



Majority and Minority Languages
in School Environment:
Helping Teachers, Pupils and Parents

2020-1-PL01-KA201-081612



MaMLiSE

Project concept and outputs

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ΙΩΑΝΝΙΝΩΝ



General info about the project

- Full name: Majority and Minority Languages in School Education: Helping teachers, pupils and parents
- international project funded by the National Agency of Erasmus+ Programme in Poland under Action 2 - Strategic Partnerships, School Education - KA201
- no. of the grant agreement: 2020-1-PL01-KA201-081612
- period of realisation: 01.11.2020 - 31.07.2023
- implemented by 7 organisations from 4 countries:
 - Two partners from Poland: Adam Mickiewicz University in Poznań, Poland (project coordinator) and the Teacher Training Centre in Poznań
 - two partners from Germany: the University of Bremen, the University of Bielefeld,
 - two partners from Greece: The Computer Technology Institute and Press and the Intercultural Middle School in Ioannina
 - one partner from Ireland: the University of Limerick.

The MaMLiSE project aims to:

- initiate, strengthen and expand international cooperation in face of challenges which migration society posits;
- expand and improve the existing practices in the area of in-service and continuing education of teachers and, if necessary, to supplement university teacher training;
- support school teachers in delivering effective instruction in linguistically heterogeneous classes, guided by the assumption that both newly immigrated as well as multilingual pupils who have been living in the country for a longer period of time and were born there should be taken into account.

Specific goals and related benefits for teachers and teacher trainers

On the basis of the training courses prepared in the project, teachers will learn:

- (1) how to adapt teaching materials from various subjects to the level of the school language knowledge which particular pupils have at their disposal and
- (2) how to didactically support them with the teaching principle of scaffolding (general language instruction is taken into account as well as subject-oriented language instruction and language-sensitive instruction in the subjects).

Our final products: Intellectual outputs

IO1: Manual

Principles and guidelines of teacher training for second language provision and multilingualism

IO2: Workshop program and materials:

Principles and guidelines of teacher training for second language provision and multilingualism

IO3: MaMLiSE e-learning platform for teacher training

IO4: MaMLiSE Guidelines: Home languages and plurilingualism

IO5: MaMLiSE research reports

IO1: Principles and guidelines of teacher training for second language provision and multilingualism

It will gather the existing methodological approaches (the theoretical framework) plus exemplification of particular techniques of material preparation and instruction delivery.

It will also include a section on the approach to heritage languages which migrant students use, supporting plurilingualism and underscoring the protection of minority languages.

Project's target beneficiates are teachers, pupils and parents within the area of school education, but our outputs can be exploited in other relevant sectors, e.g. vocational education of adolescents, informal education of adults, or pre-service teacher training.

IO1: Manual for teacher instructors

9 chapters

Introduction: Underlying shared principles

1. Review of the current situation in the partner countries
2. Introduction to language acquisition and plurilingualism
3. Approaches to plurilingualism at schools
4. Language sensitive planning and teaching in the humanities: Principles and practical solutions
5. Language sensitive planning and teaching in the sciences : Principles and practical solutions
6. Subject-oriented language teaching and CLIL
7. Conclusions and recommendations for policymakers with reference to teacher training (including good practices)
8. Summaries of each chapter in English, Polish, German and Greek

IO1: Manual

Particular countries in different situations!

It will include:

existing **methodological approaches** (the theoretical framework) plus exemplification of **particular techniques of material preparation and instruction delivery** + a section on **approaches to heritage languages** that migrant sts use, supporting plurilingualism and underscoring the protection of minority languages in EU.

A more universal rather than local methodology, based on examples of best practices coming from all partner countries, including examples of good practice.

IO2: Workshop program and materials: *Principles and guidelines of teacher training for second language provision and multilingualism*

- The program of the training and materials which could be included in such a training (training content and workshop tasks)
- A training dossier, consisting of 9 training modules.
- The modules can be delivered in isolation or can be combined into larger training events.
- Each module offers programs and materials for 4 hours of training.

IO2: Workshop program and materials

Rationale:

- helping teachers develop skills of adjusting the language of instruction to the lower proficiency level of multilingual students, jointly with the need for training in managing the heterogeneity of pupils, through differentiated programs and flexible curricula;
- working primarily on the teachers' attitude towards heterogeneity, especially linguistic and cultural heterogeneity.
Tasks for changing perspectives and their reflection and discussion are the crucial starting point in the training courses, from which we approach the basic didactic principle of scaffolding.
- best practice examples are often not documented or passed on and discussed within the teaching staff. Such examples need to be published, and disseminated and possibly applied or discussed in in-service teacher education.

