Borges among others (2011): Timi 3 [for level A2]. Lisboa: Lidel)



p. 17

p. 122

3b) Two pages from teaching materials used in the Albanian HLT

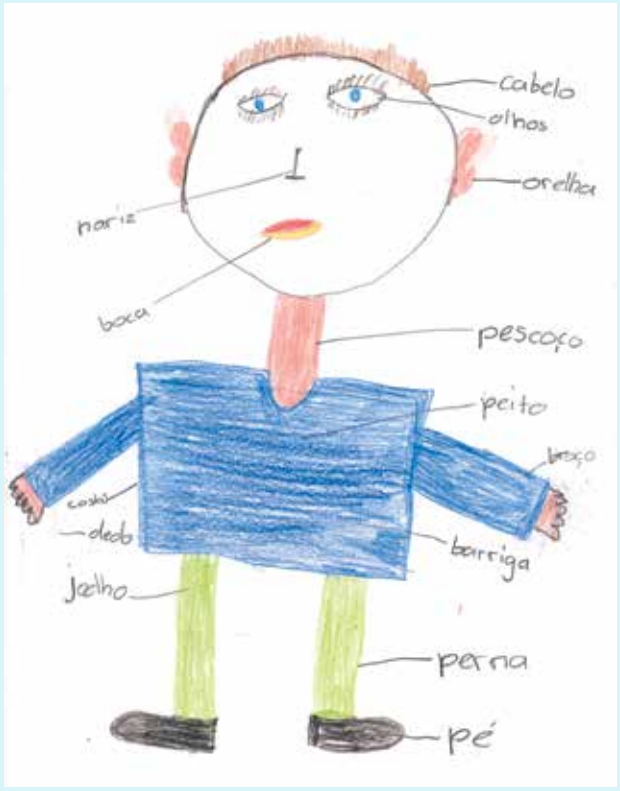
(group of authors; publisher: Kosova Ministry of Education (2011–13); Peja: Dukagjini (19 booklets; 6 per level, plus one for pre-school)

p. 30 from the pre-school booklet, (exercise for acoustic differentiation)

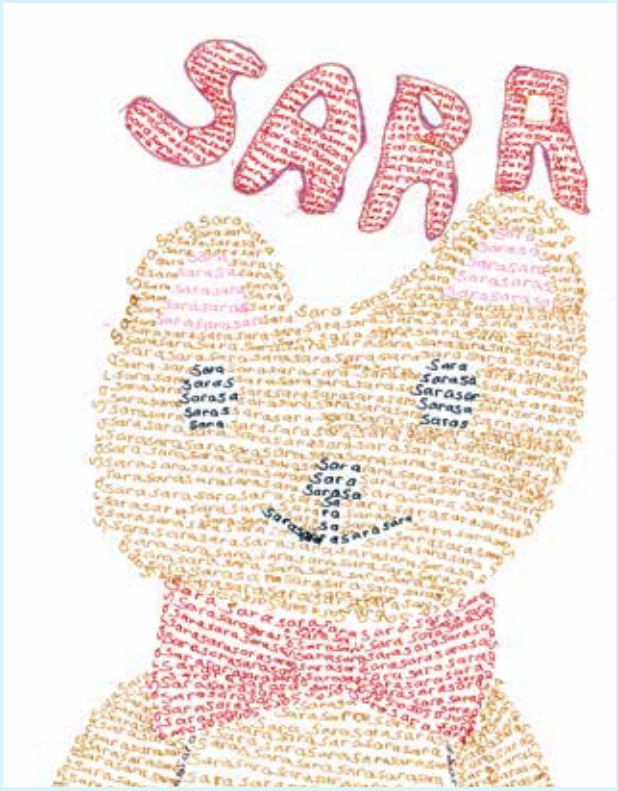
S. 23 from the booklet "Albanian culture" for lower level

4. Examples of educational materials which students created themselves

The examples are from the Portuguese HLT classroom of Elisa Aeschimann Ferreira and Raquel Rocha (Switzerland, Cantons Luzern and Aargau).



Poster about body parts, 2nd grade



Contribution to a word-picturebook, 4th grade.

Rancho Folclorico Terras de Portugal de Luzern

A Cidade de Luzern:

Luzern é uma cidade no centro da Suíça. Com muitos emigrantes portugueses! Luzern é visitado por vários turistas de todo o mundo. Tem a ponte de madeira mais longa de Europa chamada "Kappelbrücke". Essa faz o caminho por cima do rio chamado: " Reuss". E nessa Cidade se fundou o nosso Rancho que compeltou 6 anos no passado dia 21 de outubro.

Histórico do nosso Rancho:

O Rancho Folclórico Terras de Portugal de Luzern foi fundado em 21 de Outubro 2007 e conta com cerca de 55 elementos. Somos os únicos a dilvulgar a nossa cultura e as nossas tradições no cantão de Luzern. O trajar e dançar são recolhas feitas de norte a sul de Portugal. A juventude realça e embelece este grupo e demonstra que as nossas tradições e as nossas raízes estão bem vivas e que nos enchem de orgulho em sermos Portugueses.

One of three pages for the presentation of a Portuguese folklore group (8th grade)

Luzern

1- a) Como se chama a ponte de madeira mais longa da cidade de Lucerna?

b) Como se chama o rio que ela atravessa?

2- a) Como se chama o Rancho folclórico de Lucerna, ao qual se refere este trabalho?

b) Em que ano foi fundado?

3- De que zona de Portugal provêm o dançar e o trajar deste grupo?

4- Quais são os instrumentos musicais mais usados neste Rancho?

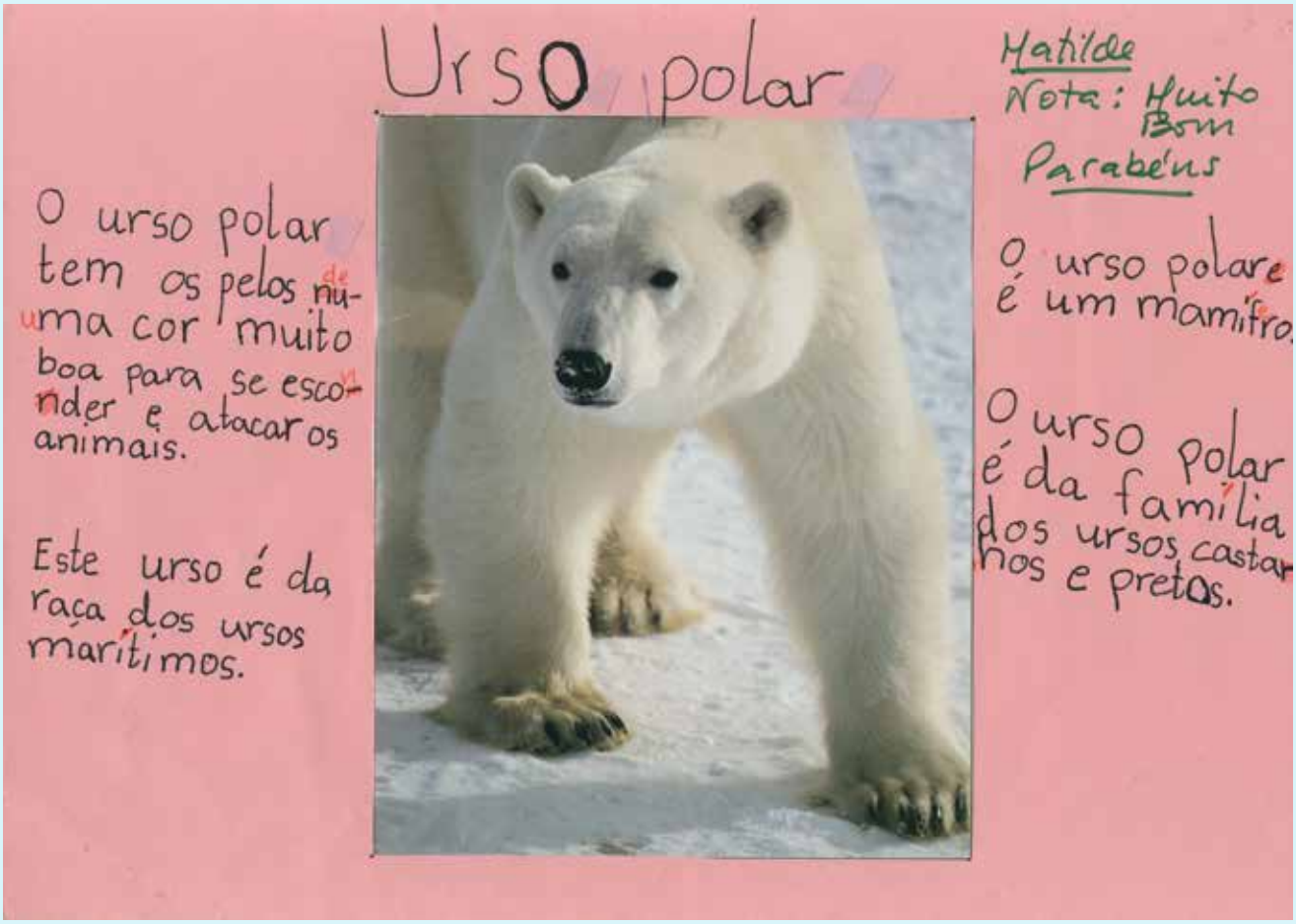
5- Completa:
a) Alguns dos trajes são os que eram usados por Dama Rica, _____, _____ e _____.

b) Os elementos do Rancho calçam _____ ou _____.

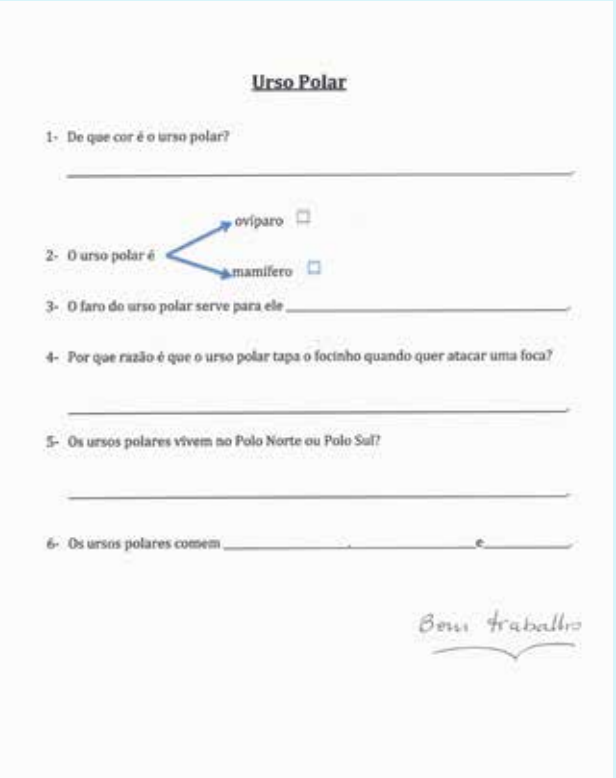
c) Os principais acessórios são _____ e _____.

Bom trabalho

Worksheet with questions which a student had prepared for the presentation ("learning control")



One of three posters for a presentation about polar bears (3rd grade)



Urso Polar

1- De que cor é o urso polar?

_____

2- O urso polar é ovíparo ☐ / mamífero ☐

3- O faro do urso polar serve para ele _____

4- Por que razão é que o urso polar tapa o focinho quando quer atacar uma foca?

_____

5- Os ursos polares vivem no Polo Norte ou Polo Sul?

_____

6- Os ursos polares comem _____, _____ e _____

Bom trabalho

Work sheet with questions which the respective student had prepared for the presentation ("learning control")

10C Reflection, discussion and deeper analysis

1. Please consider how you proceed in the search for materials and what sources you use in the selection process! Exchange your source information and strategies with your colleagues.

2. Please review the subchapter 4a–4d alone or in a small group. What experiences have you had with individual sources? Which ones could you utilize better? Think about 2–3 concrete ideas for the next few months. At least one idea/project should be related to point 4d.

3. How do you proceed in archiving or collecting of your teaching materials? Review subchapter 2 once more and exchange your ideas and techniques of archiving and possibilities for improvement with your colleagues!

4. Inclusion of students in the selection and preparation of teaching materials. 1) Have you included students already in choosing and preparing of relevant teaching materials? How? Exchange your observations and experiences with your colleagues!

5. Inclusion of students in the selection and preparation of teaching materials. 2) Please read once more the subchapters 1 and 5 and review the examples in the practice section 10 B4. Consider and discuss three specific possibilities of how you will include students from different proficiency/group levels in the procurement or production of teaching materials in the next 3–4 months!

6. Please look at a few links in the practice section, chapter 10 B1. What can they offer you? Do you use other links, either from the country of origin or the host country?

7. Use of electronic media by the students (see subchapter 6): 1) Consider and discuss what you have already done in this regard, and where you might perhaps foresee problems. Discuss realistic solutions for these problems.

8. Use of electronic media by the students: 2) Please read through the subchapters 6a–f. Review a few of the suggested websites or programs. Consider 3–4 specific ideas from the subchapters 6a–f that you could implement in the next 3–4 months.

11 Specific lesson planning for the particular needs of heritage language teaching

11A Background text

Basil Schader

1. Introduction; the significance of planning

Teaching is a complex act in which a number of plannable aspects interact with a number of unpredictable or barely plannable factors. The plannable aspects include the following: clarification of requirements, goal setting, selection of contents, determination of teaching methods, lesson design, considering how learning success can be ensured and assessed.

The unplannable or barely plannable aspects include, among others, the disposition of the students as a whole or individually (which may be influenced by a conflict during break, or family problems, for example), the disposition of the instructor, the weather (e. g. excessive heat that inhibits learning), distraction by a forthcoming event (school camps, vacations, tests), group dynamic processes, etc. Since these factors are always at play here, even optimal planning is not a one-hundred-percent guarantee for a successful class.

HLT instructors who teach not just one, but mostly different classes and levels at the same time, know better than anyone else that nothing ever gets done without proper planning. Without careful consideration of which group does what, when and why, chaos would reign, and the motivation of the students would understandably soon be zero.

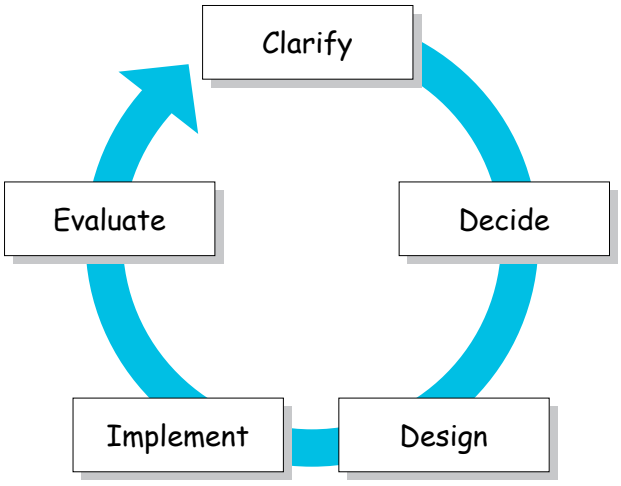
This would be fatal, as HLT instruction is optional in most places and can only survive if it attains the highest possible quality and attractiveness – which again is impossible without professional planning.

In the following pages, we are going to focus first on different predictable factors and elements, based on a current planning instrument, developed by experts of the Zurich University of Teacher Education, which we adapt for the specific situation of HLT. Subsequently, the different temporal dimensions of planning will be discussed – from yearly planning to planning of individual sequences. Important for the specific implementation for both are the articles and examples in part B, which stem from the teaching practice of HLT instructors.

2. The steps and elements of planning at a glance

The following remarks refer to rough and detailed planning of double lessons, as HLT instruction occurs mostly in this context (one double lesson per week). Obviously, these considerations apply for single lessons and bigger blocks as well. For yearly, quarterly, and thematic planning, see below.

Lesson planning at a glance can be understood as a loop, which leads from one double lesson to the next and from one week to the next. The individual steps (divided into three phases: preliminary considerations- implementation- evaluation) are explained in detail below.



1. Preliminary considerations, rough and detailed planning

Clarify

Clarifying of the ‹overall composition›, the theme(s), requirements, etc. This concerns preliminary considerations and rough planning; first notes are taken.

Questions answered in this step:

- ‹*Overall composition*›: do I plan a double lesson for a common topic for all levels (e.g. "friendship"), with differentiated tasks according to level of proficiency, or do I plan a double lesson with 2–3 level-specific topics (e.g. 1st & 2nd grade: introduction of new letters; 3rd grade: reading practice; 4–6th grade: work on the theme of ‹writing texts›; 7–9th grade: preparation of presentations), or do I plan a hybrid form (e.g. a collective 20 minute conversation on the topic ‹friendships›, followed by 40 minutes of level-specific activities on language themes, then watch and discuss a film together for 30 minutes)?

- *Selection of the topics /specific themes or tasks for individual group levels* (for topic examples, see above).

- *Pedagogical relevance, substantive main points, consideration* of the theme's *relevance to everyday life* of the students.

- *Requirements* of the students: What prerequisites and prior knowledge do the students have in terms of the themes of the double lesson? In light of the bicultural-bilingual knowledge and competences they may have acquired, how can I optimally connect with their living environment and reality? What may need further review from the previous week's material, how can I segue from that to the new topic?

Decide

Decide which goals and contents to choose for the individual groups, which teaching and social forms are appropriate, and how to assess learning success. This step is about converting the preliminary considerations into concrete terms. It involves more specific notes and perhaps first entries on the planning form.

Questions to be answered in this step:

- *Goals/contents:* which goals do I set for the individual group levels; which content do I select for them? (I can either proceed from the defined goals and look for appropriate content or proceed from a chosen content and define appropriate goals for it). Example: the students develop their writing competence in the mother tongue [= goal] in that they compose simple descriptions of objects (following instructions) [= content] or: the students read aloud and record short poems [= content], to practice their oral expression [= goal].

- *Teaching methods and social forms:* Which instructional methods (discussion, presentation, in-class work, completing worksheets, etc.) and which social forms (individual-, partner-, or group work, etc.) correspond to the goals and content which I have selected for the individual groups? Is the choice of teaching methods and social forms realistic in view of my multi-class teaching, do I have tasks planned for each group level which can be accomplished without my help, so that I am available for the other groups?

- *Assessment of learning success:* How can I evaluate if my goals have indeed been attained, if the students have actually learned and understood what I have led them to learn? Possibilities: final conversation (better: concluding review of students' notes) to the question "specifically, what have I learned today?"; instructors' observation/notes about individual students' learning; assignment to students who (working with a partner) need to explain to each other the facts of the assignment; written test as learning assessment (which should, however, be only one of many forms!).

Design

Designing the lesson(s) in a concrete planning scheme, which shows the time flow, the activities of the instructor and the various student groups and which serves as a "script" during the lesson(s). This step involves the implementation of considerations from the previous two steps into concrete, detailed planning, and to record it on a planning form in chronological sequence, respectively.

- The distribution of the activities by instructor and students must carry special weight for multiclass instruction, which is characteristic for HLT. Each group level should have the instructor at least once "for themselves", whereby the younger students generally require more attention than the older ones. It is of course highly possible (and quite appropriate!) that older students explain something to the younger ones, or that the students work in tandem or small groups; this also lessens the burden on the instructor.

- The planning form should be *functional and clearly arranged*. It should always contain a timeline or a rubric, respectively, with a time display. If one has to parallel-teach three group levels, three columns (one each per group or level) should be inserted, where the activities of the respective groups are recorded. Those with a colored border (or highlighted in grey) are those phases during which the teacher works with the group in question. These markings also show instantly where the teacher is at any given time. See also the example in chapter 11 B.6.

