Report on Teacher Education Needs Analysis - NRW

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1. Preliminary considerations on the NRW needs analysis

This report on teacher education analysis refers to the Land North Rhine-Westphalia (usually shortened to *NRW*, official short form NW) in Germany. Figure 1 shows the location of this federal state ("Land") within Germany and Figure 2 depicts its sub-division into five districts.

Figure 1 – Division of Germany into 16 Länder

Figure 2 – The 5 districts of NRW

The needs analysis in NRW were conducted by the Institute for Comparative Educational Research and Social Sciences, Faculty of Human Sciences of the University of Cologne together with the central RAA office (Regionale Arbeitsstellen zu Förderung von Kindern und Jugendlichen aus Zuwandererfamilien) in Essen. Figure 3 displays the RAA offices in NRW.

Following the "Guidelines for Teacher Education Needs Analysis" provided within the EUCIM-TE project, the NRW consulted its TEP partners and developed two questionnaires to be applied to a number of pre-service teacher trainees and in-service teachers, as well as school directors.

The following document presents the analysis of these questionnaires as well as data from TEP partner consultation.

Figure 3 – RAA in NRW.

2. Methodological considerations

The current report was completed through the use of two main data collection methods: on the one hand, the TEP partners were consulted in order to gather information on relevant documents, laws, texts and data and, on the other hand, two questionnaires were developed – one for the pre-service and another for the in-service teachers – to collect the data for the non fact-based aspects suggested in the "Guidelines for Needs Analysis".

Thus, the following items were completed with the cooperation and consultation of the TEP partners:

- Relevant statistical data on NRW
- Survey of the educational system in NRW
- Survey of pre- and in-service teacher training in NRW
- Document review
- Good practices.

Additionally, section 10 of this text referring to the requirements for the European core curriculum was completed through the questionnaires, but the issue was debated and clarified with the TEP partners as well.

The items below were thus completed through the qualitative and quantitative analysis of the questionnaires:

- Estimate value of second language learning in NRW
- Overview of the current main problems/obstacles in education and teacher education
- Requirements for the European core curriculum.

Furthermore, a review of current literature was made and included in the report.

2.1 Description of questionnaires, sample and data processing

The two questionnaires used for data collection can be found as attachment to this report. Both include a section with personal information at the beginning and a list of possible modules with sub-items to be addressed by the Curriculum at the end. In addition, both have different open questions, mainly focused on determining the estimated value of multilingualism in NRW and the possible obstacles to this issue which might cause difficulties concerning the dissemination of the European Curriculum. Furthermore, participants were also asked to draw on their experience with intercultural education and multilingualism at school and to suggest aspects not mentioned in the questionnaire which might be relevant concerning a European Curriculum for mainstreamed second language education.
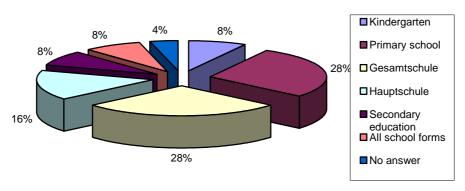
The questionnaires were sent to 'experts' with previous knowledge about the issue. In the case of the in-service teachers, the data were collected using the existing networks of the

NRW TEP partners. Thus, all questioned teachers have worked with the issue of multilingualism and have close contact with second language learners. The pre-service teachers were attending seminars or lectures on intercultural education at the Institute for Comparative Educational Sciences of the University of Cologne.

A total of 210 questionnaires was collected between May and July 2009; 185 from pre-service teachers and 25 from in-service teachers. More questionnaires will be collected at the schools, as soon as the new school year begins[1]. The NRW TEP partners have tried to collect more questionnaires within this school year but the schools were preparing their final certificates and suggested giving feedback at the beginning of the next school year.

The sample of the in-service teachers has an average age of 47 years of age and includes 92% of women. On average, they have been dealing with the issue second language learning for 14, 2 years. Graphic 1 displays the distribution of the participants throughout the different school forms:

Graphic 1: School forms of the in-service teachers

The average age of the pre-service teachers was 25.5 years and 82.7% of them were women. On average they were attending their sixth semester at the University of Cologne, with a wide variety of subjects and also the group includes a small number of students doing their in-service training. 45% of the sample claims to have a personal relation to multilingualism, which manifests itself in several forms: about half claims to be bilingual or even trilingual, while the other half claims to have studied or worked abroad or have family abroad, to speak several languages, to work in a multicultural environment or to have attended a school with a high percentage of migrant pupils. A smaller percentage claim to have a foreign partner and raise their children bilingually. A few participants mention that for them German is a foreign language, as they came to Germany to study. Furthermore, 75% of the pre-service teachers have already participated in seminars or lectures related to intercultural education issues. The great majority of these (43.6%) claims to have acquired knowledge related to second language teaching and learning in general, while 21% claims to have developed an awareness for the issue second language learning. Many of the students also mentioned having acquired more concrete competences in this area, as for example the use of scaffolding methods, German language in subject-content classes, language assessment and support methods, contrastive language teaching, analysis of children's texts, experience in bilingual school

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[1] On the 1st of September there is an official NRW TEP meeting to which all schools where invited.

settings, practical experience teaching second language learners, language acquisition theories, academic language register and theoretical approaches to multilingualism.

3. Relevant statistical data in NRW

North Rhine-Westphalia is one of the largest of the 16 federal states ("Länder") in Germany, in territory as well as in the number of inhabitants. According to the official statistics (see Table 1), it has 18 million inhabitants, from which about 10.6% have a foreign nationality (Statistisches Bundesamt der Länder, 2008). These foreign citizens have about 190 different nationalities and speak approximately 100 different heritage languages.

Table 1: Foreign population in Germany

Land	Population	Foreign population	
	total	%	
Data collection		31.12.2007	
Baden-Württemberg	10.749.755	1.271.492	11,8
Bayern	12.520.332	1.183.562	9,5
Berlin	3.416.255	476.966	14,0
Brandenburg	2.535.737	65.840	2,6
Bremen	663.082	84.083	12,7
Hamburg	1.770.629	253.455	14,3
Hessen	6.072.555	682.525	11,2
Mecklenburg-Vorpommern	1.679.682	39.580	2,4
Niedersachsen	7.971.684	530.108	6,6
Nordrhein-Westfalen	17.996.621	1.908.193	10,6
Rheinland-Pfalz	4.045.643	312.191	7,7
Saarland	1.036.598	85.632	8,3
Sachsen	4.220.200	117.449	2,8
Sachsen-Anhalt	2.412.472	45.751	1,9
Schleswig-Holstein	2.837.373	151.115	5,3
Thüringen	2.289.219	47.453	2,1
Germany	82.217.837	7.255.395	8,8

However, studies have shown (PISA 2000, 2003) that the category of "nationality" in the national statistics excludes a considerable part of the population with a migration background. Thus, when using the PISA study category of "migration background" the percentage reaches 25%. Furthermore, in the large urban areas (cities with more than 100.000 inhabitants) this number can vary up to 50% and more.

When considering the population under the age of 25, i.e. the school relevant population, the official statistics report of 26,9% of foreign pupils in North Rhine-Westphalian schools (Ministerium für Schule und Weiterbildung des Landes Nordrhein-Westfalen, 2009). Studies taking into account "migration background" (Strohmeier Bochum, 2002) conclude that those under the age of 20 constitute more than 50 % of this group. In 2008 38% of the children enrolling in first grade were from migrant families.

In North Rhine-Westphalia there are about 7.500 schools with 191.908 teachers (175.981 at public schools) and 2.826.162 pupils (2.617.769 at public schools; Source: Schulstatistik 2008/2009).

Like no other area of society education is connected to population development, as the change in the number of pupils immediately depends on population development. Moreover, in connection with educational participation it is the most important determinant concerning the number of the students who participate beyond compulsory education in the education system. Hence, the understanding of the quantitative development of the education system assumes the understanding of the demographic processes of the last decades.

From 1990 to 2000 the North Rhine-Westphalian population increased by 2.8%. In the former West German federal states the population rose on average by 5.6%. With regard to the growth rate in this group North Rhine-Westphalia lies merely a little above the "city states" (Hamburg, Bremen) (-0.2%) and Saarland (-0.4%). From 2000 to 2007 the population decreased about 0.5% (approx. 113,000 persons).

Considering the population relevant for education (age 5 to 29 years), North Rhine-Westphalia registered a decline of 10.1% in the period from 1990 to 2000. The average decline in the old Länder amounts to 9.2%.

However, contrary to the general downward trend, with regard to the population with migration background it is predicted that their numbers will rise. In the urban areas every fourth child already has a migration background and it is predicted that in towns with more than 100,000 inhabitants this number will rise up to 50% over the next years.

4. Survey of educational system in NRW

The general responsibility for the German education system lies primarily with the different federal states, while the federal government only has a minor role. In NRW an optional kindergarten education is provided for all children between three and six years, after which school attendance is compulsory for 10 years.

As seen in Figure 4, apart from attending special education schools, to which they might change at any time of their school career, pupils attend a 4-year primary school. A large majority of German pupils attend public schools in their neighbourhood but there are also several private school types, like for example, the Waldorf schools, the Montessori method schools, the free alternative schools, as well as protestant or catholic schools.

