

Table 1. Law and legislation concerning bilingualism (multilingualism) in Germany

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
Ministerium für Bildung, Jugend und Sport Brandenburg (Engl.: Department of Education, Youth and Sport Brandenburg)	Verordnung über den Bildungsgang in der gymnasialen Oberstufe und über die Abiturprüfung (Gymnasiale-Oberstufe-Verordnung- GOSTV); Bildungsserver Berlin-Brandenburg, http://bildungsserver.brandenburg.de/gost.html [26.12.2012]	From 21. August 2009	Brandenburg	§ 7 Aufgabenfelder und Fächer (6) An einem bilingualen Bildungsangebot können in der Regel nur Schülerinnen und Schüler teilnehmen, 1. die in der Zielfremdsprache in der Sekundarstufe I an einem bilingualen Bildungsangebot teilgenommen und die verstärkten Unterricht in der Zielfremdsprache erhalten haben, 2. die in einem Land, in dem die Zielfremdsprache Amtssprache ist, einen mindestens halbjährigen Auslandsaufenthalt nachweisen oder 3. für die die Zielfremdsprache Muttersprache ist oder Amtssprache des Herkunftslandes war.	§ 7 Tasks and Subjects This regulation permits bilingual teaching for students: 1) who have attended bilingual lessons at secondary level I and who have studied the target foreign language intensively; 2) who have spent at least 6 months in the country whose official language is the target language; 3) for whom the target language is their native language or the official language of their country of origin.
Landtag Brandenburg (Engl.: Parliament of Brandenburg)	Gesetz über die Schulen im Land Brandenburg (Brandenburgisches Schulgesetz- BbgSchulG) in der Fassung der Bekanntmachung vom 02. August 2002 (GVBl./02. [Nr. 08], S.78); Brandenburgisches Vorschriftenystem http://www.bravors.brandenburg.de/sixcms/detail.php?gsid=land_bb_bravors_01.c.47195.de [26.12.2012]	From 02. August 2002	Brandenburg	§ 5 Schulen im Siedlungsgebiet der Sorben (Wenden) Schülerinnen und Schüler im Siedlungsgebiet der Sorben (Wenden) haben das Recht, die sorbische (wendische) Sprache zu erlernen und in festzulegenden Fächern und Jahrgangsstufen in sorbischer (wendischer) Sprache unterrichtet zu werden. In den Schulen im Siedlungsgebiet der Sorben (Wenden) sind die Geschichte und Kultur der Sorben (Wenden) in die Bildungsarbeit einzubeziehen und in der Schule als Ort offener kultureller Tätigkeit nach näherer Maßgabe von § 7 Abs. 8 zu vermitteln. Das für Schule zuständige Mitglied der Landesregierung wird ermächtigt, das Nähere zu den Sätzen 1 und 2 durch Rechtsverordnung zu regeln, insbesondere zu der Gestaltung des Unterrichts in den Fächern und Jahrgangsstufen und zu den Bedingungen, unter denen die personellen, sächlichen und schulorganisatorischen Voraussetzungen erfüllt sind oder erfüllt werden können, sowie zum Status des Unterrichts in sorbischer (wendischer) Sprache als Regionalsprache.	§ 5 Schools in settlement areas of Sorbs (Wends) This law supports the language of the Sorbs and Wends, a Slavonic minority in Germany. The law permits teaching in Sorbian at schools in Sorbian settlement areas.
Ministerium für Kultus, Jugend und Sport Baden-Württemberg (Engl.: Department of Culture, Education, Youth and Sports of Baden-Württemberg)	Grundsätze zum Unterricht für Kinder und Jugendliche mit Sprachförderbedarf an allgemein bildenden und beruflichen Schulen http://www.landesrecht-bw.de/jportal/?quelle=inlink&query=VVBW-2206-KM-20080801-SF&pml=bsbawueprod.psm&max=true [26.12.2012]	Adoption date 01. August 2008 Version of: 11. November 2009 Valid from: 01. August 2010	Baden-Württemberg	4. Muttersprachlicher Zusatzunterricht durch die (General-)Konsulate Zur Förderung der Schülerinnen und Schüler in der Herkunftssprache kann das jeweilige (General) Konsulat Unterrichtskurse in eigener Verantwortung durchführen (Muttersprache, Geschichte, Landeskunde). Diese Kurse werden von der Schulverwaltung unterstützt, unterliegen aber nicht deren Aufsicht. Eine enge Zusammenarbeit zwischen den deutschen Schulbehörden und Schulen und den Vertretungen und Lehrern der Herkunftsländer ist anzustreben. Diese muttersprachlichen Unterrichtskurse umfassen in der Regel bis zu 5 Wochenstunden. Vor ihrer Einrichtung sind die Kurse dem Ministerium für Kultus, Jugend und Sport mitzuteilen. Die Teilnahme ist freiwillig. Die Schulträger werden gebeten, Schulräume für den muttersprachlichen Zusatzunterricht kostenlos zur Verfügung zu stellen. Die Schulen sorgen im Rahmen des Möglichen für eine Abstimmung bei der Stundenplangestaltung mit den Beauftragten der (General-) Konsulate. Vom Land können im Rahmen der verfügbaren Haushaltsmittel Zuschüsse für die muttersprachlichen Unterrichtskurse an die (General-)Konsulate gewährt werden, sofern mindestens 12 Schüler am Unterricht teilnehmen. Soweit Schülerinnen und Schüler den von den (General-)Konsulaten veranstalteten muttersprachlichen Zusatzunterricht besuchen, besteht die Möglichkeit, im Zeugnis unter "Bemerkungen" oder durch eine Anlage folgenden Hinweis aufzunehmen: Nach Mitteilung des ... (General-) Konsulats in hat die Schülerin/der Schüler an dem vom (General-) Konsulat veranstalteten muttersprachlichen Zusatzunterricht teilgenommen und dabei in den nachfolgenden Fächern die folgenden Noten/Punktzahlen erzielt: ". Auf die Ausbringung der Fächer und Noten kann verzichtet werden; stattdessen kann auch ein Zeugnis/eine Bescheinigung des (General-)Konsulats beigefügt werden. Dieser Hinweis auf den Besuch des muttersprachlichen Zusatzunterrichts bzw. auf die Benotung unterbleibt auf Wunsch der Erziehungsberechtigten.	4. Additional lessons in native language at consulates This regulation permits supplementary education at consulates for support of the native language of students of a migrant background. The consulates are to be supported by schools, and rooms to conduct the courses or lessons may be made available for them free of charge. Consulate lessons in native languages can be supported financially by the Government of the State of Baden – Württemberg, provided at least 12 students attend the lessons or courses.
Kultusministerium Hessen (Engl.: Department of Education and Culture Hessen)	Verordnung über die Studentafeln für die Primarstufe und die Sekundarstufe I; Kultusministerium http://www.kultusministerium.hessen.de/iri/HKM_Internet?cid=98f23d288a9c30a6005eb3448	From 20. December 2006	Hessen	§ 3 Unterricht in Herkunftssprachen Unterricht in der Herkunftssprache gemäß Artikel 3 § 1 Nr. 4 des Ersten Gesetzes zur Qualitätssicherung in hessischen Schulen vom 30. Juni 1999 (GVBl. I S. 354) wird nach folgenden Regelungen erteilt: 1. In den Jahrgangsstufen 1 und 2 der Grundschulen und der Grundstufe der Schule für	§ 3 Teaching in the native language This Regulation permits bilingual teaching (in the native language): 1. At primary school in the first and second year as optional lessons 1 – 2 hour(s) per week, in the third and fourth year 2 – 3 hours per week; 2. At sec-

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	7002587[26.12.2012]			Lernhilfe umfasst der Unterricht in der Herkunftssprache als Wahlunterricht eine bis zwei Wochenstunden, in den Jahrgangsstufen 3 und 4 der Grundschule und der Grundstufe der Schule für Lernhilfe zwei bis drei Wochenstunden. 2. In den Jahrgangsstufen 5 und 6 der Hauptschule, der Realschule, des Gymnasiums, der schulformbezogenen (kooperativen) Gesamtschule, der schulformübergreifenden (integrierten) Gesamtschule, der Förderstufe und der Schule für Lernhilfe umfasst der Unterricht in der Herkunftssprache als Wahlunterricht drei bis vier Wochenstunden. 3. In den Jahrgangsstufen 7 bis 10 der Hauptschule und in den Jahrgangsstufen 7 bis 9 der Schule für Lernhilfe kann der Unterricht in der Herkunftssprache als Wahlunterricht, in den Jahrgangsstufen 7 bis 10 der Realschule, in den Jahrgangsstufen 7 bis 9 des Gymnasiums, der entsprechenden Schulzweige der schulformbezogenen (kooperativen) Gesamtschule und in der schulformübergreifenden (integrierten) Gesamtschule als Wahlunterricht oder als zweite Fremdsprache eingerichtet werden, sofern die personellen, sächlichen und organisatorischen Voraussetzungen gegeben sind. Die für diese Schülergruppe größere Belastung ist nach Möglichkeit durch entsprechende Stundenplangestaltung zu verringern. Überschneidungen von Unterricht in Herkunftssprachen und von Unterricht in anderen Fächern sind zu vermeiden.	ondary school in the fifth and sixth year as optional lessons 3 – 4 hours per week; 3. At secondary school between years 7 and 10 as foreign languages, if it is possible at this school.
Kultusministerium Hessen (Engl.: Department of Education and Culture Hessen)	Verordnung zur Gestaltung des Schulverhältnisses (SIEBTER TEIL, Schülerinnen und Schüler nichtdeutscher Herkunftssprache); Kultusministerium Hessen http://www.kultusministerium.hessen.de/irj/HKM_Internet?cid=eedca2f464d71a116b3db92c22778c80 [26.12.2012]	From 19. August 2011	Hessen	§ 54 Erlernen der ersten Fremdsprache und Wechsel der Sprachenfolge (2) Schülerinnen und Schüler ab Jahrgangsstufe 8, die weder über die für den Unterricht erforderlichen Kenntnisse der deutschen Sprache in Wort und Schrift noch über Fremdsprachenkenntnisse im Sinne des schulischen Regelangebots verfügen, weil sie keine deutsche Schule besucht haben, haben auf Antrag die Möglichkeit des Wechsels der Sprachenfolge. Voraussetzung dafür ist, dass der Unterricht in der gewählten Fremdsprache erteilt oder der Kenntnisstand der Schülerin oder des Schülers jeweils zum Schuljahresende mündlich und schriftlich durch eine Feststellungsprüfung beurteilt werden kann. Dem Antrag kann das zuständige Staatliche Schulamt entsprechen, wenn die vorgeschriebene Sprachenfolge aufgrund der Umstände des Einzelfalles nicht zumutbar ist und wenn die personellen und organisatorischen Möglichkeiten in seinem Aufsichtsbereich dies zulassen. Als erste oder zweite Fremdsprache kann die Sprache des Herkunftslandes oder Russisch gewählt werden. Die Bestimmungen der Verordnung zur Ausgestaltung der Bildungsgänge und Schulformen der Grundstufe (Primarstufe) und der Mittelstufe (Sekundarstufe I) und Abschlussprüfungen in der Mittelstufe (VO BGM) und der Oberstufen- und Abiturverordnung (OAVO) in der jeweils gültigen Fassung bleiben unberührt, mit der Maßgabe, dass bei einem erfolgten Wechsel der Sprachenfolge beim Hauptschulabschluss in Form eines qualifizierenden Hauptschulabschlusses das Prüfungsfach Englisch durch die gewählte Fremdsprache ersetzt wird.	§ 54 Studying the first foreign language and changing the following languages This regulation permits students of migrant background who have not received tuition in a foreign language at school in their native country and have insufficient knowledge of German to take the native language as a foreign language at school in Hessen.
Bürgerschaft Hamburg (Engl.: Parliament of Hamburg)	Verordnung über die Stundentafeln für die Primarstufe der Sonderschulen (STVO-SonderSchP); Justizportal Hamburg http://landesrecht.hamburg.de/iportal/portal/page/bshaprod.psm?nid=5&showdoccase=1&doc.id=ilr-SoSchulSTVHAp4&st=lr [18.12.12]	From 13. July 1999	Hamburg	§ 4 Unterricht in der Herkunftssprache (1) 1 Die Schule bietet den Schülerinnen und Schülern, deren Herkunftssprache nicht Deutsch ist, im Rahmen der personellen, räumlichen und sächlichen Möglichkeiten Unterricht in der Herkunftssprache an. 2 Ein Anspruch der Schülerin oder des Schülers auf das Angebot einer bestimmten Sprache besteht nicht. (2) Der Unterricht in der Herkunftssprache umfasst in den Klassen 1 bis 4 jeweils mindestens drei und höchstens fünf Unterrichtsstunden. (3) 1 Der Unterricht in der Herkunftssprache findet in den dafür geeigneten Fächern und in den Unterrichtszeiten für die »Freie Gestaltung« statt. 2 In den Fächern Deutsch, Mathematik und Sachunterricht kann Unterricht in der Herkunftssprache erteilt werden, wenn sich die Lernziele und Inhalte auf das jeweilige Fach beziehen. 3 In den Klassen 1 und 2 kann Unterricht in der Herkunftssprache auch in der Unterrichtszeit erfolgen, die für die offene Eingangs- und Schlussphase zur Verfügung steht. 4 Der Unterricht in der Herkunftssprache kann jahrgangsübergreifend erteilt werden. (4) Die Schule erstellt eine Konzeption für die Organisation und Ausgestaltung des Unterrichts in der Herkunftssprache, die von der Schulkonferenz zu beschließen ist.	§ 4 Teaching in the native language This Regulation permits teaching in the native language if the school has enough materials, space and staffing resources. It is not compulsory to provide teaching to students in a particular language. Lessons can be given in the subjects that are suitable for teaching in the native language.
Bürgerschaft Hamburg	Ausbildungs- und Prüfungsordnung	From 22. July	Hamburg	§ 48 Herkunftssprachlicher Unterricht	§ 48 Teaching in the native language

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(Engl.: Parliament of Hamburg)	für die Klassen 1 bis 10 der allgemeinbildenden Schulen (APO-AS); Schulrecht Hamburg http://schulrecht.hamburg.de/portal/portal/t/cip/bs/18/page/sammlung.psm:jsessionid=A09492B1A5CC4EB72B3C5E4122207AA3.jp45?pid=Dokumentanzeige&showdoccase=1&js_peid=Trerferliste&documentnumber=3&numberofresults=8&fromdoctodoc=yes&doc.id=aiz-jlr-Schul1bis10APOHArahmen%4020100210&doc.part=x&doc.price=0.0&doc.aizid=jlr-Schul1bis10APOHArahmen%3Ajuris-lr00&doc.aizhl=1#jlr-Schul1bis10APOHAp48 [18.12.12]	2003		<p>Wird herkunftssprachlicher Unterricht angeboten und erzielen die Schülerinnen und Schüler in diesem Fach mindestens die Note 2 (gut), werden nicht ausreichende Leistungen im Fach Englisch ausgeglichen. ² In den Zeugnissen werden beide Fachnoten ausgewiesen. ³ Satz 1 findet in Klasse 9 keine Anwendung.</p> <p>§ 60 Herkunftssprachlicher Unterricht</p> <p>(1) ¹ Wird herkunftssprachlicher Unterricht angeboten und erzielen die Schülerinnen und Schüler in diesem Fach mindestens die Note 2 (gut), werden nicht ausreichende Leistungen im Fach Englisch ausgeglichen. ² In den Zeugnissen werden beide Fachnoten ausgewiesen. ³ Satz 1 findet für Schülerinnen und Schüler der Klasse 10 keine Anwendung.</p> <p>(2) ¹ Die Schülerinnen und Schüler können im Wahlpflichtbereich an Stelle des Faches zweite Fremdsprache am herkunftssprachlichen Unterricht teilnehmen, sofern dieser angeboten wird. ² In den Zeugnissen wird im Fach zweite Fremdsprache die im herkunftssprachlichen Unterricht erzielte Note ausgewiesen.</p> <p>§ 72 Herkunftssprachlicher Unterricht</p> <p>(1) ¹ Wird herkunftssprachlicher Unterricht angeboten und erzielen die Schülerinnen und Schüler in diesem Fach mindestens die Note 2 (gut), gleicht diese Leistung nach Wahl der Schülerinnen und Schüler entweder nicht ausreichende Leistungen in der ersten Fremdsprache oder nicht ausreichende Leistungen in der zweiten Fremdsprache aus. ² In den Zeugnissen werden sowohl die Fachnoten des herkunftssprachlichen Unterrichts als auch die Noten der ersten und zweiten Fremdsprache ausgewiesen. ³ Satz 1 findet für Schülerinnen und Schüler der Klasse 10 keine Anwendung.</p> <p>(2) ¹ Haben die Schülerinnen und Schüler Englisch als zweite Fremdsprache gewählt, können sie daneben am herkunftssprachlichen Unterricht teilnehmen, sofern dieser angeboten wird. ² In den Zeugnissen ersetzt die Note im herkunftssprachlichen Unterricht die Note in der ersten Fremdsprache, sofern die Schülerinnen und Schüler dies beantragen.</p> <p>(3) Herkunftssprachlicher Unterricht wird als dritte Fremdsprache anerkannt, wenn Schülerinnen und Schüler Unterricht in der ersten und zweiten Fremdsprache erhalten und ihre Herkunftssprache weder mit einer ersten noch mit der zweiten Fremdsprache identisch ist.</p>	This regulation permits marks in the subject of English to be offset by marks in subjects in the native language.
Landtag Niedersachsen (Engl.: Parliament of Lower Saxony)	Integration und Förderung von Schülerinnen und Schülern nichtdeutscher Herkunftssprache; Schule und Recht in Niedersachsen http://www.schule.de/22410/26.81625.htm [16.12.2012]	From 1. February 2006	Lower Saxony	<p>6. Herkunftssprachliche und mehrsprachige Unterrichtsangebote</p> <p>6.1 Herkunftssprachlicher Unterricht im Primarbereich</p> <p>6.1.1 Schülerinnen und Schülern nichtdeutscher Herkunftssprache wird in den Schuljahrgängen 1 bis 4 im Rahmen der finanziellen, personellen und organisatorischen Möglichkeiten Unterricht in folgenden Herkunftssprachen angeboten: Albanisch, Arabisch, Bosnisch, Farsi, Griechisch, Italienisch, Japanisch, Kroatisch, Kurdisch-Kurmanji, Mazedonisch, Polnisch, Portugiesisch, Russisch, Serbisch, Spanisch, Türkisch. Auf Antrag der Erziehungsberechtigten kann die oberste Schulbehörde die Einrichtung von Unterricht in weiteren Herkunftssprachen genehmigen, wenn hierfür die finanziellen, personellen und organisatorischen Voraussetzungen erfüllt sind. Ziel und Aufgabe des herkunftssprachlichen Unterrichts ist es, die Zwei- oder Mehrsprachigkeit der Schülerinnen und Schüler zu erhalten und zu fördern, ihnen Hilfen zur Integration in die hiesige Gesellschaft zu geben und ihre interkulturelle Kommunikations- und Handlungsfähigkeit zu stärken.</p> <p>6.1.2 Die Teilnahme am herkunftssprachlichen Unterricht ist freiwillig und setzt die Anmeldung durch die Erziehungsberechtigten voraus. Nach der Anmeldung ist die Teilnahme verpflichtend und gilt für die Dauer des Besuchs der jeweiligen Schule. Eine Abmeldung, die durch die Erziehungsberechtigten zu begründen ist, ist nur zum Ende eines Schuljahres zulässig. Die Schulaufsicht für den herkunftssprachlichen Unterricht liegt bei der Schulbehörde.</p> <p>6.1.3 Der herkunftssprachliche Unterricht ist an der für die Schülerin oder den Schüler zuständigen Schule oder – wenn dies aus unterrichtsorganisatorischen Gründen erforderlich ist – an einem möglichst wohnortnahen Schulstandort zu erteilen. Er kann für eine Gruppe von mindestens zehn Schülerinnen und Schülern gleicher Herkunftssprache eingerichtet werden. Aus unterrichtsorganisatorischen Gründen können jahrgangs- und schulformübergreifende Lerngruppen gebildet werden. Bei jahrgangs- oder schulformübergreifendem Unterricht kann eine Lerngruppe ab 20, bei jahrgangsbezogenem Unterricht ab 24 Schülerinnen und Schülern geteilt werden. Im</p>	<p>6. Courses in multilingual lessons and lessons in the native language</p> <p>This law regulates bilingual education at primary and secondary school in Lower Saxony. Students with German as a native language can participate in lessons in native languages (Albanian, Arabic, Bosnian, Farsi, Greek, Italian, Japa-nese, Croatian, Kurdish Kurmanji, Macedonian, Polish, Portuguese, Russian, Serbian, Spanish, Turkish) if the school has enough resources to offer such lessons.</p>

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				<p>Rahmen der verfügbaren Wochenstunden kann eine Lerngruppe zur verstärkten Differenzierung teilweise getrennt unterrichtet werden.</p> <p>6.1.4 Die Einrichtung herkunftssprachlicher Unterrichtsangebote durch die Schulbehörde erfolgt in der Regel jeweils zum Schuljahresbeginn. Der Unterricht umfasst zwei bis drei Wochenstunden. Er ist soweit wie möglich organisatorisch sowie inhaltlich in das schulische Sprachförderkonzept einzubinden und in enger Zusammenarbeit mit dem Fachunterricht, insbesondere mit dem Deutschunterricht und mit den Sprachfördermaßnahmen gemäß Nr. 3, zu erteilen. Um die Kooperation zu erleichtern, soll der herkunftssprachliche Unterricht zumindest mit einem Teil der Stunden in den Vormittag einbezogen werden. Er kann auch parallel zu den unterrichtsergänzenden Angeboten an Grundschulen und an Ganztagschulen im Rahmen von Nachmittagsangeboten stattfinden. Bei der Einrichtung und Organisation des herkunftssprachlichen Unterrichts werden Unterrichtsangebote am Vormittag sowie an Ganztagschulen vorrangig berücksichtigt.</p> <p>6.1.5 Der Lese- und Schreiblehrgang in der Herkunftssprache erfolgt in Abstimmung mit dem Erlernen des Lesens und Schreibens in der deutschen Sprache. Beginn und Umfang des herkunftssprachlichen Lese- und Schreiblehrgangs richten sich nach den jeweiligen sprachlichen Lernvoraussetzungen der Kinder.</p> <p>6.1.6 Sofern für muslimische Schülerinnen und Schüler kein islamischer Religionsunterricht im Rahmen des entsprechenden Schulversuchs eingerichtet wurde, können für sie im Rahmen des herkunftssprachlichen Unterrichts zusätzlich bis zu zwei Wochenstunden zur Behandlung islamkundlicher Themen erteilt werden, wenn mindestens zehn Schülerinnen und Schüler an diesem Unterricht teilnehmen.</p> <p>6.2 Bilinguale und mehrsprachige Unterrichtsangebote im Primarbereich</p> <p>6.2.1 Der herkunftssprachliche Unterricht kann im Rahmen der verfügbaren Stunden ganz oder teilweise auch als bilingual Arbeitsgemeinschaft oder als Arbeitsgemeinschaft mit mehrsprachigem oder begegnungssprachlichem Schwerpunkt in der jeweiligen Herkunftssprache durchgeführt werden, an der alle Schülerinnen und Schüler des jeweiligen Schuljahrgangs teilnehmen können. Über die Einrichtung entscheidet die Schule in Absprache mit der Lehrkraft, die den Unterricht erteilt.</p> <p>6.2.2 Bei Kindern nichtdeutscher Herkunftssprache mit erheblichen Defiziten in Deutsch kann das Lesen- und Schreibenlernen koordiniert zweisprachig durchgeführt werden, sofern die personellen und schulorganisatorischen Voraussetzungen dafür vorhanden sind. Die Schule entscheidet in eigener pädagogischer Verantwortung, ob die Alphabetisierung koordiniert zweisprachig durchgeführt wird.</p> <p>6.2.3 Die Einrichtung bilingualer Klassen oder Schulzweige bedarf der Genehmigung durch die Schulbehörde.</p> <p>6.3 Mehrsprachige Angebote in den Schuljahrgängen 5 bis 10</p> <p>6.3.1 Sofern die organisatorischen und personellen Voraussetzungen erfüllt sind, kann in den Schuljahrgängen 5 bis 10 zur Herausbildung eines mehrsprachigen Schulprofils im Rahmen eines erweiterten sprachlichen Angebotes SVBl 9/2005 AMTLICHER TEIL 479 auch Unterricht in den Herkunftssprachen eingerichtet werden, an dem alle Schülerinnen und Schüler der Schule teilnehmen können. Das erweiterte sprachliche Angebot in den Herkunftssprachen kann gemäß den Grundsatzverordnungen für die jeweiligen Schulformen als Wahlunterricht durchgeführt werden. Wahlunterricht in den Herkunftssprachen kann auch jahrgangsübergreifend eingerichtet werden. Unterricht in den Herkunftssprachen kann auch als Wahlpflicht- oder Pflichtunterricht durchgeführt werden, wenn hierfür curriculare Vorgaben, ggf. auch aus anderen Ländern der Bundesrepublik Deutschland, vorliegen. Eine Herkunftssprache kann nur dann Abiturprüfungsfach sein, wenn für sie Einheitliche Prüfungsanforderungen in der Abiturprüfung vorliegen. Der Umfang des Unterrichts richtet sich nach den für den fremdsprachlichen Unterricht geltenden Regelungen in den jeweiligen Schulformen.</p> <p>6.3.2 Schulen mit erweitertem sprachlichem Angebot können auf Antrag durch die oberste Schulbehörde als „Schulen mit mehrsprachigem Profil“ zertifiziert werden. Die zu erfüllenden Kriterien und das Zertifizierungsverfahren sind in der Anlage 1 enthalten. Zertifizierte Schulen mit mehrsprachigem Profil können nach Maßgabe des Schulgesetzes gemäß Bezugsverlass zu w) auch Schülerinnen und Schüler aufnehmen, die nicht zu dem für die Schule festgelegten Schulbezirk gehören.</p>	

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
				<p>6.4 Sprachprüfung in der Herkunftssprache Schülerinnen und Schüler des Sekundarbereichs I, die in den Schuljahrgängen 5 bis 10 am Wahlunterricht in ihrer Herkunftssprache kontinuierlich teilgenommen haben, können am Ende des Sekundarbereichs I eine Sprachprüfung in der Herkunftssprache ablegen, die aus einem schriftlichen und einem mündlichen Teil besteht und deren Prüfungsnote im Zeugnis bescheinigt wird. Der schriftliche und der mündliche Teil der Sprachprüfung orientieren sich hinsichtlich des Anforderungsniveaus, des Umfangs und der Dauer an den in der jeweiligen Schulform durchzuführenden schriftlichen und mündlichen Leistungsüberprüfungen in einer Pflichtoder Wahlpflichtfremdsprache. Analog zu den Sprachfeststellungsprüfungen gemäß Nrn. 8 und 9 wird die Sprachprüfung von der herkunftssprachlichen Lehrkraft unter verantwortlicher Mitwirkung einer weiteren Lehrkraft durchgeführt, die über die Lehrbefähigung für eine moderne Fremdsprache in der jeweiligen Schulform verfügt. Die Mitwirkung schließt die Festsetzung des Anforderungsniveaus und der Note ein. Eine mindestens gute Leistung in der Sprachprüfung kann eine mangelhafte Leistung in einer Fremdsprache ausgleichen.</p>	
<p>Schulministerium Nordrhein-Westfalen (Engl.: Department of Education North Rhine – Westphalia)</p>	<p>Unterricht für Schülerinnen und Schüler mit Zuwanderungsgeschichte, insbesondere im Bereich der Sprachen; Ministerium für Schule und Weiterbildung http://www.schulministerium.nrw.de/BP/Schulrecht/Erlasse/Herkunftssprache.pdf [13.12.2013]</p>	<p>From 21. December 2009</p>	<p>North Rhine-Westphalia</p>	<p>4. Herkunftssprache anstelle einer zweiten oder dritten Pflichtfremdsprache Sofern die organisatorischen, curricularen und personellen Voraussetzungen es zulassen, kann an Schulen der Sekundarstufe I nach Maßgabe des § 5 APO-S I die Herkunftssprache anstelle einer zweiten oder dritten Fremdsprache angeboten werden. In der gymnasialen Oberstufe gilt § 7 Abs. 6 APO-GOST (BASS 13 – 32 Nr. 3.1). In einem Schulversuch gemäß § 25 Abs. 1 SchulG wird „Unterricht in der Herkunftssprache an Hauptschulen als zweite Fremdsprache“ eingeführt. Nähere Hinweise hierzu enthält der Runderlass des Ministeriums für Schule und Weiterbildung (BASS 13 – 21 Nr. 7) 5. Unterricht in der Herkunftssprache (Muttersprachlicher Unterricht) 5.1 Der Unterricht in der Herkunftssprache (Muttersprache im Sinne von § 2 Abs. 10 SchulG, § 5 APO-S I) ist ein zusätzliches Angebot, das für die am meisten in Nordrhein-Westfalen gesprochenen Herkunftssprachen von Schülerinnen und Schülern mit einer Zuwanderungsgeschichte nach Maßgabe der haushaltsrechtlichen und organisatorischen Möglichkeiten und unter staatlicher Schulaufsicht an den Schulen eingerichtet wird. 5.2 Herkunftssprachlicher Unterricht wird in der Primarstufe dort angeboten, wo die Anzahl der Kinder einer gemeinsamen Herkunftssprache die Bildung einer mindestens 15 Schülerinnen und Schüler umfassenden Lerngruppe dauerhaft ermöglicht. Wird an der Schule die Lerngruppengröße auch bei jahrgangsübergreifendem Unterricht nicht erreicht, informiert die Schule hierüber die Schulaufsichtsbehörde. Dort werden Kooperationsmöglichkeiten mit benachbarten Schulen geprüft, damit bei ausreichender Gruppengröße schulübergreifende Lerngruppen eingerichtet werden können. Über Ausnahmen entscheidet die Schulaufsichtsbehörde. Der herkunftssprachliche Unterricht ergänzt mit in der Regel fünf Wochenstunden den Unterricht in Regelklassen und Vorbereitungsklassen der Primarstufe. Die Schule informiert die Eltern der Schülerinnen und Schüler mit Zuwanderungsgeschichte bei der Aufnahme in die Primarstufe über das Angebot. Aufgabe des Unterrichts ist es, auf der Grundlage des gültigen Lehrplans die herkunftssprachlichen Fähigkeiten in Wort und Schrift zu erhalten, zu erweitern und wichtige interkulturelle Kompetenzen zu vermitteln. Zur Feststellung des individuellen Lernfortschritts sind nach Maßgabe des Lehrplans schriftliche Übungen zulässig. 5.3 In den Schulen der Sekundarstufe I wird der herkunftssprachliche Unterricht sukzessive in ein Fremdsprachenangebot umgewandelt. Ausschlaggebend für die Einrichtung eines solchen Angebots ist, dass ausreichend große Lerngruppen zustande kommen. Die Schule informiert die Eltern der Schülerinnen und Schüler mit Zuwanderungsgeschichte hierüber beim Übergang in die Sekundarstufe I. Solange das Fremdsprachenangebot nicht eingerichtet ist, kann herkunftssprachlicher Unterricht stattfinden, wenn in der Sekundarstufe I mindestens 18 Schülerinnen und Schüler gleicher Herkunftssprache dauerhaft teilnehmen. Wird an der Schule die Lerngruppengröße auch bei jahrgangsübergreifendem Unterricht nicht erreicht, informiert die Schule hierüber die Schulaufsichtsbehörde. Dort werden Kooperationsmöglichkeiten mit benachbarten Schulen geprüft, damit bei ausreichender Gruppengröße schul- oder schulformübergreifende Lerngruppen eingerichtet werden können. Über Ausnahmen entscheidet die Schulaufsichtsbehörde.</p>	<p>4. Native language instead of the second or third foreign language This regulation permits students at school to take the native language instead of a foreign language. 5. Lessons in the native language This regulation permits native language lessons as additional courses at schools (for the most commonly spoken languages in North Rhine-Westphalia). 8. Consulate teaching This regulation permits native language lessons at consulates.</p>