Example of a planning form

(compare also the example in 11 B.6)

General data		
Date	Class, Location	
Theme of the (double)lesson		
Theme Lower level/level I	Theme Middle level/level II	Theme Upper level/level III
Goals of the (double)lesson		
Goals Lower level/level I	Goals Middle level/level II	Goals Upper level/level III
Media to be prepared		
Homework assignments		
Homework assignments Lower level/level I	Homework assignments Middle level/level II	Homework assignments Upper level/level III

Specific lesson planning (Indicate in which sequences the instructor works with the corresponding group, compare with the example in chapter 11 B.6!)			
Time	Lower level/level I	Middle level/level II	Upper level/level III

If planning involves just one group level or class, the form can be further differentiated, as depicted in the following example:

General data				
Date	Class, location			
Theme of the double lesson				
Goals of the lesson				
Media to be prepared				
Homework assignments				
Specific lesson planning				
Time	Student activities	Info. about subgoals, social forms, etc.	Instructor activities	Media

2. Lesson implementation

Implement

It will become evident here, as already indicated in section 1, that not everything planned can be implemented and achieved without problems. This is not tragic, and it challenges the flexibility and creativity of the instructor..

However, the next step is all the more important:

3. Evaluation

Evaluate

To what extent were the planned objectives achieved; why were some things not accomplished; what should perhaps be repeated or requires a deeper knowledge, what comes next, etc.?

The clarification of these issues first serves one's own reflection and professionalization. Secondly, it is indispensable as a basis for continued work in the next lessons; that is, for the referenced point "clarifying the prerequisites". This closes the planning loop, as depicted in the graphic at the beginning of the chapter.

3. Planning in various dimensions: from the annual plan to the individual sequence

In the reality of the school, detailed planning of (double) lessons as described above, actually ranks last in a long process. Generally, this process begins with a relatively rough year-long or semester planning which serves as a very useful orientation. This is then further refined and specified into quarter or monthly planning, or a theme planning, until a solid context and framework has been created, within which the individual lesson planning has its place and purpose.

The planning for the year and semesters are particularly important because of various reasons:

- They present an overview over a longer period of time and serve as frame of reference for planning in detail.
- They are an occasion to verify and ensure the compatibility of the anticipated contents with the curricula of the country of origin and the immigration country.
- They present also an opportunity for identifying themes in the selection process that offer a potential cooperation with regular classroom instruction. The appropriate arrangements with regular classroom instructors should preferably occur very early on.

Examples for a semester planning and a theme planning can be found in part B (11 B.4 and B.5), which illustrate different ways and systematic possibilities. The semester planning example in 11 B.4 is comprised of five columns for information like months, overarching themes (if available) and more specific information for three levels or competencies. (see below: example for semester planning.)

The theme planning example in 11 B.5 begins with a year-long or semester planning, with large thematic blocks in sequential order (similar to the monthly themes discussed above, but perhaps a little more flexibly). The system here follows the four great language processing areas speaking, reading comprehension, listening comprehension and writing with a column for each one. These could of course be expanded with other columns, such as "knowledge of civilization", "intercultural contents", "literary learning". (see below: example of theme planning.)

The schema of 11 B.4 can of course also be applied for theme planning, just as vice versa the schema of 11 B.5 can serve as the basis for yearly planning.

It remains to be mentioned that the first and partially the second grades as well generally hold a special status, as the instruction here occurs in the first language which, depending on the language and the writing system, demands much more or less time. A special plan needs to be created for these classes.

Example: semester planning

Month	Theme	Lower level/level I	Middle level/level II	Upper level/level III

Example: theme planning

Theme, duration in weeks:				
Level	speaking	reading comprehension	listening comprehension	writing
Lower level I				
Middle level II				
Upper level III				

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Thanks

Heartfelt thanks to Barbara Zumsteg, Zurich University of Teacher Education, for her critical review of the text.

11B Practice section

1. Comments by two HLT teachers about their lesson planning

Dragana Dimitrijević

Dragana Dimitrijević hails from Belgrade/Serbia. She has been working as HLT instructor of Serbian in the Canton of Zurich for since 1999.

For *semester planning*, I list the following in a tabular form:

- general goals for every class/every level
- themes and corresponding planned lessons per month and per week (for every level)
- teaching methods, social forms and media to be used.

  In doing so, I make sure to include our festivals, holidays and other important elements from our culture in the planning process.

For the *monthly planning or theme planning*, I narrow down and substantiate the above reflections in terms of a certain topic (preferably a common theme for all three or at least two levels with competency-based, appropriate adjustments of goals, contents, and demands. For goals and contents, I refer to the Serbian HLT plan and the Zurich (HSK) framework curriculum (which is used in German-speaking Switzerland). Most of all, I try to adapt to the actual prior knowledge, requirements and interests of the students. My teaching approach follows the spiral principle; content and goals of the lower and middle schools will be revisited, but extended in scope and presented in a more challenging form.

Whether the goals were reached is evaluated through the learning support and guidance process (observations, discussions, assistance) and partially also through oral and written learning controls. These should resemble tests as little as possible, and thus reduce test-related stress as much as possible.

I have to adapt the *teaching materials* from Serbia for my HLT students, e.g., I replace the Cyrillic script with Latin script, at least initially, to simplify the assignments and adjust the texts to the vocabulary of the children here. Only after these adaptations and reductions of expectations are the children able to work with the materials efficiently.

Nadia El Tigani Mahmoud

Nadia El Tigani Mahmoud is from Sudan. She has been living in London since 1992, and works as HLT instructor for Arabic in regular and introductory classes.

Lesson planning helps me define what the students should learn, how to shape, guide and support the learning processes, and how I can assess learning success.

As a rule, I plan my lessons 2–3 weeks ahead. In so doing, I refer to the curriculum. My planning involves the following criteria: goals, language competence, language aspects (vocabulary, etc.), other activities. I also try very much to address the requirements of different types of learners (auditory, visual, kinesthetic) in order to adequately support all students and different learning styles.

My planning also includes a consideration of different ways of learning assessment. This enables me to ensure that learning has indeed taken place, as well as to evaluate whether something needs to be reviewed and perhaps more deeply explored with an individual student or the whole class.

2. What three HLT instructors from Switzerland would recommend to younger colleagues

(see also the tips from Valeria Bovina in chapter 1 B.5)

Sakine Koç (Turkish HLT in Zürich)

To ensure that the students do not find themselves in a conflict of cultures and languages, it is recommended to get in contact with the teachers of the regular Swiss school system. The main focus of outreach should be on language instruction. It is very important that first graders be exposed to the same subjects in both languages – e. g. the same letters or the same stories, etc.

Dragana Dimitrijević (Serbian HLT in Zürich)

To my younger colleagues, I strongly recommend to link the goals and content of their national curricula with the curricula of the host countries (in Switzerland: framework curriculum HSK). Important also are language promotion, links with the language of the host country (of which the students often have a better command) as well as references to the culture and the reality of the immigration country. This way, students will much better understand the content, and classroom instruction optimally reflects and furthers their bicultural and bilingual competences.

Nexhmije Mehmetaj (Albanian HLT in the Canton of Jura/Switzerland)

Important in the planning and delivery of instruction is to always recognize the students' actual development and proficiency in their first language.

The instructional goals must always be clear and verifiable. Only in this way can I evaluate if students have indeed learned something.

Avoid difficulties and problems as much as possible with a clear structure and transparent planning (building from easier to more challenging).

All students, the weaker ones included, must be unconditionally integrated and included. Everyone must receive an appreciative, constructive and specific feedback.

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3. Rough planning scheme for the year

Nexhmije Mehmetaj hails from Kosovo/Kosova. She has been living in the Canton of Jura in Switzerland since 1993, where she has built up and currently directs HLT Albanian instruction.

For the rough planning of the school year, I first distinguish between two types of lessons:

a) lessons designed for the acquisition of new competences (75%) and

b) lessons designed most of all for the closer analysis, elaboration, repetition and application of what has been learned (25%)

Subject-wise, I distinguish between the following areas in allocating the time budget:

a) cultural education and communication (including intercultural aspects): 60% or 48 lessons, respectively

b) language education (grammatical structures, vocabulary, etc.): 40% or 32 lessons, respectively. The linguistic aspects (listening comprehension, reading comprehension, speaking and writing) are integrated in both major areas

Rough scheme of yearly planning:

Time budget: 80 lessons (40 weeks at 2 lessons)	level I (1st–3rd grade)	level II (4th–6th grade)	level III (7th–9th grade)
Acquisition of new competences	64 lessons (32 x 2)	64 lessons (32 x 2)	64 lessons (32 x 2)
Closer analysis, elaboration, repetition, application	16 lessons (8 x 2)	16 lessons (8 x 2)	16 lessons (8 x 2)

4. Semester planning example

Danijela Stepanović hails from Požarevac in Serbia. She has been living in Stuttgart for 12 years where she serves as HLT teacher of Serbian..

(see example in chapter 9 B.1!)

Month	Theme	Lower level (grades 1–3rd)	Middle level (grades 4–6)	Upper level (grades 7–9)
September	Pictures from the country of origin	• Assessment of verbal competences • Oral exercises • Apartment, house, school days • Traffic • Folk songs • Exercise about observing and describing • Introduction to the Latin and Cyrillic script • Letter writing practice • Dušan Kostić: Septembar (song, poetry, poet) • Lj. Ršumović: Au, što je škola zgodna • Dragan Lukić: Šta je otac?	• Reports (oral and written): During vacation we were... • Family history, migration • Home country, then and now • Spelling and grammar: capital letters, case endings Where? Where to? With what? The most frequent errors orally and in writing. Introduction to the Latin and Cyrillic script • D. Erić: Domovina • B. Nušić: Autobiografija. • On the map: cities, rivers, mountains, locate thermal springs	• Reports from vacations • P. Ugrinov: Stara porodična kuća • History, social and institutional aspects • Spelling: geographical terms Comparison of life in Switzerland and Serbia • On the map: cities, rivers, mountains, locate thermal springs • Ivo Andrić • Who are our grandparents and • where did they live? • Family tree, the dearest person in the family
October	Family tree	• Sounds, words, sentences • Family, visits • Friends, Friendship • Girls and boys • Family and extended family • Names of the family members • Reading from the primer • The creator of the alphabet, Vuk Stefanović Karadžić • Proverbs, rhymes, tongue twisters	• Home country – symbols • Family relationships and kinship • The names of the female and the male members of the familiy-line • Working with text "Pastir iz Tršića" • ‹descriptive words› in geography, botany, etc.	• In front of the map of Serbia • Family tree • Appreciation of diversity • Working on text "Pastir iz Tršića" • Complex sentences • Popular literature • Tongue twisters, etc. • Proverbs, phrases • Epic; classification of epic folk songs
November	The Serbian alphabet and its founder	• Vocabulary development • Family, professions, seasons, parts of the day • Practicing Cyrillic/Latin letters • Diminutives • Working with texts from the primer • Reflection on language: commonalities and differences with the German language • Serbia – capital city, symbols, where did my great-great grandparents come from?	• Vuk Stefanović Karadžić: Life and work • Nouns: concept and meaning, types • Re-narration and summary • Fables • Serbia – Switzerland: topographical comparison • A trip from Serbia to Switzerland – holiday plans • The Balkans in prehistoric and ancient times	• Vuk St.Karadžić – Life and tradition of the Serbian people • How did the alphabet come into being? Literacy in Serbia • The introduction of Christianity, Cyril and Methodius • Cases: comparison with German • The migration of Serbs and the resistance against the Turkish authorities • Dynasty Obrenović • War of liberation and independence • National parks, environment
December	Traditions – a bridge that connects people	• Sentence types (declarative, interrogative, imperative) • Days of the week • Months • Christmas, Christmas Eve, Santa Claus • Christmas carols	• V. Ilić: "Zimsko jutro" • Oral and written description • Adjectives: concept, meaning, number, gender; comparison with German • Sv. Stefan • Dynasty of the Nemanjis • The creation of the first Serbian state • St. Karadžić • Christmas traditions, Christmas carols	• First Serbian uprising • Milan Đ. Milićević • Karađorđe (portrait) • Patron saint, beliefs, customs, religious ceremonies • Life and traditions in Serbia and in Switzerland • Christian holidays: Christmas Eve
January	"He travels without a path. And the path is born behind him" (Vasko Popa [St. Sava])	• Development of oral competences, e. g., through pictures • Character and work of St. Sava • The hymn of St. Sava	• Oral and written presentation based on Christmas vacations • "Nigde nebo nije tako lepo kao u mom kraju", D. Maksimović • The Dynasty Nemanjić 12th–14th century • Monasteries – centers of culture • Character and work of St. Sava • Folk song "Sveti Sava"	• Nouns: terminology and system (gender, number, case-related changes) • Rastko Nemanjić • St. Sava in literature • Serbian monasteries and shrines

5. Example, theme planning about Turkey (appr. 4 weeks)

Sakine Koç hails fromTurkey. She has been living and working as HLT instructor in Zürich for five years.

(see example in chapter9 B.4!)

Level	Speaking	Reading comprehension	Listening comprehension	Writing
Lower level	Impulses for discussion: Report about the city where you come from! Tell and show on the map what else you have seen in Turkey! Describe photos/ souvenirs from Turkey. Invite the children to speak. Correct their mistakes only at the end. Establish a relationship to the country of origin.	Read simple texts about Turkey. Comprehension of content has priority; when reading aloud, pay attention to clarity and accuracy.	Explain the history of Turkey's independence. Gather and summarize information about Turkey's flag and the national anthem.	Written report about cities visited in Turkey, etc. Focal points: structure and spelling.
Middle level	Characteristics of certain regions (food, mountains, buildings, etc.). What have you experienced in different places? Point out similarities with Switzerland, establish connections.	Read texts about Turkey, answer questions about it. Read texts about everyday life in Turkey, compare with Switzerland. Correct pronunciation!	Watch a Turkish shadow play (Karagöztheater); explain main figures and tradition.	Complete an unfinished story in writing. Ability to conjugate verbs correctly.
Upper level	Geographical features of Turkey: mountain ranges, valleys, rivers, plains, seas; tourism in Turkey; comparison with Switzerland. Justifications, usage of question words.	Read texts about Turkey, formal language, relatively detailed. Information read is restated (events, characters, time). Recognize key points and ‹moral›.	Listen to poems (e. g. "I hear Istanbul"). Recognize main theme, event, time. Information about the poet and his/her importance.	Prepare and present oral report. Utilize phrases and proverbs, formulate sub-sentences.

6. Example of lesson planning for grades 1–6.

Nexhat Maloku hails from Gjilan (Kosovo/Kosova). He has been living in Zürich since 1991, where he has served as HLT teacher for Albanian since 1992.

(see examples in chapters 4 B.2 (grades 1–9), and 8 B.3, etc.!)

Time	Lower level, 1st grade	Lower level, grades 2/3	Middle level, grades 4–6
5′	Begin with all three groups, greetings; explain the assignment to groups 2/3 and 4–6		
8′	1st grade: Introduction of the letter ‹J›. Accoustic identification, typeface ‹J, j›.	Grades 2/3: Topic ‹I and the others›. Interview with a partner: students in groups of two exchange information about their families.	Theme verbs, past tense. Worksheet with 20 sentences. Task: underline verbs; indicate which past tense was used.
8′	Individual work on four tasks concerning J, j on worksheet.		
10′	Control of worksheet assignment. Repeat J-words. Separate J-words like java, jata. Auxiliary verb ‹jam›. Explain new worksheet.		
5′		Presentation about the family of the interviewed child. Individual readings of “Në familjen e Albanës”; mark passages not understood.	
8′			Control of worksheet. Comparison of the uses of the past tenses in Albanian with German.
3′	Control new worksheet assignment. New task: color 4 pictures with the letter J.		Working on text from ‹Gjuha shqipe 3› (highlight verbs)
7′		Clarification of problems from readings of “Familja e Albanës”. Reading aloud of passages of the story; Factual questions about reading comprehension. Task: draw your own family.	
15′	Break		
10′	The students read a simple text. The teacher helps out when difficulties arise.	Continuation of work (see above)	Individual readings of the text “Princi i lumtur”; all students prepare a passage each for reading aloud.
20′	Task of practicing the text (see above) as a dictation, according to specific training forms (work with a partner or individually)	Work on assignments from teaching materials and with separate worksheet.	Students form a circle, talk about the passage which they have prepared. The teacher listens and intervenes with explanations, if necessary.
3′	Control of the above task. Homework assignments: learn the words from the dictated text.		Readings of the text about the author of “Princi i lumtur”. Partner interviews as a comprehension evaluation.
5′		Discussion of the text, focus comparisons of family life Kosova – Switzerland. Homework assignment: surveys about motives for migration.	
3′			Clarification of questions. Homework assignments: answer questions from teaching materials.
5′	Clarification of last questions, taking leave		

Grey = Activities where the teacher participates.

11C Reflection, discussion and deeper analysis

1. In your teacher education studies, you have arguably learned a lot about lesson planning. What is useful from that training for your work as HLT instructor, what do you find most lacking? What are the main difficulties in planning for HLT classes?

2. Please review (alone or with a partner), section 11 A.2, "The steps and elements of planning at a glance". Take notes and/or discuss: which of these steps are particularly challenging for you? Why?

3. Exchange with one or two partners your experiences in lesson planning (from yearly planning or semester planning to the planning of individual lessons). What has proven successful in terms of an efficient and practical approach? Where do you still see optimization possibilities?

4. Specifically, how do you approach the determination of learning goals and content? Discuss with each other and consider if and how you could optimize this important aspect.

5. Specifically, how do you proceed with assessing learning success, what measures do you employ; what other possibilities could be used? (Please read the referenced passage once more.) Consider and discuss with others if and how this aspect could be optimized, particularly since in addition to the typical tests, other, more creative forms of learning control could be used for assessment.

6. Please review the different planning grids which are presented in part A and B of this chapter. What is your opinion? Which one(s) of the grids could you try out yourselves; for which grids have you developed a better variant?

7. Please read (alone or in a small group) through part B, paragraph B.2 "What three HLT teachers ... would recommend to younger colleagues". What would YOU recommend to younger colleagues; what are the key aspects for planning in your opinion?

12 Cooperation with the school of the immigration country

12A Background text

Regina Bühlmann, Anja Giudici

1. Introduction

Europe is a multilingual continent, and it is a declared goal of its states to maintain and preserve the cultural and linguistic diversity as a precious asset. (see chapter 13). To translate this into practice is a challenge, however. In fact, individual countries have chosen different ways of implementing the promotion of multilingualism. What all states have in common is that the public schools are central to this effort: their core mandate comprises, among others, the teaching of the school language with the objective of equal opportunity participation in education for all students - including second language learners. The mandate further comprises mediating a certain number of foreign languages, which may include migration languages in certain countries.

The integration of HLT in the state education system and governmental support of HLT by European countries is regulated in different ways – partially within these countries on a regional or local basis. Depending on their place of work, HLT instructors may thus encounter different requirements for teaching and for their cooperation with the public schools.

Acquire orientation knowledge

The A and O for newly-minted HLT instructors is to first acquire orientation knowledge.

Access to online information about European educational systems, such as EURYPEDIA: https://webgate.ec.europa.eu/fpfs/mwikis/eurydice/index.php/Main_Page (Stand 20.10.2014), may be helpful in this effort.

Certain countries publish specific information for HLT instructors on their educational servers or the website of their education authorities. The educational authorities frequently have contact persons who are available for information and advice.

The collaboration between all instructors is a central requirement for comprehensive multilingual education and to ensure a coherent promotion of language training for students. From this perspective, HLT instructors are vitally important partners of the public schools. For a more exhaustive discussion of multilingual didactics and integrative/integrated language education respectively, see Hutterli 2012, page 64. Many public school teachers are open to collaboration with HLT instructors, e.g., for the exchange of information about students' language skills or for collective planning of particular themes or instructional sequences. Even in schools where the collaboration with HLT instructors has not been sufficiently established, there are possibilities of initiating the cooperation.

To this end, the following examples should serve as an encouragement.

2. Areas of cooperation

1. Encounter is the first step

2. Active involvement in school and teaching

3. Learning and support plans

4. Collaboration with parents

III

1. Encounter is the first step

The foundation of all collaboration is that the parties know and understand each other. This requires openness on both sides and the readiness to learn from and with one another. Moreover, cooperation presupposes agreements. For this to occur, a common language – literally as well as figuratively – must be found.

Good competences in the local language (at least level B1 of the European reference framework for languages) are indispensable for HLT instructors in order to successfully collaborate with the public school teachers in terms of pedagogy and didactics. For this reason, certain education authorities require that HLT instructors have either prior knowledge of the local language or possess certain minimal language skills. The timely investment in learning the local language is, in any case, well worthwhile!