In contrast to this comprehensive primary system, secondary education includes four types of schools based on a pupil's ability which is mainly determined by teacher recommendations and to a minor degree by by the parents:

- The Hauptschule prepares pupils for vocational education until grade 10 (with two kinds of Hauptschulabschluss as exit exam);
- The Realschule has a broader range of emphasis for intermediary students until grade 10 (with Mittlere Reife (Realschulabschluss) as exit exam);

- The Gymnasium addresses the most academically gifted children and prepares them for university studies until grade 12 or 13 (with the Abitur as exit exam, qualifying for university);

- The Gesamtschule (comprehensive school) includes all the options of the three types above – pupils may leave the Gesamtschule after grade 10 with an exit exam similar to those of the three types above according to their achievement– pupils who want an Abitur can stay up to grade 13.
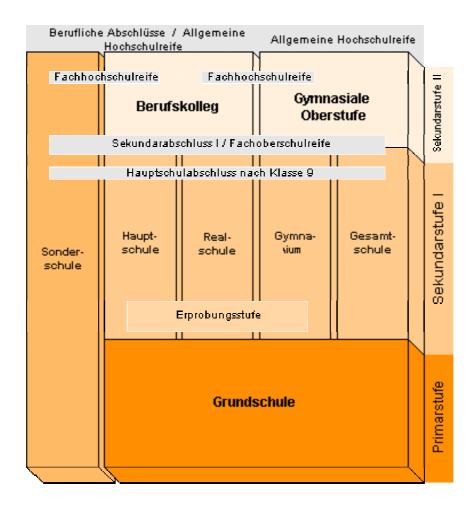

Figure 4 – Educational system in NRW (Source: Bildungsportal NRW).

The grades 5 and 6 form an orientation phase (*Erprobungsstufe*) in which students, their parents and teachers should decide which of the above-mentioned tracks the students should follow. After attending each of those school types, graduates can start a professional career with an apprenticeship in the Berufskolleg (vocational school). This is normally attended twice a week during a two, three, or three-and-a-half year apprenticeship; the other days are spent working as an apprentice.

English is compulsory statewide in secondary schools. In some states, foreign language education starts in Grundschule. In NRW English study starts in the third year of school. The list of available second foreign languages, as well as the amount of obligatory study of foreign

languages, differs from state to state. French, Spanish and Latin are most frequently taken as the second foreign language. Many schools also offer volunteer study groups for learning other languages.

NRW offers lessons in 20 heritage languages. The largest numbers of heritage language students takes part in lessons in Turkish, Russian, Greek, Arabian, Spanish, Italian and in languages from former Yugoslavia. For these lessons about 900 teachers are employed in public schools. These teachers usually teach their lessons at two or more different schools. There is a curriculum for classes in heritage languages from grade one to six and another curriculum from grade seven to ten. Where ever possible the learning in heritage languages and in the other subjects should be coordinated. Several primary schools work with a concept of coordinated alphabetisation, where writing and reading is taught in both languages: German and the heritage language. The parents have to apply for the establishment of heritage language lessons. In primary schools these lessons can start if there are at least 15 pupils, in secondary schools have to be 18 pupils in one learning-group. A new concept for Hauptschule includes classes for Russian und Turkish as a second foreign language for the pupils. At the end of grade 10 the pupils who attended lessons in heritage language have to take an exam ("Sprachprüfung") which confirms their competence in their heritage language and whose results serve as documentation of this competence.

5. Survey of pre- and in-service teacher training in NRW

a) Pre-service teacher training in NRW

Phase I:

In NRW there are several teacher training possibilities. They are determined by the several types of schools existing within the education system structure (see previous summary). Therefore, there are four main teacher training (Lehramt) branches:

- Teacher training for Grund-, Haupt- and Realschulen and the corresponding grades in the Gesamtschulen.
- Teacher training for Gymnasien and Gesamtschulen
- Teacher training for the Berufkollegs
- Teacher training for special needs education (Förderpädagogik)

Teacher training for the Grund-, Haupt- und Realschulen (GHR) and the corresponding grades in the Gesamtschulen

University students must choose between two main foci: either primary school education (Grundschule) or Haupt-, Real- and Gesamtschule.

Places to study: University of Bielefeld, University of Duisburg/Essen, Technical University of Dortmund, Deutsche Sporthochschule Cologne, University of Cologne, University of Münster, University of Paderborn, University of Siegen, University of Bonn and University of Wuppertal.

Length of studies: normally 8 semesters; two years of preparatory service follow the first exam.

Traineeships: practical phases throughout the whole studies in a total amount of 14 weeks with an orientation internship during the first year of university.

Subjects of study:

1. Sciences of education,

2. two school subjects and specific education on the chosen school type

3. basic didactic studies on the subjects German and Mathematics.

The following subjects can freely be combined with each other: Biology, Chemistry, German, English, French, Geography, History, Home Economics, Informatics, Art, Mathematics, Music, Dutch, Applied Philosophy, Physics, Protestant Religion, Catholic Religion, Social Sciences, Sport, Technical Studies, Textile Art, Turkish.

If students choose primary school as a main focus, German or mathematics must be chosen as one of both teaching subjects. The didactic basis study occurs in the non-elective field.

Pilot project for the reform of the teacher training: The universities of Bielefeld, Bochum, Dortmund, Münster and Wuppertal offer "graded study ways" in teacher education within the scope of a pilot experiment with Bachelor and master certificates for teaching Grund-, Haupt- and Realschule as well as corresponding grades in Gesamtschule. The Bachelor study lasts 6 semesters, the master study building up on it additional two semesters. These are two teaching fields to study professional didactics as well as educational sciences.

Teacher training for Gymnasien and Gesamtschulen

Places to study: Rheinisch-Westfaelische Technische Hochschule Aachen, University of Bielefeld, University of Bochum, Technical University of Dortmund, University of Duisburg/Essen, Deutsche Sporthochschule Cologne, University of Cologne, University of Münster, University of Paderborn, University of Siegen, University of Wuppertal.

Length of studies: normally 9 semesters; two years of preparatory service follow the first exam.

Traineeships: practical phases throughout the whole studies in a total amount of 14 weeks with a orientation internship during the first year of university.

Subjects of study:

1. Sciences of education,

2. two school subjects or Music or Art,

The following subjects can freely be combined with each other: Biology, Chemistry, German, English, French, Geography, History, Greek, Informatics, Italian, Art, Latin, Mathematics, Music, Dutch, Pedagogy, Applied Philosophy, Physics, Psychology, Law, Protestant Religion, Catholic Religion, Social Sciences, Spanish, Sport, Technical Studies, Textile Arts, Turkish.

Pilot project for the reform of the teacher training: The universities of Bielefeld, Bochum, Dortmund, Münster and Wuppertal offer "graded study ways" in teacher education within the scope of a pilot experiment with Bachelor and master certificates for teaching at

Gymnasien and Gesamtschule. The Bachelor study lasts 6 semesters, the master study building up on it other two semesters.

Teacher training for vocational schools (Berufskollegs)

Places to study: Rheinisch-Westfaelische Technische Hochschule Aachen, Technical University of Dortmund, University of Duisburg/Essen, Deutsche Sporthochschule Cologne, University of Cologne, University of Münster, University of Paderborn, University of Siegen, University of Wuppertal.

Length of studies: normally 9 semesters; two years of preparatory service follow the first exam.

Traineeships: practical phases throughout the whole studies in a total amount of 14 weeks with a orientation internship during the first year of university. Additionally, students must have a complete apprenticeship or profession until the first final exam at the latest.

Subjects of study:

1. Sciences of education,

2. study of a professional field and one school subject two school subject or two professional fields or two school subjects.

The study of one of the subjects or professional fields can be replaced by the study of special needs field.

Pilot project for the reform of the teacher training: The universities of Dortmund, Münster and Wuppertal offer graded study ways in teacher education "within the scope of a pilot experiment" with Bachelor and master certificates for the teaching at Berufskollegs. The Bachelor study lasts 6 semesters, the master study building up on it other two semesters.

Teacher training for special needs education (Sonderpädagogik)

Places to study: Technical University of Dortmund, Deutsche Sporthochschule Cologne, University of Cologne.

Length of studies: normally 9 semesters; two years of preparatory service follow the first exam.

Traineeships: practical phases throughout the whole studies in a total amount of 18 weeks with a 4-week orientation internship during the first year of university and a school external 4-week internship, as well as two specialised core internships of 5 weeks each.

Specialization and subject combination:

1. Sciences of education,

2. the study of two subjects of the teacher training for Grund-. Haupt- und Realschulen and the corresponding grades at the Gesamtschulen, of which one of the subjects must be German or Mathematics,

3. the study of special needs subjects with a focus on support of special needs as well as a second of special needs subjects with one of following main foci: emotional and social

development, mental development, hearing and communication (only in Cologne), body and motor development, seeing (only in Dortmund), language.

After passing the first exam other subjects can be tested. Other subjects can be also chosen after previous approval.

Teacher training reform

Teacher education is currently undergoing a reform in North Rhine-Westphalia and is changed all over the state concerning the strucuture of the study programme. It is planned that the course of study will consist of three-year Bachelor study and a two-year master study for all school types.

Concrete offers related to intercultural education

- At the University of Cologne it is possible to complete a **Complementary Course on intercultural education / German as a second language** (Zusatzstudium Interkulturelle Pädagogik / Deutsch als Zweitsprache). It takes two semesters to complete and makes up a total of 40 hours. It covers four main study directions: a) German as a second language and multilingualism, b) intercultural education, c) migration and social participation, d) migrant languages.
- As of the winter semester 2009/10 it will be possible to study "**German as a Second Language**" at bachelor level.
- **Intercultural education and German as a second language** is also taught at the University of Duisburg/Essen, University Münster and in some aspects also at the Universities of Bielefeld, Bochum, Dortmund and Siegen.