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
				<p>8. Konsulatsunterricht</p> <p>8.1 Bestandteil der nordrhein-westfälischen Integrationspolitik ist der herkunftssprachliche Unterricht. Die Durchführung von herkunftssprachlichem Unterricht für Kinder und Jugendliche, die öffentliche Schulen besuchen, ist Aufgabe des Landes. Der Unterricht wird von Lehrkräften erteilt, die Bedienstete des Landes Nordrhein-Westfalen sind. Die staatlichen Vorgaben über die Unterrichtsinhalte sowie die staatliche Schulaufsicht gewährleisten lehrplangerechten Unterricht.</p> <p>8.2 Werden für Sprachen Bedarfe angemeldet, für die bisher in Nordrhein-Westfalen kein herkunftssprachlicher Unterricht angeboten wird und auch ein solches Angebot wegen zu kleiner Lerngruppen oder mangels qualifizierter Lehrkräfte in absehbarer Zeit nicht eingerichtet werden kann, bleibt es den ausländischen Konsulaten unbenommen, hierfür Konsulatsunterricht als außerschulische Angebote einzurichten. Gleiches gilt, wenn über die bestehenden Herkunftssprachangebote hinaus Bedarfe entstehen, die mit den vorhandenen Ressourcen des Landes nicht abgedeckt werden können. Dieser Sprachunterricht bedarf keiner Genehmigung der Schulaufsicht.</p> <p>8.3 Sofern Konsulatsunterricht auf der Grundlage des Lehrplans des Landes Nordrhein-Westfalen erteilt wurde, dies der Schulaufsicht durch das Konsulat bescheinigt wird und die Schülerinnen und Schüler im Verlauf ihrer Schullaufbahn regelmäßig teilgenommen haben, können sie an der nordrhein-westfälischen Abschlussprüfung des herkunftssprachlichen Unterrichts am Ende der Klasse 10 auf der Anspruchsebene des angestrebten Abschlusses teilnehmen (s. Nr. 6.3). Hierzu setzt sich das Konsulat mit der örtlich zuständigen Bezirksregierung ins Benehmen. Die Note kann in das Zeugnis aufgenommen werden. Mit einer erfolgreich absolvierten Prüfung auf dem Anspruchsniveau des mittleren Schulabschlusses erwerben die Schülerinnen und Schüler die Berechtigung, gegebenenfalls in der gymnasialen Oberstufe am Unterricht in der Herkunftssprache als fortgeführte Fremdsprache teilzunehmen.</p> <p>8.4 Ermöglichen Konsulate den Erwerb von international anerkannten Sprachzertifikaten, die sich am Gemeinsamen europäischen Referenzrahmen für Sprachen orientieren, wird das erworbene Zertifikat mit dem Niveau des GeR auf das Zeugnis unter „Bemerkungen“ aufgenommen. Mit einem internationalen Sprachzertifikat erhalten die Schülerinnen und Schüler einen aussagefähigen und für die berufliche Perspektive bedeutsamen Nachweis ihrer Sprachkompetenz.</p> <p>8.5 Für den Fall, dass Konsulate Sprachunterricht anbieten wollen, prüft die Schulaufsicht, ob er in einer Schule mit Ganztagsangeboten stattfinden kann. Im Zusammenwirken mit der Schule kann der Sprachunterricht als Betreuungsmaßnahme durchgeführt werden. Die Zusammenarbeit kann auf der Grundlage einer Kooperationsvereinbarung zwischen dem Schulträger, der Schule und dem Konsulat ausgestaltet werden. Das außerschulische Angebot gilt dann als schulische Veranstaltung, so dass für die Schülerinnen und Schüler gesetzlicher Unfallversicherungsschutz besteht.</p> <p>8.6 Das Land wirbt bei den Schulträgern dafür, dass den Konsulaten für ihren Sprachunterricht die Schulräume möglichst unentgeltlich zur Verfügung gestellt werden.</p>	
Ministerium für Bildung, Frauen und Jugend Rheinland-Pfalz (Engl.: Department of Education, Women and Youth Rhineland-Palatinate)	Verwaltungsvorschrift des Ministeriums für Bildung, Frauen und Jugend; Landeselternbeirat Rheinland-Pfalz http://leb.bildung-rp.de/fileadmin/user_upload/leb.bildung-rp.de/Unterricht_von_Schuelerinnen_und_Schuelern_mit_Migrationshintergrund.pdf [18.12.2012]	From 22. November 2006	Rhineland-Palatinate	<p>5. Muttersprachlicher Unterricht oder Unterricht in der Herkunftssprache</p> <p>Der muttersprachlicher Unterricht oder der Unterricht in der Herkunftssprache unterstützt die schulische und soziale Intergration und fördert die sprachliche und kulturelle Persönlichkeitsbildung. Er ist Bestandteil der interkulturellen Bildung und Erziehung.</p> <p>Er umfasst den Erhalt und die Weiterentwicklung der sprachlichen Fähigkeiten und Themen und Inhalte, die sich sowohl auf die gegenwärtige Lebenssituation der Schülerinnen und Schüler als auch auf die Kultur, Geschichte und Geografie des Herkunftslandes beziehen. In diesem Rahmen können auch religionskundliche Themen behandelt werden. Jede einseitige Unterrichtung und Information der Schülerinnen und Schüler ist unzulässig (§ 25 Abs. 1 Satz 4 SchulG). Der Unterricht umfasst mündliche und gestalterische Arbeit und führt zum Schriftspracherwerb.</p> <p>5.1 Neben den Amtssprachen der früherern Entsendeländer* bzw. ihrer Nachfolgestaaten kann bei Vorliegen der personellen, organisatorischen und haushaltsmäßigen Voraussetzungen auch Russisch erteilt werden. Über weitere Angebote entscheidet im Einzelfall die oberste Schulbehörde. (* Türkisch, Griechisch, Italienisch, Serbisch, Kroatisch, Bosnisch, Slowenisch, Albanisch, Spanisch, Portugiesisch, Marokkanisch, Tunesisch).</p>	<p>5. Teaching in the native language</p> <p>This Regulation permits teaching in the native language (such as Turkish, Greek, Italian, Serbian, Croatian, Bosnian, Slovenian, Albanian, Spanish, Portuguese, Moroccan, Tunisian and Russian) at school because native language lessons support academic and social integration, and promote linguistic and cultural self-development. It is a part of intercultural education.</p>

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
Ministerium für Bildung Saarland (Engl.: Department of Education Saarland)	Verordnung zum Unterricht für ausländische Kinder, Jugendliche und Heranwachsende sowie Schüler und Schülerinnen mit Migrationshintergrund; Land Saarland http://sl.juris.de/cgi-bin/landesrecht.py?d=http://sl.juris.de/sl/gesamt/AusKJUntV_SL.htm#AusKJUntV_SL_P8 [12.12.2012]	From 11. Deceber 2009	Saarland	§ 8 Unterricht in der Muttersprache (1) Um die Verbindung der Schüler und Schülerinnen mit Migrationshintergrund zur Sprache und Kultur ihrer Heimat zu erhalten, kann das jeweilige Konsulat mit Genehmigung der Schulaufsichtsbehörde für sie muttersprachlichen Unterricht (Muttersprache, Geschichte und Landeskunde) durchführen. Dieser Unterricht umfasst in der Regel bis zu fünf Wochenstunden und kann vormittags oder nachmittags erteilt werden. Soweit Schulraum genutzt wird, ist hierzu das Einvernehmen des Schulträgers einzuholen. (2) Muttersprachlicher Unterricht kann mit einer Mindestzahl von 15 Schülern und Schülerinnen gleicher Sprachzugehörigkeit eingerichtet werden. (3) Die zur Erteilung des muttersprachlichen Unterrichts einzusetzenden Lehrkräfte müssen die volle Lehrbefähigung für das auf die jeweilige Schulform bezogene Lehramt nach dem Recht ihres Heimatlandes erworben haben. (4) Im Rahmen der finanziellen Möglichkeiten werden den konsularischen Vertretungen zur Durchführung des muttersprachlichen Unterrichts seitens des Saarlandes Zuschüsse gewährt. (5) Soweit ausländische Kinder den von den Konsulaten eingerichteten muttersprachigen Unterricht besuchen, besteht die Möglichkeit, mit Genehmigung der Schulaufsichtsbehörde einen entsprechenden Hinweis ins Zeugnis aufzunehmen. Darüber hinaus kann mit Genehmigung der Schulaufsichtsbehörde auch eine Benotung aufgenommen werden. Die Genehmigung wird für die einzelnen Nationalitäten jeweils gesondert erteilt. Der Hinweis im Zeugnis ist unter der Rubrik „Bemerkungen“ einzufügen und lautet: „Der Schüler/Die Schülerin hat an dem vom ... Konsulat durchgeführten Unterricht in der ... Sprache teilgenommen“, bzw. „Der Schüler/Die Schülerin hat an dem vom ... Konsulat durchgeführten Unterricht in der ... Sprache teilgenommen und folgende Noten erzielt: ...“	§ 8 Teaching in the native language This regulation permits native language teaching for students of migrant background to connect the students to the language and culture of their homeland. Lessons in the native language can be offered in Saarland by consulates as supplementary lessons, provided there are at least 15 school students.
Landtag Sachsen (Engl.: Parliament of Saxony)	Verordnung des Sächsischen Staatsministeriums für Kultus über allgemeinbildende Gymnasien und die Abiturprüfung im Freistaat Sachsen (Schulordnung Gymnasien Abiturprüfung – SOGYA); Recht und Vorschriftenverwaltung Sachsen http://www.revosax.sachsen.de/Details.do?sid=9893515462499&jlink=p17&jabs=23 [17.12.2012]	From 01. August 2012	Saxony	§ 17 Wahl der Fremdsprachen und Profile (6) Für Schüler mit Migrationshintergrund, deren Herkunftssprache nicht die deutsche oder die unterrichtete erste oder zweite Fremdsprache ist, kann die Sächsische Bildungsagentur auf Antrag der Eltern oder des volljährigen Schülers den Unterricht im Fach zweite Fremdsprache durch Unterricht in der Herkunftssprache ersetzen.	§ 17 Choice of foreign language and profile This regulation permits language teaching in the native language instead of a second foreign language at school for students of migrant background, whose native language is not German and not the first or second foreign language at school.
Landtag Sachsen (Engl.: Parliament of Saxony)	Sächsisches Gesetz zur Förderung von Kindern in Tageseinrichtungen; Recht und Vorschriftenverwaltung http://www.revosax.sachsen.de/Details.do?sid=6621112639745&jlink=p20&jabs=25 [17.12.2012]	From 01. January 2009 until 31. Deceber 2010	Saxony	§20 Förderung der sorbischen Sprache und Kultur In Kindertageseinrichtungen des sorbischen Siedlungsgebietes werden auf Wunsch der Eltern sorbischsprachige oder zweisprachige Gruppen gebildet. Näheres über die Arbeit in diesen Einrichtungen sowie ihre Förderung regelt das Staatsministerium für Kultus durch Rechtsverordnung. Soweit Landeszuschüsse ausgereicht werden, sind für die Bewilligung und Auszahlung die örtlichen Träger der öffentlichen Jugendhilfe zuständig. Für die Bewilligung und Auszahlung von Landeszuschüssen an Kreisfreie Städte ist die Landesdirektion zuständig.	§ 20 Promotion of the Sorbian language and culture This law promotes the Sorbian language in kindergartens in Sorbian settlement areas. Bilingual or Sorbian speaking groups can be organized at the request of parents.
Thüringer Landtag (Engl.: Parliament of Thuringia)	5. Wahlperiode Drucksache 5/1220 14.07.2010 Kleine Anfrage der Abgeordneten Berninger (DIE LINKE) und Antwort des Thüringer Ministeriums für Bildung, Wissenschaft und Kultur Muttersprachlicher Unterricht für Kinder und Jugendliche mit Migrationshintergrund http://www.lirt-online.de/wdeutsch/download/landtag/5wahlperiode/migration/5_1220.pdf [10.12.2012]	From 14. July 2010	Thuringia	Frage: Welche Möglichkeiten eines muttersprachlichen Unterrichts für Kinder, deren Erstsprache nicht Deutsch ist, bestehen derzeit konkret an Thüringer Schulen (bitte nach Sprache und Schule aufschlüsseln)? Antwort: Der herkunftssprachliche Unterricht kann in Thüringen als Ergänzungsunterricht angeboten werden, soweit eine Kursstärke von 15 Schülern erreicht ist. Da diese Anzahl an Thüringer Schulen nur selten erreicht wird, kann der Unterricht klassenstufen-, schul- und ggf. schulartübergreifend erteilt werden. Die Teilnahme am herkunftssprachlichen Ergänzungsunterricht ist freiwillig und wird zusätzlich zur Stundentafel der jeweiligen Klassenstufe mit maximal vier Wochenstunden erteilt, um eine Überforderung der Schüler zu vermeiden. Die Umsetzung dieses Angebots an den Schulen ist bestimmt durch die Nachfrage ausländischer Schülerinnen und Schüler und die Gegebenheiten der Schule vor Ort. Daten hierzu werden landesweit nicht erfasst. Als Beispiel kann aufgeführt werden, dass in der Stadt Erfurt seit mehreren Jahren Vietnamesisch als herkunftssprachlicher Ergänzungsunterricht schulübergreifend erteilt	Question by Member of the Left Party of the Parliament of Thuringia: What possibilities for teaching in the native language currently exist in Thuringia for children whose first language is not German? Answer by the Thuringian Ministry of Education, Science and Culture: Native language teaching can be offered in Thuringia as supplementary lessons, provided that there is a minimum of 15 school students.

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
Behörde für Schule und Berufsbildung Hamburg (Engl.: Department of Education Hamburg)	Bildungsplan/ Grundschule/ Herkunftssprachen, http://www.hamburg.de/contentblob/2482192/data/herkunftsspr-unterricht-g-s.pdf [10.02.2013]	From 2011	Hamburg	<p>wird.</p> <p>Das Fach herkunftssprachlicher Unterricht wird in der Grundschule als zusätzliches Fach unterrichtet.</p> <p>Die Teilnahme ist freiwillig. Der Unterricht wird in den Vormittag integriert oder außerhalb der regulären Unterrichtszeit als zentrales Angebot am Nachmittag erteilt. Er kann bereits in der Vorschulklasse einsetzen und jahrgangsübergreifend unterrichtet werden. Die Anforderungen orientieren sich an der ersten Fremdsprache. Die im herkunftssprachlichen Unterricht erbrachten Leistungen werden in den Lernentwicklungsberichten ausgewiesen und sind auch für die Übergangentscheidung relevant.</p>	Native languages are taught in primary schools as additional subjects. Participation is voluntary. The lessons are integrated in the morning or given outside the regular class time as a key course in the afternoon. They can be taught as early as the pre-school class. The requirements are based on the first foreign language.

Table 2. List of universities in Germany & research on bilingualism

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
<p>Freie Universität, PädQUIS (Berlin)</p> <p>Deutsches Jugendinstitut (DJI) (Munich)</p> <p>Forschungsgruppe Verhaltensbiologie des Menschen (FVM) (Kandern)</p> <p>NUBBEK Arbeitsgruppe Universität Bochum (Osnabrück)</p> <p>Staatsinstitut für Frühpädagogik (IFP) (Munich)</p>		<p>Coordinator: Prof. Dr. Wolfgang Tietze (Freie Universität) e-mail: tietze@zedat.fu-berlin.de</p> <p>Public questions about NUBBEK: info@nubbek.de</p> <p>Deutsches Jugendinstitut (DJI)</p> <p>Deutsches Jugendinstitut e.V. Nockherstr. 2 81541 München www.dji.de</p> <p>Forschungsgruppe Verhaltensbiologie des Menschen (FVM), Forschungsgruppe Verhaltensbiologie des Menschen (FVM) Obere Dorfstr. 7 79400 Kandern www.verhaltensbiologie.com</p> <p>NUBBEK Arbeitsgruppe Universität Bochum / Osnabrück NUBBEK Arbeitsgruppe Universität Bochum / OsnabrückRuhr-Universität Bochum Universitätsstraße 150 44801 Bochum http://www.ruhr-uni-bochum.de</p> <p>NUBBEK Arbeitsgruppe Universität Bochum / Osnabrück Universität Osnabrück Postfach 44 69 49069 Osnabrück http://www.uni-osnabrueck.de</p> <p>NUBBEK Arbeitsgruppe Universität Bochum / Osnabrück</p> <p>PädQUIS - Kooperationsinstitut der FU Berlin (Koordination) Pädagogische Qualitäts- Informations-Systeme</p>	<p>Project "Nationale Untersuchung der Bildung, Betreuung und Erziehung junger Kinder (NUBBEK)"</p> <p>Sponsors: Federal Ministry for Family Affairs, Senior Citizens, Women and Youth; Jacobs Foundation, Robert Bosch Foundation, and state ministries of the states of Bavaria, Brandenburg, Lower Saxony and North Rhine-Westphalia.</p> <p>Given the lack of fundamental empirical knowledge for successful child development and education, the task of the study partners is to provide an empirical knowledge base, and to shed light on emerging conditions and issues from a scientific viewpoint. With this empirical knowledge of what makes a good early childhood education, families will have the support they need to expand their educational mission.</p>		<p>Fernsehbeiträge (Television publications) 3sat, Nano, Sendung vom 26.04.2012, 18:30 Uhr http://www.3sat.de/mediathek/?display=1&mode=play&obj=30628</p> <p>Radiobeiträge (Radio publications) Deutschlandfunk, PISApus, 04.05.2012, 14:05 Uhr http://podcast-mp3.dradio.de/podcast/2012/05/05/dlf_20120505_1405_a2500d72.mp3 (DOES NOT WORK)</p> <p>Deutschlandfunk, Studiozeit: Aus Kultur- und Sozialwissenschaften, Sendung vom 26.04.2012, 20:10 Uhr http://www.dradio.de/dlf/sendungen/studiozeit-ks/1740742/ Deutschlandfunk, Campus & Karriere, Sendung vom 26.04.2012, 14:35 Uhr http://www.dradio.de/dlf/sendungen/campus/1740649/ Kulturradio (rbb), 27.04.2012, 09:10 Uhr http://www.ardmediathek.de/ard/servlet/content/3517136?documentId=10315658 (DOES NOT WORK)</p> <p>Zeitschriften und Zeitungen (Magazines and newspapers) ZEIT ONLINE, 27.04.2012 http://www.zeit.de/gesellschaft/familie/2012-04/studienkinderbetreuung/komplettansicht ZEIT ONLINE, 26.04.2012 http://www.zeit.de/gesellschaft/zeitgeschehen/2012-04/nubbek-kinder-bildung FOCUS ONLINE, 26.04.2012 http://www.focus.de/schule/lernen/nubbek-studienkinderbetreuung-in-deutschland-nur-maessig-gut_aid_743840.html TAGESSPIEGEL, 27.04.2012 http://www.tagesspiegel.de/politik/kinderbetreuung-es-gibt-keine-</p>	<p>26.04.2012: Meeting for the project finalization</p> <p>Numerous representatives in the fields of politics, associations, government, education and training, science and other professionals used this opportunity to learn something about the results of the "national research in education, care and upbringing in early childhood" programme (NUBBEK).</p> <p>The key findings of the study were presented and discussed at several lectures in the Berlin offices of the Robert Bosch Foundation. Major topics presented here covered the history and situation of children. The quality of education in various forms other than parental care, the quality of education in families and the results of the study presented in NUBBEK had particular reference to children of Russian and Turkish background.</p>

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
		<p>gGmbH Malteserstr. 74-100 12249 Berlin www.paedquis.de</p> <p>Staatsinstitut für Frühpädagogik (IFP) Staatsinstitut für Frühpädagogik (IFP), MünchenEckbau Nord Winzererstraße 9 80797 München www.ifp.bayern.de</p>			<p>wahlfreiheit/6560942.html WELT ONLINE, 26.04.2012 http://www.welt.de/politik/deutschland/article106232415/Jede-zweite-Kita-im-Bildungsbereich-unzureichend.html JUNGE WELT, 30.04.2012 http://www.jungewelt.de/2012/04-30/019.php TAZ, 27.04.2012 http://www.taz.de/Nationale-Betreuungsstudie/192353/</p> <p>sonstige Berichte und Meldungen BUNDESMINISTERIUM FÜR FAMILIE; SENIOREN; FRAUEN UND JUGEND, 26.04.2012. http://www.bmfsfj.de/BMFSFJ/aktuelles,did=186056.html GEWERKSCHAFT; ERZIEHUNG UND WISSENSCHAFT, 26.04.2012. http://www.gew.de/GEW_Quanitaetsoffensive_fuer_die_Kita_s.html T-ONLINE, 26.04.2012 http://eltern.t-online.de/betreuungsstudie-nubbek-deutsche-kindergaerten-sind-nur-mittelmaessig/id_55950564/index</p>	
<p>Uni Potsdam (http://www.uni-potsdam.de/)</p>	<p>Institut für Germanistik / Zentrum Sprache, Variation und Integration (http://www.uni-potsdam.de/svm)</p>	<p>Prof. Dr. Heike Wiese: Tel.: 0331-977 4222 Fax: 0331-977 4225 Email: heike.wiese@uni-potsdam.de</p> <p>Prof. Dr. Christoph Schroeder (Lehrstuhl Deutsche Sprache der Gegenwart): Tel: 0331 977-4232 Fax: 0331 977-4245 Assistant: Cornelia Brandtner (sprachforscher@uni-potsdam.de)</p> <p>Universität Potsdam Institut für Germanistik Deutsche Sprache der Gegenwart Am Neuen Palais 10 14469 Potsdam</p>	<p>The development of oral and written skills in the mother tongue and foreign language of multilingual children and young people of Turkish origin in France and Germany</p> <p>Supported by: DFG (German Research Foundation),</p> <p>Duration: 2010-2013</p> <p>MULTILIT is a bi-national project, which is backed by the German Research Foundation (DFG) and its French partner organization ANR. In the project, the language skills of multilingual students in Germany (Berlin) and France (Lyon and Paris) are examined and compared with each other. MULTILIT raises speaking and writing skills in the Turkish language family, the environment and the school languages (German and French), as well as the first foreign language, English, which is set in relation to the other languages and compared in the framework of their different social background. The bi-national comparison of Germany and France also allows for identifying the impact of migration sociology and educational policy parameters. In this sense MULTILIT is of particular social</p>	<p>Additional studies GFL / GSL (discontinued)</p> <p>The Institute for German Studies at the University of Potsdam offers an additional course (at master's level, for student teachers and teachers of all year levels of at least one philological subject or the main subject of German) 'German as a foreign and second language' (GFL / GSL). With this training, interested students and teachers (who have not studied for the Magister in Germanic linguistics with German as a foreign language), have the opportunity to focus on teaching German for foreigners in Germany and abroad.</p> <p>Duration: 2 - 3 semesters</p>	<p>SCHROEDER, C./ ŞİMŞEK, Y. (2011): Migration und Sprache in Deutschland - am Beispiel der Migranten aus der Türkei und ihrer Kinder und Kindeskiner. In: OZIL, Ş./ HOFFMANN, M./ DAYIOĞ LU-YÜCEL, Y. (Hrsg.). Fünfzig Jahre türkische Arbeitsmigration in Deutschland. (Deutsch-türkische Studien. Jahrbuch 2011) Göttingen: V & R unipress, 205-228.</p> <p>SCHROEDER, C. (2009): Empirische Zugänge zu Sprachförderung und Spracherwerb in Deutsch als Zweitsprache. (Mehrsprachigkeit). Herausgegeben von SCHWAMM, K./ SCHROEDER, C. Münster/New York: Waxmann.</p> <p>SCHROEDER, C. (2009): gehen, laufen, torkeln: Eine</p>	<p>"Sprachkompetenzen von Jugendlichen mit Migrationshintergrund im Spannungsfeld von gesellschaftlicher Erwartung und sprachlicher Realität", Vortrag mit Katharina Mayr und Kerstin Paul auf der IDT - XIV. Tagung der Deutschlehrerinnen und Deutschlehrer, Weimar/Jena, 3.-8. August 2009.</p> <p>"Deutsch als Zweitsprache in Brandenburg". Vortrag beim 6. Workshop "Kinder und Jugendliche mit Migrationshintergrund" in Jena, 2010 "Language competencies of young people of migrant background in areas of tension caused by social expectations and linguistic reality", lecture by Katharina Mayr and Kerstin Paul on the IDT - XIV. The German Teacher's Conference, Weimar/Jena, 3-8 August 2009. "German as a second language in Brandenburg", lecture at the 6th "Children and young people of migrant background" Workshop in Jena, 2010.</p>

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			<p>and educational significance. MULTILIT examines the lexical area, syntactic complexity and textual structures, as well as written texts and aspects of language and orthography requiring specific ways of writing. The development aspect is pseudo-longitudinal, and follows a synchronous survey carried out at different ages (years 5, 7, 10 and 12).</p> <p>Prosodic focus marking in language contact situations: The project, led by Christoph Schroeder and Sabine Zerbian, examines the prosodic marking of the information structure of non-contact-induced language change in selected language varieties of Germany and South Africa (from the observation that the world's languages differ in whether and how new and given information is marked.) The varieties studied in the project are Turkish-German and German as a second language (L2) of speakers with English as their first language (L1), and Black South African English as L1 and L2. The project examines the mechanisms in the prosodic marking of IS effective in these varieties, and the transfer of knowledge and/or linguistic innovation derived from research into second language acquisition.</p> <p>Project objectives:</p> <ol style="list-style-type: none"> 1. the prosodic marking of new and given information to describe discourse in these contact varieties. 2. markers to compare the contact varieties German, Turkish, English, Sotho / Zulu and evaluate the observable mechanisms (transfer or innovation). 3. to interpret the mechanisms <p>The project works with cross-language methodology and runs experiments for both contact situations through controlled production, perception and interpretation of experiments to provide comparable data across languages.</p> <p>"Lass ma Sprache erfroschen" – Kiez goes to University:</p> <p>Sponsored by: "Denkwerkstatt" of the Robert Bosch Foundation</p> <p>The project gives students the chance to take a look at university life while they are still at school. Supported by students, PhD candidates and Professors, young people carry out their own research projects and apply themselves to linguistic methods. This opens up cooperation and perspectives on academic study.</p> <p>Together with Germanists of Potsdam University, students of three schools in Berlin-Kreuzberg run their own linguistic research projects, such as the myth of "double semi-lingualism" commonly found</p>		<p>typologisch gegründete Hypothese für den Schriftspracherwerb in der Zweitsprache Deutsch mit Erstsprache Türkisch. In: SCHWAMM, K./ SCHROEDER, C. (Hrsg.). Empirische Zugänge zu Sprachförderung und Spracherwerb in Deutsch als Zweitsprache (Mehrsprachigkeit). Münster/New York: Waxmann, 185-202.</p> <p>SCHROEDER, C. (2008): Aspects of secondary predication. (Studia slavica Oldenburgensia). Herausgegeben von / edited by SCHROEDER, C./ HENTSCHEL, G./ BOEDER, W.. Oldenburg: BIS.</p> <p>SCHROEDER, C. (2007): Sprache und Integration. APuZ – Aus Politik und Zeitgeschichte 22-23 (Themenheft „Integration“), 6-12.</p> <p>SCHROEDER, C. (2006): Article systems in some areas of Europe. In: Giuliano Bernini, Marcia L. Schwartz (eds.). Pragmatic organization of discourse in the languages of Europe. (EALT/ EURO TYP 20-8) Berlin: de Gruyter, 545-611.</p> <p>ŞİMŞEK, Y. (2012): Sequenzielle und prosodische Aspekte der Sprecher-Hörer Interaktion im Türkendutschen. (Mehrsprachigkeit, Band 33) Münster etc.: Waxmann.</p> <p>ŞİMŞEK, Y. (in Vorb.): Formen des Sprachgebrauchs türkisch-deutscher Jugendlicher aus Berlin. In: JUNGBLUTH, K./ WEYDT, H. (Hrsg.): 1,2, 3: meine Sprache, deine Sprache, unsere Sprache? Mehrsprachigkeit aus deutscher Perspektive. Niemeyer.</p> <p>ŞİMŞEK, Y. / SCHROEDER, C.(in Vorb.): Türkisch. In</p>	