Establish professional contacts

The first step to a collaboration is approaching one another: teaching is a demanding task, and it is helpful to exchange professional ideas and questions. HLT sponsorships often offer formal settings for this purpose,e. g.regular exchange meetings, other meetings or professional development opportunities for their teachers. Even when sponsorship connections and formal exchange venues are lacking, other possibilities – even informal ones - may be available.

- Are there teachers in my surroundings who may be interested in a professional exchange or mutual coaching?
- Do local educational authorities organize exchange opportunities, e.g., regular conferences, where I might be able to participate?
- Are there teachers' associations or unions where I might be able to initiate the desired exchanges?
- Are there professional development opportunities in teacher education institutions (teacher education colleges, etc.) for the purpose of networking and professional exchanges between instructors?

Get to know the local schools

HLT instructors who are new to their assignment in a school should first and foremost inquire about the contact person for general issues who can facilitate their access to the school's infrastructure and provide important general information,e. g.school management, administration and secretariat (see also Tips in chapter 1 B.5).

- Does the school provide informative materials which may be of interest for me (directories, address lists of teachers and students, appointment calendars, etc.)?
- Are there (multilingual) material and book collections which I can use for HLT instruction?
- What is available to me in terms of school infrastructure (copier, internet, mailbox in the teachers' room, etc.)?
- Does the school or the local school administration offer support,e. g.provide information to parents about HLT class offerings or assist with the application procedure?
- Are there previous experiences in terms of the collaboration between regular classroom teachers and HLT instructors?

HLT instructors often work in several school buildings, each of which has its own (unwritten) norms and "laws". Moreover, the facilities are being used by many people and groups. The coexistence is much easier if everyone adheres to certain rules – but these must be known, of course!

- Are there house rules where my rights and obligations are described? What rules apply for the use of rooms (e.g. classrooms) and infrastructure?
- Do I have access to the teachers' room, the school library, computer room, etc? Must or can I participate in team conferences?

The pertinent educational authorities sometimes publish guidelines with the rights and obligations of HLT instructors, or they make written information materials and forms for HLT instruction available. These are sometimes translated into various migration languages.

Establish contact with (classroom) teachers

The concrete collaboration occurs primarily between HLT instructors and the relevant teachers in the public schools (particularly classroom teachers and language teachers). The main purpose is the collective support of student learning. There are many possibilities for cooperation. If the initial step is not undertaken on the part of the school, it will be well worthwhile if HLT instructors actively seek the contact themselves.

- If possible, introduce yourself personally to the classroom instructors of your students.

- Create a short personal profile and present it to the teachers whose classes your students attend. The profile should minimally include your name, your coordinates (phone, e-mail) and an indication when and where you can be reached as HLT instructor in the school building. Possible additional information: your education and continuing education activities, earlier and/or other areas of activity and specific interests. Complement your profile with a personal picture, and your future colleagues will receive a first personal image of yourself.

Profile of Gordana Todorova

HLT instructor for Macedonian

Dear teachers

I have recently begun my assignment as HLT instructor for Macedonian in your school. I am happy with my new assignment and look forward to actively support the children in your classes and to collaborate with you in the school's activities.

Here is the most important information about myself, as well as my contact information.

I am looking forward to a great collaboration!

G. Todorova

My education and further training:

I was born and reared in Macedonia. After high school, I studied Macedonian and German at the University of Skopie in addition to teacher education. From 2002 until 2008, I taught in a secondary school in Skopie. In 2009, I emigrated to Germany, together with my husband who found a position as a concert musician, and our two children, Elisabeta and Zoran. I have been working as HLT instructor for Macedonian since 2011 in various schools, including yours. I am taking professional development courses and would like to begin a masters program in Psychology. In my spare time, I like to play music and read.

My language skills

- Macedonian (first language)
- German (GER C2), English (GER C1)
- Albanian (GER B2)
- Turkish (orally GER A2)

My work schedule

Currently, I work as HLT instructor in the following school buildings:

- Monday 16.30–18.00: Anne-Frank-Grundschule
- Tues. 16.30–18.00: Grundschule Großendorf
- Wed. 14.00–16.00: Eva-Ries-Grundschule

My coordinates

Telephone: 0049 123 456 789
E-mail: gordana@dmail.mk
Address: Alban-Berg-Straße 77

2. Active involvement in schools and teaching

In some countries,e. g.in Sweden or in the German state of North-Rhine-Westphalia, active involvement in and shaping of school life and classroom instruction is well established and a matter of course. However, in other countries and regions, steps in this direction are relatively new and, if anything, must first be initiated. HLT instructors can find out what the situation is like in the workplace, either from colleagues or the responsible educational authorities: it is worthwhile to build on experience gained. If possible!

Teachers' conferences and team sessions

In the schools, discussions are conducted and decisions are made which concern the full range of school activities including classroom instruction –e. g.the planning of school events and projects or discussion of pedagogical-didactic concerns about furthering of the students. Which aspects the school itself can influence and who ultimately the decision-makers are depends according to the country or region. Here again, you must question the colleagues in the field.

Teacher conferences and team meetings are important meeting points where HLT instructors can (or perhaps must) participate in a more or less institutionalized fashion:

- Is my participation in teachers' conferences and/or team sessions mandatory (= part of my work contract as an HLT instructor)?
- Is it customary that HLT instructors participate in teachers' conferences and/or team sessions in the schools where I teach? If not, could I initiate a participation?

As HLT instructors, you frequently teach in various schools and your resources are limited. In terms of voluntary engagements, ask yourselves the following questions:

- As an HLT instructor, which engagement is important for me ? Which priorities do I set?
- Are there possibilities of compensation for my engagement (e. g. from an internal school budget or a discretionary special budget of the responsible educational authorities)?

School events and project weeks

School events that involve the entire building are generally good opportunities for getting to know each other and to present the accomplished work in HLT.

Frequently, schools already have institutionalized events, such as end-of-year graduation parties, (multilingual) reading nights in school or neighborhood libraries, project weeks where students work on specific themes across classes, or events within the scope of national or international days or years (example: September 26th: European Day of Languages). Such events present great opportunities for meeting people, networking, as well as volunteering, help organize or actively participate.

- What kinds of events, such as these exist already in my school(s), and who is responsible for the organization? Incidentally, extra-curricular activities are sometimes organized by other entities, such as community libraries or parents' organizations.
- Does the event offer a platform to present the HLT? Can my class make a contribution, e. g. greet the audience in various languages, present a short poem or read and/or stage a short fairy tale in our language? Perhaps the parents of HLT students could be persuaded to take part in the event.
- Is there a possibility of proposing an event, e. g., propose a thematic focus for a project week and help organize and co-design it?

Reciprocal classroom visits/shadowing by instructors

Classroom instruction in the public schools and HLT could be described as two "alien" worlds, depending on the context, in short: you do not know each other or not enough. This is due to various reasons, which could have a cumulative effect: weak institutional integration of HLT into the public education system in general, the public education teachers are not or poorly informed about HLT, the HLT instructor is hardly present or only present at off-peak hours, the language requirements for an exchange with colleagues are not optimal, etc. Such premises can render collaboration more difficult.

Nevertheless, getting to know each other builds mutual trust! Therefore, take the first step, if necessary, and invite your public school colleagues to a visit in your HLT class, for example. Ask if you might also visit their classes – no matter in which language: a way to communicate can (almost) always be found.

Here are a few suggestions of HLT themes that you could present and more deeply explore with your public school colleagues during a class visit:

- Working with heterogeneous classes: HLT means, for instance, to teach a heterogeneous class of year and multi-age, overlapping groups with very different, unequal levels of language competency, the adaptation of different learning objectives from the country of origin and the host country, etc.

- Working with students in a transcultural situation: where do they feel at home? What do they like particularly about their culture of origin, and what do they like about the culture of their new home country? What kinds of expectations by family and society are placed upon them?

- Working with the parents: What kinds of obstacles do parents with a migrant background encounter in their contacts with the public school?

Joint classroom instruction

There are various models of how HLT instructors and public school teachers can create common teaching sequences. For some of these models, there are materials. Here are three interesting approaches:

- EOLE/ELBE (used, among others in Switzerland): The approach "Eveil aux langues/Language awareness/ Encounter with languages" originated in British language education and aims to strengthen the general language awareness. It is therefore very suitable for working jointly with multilingual students. This is done in Switzerland in various contexts (see Giudici and Bühlmann 2014, Saudan et al. 2005, Schader 2010 (DVD) and 2012).

- Koala (most commonly used in Germany): the approach was developed within the scope of a project for fostering Turkish-speaking children "coordinated literacy German/ Turkish in elementary instruction", and refers to the importance of coordinating content and methodology. The authors not only offer teaching materials, they also show ways to simplify the coordination between the various teaching units. (www.koala-projekt.de; Stand 11.11.2014).

- "Cross curricular" links and primary languages (from Great Britain): within the framework of a national campaign for language development, models were developed in Great Britain in order to coordinate the curricula of the public schools with HLT. The results are publicly available today and offer exciting information, tips and materials in order to support the fostering of languages of origin in the various subjects of public school instruction. (http://www.bbc.co.uk/schools/primarylanguages; Stand 12.11.2015).

Joint library visits

Narratives and stories play an important role in school. For this reason they are very well suited for joint activities of HLT and regular classroom instruction. Larger schools may even have their own libraries, or the teachers may refer to the collections in the neighborhood libraries. So-called intercultural libraries are specialized in multilingual book collections and therefore especially interesting for HLT (in Switzerland, for instance, there is a network of intercultural libraries, called Interbiblio, www.interbiblio. ch): Look around in your surroundings!

- Is there a school library or a library near the school which lends out books in various languages of origin? Is there an interlibrary loan service for books in various languages of origin? Or is there a loan service for schools that carries bilingual class readings?

- Could I organize a joint library visit with a regular public school teacher or implement a bilingual reading project with him or her?

- Could the school library be furnished with multilingual books? If finances won't allow it, perhaps the parents of HLT students could help out by donating books from their holdings that have already been read for this purpose.

3. Planning of learning and support

HLT students alternate between two different academic contexts: the context of public school classes, and the one of HLT classes. HLT instructors have a distinctive view of their students which offers a valuable complement to the perspective of the public school teachers. This represents a chance for comprehensive educational planning in terms of learning and support for children who grow up multilingually.

Joint support planning for multilingual students

As experiences can be exchanged, HLT instructors and public school teachers can reflect and complete their assessments of a student and plan adequate support measures.

- Establish contact with the public school teachers of your students and ask whether an exchange among experts is expected or desired.
- Introduce your observations about the students and suggest joint support planning.

Meeting points in the planning of lesson themes and contents

If an HLT instructor teaches a group of children from the same public school class, it can be worthwhile if the teachers from both classes collaborate in joint planning of certain contents. Topics in language instruction (e. g. vocabulary building for a common theme, syntax exercises), and themes for subjects like mankind and the environment would work well in this case.

- Inform the public school teacher about the topics you intend to cover in HLT. Ask if there are possibilities for thematic intersections or meeting points. For good suggestions, consult the brochure "multilingual and intercultural", published by the Education Department of the Canton of Zurich (Öndül and Sträuli 2011, page 25–28), in Schader 2010 and 2013 and in the booklets "Didactic suggestions" of the present series.

Cooperation in assessing student performance

The area of formalized performance assessment is precisely regulated in all countries. It is therefore essential to know the norms in the immigration country:

- Do I issue grades to my students for their performance in HLT or not? Which guidelines do I have to follow? Are there templates for assessment and entering grades? To whom and until when do I have to turn in my grades?
- Does the immigration country accept an attendance confirmation or an assessment for HLT in the official school report card or not?
- Clarify also if the students' performance in HLT will be considered formally or informally in transfer decisions or not.

4. Collaboration with parents

In the European education systems, the collaboration between school and parents plays an important role. The instructors expect from the parents an active interest in school issues and support in career planning of their children. For some newly arrived parents this is rather unusual and can be difficult as well, e. g. if they are unable or barely able to understand the local language and do not know the structures and practices of the school. This is where HLT instructors can assume a supportive and mediating function.

Important: security within your role

HLT instructors generally have a pedagogic-didactic education that qualifies them for teaching in a classroom. Additionally, there may be further qualifications from continuing training and practice.

As HLT instructor, you are a key person between the school and parents with a migration background. Further tasks, as for example intercultural interpretation or mediation are generally not part of your area of responsibility. Moreover, in many countries, schools can rely on intercultural interpretation and mediation services which offer professional support for the collaboration with parents (in Switzerland, for instance, these services are organized under the umbrella organization Interpret www.inter-pret.ch). See also chapter 2 A.4.

Participation in parents' evenings

Parents' evenings are generally institutionalized; they take place once or twice per school year, organized and conducted by the classroom instructor, and all parents are invited. Among other things, they offer HLT instructors a welcome opportunity to introduce themselves and the HLT concept.

- Consider if it would be interesting for you to participate in a parents' evening (e. g., if you have several HLT students from the same regular school class) and discuss your potential participation with the public school teacher.

Participation in discussions with parents

Parent-teacher conversations are individual talks between teachers and parents and often deal with pending transfer decisions. They also serve to discuss individual problems of the students or to find a common approach to promote the students' success. Conducting these parent conversations as well as the organization of parents' evenings is the responsibility of the public schools. Depending on the employment contract, the HLT instructors' participation in parents' evenings and/or parent-teacher conversations may be an optional additional contribution and should be compensated accordingly, if at all possible.

- You may perhaps be asked by the public school teacher to participate in a specific parents' conversation. Clarify what is expected of you and consider what you can and cannot contribute personally.

- You may perhaps be asked by the parents (or you yourself may consider it meaningful) to participate in a conversation. It is very important that you clarify the roles beforehand, however. The decision as to who participates lies with the inviting public school teacher. You are of course free to conduct talks with the parents of your students on your own.

3. Closing word

The selected fields of cooperation and suggestions in chapter 12 are, of course, not all comprehensive, as the contexts that you will find in your workplace, as well as your personal requirements are too different (e. g. if you are new to teaching in a certain location or if you have taught there for some time). However, it is essential that you do not lose the energy and your willingness to cooperate, in spite of all kinds of difficulties.

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12B Practice section

1. Renate Neubauer, Hazir Mehmeti: The project "Ateliers" of the European Elementary School Goldschlagstrasse in Vienna

Renate Neubauer is from Austria. She has been living in Vienna for 40 years where she has taught for 21 years.

Hazir Mehmeti hails from Kosovo/Kosova. He has been living in Vienna for 17 years, and has worked as HLT instructor of Albanian in various schools since 1999.

Our school is located in the fifteenth district of Vienna. Those who are somewhat familiar with Vienna may know that the belt separates the inner (more expensive) districts from the outer (somewhat) cheaper residential areas. Many migrants took advantage of the substandard housing on the belt (long since disallowed) where many persons live in tight quarters for little rent. Our demographic area was therefore always multilingual. In order to make the location of our school more appealing and to avoid a ghettoization, we needed an attractive solution. Thus originated the concept of the "European Elementary School": a native English speaker teaches 3-5 times per week English as a working language in the classes. The concept has been successful. English in elementary school attracted interested parents from all languages and social strata and also ensured a blending of the student body make-up. Following a change in school management nine years ago, the director instituted a school development team. They made it their goal to widen the focus and direct their attention not only on English, but also the many mother tongues of our students, as well as to better utilize existing resources.

The team and the native language teachers first developed the plan of language workshops (ateliers) in order to give all languages equal status.

The next consideration was what it would take to bring the prestige-deficient migration languages up to approach the image-level of English. First: the teachers of native language education classes should be known to all students. Thus, they present themselves each year in the new workshop classes (2nd grade) and present their home country, including something cultural, and generate students' desire to learn more about it. Children are invited to these workshops whose first language is not the „ateliers" target language.

The idea, therefore, is to introduce students to foreign languages as languages that their schoolmates speak, in order to remove the foreign from the foreign language.

Folders are provided in the classes to collect materials, worksheets, pictures, lyrics to songs, etc., designed to create a particular type of memories. For instance, in the atelier for French, croissants were backed and distributed to the classmates for tasting. The folders contain only pictures of the delicacy, but the aroma comes back when looking at the pictures even years later!

We estimated four weeks for a round of ateliers. In these six units (at 1–2 lessons), children learn to recognize the sound of the language, they learn how to count, express greetings and a few elementary phrases, etc. They learn something about the country, hear what the songs sound like, and perhaps learn a nursery rhyme. They are not learning to speak the language for sure, which is not the goal at all. We discussed for a long time if we should offer a language course in the afternoon for seriously interested children, but it would seem that although the children are very much interested in getting to know the culture, they are mostly unable to decide on one language which they now would want to learn systematically.

The atelier programs take place every Thursday morning from the second to the fourth class. Courses for advanced students were created for the fourth class, such that students could take away something new, even though they may repeat an atelier. The language offerings depend on the native language teachers, as we only want native speakers as instructors. At present we offer the following languages in the ateliers: Albanian, Arabic, Bosnian/Croatian/Serbian, Spanish, Portuguese, Czech/Slovak, Turkish, Hungarian.

Pursuant to each cycle, there is a meeting of the involved instructors, in which questions or new ideas are discussed. In a parallel process, a mixed taskforce deals with the development of a curriculum for ateliers, which may benefit most of all the newcomers.

Link:

http://www.evsgoldschlagstrasse.at

2. Sunnadal School, Karlskrona; Rizah Sheqiri: The project "Not without my language" of the Sunnadal school and the Naval Museum in Karlskrona/Sweden

The Sunnadal school is attended by about 400 students from kindergarten to the 9th grade, the majority of whom does not speak Swedish as their first language.
Link: https://www.karlskrona.se/sv/Grundskolor/Sunnadalskolan

Rizah Sheqiri hails from Kosovo/Kosova. He lives in Sweden and has served as HLT instructor of Albanian in Karlskrona since 1995.

"Not without my language" is a successful cooperation project between the Sunnadal school (where native language education is fully integrated in the curriculum) and the Naval Museum in Karlskrona. The goal of this project is to raise the status of mother tongues through various forms of extracurricular learning.

As a first sub goal we decided to train "mini tourist guides" for guided visits to the museum in various languages. This way, language and cultural bridges would have to be built and the culture and history of Karlskrona would be mediated for members of other cultures in their language (first perhaps the family members of our students).

This concept was primarily developed by the six participating HLT instructors, who then proposed that HLT collaborate with the educators of the museum. The HLT instructors were simultaneously an important link between the school, the museum, and the parents. In order to meet these challenges, the teachers first trained to become museum guides themselves and then created a brochure in different languages as a resource for the students who would henceforth become mini-museum guides.

An interesting aspect of this project was and is that it relates the utilization of the language of origin in an authentic, extracurricular context with an important cultural institution in the city. The project does not replace HLT classes, of course, which are integrated into the regular school time table); it represents rather a complement and a revaluation of those classroom efforts.

Meanwhile, some 20 students from the Albanian community have already been trained as "mini-museum guides". In addition, four of them have been assisting with the editing of an Albanian museum brochure. Contents, illustrations and design of this brochure were created together with the students of other groups and the Swedish colleagues.

The project evaluation by the museum educators, HLT and Swedish teachers was extremely positive. According to an HLT instructor, the project contributed substantially to a better cross-linkage between school, parents, city, cultural institutions and opportunities, and therefore also to integration.

3. Urs Loppacher, Nexhat Maloku: A pioneer project: The collection of poems "Life is the movement of birds' wings…"

Urs Loppacher taught secondary school classes from 1975–1998 in district 5 of the city of Zurich, which has a high proportion of students from immigrant families.

Nexhat Maloku hails from Gjilan (Kosovo/Kosova). He has been living in Zürich since 1991, where he has served as HLT instructor for Albanian since 1992.

The project described below "Life is the movement of birds' wings… poems by students in ten languages" is a cooperative pioneer project between heritage language education and regular classroom education. It dates from the happy time of a pilot project in the 1990's where in the culturally and linguistically very heterogeneous school building Limmat A, heritage language education was firmly integrated with regular classroom instruction (see the scientific evaluation in the internet under the heading integrated approach – courses in heritage language education and culture: "Integrierter Fachbereich – Kurse in heimatlicher Sprache und Kultur im Oberstufenschulhaus Limmat A").