Phase II:

After leaving university with their first exam or masters teacher trainees have to pass a two-year period of teaching with in-service training which is followed by a second exam. During these two years teacher trainees have to study at seminars and are trained by special trainers for teaching their subjects at school. Each person has a school, where he/she gives lessons. Some of the lessons are guided by the regular teachers. 8 lessons a week are taught unsupervised. After these two years they have to pass a second exam. After this they can apply for a job as a teacher in public service.

The trainers for this period of teacher-training very often are not informed about the "state of the art" of intercultural education and of German as a second language. There are great differences in knowledge and methods. The RAA trained about 200 of these trainers in the schoolyear 2008/09 in some basic aspects.

b) Further teacher training in NRW

Each school has an annual budget of 30.—Euro per teacher to plan further training courses.

So-called competence-teams work on the level of the local school boards. These teams consist of teachers who can organize further teacher training in their region. They receive a reduction of about five lessons off their weekly teaching load.

Most of these members of the competence-teams lack knowledge about intercultural education and of German as a second language. At present training for these competence team members is organized by the further teacher training branch at the school board for the district of Düsseldorf. These training courses are open for members of competence-teams all over NRW.

About 70 schools in NRW took part in the federal programme FörMig and so had a chance to participate in training for their teachers as well as in regional or federal-level training sessions with other teachers. (Example: Training in Ostwestfalen-Lippe).

The RAA in NRW works in 27 municipalities where they also do teacher training with different programmes. All over NRW municipalities without an RAA book training for the projects "rucksack in kindergarten" – "rucksack at school" – German as a second language – KOALA (coordinated alphabetising).

6. Document review

A list with detailed information on publications concerning children and adolescents with a migration background in the German school system and teacher education can be found below:

a) Publications by the Ministry of Schools and Further Education

School Law

- The School Law structures the school system and lays down the rules concerning e.g. organisation, grading, personnel, participation of parent and student representation and other aspects of life and work in schools.

  In §2, Number 10 of this law it is stated that the school has to support the integration of students with a first language other than German by offering support to acquire German and to respect and support their ethnic, cultural and language identity. It states the aim is to teach all students jointly and to enable them to reach the same levels of qualification in their school leaving certificates.

  http://www.schulministerium.nrw.de/BP/Schulrecht/Gesetze/SchulG_Info/Schulgesetz.pdf

- Important items of the law have been summarised and are also available in Russian and Turkish

http://www.schulministerium.nrw.de/BP/Schulrecht/Gesetze/SchulG_Info/Wichtige_Pu
nkte.html

http://www.schulministerium.nrw.de/BP/Schulrecht/Gesetze/SchulG_Info/wichtige_Pu
nkte__russisch_.html

http://www.schulministerium.nrw.de/BP/Schulrecht/Gesetze/SchulG_Info/Wichtige_Pu
nkte__tuerkisch_.html

Teacher Education

- Collection of downloads listing laws and writs concerning teacher education in North Rhine-Westphalia

  http://www.schulministerium.nrw.de/BP/Schulrecht/Lehrerausbildung/index.html

- On 7 May 2009 the State Parliament of North Rhine-Westphalia has passed a new law concerning a teacher education reform which is at present not yet listed on the website. The press release by the Ministry of Schools and Further Education concerning this reform can be found at:

  http://www.schulministerium.nrw.de/BP/Presse/Meldungen/PM_2009/pm_07_05_200
  9.html

Curricula

- Subjects with the Exception of First Language Teaching
  o Primary School Level:

  On primary school level a new set of curricula has been put into effect on 1 August 2008 taking into account the development of national education standards in 2004.

    - Only the curriculum for the subject German contains a separate chapter on German as a Second language which mentions basic information about German as a Second Language and makes some suggestions of how to address language-related learning problems in the classroom, generally stressing an integrated approach for all subjects, suggesting a plan for individual support and asking for parents to be included in this process.

      http://www.standardsicherung.schulministerium.nrw.de/lehrplaene/lehrplaene-
      gs/deutsch/lehrplan-deutsch/aufgaben---ziele/

    - The English curriculum mentions students with a multilingual background starting to learn English together with German first-language speakers, but does not give any specific information nor does it make suggestions.

In the chapter on intercultural learning, multilingualism is only mentioned as a characteristic of English-speaking children with a multilingual and multicultural background and in connection with stating the pedagogical aim that by discussing this fact the learners in German primary schools have a chance to increasingly become aware of multilingualism and multiculturalism in their own environment.

http://www.standardsicherung.schulministerium.nrw.de/lehrplaene/lehrplaene-gs/englisch/lehrplan-englisch/bereiche/

- No other curriculum mentions Second Language learners or addresses this characteristic as an aspect of learning.

o Secondary I Level:

As of 2004, core curricula have been introduced for all school types and for most subjects.

- In general, the chapters on aims and tasks of teaching the subject in the core curricula for *German* for all school types contain a paragraph establishing that students with other first languages are able to contribute to a deeper understanding of language competence and language reflection, but also state that these students are in need of a wide range of learning opportunities and support. The curricula mention that the students' language biographies have to be taken into account adequately when grades for their achievements are given.
  The chapter on grading specifies that the starting point of language acquisition and the individual learning gain have to be taken into account as well as the overall achievement.

- All other subject core curricula at present do not refer to second language learners and do not make provisions for teaching or grading.
  New curricula currently under preparation for the school type Hauptschule are aiming at having a chapter on language learning and language support in each subject curriculum and at stressing a coordinated approach at supporting language learning and specifically at acquiring the language of education.

- First Language Teaching:

o Primary School Level and the first two years of secondary I level:

Muttersprachlicher Unterricht. Lehrplan für die Jahrgänge 1-4 und 5 und 6 (First Language Teaching. Curriculum for years 1-6)
Date of publication: 30 August, 2000, Publication No. 5009

Publishing blurb (in translation):

Today many children grow up with two, sometimes even more languages. They speak, to varying degrees and with different frequency, the language of their family's country of origin which they experience in various media. Added to this is German as the language of the host country in which they live with their families. It is the prevalent task of first language teaching to support this form of multilingualism.

o   Secondary I Level from year 7 until year 10:

Muttersprachlicher Unterricht Sekundarstufe I. Muttersprache anstelle einer zweiten oder dritten Pflichtfremdsprache. Kernlehrplan Klassen 7-10.

(First Language Teaching on Secondary I Level. First Language instead of a Compulsory Second or Third Foreign Language. Core curriculum years 7-10)
Date of publication: 8 May 2006, Publication No. 5018

Writs in effect at present

Deutsch als Zweitsprache (German as a Second Language)
Date of publication: 1 January 1983, Publication No. 5004

In the text aims of instruction in German as a second language are laid out. Information is given concerning the teaching mainly on primary level and some on secondary I level teaching focusing on reading, writing and grammar.
The text is representative of the state-of-the-art of the period and no changes have been suggested since. The focus on learning a language by primarily learning its vocabulary and the structure of its grammar is dominant.

Handreichung für den Sprachunterricht mit ausgesiedelten Kindern und Jugendlichen (Guidance paper for Language Teaching with Child and Adolescent Repatriates of German Origin)
Date of publication: 1 July 1990, Publication No. 5007

The text gives teachers support in planning teaching and in language teaching methodology focusing on the situation of repatriate students with mostly Russian or Polish as a first language and little or no knowledge of German.

Förderung in der deutschen Sprache als Aufgabe des Unterrichts in allen Fächern (Guidance Paper for German as a Task for Teaching in All Subjects)
Date of publication: 16 September 1999, Publication No. 5008

The text contains basic guiding information on the importance of language learning across the curriculum, focuses on the areas of speaking, reading („Working with Texts and Media"), writing and "Reflecting on language and language use". These areas are part of all language teaching curricula. Examples for working with language across the curriculum on primary level and secondary I level are given. Finally "Aspects of grading language competence" state that age, level of competence and first language have to be taken into account according to the type of school.

"Erfolgreich starten" ("Starting Successfully")
Date of publication: 10 July 2003, Publication No. 9093

The text was published as a guidance paper detailing a school-readiness profile for children in transition from elementary to primary education and taking second language learners into account.

Begegnung mit Sprachen (Encountering Languages)
Date of publication: 27 November 2003, Publication No. 9041

The text is a guidance paper for the "Encountering languages"-programme which stresses the value of a guided, playful encounter with the languages students may encounter in their environment at primary level. This includes other first languages in the classroom or foreign languages, e.g. in areas close to the neighbouring Netherlands. When English as a foreign language was introduced into primary schools as of year 3 in 2003 (English as of year 1 will be introduced in 2009), the programme remained in effect as a means to prepare the children for English language instruction and to support language learning processes across the curriculum.

Other Publications

All of the following publications can be ordered or downloaded from the Ministry of Schools and Further Education at this website:

http://www.callnrw.de/broschuerenservice/commons/index.php?lid=16

- Education Report 2009 of the Ministry of Schools and Further Education of North Rhine-Westphalia:
  http://www.callnrw.de/broschuerenservice/download/70303/bildungsbericht2009.pdf

- *Sprachliches und fachliches Lernen - Förderung in der deutschen Sprache als Aufgabe des Unterrichts in allen Fächern*
  (Language Learning and Content Learning – Support of German as a Task for Teaching in All Subjects)

Publication: 1999, Publication No. 4184

The guidance paper gives further support for teachers in teaching German across the curriculum according to the writ from 1999.