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			<p>in adolescents with migrant backgrounds, youth language and German neighbourhoods, in particular, and also code-switching and switching between the language varieties of their own language repertoire.</p> <p>Over 80% of pupils at the cooperating schools are non-German native speakers; many of the participating students are, therefore, multilingual. This additional qualification is used as an important resource for the development of linguistic topics. Another partnership school is located in Hattersheim, Hesse. The students work in parallel to the Kreuzberg students on similar questions. Later on the results of the two groups are compared.</p> <p>Students can use their research results while they are still at school for their final exams (high school, middle school). They are supported in their research by students who serve as mentors.</p> <p>Students present their projects at the annual Long Night of Science in Berlin/Potsdam and at various other public events, such as in the week of language and reading in the Communication Museum Berlin.</p> <p>"Mehr Sprachen - mehr Wert: better chances with linguistic diversity", a study led by Anke Sennema and Magdalena Wiazewicz, examines the contribution of plurilingual language awareness and language skills in vocational education and training courses. The project target groups are students of Polish background who seek a professional degree in the commercial, technical or social sectors. By using standardized test formats, language skills in German and English are assessed according to the areas of competence of the Common European Framework of Reference for Languages (CEFR). The project raises awareness of the opportunities of multilingualism in aspects of careers.</p> <p>Contact: Anke Sennema, Magdalena Wiazewicz at the Sven Walter Institute, Berlin</p> <p>PROCOPE</p> <p>The project is part of the exchange programme of the DAAD to promote scientific exchange between researchers from Europe to establish a scientific network.</p> <p>Name of the project: "Contrastive evaluation of the social and linguistic implications of the Kurdish language as a migrant language in France and Germany"</p> <p>Head of the project: Dr. Yazgöl Şimşek</p> <p>Co-operation: Prof. Dr. Salih Akin (University of Rouen, France), Professor Geoffrey Haig (University of Bamberg), Dr. Catherine Brizić (University of Vienna).</p>		<p>KRIFKA, M. et. al. (Hrsg.): Das mehrsprachige Klassenzimmer. Berlin: Springer Verlag.</p> <p>ŞİMŞEK, Y. (2011): Post-Positioning in the Constructions with the Turkish 'şey' and the German 'dings' in Turkish-German Conversations. In: KERN, F./ SELTUNG, M.(Hrsg): Ethnic Styles of Speaking in European Metropolitan Cities. Linguistic Studies. Amsterdam: Benjamins.</p> <p>ŞİMŞEK, Y. / SCHROEDER, C.(2011): Migration und Sprache in Deutschland – am Beispiel der türkischen Einwanderer aus der Türkei. In: ÖZIL, Ş./ HOFMANN, M./ DAYIOĞ LU-YÜCEL, Y. (Hrsg.). 50 Jahre Arbeitsmigration in Deutschland. Göttingen: Unipress, 205–226.</p> <p>ŞİMŞEK, Y. / SCHROEDER, C.(2010): Die Entwicklung der Kategorie Wort im Türkisch-Deutsch bilingualen Schriffterwerb in Deutschland. In: WTH, C. (Hrsg.): IMIS-Beiträge, Band 37. Schriffterwerb unter den Bedingungen von Mehrsprachigkeit und Fremdsprachenunterricht". Universität Osnabrück, 55-79.</p> <p>ŞİMŞEK, Y. / SCHROEDER, C.(2010): Türkisch. In: KRUMM, H.-J./ FANDRYCH, C./ HUFEISEN, B./ RIEMER, C. (Hrsg.). Handbuch Deutsch als Fremd- und Zweitsprache (Neubearbeitung). (HSK – Handbücher zur Sprach- und Kommunikationswissenschaft). Berlin: Mouton de Gruyter.</p> <p>ŞİMŞEK, Y./ KERN, F. (2004): Türkendutsch. Aspekte von Einheitenbildung und Rezeptionsverhalten. In: WOLFF, D. (Hrsg.)(2006): Tagungsband GAL-2004 in Wuppertal. FAL, Band 47. Peter Lang, 103 - 122.</p>	

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			<p>Content and questions: Through greater collaboration between scientists, the project aims to complement linguistic research in the fields of migration and language regarding migrants with Kurdish as a first language - especially from France, Austria and Germany. Sociolinguistic aspects such as language settings and the social role of Kurdish in these countries are central aspects, based on the assumption that the different socio-political orientations and the different ethnic compositions of the immigrant groups in the three countries result in migrant settings that differ from the Kurdish. By empirical methods, aspects of language contact and the impact on the German spoken by immigrant children (with Kurdish as L1) are also examined. The relevance of Kurdish for a successful career and the particular processes for acquiring reading skills on the basis of trilingualism and multilingualism are part of the study objectives.</p>		<p>MERZGER, V.: "Wörter – Wissen – Mehrsprachigkeit: Interdependenzen zwischen Erst- und Zweitsprache? Methoden- und Datendiskussion", Vortrag mit Anne Jähnert, Christin Schellhardt und Christoph Schroeder, GAL-Kongress "Wörter - Wissen - Wörterbücher", Erlangen, 18.-21. September 2012.</p> <p>MAYR, K./MERZGER, V./KERSTIN, P. (2011). Sensibilisieren statt Kritisieren. Arbeiten mit und an Sprache im Deutschunterricht. ktron 24 [= Journal zur Lehrerbildung, hrsg. vom Zentrum für Lehrerbildung der Universität Potsdam].</p> <p>MAYR, K./MERZGER, V./KERSTIN, P. (2010): Spracharbeit statt Strafarbeit. Zum Ausbau von Sprachkompetenz mit Kiezdeutsch im Unterricht. IDV-Magazin 82, 159 - 187.</p>	
<p>Uni Potsdam (http://www.uni-potsdam.de/)</p>	<p>PRIM (Potsdam Research Institute for Multilingualism) (http://www.uni-potsdam.de/prim/)</p>	<p>University of Potsdam Potsdam Research Institute for Multilingualism Haus 2 Campus Golm Karl-Liebknecht-Strasse 24-25 14476 Potsdam Tel.: +49 (0)331/ 977-2751 Fax: +49 (0)331/ 977-2687 E-Mail: prim@uni-potsdam.de</p>	<p>M1: Inflectional Processing in Early and Late Bilinguals This project investigates the processes involved in the real-time production of morphologically complex words in German and English-speaking children and adults by using event-related brain potentials and other experimental techniques. We will, for example, employ the technique of delayed vocalizations for studying language production using brain potentials.</p> <p>M2: The processing of derivational word forms This project investigates how early and late bilinguals process derived words. Using different experimental techniques, we examine (i) the representation of derived words in the mental lexicon, (ii) which information sources (e.g. orthography, morphology, semantics) are used for recognizing derived words and (iii) the mechanisms employed for recognizing and producing derived words in real time. The current research focuses on the question of whether non-native speakers use the same representations, information sources and processing mechanisms for derived words as native speakers. M3: Morphological Constraints - Processing and Representation</p>		<p>CLAHSEN, H/ FELSER C. (2012): The Potsdam Research Institute for Multilingualism. Linguistische Berichte. 229, 99-116.</p> <p>FELSER, C./ CUNNINGS I. (2012): Processing reflexives in English as a second language: The role of structural and discourse-level constraints. Applied Psycholinguistics. 33, 571-603.</p> <p>FELSER, C./ CUNNINGS, I./ BATTERHAM, C./ CLAHSEN, H. (2012): The timing of island effects in non-native sentence processing. Studies in Second Language Acquisition: 34, 67-98.</p> <p>FESTMAN, J. (2012): "Multilingual Brains": Individual differences in multilingualism - a neuro-psycho-linguistic perspective. In: BRAUNMÜLLER, K. / GABRIEL, C. (eds.). Multilingual Individuals and Multi-</p>	

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			<p>This project will investigate the processes involved in how children and adults comprehend complex words using complementary experimental methods, including eye-movement monitoring. The focus will be on how constraints on inflected words inside compounds affect children's interpretation and processing of compound nouns. Results from the project will help to provide a better understanding of the development of language processing in children, and will show how children's ability to rely on different mechanisms (e.g. lexical storage vs. grammatical computation) and different information sources (e.g. morphology vs. semantics) during language processing develops over time.</p>		<p>lingual Societies. (Hamburger Studies in Multilingualism, Vol. 13). Amsterdam/Philadelphia: John Benjamins, 207-220.</p> <p>FESTMAN, J. (2012): Language control abilities of late bilinguals. <i>Bilingualism: Language and Cognition</i>. 15(3), pp. 580-593. doi: 10.1017/S1366728911000344</p> <p>FESTMAN, J. / MÜNTE, T.F. (2012): Cognitive control in Russian-German bilinguals. <i>Frontiers in Cognition</i> 3, Article 115. doi: 10.3389/fpsyg.2012.00115</p> <p>FLEISCHHAUER, E. / CLAHSEN, H. (2012): Generating inflected word forms in real time: Evaluating the role of age, frequency, and working memory. In: BILLER, A./ CHUNG, E./ KIMBALL, A. (eds.), <i>Proceedings of the 36th annual Boston University Conference on Language Development</i>. Volume 1, Cascadilla Press: Somerville, MA, pp. 164-176.</p> <p>RADFORD, A. / FELSER, C. / BOXELL, O. (2012): Preposition copying and pruning in present-day English. <i>English Language and Linguistics</i>. 16, 403-426.</p> <p>ROTHWEILER, M./ CHILLA, S. / CLAHSEN, H.(2012): Subject verb agreement in Specific Language Impairment: A study of monolingual and bilingual German-speaking children. <i>Bilingualism: Language and Cognition</i> 15, 39-57.</p> <p>WATTERDORF, E./ FESTMAN, J./ WESTERMAN, B./ KEIL, U./ ZAPPATORE, D./ FRANCESCHINI, R./ LUEDI, G./ RADUE, E.-W./ MÜNTE, T.F./ RAGER, G./ NITSCH, C. (2012): Early bilingualism influences early and subsequently later acquired languages in cortical regions representing control</p>	

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					functions. International Journal of Bilingualism published online 28 August 2012.	
Europa-Universität Viadrina (http://www.europa-uni.de/en/index.html)	Kulturwissenschaftliche Fakultät (http://www.kuwi.europa-uni.de/de/index.html)	Konstanze Jungbluth (ifranke@euv-frankfurt-o.de) Peter Rosenberg (rosenberg@europa-uni.de) Barbara Janczak (bjanczak@europa-uni.de) Dekanat Stefani Sonntag Tel +49 335 5534-2251 Fax +49 335 5534-2225 kuwi@europa-uni.de Hauptgebäude/HG 057 Große Scharrnstraße 59 15230 Frankfurt (Oder)	Migration (Grenze-Gender - Granica) In synchronic perspective multilingualism is contained within the research focus of migration contexts. The "Grenze - Gender - Granica" project is an interdisciplinary study and combines research and teaching as Master students and PhD students explore the selected gender issues from the perspectives of their disciplines (cultural science: in particular language, literature, communications, media and social science). They explore and make sense of the geographical and disciplinary cross-border disciplines. "Research-teaching-practice" is the triangle on which the entire project is based. The analysis of language and the language use of binational couples in conjunction with questions about their influences, family and social consequences are central to the investigation. The study of the concepts of parenting and family culture will complete the picture of the bicultural and bilingual families. Border and gender are not only symbols for bicultural families but an everyday reality. They are reflected in the different nationality, language, but also in the different perceptions of life. The life of binational families is a compromise which consists of breaking down barriers and repealing boundaries. In the research, gender roles are examined, which are mostly culturally determined and shape power relations and their possible influence on language use in the family.		EHRHART, S. (2012): (Luxemburg): Mehrsprachige Strategien in unterschiedlichen Kontexten – zwischen Dschungel und Baumschule? - Luxemburg GAWLITZEK, I.: Mehrsprachigkeit und Bildungschancen – Herausforderungen für die Sprachwissenschaft. - Mannheim PUŁACZEWSKA, H.: Zweisprachigkeit in den Schulen: die polnische Perspektive. - Lodz PITSCH, K.: Interaction and Language Acquisition in Immersive History Lessons: On the interplay of Verbal Language, Gesture and Notation Practices. - Bielefeld JUNGBLUTH, K. / MEIERKORD, C. (eds.): Identities in migration contexts. Diese Veröffentlichung wurde im Rahmen der von Christine Bierbach und Werner Kallmeyer herausgegebenen Reihe Mannheimer Beiträge zur Sprach- und Literaturwissenschaft publiziert, Tübingen (Narr) JUNGBLUTH, K.: Doing identities in regional, national and global contexts, in: JUNGBLUTH, K. / MEIERKORD, C. (s.o.), Tübingen (Narr), 75-98. JUNGBLUTH, K: Els altres catalans – les persones novingudes. El fenomen de la immigració a través del temps. - Vortrag beim Katalanistentag, Kiel.	BO
Ernst-Moritz-Arndt-Universität Greifswald (http://www.uni-greifswald.de/)	Institut für Deutsche Philologie (http://www.phil.uni-greifswald.de/philologien/deutsch/deutsche-philologie.html)	Dr. phil. Karl-Heinz Borchardt (Arbeitsbereich Deutsch als Fremdsprache/Wissenschaftlicher Mitarbeiter) Institut für deutsche		German as a foreign language Teaching the German language, literature and culture to foreign learners forms the basis for this study. In		

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		<p>Philologie Rubenowstr. 3, R. 2.18 17487 Greifswald Tel.: +49 (0)3834 86-3409 Fax: +49 (0)3834 86-3423 borchard@uni-greifswald.de</p> <p>Dr. Simone Schiedermaier Institut für deutsche Philologie Rubenowstr. 3, R 2.17 17487 Greifswald Tel.: +49 (0)3834 86-3410 Fax: +49 (0)3834 86-3423 simone.schiedermaier@uni-greifswald.de</p>		<p>addition to acquiring knowledge of grammar, lexicology and culture, students deal with factual and literary texts as well as the use of media in foreign language teaching. This course can be a Bachelor's degree, which usually lasts for 6 semesters, or be studied as a minor subject for in teacher training.</p>		
<p>Universität Hamburg (http://www.uni-hamburg.de/)</p>	<p>HAZEMS (Hamburger Zentrum für Mehrsprachigkeit und Sprachkontakte) (http://www.uni-hamburg.de/hazems/)</p> <p>LiMA (Linguistic Diversity Management in Urban Areas) (http://www.lima.uni-hamburg.de/index.php/en)</p>	<p>Prof. Dr. Christoph Gabriel (Romanistische Linguistik (Schwerpunkte Spanisch und Französisch)) Institut für Romanistik Von-Melle-Park 6 20146 Hamburg Büro: Von-Melle-Park 6, Zi. 601 Tel: (+49/*40) 42838-4793 E-Mail: christoph.gabriel@uni-hamburg.de Julia Behr (LiMA) Office: Mittelweg 177 (visitor address: Klein Fontenay 1) Hamburg 20148 Germany Telephone: +49-40-413307-273 Fax: +49-40-413307-272</p> <p>Prof. Dr. h.c. Kurt Braunnüller (HAZEMS) Institut für Germanistik I - Skandinavistik - Von-Melle-Park 6 20146 Hamburg Raum: Phil 315 Tel: 040 / 42838 - 2539 Fax: 040 / 42838 - 4785 E-mail: braunmueller@uni-hamburg.de</p>	<p>The development of multilingual children's language proficiencies in the context of language support Researcher: Thorsten Klinger (PhD-Project)</p> <p>Research questions and aims: The evaluation of the German model programme "FÖRMIG" (support for immigrant minority children and youth) involved the longitudinal data collections of two cohorts. The data have been gathered, processed and analysed; selected results have been reported to the educational institutions involved. The focus of this PhD project is on summative issues and relations of the programme evaluation that had less practical attention in its formative part. It analyses the data sets and their psychometric properties in more detail, including statistical analyses with complex state-of-the-art models, as hierarchical linear and structural equation models. The aim of this project is a detailed comparison of the outcomes of various innovative language support courses.</p> <p>Educational aspirations in participation decisions and the migration context Researcher: Marina Trebbels (PhD-Project)</p> <p>The study of 350 9th and 10th grade students sampled in Hamburg investigates the determinants of students' educational and occupational aspirations and attainment decisions at the point of transition from the general education system into further education, vocational training or the labour market. A major question addressed is whether educational and occupational aspirations and their influences differ systematically between native</p>			

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			<p>Germans and students with a migration background. Expanding upon existing models that explain students' educational attainment decisions, the study investigates (a) whether the influence of significant others is partially mediated by students' occupational aspirations and (b) whether these relationships are moderated by students' heritage language skills and family language usage in the migration context.</p> <p>Teachers' influences on the language development of disadvantaged adolescents at vocational education and training</p> <p>Researchers: Prof. Dr. Jens Siemon, Prof. Dr. Ingrid Gogolin</p> <p>Target group: 15- to 18-year old, disadvantaged adolescents</p> <p>Empirical methods: Video and audio recordings of lessons; interviews with teachers; qualitative and interactional analysis, content analysis.</p> <p>Research questions and aims: The overall goal of this project is to increase the language education competence of non-language teachers in vocational education and training (VET). An explorative survey aims to highlight the knowledge basis of teachers in VET on the one hand and their language education practice in actual teaching on the other hand in order to estimate their potential influence on students' general academic language proficiency (Bildungssprache) and technical language proficiency (berufliche Fachsprache). The long-term goal is the empirical exploration of the outcomes of the preliminary explorative study by intervention studies.</p> <p>E3: Prosodische Beschränkungen zur phonologischen und morphologischen Entwicklung im bilingualen Spracherwerb</p> <p>Head: Conxita Lleó</p> <p>Assistant: Aleksandra Zaba, Marta Saceda Ulloa</p> <p>Legal framework for educational policies of multilingualism Researcher: Prof. Dr. Stefan Oeter</p> <p>Target group: School children at primary school and students at secondary school</p> <p>Empirical methods: Content analysis of legal documents, interviews with educational and legal experts</p> <p>Research questions and aims: Educational policies with the objective of protecting and promoting multilingualism have a long tradition in protecting classical minorities. With a body of specialised</p>			

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			<p>legislation and two specific international treaties on these issues, multilingual education also has an elaborate legal framework as far as 'old minorities' are concerned. The project intends to analyse this vast body of accumulated experience, which is stored in the existing legal regime of minority protection. In the second stage it will try to investigate whether and to what extent the lessons learnt from protecting classical minorities can be transferred to policies of multilingualism concerning students with a migration background.</p> <p>L3 Acquisition of Russian by students from monolingual German and bilingual Slavic-German backgrounds Researcher: Jun-Prof. Dr. Bernhard Brehmer (project leader), Evghenia Goltsev, Silvia Lazar</p> <p>This project deals with the acquisition of Russian as L3 by students from monolingual and bilingual backgrounds in institutional settings (high schools, universities). The study focuses on learners who have another Slavonic language as their L1, but for whom this Slavonic L1 clearly represents a heritage language. In addition to heritage speakers of Russian who acquire the Russian Standard Language (RSL) in the classroom as a "new" (and, in this sense, L3) variety, the project also includes heritage speakers of other Slavonic languages. German functions as an L2 (or simultaneously acquired L1) for all of the groups. This project addresses the question of whether students benefit from their knowledge of a typologically similar language (or, in the case of heritage speakers of Russian, of another variety of Russian) in the acquisition of Russian, and if so, in which linguistic domains these positive effects are most prominent. For this purpose, they will be evaluated in terms of their general oral and written competence in Russian as well as through special tasks in which their performance will be investigated with regard to selected grammatical domains (case marking, tense/aspect correlation, modal and passive constructions). The comparison with monolingual German students should shed light on the specific types and directions of transfer between the languages involved in the heritage learner groups. More generally, the project addresses the issue of whether typological closeness is a sufficient criterion for triggering positive transfers from the L1 to the L3 or whether learner-based factors determine the success of the acquisition of Russian or RSL to a greater degree than linguistic structures alone. Cooperation project E4/H8: Gender in first and second language acquisition of Polish-German bilingual children Head of the project: Jun.-Prof. Dr. Bernhard Brehmer, Institute of Slavonic Studies, Prof. Dr. Monika Rothweiler, FB 12, University of Bremen</p>			

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			<p>In this collaborative project the acquisition of the gender system (in German and English) of bilingual children will be investigated. These children have German or Polish as their native language. At the time of the data collection these children are between 3 and 6 years old. Both languages have three genders (masculine - feminine - neuter), but Polish is significantly more complex than German, as the masculine, depending on the lexical meaning of nouns, is divided into three subgenders: masculine-personal, masculine-animate and masculine-inanimate. Therefore, Polish is now broadly classified as a 5-generation language. The project tries to answer the question how bilingual children learn the gender system; what are the differences observed in the gender assignment in bilingual children and monolingual Polish-speaking children. The comparison with monolingual gender acquisition in Polish is primarily through the use of the Polish data the CHILDES database.</p>			
<p>Universität Hamburg (http://www.uni-hamburg.de/)</p>	<p>Research centre 538: Multilingualism (http://www.uni-hamburg.de/sfb538/kontakt_e.html)</p>	<p>Council: Christoph Gabriel (Chair) Kurt Braunmüller (Co-Chair) Barbara Hänel-Faulhaber (Co-Chair)</p> <p>Office: University of Hamburg Research Center on Multilingualism Max-Brauer-Allee 60 D-22765 Hamburg</p> <p>Staff: Jens Bricke (Third-Party funding, finance) Tomke Brüggemann (Quantitative methods) Oliver Lehrbaß (Public relations/office) Bärbel Rieckmann (Coordination) Harun Xhaferi (IT)</p> <p>Student Assistants: Berenice von Heereman Berit Johannsen Audrey MacDougall</p>	<p>Project field H: Historical Aspects of Multilingualism and Variance Coordinator: Kurt Braunmüller</p> <p>Preamble: The eight projects of this project area (H1, H3, H5, H6, H8 and H9 and K4 and K8) are from the H and K group of the 3rd phase of the SFB. New additions include the H projects H8 and H9. Due to numerous content similarities and cross-project collaboration, for the last phase (2008-2011) both groups are combined to form a large group. The subprojects in area H have set themselves the goal of working closely in the following areas of work. Students will explore to what extent the grammatical systems of genetically closely related languages converge as a result of the alternating use of bilingualism, whether language mixtures occur and what consequences this will have. Projects H6 and K8 and also H3 deal with this issue. In K4 it is shown that the genetic relationship favours the English influence on German texts. In H9 more results in the areas of phonology and phonetics are expected. Morpho-syntactic phenomena will be investigated, which occur when genetically very distantly related languages come into contact. H1 and H5 as well as H3 involve extensive preparatory work (in the field of convergences and divergences). The new project H8 is based on these results. The variety of theoretical and methodological approaches, however, results in different predictions about the role of language contact in language change processes. The role of a lingua franca has been examined insufficiently. The intensive studies of the sub-project K4 (relating to English) serve as a starting point for studies to determine whether the findings from these studies are to be transferred to earlier states of language and constellations. This aspect is also examined for Latin in project H3. In cooperation projects with</p>			

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			<p>the E-group, the study projects H1, H5, H6, H9, H8 will intensively investigate the results of earlier language contact situations with the findings from the research on bilingual language acquisition. Thus, a common basis is ensured for the historical and current developments in individual multilingualism research.</p> <p>With two transfer projects, T1 and T3, collaborations are already underway; on varieties (here, of English) on the one hand, and on the implementation of multilingual communication forms in economic practice on the other. For both projects counterparts can be observed in the historical area, so that a transfer in reverse is taking place. The projects in the project area are:</p> <p>H1: Multilingualism as Cause and Effect of Language Change: Historical Syntax of Romance Languages (Romance, historical linguistics, language acquisition, syntax) Manager: Jürgen M. Meisel & Esther Rinke, Inst Romance</p> <p>H3: Scandinavian syntax in multilingual context (Scandinavian) Conductor: Kurt Braunmüller, Institute of German Studies I</p> <p>H5: Hiberno-English: Variation and Universals in contact-induced language change (Variety research, Historical linguistics, universals research, English) Manager: Peter Siemund, Institute of English and American Studies</p> <p>H6: Phono-prosodic development of Catalan in the current bilingual context (Romance, first language acquisition, phonology, morphology) Director: Conxita Lleó, Inst Romance</p> <p>H8: Current Polish-German Bilingualism in Germany (Slavonic) Director: Bernhard Brehmer</p> <p>H9: The intonation of Spanish in Argentina (Romance, phonology) Director: Christopher Gabriel</p> <p>K4: Covert translation (linguistics, translation science, Contrastive pragmatics) Director: Juliane House, Dept. of General and applied linguistics</p> <p>K8: Variance in multilingualism on the Faroe Islands (Scandinavian) Conductor: Kurt Braunmüller, Institute of German Studies I</p>			

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			http://www.uni-hamburg.de/sfb538/kontakt.html			
Universität Hamburg (http://www.uni-hamburg.de/)	FörMig (Förderung von Kindern und Jugendlichen mit Migrationshintergrund) (http://www.foermig.uni-hamburg.de/web/de/all/home/index.html)	<p>Prof. Dr. Ingrid Gogolin Koordination gogolin@uni-hamburg.de Tel.: +49 (40)-42838-2127/ -3398</p> <p>Prof. Dr. Ursula Neumann Ko-Koordination ursula.neumann@uni-hamburg.de Tel.: +49 (40)-42838-2170</p> <p>Prof. Dr. Drorit Lengyel Ko-Koordination drorit.lengyel@uni-hamburg.de Tel.: +49 (40)-42838-3091</p> <p>Ute Michel, M.A. Geschäftsführerin Forschungstransfer, Weiterbildung Sprachberater(in) ute.michel@uni-hamburg.de Tel.: +49 (40)-42838 - 5789</p> <p>Tanja Salem, Dipl. Päd. Wissenschaftliche Mitarbeiterin Hamburger FÖRMIG- Transfer-Projekt, länderübergreifende Arbeitsgruppe Institutionenentwicklung tanja.salem@uni-hamburg.de Tel.: +49 (40)-42838 - 5994</p> <p>Hanne Brandt Wissenschaftliche Mitarbeiterin Länderübergreifende Arbeitsgruppe Durchgängige Sprachbildung hanne.brandt@uni-hamburg.de Tel.: +49 (40)-42838 - 7168</p> <p>Friederike Dobutowitsch Wissenschaftliche Mitarbeiterin</p>	<p>Working group: Integrated language education/ Arbeitsgruppe: Durchgängige Sprachbildung</p> <p>The objective perspective of the "Integrated Language Education" Working Group (WG) is to develop approaches and support for the cooperative and cross-educational development of tuition. This is seen as part of the institutional development. In the FÖRMIG model programme a working group on the topic "Integrated Language Education" already existed. Findings will now be built on from the experience gained in the previous working group. As in the previous group, the work is connected with the concrete work in schools (in the form of model schools). Focus is, therefore, given to the combination of research and practical experience, and the transfer into practical projects and products.</p> <p>As the development of the curriculum is seen as part of the institutional development, the "Integrated Language Education" Working Group closely cooperates with "FÖRMIG-AG" Institutional development - development of language education networks' ".</p> <p>Chairman of the working group: Wiebke Saalman, Saxon Education Institute, Radebeul</p> <p>Scientific monitoring of the working group: Prof. Dr. Ingrid Gogolin and Hannah Brandt</p> <p>FÖRMIG-Centre of Competence Cooperation and networking represent core areas of continuous language education. In the model programme FÖRMIG itself, there was no separate working group on this topic, but experiences were documented and discussed at workshops and conferences. However, barriers to cooperation and networking emerged during the programme. Therefore, the "Institutional development - development of language education networks" Working Group (WG) will focus on the analysis of successful forms of cooperation and networking in the field of language education and the preparation of knowledge for practice.</p> <p>The working group focuses on the structural dimension of continuous language education, this means intra and inter-institutional cooperation (cooperation and networking) with the educational biographical interfaces.</p> <p>The working group is involved in transnational workshops and training for educational staff and has developed a guide to cooperation in language education networks. It cooperates closely with the "Integrated Language Education" Working Group, which deals with curriculum development.</p> <p>Chairman of the Working Group: Kaiser Franz</p>		<p>GOGOLIN, I./ DIRIM, I./ KLINGER, T./ LANGE, I./ LENGYEL, D./ MICHEL, U./ NEUMANN, U./ REICH, H.H./ ROTH, H.-J./ SCHWIPPER, K. (2011): Förderung von Kindern und Jugendlichen mit Migrationshintergrund FÖRMIG. Bilanz und Perspektiven eines Modellprogramms. FÖRMIG-Edition Bd. 7. Waxmann.</p> <p>NEUMANN, U./ REICH, H.H (Hrsg.) (2009): Erwerb des Türkischen in einsprachigen und mehrsprachigen Situationen. FÖRMIG Edition Bd. 6. Waxmann.</p> <p>LENGYEL, D./ REICH, H.H./ ROTH, H.-J./ DÖLL, M. (Hrsg.) (2009): Von der Sprachdiagnose zur Sprachförderung FÖRMIG Edition, Bd.5. Waxmann.</p> <p>KLINGER, T./ SCHWIPPER, K / LEIBLEIN, B. (Hrsg.) (2008): Evaluation im Modellprogramm FÖRMIG. Planung und Realisierung eines Evaluationskonzepts. FÖRMIG Edition Bd.4, Münster: Waxmann .</p> <p>NEUMANN, U./ REICH, H.H./ ROTH, H.-J. Reich, Hans H./ Roth, Hans-Joachim/ Neumann, Ursula (Hrsg) (2007): Sprachdiagnostik im Lernprozess. Verfahren zur Analyse von Sprachständen im Kontext von Zweisprachigkeit. FÖRMIG Edition Bd. 3, Münster: Waxmann.</p> <p>OHM, U./ KUHN, C./ FUNK, H. (2007): Sprachtraining für Fachunterricht und Beruf. Fachtexte knacken - mit Fachsprache arbeiten. FÖRMIG Edition Bd. 2, Münster: Waxmann.</p> <p>GOGOLIN, I./ NEUMANN, U./ ROTH, H.-J. (Hrsg.) (2005):</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
		<p>Länderübergreifende Arbeitsgruppe Institutionenentwicklung - Aufbau von Sprachbildungsnetzwerken friederike.piderit@uni-hamburg.de Tel.: +49 (40)-42838-8339</p> <p>Eike Mordhorst Administration FoerMig-Verwaltung@uni-hamburg.de Tel.: +49(40)-42838-6629 Fax: +49(40)-42838-4298</p> <p>FÖRMIG-Kompetenzzentrum: Universität Hamburg Institut für International und Interkulturell Vergleichende Erziehungswissenschaft FÖRMIG-Kompetenzzentrum Von-Melle-Park 8 D-20146 Hamburg E-Mail: FoerMig-Verwaltung[at]uni-hamburg.de Tel.: +49 (0)40 42838-6629</p>	<p>Trujillo (RAA Essen)</p> <p>Scientific monitoring at FÖRMIG- Centre of Competence: Prof. Dr. Ursula Neumann and Friederike Piderit</p>		<p>Sprachdiagnostik bei Kindern und Jugendlichen mit Migrationshintergrund. Dokumentation einer Fachtagung am 14. Juli 2004 in Hamburg. FÖRMIG Edition Bd. 1, Münster: Waxmann. GOGOLIN, I./ LANGE, I./ HAWIGHORST, B./ BAINSKI, C./ HEINTZE, A./ RUTTEN, S./ SAALMANN, W. in Zusammenarbeit mit der FÖRMIG AG Durchgängige Sprachbildung. (2011): Durchgängige Sprachbildung: Qualitätsmerkmale für den Unterricht. FÖRMIG-Material Bd. 3. Waxmann . GOGOLIN, I./ LANGE, I./ unter Mitarbeit von Dorothea Griebbach (2010): Durchgängige Sprachbildung. Eine Handreichung. FÖRMIG Material, Band 2, Waxmann.</p> <p>JÄGER, M. (2008): Wenn Ideen Schule machen. Anregungen zum Transfer von FÖRMIG-Prinzipien und bewährter Praxis. FÖRMIG Material Bd. 1, Waxmann .</p>	
<p>Universität Flensburg (http://www.uni-flensburg.de/)</p>	<p>Institut für Germanistik (http://www.uni-flensburg.de/deutsch/)</p>	<p>Prof. Dr. Ernst Apeltauer Institut für Germanistik, Abt. Deutsch als fremde Sprache (apeltaue@uni-flensburg.de)</p>	<p>Language development through literacy? - New opportunities for language development</p> <p>Prof. Dr. Ernst Apeltauer designed the "Kieler Model" for the office for school children and youth organisations. In this project children of migrant background were encouraged to learn languages over a period of two and half years. Utterances of the children were recorded at regular intervals and analysed. The focus of the funding measure was literacy.</p> <p>By telling and reading, children would be introduced to new language material by repeated interactive reading. Words were then memorised. Through learning stations, which the children could visit, a wide range of languages were provided according to their interests, so that the second language – German - could quickly be learned. But above all, by dictating letters and reflecting on and writing down their experiences, languages became familiar and stimulated the children's metalinguistic development and facilitated their self-control. As the development of literacy usually takes place</p>		<p>APELTAUER, E. (2004): Sprachliche Frühförderung von zweisprachig aufwachsenden türkischen Kinder im Vorschulbereich; Flensburg (Flensburger Papiere zur Mehrsprachigkeit und Kulturreichhaltigkeit im Unterricht, Sonderheft 1, 180 Seiten)</p> <p>APELTAUER, E. (2006): Kooperation mit zugewanderten Eltern; Heft 40/41 der Flensburger Papiere zur Mehrsprachigkeit und Kulturreichhaltigkeit im Unterricht (55 Seiten)</p> <p>APELTAUER, E. (2007): Das Kieler Modell: Sprachliche Frühförderung von Kindern mit Migrationshintergrund. In: AHRENHOLZ, B. (Hrsg.):</p>	