During those years, all secondary school students had to attend HLT in their language of origin. Swiss students attended a Swiss course, and a special international course was created for the small groups who did not have their own HLT.

A common intercultural project was implemented every year in close collaboration between teachers of regular classes and HLT instructors. This was ultimately presented to the parents, all teachers, and sometimes to the interested public as well.

The theme of the project for the academic year 1996/1997 was "writing poems". The students wrote poems, first in their mother tongue, and they were then translated into German with assistance of the teachers.

In the context of the poetry project, students' first language competences were applied in various ways: reading poetry, discussing poems, creating their own poems. Most of all, students experienced how they can express differentiated emotions in their first language, they learned new words and thereby appreciated their mother tongue as an important and valuable resource.

As a fitting and particularly motivating end to the project, the created poems were then collected and published with the help of sponsors in a beautifully designed publication and with a real publisher. "Life is the movement of birds' wings …" is comprised of poems in eleven languages: Albanian, Arabic, Bosnian, German, Italian, Portuguese, Swiss German, Serbian, Spanish, Turkish, Vietnamese; in each case with a German translation. A literary evening was organized and held at the end of the school year in the presence of many parents, teachers and other interested groups. The booklet meanwhile is already in the third edition and available through (Verlag Pestalozzianum, Zürich; ISBN 3-03755-044-9).

The project shows in an exemplary way the kinds of valuable results the collaboration of HLT instructors and regular classroom teachers can produce. What is only indirectly ascertained from the publication is the great pleasure, the immense commitment, and the good atmosphere which characterized the work on this beautiful cooperative project.

12C Reflection, discussion and deeper analysis

1. Please review the practice examples in chapter 12 B. Which ones could you implement in a similar (or reduced) manner in your own environment? What other ideas have occurred to you from those three presented projects?

2. Please consider, discuss and plan at least two specific events, themes or projects, which you could implement in collaboration with the regular public school teachers in the next half year!

3. Compile a list with the names, coordinates and a short profile of the most important people and institutions with whom you regularly interact in your professional environment!

4. Please consider and take notes about the people and institutions with whom you would like to have closer contact or wish to have a more intensive cooperation. Think about and discuss possibilities of how this could be realized!

5. Chapter 12 A.1 suggests with an illustrated example how to create a profile about yourself which you could give to the regular classroom instructors. Create such a profile of your own person!

6. Think about your own framework conditions as HLT instructor, and take notes of the ones that you are either satisfied or less satisfied with, respectively. Consider the possibilities of whether and how to change the unsatisfactory aspects. Think about two or three concrete measures that you want to propose before the end of the school year or by the beginning of the next academic year!

7. Consider and discuss the specifics of the educational system in your current work context (type of school, selection criteria, promotional programs in language and other areas, etc.). Where can you possibly obtain missing information (internet, colleagues, etc.)?

8. Now consider and discuss the existing commonalities and differences relative to the educational system of your country of origin. Draft a comparison of the two educational systems with the central commonalities and differences. Which differences may result in difficulties for your students; which particular features of the host country may be an opportunity for your students?

9. Read the country's official curriculum in relation to the competence area school language or mankind and the environment. Consider and discuss if and how you could connect it with HLT!

Info-section:
background, problem areas

13 HLT in various host countries and linkage with their school systems: overview, facts, models

13A Background text

Anja Giudici

1. Introduction

The promotion of languages enjoys a high priority on a pan-European political level. Its declared goal for a long time was primarily the learning of a country's respective school language and a second European foreign language.

With the intensification of international migration, European integration and the growing attention to minority and regional languages since the 1990s, the native languages of the children who attend European schools became increasingly the subject of political focus.

Although the European Council in its ‹Recommendation 814 on Modern Languages in Europe› had referred to the importance of HLT in 1977 already, the first recommendations remained quite diffuse. Moreover, the regional languages of national minorities were not or barely distinguished from the migration languages (e.g. see the ‹White Paper on Education and Training› of the European Commission of 1995 or the 12th UNESCO-Resolution of 1999).

This has changed. In the newest recommendations of 2006 ‹Recommendation 1740, The Place of Mother Tongue in School Education› the European Council differentiated between ‹strong› and ‹weak› bilingual educational models with regard to HLT. The educational models that are considered ‹strong› are those with a goal of educating non-native students to become bilingual or multilingual individuals with a spoken and written command of these languages. Those models considered as ‹weak›, on the other hand, are models where HLT is only seen as a means for the more effective promotion of the school language. The European Council recommends that its member states promote ‹strong› bilingual models, as they would deliver benefits for the whole of society. Additionally, the European Council also supports pedagogical efforts in this area, for instance by means of the platform REPA-CARAP (carap.eclm.at; all websites were last consulted in this respect on Nov.17, 2014).

These recommendations were interpreted in different ways by the European states, however. The goal of this chapter is to systematically analyze the various implementations and to demonstrate their advantages and disadvantages.

Knowing the system within which HLT is embedded in one's own country, allows for a better orientation, as well as an awareness of one's own rights and to avail oneself of the resultant possibilities. Moreover, the experiences and the contributions of the individual countries can serve as a basis of information for the work on the continuing development of HLT in one's own country.

The information presented herein stems primarily from three sources: a) from the Eurydice documents, created within the framework of the European Commission, b) from the report ‹Language Rich Europe›, commissioned by the European Council (Extra and Kutlay, 2012) and c) from the HSK database of the Swiss Conference of Cantonal Directors of Education (EDK) (http://www.edk.ch/ dyn/18777.php) and the report HSK-education, Examples of good practice from Switzerland (Giudici and Bühlmann, 2014). These documents are a suitable basis for inquiries, particularly since they contain a wealth of sources and references.

2. History and expansion of HLT

(see also chapter 1 A.7)

It is probable that HLT occurs in some form in the majority of European countries today. Two thirds of all member states of the European Union have meanwhile issued recommendations to this effect (Eurydice, 2009, 22). However, the financial and organizational burden for HLT is mostly borne by the migrant communities. Government support is very limited in many places.

HLT has the longest tradition in the classical immigration regions. France, Germany, Sweden or the more urban cantons within Switzerland have known HLT as a supplementary offering to the public school since the first larger immigration waves of the 1970s. The HLT classes at the time were based on formal agreements with the most important countries of origin. Such partial offerings existed already in the 1930s, although the goal at that time was primarily not the promotion of the migrant children's language progress, but maintaining a close relationship with their native country. This would enable the children to continue their schooling upon re-emigrating to their country of origin. This tradition continues to play a role, insofar as in many countries governmental support is limited to these traditional immigration countries and migrant groups, respectively.

With the increase of international migration and the European integration, other countries began to recognize, and to partially support HLT as well. In the new EU states in particular, the recognition of their respective national minorities led to the establishment of large-scale programs for the promotion of their first languages, which also benefitted the migration communities.

The degree and the kinds of governmental support are influenced by various factors. The fact that HLT is mostly widespread in the traditional host countries and cities, and also receives more governmental support there, suggests that the presence of larger groups of migrants who speak foreign languages can promote governmental efforts in this area. However, no direct correlation has been established (Eurydice, 2009, 31). Other influencing factors, such as the political aims of a community, the structure, and especially the centralization of the school system play an equally important role in this regard.

3. HLT models in Europe

It is difficult to clearly categorize individual countries' dealing with HLT.

In decentralized states – particularly Great Britain, Germany, Spain and Switzerland – different models may exist, depending on the region. Additionally, differences may exist as well in many centrally organized states – e. g. Sweden, where the pertinent competencies rest with the individual school community. In many places, individual cities have created their own cooperation projects between regular schools and HLT, in part with governmental support, as in Switzerland and in Spain. For this reason, the below listed examples are grouped on various levels (state, canton, region/land, city/school community).

An unambiguous categorization is also prevented by the fact that a differentiation between native language classes for national minorities and HLT for migration communities is difficult at times. Class offerings which were implemented for the national minorities can sometimes also serve immigrants or children with a migration background. The following statements refer primarily to HLT for migrants; overlapping cannot be entirely ruled out, however.

The complexity and multiple layers of this issue is the reason why clearly separated categories cannot be established that would neatly fit the individual countries of Europe. In light of this fact, we propose a system with the existing models grouped in terms of two criteria: maintaining HSU as a stand-alone subject (vs. integration of its content or the heritage languages into regular classroom instruction). The other refers to the degree of governmental support for HLT, differentiated as: no support, partial support, and strong governmental support. For each model described, one or several portraits from corresponding regions or countries are presented. Depending on the shaping of the particular system, other characteristics may be the focus. Alternative systematic comparisons in terms of previously described criteria can be found in the above cited reports and documentation.

3.1 Support of HLT as a stand-alone educational provision

HLT exists in most states as a stand-alone subject or educational provision which can be linked more or less with regular classroom education. We are presenting a few models, grouped according to the degree of support provided by the host countries.

a) No support or scant support

In many European immigration countries, HLT is not actively supported by the authorities . Its organization and financing is left to the initiative of local associations or the countries of origin.

Such situations exist primarily in countries with scant or rather more recent immigration traditions (e. g. Ireland). Elsewhere, such support was deliberately avoided, as seen in the following example.

HLT in the Netherlands

The Netherlands already joined the politics of the big immigration countries in the 1970s. As of 1974, HLT was supported and promoted by the government (Benedictus-van den Berg, in Extra and Kutlay, 2012, 164). In those days, HLT took place as a stand-alone program within the framework of the regular public schools and the teachers were paid by the government. However, the program was banished from the primary schools in 2003/2004 which entailed, among other things, the dismissal of 1400 teachers. The government justified its decision with the argument that the students' learning the local and school language was the primary objective of Dutch integration policy. State support of HLT thus impeded the attainment of this objective (Extra and Yağmur, 2006, 55). Local communities (in particular the Turkish speaking population) have since endeavored to preserve the program. They organize HLT programs for the primary schools on their own and are trying to regain government support of the program with legal recourse. So far, legal efforts have not been successful. In Dutch secondary schools, students have the choice of a wide selection of foreign languages, including such migration languages as Arabic, Spanish, Turkish, and partially also Russian. International courts take the view that the decision by the Dutch state does not contradict the European recommendations and that the question of (non) support of HLT is a matter of the individual states (see www. aa.com.tr/en/world/251542--turks-in-netherlands-struggle-for-education-in-mother-tongue).

Among the other countries where no formal support for HLT exists are Italy, Portugal, Wales or Hungary (see Extra and Kutlay, 2012).

b) Partial support

Another model is to leave the responsibility for HLT to the local sponsors, but to support them with public funding in certain areas. The degree of support can vary greatly, however, ranging from purely formal support for HLT by way of organizational assistance (e. g. providing classrooms) to the financing of certain school projects or local HLT offerings.

HLT in Switzerland

In federally organized Switzerland, the cantons are primarily responsible for the educational system and with it also for the support of HLT.

A number of cantons, however, agreed in 2007 in accordance with Article 4.4 of the so-called HarmoS concordat to support HLT with ‹organizational measures›. In practice, there are many different interpretations of this commitment.

In certain cantons, schools are only informally required to support the HLT sponsors with rooms and infrastructure. The more urban cantons of Zurich and Basel, on the other hand, developed more formal support and coordination procedures: sponsors who commit to fulfilling certain requirements – among other things, to offer denominationally and politically neutral classroom instruction or to adhere to current framework conditions – will be formally recognized and supported by the administrations in the organization of HLT. For instance, the cantonal authorities coordinate the registration of students, ensure room allocation for and the flow of information between HLT and the regular schools. They organize continuing education offers for HLT instructors and ensure that the students' achievements in HLT are entered into the children's official grade report (Giudici and Bühlmann, 2014).

HLT in Estonia

Estonia was until 1991 part of the Soviet Union and is therefore a comparatively young, independent state with a relatively large Russian-speaking minority. Formal guarantees for learning minority languages were issued in 2003, and expanded in 2004 to include people with a migration background (see Newly Arrived Children in the Estonian Education System. Education policy principles and organization of education, particularly point 2.3).

According to these guidelines, if at least ten students request native language education, the schools must offer them the possibility of attending classes in their native language.

The Estonian state is responsible for the resulting costs for wages and materials and the classes take place during the regular school timetable. HLT instructors are responsible for HLT classes and their design and only must follow certain established guidelines in the assessment process. Students whose native language is not Estonian have been allowed since 2006 to choose their native language as their mandatory third foreign school language. This option has seldom been exercised. (Eurydice, 2009, 25f.).

c) HLT organization by the host country

The number of immigration countries that assume total care of financing, organization and implementation of HLT is limited. The countries that undertook this step, generally offer HLT in this form only on the primary school level. On the secondary level the native language practiced in HLT may often be chosen as required foreign language. (see below).

HLT in Austria

In Austria, HLT was integrated in 1992 into the regular school system. The Austrian state has assumed the regulation, implementation and control of the class offerings as well as their partial financing (Giudici and Bühlmann, 2014, 21f.). The teachers of the public HLT are selected, hired and paid by the school authorities.

In Austria as well, ten interested children are required to justify the creation of a language offering.

Meanwhile about 23 different languages are offered and taught in the regular school in a parallel or integrative fashion in two weekly lessons.

Parallel means that HLT is offered at a time when other subjects are taught and therefore not attended by those respective children (e.g. religious instruction). In the integrative HLT, the contents of the regular school classes are taught in the language of origin. Since HLT is part of the regular school offerings, a mandatory curriculum was created that teachers must follow, and which is supposed to further the coordination between HLT and regular classroom instruction.

In Austria, HLT is highly frequented. In the school year 2009/2010 almost 30% of all Austrian children participated (Nagel et al. in Extra and Kutlay, 2012, 84f.; www.schule-mehrsprachig.at).

HLT in Sweden

In Sweden, HLT was incorporated into the regular classroom instruction in 1975 as an integrative measure. In most schools, this instruction is offered as a supplementary offer. According to Swedish law, all children have the right to supplementary instruction if a language other than Swedish has a significant influence on their socialization. About half of the children for whom this criterion applies (1/5 of the student body) participates in HLT.

More than 90 languages are offered in primary and secondary schools.

The communities are responsible for HLT. If five interested children request a course, the local school authorities are required to organize it. Moreover, in a few city schools, HLT instructors were hired full-time to ensure more integrative teaching models (Lehmann, 2013; http://modersmal.skolverket.se).

HLT in Germany

In Germany, the individual federal states are responsible for educational policy and therefore also for HLT. On a superordinate level, the promotion of first languages is supported by the conference of ministers of education. In most German states, the organization of HLT is incumbent upon the migrant communities. In Bavaria, Hesse, Lower Saxony, North Rhine-Westphalia and Rhineland-Palatinate, however, HLT was integrated into regular school instruction, thus making the local school administrations responsible for its organization.

Thus, in North Rhine-Westphalia, HLT is organized by the state for the ‹most widely spoken languages› if a sufficient number of learners sign up for them. The authorities have issued binding curricula and established a list of approved teaching materials. In order to be hired by the state, HLT instructors must meet certain linguistic and professional requirements, and take part in mandatory professional development opportunities, organized by the authorities (Giudici and Bühlmann, 2014, 19f.; Gogolin et al. in Extra and Kutlay, 2012, 135ff.)

3.2 Heritage language integration into regular school instruction

In cases where heritage language teaching is integrated into regular classroom instruction, the classic HLT as autonomous teaching offer ceases and its contents are taught in other forms. For one, native languages may serve as school languages in regular subjects, for another, they can be integrated into the foreign language offerings of the schools and thereby become part of the regular curriculum.

a) Heritage languages as foreign languages

The possibility of studying certain native languages as foreign languages exist in various countries, particularly at the secondary level.

Thus, heritage languages count as regular school subjects, subject to their own grading, curriculum, teaching objectives, as well as teaching materials. In most countries, these offers apply for the secondary level I, and in England more recently also at the primary level.

Foreign languages in England

The new national curriculum (www.gov.uk/government/collections/national-curriculum), which has been in force since September 2014, provides for the introduction of a first foreign language from the third grade on, and a second one from the seventh grade on. However, even before this introduction, almost half of the English schools already fulfilled these requirements. The schools are free in selecting their foreign language offerings, but they must follow national curricula in formulating their educational objectives. The most selected language up to now has been French, followed by Spanish (Board and Tinsley, 2014, 8). The migration languages are taught less frequently, but some projects appear particularly promising. (see www.primarylanguages.org.uk/home.aspx).

Foreign languages in France

The learners in French secondary schools have a broad spectrum of languages as mandatory and elective subjects at their disposal. The languages of European member states are primarily offered, as well as the languages of countries which share with France certain foreign policy objectives (e. g. Arabic, Chinese, Japanese). These languages may be taken until the Matura certificate; in 2011 exams, 57 languages were tested (Calvet in Extra and Kutlay, 2012, 118ff.).

HLT has been offered in the public schools in France since 1925 with foreign instructors (Giudici and Bühlmann, 2014, 21). The efforts to integrate HLT into the school foreign language offerings are more recent, and are particularly connected with the expansion of foreign language education in regular public schools.

b) Overall language promotion

Worth mentioning are a few regional or local projects where the promotion of the children's native language education was integrated into the regular public schools. This means mostly that instructors of HLT were hired by the public schools in order to integrate native language education into the regular classroom education to further all children multilingually. Such models were primarily developed in cities with a large proportion of non-French speaking children. These have often a local character and are based on the engagement of individual persons or committees. At the same time, the support of regional or national authorities is needed in the realization of these projects. Examples of such projects can be found, among others, in Switzerland (Basel-City, Geneva and Zurich), in Sweden or in Austria.

4. Closing words

The listed examples demonstrate how differently the various states deal with the HLT concept and the associated requirements. Aside from the countries which do not offer any kind of support for HLT, there are essentially two kinds of different coordination models: whereas some states promote HLT purely formally (e.g. Estonia or parts of Switzerland), other states actively influence the pedagogical work within the HLT framework (e.g. Austria or certain German federal states).

The advantage of the first model is the greater freedom afforded to the communities in the design of HLT, whereas simultaneously the financial and numerical disparities between individual communities can be partially balanced with organizational and financial assistance.

The advantage of a stronger pedagogical influence by the authorities of the host countries on HLT –e. g.by development of curricula, learning materials, or the professional development and continuing education of teachers – lies without a doubt in the improved possibilities of cooperation between HLT and regular classroom instruction. The cross-linking of contents and methods of HLT with those of regular classes or even the integration of parts of HLT into regular classroom instruction holds great advantages for the students and promotes their learning process. At the same time, the monolingually raised children can also benefit from a stronger integration of HLT.

In any case, it is important to know the language policies of the country in which we work. Only then can we contribute to the improvement of HLT and its framework conditions at various levels. That the knowledge of good examples from within the country and from abroad can be very useful in this effort should make immediate sense.

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13B Practice section

Nuhi Gashi: Observations about the Albanian HLT in various European countries

Nuhi Gashi, M.A., was a teacher and school principle, then HLT instructor in Berlin. As part of the Ministry of Education of the Republic of Kosova, he has been responsible for the Albanian HLT in Europe and overseas for many years. Owing to his many school visits and contacts with HLT instructors as well as the summer seminars for Albanian HLT instructors from all over the world, which he organizes, he is extremely well informed about the HLT situation in different countries. As such, he is well qualified to present an overview and comparison, which may also have validity for other language groups. The text has been abridged from the original manuscript.

Overview

Albanian native language education (HLT) is offered in many countries where Albanians reside. The classes are mostly frequented by members /relatives of the newer diaspora (from 1960s) and to a lesser extent by those from earlier emigration waves. Until the 1990s, the Albanian HLT was in many places part of the Yugoslavian HLT, within which it had kind of a shadowy existence (content restrictions, severely trimmed offerings). In conjunction with the increasing political tensions which culminated in the Kosova war (1998/99) and the declaration of independence in 2008, separate curricula and teaching materials for the Albanian HLT were already being developed from 1990-1995. The number of Albanians in the diaspora surged at the same time, owing to the war in Kosova and the Republic of Albania, to the extent that now about one third of Albanians live as migrants abroad.