- *Zweisprachigkeit und Schulerfolg: Die Wirksamkeit von schulischen Modellen zur Förderung von Kindern aus zugewanderten Sprachminderheiten*
  (Multilingualism and Educational Success. The Efficiency of School Models for the Support of Children from Immigrated Language Minorities)
  Publication: 2001, Publication No. 4190

  The paper by Gesa Siebert-Ott addresses the questions of contexts for multilingualism in education and society as well as a look at models of multilingual education in the school system. Finally the efficiency of such models is evaluated.

- *Zweisprachigkeit und Schulerfolg - Beiträge zur Diskussion*
  (Multilingualism and Educational Success. – Contributions to a Discussion
  Publication: 2001, Publication No. 4198

  The volume presents articles by various authors about multilingualism and the integration of immigrant children into educational systems.

- *Förderung von Kindern und Jugendlichen aus Familien mit Migrationshintergrund im Deutschunterricht*
  (Support of Children and Adolescents from Families with a Migration Background in German)
  Publication: 2001, Publication No. 2282
  The guidance paper provides information and materials for teachers concerning the work with students in the later years of secondary I level in language support.

- *Schreiberfolg ermöglichen*
  (Making Success in Writing Possible)
  Publication: 2002, Publication No. 4506

  The guidance paper focuses on supporting the writing competence of students with a migration background on secondary I level.

- Sprachliche Förderung von Schülerinnen und Schülern mit Migrationshintergrund in der Sek. I
  (Language Support for students with migration background on secondary I level)
  Publication: 2004, Publication No. 4522

The guidance paper authored by Claudia Benholz and Charitini Iordanidou addresses teachers and gives them adequate information about second language learning and teaching as well as a bibliography concerning materials for teaching.

Online-Information of the Ministry of Schools and Further Education

- General information on the school system in North Rhine-Westphalia under various aspects:

  http://www.schulministerium.nrw.de/BP/Schulsystem/index.html

- „Qualitätstableau für die Qualitätsanalyse an Schulen in Nordrhein-Westfalen“: According to the EURYDICE report on education systems in Europe, "(…) the German education system, fundamental changes are currently being implemented under which special importance is attached to the various efforts for quality assurance and quality development in the school sector, teacher training and the higher education sector. In the school sector, the measures lead to a greater output-oriented control of the system. The core elements of output control are Bildungsstandards (educational standards) that are binding for all Länder and the evaluation of educational processes" (2007: 13).In 2006, the Ministry for School and Further Education in NRW (Ministerium für Schule und Weiterbildung des Landes Nordrhein-Westfalen) developed and introduced a measure to assure school quality, the so called „Qualitätstableau für die Qualitätsanalyse an Schulen in Nordrhein-Westfalen“. Schools would thus be able to apply it internally but it would also be used in external evaluations if necessary. In the introduction, the purpose of this publication was defined through the need to establish compulsory standards for a quality analysis. It summarizes criteria and standards for school quality and offers concrete indications for autonomous school development. It is consists of 6 main areas, with 28 quality aspects and 153 individual criteria. There is no concrete reference to pupils with a migration background in the whole document. The only criteria that might indirectly apply to this group are those related to linguistic diagnostic instruments and language endorsement, although it is not stated anywhere that migration background students might need special support.

- http://www.schulministerium.nrw.de/BP/Schulsystem/Qualitaetssicherung/Qualitaetsa nalyse/Das_Qualitaetstableau.pdf

- Under the general heading of "Individual Support" the Ministry gives information about support for migrants in learning aimed at teachers, parents and students (2007):

  http://www.schulministerium.nrw.de/Chancen/Migrantenfoerderung/index.html

- Information about the "Sprachprüfung", a test to certify first language competence in connection with First Language Instruction of learners which is available in more than 20 languages (2005):

  http://www.learn-line.nrw.de/angebote/sprachpruefung

- Information and download of a guidance paper for language support teaching in pre-school language support courses (2000):

http://www.learn-line.nrw.de/angebote/sprachkurseeinschulung/

b) Information published by the Ministry for Generations, Families, Women and Integration of the state of North Rhine-Westphalia:

- On 1 August 2008 a new law about pre-school education (KiBiz) including language support was introduced. Information on this law can be found at:
  http://www.mgffi.nrw.de/kinder-und-jugend/KiBiz_Unterseite/index.php

- In 2003 a "Bildungsvereinbarung" ("Agreement for education") was published which for the first time spelled out a framework for elementary education in North Rhine-Westphalia. The Ministry for School, Youth and Children and the providers of elementary education agreed on a framework of competences, continuous learning support and on support for the phase of transition into primary school for children between 3 and 6 years of age.

  As one aspect of "Competence in Language(s)", multilingualism of children is to be taken into account, their competence is to be valued and respected in various aspects of learning and living together.

  http://www.callnrw.de/broschuerenservice/download/1343/bildungsvereinbarung.pdf

- Language Assessment (Pre-School Education)

  The language screening instrument "Delfin 4" has been developed in 2007 as a tool for 4-year-old children. It is compulsory and its goal is to initiate language support for children in Kindergarten as a result of this screening process before they enter school. It is a two-step process tool. The screening materials can be ordered at the Ministry of Schools website at:

  http://www.callnrw.de/broschuerenservice/commons/index.php?lid=16

  o Delfin 4 - Besuch im Zoo - Testinstrument für die Sprachstandsfeststellung 2 Jahre vor der Einschulung - 1. Verfahrensstufe
    (Delfin 4 – Visit to the Zoo – Testing instrument for language assessment two years before starting school – First step)
    Publication No, 4532

  o Delfin 4 - Besuch im Pfiffikus-Haus - Testinstrument für die Sprachstandsfeststellung 2 Jahre vor der Einschulung - 2. Verfahrensstufe
    (Delfin 4 – Visit to the House of Smart Fellows – Testing instrument for language assessment two years before starting school – Second step)
    Publication No. 4533

  o Parent Information is available in German, Turkish and Russian:
    http://www.callnrw.de/broschuerenservice/download/1767/flyer_sprachsndfestst.dru.pdf

    http://www.callnrw.de/broschuerenservice/download/1778/flyer_sprachstandtuerkisch.pdf

> http://www.callnrw.de/broschuerenservice/download/1777/flyer_sprachstandr
> ussisch_2.pdf

- o A guidance paper "Delfin 4 – Orientation for Language Support" (Publication No. 1066) for the language support following the language assessment has been published in 2008 and can be ordered from the Ministry:

  http://www.callnrw.de/broschuerenservice/commons/index.php?lid=15

- General information about pre-school language support is available at:
  http://www.mgffi.nrw.de/kinder-und-jugend/kinder-nrw/sprachfoerderung/index.php

- A report on pre-school language assessment and language support is available at (2008):

  http://www.mgffi.nrw.de/kinder-und-jugend/kinder-nrw/sprachfoerderung/BerichtSprachstand-Version_Druck_u_Internet28-02-08.pdf

- Basic information on pre-school language support organization and content of instruction is available at (2007):

  http://www.mgffi.nrw.de/pdf/kinder-jugend/Grundz__ge_Sprachf___original___2_.pdf

c) Publications by RAA (Regionale Arbeitsstellen zur Förderung von Kindern und Jugendlichen aus Zuwandererfamilien, „Regional Offices for the Support of Children and Adolescents from Immigrant Families")

- "Rucksack"-Project

  The project aims at multidimensional and systemic support for second language learners at elementary education level. It combines first language and second language learning support in a coordinated approach to language learning. Caregivers are trained to work with their children at home in the first language while the same aspects of language and life are addressed in Kindergarten in the second language, thus including aspects of general childhood development.

  http://www.raa.de/rucksack.html

- A guidance multimedia-CD "Fit in Deutsch" ("Fit in German") offering support for teachers in German as a Second Language and in German across the curriculum encompassing all levels of schooling can be ordered at:

  http://www.raa.de/-fit-fur-deutsch-.html

- Guidance paper supporting teachers in language assessment and the development of individual support for students with a migration background (2008):

  http://www.raa.de/handreichung-sprachstandsdiagnose.html

- Guidance paper supporting schools in working with parents with a migration background concerning choices of profession and the transition into working life of students (o.J.):

  http://www.raa.de/fileadmin/dateien/pdf/service/downloads/Materialband-RAA.pdf

- Presentation of a study module concerning German as a Second Language teaching during the teacher training phase of teacher education (2008):

  http://www.raa.de/fileadmin/dateien/pdf/produkte/Modul_DaZ.pdf

- Documentation of the conference introducing the study module concerning German as a Second Language teaching during the teacher training phase of teacher education (2008):

  http://www.raa.de/fileadmin/dateien/pdf/service/downloads/RAA_DaZ_%20Dokument ation_LR.pdf

d) Publications by Eurydice

- General information on the German education system (2006/2007):

  http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/DE_EN.pdf

- General information about the integration of immigrant children into schools in Germany (2003/2004):

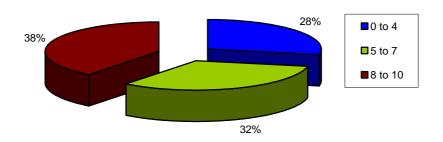 http://eacea.ec.europa.eu/ressources/eurydice/pdf/044DN/044_DE_EN.pdf

7. Estimated value of second language learning in NRW

In the circulated questionnaire participants were asked to rate the estimate value of second language learning in NRW on a scale from one to ten. The 139 participants who answered this question indicated an average value of 6,2. However, the pre-service teachers' average was higher – 6,5 – than that of the in-service teachers – 4,9.