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			<p>in the stronger language (usually the first language) and children can understand faster and more sophisticated speech better in their native language, parents were to be encouraged to participate. Through educational and training work (for parents and teachers) collaboration was possible. Parents learned how to read interactively and got to know some of the potential bedtime stories. They also recorded CDs in their native language, accompanied groups on outings and in preparations and crafts helped with the staging of small puppet plays or when producing a bilingual puzzle book for children.</p> <p>Dr. ABC - Basics of foreign and second language acquisition practically applied Dr. ABC has a desire and a mission: to instill in children north and south of the Danish-German border an interest in new languages. Prof. Dr. ABC means two things. The person who enconces himself behind this project (Claus Sax Hinrichs) and an EU project, which was awarded the European Language Prize. But how do children learn new languages in an easy way? What is really important, what is dispensable and what simply overwhelms language newbies? 17 Danish students developed three modules that help teachers to prepare for Prof. Dr. ABC's visits. In the course "Basic knowledge of second and foreign language acquisition" by Dr. Elin Fredsted in the summer semester of 2009, students were divided into three groups. Each group designed a module for the project Prof. Dr. ABC. All three units (each of 90 minutes) are worked at in the classroom. Once they are finished, the professor visits the students. The modules are 90 minutes long - covering two lessons. The materials will be distributed to teachers on DVD and copied records. On this DVD, there are sound examples that enable the correct pronunciation of the words, so this course may be givent by teachers who do not teach/speak Danish. ABC is part of the Interreg project Kulturbro-cultural bridge. The idea was developed by the regional office which also provides for the implementation. It is based on a similar project, which in recent years had a successful run in kindergartens.</p>		<p>Deutsch als Zweitsprache - Voraussetzungen und Konzepte für die Förderung von Kindern und Jugendlichen mit Migrationshintergrund; Freiburg 2007 (Fillibach), Seiten 91 - 115.</p>	
<p>Universität Bremen (http://www.uni-bremen.de/)</p>		<p>Prof. Dr. Monika Rothweiler Universität Bremen FB 12: Erziehungs- und Bildungswissenschaften Arbeitsgebiet Inklusive Pädagogik / Sprachbehindertenpädagogik Postfach 330 440 D- 28359 Bremen Telefon: 0421 / 218-69309</p>	<p>E4: Specific language impairment and early L2 acquisition: Differentiating deviations in grammar acquisition</p> <p>Head: Prof. Dr. Monika Rothweiler, FB 12, University of Bremen (www.maps-rothweiler.de)</p> <p>Assistants: Dr. Manuela Schönberger, Franziska Sterner</p> <p>Aims: The project examines the development of grammar in children with Turkish as a first language (L1) and German as early second language</p>			

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
		<p>Email: rothweil(at)uni-bremen.de</p> <p>Sekretariat: Frau Johanne Dirksen, Tel. 0421 / 218-69030 Email: dirksen(at)uni-bremen.de</p>	<p>(L2), with and without Specific Language Impairment (SLI).</p> <p>The project addresses three questions: 1) How does acquisition occur, especially the acquisition of grammar, when the acquisition of the second language (German) starts from about 3 years? 2) How does specific language impairment (in the second language, German) develop when children acquire German from the age of 3 years? 3) Which grammatical phenomena can be identified in the first language, Turkish, as a clinical marker of specific language impairment? To answer these questions, the acquisition of German by Turkish-German children (who in the early years have only learned English, with and without language disorder) from the age of 3 years is assessed. Also, over a period of one year, information is gathered on older Turkish-German children (6-8 years) with SSES (speech development disorder), who have also learned German since the age of 3. As genuine language impairment must be reflected in all the languages of a speaker, selected data to determine the level of development in the Turkish language are also collected. The selected constellation of languages (Turkish / German) and acquisition type (L1/ early L2) and acquisition condition (undisturbed vs disturbed) enables the study of these three issues.</p> <p>Transfer Project T2: training module on language, language development, language disorder and multilingualism for pre-school teachers.</p> <p>Head: Prof. Dr. Monika Rothweiler</p> <p>Assistant: Tobias Ruberg, Dorte Utecht</p> <p>PROMOTION: March 2007 to February 2010</p> <p>Background and objectives: For several years, early language support has been recognised as an important task of child care centres and pre-schools. This applies in particular to multilingual children. A high-quality language support includes a basic knowledge of language, language learning and linguistic skills. However, one can assume that linguistic content in the training of teachers is currently considered to be inadequate. The aims of this project were the conception, implementation and evaluation of an education and training module, which qualifies educators in the fields of language diagnostics, language assessment and language support. Linguistic principles and current knowledge of early (second) language acquisition have been integrated into teacher training to professionalise the pedagogical action of educators in everyday day care. The training module should be integrated into</p>			

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			<p>current curricula of teacher training courses and is currently being implemented in colleges in Hamburg. The module can clearly be developed in terms of fitting it into an academic training programme in line with the Bologna process is obvious.</p> <p>Partners were the 'Association of Hamburg Day Care GmbH' and the three State colleges for social education in Hamburg.</p>			
<p>Carl von Ossietzky Universität Oldenburg</p> <p>(http://www.uni-oldenburg.de/)</p>	<p>Centre for Migration, Education and Cultural Studies</p> <p>(http://www.ibkm.uni-oldenburg.de/cmcc/60937.html)</p>	<p>Christiane Brokmann-Nooren</p> <p>Tel.: +49(0)441 798-4420</p> <p>Fax: +49(0)441 798-4411</p> <p>christiane.brokmann.nooren@uni-oldenburg.de</p>	<p>Educational professionals with an immigrant background in daycare centres</p> <p>Applied for in cooperation with Dr. Christiane Brokmann-Nooren (C3L)</p> <p>Employees: Bedia Akbas, Iris Gereke</p> <p>Supported by: Federal Ministry of Education and Research</p> <p>Educational research in the "Expansion of Further Education of Early Education Professionals" (AWIFF).</p> <p>Project Duration: 01.10.2011 to 31.03.2014.</p> <p>Third-party funding: 390.000,00 Euro</p>	<p>German as a Foreign Language (Master)</p> <p>Duration; 4 semesters, part-time study is possible</p> <p>Contents:</p> <p>- German grammar and grammatical theory; German as a second and foreign language; Contrastive linguistics; Intercultural communication; Interdisciplinary module from the field of language and cultural studies; Professionalization (languages, courses in other subjects, internships, projects, study abroad, etc.)</p>	<p>MECHERIL, P. / THOMAS-OLALDE, O. (2011): Migration und schulische Bildung. Tiroler und sonstige Facetten. In: PALLAVER, G. (Hrsg.): Das Südtiroler Jahrbuch der Politik (S. 456-480). Bozen: Edition Raetia .</p> <p>MECHERIL, P. / DIRIM, I. (2011.): Bildungsbeteiligung und Bildungschancen - Sprachkompetenzen. In: BIFFL, G./ DIMMEL, N (Hrsg.) Migrationsmanagement. Grundzüge des Managements von Migration und Integration. Band 1 (S. 255-264). Bad Vöslau: omninum.</p> <p>MELTER, C./ MECHERIL, P. / DIRIM, I. (2011): Schullaufbahn und Bildungsabschluss. Thematisierung migrationsgesellschaftlicher Heterogenität im österreichischen Bildungssystem. In: BIFFL, G./ DIMMEL, N. (Hrsg.). Migrationsmanagement in Österreich. Wien: Bendl Verlag.</p> <p>MECHERIL, P. (2011): Anerkennung von Mehrfachzugehörigkeiten. Eine Leitlinie für Erwachsenenbildung in der Migrationsgesellschaft. In: HOLZER, D. / SCHRÖTTER, B. / SPRUNG, A. (Hrsg.): Reflexionen und Perspektiven der Weiterbildung (S. 93-105) Münster: Waxmann (im Erscheinen)</p> <p>[Wiederveröffentlichung eines erstmals 2008 unter dem gleichnamigen Titel in Heft 1/2008 (58. Jg.) der Hessischen Blätter für</p>	

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					Volksbildung, S. 41-49 erschienenen Aufsatzes].	
<p>Gottfried Wilhelm Leibniz Universität Hannover</p> <p>(http://www.uni-hannover.de/en/universitaet/organisation/einrichtung/gwlb/)</p>	Gottfried Wilhelm Leibniz Bibliothek (GWBL)	<p>Dr. Isabel Sievers Institut für Theologie und Religionswissenschaft Arbeitsgruppe Interkulturelle Pädagogik Im Moore 11A D - 30167 Hannover Tel. +49 511 762 - 4096 E-mail isabel.sievers@interpaed. uni-hannover.de</p>	<p>Bildungshaus Emmerthal - scientific monitoring. The organization has been working on the effects of social change processes in education and training institutions over the years, whether as a result of globalization, migration or demographic change. The increasing diversity in society, and thus also learners and dealing with them in educational institutions, provides the actors with new challenges - this is the objective of the Emmerthal education centre. (http://www.bildungshaus-emmerthal.de/)</p>	<p>Intercultural Education in the Bachelor Degree of Special Education, The technical objectives of the study include the areas of global learning, education for sustainable development and intercultural education, so that students acquire the fundamentals of intercultural education. They will reflect on selected problems (eg. globalization, migration, multilingualism) and put them into concrete educational practice contexts. As a key competence, the second subject of Intercultural Education is therefore aligned on the development of intercultural competence.</p> <p>Second subject from winter 2012/13: Diversity Education: Multi- cultural Education and Counselling (with 30 credits)</p> <p>Students have the possibility to change to the second subject Diversity Education</p> <p>Contact person: Dr. Isabel Sievers (isabel.sievers @ interpaed. uni- hannover.de)</p> <p>Course content: students will reflect on selected aspects of the problem (such as educational disadvantage or multilingualism) and translate them into concrete practical context. The study of the second subject is used to convey the necessary competences, namely the educational reality - here: the sociocultural plurality of society and its educational institutions in scientifically recognizable structures and processes to perceive, analyze, interpret and to link it with a global perspective.</p>	<p>Über selbst gesteuertes Projektmanagement interkulturell qualifizieren (zus. Mit Steffi Robak)</p> <p>SIEVERS, I. (2011): Ein Interview mit den Forschern Dr. Isabel Sievers und Prof. Hartmut Griese. In: HAM, M. / Kubaneck, Angelika: Fremde Heimat Deutschland. Leben zwischen Ankommen und Abschied. Berlin, S. 74-88</p> <p>GRIESE, H. / SIEVERS, I. (2010): Bildungs- und Berufsbiografien hochqualifizierter Transmigrant/innen. In: Aus Politik und Zeitgeschichte, 46-47/2010, 15. November 2010: Anerkennung, Teilhabe, Integration; Beilage zur Wochenzeitung das Parlament, S. 22-28</p> <p>SIEVERS, I. / GRIESE, H. / SCHULTE, R. (2010): Bildungserfolgreiche Transmigranten. Deutsch- türkische Migrationsbiographien. Frankfurt/M., Brandes & Apsel</p> <p>SIEVERS, I. (2010): Transmigration als zukünftiger Regelfall? In: DATTA, A. (Hrsg.): Zukunft der transkulturellen Bildung – Zukunft der Migration. Frankfurt/M., Brandes & Apsel, S. 189-204</p> <p>SIEVERS, I./ CANBULAT, M./ ÜLTANIR, G./ GRIESE, H. / SCHULTE, R. (2009): Sociocultural abilities of Turkish University students living in Germany. In: Istanbul Üniversitesi İktisat Fakültesi (Zeitschrift der Universität Istanbul)</p> <p>SIEVERS, I./ SCHULTE, R. (2009): Von Kompetenzen und Potenzialen junger Transmigranten. In: FISCHER, C./ ATHEMELIOTIS, A. (Hg.)</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>(2009): Jugend - Migration - Sozialisation – Bildung, Münster, S. 100-114</p> <p>SIEVERS, I. (2009): Individuelle Wahrnehmung, nationale Denkmuster. Einstellungen deutscher und französischer Lehrkräfte zu Heterogenität im Unterricht. Frankfurt/ M., Brandes & Apsel</p> <p>SIEVERS, I. (2008): Frankreich: La Grande Nation und ihre Immigranten. In: Dirim/ Hauenschild/ Lütje-Klose/Löser/Sievers (Hrsg.). Ethnische Vielfalt und Mehrsprachigkeit an Schulen. Beispiele aus verschiedenen nationalen Kontexten. Frankfurt/M., Brandes & Apsel, S. 119-128</p> <p>GRIESE, H. / SCHULTE, R./ SIEVERS, I. (2007): „Wir denken deutsch und fühlen türkisch“. Sozio-kulturelle Kompetenzen von Studierenden mit Migrationshintergrund Türkei. Frankfurt/M., IKO</p> <p>SIEVERS, I. (2005): Eine transkulturelle Perspektive in der Migrationsforschung. In: DATTA, A. (Hrsg.): Transkulturalität und Identität. Bildungsprozesse zwischen Exklusion und Inklusion. Frankfurt/M., IKO, S. 165-181.</p> <p>Interviews Hannoversche Allgemeine Zeitung (HAZ) vom 23.04.2011 in der Serie „Gut angekommen“: Gastkommentar von Isabel Sievers: Gibt es „die Kultur“ überhaupt?</p> <p>Frankfurter Rundschau vom 29.01.2010: Interview mit Isabel Sievers: Ich zeig’s euch! Aufbruch zu den Wurzeln. Immer mehr Deutschtürken suchen am Bosphorus ihr berufliches Glück, weil ihre Fähigkeiten dort eher</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					anerkannt werden. Isabel Sievers spricht im FR-Interview über erfolgreiche Migranten.	
Universität Osnabrück (http://www.uni-osnabrueck.de/)	Institut für Migrationsforschung und Interkulturelle Studien - IMIS (http://www.imis.uni-osnabrueck.de/FORSCHUNG/)	Prof. Dr. Christoph Schroeder Email: schroedc@uni-potsdam.de	Literacy Acquisition in Schools in the Context of Migration and Multilingualism (LAS) Supported by: Volkswagen Foundation Duration: 2007 to 2011 Aims: The interdisciplinary and comparative project examines the process of developing written language skills (literacy) in the social context of schools in terms of migration and multilingualism in two countries, Germany and Turkey. The process is empirically detected and based on a series of audio-visual documentaries of school teaching. It is then analyzed in linguistic and sociological perspective. This is done with reference to two different age groups of students (1st and 7th grade). The acquisition of written language in children with German as a second language is studied in comparison with language acquisition in children who speak German as a native language. This involves the study of mutually enabling and restricting the potential of social and linguistic structures as they meet in the process of written language acquisition. (http://www.imis.uni-osnabrueck.de/FORSCHUNG/LAS.htm)			LAS-Abschlusskonferenz am 16./17. September 2011 in Potsdam
Georg-August-Universität Göttingen (http://www.uni-goettingen.de/)	Seminar für Deutsche Philologie (http://www.uni-goettingen.de/de/15027.html)	Prof. Dr. Markus Steinbach Universität Göttingen Seminar für Deutsche Philologie Käte-Hamburger-Weg 3 37073 Göttingen Tel.: ++49-551-39 9491 Fax: ++49-551-39 7546 Email: markus.steinbach@phil.uni-goettingen.de	Die SprachChecker (http://www.uni-goettingen.de/de/199341.html) SprachChecker is an entirely new interactive learning concept for modern language teaching in schools, which embed the subject of language reflection in a multilingual context and thus fulfil the essential requirements of educational standards for secondary education. SprachChecker conveys classic themes for grammar teaching as well as explores current topics such as SMS language, youth language, multilingualism or sign language. The SprachChecker makes students think about (their) language(s) and communicative behaviour and encourages learners to make cross-linguistic comparisons, and to use their mother-tongue education in language classes. The SprachChecker is the German adaptation of a previous successful project, the Taaltrotters, which was developed for the Netherlands in 2002 and won several awards. Parallel to the German version, a Swedish and Finnish version was developed. The EU funded the project as part of the Socrates programme, with 350,000 Euros.	Intercultural German Studies / German as a Foreign Language (MA) The Scientific Department of Intercultural German Studies is concerned with the conceptual, theoretical and methodological foundations of interculturalism. The study course Intercultural German Studies / German as a foreign language is particularly concerned with the scientific description of the German language and culture and their negotiation in intercultural contexts. The department maintains diverse international cooperation, from which numerous scientific projects on intercultural and culture-contrastive themes have emerged. Contact: Corinne Albrecht M.A (corinna.albrecht@phil.uni-goettingen.de)	LEUNINGER, H. (2007): Gebärdensprache und Bilingualismus. In: Sprache - Stimme - Gehör. Zeitschrift für Kommunikationsstörungen 31, 156-162.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
Otto-von-Guericke-Universität Magdeburg (http://www.uni-magdeburg.de/)	Germanistik. ISP. http://www.wv.uni-magdeburg.de/isp/bsc.shtml	Lieselotte Sonnenberg (Lieselotte.Sonnenberg@gse-w.uni-magdeburg.de)		Training course "German as a Foreign / Second Language" This is an authorized training course for interested teachers who want to teach German as their mother tongue in Germany or abroad. It is authorized by the Ministry of Education of Saxony-Anhalt. Foreign students are encouraged to choose German as second foreign language. The successful passing of the Grundstufe II, Mittelstufe I, or Mittelstufe II proficiency examinations must be evidenced at the time the student registers for his/her last Bachelor examination.		
Martin-Luther-Universität Halle-Wittenberg (http://www.uni-halle.de/)	Germanisches Institut (http://www.germanistik.uni-halle.de/)	Dr. Phil. Mgr Anna Lewandowska Martin-Luther-Universität Halle-Wittenberg Germanistisches Institut 06099 Halle Telefon: (0345) 55 - 23604 Telefon: (0345) 55 - 23601 (Sekretariat) Telefax: (0345) 55 - 27107 Email: anna.lewandowska@germanistik.uni-halle.de and ania_lewandowska@wp.pl		German as a Foreign Language (GFL) (MA) (two-compartment) Characteristics and objectives of the programme of study: German as a foreign language in two combined subjects for Master's degree with 45/75 credit points: - the training of teachers for teaching the German language and culture at home and abroad, - the study of the contents and methods of the subject and scientific dialogue with related sciences, - the promotion of the German language and culture at home and abroad, - the promotion of intercultural and international dialogue, For teachers who teach people with an immigrant background and want to purchase the relevant additional qualification.		
Technische Universität Dresden (http://tu-dresden.de/)	MitteuropaZentrum für Staats-, Wirtschafts- und Kulturwissenschaften (http://tu-dresden.de/die_tu_dresden/zentrale_einrichtungen/mez)	Prof. Dr. Phil. Habil. Walter Schmitz (Coordination) Office: Zeunerstr. 1b, Raum 201 01069 Dresden Postal address:	Dresden Hub. Migration in Central Europe Aims: The aim of the project is to make students familiar with the workings of the human sciences at an early stage. Eight high schools from Saxony and one middle school are taking part. Over a period of three years, the students will explore the aspects of			

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		<p>Institut für Germanistik Lehrstuhl Neuere deutsche Literaturwissenschaft und Kulturgeschichte Mommensenstr. 13 01062 Dresden Tel.: 0351 - 463 36201 Fax: 0351 - 463 37167 Email (über das Lehrstuhl-Sekretariat): ndl- sekretariat@mailbox.tu- dresden.de</p> <p>August-Bebel-Str. 19 01217 Dresden Tel.: 0351 - 463 37865 Fax: 0351 - 463 37769 Email: mez@mailbox.tu- dresden.de</p>	<p>immigration as it has shaped the city of Dresden. In addition, excursions to Liberec and Prague will be arranged. "Hub Dresden" is organised in modules that are scheduled over three years. The Technical University of Dresden manages events and group work. There will also be a city guide "Migration in Dresden". Students will, therefore, work together with student tutors and visit memorial places in Dresden - even if they are only museums, including the Museum Kraszewski, or places that are to be reconstructed after the destruction of 1945 - they bring the historical aspects of the city to life. (http://www.boschstiftung.de/content/language1/html/24023.asp)</p>			
<p>Universität Leipzig (http://www.zv.uni-leipzig.de/)</p>	<p>Herder-Institut www.uni-leipzig.de/herder/</p>	<p>Prof. Dr. Karen Schramm Herder-Institut Universität Leipzig Beethovenstraße 15 04107 Leipzig Tel.: +49 (0)341 97 37512 Fax: +49 (0)341 97 37548 E-Mail: ka- ren.schramm@uni- leipzig.de</p> <p>Katrin Henneberg Ritterstraße 26 04109 Leipzig Tel: +49 341 97-35020 Fax: +49 341 97-35029 Email: ka- ren.schramm@uni- leipzig.de</p>	<p>Pilot project "LeLeBe" for migrants</p> <p>There have been nationwide integration courses for immigrants permanently residing in Germany since 2005. The integration efforts of the Federal Republic will also apply to those who have not had the opportunity to learn German in their home countries, or who have learned another written language, such as Arabic. "These people study up to 1,200 hours of German in literacy courses, but by far not all are able to cope with everyday life independently", declared a university professor of German as a foreign language with a focus on didactics / methodology.</p> <p>The project "LeLeBe - Leipzig Lernberatung in literacy courses" was developed by the Herder Institute of the University of Leipzig on the initiative of the Department for Migration and Integration of Leipzig, as well as multiple course providers. Within this framework, during the next two years participants with learning difficulties will be supported by two advisors of the University of Leipzig. According to Schramm, there will not only be benefits for the individual participants, but also for the teachers, who are supported in their work by the development of new diagnostic tools and support materials. (http://www.uni-leipzig.de/lelebe/, http://www.zv.unileipzig.de/service/presse/presse-meldungen.html?ifab_modus=detail&ifab_id=4465)</p>	<p>German as a Foreign Language Bachelor of Arts (BA)/ Master of Arts (MA)</p> <p>The subject German as a foreign language is a foreign language subject. It conveys a solid basic knowledge (eg Germanic) as well as the philological specifics of the foreign language. It is divided into the areas of linguistics / applied linguistics / phonetics, didactics / methodology civilization / culture and literature studies. Practical experience is included in both courses,</p> <p>Contact: Ramona Bitter-Karas (Raum: GWZ 1002 Tel.: +49-(0)341 / 97-37513 E-Mail: ramona.bitter-karas@uni-leipzig.de)</p>		
<p>Technische Universität Chemnitz (http://www.tu-chemnitz.de/)</p>	<p>Institut für Soziologie (http://www.tu-chemnitz.de/hsw/soziologie/institut/)</p>	<p>Prof. Dr. Bernhard Nauck TU Chemnitz Institut für Soziologie Forschungsgruppe Prof. Nauck 09107 Chemnitz Tel: +49 371 53134225</p>	<p>Why do groups of different origin have different educational success? The project addresses the issue of the relationship between the features of immigrant families with economic, cultural and social capital, and educational achievement. It focuses on the question "what conditions are particularly conducive to</p>		<p>ARRÁNZ BECKER, O. / BRÜDERL, J. / BUHR, P. / CASTIGLIONI, L. / FUB, D. (2012): The German Family Panel: Study Design and Cumulated Field Report (Waves 1 to 3). In: Pairfam Technical</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
		Fax: +49 371 53128819 Email: bernhard.nauck@soziologie.tu-chemnitz.de	educational success". Vietnamese, Turkish and German families are, therefore, examined in various stages of the education system. The data collection takes place in Saxony and Hamburg. It is a cross-sectional survey. Central to the survey are language competence and progress at school. Data is collected from each of 520 Turkish, Vietnamese and German families. The research project is funded by the Federal Ministry of Education and Research (BMBF) within the funding programme "Equal Opportunities and Participation - Social change and strategies to promote" and will run for a period of three years. (http://www.tu-chemnitz.de/hsw/soziologie/institut/HeBe_502.html)		Paper No. 1. NAUCK, B. (2012): Value of Children and Intergenerational Solidarity. In: Bertram, Hans & Ehlert, Nancy (Hrsg.): Family, Ties and Care. Family Transformation in a Plural Modernity. Opladen: Verlag Barbara Budrich: 297-314. FUß, D. (2012): Einstellungen zur Immigration. In: KEIL, S. I. / van Deth, J. W. (Hrsg.): Deutschlands Metamorphosen. Ergebnisse des European Social Survey 2002 bis 2008. Baden-Baden: Nomos: 299-327. LOIS, D./ LOIS, N. (2012): "Living apart together" – eine dauerhafte Alternative? Zur Bedeutung von beruflichen Lagen und Partnerschaftsbildern für das Leben in getrennten Haushalten. In: Soziale Welt 63: 117-140. LOIS, N. (2012): "Living apart together": Sechs Typen einer heterogenen Lebensform. In: Zeitschrift für Familienforschung 24: 247-268.	
Heinrich-Heine-Universität Düsseldorf (http://www.uni-duesseldorf.de/home/startseite.html)	Philosophische Fakultät (http://www.phil-fak.uni-duesseldorf.de/start/)	Anne Sokoll M.A. Wiss. Mitarbeiterin – Prof. Cepl-Kaufmann Tel: 0211 81 13004 Fax: 0211 81 12951 Email:sokoll@phil.hhu.de, sokoll@phil-fak.uni-duesseldorf.de				"TürkeiAlmanya" Conference, 21.11.2012-23.11.2012, Düsseldorf This colloquium brings together international science discourses on migration and intercultural research concerning Germany and Turkey. Different aspects are analysed from history and the present: How migration and trans-nationality can be provided appropriately to the public. The colloquium is accompanied by the students' exhibition "Prometheus-Funken". The colloquium is promoted by the DFG, the Ministry of Work, Integration and Society of the province of North Rhine-Westphalia and the Lehrförderungsfonds of the Heinrich Heine University of Düsseldorf.
Universität Bielefeld (http://www.uni-bielefeld.de/)	Fakultät für Linguistik und Literaturwissenschaft (http://www.uni-bielefeld.de/(de)/lili/startseite/fakultaet.html)	Prof.Dr.Claudia Riemer Email:Claudia.Riemer@Uni-Bielefeld.de Tel: +49 521 106-3619	1. MIKI study: the Bielefeld pre-school language development evaluation study for children of immigrant backgrounds A pre-school language funding programme for children of migration background has been offered in Bielefeld since kindergarten year 2006/2007. The design of this cross-carrier and thus comprehensive initiative in day care centres ensures, besides the two-year language training of children, cooperation with their parents as well. The aim of	German as a foreign language and second language (BA) This course can be studied as a major and minor subject. Duration: 6 semesters Students can form two	Prof. RIEMER, C. - Schriftenverzeichnis : Mitglied der Redaktion der Zeitschrift für Fremdsprachenforschung (ZFF). Herausgegeben von BURWITZ-MELZER, E./ HUFISEN, B. / KLEPPIN, K./ KURTZ, J./MEHLHORN, G./ RIEMER, C. (München: Oldenbourg); Redaktionsleitung 2004-2008.	Brandl, Heike; Duxa, Susanne; Leder, Gabriela; Riemer, Claudia (Hrsg.): Ansätze zur Förderung akademischer Schreibkompetenz an der Hochschule. Fachtagung 2. - 3. März 2009 an der Universität Bielefeld. Göttingen: Universitätsdrucke (Materialien Deutsch als Fremdsprache Bd. 83).