The goals of the Albanian HLT – originally mostly designed to ensure students' academic re-integration after their return to the home country – have changed dramatically and can be determined as follows:

- Preserving the cultural and linguistic identity of origin also in the new country.
- Supporting the integration into the society of the host country through a well- developed bicultural identity and intercultural competence.
- Easier integration into the culture of origin in the case of a return to the home country.

Curricula, legal status, number of students included

The relevant documents for HLT from the Albanian side include the "Curriculum for the Albanian supplementary education in the diaspora" (published 2007 by the Ministry of Education, Kosova), comprising 19 booklets with teaching materials (6 each for lower, middle, and upper level (levels I-III, respectively) and one for pre-school, created in cooperation with the Zurich University of Teacher Education 2010–13), as well as the teaching program and level-appropriate teaching materials, published by the Republic of Albania from 2010–2012.

On the side of the immigration countries, there are diverse fundamental and framework instruments for HSK, which are mostly limited to general principles, areas, etc. Documents of this kind have been developed, among others by Sweden, Austria, several German states and Swiss cantons, whereas the Zurich framework curriculum for native language and culture (2011) is probably the most succinct of these instruments. Some countries have even created teaching materials and textbooks in the Albanian language, such as Sweden and Austria (see http://modersmal.skolverket.se/albanska/, http://www.schule-mehrsprachig.at/index.php?id=47).

Concerning the legal status of HLT in different countries, there is a broad spectrum. It ranges from a virtual lack of any governmental consideration concerning the native languages and cultures to the explicit and accomplished integration of HLT into the school system of the host country. In consideration thereof, broadly speaking, the following three forms of HLT organization can be distinguished:

- Integration of HLT into the school system (e. g. Finland, Sweden, several German federal states).
- Partial Integration (e.g. several Swiss cantons).
- Other forms,e. g.limited cooperation for certain intercultural projects, all the way to complete self-organization by Albanian culture and education associations (e. g. Italy, Greece, Great Britain, Belgium).

Whereas in certain countries HLT is fully integrated into the public school system (including remuneration of instructors) and will be subject to pedagogic and linguistic studies as well, in many places this is quite different. HLT is considered a voluntary offer, and its organization and payment are left to the cultural and educational associations of certain language groups. Consequently, they are mostly unable to reach a professional quality and can only serve a limited number of students. With this type of organization, the professional development and continuing education opportunities for teachers are minimal or non existent, the contacts with teachers of the public school system are minimal, and the status and job satisfaction of the HLT instructors correspondingly low.

It remains to be added that neither Kosova nor Albania has hitherto succeeded in improving this situation through bilateral agreements with the immigration countries or to ameliorate it with financial contributions of their own.

What is interesting is that in countries where HLT has been integrated into the regular school system, the learning success of children and adolescents with a migration background has markedly improved at the same time in the regular school as well, most likely as a result of the improved integration and intercultural competence. In this sense, it is no accident that many more Albanian secondos are matriculated at the universities of Sweden, Austria, or North-Rhine Westphalia, for instance, rather than in Paris, Brussels, Rome, or Athens, where the Albanian HLT has led a shadowy existence. There is no doubt that HLT can be an important help in the development of a school career.

According to the statistical data from the Kosova Ministry of Education, some 30'000 Albanian students attend the Albanian HLT. This represents no more than 2% of all Albanian school-age children in the diaspora. What is remarkable is the distribution of countries: Finland shows the highest percentage of HLT attendees (integrated HLT; almost 80%). It is followed by Sweden (70%), Austria (50%), Germany (10%, with strong variations among the federal states), Switzerland (some 8%) etc.

It should not be forgotten that in some European countries no HLT is offered whatsoever for a variety of reasons, although there is considerable Albanian migration.

Open issues

From the scientific domain (intercultural, didactic, linguistic and psychological considerations), there is no question as to the importance of HLT. Nevertheless, the work on a theoretical foundation and useful didactic-methodological guidelines for this teaching is in many places exceedingly difficult, owing to its uncertain legal status (optional class offer) and inconvenient circumstances (off-peak hours, poor pay, few opportunities for continuing education, etc.). Then there is additional pressure from the increasing burden of regular curricula with new subjects and tasks, as well as the competition for the free time of the students which is being waged by the most diverse providers.

Due to the small number of students, classroom instruction must often occur in a multi-class system with highly heterogeneous groups in terms of age, language competence, family background, etc. The work of a teacher in such classes is extremely challenging and demands a level of preparation and qualification that far exceeds regular academic training.

HLT can only prevail as an attractive and important educational offering if HLT instructors receive robust support from the country of origin as well as the host countries, not just institutionally (better integration into the regular school system, appropriate remuneration, etc.), but also in terms of professional development opportunities –e. g.in the adoption and implementation of the principles of individualizing, playful and digital learning.

13C Reflection, discussion and deeper analysis

1. Please review once more the subchapter 3 "Models of HLT in Europe" in part A. Consider and discuss: which model corresponds to the HLT situation in the country or the city where I currently reside and work?

2. What do you consider positive on the HLT situation in the country where you currently live and work?

3. What do you consider negative, unsatisfactory or worthy of improvement in light of the HLT situation in the country or the city where you currently reside and work? Please compile the most detailed list of points possible!

4. Considering the measures to improve the individual points on your list: Who/which body would be responsible concerning the points raised? How could or should one proceed in order to inform the appropriate authorities and to motivate them for improvements?

5. Many decisions and discussions of possibilities for improvement take place in superordinate political or governmental levels, where one lone teacher can barely exercise any influence. Nevertheless, please consider realistic channels and ways to maybe initiate something.

6. Aside from problematic situations which can only be solved on superordinate levels, there are also frequently smaller issues, which you and your colleagues might be able to address or help solve. Consider two or three such minor "improvement situations" and specific possibilities of addressing them.

7. The comparison with other countries can be exciting, as depicted in chapter 13 B. Please think about and discuss ways to find out more (electronically or personally) about the situations of your colleagues in other countries, and how you could perhaps initiate an exchange about it!

14 Professional development of HLT instructors: needs, models

14A Background text

Basil Schader (14 A.1 and A.3); Nuhi Gashi (A.2); Elisabeth Furch and Elfie Fleck (A.4)

1. Introduction

HLT instructors work in an environment for which they are mostly not prepared, based on their education in the country of origin. There is no question that professional development is a core concern for them; see also the relevant statements in the practice part of this chapter. The concerns vary, depending on the length of work and stay in the host country. At the beginning of the work assignment, their main concerns involve the specifics of HLT and its function within the local school system. Later concerns may involve more in-depth discussions with colleagues about subject content and methodological-didactic issues and possible cooperation with regular classroom instruction. A preliminary crowning moment for meeting faculty development needs would be achieved if additional certificates could be acquired that would place HLT instructors on an equal footing with the local teachers in terms of employment.

Continuing education and faculty development opportunities are offered from at least 2 sides (see chapter 1 and Calderon, Fibbi, Truong, 2013, p. 90):

a) **by institutions in the country of origin**
(Consulates, Ministries of Education, parent and teachers' associations, etc.).

Examples: Yearly summer seminars for Albanian HLT instructors from all over Europe, jointly offered under the auspices of the Ministries of Education of Kosova and Albania (see below); continuing education seminars for new HLT teaching materials, organized by the Albanian teachers and parents' associations in Switzerland.

b) **by institutions in the immigration countries**
(public institutions, such as Departments of Education, Teachers' Colleges, universities, etc.; private institutions, such as language schools, adult education centers, etc.).

Examples: the mandatory introductory courses into the cantonal school system, offered by many Swiss cantons; HLT-specific faculty development courses by various teachers' colleges and universities; the regular local offerings for continuing teacher training, which are open to HLT instructors; the Austrian training course "Native language education: teaching first languages in the context of migration" (see below); language and integration courses by various private providers.

In contrast to the courses offered by the country of origin, the courses offered by the host countries generally require a good command of the local language. This requirement can make access to the courses more difficult for many HLT instructors. Aside from taking stand-alone language courses to bridge the gap, a model which offers German language instruction in parallel with school -relevant contents has been proven successful in Zürich.

The extent of continuing education courses – particularly specific courses for HLT instructors – varies from country to country (from federal state to federal state and from canton to canton, respectively); see also the statements in chapter 14 B. Whereas in Hamburg there is a wide range of courses for HLT instructors and a continuing education requirement of 30 hours per year (see chapter 1 A.4), in other places (e.g. in certain Swiss cantons) there is nothing offered at all. From the wide range of courses offered, here are a couple of selections: the mandatory module "Introduction to the Zurich school system" as an example of a solid support for the career start (see chapter 14 A.3) and the Austrian training course "Native language education: teaching first languages in the context of migration" as an example of an extensive, scientifically based, certificate course. (14 A.4). To begin with an example of a continuing education course organized by the country of origin, here is the program of the 10th summer seminar of Albanian HLT instructors (14 A.2).

2. A continuing education offer from the country of origin: the program of the 10th summer seminar for Albanian HLT instructors, Berat/Albania, July 29 – August 1, 2014

Preliminary remarks:

For the last ten years, the Kosova and Albanian Ministries of Education have been organizing 3–4 day seminars for HLT instructors of Albanian from all over Europe. The seminars take place alternately in Kosova, Albania, and the Albanian-speaking parts of Macedonia and Monte Negro. They are attended by an average of 130–150 HLT instructors. Participation, lodging and board are financed. The distinctive characteristics of these seminars include presentations, workshops, etc., that are directed in an equivalent manner by scientists from the Albanian language area (e. g. by experts from the universities of Tirana or Prishtina) and by HLT practitioners who teach all over Europe. Additionally, experts in intercultural pedagogy from the immigration countries are invited as speakers and participants in the seminars.

Apart from the professional development and the valuable exchanges beyond the national borders, the seminars also fulfill important social and integrative functions.

Program of the four-day seminar in Berat (Albania):

Day 1	**July 29, 2014 (University of Berat)**
14–17 h	
Seminar opening:	Performances by students from Berat
Welcoming words:	• An HLT instructor from Greece • Minister of Education, Albania and Kosova, or their alternate • Mayor of Berat
17–21 h	
Program overview	Input: The Albanian HLT and its current development perspectives (N. Gashi, B. Arbana)
Break	Followed by debate and open discussion
Afterward:	Dinner and cultural presentations (Book presentations, etc.)

Day 2	**July 30, 2014 (Plenary Hall, U. of Berat)**
09–13 h	
Presentations and video inputs:	• The standardization of the curricula in Albania and Kosova (G. Janaqi) • The development of historical awareness in the families (L. Qoshi) • Cultural heritage in traditional games of dice (B. Avdia) • Documentary film "Vera – teacher of two isles" (A. Melonashi, A. Ashiku) • Coffee break • Video documentation: The field trip and its effects (K. Çallaku) • Playful learning with games of dice (R. Hamiti)
13–17 h	Lunch/Siesta
17–22 h	
Social and cultural opportunities:	• Visits to city and museums etc. • Communal dinner and cultural presentations (book presentations, etc.)

Day 3	**July 31, 2014 (Plenary Hall and various Rooms, University of Berat)**
09–11 h	
Presentations and video inputs:	• Teaching as a "precise activity" and our contribution to it (F. Tafilaku) • Translating and communicating in the migration (…) (D. Kajtazi) • Presentation of the monograph about the Albanian HLT in Thessaloniki (D. Zace) • Coffee break
11–12.30 h	
Choice of workshops:	• Heterogeneous classes and working with them (N. Mehmetaj) • Albanian language studies at the Viennese secondary schools and related problems (I. Arapi) • Teaching styles, their differences and qualities (Y. Spahiu) • Working on historical topics related to Albanian history (F. Xhemalaj)
12.30–15 h	Lunch/Siesta

15–22 h	
Social and cultural opportunities:	• Excursion to Tomorr mountain or the canyons and waterfalls of Osum • Dinner
Day 4	**August 1, 2014 (Plenary Hall, University of Berat)**
9–11 h	
Presentations:	• Developing reading competence in the first language (E. Koleci) • The subject "Albanian language" in the curricula of Kosova (R. Gjoshi) • The monograph "Albanians in Switzerland", focus Albanian HLT (R. Rifati) • Coffee break
11–12 h	
Choice of workshops:	• Possibilities of interdisciplinary work in the Albanian HLT (A. Tahiri) • A model lesson about Albanian language in first grade (K. Gjoka) • Two specific approaches to promote reading comprehension in the area of literary and factual texts (R. Sheqiri)
12–15 h	
Formal closure of the10th seminar:	Distribution of participation confirmation
Followed by:	Communal lunch and journey home

3. The module "Introduction to the Zurich school system" by the Zurich University of Teacher Education

Preliminary remarks:

Attending this multi-part module with a total of 42 lessons is mandatory (in addition to evidence of certification as a trained teacher or an equivalent certification, plus adequate German language proficiency) and constitutes one of the mandatory prerequisites for teaching HLT in the Canton of Zurich. Those who have not yet acquired sufficient proficiency in German (level B1), can attend an appropriate preparatory module offered by the university.

	Monday	**January 5, 2015**
08.30–12 h	Introduction:	• information about the organization of the modules • Introductory round
	Introduction to the school system of the Canton of Zurich:	• Legal and structural aspects
	Lunch break	
13.30–17 h	Introduction to the school system of the Canton of Zurich: (part II)	• Organization of the school
	Task assignment 1:	• present yourself in the school building and class visits
	Tuesday	**January 6, 2015**
08.30–12 h	Support programs for students with special pedagogical needs	
	Institutions around the school	
	Lunch break	
13.30–17 h	Introduction to the framework curriculum HSK:	• function and significance
	First, second, and foreign language:	• basics of bilingual didactics • concepts and models of multilingualism
	Task assignment 2:	• Organization of reciprocal classroom visits

	Wednesday	March 4, 2015
08.30–12 h	HSK instruction in the context of migration: (HSK = HLT)	• connection with living world • Intercultural learning
	The QUIMS program:	• Film: Success in school for all
	Lunch break	
13.30–17 h	Lesson planning multilingual projects in the classroom	• Examples
	Task assignment 3:	• planning & implementing of instructional units, reflection
	Thursday	**March 5, 2015**
08.30–12 h	Exchange of experiences and evaluation of task 1:	• present yourself in the school building and class visits
	A glimpse into everyday school life of a school principal (Idil Calis)	
	Lunch break	
13.30–17 h	Insight into the teaching practice of an HSK instructor (Jun-Hi)	
	Teaching materials for HSK classes	• market place

	Thursday	May 21, 2015
08.30–12 h	Exchange of experiences and evaluation of task 3:	• planning & implementing of instructional units, reflection • Characteristics of good planning in conjunction with the HSK framework curriculum
	Lunch break	
13.30–17 h	Introduction to assessment and grading in HSK classes	• school status review • Assessment of language performance
	Friday	**May 22, 2015**
08.30–12 h	Exchange of experiences and evaluation of task 2:	• reciprocal class visits • Characteristics of good classroom instruction
	Insight into the teaching practices of a teacher of regular classes	
	Lunch break	
13.30–17 h	Summary of main points and clarification of open questions	
	Evaluation Conclusion	

4. The nationwide training course "Mother tongue education: teaching first languages in the context of migration" by the University College of Teacher Education in Vienna

4.1 Mother tongue education in Austria: some basic facts

Heritage language education has been part of the Austrian formal school system since1992. Unlike many other European states – Switzerland, for example – this instructional model is not based on bilateral agreements with the countries of origin and will not be delegated to migrants' associations.

By assuming the responsibility for the educational promotion of first languages, Austria has made a commitment. The message is: the commitment to everyday life multilingualism is an educational policy issue. The learners' languages have a place in the school and should be able to develop there.

The heritage language teachers – like all other teachers – are hired and paid by the Austrian education authorities and are subject their quality controls. Text books and other teaching materials are also supplied free of charge.

• Target audience

All students who speak a language other than German in their family environment, including children who grow up bilingually, are considered eligible for participation in heritage language education, regardless of citizenship, country of birth, competency in German and the duration of school attendance in Austria. In the last few years, this offer has been increasingly exercised by children of bilingual families.

• Curricula for heritage language education

At present, there are three language-neutral curricula, i. e., curricula that can apply to all languages, with the advantage that the existing curricula can serve as a basis when a new language is introduced:

- Lower level (grades 1–4)
- Secondary level I (grades 5–8) and polytechnical schools
- Upper level of academic secondary schools (grades 9–12)

Although the introduction of heritage language education courses is possible in medium-level and upper-level vocational training schools within the framework of school autonomy, in practice, it is not implemented. However, interested students may participate in an AHS course, provided there are places available (AHS = general high schools).

- Legal basis for school and organizational framework

The classes are offered on the lower level as an optional exercise (voluntary participation without grading), from secondary school level I on as an optional course (voluntary participation with grading), or also as an optional exercise.

Heritage language education can be offered in an additive course form (for instance in the afternoon, after the last class hour of regular instruction) or in an integrative team- teaching form. This implies that the native language teacher who collaborates with the classroom or subject teacher, works jointly on the same prevalent theme in the language of the participating students.

Although a certain minimum number of participants is required to run a course, heterogeneous groups comprised of students of mixed-classes and levels, multiple schools and mixed types of schools could be formed, which would especially benefit the less common languages.

- Teachers

The majority of the heritage language education instructors have completed their initial education in the country of origin, where the acquired qualifications may differ greatly. Some have studied to teach a certain subject at the secondary level I, but teach in a primary school, others may be credentialed to teach mathematical and scientific subjects, but lack the language study component, still others may have completed professional degrees (in Austria or abroad) as interpreters, translators, linguists or social workers.

Since most of the teachers do not hold a degree from an Austrian teacher training college, they are hired by special contract, and consequently incur a lower classification in grade and remuneration.

4.2 The training course: historical development

In the course of a ‹Language Education Policy Profile› report by experts of the European Council, Austria was advised to watch out for "an adequate linguistic and subject didactic education" of heritage language educators (see bm:ukk and BM.W_F, 2008, p. 102).

Pursuant to this recommendation, the Vienna Teachers College was instructed in 2011 by the Ministry of Education to develop a continuous professional development training course for native language instructors.

In order to ensure the target group adequacy and the quality of this training course upfront, an on-line questionnaire was forwarded to all heritage language educators who were already teaching. Its purpose was to ascertain their present qualifications and possible gaps in educational preparation, as well as to collect content-related suggestions and emphases that the target group deemed necessary for the training course. Professor Dr. Brigitta Busch of the University of Vienna was charged with the creation and analysis of the questionnaire in 2011. The results of this survey, with a response rate of more than 60% of those questioned, were consulted as an orientation guide for the final draft of the curriculum.

The Ministry of Education engaged simultaneously in negotiations with the Federal Chancellery (BKA) and the Ministry of Finance (BMF) with the goal of improving the situation of special contract teachers. The result of these negotiations was a new special contract directive, proclaimed in October 2012, which for many affected teachers – including future participants in this training course – resulted in a more favorable classification.

4.3 About the training course

Based on the created curriculum, the nationwide training course "Mother tongue education: teaching first languages in the context of migration" was established at the University of Teacher Education Vienna in the academic year 2012/13. The course was awarded 30 EC (= European Credits according to the European Credit Transfer System / ECTS). As the training course was conceived for part-time study, its six modules were divided into weekly blocks, and allocated as 50% onsite and 50% self-study. The entire training course can be completed in four semesters.

The following text is an excerpt of the application paper, submitted to the study commission of the University of Teacher Education Vienna in 2012 (see Furch/Fleck 2012):

Educational goal

This training course aims to enhance the qualifications of the instructors who serve as teachers of heritage languages throughout Austria. What appears to be essential here is most of all the participants' specialization in the areas of linguistics, methodology and didactics for teaching first languages in the context of the current educational situation and in consideration of a multitude of scientific theories, methods and doctrines.

Similarly, a significant aspect of the training course will focus on developments in society and our responsibility; the consideration of ongoing changes in life together in Austria as diverse human beings will lead to a contemporary professionalization of the graduates of this course.

This training course is primarily targeting those teachers of heritage languages who are already working in the profession throughout Austria. Subsequent participants may include multilingual instructors who, after acquiring a teaching degree (from a college of education or a university), wish to be considered as heritage language instructors for a certain language (or certain languages) .