In a second item of this question, participants were asked to justify their choice of value. During data analysis, it became evident that there were two groups of answers, maybe due to the abstract nature of the questions (participants were asked to give an estimate based on their personal opinion); on the one side, there were those who are aware of the importance of this topic in NRW and wish it would be of central importance, and on the other hand, those who are also familiar with the issue but tried to give an estimate of the value within the public discourse of NRW and Germany.

Consequently and as portrayed in Graphic 2, 38% of the participants rated the estimated value of second language learning as extremely important, with a value between 8 and 10 points. 32% of the participants ascribed second language learning a middle value in NRW, with points ranging from 5 to 7, while 26% of the participants estimated the value as being rather low (0 to 4).

Graphic 2: Estimate value of second language learning in NRW

The participants who conferred a high estimate of the value of second language learning justified their choice by referring to the growing amount of migrants in NRW and, more particularly, their number within the educational system. These were mostly pre-service teachers with a low number of seminars and lectures in intercultural education. Equally, those who ascribed a middle value to this topic mentioned the presence of migrants in all areas of society, pointing out that this presence is gaining importance in both expert, political and societal discourses, thus acquiring a growing visibility. Some participants stated that the number of projects related to intercultural themes is increasing and becoming more visible. Nevertheless, they often referred to the fact that bilingualism is yet not seen as a resource in most schools.

By contrast, the participants who rated the value of second language learning in NRW as being rather low justified their answer with a variety of factors. Most pre-service teachers (52%) stated that the situation of migrants is dependent on the prestige of their home language and not on bilingualism as such and that consequently there are forms of bilingualism seen as positive (with English, French or Spanish as heritage languages, for example), while others are seen as an obstacle to the acquisition of the German language (Turkish, Arabic or Urdu, for example). 38% mentioned the discrepancy between the theoretical discourse, the general public discourse, and the teachers' perspective on this theme. These participants mentioned that the scientific and experts' discourse takes second language learning into consideration and has state-of-the-art studies on this issue, but that this theme has been ignored by politics, while the schools hope for linguistic assimilation and are dominated by a monolingual habitus. 10% of these pre-service teachers mentioned the lack of first language support and the increasing number of foreign language classes but few bilingual classes. They referred to the growing importance of English at primary school level as being important for the bilingualism discussion and a way of opening the door to languages in general, but at the same time as still ignoring the bilingualism of other significant migrant groups.

The in-service teachers who ascribed a low value to second language learning in NRW also referred (37%) to a monopoly of higher prestige languages as foreign languages at school while the everyday bilingualism is still not acknowledged and seen as a resource to be used in

everyday language work at school. 20% mentioned that valuing bilingualism highly is still dependent on individual initiative of the teachers and not comprehensive or systematic. Furthermore they claimed that this theme has been strongly ignored in the general discussion, although it had gained some visibility in the recent discourse on integration. 17% referred to the lack of knowledge on how to deal with second language learners in the educational system, as well as to the lack of materials and support. 10% mentioned however, that in some schools there are good projects which could serve as examples for other schools, while in the majority of schools nothing is done to increase the academic achievement of migrant pupils.

The results from a second questionnaire will be presented below.

Appreciation of Second Language Learning
Results from an Online-Questionnaire in the Federal Project „Sinus-Transfer"
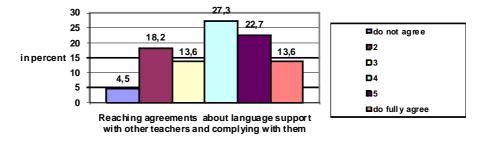
Sinus-Transfer was a German federal project aimed at improving learning achievements and teaching methodology in Mathematics and the Sciences. One sub-project ("Impulse 4") dealt with language support for second language learners in these subjects, thus addressing aspects of German across the curriculum. The sub-project could only be run for one school year in 2006/2007 during which teachers from 28 schools received training in second language teaching and methodology.

At the end 22 teachers participated in filling in the online-questionnaire. The following is an excerpt of the results with some of the issues raised.
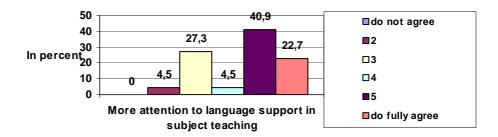
Change of Perception and Acting in School

One important result was that joint actions in the area of language support were perceived differently than before.

„My perception and acting in school has been changed through my participation in Impulse 4 concerning the following aspects …"
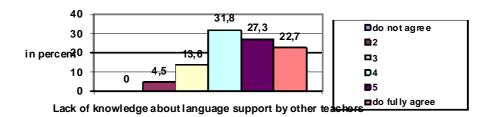

Most teachers dedicate more attention in teaching to language support. This can mean to give it more time, but also to focus on it more dominantly while teaching.
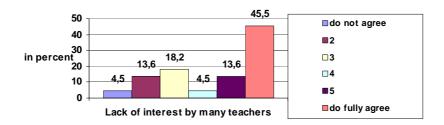
More attention to language support in subject teaching

	In percent
do not agree	0
2	4,5
3	27,3
4	4,5
5	40,9
do fully agree	22,7

Difficulties

During their in-school language efforts teachers detected problems e.g. in the following areas:

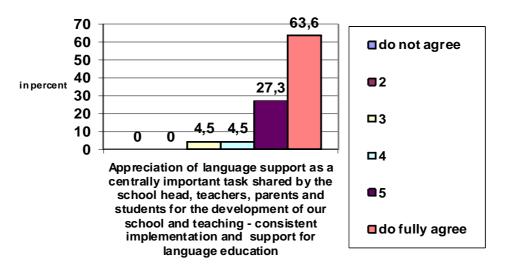**Lack of knowledge about language support by other teachers**

	in percent
do not agree	0
2	4,5
3	13,6
4	31,8
5	27,3
do fully agree	22,7

Together with the following aspect this was considered to be the most dominant problem:

Lack of interest by many teachers

	in percent
do not agree	4,5
2	13,6
3	18,2
4	4,5
5	13,6
do fully agree	45,5

Importance of Language Support

Quite unanimous was the statement about the importance of language support in the teachers' respective schools:

Appreciation of language support as a centrally important task shared by the school head, teachers, parents and students for the development of our school and teaching - consistent implementation and support for language education

	in percent
do not agree	0
2	0
3	4,5
4	4,5
5	27,3
do fully agree	63,6

25

The NRW TEP partners were asked to give their expert opinion on this topic. In their view, which actually confirms some of the results collected through the questionnaires, second language learning is an issue recently considered by the scientific community and has gained importance and visibility in the political and public discourses in the course of the last two years. However, this discussion is still dominated by ignorance and conflicting unfounded "myths" and is not comprehensive but rather dependent on individual initiatives or projects which find no connection to the outside community.

8. Overview of the current main problems/obstacles in education and teacher education

This question in the questionnaire was intended to provide an overview of the main obstacles EUCIM-TE may find when trying to implement the European Curriculum in NRW. It is therefore not a quantitative issue but rather provides the Consortium with a list of possible obstacles when dealing with this issue, as well as possible solutions. In general, the answers of the participants focused on three main areas: obstacles deriving from systemic factors, from political decisions and attitudes and from individual deficits.

Most of the in-service teachers answered this question (only one provided no answer) and 50% claimed that the biggest obstacle when dealing with this theme is of systemic nature; schools are overloaded with an enormous amount of different tasks and have little time for second language support issues. 25% mention that the teacher staff does not have enough scientific knowledge on bilingualism and language support and that there are not enough further training courses on this topic to provide for a higher number of teachers. Furthermore the existing courses are not compulsory. 9% also refer to general ignorance and discrimination of teachers when dealing with migrant pupils, as well as to illusions regarding linguistic assimilation of migrant families. Another 7% mention the lack of financial support for second language support and tools. Moreover, second language teaching is seen as an extra task, needing a lot of time and personal engagement. A smaller percentage of participants referred to other factors, such as the rapid change in the teacher profile and the increase of tasks asked of the teacher, some parents' resistance to second language due to lack of information and the absence of clear guidelines or syllabuses.

From the 116 pre-service teachers' questionnaires, 89 provided an answer to this question. 21% of these mentioned that the biggest problem in dealing with second language teaching and learning lies in the lack of competence of the teachers in this area. However, participants stated that this was a systemic problem and not deriving from the teachers themselves; both during their course of studies and later on, too little importance is given to acquiring knowledge in this area and if so, it is of theoretical nature and is difficult to apply. Another 21% said that the main obstacle derives from the social discourse on bilingualism which is marked by discrimination and prejudices in relation to ethnic groups.

17% claimthat this topic has not gained enough relevance due to political attitudes and decisions, as well as to rigid and hierarchical power structures within the educational system. 8% mention that NRW and Germany still see themselves as a monolingual nation-state and that therefore there is a general lack of acknowledgement for other languages considered to have less social prestige.

For another 8% the main reason for neglecting this theme lies in the fact that bilingualism is seen as an obstacle to learning in general and to learning the German language more particularly and as needing more work and time on behalf of the schools and teaching staff.

