



Linguistic diversity

SOURCE, SOURCE, QUELLE: Mateja Rajh Vukovic, Waldschule
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Content, Contenu, Inhalt

Main themes Thèmes centraux Hauptthemen	X multilingualism, plurilinguisme, Mehrsprachigkeit <input type="checkbox"/> intercultural learning, apprentissage interculturel, interkulturelles Lernen <input type="checkbox"/> school climate, climat scolaire, Schulklima <input type="checkbox"/> professional development, développement professionnel, fachliche Entwicklung				
Target group Groupe cible Zielgruppe	X primary, primaire, Grundschule	<input type="checkbox"/> lower sec., college, Unterstufe	<input type="checkbox"/> upper sec., lycée, Oberstufe	<input type="checkbox"/> vocational, voie professionnelle, berufsbildende Schule	<input type="checkbox"/> adult, adultes, Erwachsene
Key words Mots clefs Schlüsselwörter	- Whole-school approach, approche globale d'établissement, schulweiter Ansatz - Soft skills, compétences sociales, soziale Kompetenzen				

Concept, Concept, Konzept

- X learning and teaching, apprendre et enseigner, lernen und lehren**
- cooperating, coopérer, zusammenarbeiten
 - project management, gestion de projet, Projektmanagement
 - survey and interview, enquête et interview, Umfrage und Interview
 - event and communication, événement et communication, Veranstaltung und Kommunikation

Format, Format, Format

- X learner's work / teacher's project, travaux d'élèves / projet pédagogique, SchülerInnenarbeit, Unterrichtsprojekt**
- audio/video recording, enregistrement audio/video, Audio-/Videoaufnahme
- X report and analyse, compte-rendu et analyse, Bericht und Analyse**
- scheme / plan / poster, schema / plan / affiche, Schema / Plan / Poster
 - test and assessment, test et évaluation, Test und Beurteilung

Relevance, Pertinence, Relevanz

The American psychologist David Ausubel wrote: "The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly¹". This is certainly true for language education and for the design of adequate learning environments.

Le psychologue américain David Ausubel a écrit: «Le facteur le plus important qui influence l'apprentissage est ce que l'apprenant sait déjà. Vérifiez-le et enseignez-lui en conséquence ». Cela est certainement vrai pour l'enseignement des langues et pour la conception d'environnements d'apprentissage adéquats.

Der amerikanische Psychologe David Ausubel schrieb: „Der wichtigste Einzelfaktor, der das Lernen beeinflusst, ist das, was der Lernende bereits weiß. Stellen Sie dies fest und unterrichten Sie ihn entsprechend “. Dies gilt mit Sicherheit für den Sprachenunterricht und für die Gestaltung adäquater Lernumgebungen.

¹ Ausubel D. P. (1968): Educational psychology: A cognitive view. New York: Holt, Rinehart and Winston

LINGUISTIC DIVERSITY IN OUR SCHOOL

Mateja Rajh Vukovic

School: Waldschule Gemeinschaftschule Bissingen

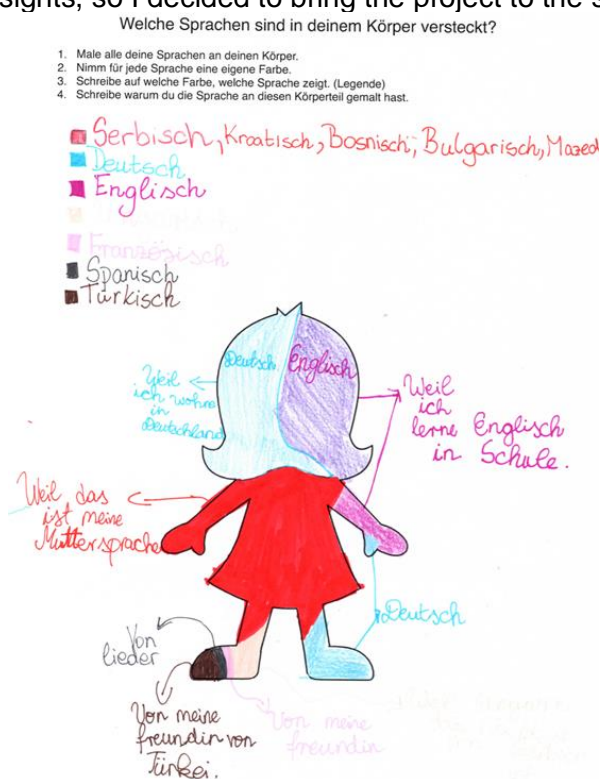
Type: Community school, classes 1-10

In our school there are a number of different languages and cultures present, which can be a daily challenge. Our goal is to make all the students, teachers and parents aware of the diversity of languages at our school. I was inspired by the EOL-MEMO 16 Maledive: teaching the language of schooling in the context of diversity. Our starting points was the 1.1. Supporting language skills dimension and 2.1. Sensitising learners towards languages from the MATRIX.