Contribution to school development

The contributions of the continuously educated teachers and graduates of this training course will play an important role in the future development at various school locations with predominantly multilingual students and parents, which is ensured through continuous self-evaluation as well as scientific –based vocationally-oriented research.

Upon completion of this training course, the participants will have significant input in addressing social equity and equal opportunity issues in that they have acquired the ability to better counteract patent inequities with professionalism and a scientific foundation.

Overview of the contents of the training course

The training course enables the participants

- to reflect on the general situation of multilingual students with first languages other than German;
- to serve as heritage language teacher in one (or two) selected language(s) for students who speak (one of) the language(s) in the family and in everyday life;
- to mentor and advise students with first languages other than German in matters of the school and beyond;
- to advise teachers in dealing with multilingual students whose first languages are not German;
- to self-reflection as a practitioner of heritage language education;
- to promote a realistic self-assessment of mentored students in interacting with their specific linguistic and cultural environment;
- to engage in a dialog with parents, teachers, and affected students, as well as pertinent outside agencies concerning specific language and learning difficulties.

Module overview

M1:	Introduction to the topic
M2:	Basic knowledge from research in language acquisition, sociolinguistics and migration studies
M3:	Language didactics – pathways to competent first language education
M4:	Communication in multilingual and multicultural settings
M5:	Innovative pedagogical concepts with particular consideration of multilingualism
M6:	Discussion of school reality

Further details and information about the overall concept of the training course can be found on the website of the Pädagogische Hochschule Wien:

http://www.phwien.ac.at/index.php/hochschullehrgaenge-fortbildungsangebot/lehrgaenge

4.4 Results and outlook

The first round of this training course was successfully completed by 22 instructors from several Austrian federal states who teach predominantly Bosnian/Croatian/Serbian and Turkish, but also Albanian and Persian languages.

An accompanying scientific survey conducted on the basis of standardized individual interviews with the participants and those responsible for the training course evidenced a high degree of satisfaction with the content, the delivery and the goals of the course:

"The training course strengthened the participants' development in terms of their ability to discuss issues in a scientifically based professional language, their professional self-image and awareness of the profession, awareness of collegiality and the institutionalization of collegial consultation, ability to appreciate differences, dealing with heterogeneity and self-awareness as active partners in the design of the educational enterprise. These examples are considered in the scientific literature as a vital dimension of professionalism, something the successful achievement of the stated goals in this training course has evidenced. The common institutionalized learning, relevance of the chosen contents, work climate, the lecturers, technical personnel, and directors of the training course were deemed as vital and especially conducive to learning." (Moser 2013).

Based on the great demand for the training course since August 2014, it will be offered for the second time in August 2016. Since only 26 out of 70 interested parties could be accepted, further runs of the course will be anticipated, financial and human resources permitting.

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14B Practice section

1. Sami Thaçi, Germany

Sami Thaçi hails from Kosovo/Kosova. He lives in Wuppertal and has been working as HLT instructor of Albanian since 1987 in Wuppertal, Remscheid and other communities. Excerpts from his statement:

In Germany, HLT is not organized alike in all federal states. North Rhine- Westphalia (NRW) differs from other federal states insofar as the HLT here is organized by the Ministry of School and Further Education; however, attendance of HLT is voluntary here as well.

The State Institute for Schools provides various offers (seminars, practical in-class activities, etc.) in which young professionals can acquire knowledge in teaching methodology and didactics.

To ensure that we also keep up didactically as well, we need meetings in conjunction with the newest developments in instructional organization,e. g.concerning the current standard-based approach of teaching. For this and other methodological innovations, the education authorities usually offer one-day professional development functions, which I always gladly attend, as they really add a lot. The exchange of experiences that usually happens in these events is good as well.

There are also offerings to further enhance the professionalism, provided by the State Institute in Soest, as well as various outstanding specialists from different institutions in NRW. Additionally, there are different workshops which also offer opportunities to present and exchange materials for various themes.

The multi-day seminars which the Kosovar Ministry of Education organizes each summer in Kosova, Albania or Macedonia are also an important source of information. The seminars focus on the exchange of ideas with colleagues from the Albanian HLT from all over Europe.

2. Yinying Kong, Switzerland

Yinying Kong is from China. She has been living and working in Zürich for three years, where she serves as HLT instructor of Chinese. Excerpts from her statement:

I am very happy that there is a compulsory event for continuing education, namely the introduction to the Zurich school system. I have really learned a lot here about the school system of the Canton of Zurich. There should be something like that not only in Zurich, but in all of Switzerland.

Beyond that, I have been wishing for a long time for more opportunities for continued education in pedagogy for people like me, i.e., HLT instructors who wish most of all to have an overview of the pedagogy and the basics of individual subject areas.

I also find it a very positive thing that we are taken seriously as HLT instructors within the framework of the Swiss school system. I have often asked what my country of origin has actually done for us. Not a whole lot! Wouldn't it be nice, if, for instance, a summer school, or short-term stays in China could be offered? This way, students could practice their language skills and get better acquainted with the country and its culture; at the same time, we as teachers could actualize our professional expertise.

3. Rizah Sheqiri, Sweden

Rizah Sheqiri hails from Kosovo/Kosova. He lives in Sweden and has been teaching HLT Albanian classes in Karlskrona since 1995. Excerpts from his statement:

A good school needs competent, highly professional educators who have mastered the ‹mystery of teaching›. Fortunately, the school directors of many communities have recognized this and, together with the universities and teacher colleges, advocate energetically for a professionalization for teachers. As an HLT instructor, I take advantage of professional development opportunities, of course. Together with many colleagues, I have attended post-graduate courses in pedagogy and didactics at the C and D levels. We are very happy with the success of our studies, as only highly qualified teachers can pull the school along – like powerful locomotives – in terms of classroom instruction and development for the future. Our continuing education is not completed, of course; on the contrary, continuing education must be a life-long process.

Additionally: by engaging in curriculum development and professional development as teachers, we can share a lot of things and learn from one another. We can be each others' sources and inspiration in that we mutually and critically observe and evaluate our work. These kinds of collegial peer consulting and discussion opportunities are all the more valuable as they can be easily and well integrated into everyday school life.

4. Hazir Mehmeti, Austria

Hazir Mehmeti (M.A.) hails from Kosovo/Kosova. He has been living in Vienna for 17 years, where he has served as HLT instructor of Albanian in various schools since 1999:

(…) In my home country, I had gained no experiences from which I could benefit for HLT and my integrated teaching here. Thus, I had to look for ways to acquire the necessary skills for successful teaching and learning in HLT. I attended seminars about the challenges of integration, but what I learned was by no means enough. I had to ‹invent› new methods on my own to address the special circumstances of HLT. I felt the need for specific training to deal with issues of integration and native language. It is important that such seminars always raise and discuss issues, such as changing social and technological developments and trends. I would welcome the creation of multilingual, multicultural and multidimensional training groups that would familiarize us with the newest developments and insights.

5. Mahamuud Ali Adam, Sweden

Mahamuud Ali Adam hails from Somalia, where he had worked as a history teacher. He has been living in Sweden for 6 years; he has served as HLT instructor for Somalian in Karlshamm for a year. Excerpts:

As to continuing education, I have many wishes in order to be able to qualify as quickly as possible as a good native language instructor. Intensive courses would be best. My biggest wish would be to acquire the qualifications not only for teaching language, but also history and social studies.

Until now, I have mainly attended one-day training events, which were organized by the schools where I work. The contacts with other, more experienced HLT instructors, from whom I learned a lot, were also very important for my continuing education.

Because the school systems in Somalia and Sweden differ a great deal, the introductory courses to the local school system are extremely important. This applies as well for the visits to other schools and with other classroom instructors.

It would be wonderful if my native country could support my work better with materials or school books, designed specifically for the needs of HLT. Unfortunately, such textbooks are entirely lacking

6. Svetlana Matić, Austria

Svetlana Matić hails from Serbia and lives in Vienna. She has served as HLT instructor of Bosnian/Croatian/Serbian for 20 years and has authored several books.

The professional development and continuing education is of great significance for HLT instructors, particularly with regard to an innovative implementation of educational tasks and missions. In the seminars and presentations that have been offered until now, the emphasis was more on pedagogical theories than on teaching practice. I believe that in the future, an increased re-orientation along the concrete needs of the teachers is needed. This can be attained as well through increased scientific research in the area. In so doing, it is also important that current and practical aspects of education and teaching in the classroom are included and addressed.

Austria is one of the few countries that pays great attention to HLT and carries out a very responsible educational policy. The school authorities were responsible for HLT from the beginning. HLT has been part of the Austrian school system since 1992, such that, in terms of Bosnian, Croatian and Serbian, for instance, the countries of origin have no longer the possibility of influencing the teaching structure. It is to be expected, however, that these countries will show increased interest in HLT, as many people from the area of former Yugoslavia live in Austria today.

Faculty development and continuing education in the area of pedagogy and didactics is a must for any modern society. In this sense, I have always endeavored to fulfill the requirements and tasks before me. For this reason, I have regularly participated in seminars and scientific conferences. Furthermore, I am always keen to infuse my everyday teaching with new knowledge. Through my own publications, I have tried to bundle my experiences and to make them available and useful to others; in the same spirit I am currently working on a doctorate for HLT at the Viennese public schools.

7. Gulderen Ozyildirim, England

Gulderen Ozyildirim hails from Turkey. She lives in London, where she has been working as HLT instructor of Turkish for many years.

As basis of my education, I have my diploma as a teacher, which I have acquired in Turkey. In addition, I have always kept myself informed about teaching Turkish to students who grew up in England or came here at an early age. The teaching materials which I created myself also contributed to my continuing education (e.g. tools to aid in learning the Turkish alphabet and materials for visualization, such as memory cards). Incidentally, the procurement of teaching materials is often quite difficult, although one can find small selections in certain bookshops. However, the materials are mostly very elementary and for beginners. This offer should absolutely be expanded. Maybe the Turkish Ministry of Education could do something about that.

14C Reflection, discussion and deeper analysis

1. Please consider and discuss what your needs for continuing education were/are in your work as HLT instructor (at the beginning of your career, after a while, now). Which contents and themes were of interest to you, and still interest you?

2. Have you taken advantage of professional development opportunities? Which ones, and with what kinds of results? Are there offers that you could recommend to your colleagues?

3. Please make a list (alone or with a partner) of continuing education topics that would be of special interest to you. Distinguish between those that should be offered by your country of origin, and those that should be organized by the country in which you currently live and work. Consider how you could fulfill these professional development needs.

4. What possibilities do you foresee about participating in continuing education together with a colleague from regular classroom instruction (e.g. a continuing education event within your school)? What could be your contribution; what could you do, in order to be included on an equal footing in regular continuing education opportunities (if this does not happen already)?

5. The investigation by Calderon, Fibbi and Truong (see bibliographic information) shows that many HLT instructors are not at all aware of the continuing education opportunities offered by the host countries. What is your situation? Do you know of existing offers and where and how to register for them? Do you know the catalogs or websites where the professional development opportunities are listed? – Discuss these ideas with your colleagues and regular public school teachers until you have acquired the necessary information!

6. Chapter 14 A.3 describes the introductory course for the Zurich school system which all HLT instructors must attend. Is there something similar where you work; what are your experiences; where/how did you yourself acquire the knowledge about the local school system?

7. Chapter 14 A.4 describes the comprehensive and impressive Austrian training course "Mother-tongue education: teaching first languages in the context of migration". Does something like this exist where you live and work; how should one proceed in order to create a similar project?

8. In chapter 14 B, HLT instructors from various countries describe their experiences with continuing education opportunities, as well as their needs for professional development. Read and describe all, or some examples, and relate them to your own experiences!

15 Studies on the effectiveness of heritage language teaching – state of research, research problems, need for research

15A Background text

Hans H. Reich

1. Fundamental question

The efficacy of heritage language education is generally not just questioned because of curiosity and interest. Rather, the question in itself already suggests that this kind of education is subject to review. Arguments are sought for and against its justification within the school system. The research on native language education therefore is not as much about the methodology, teaching and learning materials or organizational issues within the school, nor about about the effects of language structure and linguistic-sociological characteristics of the various native languages on the learning process and success, but whether the participation in heritage language education contributes something to the learning success in the host countries or not, or possibly even prevents it.

How this question is to be understood needs to be examined more closely. It could be construed in a way that questions whether the services performed are recognized within the educational system, and if they are recognized just as much as part of the overall success in school as the performance in other individual subjects. However, the question is rarely intended that way. It's meaning could also be interpreted in the sense of what heritage language education means for reaching the key objectives of the educational system, which applies to all curriculum subjects, or whether it enhances language awareness, strengthens intercultural competence or the ability of autonomous learning. Such possible effects have not yet been subject to scientific research, possibly because the question is mostly understood as whether or not heritage language education in its current form furthers or compromises the integration of the students into the school system of the immigration country or, if learning in the native language promotes or rather hampers the acquisition of the school language and educational language of the immigration country.

This is a somewhat unusual query, as generally it is not subject to question whether the study of physics contributes to the learning of mathematics, or if French lessons improve the students' performance in English.

However, in the case of heritage language education, these questions are raised, and they attract a relatively considerable interest. There is no shortage of engaged, pedagogically and politically motivated opinions and statements on this issue. The following presents only those publications which meet scientific standards, however.

2. Research in the US

A highly critical view of heritage language education has been taken by Hopf (2005; 2011) relative to US-American research of the 1970s, which traces the relationship between instructional time spent in class for interactive work on educational tasks ("time on task"), and the performance of students. He argues that "the more time migrant pupils spend actively learning L2 [= second language or school language; editor's note], the higher the competences they develop in it. Conversely, if they invest their – always limited! – time in learning L1 [= first language; editor's note], there is naturally much less time available for other things" (Hopf 2011, p. 26). This argumentation is questionable, however, as it turns an entirely verifiable general didactic statement into an unverifiable kind of unfounded competition between subjects and without explanation why only heritage language education is considered as competition for learning German. (Ultimately, subjects like English, sports, art, math and other subjects take up a lot of learning time). Hopf's theory needs to be revisited.

This task was first assumed by Söhn (2005). She goes back to US-American research on the "effectiveness of bilingual education") and untertakes a critical review of more recent research. She focuses primarily on two meta-analyses, works that analyze a larger number of individual studies and summarize their results. Her conclusion: there are "no indications that

bilingual education programs have a negative effect on school performance in the second language (L2). This was analyzed particularly with regard to the influence on the reading competence. This relatively certain basic statement that bilingual education and the additional teaching of and in the native language does not hurt, would also imply that the ‹time-on-task-hypothesis› (…) could not be validated in this context. If part of the available classroom hours are used for instruction in a language other than the regular school language, it does apparently not automatically lead to inferior performance in the second language and in the other subjects" (as mentioned above, p. 64).

The American researchers agree on another point: heritage language education significantly improves the competence level in the language of origin beyond what is acquired in daily communication (see ibid. page 60).

Although this may appear trivial at first sight, it should definitely be noted for its beneficial impact, considering the language situation in the migration and the often difficult teaching conditions.

Where the American researchers disagree, are the potential positive effects on second learning acquisition, e.g., English in this case. To quote once again Söhn: "For the hypothesis, that bilingual programs, or heritage language education, not only have a neutral but a positive effect on L2 competence and the school performance in L2, the current state of research has no clear nor reliable evidence. The effect varies between neutral and in part, significantly positive, depending on the teaching model and other contextual characteristics" (as mentioned above, p. 64; see also Esser 2006, p. 387–398). Moreover, the studies which appeared in subsequent years in the US have not been able to end the debates. The most recent overview (Grooms 2011) concludes with the determination: "Although a greater part of the research supports the assumption that bilingual education programs are superior to those that only provide English, in the final analysis, it does not provide conclusive evidence of a specific type of instructional model, such that there continues to be room for debates and different decisions in educational policy and teaching practices" (as mentioned above, p. 147).

It is mostly an issue of methodological weaknesses of many investigations and problems of comparability among various models in the US that prevent a definite conclusion. From the point of view of

German-speaking educational systems, we would also add that "bilingual education" in the US is not directly comparable with the models of heritage language education in Germany, Austria and Switzerland, as they may perhaps correspond to a smaller part of the US-American models and are ultimately embedded in other education policy contexts.

3. Research in German-speaking areas

Relevant scientific investigations in German-speaking areas are rare and limited in scope. Their small sample size cannot be compared with those of American dimensions.

An investigation, conducted in the canton of Zurich in the years 2005/06, was comprised of 51 Albanian-speaking students and 29 Turkish-speaking students (grades 4–6) who attended HLT, and 46 students who did not attend HLT. Its purpose was to ascertain the impact of heritage language education on the level of performance and the learning progress within a year in Albanian, Turkish and German, respectively (Caprez-Krompàk 2010; presented in more detail in chapter 15B). This was based on the results of written tests (C-Tests) in both languages. For Albanian, it can be clearly stated that students who attend HLT achieve a higher performance standard and faster learning progress than those who do not attend HLT, and that the difference is statistically significant. The results in Turkish do not contradict that, but they are statistically not sound enough, based on the sample circumstances, to allow for definite conclusions to be drawn. In the case of German, it was evident that the learning progress of the Albanian-speaking students depends almost exclusively on the previously attained proficiency in German, whereas participation in native language education played next to no role in this regard. (In the case of the Turkish-speaking students, the analysis of their development in German was waived, due to the aforementioned low sample confidence.) The first larger study in the German-speaking area therefore resulted in a conclusion that is quite similar to the focus of current discussions in the US.

In the years 2006–2008 an investigation was conducted in the kindergartens of the city of Zürich (Moser et al 2010), which compared the learning progress of 181 children who, for two years were systematically stimulated in their first language, and 118 children who were exclusively taught in German.

The first languages were Albanian, Bosnian/Croatian/Serbian, Portuguese, Spanish and Tamil. The research focused on learning progress in terms of phonological awareness, vocabulary and knowledge of alphabetic characters in first readings in their native language and their second language (German), respectively. It became evident that in both languages, progress was determined quite strongly by the level of previously acquired knowledge, whereas the question of whether promotion of first language occurred or not, has not played a determining role. In terms of knowledge of alphabetic characters and first readings, it was determined that the acquired competences in the first language had a fairly strong influence on the competences in German. This study also ascribes a relatively minor role to native language education. In light of the children's linguistic situation, the authors would leave the question open as to

whether the quantity and quality of instruction can be considered sufficient to produce transfer effects (as mentioned above, p. 644f).

4. A broader question: bilingualism or success in school

When it comes to the effectiveness of heritage language education, those publications are often referenced which generally question the connection between bilingualism and success in school, that is, without relating it directly to instruction. Since these questions are closely related, it seems appropriate to recognize this argumentation as well.

Esser's position to this effect has attracted some consideration (2006). He refers to a larger US-American study which had determined a positive influence of bilingualism on the reading performance in English. However, Esser doubts that the specific mother-tongue aspect was the determining factor, and can show through a corresponding recalculation that its effect is indeed negligibly small. He concludes that the knowledge of English alone is relevant for school achievement, and not the knowledge of the mother tongue (as mentioned above, p. 371–379).

The investigation by Dollmann/Kristen (2010) can be considered as a re-examination of Esser's position for the German-speaking area. Their investigation in Cologne during the years 2004 – 2006, measured with written tests (C-Tests) the knowledge of German and Turkish of 739 Turkish-German children in third grade and compared them with the results of a general intelligence test, a reading test, and a math test. It shows that children with good proficiency in German perform better in the test – regardless of whether they also had good proficiency in Turkish or not – whereas those with lesser proficiency in German (again regardless of their proficiency in Turkish) perform significantly more poorly on tests. The authors conclude from it that although bilingualism as such does not negatively impact test performance, proficiency in German is the deciding factor for success, and that the knowledge of the mother tongue represents no additional resource.

An unusual, but plausible connection, that normally had not been considered, was suggested by a nationwide representative study concerning the German and English competences of ninth-graders in Germany (DESI-consortium 2008). It demonstrates a superiority of the tested English competences of students who grew up speaking another language in addition to German, as opposed to those who grew up monolingually with German only. (as mentioned above, p. 215–219). This is a remarkable connection, which should be further pursued (2006, p. 379f).