Only 6% considers that financial issues have an influence on the lack of consideration for this second language learning. However, they do not say that the money is non-existent, but rather claim that the existing money is invested in other things considered to have priority.

4,5% state that assimilative expectations decrease the value of second language learning and thus prevent a rise of interest in the topic. Furthermore, these participants state that heterogeneity is seen as a problem and that there are illusions in relation to pupils' homogeneity also reinforced by the three-fold education system in German. Some of these participants also refer to the growing size of the classes as preventing individual support of all pupils.

A small percentage of the pre-service teachers also mentioned the lack of bilingualism of the teachers as a problem when dealing with bilingualism and education in NRW.

The NRW TEP partners made an official statement to this issue. In their view, apart from political structures and aspects related to the school system (three-fold, lack of schools working during the whole day) the main obstacle in dealing with second language teaching lays in the fact that it is mostly seen to be additive and not integrated in both language- and subject-content subjects. If second language support was integrated in everyday school work and was focussed on academic aspects of language, all pupils would profit from it and some of the problems identified in the questionnaires – such as lack of time to deal with additional support or the overload of schools with different tasks – would not exist. However, the TEP partners also mention the general ignorance on this issue as being one of the main obstacles.

9. Examples from the field

1) Forming Steering Groups to Promote Language Support

When a writ dedicated teaching resources to founding steering groups on secondary I level in 2005, two District School Boards in Münster and Arnsberg followed this suggestion in different ways:

- o The Münster School Board formed a group of specialists which received additional training and then published support materials for subject teaching in Mathematics and Sciences. The materials were published on a website and also made available to the district schools in a print version. Conferences were held to implement the materials at the schools.

o The Arnsberg School Board formed a group that developed guidance papers and materials. These materials followed the idea that busy teachers will not dedicate much time to learning about second language learning and language across the curriculum and therefore need ready-made, conclusive papers to help them implement language support in their schools. Later on materials for subject teaching were added.

The materials were made available to the schools in print, published on a website and training conferences for teachers from the schools were held.

2) German as a Second Language in Primary Schools – A Checklist for Quality Development

In 2008 the RAA-branch at Gelsenkirchen published material offering easy-to-handle, low-threshold checklists for use in primary schools which give information as well as set standards for German as a Second Language-education in primary schools. All major areas of school development (organisation, inclusion of parents, transition from elementary education, school environment and social environment in the area, etc.) and of teaching development (diagnostics, in-school-agreements for teaching, teacher behavior and language, language across the curriculum, support for listening, speaking, reading, writing, correction of errors, etc.) are covered. Also, the necessary coordination between morning teaching and afternoon day care, which is not covered by teachers, is addressed. Literature is recommended. Finally sheets for self evaluation and external evaluation for school use are supplied.

3) Koala – koordinierte Alphabetisierung in der Grundschule ("Coordinated Alphabetisation at primary school")

The acronym „**Koala**" stands for the programme „**Ko**ordinierte **Al**phabetisierung im **A**nfangsunterricht" – „Coordinated Alphabetization during the beginning of school". It was developed as a method to bilingually alphabetize bilingual children, by making use of their competences while supporting them. It is dependent on the systematic and organized coordination of a common concept between the main teacher of a class and the native language teacher, regarding alphabetization, didactic methods, contrastive language work and content-subject themes. Koala is based on the idea of involving family languages of bilingual children in their language acquisition, as these are an essential part of their linguistic repertoire and identity, as well as the base for the multilingual potential. Furthermore, the children are not only bilingually alphabetized but also receive basic literary knowledge.

In the joint hours, the two teachers work in team teaching and the programme sets aside one hour per week for coordination purposes. This coordination is also important not only when working together but also in separate teaching hours, as language instruction is done contrastively. For the migrant children with less developed German proficiency, the programme includes German as a second language additional support, which is based on coordination between the two teachers.

The preliminary results of the Koala schools refer to a growing self-awareness of the migrant children through the institutional use of their heritage language. In regular submersion classes, they normally have a reserved behavior and do not participate regularly in class. In the Koala-classes teachers have noted a greater participation willingness, for example by the Turkish children; they know that they are allowed to speak the language and will be understood, which also increases their motivation.

For the monolingual children, the encounter with the other language is a helpful experience. They are aware of how it feels not to be proficient in a foreign language and learn it in class. This supports their language awareness, the cooperation and the willingness to work together.

The Koala-classes are also known for their higher acceptance of different languages and cultures. As a consequence a more positive learning environment develops. It is expected but not yet tested that Koala will also have an impact on the acquisition of the English language.

4) Training for Trainers: German as a Second Language in Primary School

In 2009 the Düsseldorf District School Board developed a training programme for trainers in competence teams who will later provide in-service training for primary school teachers concerning German as a Second Language. The programme is open state-wide and is run as three two-day training-sessions which cover 5 modules: Basics of German as a Second Language, German as a Second Language and subject language, German as a Second Language and language support, German as a Second Language and the situation of the students, German as a Second Language and transition points in education. It is written in the form of a core curriculum and states the competences the trainers should acquire in detail.

5) Further training unit "Berater für sprachliche Bildung, Deutsch als Zweitsprache" ("Counselor for linguistic education, German as a second language") – FörMig Steering group for further training

The unit intends to educate counselors for language and cooperation in the context of continuous and mainstreamed second language education (operative and strategic activities). The participants will thus be able to constitute and manage networks for language support, engage in regional trainings for others and ensure quality measures. As it is conducted through the federal programme FörMig, there are a number of national experts who can conduct the unit. The main aim is that it is integrated and used as a further training unit in the future, independently of the FörMig programme.

The unit was conceived as a combination of input and self-learning opportunities (blended learning). The courses add up a total of 170 hours and the self-learning section adds up to a total of 280 hours. There are 12 compulsory study days.

The unit includes 6 modules (participants must choose between module 6 or 7):

- Module 1: "Schulerfolg – kein Zufall" ("School achievement – no coincidence")

- Module 2: "Spracherwerb und Sprachentwicklung unter Heterogenitätsbedingungen" („Language acquisition and development under diversity conditions")

- Module 3: „Sprachdiagnose und Sprachförderung" („Language diagnosis and support")

- Module 4: „Verbindung von Sprachförderung und Institutionenentwicklung" („Connection between language support and institutional development")

- Module 5: „Arbeiten im Netzwerk, Projektmanagement" („Working in networks, project management")

- Module 6: „Recht" („Law")

- Module 7: "Evaluation" ("Assessment")

6) Qualification measure "Deutsch als Zweitsprache" ("German as a second language") of the Land North Rhine-Westphalia for subject directors in primary and initial secondary school teacher training seminaries

The theme "German as a second language" has gained new visibility through the political aims set by the action plan "Integration" of the regional NRW government as well as the "Federal Integration Plan" developed by the federal government. Accordingly, it became a political aim of the school ministry to improve the knowledge of German as a second language of the teaching staff in NRW. Consequently, as of 2009, it will become a compulsory part of the in-service teacher training in Phase II of teacher training. Seminar directors of Gesamt-, Haupt- and Realschule teacher training seminaries and the respective subject teacher trainers for German were trained to implement this compulsory measure.

The 220 participants were invited to attend a 3-day further training unit and then find ways to apply the knowledge in their regional working groups and seminars. The unit was structured as follows:

German as a second language Module 1: Migration and its consequences for the school system	German as a second language Module 2: Support diagnosis and planning	German as a second language Module 3: Language support as continuous school task
- Thematic academic lecture - Demographic development in NRW - Didactic and learning strategies in multiethnic schools - Second langage acquisition and main obstacles: - Intercultural awareness : - Attitudes and roles when dealing with diversity	- Diagnostic competence and individual support - Getting to know and testing elementary and grade-appropriate diagnostic instruments: - Optimizing competence in observing language proficiency of second language learners - Basic support options for German as a second language - Alternative didactic methods from second language perspective: - Scaffolding - Demek ("Deutschlernen in mehrsprachigen Klassen der Grundschule", learning German in multilingual classes in primary school), a - Preparing texts for teaching according to Claudio Nodari	- Consequences for the classroom - Grammatical and linguistic self-evaluation - Basic competences in second language acquisition: - Particularities of the German language and heritage language interferences, - Features and difficulties of the language of schooling, - Didactic planning and development under a second language perspective. - Best-practice examples: - German as a second language – model of language support class at the GS Barbaraschule Neuss - German as a second language – model of a language support class in Duisburg.

These further training units were conducted between November 2008 and May 2009. The evaluation questionnaire has shown that it was a positive measure, as long as it were conducted with more allowance for time and with a reduced number of participants (not more than 40).

7) Qualification measure "Sprachförderung Deutsch als Zweitsprache an Schule in OWL" ("Language support German as a second language in OWL schools")

Between February 2008 and January 2009 the district government of Detmold and the federal programme FörMig, together with the EU department for Economy and Professional Qualification conducted this qualification measure for participants from almost all German school types. A total of 26 participants from Special Education, Hauptschule, Realschule, Gesamtschule and a vocational school have taken part in it. The contents were based on the module "German as a second language in NRW" used in the second pre-service teacher training phase by the RAA and the "Bausteine DaZ" (Susanne Solinger) of the SPRUNG Project of the EU department for Economy and Professional Qualification.

Participants could acquire didactical and methodological bases for a mainstreamed language support to be applied in their school. These were to be taken into consideration both in regular classes as well as in support courses.