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			<p>the research in the Department of German Language / German as a second language at the University of Bielefeld is to assess the effectiveness of the evaluation. Children's language level is tested and possible influences on the child's L2 language acquisition (at day care centre and at home) will be observed. In addition to the regular collection of language data, it is intended to observe the children in this funding evaluation and the day care facility. The use of standardised questionnaires and structured interviews also ensures a comprehensive picture from the perspective of actors in the above contexts.</p> <p>2. German as a Second Language</p> <p>Research topics include the differences and similarities between the acquisition / learning of German as a foreign language and as a second language, and in particular the associated motives, learning experiences and career paths. One particular problem in this area is the increasing existence (even from a life-historical perspective) of plural language learning contexts, in which the language is not distinctly specified as a second or foreign language. Part of the project is to build a database for practice-related inquiries.</p> <p>3. Didactics of teaching German as a foreign or second language running since 2002</p> <p>The course focuses on: key areas for decisions in foreign language teaching, foreign language teaching methods, results of foreign language acquisition research and its implications and teaching and learning materials (taking into account the new media). The aim of the project is the publication of a completely revised and repackaged edition of "Einführung in die Didaktik des Unterrichts Deutsch als Fremdsprache mit Videobeispielen" (edited by Gert Henrici and Claudia Riemer 1994)</p> <p>4. Tuition for pupils speaking a non-German language</p> <p>The "Förderunterricht" project has grown rapidly since its inception in 2001. Accompanying research will now be pursued more vigorously. Therefore, the core areas of the research project are:</p> <p>a) the socio-political, social, and emotional conditions of students with a non-German language, who receive special education at the University of Bielefeld.</p> <p>b) the language needs of these students are also examined. Documented data are analysed in the framework of the "Förderunterricht" project and interviews are conducted. The project aims to develop and evaluate remedial teaching and to identify issues and objects of investigation for</p>	<p>distinct areas:</p> <ul style="list-style-type: none"> • Theory and practice of teaching German as a foreign or second language. The focus is on practical requirements and how they are reflected in the preparation, implementation and evaluation of language learning facilities for German as a foreign language abroad and German as a second language at home. Individual supplementary subjects are recommended for further language learning experiences in contrasting languages and seminars on national heritage (from the curriculum of the subject of German as a foreign or second language or other subjects, such as in literature, sociology, history). • Theory and practice of cultural mediation. This focus emphasises cultural, socio-cultural and socio-political aspects that are relevant to the acquisition and teaching of languages. In particular on the basis of texts and media (including literary texts) cultural patterns are created and relevant socio-political issues are reviewed. The aim is to develop cultural sensitivity and the ability to reflect, on the basis of a comparative cultural analysis. In addition, knowledge and skills for a reflexive approach to interdisciplinary and cross-cultural aspects of international scientific and economic cooperation will be taught. <p>Contact: bissupport@uni-bielefeld.de</p> 	<p>im Wissenschaftlichen Beirat der Zeitschrift Fremdsprachen Lehren und Lernen, herausgegeben von HENRICI, G./ KÖNINGS, F.G./ ZÖFGEN, E. (Tübingen: Narr).</p> <p>Der Lerner als „Einzelgänger“. Konsequenzen für die Theorie, Empirie und Praxis des Lehrens und Lernens von Fremdsprachen (unter besonderer Berücksichtigung des Deutschen als Fremd- und Zweitsprache). Kumulative Habilitationsschrift, Universität Hamburg, Fachbereich Sprachwissenschaft.</p> <p>Individuelle Unterschiede im Fremdspracherwerb. Eine Longitudinalstudie über die Wechselwirksamkeit ausgewählter Einflussfaktoren. Baltmannsweiler: Schneider Verlag Hohengehren.</p> <p>Rezensiert in: Deutsch als Fremdsprache 1997, 36, 186–187 (Frank G. Königs) Info DaF 1999, 26, 263–265 (Ina Schreiter) Ausgezeichnet mit dem „Göttinger Preis für Fremdspracherwerbsforschung“ 1999, Laudatio abgedruckt in Fremdsprachen und Hochschule 1999, 56, 139–150 (Rupprecht S. Baur) . Zum Stellenwert und zur Behandlung externer Faktoren in der Zweitspracherwerbsforschung, Magisterarbeit, Universität Bielefeld: Fakultät für Linguistik und Literaturwissenschaft.</p> <p>KRUMM, H.-J./ FANDRYCH, C./ HUFSEISEN, B./ RIEMER, C. (Hrsg.): Deutsch als Fremd- und Zweitsprache. Ein internationales Handbuch. Berlin/New York: de Gruyter (Handbücher zur Sprach- und Kommunikationswissenschaft /HSK); 2. und vollständig überarbeitete und neu zusammengestellte Auflage.</p>	

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			<p>future projects.</p> <p>5. Encyclopaedia of Second Language Acquisition Research</p> <p>duration: since July 2000</p> <p>Aims: The goal of this project is to create a German dictionary of second language acquisition research. This is be a tool that can be used both to support introductions to second language acquisition research and in receiving specific acquisition literature. Hence, it is intended not only for study but also for work that can bring great benefits. In short, there are informative texts, the most important scientific positions are characterised; relevant terms are clearly explained and illustrated by examples.</p>		<p>RIEMER, C. / SCHLAK, T. (Koord.) (2004): Der Faktor Motivation in der Fremdsprachenforschung (Themenheft der Zeitschrift für Interkulturellen Fremdsprachenunterricht 2004).</p> <p>RIEMER, C. / KÖSTER, L. (Koord.): Kommunikation, Kultur und Kontrast im DaF-Unterricht. Festsausgabe für Rolf Ehnert (= Themenheft der Zeitschrift Info DaF, 2003, 30/). München: iudicum.</p> <p>RIEMER, C. / AGUADO, K. (Hrsg.): Wege und Ziele. Zur Theorie, Empirie und Praxis des Deutschen als Fremdsprache (und anderer Fremdsprachen). Festschrift für Gert Henrici zum 60. Geburtstag. Baltmannsweiler: Schneider Verlag Hohengehren.</p> <p>Rezensiert in: Info DaF 2002, 29, 109–112 (Markus Motz) Zeitschrift für Interkulturellen Fremdsprachenunterricht 2002, 7(1), (Krzysztof Nerlicki) (Hrsg.): Kognitive Aspekte des Lehrens und Lernens von Fremdsprachen – Cognitive Aspects of Foreign Language Learning and Teaching. Festschrift für Willis J. Edmondson zum 60. Geburtstag. Tübingen: Narr.</p> <p>Rezensiert in: PRAXIS des neusprachlichen Unterrichts 2001, 48, 209–210 (Joybrato Mukherje) zus. mit Henrici, Gert (Hrsg.) und Arbeitsgruppe Deutsch als Fremdsprache Bielefeld – Jena: Einführung in die Didaktik des Unterrichts Deutsch als Fremdsprache mit Videobeispielen, 2 Bde. Baltmannsweiler: Schneider Verlag Hohengehren. (2., unveränderte Auflage 1996)</p> <p>Rezensiert in: Fremdsprache Deutsch 1995,</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>12, 62 (Hans-Jürgen Krumm)</p> <p>Deutsch als Fremdsprache 1995, 34 (Renate Faistauer)</p> <p>Info DaF 1996, 23, 293-295 (Stefan Rinklake)</p> <p>Fremdsprache Deutsch 1997, Sondernummer 2, 59-61 (KRUMM, H.-J).</p> <p>.Sammelbesprechung: Einführungen in das Fach „Deutsch als Fremdsprache“)</p>	
<p>Universität Paderborn (http://www.uni-paderborn.de/)</p>	<p>Institut für Anglistik und Amerikanistik (http://kw.uni-paderborn.de/institute-einrichtungen/institut-fuer-anglistik-und-amerikanistik/)</p>	<p>Literatur- und Kulturwissenschaft: Petra Tegtmeier Email: petra.tegtmeier [at] zitmail.upb.de</p> <p>Sprachwissenschaft: Gabriele Kipp (gabriele.kipp [at] zitmail.upb.de) Christiane Amedick (came Dick [at] mail.upb.de , office.pienemann [at] zitmail.upb.de)</p> <p>Post Address: Universität Paderborn Institut für Anglistik und Amerikanistik Warburger Straße 100 33098 Paderborn</p>			<p>MÖLLER, C. (in print). Wie junge Fremdsprachenlerner temporale Räume schaffen: Eine Annäherung. In: SCHUBERT, C./ SCHÖBERL, T. (Hrsg.). Raumdarstellung im Text. Reihe Kulturen - Kommunikation - Kontakte. Berlin: Frank & Timme.</p> <p>MÖLLER, C. (2009): Messbarkeit und Entwicklung von Textlänge in mündlichen Lernerdaten am Beispiel der L2 Englisch. In: LÜTGE, C./ KOLLENROTT, A. I./ ZIEGENMEYER, B./ FELLMANN, G. (Hrsg.). Empirische Fremdsprachenforschung-Konzepte und Perspektiven. Frankfurt a.M.: Peter Lang. 63-74.</p> <p>MÖLLER, C. (2009): The History and Future of Bilingual Education: Immersion Teaching in Germany and its Canadian Origins. In: RÜDIGER, P. / GROSS, K. (Hrsg.). Translation of cultures. Amsterdam & New York: Rodopi. 235-254.</p> <p>MÖLLER, C. (2008): Review of „Bilingualer Unterricht aus der Sicht der Fachdidaktiken“ (Hrsg. Bosenius, Donnerstag & Rohde). Literatur in Wissenschaft und Unterricht (LWU).</p> <p>MÖLLER, C. (2003): Erwerb und Entwicklung kohäsiver Bindungen im immersiven Englischunterricht. Unpublished diploma thesis.</p>	<p>Teilnahme an EMLAR IV (Experimental Methods in Language Acquisition Research) in Utrecht (Niederlande); Neben Vorträgen zu experimentellen Untersuchungsmethoden (z.B. ERPs) auch Teilnahme an Workshops zu E-Prime, Statistik mit R und CHILDES (November 2007)</p> <p>Teilnahme am X. internationalen Kongress der International Association for the Study of Child Language (IASCL) in Berlin (Juli 2005)</p> <p>Teilnahme an der 35. Jahrestagung der Gesellschaft für angewandte Linguistik (GAL) zu dem Thema „Mehrsprachige Individuen - vielsprachige Gesellschaften“ in Wuppertal (September 2004)</p>

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					Kiel: Kiel University.	
Westfälische Wilhelms-Universität (Münster) (http://www.uni-muenster.de/de/)	Institut für Geographie (http://www.uni-muenster.de/Geographie/) Institut für Politikwissenschaft (http://www.uni-muenster.de/IfPol/)	Prof. Dr. Dietrich Thränhardt thranha@uni-muenster.de Prof. Dr. Paul Reuber p.reuber@uni-muenster.de	"Zuwanderer integrieren" The joint research project of the cities of Münster and Enschede investigates the locally-run integration policy for immigrants. It also allows for comparisons and the mutual exchange of experience. To make these comparisons, a common set of 11 indicators to measure integration has been developed. In addition to traditional indicators (such as participation in the labour market or the acquisition of the host language) this set of indicators includes several sub-indicators for living and social structures. The project is run in collaboration with the EUREGIO and funded by the state of NRW, the City of Münster, the Municipality of Enschede and by the European Union from the European Structural Fund (ERDF) as part of the INTERREG-A III (http://www.muenster.de/stadt/zuwanderung/interreg_zuwanderer.html)	German as a Second Language / Intercultural Education Degree: Additional qualification, scope: 40 hours per week The additional degree in German as a second language / intercultural education is designed for teacher students / Master of Education in all subjects and grade levels. The course aims to provide students with skills in the field of teaching with particular reference to migration and heterogeneity, and to provide a comprehensive insight into the acquisition and teaching of German as a language of time. It requires work on issues of migration and linguistic and cultural diversity, both on a social level as well as in educational contexts explicitly. Content, themes and questions of the course relate to: - Migration history - Migration policy - Education issues related to migration - Introduction to the ICP as a sub-discipline and practice field - Fundamentals of German as a second language - Acquisition and teaching of German as a second language - Dealing with linguistic diversity and multilingualism - Bi- and multilingualism in educational institutions, families and society - Overview of historical linguistics - Education in the process of internationalisation - Human Development under international aspects - Theory and history of intercultural education - Equality and difference - Social, cultural, economic,	Lehrbuchreihe „Migration und schulischer Wandel“ gemeinsam mit Prof. Dr. Mechthild Gomolla (Helmut-Schmidt-Universität Hamburg) Lehrbuchreihe im VS-Verlag für Sozialwissenschaften . PUBLIKATIONEN VON KÖNIG K.M.A.: (2012): Reconstructing the point of reference in the stand-alone deswegen-micro-aposiopesis" GIDI-Arbeitspapier Nr. 42. (2012): Indirekte Formulierungen mit man in narrativen Interviews. In: KERSTEN, S./ LUDWIG, C./ MEER, D./RÜSCHOFF, B. (Hrsg.) Applied Linguistics Approaches - Language Learning and Language Use. Papers Selected from the Junior Research Meeting – Essen 2011. Duisburg: UVRV, 57-71. (2012): Die sprachliche Rekonstruktion migrationsbedingter Mehrsprachigkeit: Aspekte einer interaktiven Konstruktion von 'Andersheit'. In: ROLL, H./ SCHILLING, A. (Hrsg.): Mehrsprachiges Handeln im Fokus von Linguistik und Didaktik. Duisburg: UVRV, 67-83. (zusammen mit Susanne Günthner) (2011): Formen und Funktionen von syntaktisch desintegriertem deswegen im gesprochenen Deutsch. GIDI-Arbeitspapier Nr. 36. (2011): Rezension zu: Kirsten Nazarkiewicz, Interkulturelles Lernen als Gesprächsarbeit. Wiesbaden: VS Verlag für Sozialwissenschaften 2010. In: Gesprächsforschung - Online-Zeitschrift zur verbalen Interaktion 12, 95-104.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
				<p>legal and political consequences of migration</p> <ul style="list-style-type: none"> - Theory and history of migration, racism and nation - Analysis of the social situation of migrants - Education and socialisation in cross-cultural perspective: institutional conditions, pedagogies - Educational work in multilingual, cross-cultural composite groups 	<p>(2011): Migration und Sprachidentität: Positionierungsverfahren in Sprachbiographien. In: BETTEN, A./ THÜNE, E.-M. (Hrsg.): Sprache und Migration. Linguistische Fallstudien. Rom: Aracne, 143-166.</p> <p>(2011): Bericht über das 48. Arbeitstreffen des 'Arbeitskreises Angewandte Gesprächsforschung' am 13./14. Mai 2011 in Hamburg. In: Gesprächsforschung - Online-Zeitschrift zur verbalen Interaktion 12, 371-378. (unter Mitarbeit von GRIGORIEVA, I. / KLICHE, O./ MATTHES, S./ PAWLACK, B./ SAUNDERS, C./ SCARVAGLIERI, C./ ZECH, C.)</p> <p>(2010): The sequential organization of subjective theories about language and the negotiation of identity. In: Proceedings of the Second Summer School of Sociolinguistics.</p> <p>(2010): Sprachliche Kategorisierungsverfahren und subjektive Theorien über Sprache in narrativen Interviews. In: Zeitschrift für Angewandte Linguistik 53:1, 31-57.</p> <p>(2010): Kontrastive Analyse chinesischer und deutscher SMS-Kommunikation – Ein interaktionaler und gattungstheoretischer Ansatz (zusammen mit HAUPTSTOCK, A./ ZHU, Q.) Networx Nr. 58.</p>	
<p>Ruhr-Universität Bochum</p> <p>(http://www.ruhr-uni-bochum.de/)</p>	<p>Fakultät für Philologie</p> <p>(http://www.dekphil.ruhr-uni-bochum.de/)</p> <p>Ruhr-Zentrum Mehrsprachigkeit</p> <p>(http://www.ruhr-uni-bochum.de/mehrsprachigkeit/)</p>	<p>Prof. Dr. Tanja Anstatt (Lehrstuhl für slavistische Linguistik Seminar für Slavistik / Lotman-Institut Ruhr-Universität Bochum)</p> <p>Post address: Ruhr-Universität Bochum 44780 Bochum Tel. 0234-32-28389 E-Mail: tanja.anstatt@ruhr-uni-bochum.de</p>	<p>Russian HQ</p> <p>The project is the final modelling, realisation and implementation of a learning and study system (working title: RussianHQ), with which Russian reading skills (for Cultural Scientists) can be taught interactively and systematically expanded. This skill will be practised and developed on the basis of 450 original texts (secondary texts) which are contained in individual teaching units and classified according to difficulty, complexity and topic. This is an integrated system of a total of 45 teaching units, which can be configured for individual courses of different length and complexity (difficul-</p>		<p>Publikationen Von Prof. Dr. Tanja Anstatt (mit Christina Clasmeier)</p> <p>ANSTATT, T./ CLASMEIER, C.: Subjektive Frequenz: Eine Methode zur Untersuchung von Mehrsprachigkeit? Vortrag, Kolloquium zur Mehrsprachigkeitsforschung des RZM, Ruhr-Universität Bochum, 15.11.2012.</p> <p>ANSTATT, T./ CLASMEIER, C.: Wie häufig ist posidet'? Zur</p>	<p>(mit Elena Dieser) Connection between the lexical and grammatical development of bilingual Russian-German children Poster, Konferenz "Linguistic Evidence", Universität Tübingen, 30.1.-2.2.2008.</p> <p>Characteristics of the Russian verbal system of bilingual Russian-German children Vortrag, Konferenz "Perspectives on Slavistics 3", Universität Hamburg, 28.-31.8.2008.</p> <p>Second generation and active vocabulary: Switch of strong and weak language? Vortrag, Konferenz "International Symposium on</p>

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
		bochum.de	ty). The teaching units can be both accompanied by a teacher or developed by private study. In addition to these units RussianHQ has a learning manager that controls the sequence of units. It also has an extensive range of exercises and auxiliary functions (eg. interactive exercises, dictionary function, grammatical signs, etc.) to facilitate the reading.		<p>Frequenz russischer Verben in der Einschätzung mono- und bilingualer Sprecher Vortrag, 11. Deutscher Slavistentag, 4.-6.10.2012, Universität Dresden.</p> <p>ANSTATT, T./ CLASMEIER, C.: Subjektive Verbffrequenz bei mono- und bilingualen Russischsprechern Vortrag, 38. Konstanzer Slavistisches Arbeitstreffen, Universität Klagenfurt, 10.-14.9.2012.</p> <p>Kann man die Muttersprache verlernen? Erhalt und Verlust der Herkunftssprache bei Migranten. Vortrag, Ringvorlesung Mehrsprachigkeit, 26.4.2012, Ruhr-Universität Bochum.</p> <p>Meine Muttersprache ist Russisch, aber ausdrücken kann ich mich besser auf Deutsch. Die Rolle der Herkunftssprache bei Jugendlichen aus russischsprachigen Familien. Eingeladener Vortrag, 48. Jahrestagung des Instituts für Deutsche Sprache, 13.-15.3.2012, Mannheim.</p> <p>Wieder vergessen oder nie gelernt? Über die Ursachen von Abweichungen und Unsicherheiten bilingualer Jugendlicher in ihrer Erstsprache Vortrag, Kolloquium zur Mehrsprachigkeitsforschung der RUB & UDE, Ruhr-Universität Bochum, 24.11.2011.</p> <p>ANSTATT, T./ CLASMEIER, C.: Subjektive Frequenz russischer Verben Vortrag, 37. Konstanzer Slavistisches Arbeitstreffen, Ruhr-Universität Bochum, 12.-15.9.2011.</p> <p>The language of the second immigrant generation: Russian in young bilinguals in</p>	<p>Bilingualism 7", Universität Utrecht, 9.7.2009.</p> <p>Der Erwerb des narrativen Redetyps. Erzählstrategien von Kindern und Erwachsenen (im Deutschen und Russischen). Eingeladener Vortrag, Konferenz "Narration - Kognition - Text. Der Erzählbegriff in verschiedenen Disziplinen", Bergische Universität Wuppertal, 4.-5.12.2009.</p> <p>(mit Oxana Rubcov) Russisch-deutsche Familiensprache und bilingualer kindlicher Spracherwerb. Eingeladener Vortrag, Konferenz "1, 2, 3: Meine Sprache, deine Sprache, unsere Sprache? Sprachgebrauch in mehrsprachigen Räumen", Viadrina-Universität Frankfurt/Oder, 12.6.2010.</p> <p>Attrition of L1 in elementary school age? Verbal grammar and verbal lexicon in the Russian of bilingual children in Germany Eingeladener Vortrag, Workshop "Incomplete acquisition and L1 attrition in bilingual settings", Universität Hamburg, 8.-10.7.2010.</p> <p>Spracherwerb unter Migrationsbedingung. Die Rolle des Einreisalters für den Erhalt der Herkunftssprache. Vortrag, Workshop "Faktor Alter im Spracherwerb", Ruhr-Universität Bochum, 18.6.2010.</p> <p>The relationship between heritage language and environmental language: Russian and German verbal grammar and verbal lexicon in bilingual children. Poster, International Symposium on Bilingualism (isb) 8, Universität Oslo, 15.-18.6.2011.</p> <p>Migration und Sprache (am Beispiel von Zuwanderern mit slavischer Herkunftssprache). Vortrag, Workshop Gesellschaft und Migration, Institut für Deutschlandforschung, Ruhr-Universität Bochum, 13.1.2012.</p>

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Germany. Eingeladener Vortrag, Brandeis University, 15.4.2011.</p> <p>Russian as heritage language in bilingual children and adolescents in Germany: Attrition, stagnation, incomplete acquisition? Eingeladener Vortrag, Harvard University, 8.4.2011.</p> <p>Dealing with gaps in the family language: Lexical problems and their solution among bilingual children and adolescents. Eingeladener Vortrag, Southern Connecticut State University, 6.4.2011.</p> <p>Mehrsprachigkeit aus sprachlich-psychologischer Sicht. Eingeladener Vortrag, Ruhr.2010: Tage der Sprachen im Ruhrgebiet, 14.-15.10.2010.</p> <p>Russisch. Vorstellung eines Videoprojektes zur Sprachsituation von Studierenden mit Russisch als Erstsprache. Mit Elena Protas und Anja Robilka. Ruhr.2010: Tage der Sprachen im Ruhrgebiet, 14.-15.10.2010. Sprachattrition. Vortrag, 36. Konstanzer Slavistisches Arbeitstreffen, Universität Bamberg, 6.-10.9.2010.</p> <p>Vom Umgang mit Lücken: Strategien zur Lösung lexikalischer Probleme im Russischen zweisprachiger Kinder und Jugendlicher. Vortrag, 10. Deutscher Slavistentag, Universität Tübingen, 3.10.09.</p> <p>Von Fröschen und Jungen. Die Kategorie der Belebtheit bei Russischsprechern in Deutschland. Vortrag, 35. Konstanzer Slavistisches Arbeitstreffen, Salzburg, 22.9.09.</p> <p>Russisch in der zweiten Gen-</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>eration. Deutscher und russischer Wortschatz bei Kindern und Jugendlichen aus russischsprachigen Familien. Eingeladener Vortrag, Konferenz "Sprache und Integration" (organisiert vom Goethe-Institut), Berlin, 19.9.09.</p> <p>Jazykovej kontakt v kognitivnom aspekte: Russkij jazyk v diaspore Vortrag, Kolloquium "Slavjanskije jazyki v kognitivnom aspekte", Universität Minsk, 5.3.2009.</p> <p>Russisch in der Diaspora. Die russische Emigration und ihre Sprache Vortrag, Ringvorlesung "Problemfelder der russischen Vergangenheit und Gegenwart" im WS 2008/09, Ruhr-Universität Bochum, 5.2.2009.</p> <p>Sprachfähigkeiten und Sprachsituation russisch-deutscher Jugendlicher der zweiten Generation. Skizze eines Forschungsprojekts Vortrag, 34. Konstanzer Slavistisches Arbeitstreffen, Universität Oldenburg, 25.9.2008.</p> <p>Die zweite Generation. Sprachfähigkeiten und Spracheinstellungen bei russisch-deutschen Jugendlichen. Skizze eines Forschungsprojekts Vortrag, Kolloquium "Sprachräume – Kommunikationsräume. Zur Situation von Standardsprachen außerhalb des ‚Mutterlandes‘", Universität Bochum, 27.-28.6.2008.</p> <p>Wege zur Mehrsprachigkeit bei Kindern und Jugendlichen Vortrag, "Tag der russischen Sprache", Landesspracheninstitut der Ruhr-Universität Bochum, 23.6.2008.</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
Technische Universität Dortmund (Technische Universität Dortmund)	Institut für Anglistik und Amerikanistik (http://englisch.tu-dortmund.de/cms/de/100_IAA/index.html)	Sekretariat Emil-Figge-Straße 50 Campus Nord Raum 3.209 und 3.210 Tel: 0231 / 755 - 2911 http://englisch.tu-dortmund.de/cms/de/100_IAA/index.html		Bilingual Learning Requirement: proof of passing the intermediate examination in a teaching degree (or 1st State Examination in NRW), or the identification of an equivalent of a Bachelor course in teaching in the model test "Graduated Teacher Education." English / English literature have by necessity been included in the subject combination of the above Studies, along with another subject, whereas the more specialised subject can either be German or another foreign language. Information at: http://englisch.tu-dortmund.de/cms/de/200_Studium/220_Studieng_nge/index.html		
Friedrich-Schiller-Universität Jena (http://www.uni-jena.de/)	Institut für Auslandsgermanistik / Deutsch als Fremd- und Zweitsprache (http://www.uni-jena.de/Auslandsgermanistik.html)	Prof. Dr. Bernt Ahrenholz Friedrich-Schiller-Universität Jena Institut für Auslandsgermanistik/DaF/DaZ Ernst-Abbe-Platz 8 07743 Jena Deutschland Tel: +49 (0) 3641 944 350 (Sekretariat) / 358 352 Fax +49 (0) 3641 944 352 E-Mail: ahrenholz-sekretariat@uni-jena.de Homepage: http://www.uni-jena.de/Ahrenholz.html ; http://www.daz-portal.de		Foreign German - German as a foreign language-German as a second language (International Master) Master of Arts Content and Structure: The objective of the International Masters' International German - German as a foreign language - German as a second language" is to empower students in interdisciplinary scientific work and to qualify them for teaching the German language and culture at home and abroad. The programme was founded in 2006 by the DAAD and the Donors' Association for German Science and was awarded the accolade of the TOP 10 International Master's Degree Courses Made in Germany. On the Socrates and Erasmus programme, students have the opportunity to spend one or more semesters at a partner university.	AHRENHOLZ, B. (Hrsg.) (2010): Fachunterricht und Deutsch als Zweitsprache. Tübingen: Narr. AHRENHOLZ, B. (Hrsg.) (2009): Empirische Befunde zu DaZ-Erwerb und Sprachförderung. Beiträge aus dem 3. Workshop Kinder mit Migrationshintergrund. Freiburg i. Br. Fillibach. AHRENHOLZ, B. / OOMEN-WELKE, I. (Hrsg.) (2008): Deutsch als Zweitsprache. (Deutschunterricht in Theorie und Praxis, Handbuch in 11 Bänden, hrsg. v. Winfried Ulrich, Bd. 9) Baltmannsweiler: Schneider Hohengehren. AHRENHOLZ, B. (Hrsg.) (2008): Zweitspracherwerb. Diagnosen - Verläufe - Voraussetzungen. Beiträge aus dem 2. Workshop Kinder mit Migrationshintergrund. Freiburg i. Br.: Fillibach. AHRENHOLZ, B. / BREDEL, U. / KLEIN, W. / ROST-ROTH, M. / SKIBA, R. (Hrsg.) (2008):	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Empirische Forschung und Theoriebildung. Beiträge aus der Sozio-linguistik, Gesprochene-Sprach- und Zweitspracherwerbsforschung. Frankfurt/ Main: Lang.</p> <p>AHRENHOLZ, B. (2010b): Einleitung. Fachunterricht und Deutsch als Zweitsprache - eine Bilanz. In: AHRENHOLZ, B. (Hrsg.): Fachunterricht und Deutsch als Zweitsprache. 2. durchgesehene und aktualisierte Auflage. Tübingen: Narr, 1-14.</p> <p>AHRENHOLZ, B. (2009a): 'der Stunde, der Socke, der Geschichte' - LZ-Input für DaZ-Schler. In: NAUWERCK, P. (Hrsg.): Kultur der Mehrsprachigkeit in Schule und Kindergarten - Festschrift für Ingelore Oomen-Welke, Freiburg i.Br.: Fillibach.</p> <p>AHRENHOLZ, B. (2009b): Vom Nutzen der Zweitspracherwerbsforschung für die Ausbildung von Lehrerinnen und Lehrern. In: DIMROTH, C./KLEIN, W. (Hrsg.): Worauf kann sich der Sprachunterricht stützen? Zeitschrift für Literaturwissenschaft und Linguistik, 39. Jg. H. 153, 26-38.</p> <p>AHRENHOLZ, B. (2008a): Zum Erwerb zentraler Wortstellungsmuster. In: AHRENHOLZ, B/BREDEL, U./KLEIN, W./ROST-RÖTH, M./SKIBA, R. (Hrsg.) (2008): Empirische Forschung und Theoriebildung. Beiträge aus der Sozio-linguistik, Gesprochene-Sprach- und Zweitspracherwerbsforschung. Frankfurt/Main: Lang, 165-177.</p> <p>AHRENHOLZ, B. (2008b): Zum Zweitspracherwerb bei Kindern und Jugendlichen mit Migrationshintergrund - Forschungsstand und Desid-</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>erate. In: ALLEMANN-GHIONDA, C./PFEIFFER, S. (Hrsg.): Bildungserfolg, Migration und Zweisprachigkeit. Perspektiven für Forschung und Entwicklung. Berlin: Frank & Timme, S. 45-56.</p> <p>AHRENHOLZ, B. (2008c): Erstsprache - Zweitsprache - Fremdsprache. In: AHRENHOLZ, B./OOMENWELKE, I. (Hrsg.): Deutsch als Zweitsprache. (Deutschunterricht in Theorie und Praxis, Handbuch in 11 Bänden, hrsg. v. Winfried Ulrich, Bd. 9) Baltmannsweiler: Schneider Hohengehren, S. 2-15.</p> <p>AHRENHOLZ, B. (2008d): Zweitspracherwerbsforschung. In: AHRENHOLZ, B./OOMENWELKE, I. (Hrsg.): Deutsch als Zweitsprache. (Deutschunterricht in Theorie und Praxis, Handbuch in 11 Bänden, hrsg. v. Winfried Ulrich, Bd. 9) Baltmannsweiler: Schneider Hohengehren, 63-79.</p> <p>AHRENHOLZ, B. (2008e): Mündliche Produktionen In: AHRENHOLZ, B./OOMENWELKE, I. (Hrsg.): Deutsch als Zweitsprache. (Deutschunterricht in Theorie und Praxis, Handbuch in 11 Bänden, hrsg. v. Winfried Ulrich, Bd. 9) Baltmannsweiler: Schneider Hohengehren, 172-187.</p>	
<p>Universität Erfurt (http://www.uni-erfurt.de/)</p>	<p>Erziehungswissenschaftliche Fakultät (http://www.uni-erfurt.de/erziehungswissenschaftlichen/)</p>	<p>Prof.'in Dr. Solveig Chilla (Professorin für Sprachbehindertenpädagogik) Pädagogische Hochschule Heidelberg Institut für Sonderpädagogik (ISP) Abteilung Sprachbehindertenpädagogik Keplerstraße 87 D- 69120 Heidelberg</p>	<p>Mitglied (MC substitute) in der COST Aktion ISO804: "Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment" (2009-2013).</p> <p>Armon-Lotem/Chilla/Friedmann/Gagarina (PI's): "How can a teacher tell if a bilingual child has language impairment: A study of the language of Russian-Hebrew and Russian-German migrant children in preschool and school years", granted by the German-Israeli-Foundation, (GiF grant 1113/2010; 2012-2014).</p> <p>Hamann/Rothweiler/Chilla: Bilinguale Kinder mit Spezifischen Sprachentwicklungsstörungen. Förderung durch die NOWETAS-Stiftung (2010-</p>			