5. Potentials and chances of HLT

The present wide-spread uncertainty in the research with regard to possible positive effects of heritage language education on the learning of a second language and school success shows that new methodologically sound investigations with more precise, differentiating questions are required.

As acknowledged by Esser himself who has been highly critical of heritage language education: "It therefore cannot be excluded [that is the current state of research, H.R.] that the result of even one, but indeed appropriate study, could be the proof of a meaningful effect, though it may only be under rather special, but defined conditions" (Esser 2006, p. 398). Many conditions are defined in research that could be considered: the organization and quality of instruction, different language prestige, structural distance of the languages, cultural climate at the school, linguistic self-image of the migrants, etc.

One of these conditions, the coordination of heritage language education with regular classroom instruction, was subject of an existing study in Cologne from the years 2006–2010 (Reich 2011; 2015). It traced the development of written-language skills of 66 Turkish-German elementary school students throughout their lower level classes; however, based on the sample circumstances, the results should not be readily generalized.

The goal of the investigation is a comparison of the efficacy of three concepts of language promotion: coordinated alphabetization, promotion of German with native language supplementary instruction, and German language promotion without native language elements. The concept of coordinated alphabetization comprises not only the learning of reading and writing, but an extensive alignment in terms of content and methodology between Turkish and German classroom instruction, including team teaching hours, with the simultaneous presence of both instructors in the classroom. There were noteworthy effects, particularly in the writing of texts: the group with coordinated promotion achieved higher performances in Turkish in the second year already than the other two groups. Such effects were notable in German to some extent in the third year, but emerged clearly in the fourth year. They lead to better performance by students in the better coordinated classes, most of all in terms of text length and variety of vocabulary.

6. Conclusion

The state of research is not satisfactory. There are two results that are no longer subject to disputes: (1) that heritage language education furthers the acquisition of the mother tongue; (2) that it does not negatively impact the learning of German. The result is a situation that is so open and uncertain, that it does not lend itself to an orientation for pedagogical action, namely (3) in that an unequivocally beneficial promotional effect of heritage langue education on the learning of German and other academic achievements cannot be proven.

The task at hand in the future would be to find a more differentiated consideration of possible effects and research approach of the conditions where they occur. Here, numerous linguistic and cultural competencies come into play, as well as societal, institutional and personal conditions.

The few existing studies suggest that the textual competencies across languages and the ability to learn other languages could be worthwhile research objects, and that the nearness, or rather, the distance of heritage language education to the "normal operation" of the school would have to be considered as a significant influencing factor.

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15B Practice section

Preliminary remark

In lieu of contributions from the practice of native language education per se, the practice part of this chapter comprises a report of a concrete HLT research project in German-speaking Switzerland.

Heritage language education in the spotlight. Results of the research project "Development of the first and second languages in an intercultural context"

Edina Krompàk

Heritage language teaching, or instruction in the child's native language and culture (HSK) as it is called in Switzerland, is frequently at the center of educational policy discussions. On the one hand, the instructional offerings of HSK are emphatically recommended by the Swiss Conference of Cantonal Education Directors (EDK) and financial assistance is made possible based on article 16 of the Swiss language law for "the promotion of the first language for speakers of other languages". On the other hand, the institutional promotion of native languages is subject to continuous public legitimacy pressures (Krompàk, 2014; see also Reich chapter 15 A). The main legitimacy pressure is based on the assumption that the promotion of the first language favors the development of the second language. Supporting this assumption is Cummin's interdependence hypothesis of 1981, which serves time and again as the basis of empirical impact studies about the first and second language.

Theoretical foundations of the research project

The research project "development of the first and second language in the intercultural context" (Caprez-Krompàk, 2010) set itself the target of investigating the little researched HSK courses (subsequently called HLT) in German-speaking Switzerland, as well as gaining insights into the language development of children with a migration background. Central to the study were the following questions: how does attending HLT classes affect the development of language competences in the first and second language? Which conditions characterize Swiss HSK courses? The insights into the failure in school by children and adolescents with a migration background formed the theoretical background underpinnings of the study, as well as Cummins' interdependence hypothesis (1981). This theory essentially argues that there is a positive relationship between the development in the first and second language. The original quotation formulates two important conditions of interdependence, such as equal promotion of both languages and adequate motivation, which renders an empirical examination of the hypothesis more difficult. In conjunction with this hypothesis it is alleged that an ambitious level in the second language can only be reached if the first language is correspondingly well developed. This assumption is derived from Cummins' threshold level hypothesis of 1984*. The threshold level hypothesis which was later critically questioned by the author himself (Cummins, 2000), no longer corresponds to the insights of more recent language research. Contrary to the threshold level hypothesis, language development is no longer seen as a stage model, but a dynamically evolving model (Herdina & Jessner, 2000). Moreover, the concept of translanguaging (Garcìa, 2009) further highlights the dynamic development of languages and suggests that there are no clear boundaries between the individual languages.

*) The threshold stage hypothesis, developed by Cummins (1984) assumes that language development in the first and second language proceeds along three threshold levels. Below the first threshold is semilingualism, which suggests low language competences and leads to negative cognitive effects. Dominant bilingualism with a good command of one of the two languages shows neither negative nor positive effects. Additive bilingualism on the other hand suggests good language competences in the first as well as the second language. This highest threshold level has positive effects on cognitive development (Caprez-Krompàk, 2010).

Central findings of the study

In order to arrive at a differentiated image of HSK instruction (HLT), a research design was selected for the study that recognized various areas, such as the level of the individual, level of the home, and level of the school.

In the area of the individual level, Albanian and Turkish- speaking students in the fourth and fifth grade were administered the C-test in their first and second languages at two different times. The group with HLT comprised 126 students and the group without HLT had 55 students at the time of the first test. At the second survey period, 80 children with HLT and 46 without HLT participated. Included in the analysis as control variables were motivation for language learning, parents' socio-economic status, their linguistic and cultural attitude as well as their support for learning languages. The central insight of the longitudinal study has been that participation in HLT under consideration of the control variables has a positive influence on the development of the first language (Albanian). The analysis of the Turkish C-tests was suspended, however, owing to the lower participation in the control group of the Turkish-speaking children without HLT.

The attendance of HLT, as well as parental support positively influenced the surveyed persons' development of the Albanian language. The development in the second language (German) showed a parallel trend in both groups, whereby the children with HLT achieved significantly better results than those without it in both test periods. However, this difference could not be explained with the positive effects of HLT. The control variables like socio-economic status of the parents and motivation had no significant influence on the development of language competence in German. Language performance in German at the second test occasion was exclusively explained by the language performance in the first test.

In summary, it can be concluded that institutionalized furthering of the first language has a positive influence on the first language, although instruction occurs just once a week, and it does not impair the promotion of the second language. The findings even tend to show a positive effect on general language competence, which also benefits the second language (German).

Based on the results of a quantitative analysis of 111 parent questionnaires at the level of parental home, it became clear that parental support plays an important, but not the only decisive role in language development. A different pattern became apparent in the promotion of the first language: whereas the mothers communicated with their children significantly more often in the first language, the use of language between father and children distinguished itself by changing of the language (code-switching). (see also Schader 2006). The analysis of the qualitative data underscored the importance of the parental attitude towards language promotion. Those parents whose children attended HLT emphasized the importance of first language promotion, bilingualism and the mediation of knowledge about the country of parental origin as well as the integration into Swiss society.

The central results of the quantitative survey of 338 HLT instructors in German-speaking Switzerland on the level of the school evidenced the lacking integration of HLT into regular classroom instruction and the related, hardly existing collaboration with Swiss teachers, as well as the uncertainty in terms of financing of HLT courses. On the one hand, financing of the courses occurs through the parents, on the other hand through the embassies and consulates, and in some cases also through the cantons and the city, respectively (see chapter 1 A.3 in this volume). Consequently, there are substantial wage disparities and uncertain employment conditions.

Another result suggested deficits in training and continuing education of HLT instructors (see chapter 14). Although the majority of those consulted had acquired a tertiary education in their home country, only just 50% have the qualifications as language teachers. The participation in faculty development and continuing education opportunities is made more difficult due to financing (in many cases HLT instructors themselves have to assume the cost) and the irregular work hours. In terms of the promotion of bilingualism, a one-sided picture emerged: the main goal of the queried HLT instructors consisted exclusively of the promotion of native language and mediation of knowledge about their respective country of origin.

Summary and outlook

In summary, it can be inferred that the interdependence hypothesis has made an important contribution to the differentiated perception of the language competences of bilingual children. However, it is not suitable for the legitimation of HLT. The empirical verification of the hypothesis is made more difficult by the formulated conditions on the one hand; on the other hand, the argumentation for the promotion of first languages should take another direction, one that recognizes individual and societal multilingualism as a normality and furthers and values it accordingly (even independently of a predictable influence on the second language).

It would be desirable if the institutional promotion of first languages through HLT in terms of integration as well as education and faculty development of HLT instructors would be expanded and optimized. Moreover, the topic of bilingualism and multilingualism as well as translanguaging (Garcìa, 2009) should play an important role in terms of the heterogeneity in teacher education. Furthermore, there is a need for research concerning the varied practices of multilingual children and adolescents within the family as well as within educational institutions. In consideration of the above referenced measures, the linguistic variety of the 21st century could and should also become increasingly visible and perceptible as an important resource for all participants in the educational system.

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15C Reflection, discussion and deeper analysis

1. Where do you personally see the positive effects of HLT (i.e., your classroom instruction!) on your students, independently of the research results? Please express, substantiate and discuss some relevant points!

2. In what respects are you not quite sure as to the effectiveness and the benefits of HLT (and your classes) in the place where you teach? Why? Please express, substantiate and discuss these points as well!

3. Please review once more chapter 15 A.2, "Research in the US": How do you personally assess the effect of HLT on your students' proficiency in their first language or mother tongue?

4. Please review once more chapter 15 A.2, "Research in the US": What effects do you see between attending HLT classes and student success in the school system of the host country? In your view, are these effects mainly the result of participation in HLT, or are they attributable to the fact that HLT is primarily frequented by children from educated families (i.e. by children who have good prospects in school anyway)?

5. Chapter 15 A.4 provides a critical review of Hartmut Esser's position. It implies that knowledge of the first language or mother tongue plays no role for school success in the migration; the decisive factor is the competence in the language of the immigration country. What is your opinion? How would you counter Esser's theory, or in what way should it be amended?

6. Chapter 15 A.5 sugggests that a better coordination between HLT and regular classroom instruction would be highly desirable, also in terms of students' performance in HLT. Do you personally have any experiences in this area, and/or what are your desires and hopes in this context?

7. In chapter 15 B, Edina Krompàk presents the main findings of her research project as well as an outlook concerning HLT in German-speaking Switzerland. To what extend do these findings and perspectives correspond to yours? Where are the differences? Could they be related to the specific situation in the country where you currently live and teach?

8. Considering the topic of this chapter – Studies on the effectiveness of native language education – state of research, research problems, need for research –: in your opinion, what would be important for a deeper analysis and research concerning HLT in the country where you live and work, in terms of its effectiveness and the possibilities of improving this effectiveness?

16 Conclusion: optimal HLT instruction as part of a new culture of language learning – a vision of the future

Ingrid Gogolin

Preliminary remarks

The contributions to this handbook comprise arguments and examples for good heritage language education in many places and in various ways. On the one hand, they present framework conditions for good teaching, such as its localization within the educational system, the material equipment or the qualifications of the teachers. On the other hand, they concern the contents and process characteristics of classroom instruction,e. g.the principles of good educational design. If the good ideas presented in this handbook could be realized in all of these areas, the result would most likely turn out to be optimal heritage language education:

It would consist of an educational model that would assume its natural place within the educational system and that would contribute to universally-recognized educational goals. The acquired competences in these classes would have commonly-accepted educational value. The instructors would be optimally trained and have obtained further qualifications. They would enjoy formal equality with regular classroom instructors – with the same rights and obligations. Since heritage language education in the sense of this handbook only exists in the context of linguistically and culturally heterogeneous immigration societies, the goals of this kind of education and the practice of its teachers are oriented towards leading the learners to acquire those language skills which they need for a self-determined and responsible good life in their linguistically complex, heterogeneous and fast-changing environment. Heritage language education here joins the ranks of language instruction that is offered within an educational system – it is a more genuine and equitable kind of instruction, but also committed to pursue the same general educational objective. Moreover, it will be "well done" according to the principles described by Andreas and Tuyet Helmke in chapter 3 of this handbook.

In the following, I would like to illustrate some aspects of my vision of optimal heritage language education.

1. Optimal HLT promotes the ability for multilingualism

The questions about the function, importance and the shape of the optimal heritage language education can only be answered within an expanded scope of deliberations about social, economic, technical and cultural challenges which the school and extracurricular educational opportunities in the 21st century encounter. Ultimately, it is part of the key tasks of education (not only of school education), to ensure that children and adolescents have access to acquire the skills which they need in order to lead self-determined and responsible lives under the prevailing conditions of the foreseeable future. Globalization, international mobility and migration are significant challenges in the present as well as the foreseeable future, challenges which the educational systems have to meet. These developments cannot be reversed – on the contrary: it is to be expected that they continue to strengthen. As a result of these developments, there will be growing social and economic, linguistic and cultural homogeneity in people's daily environment – almost everywhere in the world. Among the skills that the educational systems of the 21st century have to facilitate in order to offer understanding and effective participation under these conditions, are those that fall under "global communication" (Griffin et al. 2012). This could be rendered as follows: the competence of being able to conduct oneself appropriately in the realm of linguistic diversity, as well as in linguistic uncertainty – in short: the ability for multilingualism.

The advantage of multilingualism consists of having at one's command more than one language to a greater or lesser extent. At the same time, however, it means that a person is able to communicate in situations of language differences. The benefits of multilingualism thus comprise linguistic sensibility and flexibility and the competence to find means to communicate even if one does not speak the language(s) at all or only rudimentarily.

It is foreseeable that in the future, bilingualism increasingly determines everyday use of language. This applies in particular to urban regions. There is little empirical knowledge about the linguistic composition of the populations in European countries, as there is negligible reliable data about it. Unlike in certain "classical" immigration countries (e.g., USA, Canada

or Australia), corresponding language statistics are not being collected in Europe. Single investigations show, however, that the intermingling of different languages in the large European cities is barely distinguishable from what is normally encountered in the classical immigration countries (Gogolin 2010). There can easily be several hundred languages in use by people who live in a large city.

Since it is therefore likely to encounter such a variety and diversity of languages anytime and anywhere, the ability for multilingualism also requires a relaxed and serene relationship relative to this linguistic situation. Multilingualism is our present and our future, and the more we accept it (or better: embrace it), the easier it will be for us to cope with it.

The competence for multilingualism is what schools and other educational institutions must endeavor to offer the young people who are entrusted to their care, so as to enable them to master the linguistic challenges of the 21st century. This challenge is also faced by educational entities that offer language learning opportunities outside of the official school system. Moreover, it pertains to any language instruction: the one of the general school and classroom language, as well as foreign language teaching and native language education.

Optimal heritage language education contributes to the students' ability to acquire the competence for multilingualism.

2. Multilingualism as a resource

Children and adolescents who have been actively living in two or more languages daily from an early age on have a good basis for developing multilingualism. Their growing up in two or more languages is an excellent training ground for further language acquisition. Children who grow up bilingually or multilingually have a considerable advantage in developing language awareness over children who are reared monolingually. For instance, they are able to distinguish at an earlier age than monolingual children between the form in which something is said and the content of an uttering. This is a particular intellectual achievement, which is supported by growing up in two or more languages. Furthermore, it trains cognitive abilities to which knowledge about a language and its functionality belongs as much as a sensibility for functions and effects of different modes of expression and the ability to select an appropriate expressive possibility, if more than one is available. Such competences are called meta-linguistic abilities.

Scientific studies have shown that children who grow up bilingually or multilingually have these advantages when they enter school. Existing studies have primarily centered on children between the age of four and six or seven (Bialystok and Poarch 2014). It is particularly significant for learning in school as it enhances the possibilities of positive transfer – that is the transfer of basic knowledge that was acquired in one language into another language. A child does not have to learn again for every new language that something in the past is described differently from a future occurrence. Only the respective other surface needs be learned which is expressed in the past and present in the different languages.

Growing up and living multilingually has advantages for the mental development of children and is a good prerequisite for other learning – not just learning languages. Any language instruction should therefore strive to take advantage of these good preconditions and contribute to their further development.

It is by no means certain that children develop these good prerequisites for language learning and learning in general beyond their educational career. They would need more encouragement to actively take advantage of these abilities in and outside of school, and they would need systematic support in the development of these competencies. This requires a resource-oriented consideration of their acquired bilingual or multilingual competencies and skills. That these skills and competences are not "perfect" is to be expected, particularly in the context of heritage language education. The students' acquired abilities are shaped in very different ways by their living environment and affected by the conditions under which they were acquired. This heterogeneity is vividly presented in various chapters of this handbook and it cannot be denied that it represents an obstacle for teaching. However, it is the foundation upon which continued learning and linguistic development must build.

In an optimal heritage language education environment, the students will not be regarded in light of their shortcomings,i. e.what they don't know, or do poorly. Rather, particular attention will be paid to already existing competences and experiences. The design of learning opportunities will ensure a connection with learners' existing language abilities (not just native language skills) and competences, and this connection thus opens a pathway to their next learning step. This tenet, which aligns with Lew Wygotski's findings in developmental psychology (Wygotski 1964), allows the students to build an increasingly robust foundation for their continued learning. Moreover, the appreciation of their skills and knowledge offers them a possibility to gain experience as competent learners – which is an especially important precondition for learning to succeed.

In optimal heritage language instruction, students' acquired linguistic experiences and competences are utilized as a resource for continued learning, and it is ensured that students gain experience as competent learners.

The meta-language abilities acquired in daily life belong to the special resources of children or adolescents who live in two or more languages. These must be further developed as much as possible through skillful guidance in the classroom so that they will not stagnate or waste away. It is a matter of progressively learning how to strategically apply these competences – in terms of language acquisition as well as for practice in daily life. Support for these competences occurs in that meta-linguistic practice is explicitly included in daily language practice. The main purpose is to encourage students systematically to compare the languages and varieties in which they live. This can happen on all kinds of language levels: on the level of pronunciation,e. g.the relationship between phonetic symbols and written characters (to support orthographic learning), on the level of the grammatical structure of language (to support morphosyntactic development), on the level of resonance of words and expressions (to support pragmatic development and methaphoric abilities) or on the para-linguistic level,i. e.mimicry and body language (since, here too, the meanings are by no means universal, but rather tied to linguistic-cultural traditions and customs). The systematic inclusion of comparative language learning in native language classrooms is a specific part of cognitive activation, which is at the core of learning effectiveness (see Helmke and Helmke in this volume, chapter 3A, 2.2).

In optimal heritage language education, comparative language learning is systematically implemented as a means of cognitive activation. The basis for this is the students' own language competence and knowledge, acquired in daily life experience.