Thematically the unit consisted of the following modules:

- Introduction to the theme
- Establishment of school profiles
- German as a second language, mother tongue and foreign language
- Determining language proficiency in German
- Basis for a language support concept – consequences from the ongoing work
- Reading-comprehension and working with texts in subject-content class
- Writing in the second language German
- Planning a class with a German as second language focus
- Language support in subject-content classes
- Development of support concepts in schools
- Class observation: language support class
- Conduction of class observations
- Analysis of observation protocols

The evaluation of this unit, conducted in the middle and in the end, was very positive and participants would recommend it to others.

8) Stiftung Mercator

The Mercator Foundation has added the issue of "Integration" as one of its main foci of research and funding. The integration of immigrants and people with migration background was, is and will also be in future a central challenge for our society. 15 million people with migration background currently live in Germany. This is a fifth of the population by which a large part is still disadvantaged both in the educational system and job market. Therefore, the foundation sees a necessity in the better integration of people with migration background and established already in 2004 a the project „ Support for children and youngsters with migration background" in meanwhile 14 Länder for concrete measurable educational success of people with migration background. The model has experienced out all over the country big recognition and has achieved effect.

With the new main focus "Integration" the Foundation Mercator would like to initiate other projects and promote which pursue groundbreaking and innovative attempts.

10. Conclusions: requirements for the European core curriculum

In order to structure this section of the NRW needs analysis report, a list with 9 main items and 46 sub-items was integrated in the questionnaires and participants had to rate their relevance when referring to a European Curriculum for second language support. They could thus assign 0 to 4 points according to the relevance of the item. The following items and sub-items were concluded, after an extensive consultation of the TEP partners and a review of further training units on this topic in NRW and Germany, as well as of federal and regional projects:

1) Introduction to the topic

- Demographic development in NRW
- Integration processes and their social consequences
- Migration and the education system
- Successful models of language support
- Living environment of migrants

2) Language acquisition and development in heterogeneous leaning environments

- Theories of language acquisition with a focus on bilingualism
- Relevance of the first language
- Social and institutional conditions for successful language acquisition
- Acquisition of subject languages in school
- Development of academic language competence
- Relationship between language and educational achievement

3) Diagnostic procedures and bilingualism

- Social relevance of language assessment
- Use of language assessment instruments
- Quality characteristics of language assessment instruments
- Recognition of specific language characteristics of bilingual learners

4) German as a second language

- Specifics of German
- Contrastive comparisons between languages
- Interferences between first language and target language
- Developmental steps in second language acquisition
- Compact introduction to German grammar
- Diagnostics and therapy of errors

5) German as a second language – methodical competence

- Relation between language and content
- Teaching academic language
- Development of literacy
- „Scaffolding" – supportive language education
- Support of text competence
- Support of reading competence

6) Cooperation between teachers

- Adapting and creating textbook-materials and tasks
- Peer observations of lessons
- Analysis and review of peer observations
- Joint in-service training units concerning working with multilingual children
- Exchange about methods and materials

7) Support for implementation

- Models of language support in school / in kindergarten
- Planning aids for the development and implementation of a model for language support
- Promoting parent involvement
- Kindergarten / school as a place for intercultural learning
- German as a second language checklist (primary/ secondary education)
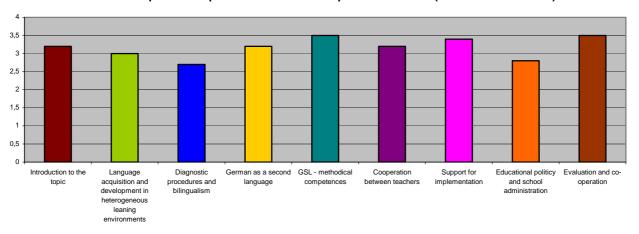
8) Education policy and school administration

- National and EU guidelines concerning second language acquisition
- Politics and bilingualism in Germany
- Germany in comparison with other school systems
- School administration in a multilingual society
- Examples of multilingual school

9) Evaluation and co-operation

- Assessment of language and academic language
- Reflecting on individual teaching practices
- Internal and external co-operation
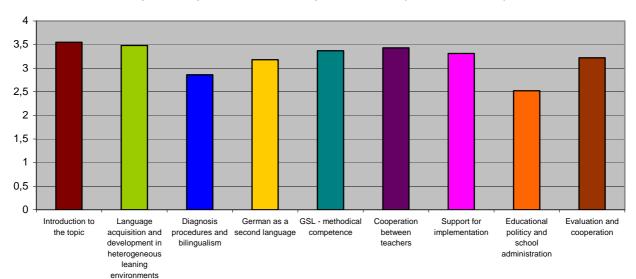- Participation in projects with a focus on German as a second language

First, an analysis of the relevance ascribed to the 9 main items will be compared concerning the pre- and in-service teachers. This will be followed by a detailed analysis of the sub-items.

Graphic 3 portrays the average relevance ascribed to the 9 items by the group of pre-service teachers. As seen in the size columns, there are some differences between the relevance ascribed to the given items.

Graphic 3: Requirements for the European Curriculum (Pre-service teachers)

For the pre-service teachers the two most important items among the suggested aspects are the methods for German as a second language instruction, as well as evaluation and cooperation. These are followed by support for implementation, external and internal cooperation in schools and the introduction to the topic. The least importance was ascribed to language acquisition and development in heterogeneous learning environments, the educational policy and school administration, as well as to diagnostic procedures and bilingualism.

When analyzing these results for the in-service teachers, a similar picture was found, as portrayed in Graphic 4.

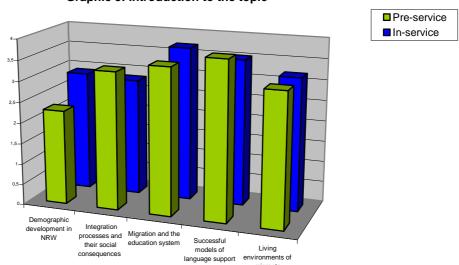**Graphic 4: Requirements for the European Curriculum (In-service teachers)**

Both educational policy and school administration and diagnostic procedures and bilingualism were equally seen as the least relevant aspects. A medium degree of importance was ascribed to the basic notions of German as a second language and evaluation and cooperation. The most relevant aspects were the introduction to the topic, support for implementation, external and internal cooperation in the school and language acquisition and development in heterogeneous leaning environments.

Consequently, and despite some differences, both groups consider information on policies and school administration on a national and European level, as well as diagnostic procedures and support to be less relevant than the other suggested aspects.

When analyzing the individual items and their sub-items, more significant information for the European Curriculum was provided. The following items were considered for the first theme, "Introduction to the topic":

- Demographic development in NRW
- Integration processes and their social consequences
- Migration and the education system
- Successful models of language support
- Living environments of migrants

Graphic 5 portrays the average amount of relevance ascribed by both pre- and in-service teachers of our sample. Once again there are striking similarities to be found in the data. The most important sub-items were information on migration and the education system, as well as successful models of language support.

Graphic 5: Introduction to the topic

These apects were followed in importance by the item related to the living environments of migrants and by the integration processes and their social consequences. Less important for both groups was the issue related to the demographic development in NRW. As a consequence, the NRW group would suggest the following items to be included in a module "Introduction to the topic":
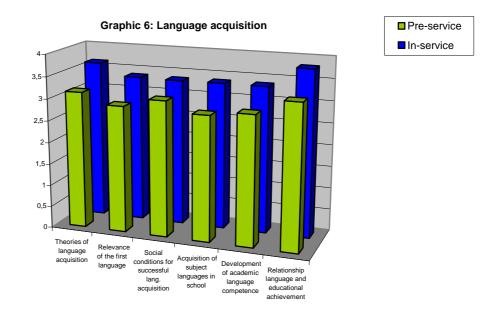
- Migration and the education system

- Integration processes and their social consequences
- Successful models of language support
- Living environments of migrants

The second item – "Language Acquisition and Development in Heterogeneous Learning Environments" - included the following sub-items:

- Theories of language acquisition with a focus on bilingualism
- Relevance of the first language
- Social and institutional/system relevant conditions for successful language acquisition
- Acquisition of subject languages in school
- Development of academic language competence
- Relationship between language and educational achievement

These issues were seen differently by both groups in the sample. The in-service teachers considered them to be of relevance in the context of a Curriculum for second language education, while the pre-service teachers ascribed them less relevance. Consequently, the results of the sub-item analysis also differ for the two groups in terms of the average importance ascribed to the items. However, as seen in Graphic 6, the assessment of the relevance of the sub-items was done in a similar way.

Graphic 6: Language acquisition

Equally important for both groups was the sub-item related to the relationship between language and educational achievement. This was followed by the theories of language acquisition with a focus on bilingualism, as well as the social and institutional/system relevant conditions for successful language acquisition. Less relevance was ascribed to the other three items but they were also considered to be important. Therefore, the NRW group would suggest the following aspects to be included in a module dedicated to "Language Acquisition and Development in Heterogeneous Learning Environments":

- Relationship between language and educational achievement
- Theories of language acquisition with a focus on bilingualism
- Social and institutional/system relevant conditions for successful language acquisition
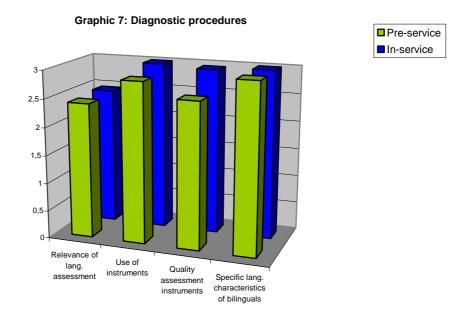- Relevance of the first language

- Acquisition of subject languages in school
- Development of academic language competence

The aspect related to diagnostic procedures and bilingualism covered the following sub-items:

- Social relevance of language assessment
- Use of language assessment instruments
- Quality characteristics of language assessment instruments
- Recognition of specific language characteristics of bilingual learners

As mentioned above, it was considered by both groups to be of less importance as other given aspects. Nevertheless, the NRW group would suggest to include it in the curriculum, maybe in the module related to second languages methods. The analysis of the sub-items displayed in Graphic 7 showed once again an overlap of opinions between the two groups and can thus shed a light on the most relevant items related to the use of diagnostic procedures in a bilingualism context.