IO2: Workshop program and materials:

- training tools and methods for the professional development of teachers in the area of delivering successful instruction to plurilingual classes;
- modules in which teachers study examples of good practice, do comparative analyses and share their experience/feedback
- all workshops will include **fundamental knowledge**, trying out and discussing instruments, enabling teachers to adapt and develop own teaching materials.

IO2: Titles of the workshops

1. Second language acquisition and plurilingualism
2. Introduction to language-sensitive teaching (Teacher language use, scaffolding, translanguaging)
3. Subject-specific language-sensitive teaching (the humanities and foreign language classes)
4. Subject-specific language-sensitive teaching (the sciences)
5. Subject-oriented language teaching

IO2: Titles of the workshops

6. Multilingual school development / whole school development
7. Psychological, emotional and cultural aspects of the migrant experience and its impact on learning (trauma)
8. Preparing 1st, 2nd and 3rd generation migrant children for vocational education
9. Integration of home and school language; interaction between school and parents (including video tutorial)

Pilot courses: One piloting in each country plus

IO2: Workshop program and materials

Courses finish with **certificates**.

Their delivery involves also language and context-specific adaptation/translation, piloting of the trainings and revision and, translating them into German/Polish/Greek.

The trainings will be offered to teachers by the teacher training center or universities for free during the piloting of the materials.

After the project, the materials will be open-access (upon registration) but participation in face-to-face trainings will be paid (training instructor fee).

IO3: MaMLiSe e-learning platform for teacher training

Site: Moodle

E-learning course organized into modules.

The difference between the IO2 and IO3:

- 1) the platform - digitalized versions of the materials developed in IO2 (documents, presentations, and examples of best practices) and video materials (recorded lectures, mini-lessons from the pilot trainings within the preparation of IO2);
- 2) additional section in national languages where examples of best lesson plans for different school subject will be uploaded.
- 3) the platform will include materials in the 4 languages of the partnership;

IO4: MaMLiSE Guidelines: Home languages and plurilingualism

Type: Open Education Resource (OER)

Rationale:

- Raising a bilingual / multilingual child, competent both in the majority language as well as minority language(s), requires tight cooperation between families and educational institutions. We argue that multilingual children and their parents should be offered informed support both at the school and family level.
- Parents should be left enough room for the respective characteristics and wishes of each family. There can not be just one approach to suit everyone but families need support to get to know their own needs and to develop an individual approach to their multilingualism.

IO4: a set of support materials for parents of pupils

- helping parents to understand the processes of their children multilingual development and the respective roles of the majority and minority (heritage) languages and encouraging them to find ways to communicate multilingually, also using forms of code-switching and translanguaging as effective forms to convey meaning.
- a reader-friendly Open Education Resource with short video materials (5-7), in which parents interact with their child, e.g. when looking at a picture book, when scaffolding their language use or when telling a story.
- video clips will be provided in languages other than English and will include a short comment in the project languages.

IO4: a set of support materials for parents of pupils

- a short brochure with a QR code in several European and non-European languages will be created;
- to be distributed among parents at schools so that they could find the website (by scanning the QR code);
- the brochure will be translated into selected non-European languages;
- the languages of the OER will be the four languages of the project plus translation into at least five additional languages which are languages of migrant minorities in the partner countries.

IO5: MaMLiSE research reports

- publication of at least 3 academic papers on the core project's concepts (i.e. FLP, language-sensitive teaching, plurilingualism at schools and home environments), with regard to their theoretical foundations and practical applications developed in the project.
- published in English in relevant, recognized journals indexed in Scopus or Web of Science (most preferably) or ERIH+ databases.

IO5: MaMLiSE research reports

Rationale:

- under-representation or lack of FLP research related to the project countries specificity (e.g. first-generation migrants and related educational challenges in Poland and Greece; second and third-generation migrants in Germany and Ireland);
- lack of papers devoted to the school-migrant children's parents cooperation in all partner countries;
- developing a more individualized, flexible approach to developing FLP, best-tailored to a particular family's needs that focuses on the family's well-being and comfort and not restrained by the definition of "success" or "failure".

Thank you for your attention

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