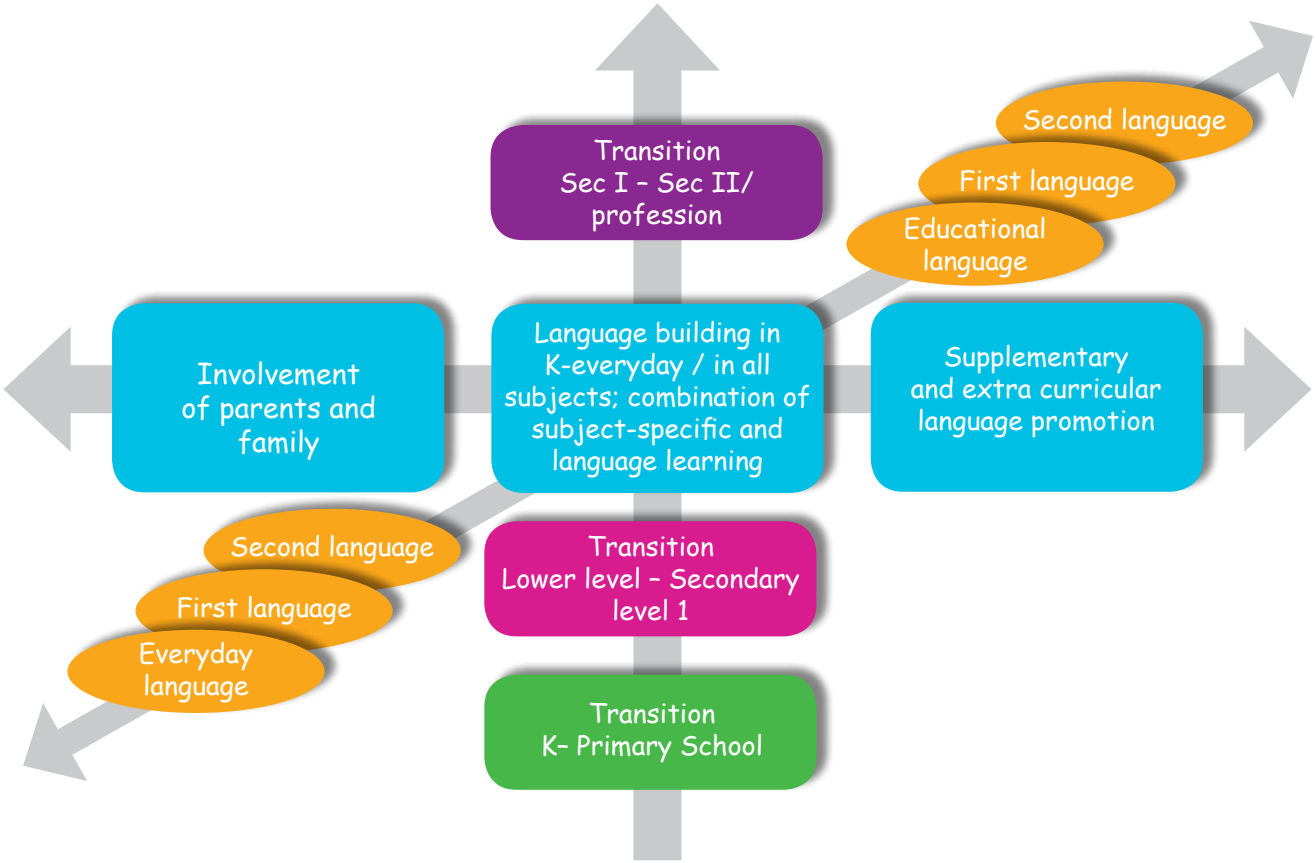
3. Heritage language education as an element of continuous language learning

Heritage language education that contributes to the students' ability to acquire the requisite language competences for the 21st century is without a doubt an official and publicly recognized part of the educational system, into which it is integrated. This integration can certainly occur in various forms. In light of the wide range of languages which can potentially be represented in a school through their students, it will not always be possible to respond to the demand with a single organizational form. Instead, it is necessary to find creative possibilities for their integration and to provide them with legitimacy.

In the context of the model program "Furthering of children and adolescents with a migration background" (called FörMig in German), a framework model was developed which may show the way to such an integration: the model of continuous language learning (Gogolin et al. 2011a). The model was developed with the intention of demonstrating the way to a "new culture of language learning" that would enable a prudent response to the challenges of linguistic and cultural diversity.

The term language building was chosen to demonstrate that it is not just a matter of taking sporadic measures from time to time, for instance, a single classroom project per school year. What really matters is to create a lesson plan that is altogether conducive for language building and that a language -attentive and language – furthering climate be clearly discernible in the entire school building. This responds to the insight that language processing is a fundamental element of just about any type of learning process. Learning topics are presented predominantly with language terms – regardless of the type of teaching. The acquisition of knowledge is primarily processed through language. Finally, the review and assessment of the acquisition's success is predominantly based on language. The model of continuous language building draws attention to this dimension of any learning process and raises a claim that instruction must indeed provide what is expected from the learners in terms of language competence and knowledge.

The flow concept refers to three dimensions of the model, which are illustrated in the graphic:



The FörMig model of continuous language building

1. The educational biography dimension.

This suggests that the demands on language competence and knowledge are changing throughout the entire educational path. The linguistic repertoire required in order to penetrate a surrealistic poem by Orhan Veli, for example, cannot be reasonably taught in elementary language instruction – it is rather to be addressed when the learners are dealing with the subject matter.

2. The cooperative dimension.

This refers to the fact that it is not the task of "a" lesson to provide the requisite language competence and knowledge that children and adolescents need to accomplish the educational requirements for their entire educational biography. Rather, every class contributes to it in its own special, subject matter -appropriate way. The higher the unity between the participants about the ways and goals of and their corresponding share on language education, the higher is the chance that a successful acquisition process can be reached. This is justified by the postulate of cooperation, which holds that when all concerned contribute collaboratively to language learning, an efficient educational process can be established.

3. The language development dimension.

This alludes to the fact that it is the task of teaching to build bridges for the learners between their experiences from everyday language practice in their environment and the language challenges which have to be mastered for a successful educational process. Daily life language practice occurs to a great extent orally, often in dialectal or social variants of a language. These are what instructors may expect in terms of educational prerequisites for their classes. Language-specific requirements on the other hand follow mostly the principles of written language usage. However, teaching the art of reading and writing, the access to the world of writing is the explicit task of the educational system. This is what is referenced as continuous language education in this dimension: to build bridges between the acquired language experiences outside the educational system and those requirements by the system itself – from everyday language to the educational language; from everyday multilingualism to multilingual competence in the education language (see also the article by Neugebauer and Nodari in this volume).

There is no recipe book for implementing the continuous language education model into practice. On the contrary, it is necessary to make an adjustment to the terms under which educational institutions operate. In terms of heritage language education, it is obvious that a school community where students attend just a few native languages, must operate in a different way than schools that are frequented by students of twenty or thirty different native languages. Experiences with educational offerings that respond to a given situation have been collected and documented in the context of the FörMig model program – they can probably not be "cooked up" or replicated, but they do offer helpful tips (e.g. see Gogolin et al. 2011b or the varied suggestions on the website www. foermig.uni-hamburg.de).

4. Examples for optimal heritage language education

To conclude my remarks, I should like to present two examples in which the patterns of an optimal native language education in terms of the described visions can be identified. Both examples derive from real practice. Moreover, they are at the same time tried and tested and utopian.

Literacy according to the zipper principle

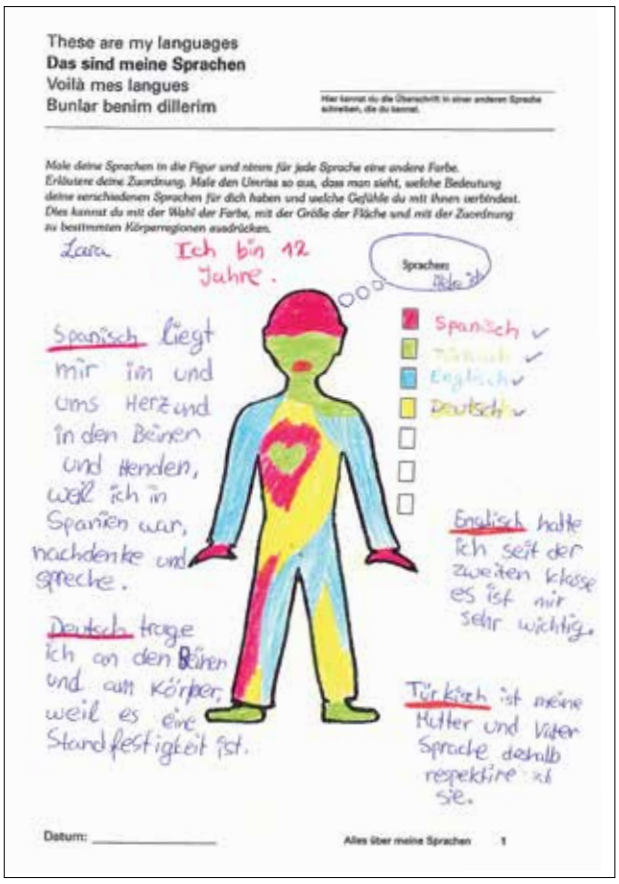
Let's imagine an optimal heritage language education classroom in an elementary school. This instruction is part of the everyday school setting – it takes place within the regular curriculum, and the teachers have the opportunity to consult with each other and work together in creating the lesson units for the next few weeks in a cooperative fashion. The instructional goal is the introduction of the first letters. The purpose of the cooperation between the teachers is to afford the students transfer strategies in learning how to write. Let's further imagine that in this school community there are children with different native languages, which are transcribed in different ways.

It is recommended in this constellation to proceed along the zipper principle of alphabetization, as described by Hans Reich (see article referenced in this volume): in the common school language (for the purposes of our example: German) the connection between each individual phonetic symbol and letter to be learned is first introduced; the known symbols in the various heritage languages will be reviewed and related with the written forms appropriate for the respective language.

Following this principle of interlocking learning opportunities in German and in the native languages, instruction will be shaped throughout the entire school time. This can be expressed, for instance, in that the children acquire a learning-relevant basic vocabulary, offered comparatively in both languages, that they encounter literary genres by comparison, or that they learn the function of syntactical phenomena as different building principles of the respective language in a comparative fashion. This way a specific learning space is opened for each respective language, but the cognitive activation in the classroom occurs along a common principle, which helps the children expand purposeful strategies of language acquisition and use of linguistic means.

Heritage language education as a door opener for consistent language education

The children and adolescents who attend native language education have the privilege of living in two or more languages. It should be a goal of heritage language education to share the privilege with the community of the teachers and learners. This can happen if common activities are initiated which in turn contribute to open people's eyes to discover multilingualism and its advantages, as described in the following example. A high school in Saxony – a German federal state with a relatively low immigration rate – participated in the FörMig model program. This particular school offered native language education in Russian; but the student body make-up includes students with other native languages as well. The school proudly presents its "multilingual profile". To that end, it conducted a ritualized activity at the beginning of each school year to collect the language experiences of the students who enter into 5th grade (that is the first year of high school). The German teachers and those of heritage language education work together in this effort. The survey includes the "language portrait" designed by Ursula Neuman, comprising the outlines of a girl or a boy, into which the children write in color their language make-up,i. e.the languages which they "have" (Gogolin and Neumann 1991); see picture below.



For one, these portraits serve our Saxon model school as an update of the "language survey assessment", which the school conducts regularly for itself. For another, they serve at the same time as a basis for the thematization of the linguistic self-image and the promotion of language awareness with the children in class. For instance, this can occur by joint, collaborative work on language portfolios between heritage language education and German language and foreign language instruction, which document the development of multilingualism of each individual child (Department of Education, Canton of Zürich 2010).

It is this kind of bridge- building between the language environment of children and adolescents, their multilingual development, furthered by classroom education, and the contributions to a "new culture of language education", that facilitate the optimizing of heritage language education in the multilingual living environment.

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Authors referenced in Part A

(The information relating to part B sections is referenced directly above the authors' respective articles.)

Regina Bühlmann, certified primary school teacher and adult education instructor; studies in philosophy, German and Art; research associate and commissioner for migration issues in the General Secretariat of the Swiss Conference of Cantonal Directors of Education (EDK). Publication concerning the issue of HLT education (with Anja Giudici): Education in native language and culture (HSK). A selection of good practice in Switzerland; EDK 2014. Responsible for HLT databank (see: http://www.edk.ch/ dyn/19191.php).

Elfie Fleck, M. A., Teacher training, English, Romance Languages and German as foreign and secondary language. English teacher at a general education secondary school until 1992, since 1992 active in the Department for Migration and Schools in the Austrian Federal Ministry for Education and Women, responsible for German as a second language, native language education, multilingualism and cultural diversity.

Elisabeth Furch, Ph.D. Professor, University of Teacher Education, Vienna and University of Vienna. Researcher, consultant and collaborator in various national and international projects. Research focus: bilingualism, second language acquisition, language methodology in second language acquisition, cultural awareness. Coordinator of training course "Native language education: first language acquisition in the context of migration".

Nuhi Gashi, M. A., Albanian language and literature studies; teacher education; teacher and school director in Mramor/Kosova; HLT instructor in Berlin; Ministry of Education, Republic of Kosova, long-term collaborator, responsible for Albanian HLT in Europe and overseas. Organizer of summer seminars for instructors of Albanian HLT; collaborator for new instructional materials and international cooperation projects.

Anja Giudici, M. A., is a doctoral candidate, research project collaborator and assistant at the Institute for Pedagogy, University of Zürich. Her research interests comprise school and language policies. Together with Regina Bühlmann, she authored the 2014 EDK report "Education in native language and culture (HSK). A selection of good practice in Switzerland".

Ingrid Gogolin, Ph.D., Dr.h.c.; Professor; Leadership team of research group Research (DivER) "Diversity in Education Group" of the University of Hamburg. Studies in Education and Pedagogy; doctorate and postdoctorate, University of Hamburg; honorary doctorate, Technical University Dortmund. Co-coordination of the state excellence cluster "Linguistic Diversity Management in Urban Areas (LiMA)" of the University of Hamburg. Coordination of the nationwide research focus "language education and multilingualism".

Rolf Gollob, Professor, Dr. h.c.; co-leader, center for international educational projects (IPE), Zurich University of Teacher Education. Studies of Ethnology, University of Zurich. Focus of interest: didactics, intercultural pedagogy, democracy and human rights (EDC/ HRE – Education for Democratic Citizenship and Human Rights Education). Expert and author of learning materials, collaborator with the Council of Europe for two decades (Southeastern and Eastern Europe).

Andreas Helmke, Professor, Dr. rer. nat., Study of law and psychology; doctorate, University of Konstanz; post-doctorate LMU Munich; until retirement, chair for developmental psychology: University of Koblenz-Landau; thereafter: University of Konstanz. Research interests: classroom and educational research. Consultant to various ministries of culture and education, as well as the Vietnamese Ministry of Education; author of standard textbook "Teaching quality and teacher professionalism" for teacher education.

Tuyet Helmke, Ph.D. Philosophy, University of Konstanz/AG, empirical educational research; previously, teaching at PH Hanoi/Vietnam. Department head, Vietnamese Ministry of Education. Doctorate, University of Potsdam; senior researcher, educational research projects of KMK, University of Koblenz-Landau, department of psychology; coordination of German- Vietnamese educational research in the areas of school and higher education. Research focus: teaching and learning research, pedagogical diagnostics, teachers' health.

Judith Hollenweger, Professor, Ph.D. philosopy, study of educational sciences and psychology. Lecturer and leader of performance focus "Inclusive Education" at the Zurich University of Teacher Education. Consultant for UNICEF and World Health Organization, representing Switzerland in the European Agency for Special Needs and Inclusive Education. Research interests: diversity and inclusion, classification and indicator systems in the areas of education and disability, comparative international special education.

Edina Krompàk, Ph.D., philosophy, educational scientist. Studies in Hungary and Switzerland; doctorate, University of Zürich, specialty "Development of the first and second language in the intercultural context. An empirical investigation into the influence of teaching native language and culture (HSK) on language development"; lecturer, college of education at the FHNW, research interests: acquisition of first and second language, multilingualism, as well as language and identity.

Sabina Larcher Klee, Professor, Ph.D. Educational scientist. Vice-Rector for continuing education and research, Zurich University of Teacher Education. Research and publications relating to questions of school development and professional development.

Dora Luginbühl, Professor lic. phil., Primary education teacher and educational scientist. Lecturer for special education and intercultural pedagogy at the Thurgau College of Education (PHTG), deputy pro-rector, apprenticeships. Member, professional group COHEP and the commission for education and migration, EDK. As representative for heterogeneity at the PHTG, her primary focus in recent years centered on cultural diversity management in teacher education.

Xavier Monn, lic. phil., has been working since 2010 in the Thurgau Department of Education as a professional expert for school development. Prior to that, he served as primary school teacher in the Canton of Zurich for 20 years. He then studied pedagogy and special education as well as popular literatures and media at the University of Zürich.

Claudia Neugebauer is a lecturer of German as a second language and member of the research group "Literacy, motivation and learning" at the Zurich University of Teacher Education. She is the author of several textbooks for children and adolescents who learn German as a second language. Work focus: teaching projects and school development projects in municipalities and districts with a high proportion of children who grow up bilingually; video-coaching for the interaction between specialists and preschool age children.

Claudio Nodari, Professor, Dr. phil., directs the Institute for Intercultural Communication (www.iik.ch) and is lecturer for didactics for German as a second language at the Zurich University of Teacher Education. He is author of textbooks and curricula for German as a second language and director of several continuing education projects for the purpose of language promotion at multilingual schools.

Selin Öndül, lic. phil I, Specialist for Integration and QUIMS (Quality in Multicultural Schools) at the Education Department, City of Zürich. Educational scientist and teacher of mathematics; former HLT instructor. Projects and publications concerning the cooperation between HLT instructors and the public schools. Current work focus: support and advising of schools in the city of Zürich in dealing with sociocultural heterogeneity.

Hans H. Reich, Professor, Ph.D. emeritus, German studies specialist and educational scientist; former chair, Institute for Education of Children and Adolescents at the University of Koblenz-Landau, work focus intercultural education. Teaching activity in the areas of intercultural pedagogy and German as a second language. Research focus: the educational situation of migrant pupils in European countries, language policies, didactics of bilingualism, bilingual development of children at the elementary and primary levels.

Basil Schader, Professor, Ph.D., Dr. phil., German studies and Albanian specialist, lecturer, Zurich University of Teacher Education and project leader of its Center for International Projects in Education (IPE). Research focus: didactics of German as a first and second language, intercultural orientation of instruction, Albanian language, culture and migration. Significant research and publication experience in HLT area as well.

Christoph Schmid, Professor, Dr. phil., Zurich University of Teacher Education, Director, department of development and professional identity. Research focus: long-term learning processes, basic theoretical questions of knowledge, learning and transfer, questions of competence and expertise development, assessment concepts, development of learning abilities, promotion of critical thinking and intelligence, and improvement of learning strategies.

Markus Truniger, program leader "Quality in multicultural schools (QUIMS)", Education Department, Canton of Zürich; Education as teacher and practical experience in public schools; current work focus includes: school development in a multilingual and multicultural context; developing framework conditions for German as a second language and for native language education classes, among other things.

Rita Tuggener, certified translator, language educator DaF; lecturer at the Zurich University of Teacher Education, program leader, German as a second language, active in training and continuing education of teachers. Long-time director of the mandatory module "introduction to the Zurich school system" for future HLT instructors; initiator and director of additional offerings by the PH Zürich for teachers of native language education classes.

Saskia Waibel, Ph.D..; serves as lecturer for German and DaZ at the Zurich University of Teacher Education. She is the co-author of instructional materials (English for the secondary level, German for the primary level) and directs continuing education programs for language promotion at multilingual schools and for media use in language classes.

Wiltrud Weidinger, Professor, Ph.D.; co-project leader, Center for International Projects in Education (IPE) at the Zurich University of Teacher Education. Studies in pedagogy and psychology in Vienna and New York. Work focus: international project cooperation and knowledge transfer with focus on the mediation of professional and generic skills during the transition school – work; also working in the area of student life skills; general didactics; dealing with transcultural differences.

The series "Materials for heritage language teaching" is comprised of six volumes, designed to enhance the quality of heritage language teaching (HSU, in Switzerland: HSK) and to improve its cross-linking with regular classroom education.

The publications address the specific needs of future and current heritage language teachers as well as their support institutions in the countries of origin and in the immigration countries. The foundation text (Handbook and workbook: Foundations and backgrounds) includes, among other things, key aspects of current pedagogy, didactics and methodology in the Western and North European countries.

The workbooks provide teaching suggestions and offer specific prompts and planning models for various instructional areas (promotion of writing in the heritage language, etc.). The publications were created in close collaboration with practicing HSU instructors in order to ensure the practical relevance and application of the didactic suggestions from the beginning.

The series includes the following publications:

The publications "Materials for heritage language teaching" have been released in German, English, Albanian, Bosnian/Croatian/Serbian, Portuguese and Turkish. They are published by the Center for International Projects in Education (IPE) of the Zurich University of Teacher Education.