Graphic 7: Diagnostic procedures

For both groups of the sample the most important item was the recognition of specific language characteristics of bilingual learners, while the least relevant item was the social relevance of language assessment. The other two items were ascribed a medium degree of importance. As a consequence, the NRW group would suggest the inclusion of the following items in a module or sub-module related to "Diagnostic procedures and bilingualism":

- Recognition of specific language characteristics of bilingual learners
- Quality characteristics of language assessment instruments
- Use of language assessment instruments

Considering the aspect "German as a second language", the following sub-items were listed for participants to rate:

- Specifics of German
- Contrastive comparisons between languages
- Interferences between first language and target language

- Developmental steps in second language acquisition
- Compact introduction to German grammar
- Diagnostics and therapy of errors

Graphic 8 displays the results for the two groups, which once again were rather similar. The two items seen as being most relevant by both pre- and in-service teachers were specifics of the German language and diagnostics and therapy of errors. These were closely followed by developmental steps in second language acquisition. However, all other items, with an average of 3 out of 4 points were also considered to be of high importance within a second language instruction curriculum. Consequently, the NRW group would suggest to include a module with all the items suggested above.
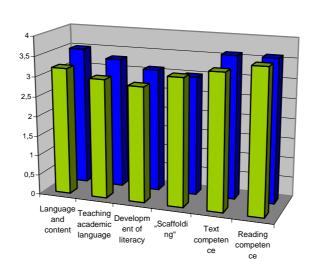
Graphic 8: German as a second language

The aspect of methodological competence in second language instruction was perceived as having the utmost relevance by both groups. The items listed below were provided for rating:

- Relation between language and content
- Teaching academic language
- Development of literacy
- „Scaffolding" – supportive language education
- Support of text competence
- Support of reading competence

Graphic 9, similarly to the graphics shown above, shows that both groups ascribe similar importance to the sub-items. Considered to be the most relevant items are support of text and reading competence, directly followed by the item referring to the relation between language and content. Also considered to have a high relevance are teaching of academic language and use of scaffolding methods to support language education.

Graphic 9: Methods of second language instruction

The development of literacy competence was seen as being less important although still achieving a relatively high average result. So, the NRW group strongly suggests the inclusion of a module on second language didactical methods encompassing the items mentioned above.

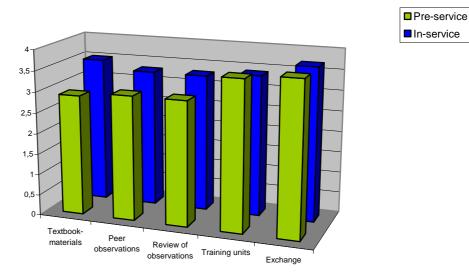As for the theme "Cooperation between teachers", the following sub-items were suggested in the questionnaire:

- Adapting and creating textbook-materials and tasks
- Peer observations of lessons
- Analysis and review of peer observations
- Joint in-service training units concerning working with multilingual children
- Exchange about methods and materials

As shown in Graphic 10, the in-service teachers considered all items to be of high importance, while the pre-service teachers established some differences. However, for both groups, the two most important items were the exchange of methods and materials as well as the joint in-service training units on multilingualism. Peer observations and their analysis were seen by both groups as being slightly less important. The adaptation and creation of text book materials was considered as being important by the in-service teachers while the pre-service teachers perceived it as having moderate relevance.

Therefore the NRW group suggests the inclusion of such an aspect in the European Curriculum.

Graphic 10: Cooperation between teachers

Considering the aspect of "Support for Implementation", the items listed below were included

in the questionnaire:

- Models of language support in school/in Kindergarten
- Planning aids for the development and implementation of a model for language support
- Promoting parent involvement
- Kindergarten/ school as a place for intercultural learning
- GSL-Checklist (primary/ secondary education)

Graphic 11: Support for implementation

Graphic 11 shows that especially the planning aids for the development and implementation

of a model for language support were rated as being highly relevant by the group of in-service

teachers, while the pre-service teachers considered the item related to kindergarten or school

as a place for intercultural learning as the most important. Models of language support and
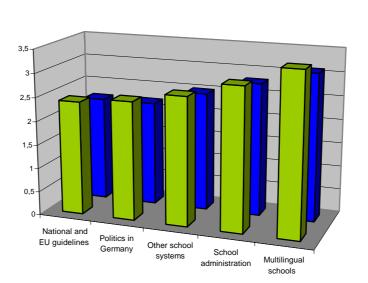
the promotion of parental involvement were also perceived as being relevant. The German as a second language checklist, an instrument developed by the RAA in order to provide guidelines for schools, is rather new and still needs dissemination, so it was not considered to be very relevant. Consequently, the NRW group finds this item and its sub-items to be of importance in a European Curriculum. However, it should be considered that the Consortium develops a European checklist for schools and school boards related to the aspect of second language teaching and learning.

For the theme "Education Policy and School Administration", the following items were suggested:

- National and EU guidelines concerning second language acquisition
- Politics and bilingualism in Germany
- Germany in comparison with other school systems
- School administration in a multilingual society
- Examples of multilingual schools

Graphic 12 clearly shows that both groups have very similar views on the different sub-items. School administration in a multilingual society and the examples of multilingual schools were considered to be very relevant, followed by the comparison of the German system with other systems. By contrast, the European guidelines and the German politics on bilingualism were thought to be less relevant.

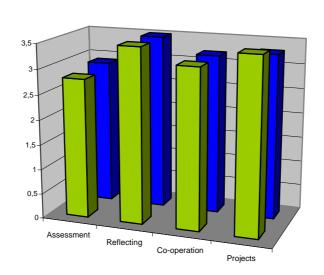**Graphic 12: Education policy and school organization**

So the NRW group suggests the inclusion of such an aspect in the Curriculum focusing mostly on providing information on school administration in a multilingual society, as well as providing examples of multilingual schools. However, information on the national and EU guidelines concerning second language acquisition, as well as on politics and bilingualism in Germany should be included in an introductory section.

Finally, the aspect "Evaluation and Cooperation" comprised the following sub-items:

- Assessment of language and academic language
- Reflecting on individual teaching practices
- Internal and external Cooperation
- Participation in projects with a focus on GSL

Graphic 13: Evaluation and cooperation

In general, and as displayed in Graphic 13, this aspect was overall perceived by both groups in the sample as being highly relevant. However, the reflection on teaching practices, as well as the participation in projects with a second language focus were seen as being most important, directly followed by the internal and external cooperation. The item related to the assessment of language and academic language was seen by both groups as being of moderate relevance. However, the NRW group and the TEP partners consulted on this particular item consider the aspect of assessment to be of extreme relevance for the Curriculum and recommend its inclusion.

Participants were also asked to make further suggestions to the given list of items, as well as to summarize what they suggest would be the most relevant further training unit on this issue.

The majority of in-service teachers (about 60%) claimed, with several focuses and nuances, that the most needed further training unit on second language learning should include mainstreamed second language education ("sprachliche Bildung"), instead of the classical additive measures, for all teachers and subjects. Some of the participants specified the importance of didactic methods on this area, of awareness for the issue and of the development of adequate materials.

10% of in-service teachers considered literacy support and academic language acquisition to be the most relevant topic for a training unit on second language learning. They mentioned that language support in general, normally based on deficit-oriented thinking and acting on behalf of the teacher, has provided little positive results on pupils linguistic development and that therefore language support should be competence-centered and focusing on aspects scientifically proven to have a direct impact on school achievement. Some of these teachers mentioned also that this can only be done with reference to knowledge of existing language assessment instruments and that, consequently, this would have to be included in the unit as well.

7% of in-service teachers wished a training unit focused on intercultural awareness with a second language focus, while an additional 7% considered language acquisition and development in a multilingual context to be an important topic. Other suggested topics include the cooperation between school and the families, inclusion of the first language in regular classes, language acquisition, etc.

The pre-service teachers mentioned that their biggest need and wish would be to have a stronger focus on this issue already in the first phase of their studies. More than 50% claimed that they would like to attend seminars on didactic concepts on second language learning and teaching, as well as to have possibilities for practical application. Furthermore, many mentioned the lack of practical experience when dealing with migrant pupils and that a possibility to come in contact with heterogeneous learning groups during their studies would be an important step.

18% mentioned that language assessment and support with a special focus on diagnostic instruments and their practical application would be necessary during their studies in order to work with second language learners. For 16% it would be necessary to learn other languages and to know about different religions and cultures. Smaller groups claimed it to be relevant to know about language acquisition and written language, have solid notions of the German grammar, while other mentioned bilingual schools settings and team teaching strategies.

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