Equipment, organisation, design:

Step 1:

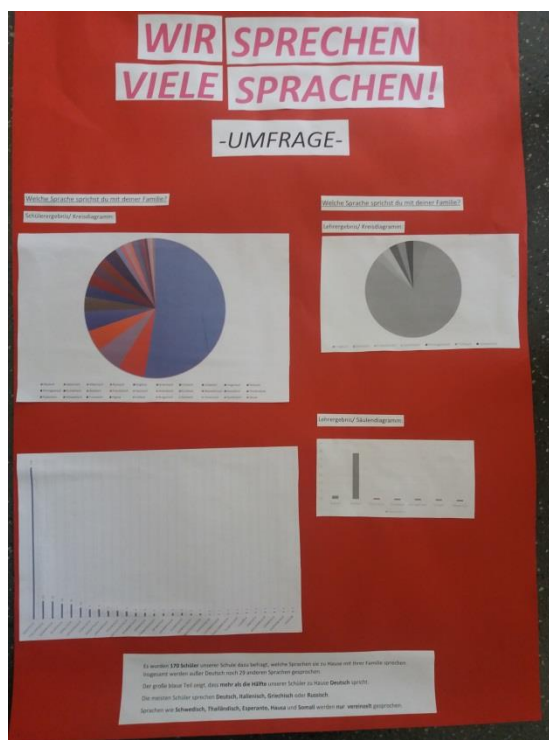
First, I tried to identify the linguistic resources and potential that students with different backgrounds bring to the classroom. I asked my sixth-grade students to demonstrate black body outline each of the languages that they use at home, school etc., and to explain why they use these language and to what extent. Our discussion brought valuable insights, so I decided to bring the project to the second level. (pic.1)



Pic.1

Step 2:

We established a mixed group of students from regular classes who speak German and those who have come to Germany not so long ago and are still taught in separate classes with the main focus on language acquisition. In groups they interviewed 170 students and 40 teachers looking for the answer to their question: "Which languages do you speak with your family?" and "How many languages do you speak?"

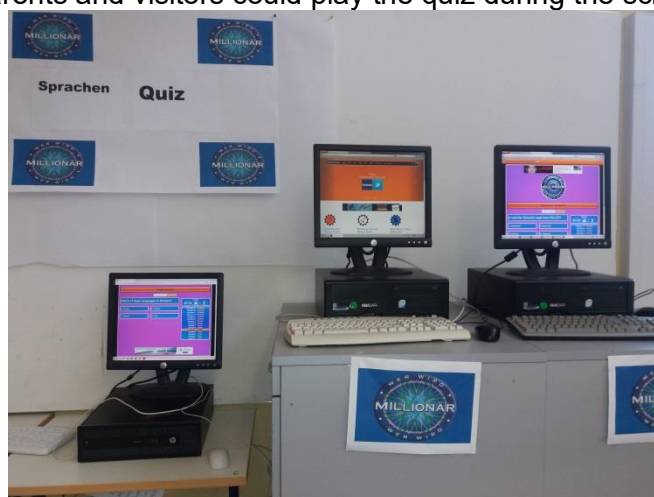


Pic. 2

To our astonishment more than 30 different languages are spoken at home by our students and teachers. We presented the survey results in charts and displayed them on a poster for parents/guardians and the local community in October 2018, when we celebrated the 50th anniversary of our school. (pic. 2)

Step 3:

In the next phase we asked the students to make a language quiz with the ICT tools such as *Who wants to be a Millionaire?* After their individual research on the internet, they came up with 15 different questions about languages and the parents and visitors could play the quiz during the school open day. (pic.3)



Pic.3

Status of language education:

After that we decided to set up EOL as a whole school approach by starting 3 activities:

- A club, named *Spiele und Sprachen*, where we participate in an online e-twinning project established by our school „I learn your language, you learn mine“. Seven schools take part and the communication takes place in three different languages (German, English and French). (pic. 4)
- Students created two detailed PowerPoint presentations of our school in German and English language for our homepage.
- We exchanged many postcards with other European schools celebrating the European Language Day. (pic. 5)



Pic.4



Pic.5

All these activities were mainly carried out and organised by my French teaching colleague and myself. We presented all the activities in one classroom and received very positive feedback from our colleagues, parents and local community.

We want the children to really embrace the international environment we have at school and want to make them aware that we are all different while being similar and we can all learn from each other.