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
		Tel.: 06221- 477 304 email: chilla@ph-heidelberg.de http://www.solveigchilla.de/	2011). Sprachtherapie im Kita-Alltag: Forschungs- und Supervisionsprojekt mit der Vereinigung Hamburger Kindertagesstätten, Forschungsförderung durch die Vereinigung (2011-2012). Qualifizierung von Sprachförderkräften für die Sprachförderung von Kindern von 0-3 Jahren: Entwicklung eines Qualifizierungsmoduls in Zusammenarbeit mit parisat: Die PARITÄTISCHE Akademie Thüringen, Forschungsförderung durch das PARITÄTISCHE Bildungswerk (2011-2012)			
Johann Wolfgang Goethe-Universität Frankfurt am Main (http://www2.uni-frankfurt.de/de?locale=de)	Institut für Psycholinguistik und Didaktik der deutschen Sprache (http://www.uni-frankfurt.de/fb/fb10/inst_psychling/index.html)	cammino@em.uni-frankfurt.de Prof. Dr. Petra Schulz Post address: Hauspostfach 22 60629 Frankfurt am Main Tel: 069 - 798 32561 Fax: 069 - 798 32564 E-Mail: Schulz@em.uni-frankfurt.de Dr. Angela Grimm Post address: Postanschrift Hauspostfach 22 60629 Frankfurt am Main Tel: 069 - 798 32568 Fax: 069 - 798 32569 E-Mail: grimm@em.uni-frankfurt.de	Cammino multilingualism The project "cammino - Multilingualism at the transition from nursery to primary school" studies the findings of language proficiency surveys of multilingual children. Numerous studies show that language skills have a significant influence on children's educational prospects. For parents as well as for teaching staff and doctors there is a great challenge to assess the language skills of children adequately. In the case of multilingual children in particular, it is difficult to determine whether a child develops perceptibly or otherwise. How can educators, teachers, doctors and parents get an idea of the language skills of multilingual children? What criteria are used to distinguish between perceptible and imperceptible language acquisition? The research project "Cammino - Multilingualism at the transition from nursery to primary school" (cammino means "way" in Italian) deals with these questions. The project is funded by the Federal Ministry of Education and Research (BMBF). The goal of the research project is to examine the use of language proficiency surveys of multilingual children. The results will help to raise the language skills of these children as much as possible.		TRACY, R./ SCHULTZ, P.(Eds.) (in prep): German as a second language. Sonderheft für Linguistische Berichte. *SCHULTZ, P./ TRACY, R. (2011): Linguistische Sprachstandserhebung – Deutsch als Zweitsprache (LiSe-DaZ). Göttingen: Hogrefe Verlag. [Rezension: Zellerhoff, R. (2012). LOGOS INTERDISZIPLINÄR, 20:1, 68-69] [Rezension: Förster, A. (2012). Sprachheilarbeit, 4, 213-214] SCHULTZ, P./ FRIEDMANN, N. (Eds.) (2011): Specific Language Impairment (SLI) across languages: Properties and possible loci [Special issue]. Lingua, 121(3).	
Johann Wolfgang Goethe-Universität Frankfurt am Main (http://www2.uni-frankfurt.de/de?locale=de)	Institut für Psycholinguistik und Didaktik der deutschen Sprache (http://www.uni-frankfurt.de/fb/fb10/inst_psychling/index.html)	projekt.vorsprung@googl email.com Dr. Derk Frerichs Post address: Hauspostfach 22 60629 Frankfurt am Main Tel: 069 - 798 32573 Fax: 069 - 798 32571 E-Mail: frerichs@em.uni-frankfurt.de Prof. Dr. Petra Schulz Post address: Hauspostfach 22 60629 Frankfurt am Main Tel: 069 - 798 32561 Fax: 069 - 798 32564 E-Mail: Schulz@em.uni-frankfurt.de	"VORSPRUNG/ LEAD" Project The LEAD project is aimed at students with a migrant background who are at the secondary level of education and who wish to gain support while studying for the "Abitur" and for university. Students of six project schools in Frankfurt apply, in consultation with their teachers, for participation in the LEAD Project. High school students receive individualised support in small groups in language development courses and workshops. The support classes are offered in addition to normal classes at school, usually twice a week. In addition, compact courses can be attended in the school holidays. Primarily the competence areas of reading, writing, vocabulary / expression, spelling, grammar and presentation are developed. The weekly classes are held at the Goethe University. (Teacher training) students at the Goethe University can apply to participate in the LEAD Project. They will be prepared in seminars of German as a second language and cared for and trained in			

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			regularly scheduled team meetings. For their teaching students receive an honorarium and a certificate that certifies the acquired theoretical and practical skills. Remedial instruction and the workshop programme will be regularly evaluated. The "VORSPRUNG" Project is financially supported by the Polytechnic Society, the Peter Fuld Foundation and the Goethe University.			
Johann Wolfgang Goethe-Universität Frankfurt am Main (http://www2.uni-frankfurt.de/de?locale=de)	Institut für Psycholinguistik und Didaktik der deutschen Sprache (http://www.uni-frankfurt.de/fb10/inst_psychling/index.html)	mila@idea-frankfurt.eu Prof. Dr. Petra Schulz Post address: Hauspostfach 22 60629 Frankfurt am Main Tel: 069 - 798 32561 Fax:069 - 798 32564 E-Mail:Schulz@em.uni-frankfurt.de Dr. Angela Grimm Post address: Postanschrift Hauspostfach 22 60629 Frankfurt am Main Tel: 069 - 798 32568 Fax: 069 - 798 32569 E-Mail: grimm@em.uni-frankfurt.de	MILA: The MILA Project (The Role of Migration Background and Language Impairment in Language Achievement) examines the language acquisition of children who acquire German as a first and as a second language. MILA compares the language acquisition of children with German as a native language with children who have learnt German as a second language. The goal is to understand second language acquisition in its undisturbed state more accurately and to draw conclusions from the observations of possible interference in second language acquisition. Based on these findings, materials may be developed in future diagnostic and language support, which will make it possible to specifically respond to the current linguistic knowledge of the individual child.			
Johann Wolfgang Goethe-Universität Frankfurt am Main (http://www2.uni-frankfurt.de/de?locale=de)	Institut für Psycholinguistik und Didaktik der deutschen Sprache (http://www.uni-frankfurt.de/fb10/inst_psychling/index.html)	Prof. Dr. Petra Schulz Post address: Hauspostfach 22 60629 Frankfurt am Main Tel: 069 - 798 32561 Fax:069 - 798 32564 E-Mail:Schulz@em.uni-frankfurt.de Dr. Derk Frerichs Post address: Hauspostfach 22 60629 Frankfurt am Main Tel: 069 - 798 32573 Fax: 069 - 798 32571 E-Mail: frerichs@em.uni-frankfurt.de	FJM Project: The project ran from 2008-2011 under the direction of Prof. Dr. Petra Schulz and Dr. Derk Frerichs. It is aimed at students of a migrant background who are at the secondary level of education and who wish to gain support while studying for the "Abitur" and for university. Students of six project schools in Frankfurt apply, in consultation with their teachers, for participation in the LEAD Project. High school students receive individualised support in small groups in language development courses and workshops. The support classes are offered in addition to normal classes at school, usually twice a week. In addition, compact courses can be attended in the school holidays. Primarily the competence areas of reading, writing, vocabulary / expression, spelling, grammar and presentation are developed. The weekly classes are held at the Goethe University. (Teacher training) students at the Goethe University can apply for participation in the LEAD Project. They will be prepared in seminars of German as a second language and cared for and trained in regularly scheduled team meetings. For their teaching students receive an honorarium and a certificate that certifies the acquired theoretical and practical skills. Remedial instruction and the workshop programme will be regularly evaluated. Remedial instruction is given by the project coordinator Geeske Strecker in the framework of a scientific thesis. The project FJM is sponsored by the Mercator			

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			foundation, the Goethe University, the Centre for Teacher Education and School and teaching research (TLC), the Hessian Ministry of Education, the State Office of Education and the City of Frankfurt, as well as the Frankfurt Office of Education.			
<p>Justus-Liebig-Universität Gießen</p> <p>(http://www.uni-giessen.de/cms/)</p>	<p>Institut für Slavistik</p> <p>(http://www.uni-giessen.de/cms/fbz/fb05/slavistik)</p>	<p>Prof. Dr. Damina Shaibakova (DAAD-Gastdozentur, Russistische Sprachwissenschaft) Institut für Slavistik Otto-Behaghel-Straße 10 D, Raum 520 D-35394 Gießen Tel: 06 41 99- 31180 Fax: 06 41 99- 31143 Email: damina@rambler.ru</p>		<p>Migration and Language</p> <p>It is a common and also correct belief that a successful integration of migrants is highly dependent on existing language skills. The seminar will discuss theoretical concepts such as foreigner talk, ethnic speech markers, diglossia and bilingualism. Empirical studies on the language proficiency of immigrants will be analysed as well. The famous PISA study is also examined. With regard to the promotion of mother tongues, three interesting projects from general schools will be presented (the Krefeld model, bilingual literacy, European schools). In addition, existing services for adults in German classes will be focused on the changes that have come about as a result of the Immigration Act. Finally, the knowledge acquired in the context of language skills and integration is discussed.</p> <p>University of Giessen: bilingualism and language contact</p> <p>The aim of this course is to present a combination of two languages in sociolinguistic and linguistic terms. The lecture is divided into two areas:</p> <p>1) The theory of bilingualism, which is handled with an overall view of the relationship between "language and society", focuses on the non-verbal, sociolinguistic description.</p> <p>After a general introduction to the concept of bilingualism, the course will concentrate on the following as-</p>		

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				<p>pects: Types of bilingualism, bilingualism de jure and de facto, language barriers and issues of the functional capacity of languages, direction(s) of language influence, questions of linguistic dominance; 2) the theory of language contact, the linguistic aspects of the results of mutual influences of languages. After a general introduction to the field of language contact, language contact phenomena are described. The course has a generally theoretical character.</p>		
<p>Philipps-Universität Marburg (http://www.uni-marburg.de/)</p>	<p>Institut für Germanistische Sprachwissenschaft (http://www.uni-marburg.de/fb09/igs/index.html)</p>	<p>Dr. Heinz-Otto Weber, Prof. Dr. Christina Kauschke (genossen@wiwi.uni-marburg.de) Prof. Dr. Christina Kauschke (Professorin für Klinische Linguistik) Tel: +49 (0)6421 28-24672; +49 (0)6421 28-24692 (Skr.) Fax: +49 (0)6421 28-24558 E-Mail: kauschke@staff.uni-marburg.de Homepage: http://christina-kauschke.de/</p>	<p>Integration and migration in housing cooperatives People of migrant background are an increasingly important target group for the housing industry. This is due in particular to the increase in their numbers. The housing industry deals with the challenges of integration and migration in many ways. The possibilities for housing companies vary depending on the size of the company. Therefore, the VdW Südwest has commissioned the Institute for Cooperative Studies at the University of Marburg (ifG) to create an aid for small and medium enterprises, in particular for cooperatives. The focus is a pragmatic approach for possible courses of action. The ifG was asked to take up practical approaches and to concentrate on their transferability to other housing companies. http://www.uni-marburg.de/fb02/ifg/praxis/migration</p>			
<p>Johannes Gutenberg-Universität Mainz (http://www.uni-mainz.de/)</p>	<p>Zentrum für wissenschaftliche Weiterbildung (http://www.zww.uni-mainz.de/)</p>	<p>Carolin Schulz Forum Universitatis I 55099 Mainz Tel: 06131/39-27102 Fax: 06131/39-24714 Email: schultz@zww.uni-mainz.de</p>	<p>European migration – EUROMIR The study provides skills to work in intercultural and international careers. Through theoretical inputs and practical exercises the student's own cultural awareness is strengthened, intercultural acting is practised and the discussion of various issues of migration is encouraged. The contact study is aimed at migration care professionals, social service professionals, teachers and educators, as well as students. A certificate is awarded on completion of the study. http://www.unimainz.de/FB/Paedagogik/euromir/</p>	<p>Education and training systems in Europe (T3) - Euromir Religion and Law in Europe (T4) - Euromir Development of intercultural competence: Introduction (T5) - Euromir Education in an intercultural context (T3) - Euromir History of German migration on the example of migration in Mainz (T1) - Euromir Gender-sensitive cross-cultural counselling and prevention (T3) - Euromir Islam in Germany as a minority religion (T1) -</p>	<p>ROSKA, M.(2012): Umgang mit Vielfalt in der Kreisverwaltung. Vorschläge für die Implementierung interkultureller Kompetenz in der Verwaltung des Landkreises Gießen als Anstoß für eine interkulturelle Öffnung. Gießen VOET CORNELLI, B./GRIMM, A./GEIST, B./KERSTEN, A./SCHULTZ, P. (in prep.): Kinder in Förderschulen mit dem Schwerpunkt Sprache. Hintergrundmerkmale und sprachbiografische Angaben – Implikationen für Früherkennung und</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
				<p>Euromir Current focus in vested, residence, refugee and nationality law (T2) - Euromir</p> <p>The process of integration in Germany - tasks for immigrant organizations, society and politics (T2) - Euromir</p>	<p>Frühintervention bei Sprachentwicklungsstörungen .</p> <p>GEIST, B./VOET CORNELLI,B./GRIMM, A./SCHULTZ, P. (in prep.): cammino – Mehrsprachigkeit am Übergang zwischen Kita und Grundschule.</p> <p>GRIMM, A./RITTER, A./WOJTECKA, M./VOET CORNELLI, B./SCHULTZ, P.(in prep.): Die Rolle interner und externer Faktoren auf grammatische Fähigkeiten im Erst- und frühen Zweitspracherwerb. Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie.</p> <p>RAUCH, W./GRIMM, A./SCHULTZ, P. (submitted): Arbeitsgedächtnis und Sprachfähigkeiten bei Kindern mit Deutsch als Zweitsprache. Frühe Bildung. Themenheft Migration und Bildung in der frühen Kindheit.</p> <p>WOJTECKA, M./KOCH, C./GRIMM, A./SCHULTZ, P. (submitted): What is easier to understand than true negatives? Acquisition of sentence negation in German. Proceedings of GALA.</p> <p>VALENTINER, I./PAUEN, S./SCHULTZ, P. (submitted): Verbale und non-verbale Intelligenztests bei Kindern mit und ohne Sprachentwicklungsauffälligkeiten am Beispiel der K-ABC und des SON-R 2½-7. Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie.</p> <p>PAUEN, S./SCHULTZ, P. (under review): Preverbal categorization and early noun acquisition. How are they related? Journal of Child Language.</p> <p>SCHULTZ, P.(in press): Wer versteht wann was?</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Sprachverstehen im frühen Zweitspracherwerb des Deutschen am Beispiel der w-Fragen. In A. Deppermann (Ed.), Das Deutsch der Migranten. Jahrbuch 2012 des Instituts für deutsche Sprache Mannheim.</p> <p>SCHULTZ, P.(2012): Why and how individual differences matter for linguistic theory and experimental research but not for UG. Linguistic Approaches to Bilingualism, 2 (3), 298-303.</p> <p>VOET CORNELLI, B./GRIMM, A./GEIST, B./SCHULTZ, P. (2012): Wie wird der Sprachstand mehrsprachiger Kinder in pädiatrischen Vorsorgeuntersuchungen erhoben? Erste Ergebnisse aus dem Projekt cammino. In S. Jeuk & J. Schäfer (Eds.), Deutsch als Zweitsprache in Kindertageseinrichtungen und Schulen. Aneignung, Förderung, Unterricht. Beiträge aus dem 7. Workshop Kinder mit Migrationshintergrund (pp. 43-73). Freiburg: Fillibach.</p> <p>GRIMM, A./SCHULTZ, P. (2012): Das Sprachverstehen bei frühen Zweitsprachlernern: Erste Ergebnisse der kombinierten Längs- und Querschnittsstudie MILA. In B. Ahrenholz (Eds.), Einblicke in die Zweitspracherwerbsforschung und ihre forschungsmethodischen Verfahren (pp.195-218). Berlin/ New York: Mouton de Gruyter.</p> <p>TRACY, R./SSCHULTZ, P. (2012): Ein neuer Sprachtest: Linguistische Sprachstandsdiagnostik Deutsch als Zweitsprache (LiSe-DaZ). Frühe Bildung, 1(2), 111-113.</p> <p>SCHULTZ, P./GRIMM, A. (2012): Spracherwerb. In H.</p>	

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					<p>Drügh, S. Komfort-Hein, A. Kraß, C. Meier, G. Rohowski, R. Seidel und H. Weiß (Eds.), Germanistik. Sprachwissenschaft – Literaturwissenschaft – Schlüsselkompetenzen (pp. 155-172). Stuttgart/ Weimar: J. B. Metzler.</p> <p>MEIER, C./SCHULTZ, P. /WEIß, H. (2012): Sprachwissenschaft: Einleitung. In H. Drügh, S. Komfort-Hein, A. Kraß, C. Meier, G. Rohowski, R. Seidel und H. Weiß (Eds.), Germanistik. Sprachwissenschaft – Literaturwissenschaft – Schlüsselkompetenzen (pp. 29-36). Stuttgart/ Weimar: J. B. Metzler.</p> <p>GROHE, L./SCHULTZ, P. /MÜLLER, A. (2011): How Children „Copy“ Long-Distance Structures: The Production of Complex Wh-Questions in German. In N. Danis, K. Mesh and H. Sung (Eds.), Proceedings of the 35th annual Boston University Conference on Language Development (pp. 233-245). Somerville, MA: Cascadilla Press.</p> <p>KERSTEN, A./GEIST, B./VOET CORNELLI, B./SCHULTZ, P.(2011): Mehrsprachigkeit. Mythen und was dahinter steckt. KiTa HRS, 4, 89-91.</p> <p>MÜLLER, A./SCHULTZ, P./HÖHLE. B. (2011): How the understanding of focus particles develops: evidence from child German. In M. Pirvulescu et al. (Eds.), Selected Proceedings of the 4th Conference on Generative Approaches to Language Acquisition North America (GALANA 2010) (pp. 163-171). Somerville, MA : Cascadilla Press.</p> <p>MÜLLER, A./SCHULTZ, P./HÖHLE. B. (2011): Pragmatic children: How children interpret sentences with and</p>	

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					<p>without the focus particle "only". In J. Meibauer & M. Steinbach (Eds.), <i>Experimental Pragmatics/ Semantics</i> (pp. 79-100). Amsterdam: Benjamins.</p> <p>SCHULTZ, P./FRIEDMANN, N. (2011): Specific Language Impairment (SLI) across languages: Properties and possible loci. [Special Issue] <i>Lingua</i>, 121(3), 333-338.</p> <p>SCHULTZ, P./ROEPER, T. (2011): Acquisition of exhaustivity in wh-questions: A semantic dimension of SLI? <i>Lingua</i>, 121(3), 383-407.</p>	
<p>Johannes Gutenberg-Universität Mainz (http://www.uni-mainz.de/)</p>					<p>VOET CORNELLI, B./GEIST, B./KERSTEN, A. /SCHULTZ, P. (2011): „... weil die kennen die Kinder ja schon länger.“ Sprachdidaktische Argumente für eine enge Kooperation von Kita und Eltern mit der Schule am Beispiel der Vorlaufkurse in Hessen. Die <i>Grundschulzeitschrift: Sprachförderung</i>, Heft 242/243.</p> <p>WOJTECKA, M./KOCH, C./GRIMM, A. /SCHLUTZ, P. (2011): Production and comprehension of sentence negation in child German. In GRIMM, A. Grimm/MÜLLER, A. /HAMANN, C./RUIGENDIJK, E. (Eds.), <i>Production-Comprehension asymmetries in child language. Proceedings der AG 3 der 30. Jahrestagung der DGFS in Berlin</i> (pp. 217-245). New York: De Gruyter, SOLA- Series.</p> <p>KIEBURG, A./SCHULTZ, P. (2010): Input factors in early verb acquisition: Do word order variability and word frequency of verbs matter? In ANDERSEN, M. /BERENTZEN, K./WESTERGAARD, M. (Eds.), <i>Optionality in the Input. Papers from the GLOW 30 Workshop (Studies in Theoretical Psycholinguistics)</i> (pp. 95-127). Berlin: Springer.</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>KLEISSENDORF, B./SCHULTZ, P. (2010): Sprachstandserhebung zweisprachiger Kinder in der Praxis am Beispiel Hessens. In ROST-ROTH, M.(Eds.), DaZ - Spracherwerb und Sprachförderung Deutsch als Zweitsprache. Beiträge aus dem 5. Workshop Kinder mit Migrationshintergrund (pp. 139-157). Freiburg i. Br.: Fillibach.</p> <p>KOCH, C./SCHLUTZ, P./KATSOS, N. (2010): Do children compute some or most scalar implicatures? - Evidence from German. In CASTRO, A. /COSTA, J./LOBO, M./PRATAS, F.(Eds.), Language Acquisition and Development. Proceedings of GALA 2009 (pp. 252-263). Cambridge: Cambridge Scholars Press.</p> <p>OSE, J./SCHULTZ, P.(2010): Was fehlt Jonas - Ein Taschentuch oder das Taschentuch? Eine Pilotstudie zum Artikelerwerb bei Kindern mit Deutsch als Zweitsprache. In ROST-ROTH, M. (Eds.), DaZ - Spracherwerb und Sprachförderung Deutsch als Zweitsprache. Beiträge aus dem 5. Workshop Kinder mit Migrationshintergrund (pp. 79-97). Freiburg i. Br.: Fillibach.</p> <p>SCHULTZ, P.(2010): Some notes on semantics and SLI. In CASTRO, A. /COSTA, J./LOBO, M./PRATAS, F. (Eds.), Language Acquisition and Development. Proceedings of GALA 2009 (pp. 391-406). Cambridge: Cambridge Scholars Press.</p> <p>LABONTÉ, U./GRIMM, A./KERSTEN, A./KLEISSENDORF, B./STRECKER, G./SCHULTZ, P.(2009): Deutsche Sprache - schwere Sprache? Einsichten aus Spracherwerbsforschung</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>und Sprachförderung. Forschung Frankfurt Nr. 3, 27. Jg., 68-73.</p> <p>SCHULTZ, P. /KERSTEN, A./KLEISSENDORF, B. (2009): Zwischen Spracherwerbsforschung und Bildungspolitik: Sprachdiagnostik in der frühen Kindheit. Zeitschrift für Soziologie der Erziehung und Sozialisation, 29, 122-140.</p> <p>WENZEL, R./SCHULTZ, P. /TRACY, R.(2009): Herausforderungen und Potential der Sprachstandsdiagnostik – Überlegungen am Beispiel von LiSe-DaZ. In REICH, H. H./ROTH, H.-J. (Eds.), Dokumentation der FöRMig-Herbsttagung 2007: Von der Sprachdiagnose zur Sprachförderung (pp. 45-70). Münster: Waxmann.</p> <p>KERSTEN, A./OSE, J./SCHULTZ, P. (2008): Sprachförderung. In Staatliches Schulamt Frankfurt & Stadtschulamt Frankfurt (Eds.), Übergang von der Kindertageseinrichtung in die Grundschule. Handreichungen und Materialien (S. 2-24). frankfurter werkgemeinschaft e.V. (fwg) – anerkannte Werkstatt für behinderte Menschen (WfbM).</p> <p>SCHULTZ, P. /TRACY, R. /WENZEL, R. (2008): Entwicklung eines Instruments zur Sprachstandsdiagnose von Kindern mit Deutsch als Zweitsprache: Theoretische Grundlagen und erste Ergebnisse. In: AHRENHOLZ, B. (Eds.), Kinder und Jugendliche mit Migrationshintergrund – Empirische Befunde und Forschungsdesiderate (pp. 17-41). Freiburg i.Br.: Fillibach.</p> <p>KIEBURG, A./SCHULTZ, P. (2008): The role of parental</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					input in early verb acquisition: Evidence from child German. In KERN, S./GAYRAUD, F./MARSICO, E.(Eds.), Emergence of Linguistic Abilities: From Gestures to Grammar (pp. 221-243). Cambridge: Cambridge Scholars.	
Universität Trier (http://www.uni-trier.de/)	FB II, Germanistik (http://www.uni-trier.de/index.php?id=976)	Dominic Harion M.A. Universität Trier FB II, Germanistik Ältere deutsche Philologie Raum DM 117 54286 Trier Email: harion@uni-trier.de	<p>Mehrsprachigkeit und Sprachkontakt in der Stadt Luxemburg der Frühen Neuzeit</p> <p>The project "Mehrsprachigkeit und Sprachkontakt in der Stadt Luxemburg der Frühen Neuzeit – eine Studie zu Verhältnis und funktionaler Aufteilung von Deutsch und Französisch in den Luxemburger Pièces des Comptes" started in August 2011. Since June 2012 it has been running in cooperation with Les Archives Municipales de la Ville de Luxembourg; Fonds National de la Recherche (FNR) Luxembourg.</p> <p>The project focuses on multilingualism, the ratio of German and French as well as on the phenomena of language contact in the early modern city of Luxembourg and its outer conurbation area.</p> <p>The basis for the research, the 17th century Pièces des Comptes ("vouchers for receipt"), archived in the Archives de la Ville de Luxembourg, will for this purpose be transcribed and edited for the first time according to state-of-the-art historical-linguistic principles. These documents, written by professional town clerks, notaries and also by municipal authorities, craftsmen and contractors of different social backgrounds and language skills, constitute an excellent research field to bring out the mechanisms of language choice and language valuation in a multilingual society.</p> <p>The linguistic approach uses the methodology of textual linguistics and socio-pragmatics to demonstrate the functionality of the documents against the backdrop of the history of early modern Luxembourg and to achieve the research objectives defined above. Thus, the project is linked to current questions concerning the multilingual situation in modern-day Luxembourg, approaching it from an historical point of view.</p>			
Universität des Saarlandes (http://www.uni-saarland.de/)						"Flight and Migration to Europe Challenges and Prospects for the Arab Spring" was a Colloquium in the Franco-German Week 2012. In the wake of the Arab Spring and the massive influx of refugees from North Africa, the European Union faces the challenge of finding new solutions to the refugee problem. Based on the history of European migration and refugee policy in the 20th Century, the colloquium dealt with the current positions of individual Member States and with the situation of North African refugees and asked about the prospects of a new Mediterranean policy. The colloquium was a joint event of the French

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
						Centre, the ASKO Europe Foundation and the European Academy Otzenhausen and was organized with the support of the German-French Youth Office.
<p>Universität Mannheim (http://www.uni-mannheim.de/1/)</p> <p>Goethe-Universität Frankfurt (http://www2.uni-frankfurt.de/de?locale=de)</p>	<p>LiSe-DaZ@ - Linguistische Sprachstandserhebung – Deutsch als Zweitsprache (http://www.lise-daz.de/)</p>	<p>Prof. Dr. Petra Schulz (Projektleitung) Email: P.Schulz@em.uni-frankfurt.de</p> <p>Prof. Dr. Rosemarie Tracy (Projektleitung) Universität Mannheim Anglistische Linguistik Schloss EW 266 68131 Mannheim Email: rtracy@mail.uni-mannheim.de</p> <p>Ramona Wenzel (MAZEM http://mazem.de/) (wissenschaftliche Mitarbeiterin, kontakt) Telefon: 0621 9760-4838 Mobil: 0152 28676920 Email: wenzel@mazem.de</p>	<p>Baden-Württemberg Stiftung (http://www.bwstiftung.de/) Lise DaZ @ is a standardised language support diagnostics for determining the level of language development in children aged 3 to 7 years. The target group is mainly children who acquire German as a second or even third language. The process is primarily focused on the situation of children with a migrant background, but can also be used for the acquisition of language skills for children with German as their first language. Effective language programmes require a differentiated and theory-based language diagnostics, which enables the needs of different levels of linguistic competence to be identified. Therefore, Lise DaZ requires central aspects, as well as aspects which are relevant to the successful communication of children's language competence in the areas of language production and comprehension. The process is aligned to the specific needs of the child's second language acquisition and enables students: - to detect reliably the language needs of children with a migrant background early and efficiently, - to gain concrete evidence for subsequent individual support and - to check the effectiveness of a specific support measure by repeating the entire process or individual areas. Lise DaZ is designed in a way that it can be used by educators, teachers and other educational professionals (linguistic knowledge is gained through further education). Lise-GSL is also time-efficient in the implementation (it takes about 25-30 min to complete). MAZEM was founded in 2011 and has emerged from the 'research and multilingualism contact point' of the University of Mannheim. Since 2002 it has provided knowledge transfer from linguistic research into practice in the form of scientific evaluation, language proficiency testing, language support projects, lectures and training courses for teachers as well as advice to project partners in these areas. The challenge is to actively support multilingualism and simultaneously to give multilingual children and young people of migration background better chances of access to the German education system. To achieve this, scientific knowledge and practical application need to be observed carefully. For years, staff of MAZEM and the Department of English Linguistics at the University of Mannheim have been working together on the linguistic, psychological and social aspects of multilingualism. The aim is to build a bridge between science and</p>	<p>Training with Lise DaZ is carried out within the framework of the project "implementation Lise DaZ" of the Baden-Württemberg Foundation. The following modules are included: - Introduction to basic knowledge on first and second language acquisition - Implementation of Lise DaZ - Evaluation and derivation of supporting contents - Application and exercises MAZEM: training for individuals in early language learning MAZEM regularly offers an undergraduate training programme for early language learning, which takes up three full days. This programme meets the requirements of the project "Early offensive chances" of the Federal Ministry for Family Affairs (BMFSFJ) and is based on years of successful work in the areas of language acquisition and language development. The course is also aimed at interested individuals. Basic content of the base programme: Language learning and multilingualism - basic aspects of language and language acquisition are taught - the focus: participants will have a basic understanding of the structure of language and their mental representation of the child's language development in primary and secondary language - elaboration of the central terminology of language and learning (in the areas of lexicon, grammar and communication with examples)</p> <p>Support Framework and Language Behaviour</p>	<p>ÖNDER, Ö. (2012): LiSe-DaZ@ Linguistische Sprachstandserhebung – Deutsch als Zweitsprache. In: Forum Logopädie, Heft 2 (26), März 2012, Seite 68.</p> <p>ZELLERHOFF, R. (2012): LiSe-DaZ@ Linguistische Sprachstandserhebung – Deutsch als Zweitsprache. In: Logos Interdisziplinär, Jg. 20, Aug. 1, 2012, Seite 68–69 Herausforderungen und Potential der Sprachstandsdiagnostik – Überlegungen am Beispiel von LiSe-DaZ Linguistische Sprachstandserhebung – Deutsch als Zweitsprache (LiSe-DaZ): Theoretische Grundlagen und erste Ergebnisse.</p>	

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			users so that science-based knowledge about language learning and multilingualism are incorporated into the practical work on language development and language proficiency testing. One focus of MAZEM thus lies in the development and evaluation of specific language support projects to improve the educational opportunities of children and young people of a migration background.	<p>- participants' performance skills of language support are central.</p> <p>- practical examples and exercises are offered (of their own linguistic behaviour, the creation of appropriate communication situations, age-specific language training and exemplary language development)</p> <p>Methods of language support</p> <p>- methods to connect language supportive activities with other subject areas in the child-care centre and in educational life are discussed</p> <p>- performance skills based on practical examples are taught (e.g. how to create age and need based language support in educational life)</p>		
<p>Pädagogische Hochschule Heidelberg</p> <p>(http://www.ph-heidelberg.de/)</p>	<p>Institut für Sonderpädagogik (IFS)</p> <p>(http://www.ph-heidelberg.de/ifs/das-institut.html)</p>	<p>Prof. Dr. Solveig Chilla (Professorin für Sprachbehindertenpädagogik)</p> <p>Pädagogische Hochschule Heidelberg</p> <p>Institut für Sonderpädagogik (ISP) Abteilung Sprachbehindertenpädagogik</p> <p>Keplerstraße 87</p> <p>D- 69120 Heidelberg</p> <p>Tel.: 06221- 477 304</p> <p>Email: chilla@ph-heidelberg.de</p>	<p>Erst- und Zweitspracherwerb im Kindes-, Jugend- und Erwachsenenalter</p> <p>Sprachstörungen und Spracherwerbsstörungen</p> <p>Hörschädigungen im Kindesalter</p> <p>Spracherwerb unter den Bedingungen von Hörbeeinträchtigungen</p> <p>Mehrsprachige Diagnostik, Therapie und Förderung</p> <p>Sprachpädagogische Didaktik in Kindergarten und Schule</p> <p>Bildungsbeteiligung und Bildungsübergänge von Schüler/-innen mit kombiniertem (sonder-)pädagogischen Förderbedarf</p> <p>neue Medien in der Hochschuldidaktik</p>			
<p>Eberhard Karls Universität Tübingen</p> <p>(http://www.uni-tuebingen.de/)</p>	<p>INET-Interkulturelles Netzwerk Elternbildung Tübingen</p> <p>http://www.tuebingen.de/verwaltung/dienststellen#gleichstellung_integration</p>	<p>Mihriban Sahin</p> <p>Tel: 07071 204-1442</p> <p>E-Mail: mihriban.sahin@tuebingen.de</p> <p>Dagmar Ziegler</p> <p>Tel: 07071 204-1448</p> <p>E-Mail: dagmar.ziegler@tuebingen.de</p>	<p>Project: INET (Elternbildung für Erfolgreiche Bildungswege) - Parent education for a successful career</p> <p>- supposed to run for 2 years</p> <p>- initiated by the Office of Equality and Integration of Tübingen</p> <p>- INET should help to break down inhibitions, language and education barriers for families of an immigrant background. Parents can be motivated and qualified to work actively and competently for the educational success of their children.</p> <p>Target:</p> <ul style="list-style-type: none"> • implementation of measures for the intercultural education of parents in schools • a greater connectivity to facilities and services in the field of intercultural education of parents • closer coordination of individual projects 		<p>(03/2012): Mehrsprachig aufwachsen-ein Gewinn für Bildung. Informationen für Eltern und Lehrkräfte Herausgegeben von der Universitätsstadt Tübingen Gleichstellung und Integration Textquelle: Landeshauptstadt Stuttgart (Hrsg.), Broschüre „Mehrsprachigkeit in Familien“, 12/2010.</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
			<ul style="list-style-type: none"> development of innovative concepts <p>Funded by: the Federal Ministry of the Interior (BMI) following a decision of the German Bundestag.</p>			
Albert-Ludwigs-Universität Freiburg (http://www.uni-freiburg.de/)	Freiburg Institute for Advanced Studies (http://www.frias.uni-freiburg.de/)	Prof. Dr. Peter Auer (German and General Linguistics) University of Freiburg Director of the School, Linguistics) Freiburg Institute for Advanced Studies Albertstr. 19 79104 Freiburg im Breisgau Tel.: 0761/203-97357 Fax: 0761/203-97397 Email: peter.auer@frias.uni-freiburg.de	The FRIAS School of Language & Literature (LiLi), with Peter Auer (linguistics) and Werner Frick (literary studies) as its Directors, and Gesa von Essen as Scientific Coordinator, aims to be a research institution of international stature in its field. It advocates an approach to literary studies and linguistics which is theoretically and methodologically advanced and has strong interdisciplinary inclinations. The School is made up of two branches – one in linguistics, the other in literary studies. This means, in linguistics, the empirical study of language structure and language behaviour, particularly using methods from cognitive, corpus-based and interactional linguistics. In literary studies, the emphasis is on “world literature research”, which is open to comparative perspectives and approaches drawn from cultural studies, with a focus on research topics in the fields of the history of knowledge, cultural semantics, as well as general poetics and aesthetics. Another central focus in LiLi’s research agenda is the exploration of productive intersections between linguistics and literary studies.	Topics: brain development - laterality - sensitive periods - storage / memory - procedural vs declarative memory - Neural representation of language - language acquisition (audition, meaning acquisition, morph syntax) Description: language acquisition / development of the brain and linguistically relevant regions / Early forms of bilingualism / sensitive (critical) phases of language acquisition / contrast to the late acquisition of a language as a foreign language / teaching and learning strategies / methodological options (EEG / ERP, imaging)		
Ludwig-Maximilians-Universität München (http://www.uni-muenchen.de/index.html)	Institut für Deutsche Philologie (http://www.germanistik.uni-muenchen.de/index.html)	PD Dr. Katrin Lindner Deutsche Philologie Schellingstr. 3 RG 80799 München Tel: +49 (0)89 2180-1698 E-Mail: Katrin.Lindner@germanistik.uni-muenchen.de Website: http://www.katrin-lindner.de/		Seminar: Bilingual children with and without language impairment (http://www.katrin-lindner.de/lehre.html) Lehrveranstaltungen im Grund- und Hauptstudium für Germanistische Linguistik und im Bachelor- und Masterstudiengang Sprachtherapie: Spracherwerb bei atypisch entwickelten Kindern Sprachlernbiographien und Sprachförderung (zusammen mit A. Steiner); Hauptseminare zu folgenden Themenbereichen: Spracherwerb (auch zusammen mit A. Hohenberger), Erst-Zweit-Wiedererwerb; typischer und atypischer Spracherwerb Bilingualismus; Seminare an der Ludwig-Maximilians-Universität Hauptseminar: Bilinguale Kinder mit und ohne Sprachentwicklungsstörung	LINDNER, K./ HOHENBERGER, A. (Hgg.) (2009): Current approaches to language learning. Special Issue Linguistics 47(2).	Katrin Lindner (12/2012): How to identify sequentially bilingual children with SLI aged 4-6 learning German as their second language. Psychology Colloquia/ Kolloquium WS 2011-2012 "Experimentelle Psychologie und Frühförderung". Technische Universität Kaiserslautern Fachbereich Sozialwissenschaften Fachgebiet Psychologie II.

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
Friedrich-Alexander-Universität Erlangen-Nürnberg (http://www.uni-erlangen.de/)	Institut für Anglistik und Amerikanistik (http://www.anglistik.phil.uni-erlangen.de/)	Prof. Dr. phil. Thorsten Piske (Professor of Applied Linguistics and English as a Second Language Friedrich-Alexander Universität Erlangen-Nürnberg) E-mail: thorsten.piske@ewf.uni-erlangen.de		Master in English Studies The study is mainly dedicated to the question under what conditions multilingualism can be promoted in the most effective way. The main interests of this research are in the field of: - Bilingual support and bilingual education in kindergartens, primary schools and secondary schools, - First and second language acquisition, - Early foreign language learning and the use of media in foreign language teaching. The staff of the department are involved in the exploration of these areas in several national and international research networks and have participated as partners in two multilateral research projects (which have been funded by the EU Comenius Programme). The research is especially important for training activities. (http://www.anglistik.phil.uni-erlangen.de/studium/pdf/Practical_Information_MA_EnglishStudies.pdf)	PISKE, T. / STEINLEN, A. (Hrsg.): Bilinguale Programme in Kindertageseinrichtungen: Umsetzungsbeispiele und Forschungsergebnisse. Erscheint beim Schneider Verlag Hohengehren. HÄCKEL, A. & PISKE, T. (2012): Zum Zusammenhang von Sprachkontaktdauer und der Entwicklung lexikalischer und grammatischer Fähigkeiten bei Kindern in deutschenglisch bilingualen Kindertageseinrichtungen. In: KÄGI, S. / STRENGER, U. (Hrsg.), Forschung in der Frühpädagogik. Grundlagen, Professionalisierungs- und Evaluationsforschung. Baltmannsweiler: Schneider Verlag Hohengehren, 133-152.	
Universität Augsburg (http://www.uni-augsburg.de/)	Philologisch-Historische Fakultät (http://www.philhist.uni-augsburg.de/)	Heike Mengele (Lehrerin in Abordnung) E-Mail: heike.mengele@phil.uni-augsburg.de Telefon: +49 821 598 - 5771	Dramapädagogik: Sprachförderung und interkulturelles Lernen in heterogenen Lerngruppen http://www.philhist.uni-augsburg.de/lehrstuehle/germanistik/DaF/projekte/Dramapaedagogik-Projekt.html 19. Oktober 2009 - fortlaufend Projektträger: Kultur- und Schulservice Augsburg; Schule Plus – ein Förderprogramm der Fachstelle für Jugend und Bildung; Gesellschaft der Freunde der Universität Augsburg e.V.; Sparda Bank Augsburg Projektteilnehmer im laufenden Projekt "Kick it like ?" (SoSe 2012): 25 Studierende der Universität Augsburg, 36 jugendliche Hauptschüler mit und ohne Migrationshintergrund (18 Seiteneinsteiger und 18 RegelschülerInnen werden zusammengeführt); 3 Theaterpädagogen des Theaterpädagogischen Zentrums (TPZ) Augsburg Bisherige Einheiten: WiSe 2009/10: Szenen um Nasreddin-Hodscha	Die Projektphasen: Phase 1: Vorbereitung im Seminar Seminar: Einführung in theater-/dramapädagogische Methoden zu Sprachförderung und interkulturellem Lernen via Basislektüre + Referate Workshops für Studierende: Theater- bzw. dramapädagogische Qualifizierung der StudentInnen Konzeptentwicklung für Kleingruppenarbeit: Studierende entwerfen „eigene“ Workshops für die Projektwoche, entwickeln ressourcengeleitete Interessenschwerpunkte.	Autor, Jana & Mack, Miriam (2012): Das Projekt "Dramapädagogik". In: Reale Bildung in Deutschland, 4/2012, S. 14-17 Heike Mengele: "Vom begleiteten zum begleitenden Berufsfeldbezug: Das Projektseminar „Interkulturelle Dramapädagogik mit jugendlichen Hauptschülern“ [pdf unter - http://www.philhist.uni-augsburg.de/lehrstuehle/germanistik/DaF/download/Projektbeschreibung_Interkulturelle_Dramap_dagogik_.pdf]	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
			<p>SoSe 2010: Wortfabrik WiSe 2010/11: Geld und seine Vielfalt in der Welt SoSe 2011: "Sommer, Sonne, Sonnenschein" WiSe 2011/12: "Eine Stadt für dich und mich ..."</p>	<p>Schulbesuche: Kennenlernen & erste Erprobungsversuche & Bestandsaufnahme. Phase 2: Theaterworkshops mit den Jugendlichen Phase 3: Dokumentation und Evaluation</p>		
<p>Universität Duisburg-Essen (http://www.uni-due.de/)</p>	<p>Institut für Migrationsforschung, Interkulturelle Pädagogik und Zweitsprachendidaktik (IMAZ) (http://www.integration.nrw.de/wissenschaft/Universitaeten_Forschungseinrichtungen/Adressen/IMAZ/index.php)</p>	<p>Prof. Dr. Maria Dietzel-Papakyriakou Tel: +49 201 183 3786 E-Mail: maria.dietzel-papakyriakou@uni-due.de Website: http://www.uni-due.de/daf/index.shtml</p> <p>Christoph Chlosta (Wissenschaftlicher Mitarbeiter im Bereich Deutsch als Zweit- und Fremdsprache) Universität Duisburg-Essen Deutsch als Zweit- und Fremdsprache Universitätsstr. 12 45141 Essen Tel.: +49-(0)201-183 2693 Fax: +49-(0)201-183 3959 E-Mail: christoph.chlosta@uni-due.de</p> <p>Dr. Claudia Benholz (Leiterin des Projektes ProDaZ) Universität Duisburg-Essen Projekt ProDaZ Deutsch als Zweit- und Fremdsprache Universitätsstr. 12 45141 Essen Tel.: +49-(0)201-183 3248 Fax: +49-(0)201-183 3755 E-Mail: claudia.benholz@uni-due.de</p>	<p>Forschungsgruppe Migration und interkulturelle Kommunikation (MIKOM)/ Migration and Intercultural Research Group Communication (MIKOM)</p> <p>- is a newly established research group (founded 2001). It deals with issues of intercultural and inter-religious co-existence from the perspective of education, humanities and social sciences. It focuses on 4 areas of research: - migration and integration, - intercultural education and training, - culture and religion, political science, religious conflict research and - international university research. In the context of these four fields the following tasks can be developed: - European and regional migration and integration research, - intercultural education in inner and extra-curricular education, including religious and professional integration support, - cross-cultural training for teachers of all levels of education and social work professionals in cooperation with educational institutions, - empirical accompanying research and evaluation of municipal and regional measures for cultural and religious integration and learning (i.e. interreligious and intercultural integration), - empirical religious politics and culture religious conflict research, - college learning cultures in comparison, European network of intercultural study programmes, Verbesserung der Bildungs- und Ausbildungssituation von jungen Migrantinnen und Migranten für den öffentlichen Dienst der Stadt Duisburg-BMBF/BQF Modellprojekt Improvement of the education and training situation of young migrants in the Civil Service in Duisburg-BMBF/BQF model project.</p> <p>MIKOM research group was responsible for the overall concept of the project and the implementation of supporting research. Leading partners were the city of Duisburg, Regional Office for the support of children and adolescents from immigrant families (RAA) and the Institute of Education and Training. The aim of this pilot project, sponsored by the BMBF as part of the federal programme, was to constantly increase the rate of urban trainees of migrant background and to enhance structures for the intercultural opening of the administration.</p>	<p>Deutsch als Zweitsprache/Interkulturelle Pädagogik-Aufbaustudiengang für Lehramtsstudierende und Lehramtsabsolventen/innen/ German as a second language / intercultural education-graduate programme for student teachers and teacher graduates:</p> <p>Additional qualification for teacher students Course started in winter semester 2010/11</p> <p>The aim is to provide students with the knowledge and skills needed to teach students of different native languages, culture and religion in the sense of intercultural education. German as a second language will be covered, providing a support to the lessons.</p>		

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			The project ran from January 2004 - September 2006 and is now completed. http://www.risp-duisburg.de/136-0-Forschungsgruppe-Migration-und-interkulturelle-Kommunikation-Mikom.html			
Universität Osnabrück (http://www.uni-osnabrueck.de/)	Institut für Migrationsforschung und Interkulturelle Studien (IMIS) (http://www.imis.uni-osnabrueck.de/index.htm)	Universität Osnabrück / IMIS Tel. 0049 (0)541 969 4916 E-Mail: soz-imis@uni-osnabrueck.de Projektleitung: Prof. Dr. Michael Bommers (IMIS, Universität Osnabrück) Prof. Dr. Christoph Schroeder (Bilgi Universität Istanbul/Universität Potsdam) schroedc@uni-potsdam.de Wissenschaftliche Beratung: Prof. Dr. Ulrich Mehlem (Universität Bielefeld) PD Dr. John M. Peterson (Universität Leipzig)	Schriftspracherwerb in der Organisation Schule unter den Bedingungen von Migration und Mehrsprachigkeit The interdisciplinary and comparative project examines the process of creating written language skills (literacy) in the social context of school under conditions of migration and multilingualism in two countries - Germany and Turkey. The process is based on a series of audio-visual documentations of lessons and the analysis of written language products of the students, analysed in a linguistic and sociological perspective. This is done with reference to two different age groups (1st and 7th grade). The acquisition of written language at school for children with German as a second language is compared with the language acquisition at school of children with German as their native language in terms of its production and its products, specific and operational. This involves the study of the mutual ability and potential restriction of social and linguistic structures, as they meet in the process of language acquisition. (http://www.imis.uni-osnabrueck.de/FORSCHUNG/LAS.htm)		BOMMES, M./GRÜNHEID, I /WILMES, M. (2008): Migranten am START.Eine Studie im Auftrag der START-Stiftung GmbH, Osnabrück.	
Universität Osnabrück (http://www.uni-osnabrueck.de/)	Institut für Migrationsforschung und Interkulturelle Studien (IMIS) (http://www.imis.uni-osnabrueck.de/index.htm)	Universität Osnabrück / IMIS Tel. 0049 (0)541 969 4916 E-Mail: soz-imis@uni-osnabrueck.de Projektleiter: Prof. Dr. Michael Bommers Projektmitarbeiterinnen: Maren Wilmes, M.A. (mawilmes@uni-osnabrueck.de) Irina Grünheid	Bildung und Karriere von Zuwandererkindern als Stipendiaten der HERTIE-Stiftung (START-Programm) / Education and careers of immigrant children as scholarship holders of the HERTIE Foundation (START programme). This project ran from November 2007 until January 2008. The project aims to answer the question how the START programme of the HERTIE Foundation helps to ensure that talented and committed children of migrant background improve their education and career opportunities and expand their willingness to take social responsibility as citizens. This is to be done on the basis of a statistical overview and analysis of the sponsored students, their migrant background, family or social situation as well as their educational careers. It further describes what they achieved morally and materially. In addition, about 30 interviews with alumni from all over Germany were conducted to gather information about their educational and career aspirations. (http://www.imis.uni-osnabrueck.de/FORSCHUNG/hertie.htm)	Internationale Migration und Interkulturelle Beziehungen - Master of Arts/ International Migration and Intercultural Relations - Master of Arts Duration: 4 semesters Start: only in the winter semester The Master's programme "International Migration and Intercultural Relations (IMIB)" is an interdisciplinary programme involving sociology, history, linguistics, education, geography, political science, psychology, law and religious studies. The degree programme is designed for students from these disciplines. The aim is to provide scientific and practical skills in the fields of migration, integration and social structure in the past and present, inter-	WETH, C. (Hg.) (2010): Schrifterwerb unter den Bedingungen von Mehrsprachigkeit und Fremdsprachenunterricht. In: IMIS Beiträge (37). Osnabrück. BEHRENSSEN, B./ WESTPHAL, M. (2009): Beruflich erfolgreiche Migrantinnen. Rekonstruktion ihrer Wege und Handlungsstrategien. In IMIS Beiträge (35), Osnabrück. MAAS, U. (2008): Sprache und Sprachen in der Migrationsgesellschaft. Die schriftkulturelle Dimension. In: IMIS-Schriften; Göttingen. MAAS, U. (Hg.) (2005): Sprache und Migration. in: IMIS Beiträge (26), Osnabrück.	Abschlusskonferenz am 16./17. September 2011 in Potsdam http://www.google.de/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDgQFjAB&url=http%3A%2F%2Fwww.uni-potsdam.de%2Findex.php%3Fid%3D26467%26type%3D123&ei=2liuUMy_E4PUtAaEZw&usq=AFQjCNEbDb-rf_Rn-ZkzUmsQTRJiqBRheQ

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
				cultural and interethnic relations and social space for development issues and multilingualism.		
Universität Osnabrück (http://www.uni-osnabrueck.de/)	Institut für Erziehungswissenschaft (http://www.paedagogik.uni-osnabrueck.de/)	Prof. Peter Graf E-Mail: pgraf@gmx.net E-Mail: pgraf@uos.de Hildegard Scurti, M.A. (Begleitung) Sprachenzentrum Universität Osnabrück Kolpingstr. 7 49074 Osnabrück E-Mail: hscurti@uos.de	Schulprojekt "Deutsch-italienische Europaklassen" in Osnabrück/ School Project "German-Italian Europe-classes" in Osnabrück Two elementary schools in Osnabrück set up bilingual branches. Since 2000/01, pupils from three classes have been learning Italian. This project is carried out in collaboration with the Consulate General of Italy in Hanover and the Government in Rome. It is approved for the period from 2003-2007 by the Ministry of Culture in Hannover. http://www.gesis.org/sofiwiki/Deutsch-italienische_Europaklassen_Schulversuch_des_Landes_Niedersachsen			
Universität zu Köln (http://www.uni-koeln.de/)	Forschungsstelle für Interkulturelle Studien (http://www.fist.uni-koeln.de/content/index_ges.html)		Vielfalt im Lehrerzimmer - ein Workshop und Forschungsprojekt für und mit Lehramtsstudentinnen mit Zuwanderungsgeschichte Diversity in the staff room - A workshop and research project for and with teacher students of migrant background. The state government in NRW is increasingly promoting the recruitment of teachers of migrant background. They are not only to use their bicultural potential as a mediator between cultures, but also act as role models for successful integration and educational careers. However, one has to consider what conditions are needed to use the life-gained potential of teacher and what contributions the university can make. What experiences as a teacher student (of migrant background) did you have in your educational institutions, eg. through internships? Questions of this kind will be discussed in this research project. We want to work with the empowerment approach and find common ways to enhance students' own resources (availability of a variety of cross-cultural and bilingual and multilingual experiences). The project took place on the 25./26.2.2011 29./30.07.2011 for 20 teacher students of migrant background.		AUERNHEIMER, G./ VAN DICK, R./ PETZEL, T./ WAGNER, U. (2001): Interkulturalität im Arbeitsfeld Schule. Empirische Untersuchungen über Lehrer und Schüler. - Köln. HEINTS, D./MÜLLER, J.E./REIBERG, L. (Hgg.) (2006): Mehrsprachigkeit macht Schule. In: KöBeS (4). - Köln.	
Universität zu Köln (http://www.uni-koeln.de/)	Englisches Seminar (Philosophische Fakultät) (http://uk-online.uni-koeln.de/cgi-bin/show.pl/gz?ck=0500050010e97771b1ff2ae51909747b1201a5454ef7b3acbcc5d3f0f65745575303080b002da52a2cbfc39b5715032721605b11624aef0a3b1c5d4f0f653)	Univ.-Prof. Dr. Christiane M. Bongartz Englisches Seminar Albertus-Magnus-Platz 50923 Köln Deutschland / Germany Tel: +49.(0)221.470.2821 Fax: +49.(0)221.470.5109 E-Mail:	Language Immersion - Successful Integration of Diverse Classrooms Seit 2003 begleiten wir an der Smith Academy of International Languages in Charlotte, North Carolina, USA, den Zweitspracherwerb amerikanischer Kinder. Sie durchlaufen das selbe Curriculum wie SchülerInnen der Regelschule, doch sie bearbeiten das Lernpensum in einer Fremdsprache (Deutsch, Französisch, Spanisch, Japanisch oder Chinesisch). Ein Drittel der SchülerInnen kommt aus sozial schwachen Familien und gehören Minoritätsgruppen an (hispanische Immigranten	Zusatzstudium Interkulturelle Pädagogik/ Deutsch als Zweitsprache (ZIP) Additional studies in Inter-cultural Education / German as a second language (ZIP) Duration: 2 semesters covering 40 hours per week The study is divided into four areas which should		

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
		chris.bongartz@uni-koeln.de	<p>oder Dialektgruppen, insbesondere African American). Diese Gruppe schneidet in standardisierten Tests im Verhältnis deutlich besser ab als ihre Altersgenossen in der Regelschule. Uns vorliegende Daten zum Sprachbestand in Englisch und der jeweiligen Fremdsprache sowie kognitive Erhebungen und qualitative Studien zu Motivation und Ausbildung der Lehrkräfte und zu sozialen Variablen wie der Sprachstützung im Elternhaus ermöglichen es, das verbesserte Lernergebnis der Minoritätsgruppe ursächlich zu erforschen und daraus Schlüsse für den Sprachunterricht an anderen Schulsystemen zu ziehen. Von besonderem Gewicht ist dabei auch die Rolle von Literacy, d. h. von Lesen, Schreiben und kultureller Eingebundenheit in zwei unterschiedliche Sprachen. Die bisher gesammelten Daten stellen die Grundlage für zwei Dissertationsprojekte dar. Seit 2007 begleiten wir eine weitere Immersionsschule Socrates Academy in Charlotte, North Carolina, USA, die Immersion in Griechisch anbietet.</p> <p>We have been working jointly with the Smith Academy of International Languages in Charlotte, North Carolina, USA, on second language acquisition in American children. They follow the same curriculum as mainstream schoolchildren but teaching is done in a foreign language (German, French, Spanish, Japanese or Chinese). A third of the schoolchildren are from socially deprived families of ethnic minority background (Hispanic immigrants or dialectal groups, particularly African American). This group performs above average in standard tests, as compared with their peers in mainstream schools. The data available to us on the standard of English and the foreign language, as well as cognitive surveys and qualitative studies on motivation and teacher training and also on social variables such as parental support in language learning enable us to investigate what leads to improved learning results in minority groups, and to draw conclusions for teaching languages in other school systems. Of particular importance in this respect is the role of literacy, i.e. reading, writing and cultural integration in two different languages. The information gathered so far provides a basis for two dissertation projects. Since 2007, we have been working jointly with another immersion school, the Socrates Academy in Charlotte, North Carolina, USA, which offers immersion teaching in Greek.</p> <p>Projektleiterin: Univ.-Prof. Dr. Christiane M. Bongartz</p> <p>Projekträger: Smith Academy of International Languages/UNC Charlotte/Lehrstuhl Bongartz</p> <p>Beginn: 2003; Abschluss: offen Schlagwörter: Deutsch FU; Eltern; Französisch FU;</p>	<p>give competent knowledge. They include: A) German as a second language and multilingualism B) Intercultural Education C) Migration and Social Participation D) Language of migrants</p> <p>Expert and examination service: Charis Anastasopoulos anastasc@uni-koeln.de http://www.hf.uni-koeln.de/31410</p>		

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
			<p>Japanisch FU; Spanisch FU; Chinesisch FU; Lesen; Minorität; Multikulturelle Erziehung; Qualitative Forschung; Schreiben; Soziale Herkunft; USA; Zweitspracherwerbsforschung; Literacy</p> <p>http://uk-online.uni-koeln.de/cgi-bin/show.pl/fp?ck=040d070710e97771b1ff2ae51909747b1201a5454ef7b3acbcea86b89b0f145954073101092bad2c2bbdf3cb577533f751703b11628aef6a5bcf9d6faf1534755500a3103012bae</p>			
<p>Universität Koblenz- Landau (http://www.uni-koblenz-landau.de/)</p>	<p>Institut für Bildung und Erziehung im Kindes- und Jugendalter (http://www.uni-koblenz-landau.de/landau/fb5/bildung-kind-jugend)</p>	<p>Prof. Dr. Hans H. Reich (iku@uni-landau.de) Dr. Katharina Kuhs (kuhs@uni-landau.de)</p>	<p>Projekt: "Mehrsprachigkeit im Deutschunterricht" im Graduiertenkolleg "Unterrichtsprozesse" (DFG)/ Project: "Multilingualism in German classes" in the "Teaching Process" graduate school (DFG)</p> <p>The project is funded by the DFG and covers the period of 2009-2013. The background to this project consists of three strands of theory: (1) Intercultural Education, in particular research on second language acquisition and teaching German as a foreign or second language, (2) cognitive psychology research of teacher knowledge (especially "pedagogical content knowledge" within Shulman's definition) and situated learning and (3) cross-disciplinary research on teaching quality. Vocabulary development in German courses with respect to multilingualism. The project ran from 1.9.2010 to 31.12.2012. For multilingual students fluency in German is required to be able to attend regular class lessons. For multilingual students in particular, it is emphasised that working with vocabulary is a suitable means to convey the understanding of language structures and to enable comparisons. It is assumed that an insight into the internal structures and the external lexicon in first and second language comprehension (gained through language reflection) promotes the understanding and classification of newly learned words. The project examines what subjective opinions and practices teachers have with respect to "multilingualism" and "vocabulary development" (in multilingual classes). How much time and relevance do German teachers ascribe to vocabulary work in their lessons? To what extent are they able to target their teaching to a linguistically and culturally heterogeneous class? http://www.uni-koblenzlandau.de/landau/fb5/bildung-kind-jugend/iku/projekte-forschung/mehrsprachigkeit-im-deutschunterricht-im-graduiertenkolleg-unterrichtsprozesse-dfg</p>	<p>Diplom- Erziehungswissenschaft; Studienrichtung "Interkulturelle Pädagogik" Graduate Education; the "Intercultural Education" study</p> <p>Duration: 8 semesters</p> <p>The study is designed to provide the skills necessary for this purpose, namely:</p> <ul style="list-style-type: none"> - the educational reality - here: to recognise, analyse and interpret multiculturalism in educational institutions - in scientifically recognisable structures and processes - to acquire pedagogical competence in multicultural areas of work, i.e. - to analyse pedagogical action situations and interactions as well as to make decisions and take responsibility - to test intercultural teaching skills. <p>The objectives of the study will be accomplished by dealing with specific issues of intercultural education. Intercultural education can be achieved.</p>	<p>REICH, H.H. (2008): Sprachförderung im Kindergarten. Grundlagen, Konzepte und Materialien. - Berlin.</p> <p>REICH, H.H. (2001) : Entwicklungen des Unterrichts in Deutsch als Fremdsprache und Deutsch als Zweitsprache in Deutschland. In: Handbuch Deutsch als Fremdsprache. Ein internationales Handbuch, 1. Halbband, Berlin: de Gruyter, S. 56-68.</p> <p>REICH, H.H.: Sprachstandserhebungen, ein- und mehrsprachig. In: AHRENHOLZ, B. / OOMENWELKE, I. (Hrsg.): Deutsch als Zweitsprache, Baltmannsweiler: Schneider, S. 420-429.</p> <p>REICH, H.H.(2008): Herkunftssprachenunterricht. In: AHRENHOLZ, B. / OOMENWELKE, I. (Hrsg.): Deutsch als Zweitsprache, Baltmannsweiler: Schneider S. 445-456.</p>	
<p>Universität Koblenz- Landau (http://www.uni-koblenz-landau.de/)</p>	<p>Institut für Bildung und Erziehung im Kindes- und Jugendalter (http://www.uni-koblenz-landau.de/landau/fb5/bildung-kind-jugend)</p>	<p>Projektleitung: Dr. Susanna Roux (roux@ph-weingarten.de) Prof. Dr. Hans H. Reich (iku@uni-landau.de) Team: Dipl.-Päd. Ulrike Nebgen</p>	<p>"Regenbogen"-Transfer/ "Rainbow" Transfer</p> <p>The project is funded by MBFJ of Rhineland-Palatinate and runs from 1.04.2011 to 31.12.2012. The project aims to develop and test a method which allows for the transfer of collected data (on language support for bilingually raised children) into quality developments. For this purpose, processes for purposeful self-</p>	<p>BA-Erziehungswissenschaft, Wahlpflichtfach "Interkulturelle Bildung"/ BA Education, compulsory elective course "Intercultural Education"</p> <p>This compulsory elective course is offered as part of</p>		

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
		(nebgen@uni-landau.de)	training will be initiated at child care centres with a high number of children from a migrant background. The first step is to study them scientifically. The results will be documented, analysed and evaluated in terms of a future programme in Rhineland-Palatinate. http://www.uni-koblenz-landau.de/landau/fb5/bildung-kind-jugend/paedagogik-der-fruehen-kindheit/forschung/laufende-projekte/regenbogen	the BA programme of Education and is designed for students of this course. The "Intercultural Education" elective course, like any other elective course in the Bachelor of Education, can usually be studied from Semester 3 onwards and lasts two semesters. http://www.uni-koblenz-landau.de/landau/fb5/bildung-kind-jugend/iku/studium-lehre/studiengaenge/ba-erziehungswissenschaft		
Pädagogische Hochschule Heidelberg (http://www.ph-heidelberg.de/)	Heidelberger Zentrum für Migrationsforschung und Transkulturelle Pädagogik (http://www.ph-heidelberg.de/heimat/home.html)	Sylvia Selke Pädagogische Hochschule Heidelberg Institut für Erziehungswissenschaft Mozartstraße 29 69120 Heidelberg Tel.: +49 6221 185 40117 E-Mail: selke@ph-heidelberg.de Prof. Dr. Havva Engin Pädagogische Hochschule Heidelberg Institut für Erziehungswissenschaft Mozartstraße 29 69120 Heidelberg Tel.: +49 6221 185 40111 E-Mail: engin@ph-heidelberg.de	Interkulturelle Lernbegleitung Schüler helfen Schülern/ Students helping students The project is funded by the Mercator Foundation and is being carried out by the Heidelberg Centre for Migration Studies and Transcultural Education in cooperation with the Heidelberg International Comprehensive School (ICJ) in the project "students helping students". Students in grades 9-12 work as tutors with students from migrant backgrounds in classes 1-11. Students of the University of Education in Heidelberg supervise student work groups, document their work, lead workshops for tutors and evaluate the project. The goal is to achieve "better integration" by providing a higher level of competence. Further objectives are to provide more qualifying degrees and ensure fewer behavioural problems. Linguistic and cultural diversity in the classroom is a normal part of everyday life in education. Moreover, more and more teachers are from a migrant background. In 2006 Stuttgart started the initiative "Migrants make school!". More teachers with migration experience should teach in schools. Their specific resources should be increasingly appreciated and used for organising schools and teacher training. http://www.ph-heidelberg.de/heimat/interkult-lernbegleitung/schueler-helfen-schuelern.html		PROF. DR. HAVVA, E./ MÜLLER-BOEHM, E./ STEINMÜLLER, U./ MERMEROGLU, T. (Hgg.) (2004): Kinder lernen Deutsch als zweite Fremdsprache: Prinzipien, Sequenzen, Planungsaraster. Minimalgrammatik.- Berlin . PROF. DR. HAVVA, E./ REDDING-KORN, B./ WEIß, B. (2010): „Hallo, liebe Maus!, Merhaba, sevgili Fare!“ Zwei Sprachen stark sprechen – Iki dilde güclü. - Hückelhoven . PROF. DR. HAVVA, E. (2009): Sprachförderung bei Kindern mit Deutsch als Zweitsprache. In: ZIMMER, R.: Handbuch Sprachförderung durch Bewegung. Freiburg. S. 188-209. PROF. DR. HAVVA, E./ STEINMÜLLER, U. (1992): Spracherwerbsbiographien. Türkische Schüler mit Zweitsprache Deutsch. In: Sprachreport. H. 2-3. PROF. DR. HAVVA, E. (1993): Deutsch als Zweitsprache: DaF-Lehrwerke für Migrantenkinder. In: STEINMÜLLER, U. (Hrsg.): Deutsch international und interkulturell. Aspekte der Sprachvermittlung Deutsch als Zweit-, Fremd- und Fachsprache. - Frankfurt a. Main.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>PROF. DR. HAVVA, E. (2003): Vom Umgang der deutschen Schule mit sprachlicher und kultureller Heterogenität. In: Heyer/Preuß-Lausitz/Sack (Hrsg.): Länger gemeinsam lernen. Positionen - Forschungsergebnisse - Beispiele. - Frankfurt a.M.</p> <p>PROF. DR. HAVVA, E.: Schule und Migrantenkinder: Wo bleibt der institutionelle Wandel? In: http://www.bildungsserver.de/innovationsportal/bildungplus.html?artid=255. (27.11.2003)</p> <p>PROF. DR. HAVVA, E. (2005): Deutsch als Zweitsprache im Biologieunterricht. In: Lernchancen. H. 48/2005. S. 55-57.</p> <p>PROF. DR. HAVVA, E. (2006): „Was sagst Du?“ Förderung der Unterrichtskommunikation in Klassen mit einem hohen Anteil an Migrantenschülern. In: Lernchancen, H. 12/2006. S. 54-60.</p> <p>PROF. DR. HAVVA, E. (2007): Sprach- und Lesekompetenz in mehreren Sprachen – Chance oder Einbahnstraße? In: Neues aus Babylon. Dokumentation der Tagung „Sprachklänge“. Hrsg. von der Bürgerstiftung Neukölln. Berlin 2007. S.68-74.</p> <p>PROF. DR. HAVVA, E.: Interkulturelle Stadtteilschule – Modelle und Visionen für einen institutionellen Wandel. In: FORUM für Kinder- und Jugendarbeit. Zeitschrift des Verbandes Kinder- und Jugendarbeit Hamburg e.V..23. Jg, 06/2007. S. 57-60.</p> <p>PROF. DR. HAVVA, E./ RITTERSBACHER, C./ SCHMELTER, L. (2007): Aneignung mehrsprachiger Literalität – konzeptuelle</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Überlegungen zu Herausforderungen und Bewältigungsstrategien. In: ELSNER, K. D./ VIEBROCK, L. (Hrsg.): Fremdsprachenkompetenz für ein wachsendes Europa. Das Leitziel „Multiliteralität“, Frankfurt am Main 2007, S. 151-164.</p> <p>PROF. DR. HAVVA, E. (2007): Chancengleichheit im Einwanderungsland Deutschland: Sprachförderung in Kindertageseinrichtungen. In: Dokumentation der Tagung „Chancengleichheit im Einwanderungsland Deutschland – Die Rolle der AWO“, Bonn 19./20.11.2007.</p> <p>PROF. DR. HAVVA, E.: „Sprachförderung von Kindern mit und ohne Migrationshintergrund in Kindertagesstätten und Familien auf dem Hintergrund der Empfehlungen von Integrationsprogramm und –plan“. In: Tagungsdokumentation „Die Grenzen meiner Sprache sind die Grenzen meiner Welt“ - Sprachworkshop des Gesamtverbands in Kooperation mit dem Paritätischen Bildungswerk Bundesverband, Berlin 08.05.2008.</p> <p>PROF. DR. HAVVA, E. (2008): Man spricht (nicht nur) deutsch. Die sprachliche Sozialisation von Schülern mit Migrationshintergrund in Deutschland. In: Lernchancen, Heft 66 /2008, S. 8-11.</p> <p>PROF. DR. HAVVA, E. (2008): Migrantensprachen in den Fachunterricht. In: Lernchancen, Heft 66 /2008, S. 13-15.</p> <p>PROF. DR. HAVVA, E. (2009): Deutsch als Zweitsprache – Grundschulunterricht in einem Einwanderungsland. In: Grundschulmagazin. Heft</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>4/2009, S. 8-11.</p> <p>PROF. DR. HAVVA, E. (2010): Bewegungsorientierte Sprachförderung für Kinder mit Deutsch als Zweitsprache – warum die Förderung von phonologischer und prosodischer Kompetenz so zentral ist. In: HUNGER, I./ ZIMMER, R. (Hrsg.): Bildungschancen durch Bewegung – von früher Kindheit an! Schorndorf 2010, S. 233-239.</p> <p>PROF. DR. HAVVA, E. (2010): „Spezifische Bedingungen und Zielsetzungen des Deutsch als Zweitsprache-Unterrichts: Curriculumentwicklung und Lehrziele DaZ im vorschulischen und schulischen Bereich.“ In: Handbuch Deutsch als Fremd- und Zweitsprache (Neubearbeitung). Hrsg. v. KRUMM/FANDRYCH/HUFEIS EN/RIEMER. Berlin 2010.</p>	
<p>Regionale Netzwerke zur interkulturellen Öffnung von Unterricht und Schule in Baden-Württemberg</p> <p>(http://bildungsklick.de/pm/76128/regionale-netzwerke-zur-interkulturellen-oeffnung-von-unterricht-und-schule-in-baden-wuerttemberg/)</p>		<p>Koordination im Kultusministerium:</p> <p>Maria Berger-Senn maria.berger-senn@km.kv.bwl.de</p>	<p>Migranten machen Schule/ Migrants make school</p> <p>The initiative "Migrants make school!" is now being developed: At the level of the state education authority and under the guidance of the Ministry of Education "Regional networks for the intercultural opening of teaching and schools in Baden-Württemberg", were created throughout the country, in which various types of schools, school administrations, universities and National Seminars for Teaching and Teacher Education collaborate. The goal is the intercultural opening of teaching and schools. The special resources of teachers from a migrant background are of high importance, as well as the exchange and options of qualifications for people with and without migrant background, whose functions are to guide and train teachers and schools. http://www.schule-bw.de/entwicklung/schulentw/migrantenmachen-schule/</p>		<p>AHRENHOLZ, B. (Hrsg.): Kinder mit Migrationshintergrund. Spracherwerb und Fördermöglichkeiten. Freiburg: Fillibach, 2007</p> <p>AHRENHOLZ, B. (Hrsg.): Zweitspracherwerb. Diagnosen, Verläufe und Voraussetzungen. Freiburg: Fillibach, 2008.</p> <p>AHRENHOLZ, B. (Hrsg.): Deutsch als Zweitsprache. Voraussetzungen und Konzepte für die Förderung von Kindern und Jugendlichen mit Migrationshintergrund. Freiburg: Fillibach, 2008. In: InfoDaF. Informationen Deutsch als Fremdsprache. Nr. 2/3, 36. Jahrgang, April/Juni 2009, S.125-132.</p> <p>MECHERIL, P./ QUEHL, T.(Hrsg.): Die Macht der Sprachen. Englische Perspektiven auf die mehrsprachige Schule. Münster: Waxmann 2006. (Eingereicht bei: ZRS -</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					Zeitschrift für Rezensionen zur germanistischen Sprachwissenschaft).	
Zentrum für Allgemeine Sprachwissenschaft (ZAS), Berlin (http://www.zas.gwz-berlin.de/)		Prof. Dr. Manfred Krifka Direktor, ZAS (Zentrum für Allgemeine Sprachwissenschaft) (Center for General Linguistics) Schützenstr. 18 D-10117 Berlin phone: +49-30-20192-400 phone: +49-30-20192-401 (Elke Dresler) fax: +49-30-20192-402 e-mail: krifka@zas.gwz-berlin.de PD Dr. Natalia (Wladimirowna) Gagarina Zentrum für Allgemeine Sprachwissenschaft Schützenstr. 18 D-10117 Berlin Programmbereichskoordinatorin E-Mail: gagarina@zas.gwz-berlin.de Telefon: +49 30 20192 506 Webseite: http://www.zas.gwz-berlin.de/mitarbeiter_gagarina.html	Berliner Interdisziplinärer Verbund für Mehrsprachigkeit (BIVEM) / Berlin Interdisciplinary Network for Multilingualism (BIVEM) Duration: 01.10.2011-30.09.2014 Funding: State of Berlin (the Berlin Senate) Berlin Interdisciplinary Network for Multilingualism/ Berliner Interdisziplinärer Verbund für Mehrsprachigkeit (BIVEM) The Berlin Interdisciplinary Network for Multilingualism (BIVEM) brings scientists (who are specialised in language acquisition) together with experts in education and diagnostics areas. The cooperation will enable specialists to use jointly compiled research findings to create affirmative actions, which will be implemented in primary schools. The collaboration was initiated by the Centre for General Linguistics (ZAS) Berlin and supported by the Berlin Senate. The background to the project is the high migration rate (40%) of children and adolescents in Berlin. Approximately one third of these children show delays in German language development, which can lead to difficulties at school. It is important to work against this as children's educational opportunities depend on their language abilities. http://www.zas.gwz-berlin.de/bivem.html?&L=1%2C%201999			Introduction to methods in language acquisition. COST Training School in Language Acquisition Methods, ZAS Berlin, 30. 03.–03. 04. 2009. Topaj, Nathalie. Working Experience of Berlin Interdisciplinary Centre for Multilingualism. Language Acquisition Conference. 24.04.2012 - 26.04.2012, Herzen-U, St. Petersburg. Topaj, Nathalie. Vorstellung der ZAS-Projekte zur Erforschung der Mehrsprachigkeit. 1. Workshop im Rahmen des Leonardo Da Vinci Projektes BILIUM. 24.08.2012 - 25.08.2012, U Greifswald.
Zentrum für Allgemeine Sprachwissenschaft (ZAS), Berlin (http://www.zas.gwz-berlin.de/)		PD Dr. Natalia (Wladimirowna) Gagarina Zentrum für Allgemeine Sprachwissenschaft Schützenstr. 18 D-10117 Berlin Programmbereichskoordinatorin E-Mail: gagarina@zas.gwz-berlin.de Telefon: +49 30 20192 506 Webseite: http://www.zas.gwz-berlin.de/mitarbeiter_gagarina.html	Language Acquisition as a Window to Social Integration among Russian Language Minority Children in Germany and Israel Funding period: 07/2007-01/2010 Funding: BMBF Within the framework of the project Language Acquisition as a Window to Social Integration among Russian Language Minority Children in Germany and Israel the (hitherto) largest sample of linguistic and social data on the population of 4-6 year old Russian-speaking migrant children in Germany has been collected. Based on these data, various sociolinguistic issues are investigated regarding the interaction between integration and language acquisition on the one hand, while on the other hand (psycho)linguistic questions are examined regarding the language acquisition of those		ARMON-LOTEM, SH./ WALTERS, J./ GAGARINA, N.(2011): The impact of internal and external factors on linguistic performance in the home language and in L2 among Russian-Hebrew and Russian-German preschool children. Linguistic Approaches to Bilingualism, 1(3). 291-317. ARMON-LOTEM, SH./ GAGARINA, N./ ALTMAN, C./ BURSTEIN-FELDMAN, ZH./ GORDINSHEVSHY, G./ GUPOL, O./ WALTERS, J.(2008): Language acquisition as a window to social integration among	PRESENTATIONS: ALTMAN, C./ ARMON-LOTEM, SH./ BURSTEIN-FELDMAN, ZH./ GAGARINA, N./ KLASSERT, A./ TOPAJ, N./ WALTERS, J.: Language acquisition as a window to social integration among Russian language minority children in Germany and Israel. Poster, Workshop on Interfaces of Bilingualism and Specific Language Impairment (BISLI). (01.-05.02.2009, Jerusalem) ALTMAN, C./ ARMON-LOTEM, SH./ GAGARINA, N./ KLASSERT, A./ TOPAJ, N./ WALTERS J.: Language acquisition as a window to social integration among Russian language minority children in Germany and Israel. 2. Consortium Meeting 'Migration and Societal Integration'. (10.02.2008 - 11.02.2008, U Jena) ALTMAN, C./ ARMON-LOTEM, SH./ GAGARINA, N./ KLASSERT, A./ TOPAJ, N./ WALTERS J.: Language

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
		na.html	<p>children in discourse, grammatical and lexical domains in both their source language and the language of their environment.</p> <p>A new interactive web portal dealing with migration in Germany and Israel is now available for the general public at www.migration.uni-jena.de (launched in March 2010). Here you can also find some results of the BILINGUALISM-project, concluded in January.</p> <p>Research topics</p> <p>The project is part of the German-Israeli Research Consortium, Migration and Societal Integration, which studies the acculturation of migrants and its consequences for the psychosocial adjustment of migrants in Germany and Israel.</p> <p>So far there are only a few case studies concerning Russian-German language acquisition in children with a migration background. However, according to various counts, 5-10 percent of primary school learners in Germany have Russian as their first language. Thus, there is a considerable need for studying expected language development in both Russian (first language) and German (language of the environment). Extensive linguistic and social data of more than 90 children in three age groups (4,5 and 6 years old) were collected and analysed within the framework of the project in ZAS. A second set of data from 45 children of the first sample was collected after a period of 12 months.</p> <p>The Migration and Societal Integration is run in cooperation with linguists of the Bar-Ilan University in Israel, Prof. Dr. Joel Walters and Dr. Sharon Armon-Lotem being the principal investigators. Interrelations between different language abilities and factors such as social identity, attitudes or transitions from home to kindergarten to school are studied from the sociolinguistic perspective.</p> <p>The created data corpus is used for investigating further psycholinguistic questions.</p> <p>In the domain Discourse Abilities of Bilingual Children, narratives of Russian-German bilingual children are investigated, with a focus on the referential means used for introducing and maintaining topical elements. Factors that might influence the choice of referential expression, such as information status, syntactic position and function of topic, etc., are analysed in more detail with regard to language-specific and cross-linguistic features of topic marking.</p> <p>In the domain Lexicon-Grammar-Interface in Bilingual Language Acquisition, the interrelation between lexical and grammatical development in</p>		<p>Russian language minority children in Germany and Israel. <i>Israel Studies in Language and Society</i> 1. 155-177.</p> <p>GAGARINA, N. (2009): Rezoljucija ličnogo mestoimenija mužskogo roda on v detskoj reči: Eksperimental'noe issledovanie doškol'nikov [Resolution des Personalpronomens er im Spracherwerb: Experimentelle Untersuchung von Vorschulkindern]. <i>Voprosy Psycholingvistiki</i> 9. 119-124.</p> <p>GAGARINA, N. (2008): Anaphoric pronouns in bilingual German-Russian children. <i>Zeitschrift für Slawistik</i> 53. 326-338.</p> <p>GAGARINA, N. (2008): Narrativy dvujazyčnyh detej russkojazyčnyh migrantov v Berlīne. (Narratives of the bilingual migrant children in Berlin). In Tatjana A. Krugljakova & Maria A. Elivanova (eds.), <i>Problemy ontolingvistiki</i> - 2008. <i>Materijaly meždunarodnoj konferencii</i> (19-20 marta 2008 g.), 42-46. St. Petersburg: Zlatoust.</p> <p>GAGARINA, N./ KLASSERT, A./ TOPAJ, N. (2010): Sprachstandstest Russisch für mehrsprachige Kinder / Russian language proficiency test for multilingual children (<i>ZAS Papers in Linguistics</i> 54, Sonderheft). Berlin: ZAS.</p> <p>GAGARINA, N./ KLASSERT, A./ TOPAJ, N. (2009): Syntax-morphology interface in the narratives: Monolingual and bilingual acquisition of Russian. In Maria D. Voeikova et al. (eds.), <i>ILS RAN</i>, proceedings of the international conference dedicated to the 100th anniversary of Prof. Vladimir Admoni, 77-78. St. Petersburg: Nestor-Istorija.</p>	<p>acquisition as a window to social integration among Russian language minority children in Germany and Israel. 3. Consortium Meeting 'Migration and Societal Integration'. (16.-17.02.2009, U Jena)</p> <p>ALTMAN, C./ ARMON-LOTEM, SH./ KLASSERT, A./ TOPAJ, N./ WALTERS J.: Language acquisition as a window to social integration among Russian language minority children in Germany and Israel. Poster, Fall School of the Consortium 'Migration and Societal Integration'. (08.-13.10.2007, Luckenwalde)</p> <p>BURSTEIN-FELDMAN, ZH./ TOPAJ, N./ WALTERS, J.: Language acquisition as a window to social integration among Russian language minority children in Germany and Israel. 4. Consortium Meeting 'Migration and Societal Integration'. (23.-24.11.2009, U Jena)</p> <p>GAGARINA, N.: Language acquisition as a window to social identity and acculturation among Russian language minority children in Germany and in Israel. Consortium Outcomes Workshop 'Migration and Societal Integration'. (22. - 23.03.2010, Berlin)</p> <p>ALTMAN, C./ ARMON-LOTEM, SH./ BURSTEIN-FELDMAN, ZH./ GAGARINA, N./ KLASSERT, A./ TOPAJ, N./ WALTERS, J.: Language acquisition as a window to social integration among Russian language minority children. Poster, Workshop on Interfaces of Bilingualism and Specific Language Impairment (BISLI). (Jerusalem, Israel, 01.-05. 02. 2009)</p> <p>GAGARINA, N./ KLASSERT, A./ TOPAJ, N.: Syntax-morphology interface in the narratives: monolingual and bilingual acquisition of Russian. <i>Multilingual Individuals and Multilingual Societies (MIMS)</i>. (06. - 08.10.2010, U Hamburg)</p> <p>GAGARINA, N./ TOPAJ, N./ KLASSERT, A.: Morphological and syntactical development in narratives of bilingual Russian-German children. DGfS-Jahrestagung, AG 'Morphological form and syntactic function: the syntax-morphology-interface in child and adult second language acquisition'. (04.-06.03.2009, U Osnabrück)</p> <p>KLASSERT, A./ GAGARINA, N./ ARMON-LOTEM, SH./ WALTERS, J.: Impact of the Language Use at home and outside home on bilingual language acquisition: Evidence from German Russian migrant families in Berlin. DGfS-Jahrestagung, AG 'The Impact of Internal and External Factors in Child Second Language Acquisition'. (23. - 26.02.2010, HU Berlin)</p> <p>TOPAJ, N.: Acquisition of discourse coherence: pronominal reference in Russian and German bilingual and monolingual narratives. DGfS-Jahrestagung, AG Textkohärenz und Textverstehen bei Erwachsenen und Kindern. (23. - 25.02.2011, U Göttingen)</p> <p>TOPAJ, N.: Referential expressions with topical status</p>

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			<p>both languages of the sample are investigated. The modularisation of language domains in advanced language acquisition is scrutinised, whereby the relationship of variable strength between the lexical categories of noun and verb and the grammatical domain is taken into consideration.</p> <p>In the domain Current State of the Russian Language, a diagnostics device is developed that enables statements to be made about the level of language development of the first language Russian. This is realised through a combination of tests on language abilities and a parental questionnaire providing information on the state of the child's language acquisition and the course of language development in the first language. Certain steps in language acquisition of Russian with a migration background could be identified on the basis of the sample data, and enable the researchers to differentiate between specific language impairment and lacking language abilities that are due to other reasons.</p> <p>http://www.zas.gwz-berlin.de/bilingual.html?&L=1</p>		<p>GAGARINA, N./ KLASSERT, A./ TOPAJ, N. (2009): Rol' inputa v ontogeneze: Monojazyčnyj i dvujazyčnyj konteksty usvoenija ruskogo jazyka [Die Rolle des Inputs im mono- und bilingualen Spracherwerb des Russischen]. In Natalia V. Astachova (ed.), Proceedings 'Aktual'nye problemy rečevogo i lingvističeskogo razvitija detej doškol'nogo i mladšego škol'nogo vozrasta', 155-158. Orjol: Kartus.</p> <p>KLASSERT, A./ GAGARINA, N. (2010): Der Einfluss des elterlichen Inputs auf die Sprachentwicklung bilingualer Kinder: Evidenz aus russischsprachigen Migrantenfamilien in Berlin. Diskurs Kindheits- und Jugendforschung 4. 413-425.</p> <p>KLASSERT, A./ GAGARINA, N. (2009): Sprachstandstest bei bilingualen Kindern: 'Sprachstand Russisch'. Patholink 14. 7-9.</p> <p>KLASSERT, A./ GAGARINA, N. (2008): Ob osobennostjach testirovanija dvujazyčnyh detej [On the peculiarities of testing of bilingual children]. In Tatjana A. Krugljakova & Maria A. Elivanova (eds.), Problemy ontolingvistiki - 2008. Materialy meždunarodnoj konferencii (19-20 marta 2008 g.), 99-102. St. Petersburg: Zlatoust.</p> <p>KLASSERT, A./ GAGARINA, N./ KAUSCHKE, C. (2009): Lexikalische Fähigkeiten bilingualer Kinder. In Judith Heide, Sandra Hanne, Oda-Christina Brandt, Tom Fritzsche & Michael Wahl (eds.), Spektrum Patholinguistik (Band 2) - Schwerpunktthema: Ein Kopf - Zwei Sprachen: Mehrsprachigkeit in Forschung und Therapie, 113-120. Potsdam: Universitätsverlag.</p>	<p>in narratives of Russian-German bilingual children. 7th International Symposium on Bilingualism (ISB7). (08-11.07.2009, U Utrecht)</p> <p>TOPAJ, N.: Topical referents in narratives of Russian-German bilingual children. International conference 'Topic, information structure and language acquisition'. (19.-20.06.2009, Pavia (I))</p> <p>TOPAJ, N.: Topic in FOX/CAT stories in Russian-German bilingual children. Workshop 'Topical Component in the Information Structure'. 16.02.2008, Pavia (I).</p> <p>TOPAJ, N./ GAGARINA, N.: & Natalia Gagarina. The impact of information status on referential choice: narratives of Russian-German bilinguals. DGJS-Jahrestagung, AG Information Structure in Language Acquisition. (23.02.2010 - 26.02.2010, HU Berlin)</p>

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					<p>TOPAJ, N. (2011): Development of referential coherence in picture-based narratives of Russian-German bilingual children. In Tatjana A. Krugljakova (ed.), Problemy ontolingvistiki - 2011. Materialy meždunarodnoj konferencii, 164-168. St. Petersburg: Slatoust.</p> <p>TOPAJ, N. (2010): Topical referential expressions in narratives of Russian-German bilingual children. In Marina Chini (ed.), Topic, struttura dell'informazione e acquisizione linguistica / Topic, information structure and language acquisition, 59-72. Milano: FrancoAngeli.</p> <p>TOPAJ, N. (2009): Topic markers in narratives of Russian-German bilingual children. In Maria D. Voieikova et al. (eds.), ILS RAN, proceedings of the international conference dedicated to the 100th anniversary of Prof. Vladimir Admoni, 240-241. St. Petersburg: Nestor-Istorija.</p> <p>TOPAJ, N. (2009): Definiteness and case as primary factors in detecting topical referents in narratives of Russian-German bilingual children. In Tatjana A. Krugljakova, Marina B. Eliseeva, Maria A. Elivanova & Irina N. Levina (eds.), Problemy ontolingvistiki - 2009. Materialy meždunarodnoj konferencii, 343-346. St. Petersburg: Slatoust.</p>	
<p>Zentrum für Allgemeine Sprachwissenschaft (ZAS), Berlin</p> <p>(http://www.zas.gwz-berlin.de/)</p>		<p>PD Dr. Natalia (Wladimirowna) Gagarina</p> <p>Zentrum für Allgemeine Sprachwissenschaft Schützenstr. 18 D-10117 Berlin Programmbereichskoordinatorin E-Mail: gagarina@zas.gwz-berlin.de Telefon: +49 30 20192</p>	<p>Discourse BiSLI - Discourse coherence in bilingualism and SLI</p> <p>Funding: European Commission, FP7, Marie Curie Actions Funding period: 01.01.2012 - 31.12.2014</p> <p>The main objective of the project is to compare the acquisition of discourse coherence devices by typically developing children (TD) and bilingual children with Specific Language Impairment (SLI) and to pinpoint separate and combined effects of SLI and bilingualism in the domain of discourse</p>		<p>TOPAJ, N. (2012): Developing cross-linguistic multifunctional materials for language support in Russian-German bilingual children. In Tatjana A. Krugljakova (ed.), Problemy ontolingvistiki - 2012. Materialy meždunarodnoj konferencii, 478-482. St. Petersburg: Slatoust.</p>	<p>PRESENTATIONS:</p> <p>TOPAJ, N.: Language Support in Bilingual Children With and Without Language Impairment: Accessing Two Languages. Empowering Children with Non-typical Speech and Language Development. (14.09.2012 - 15.09.2012, Kaunas (LT))</p> <p>GAGARINA, N./ TOPAJ, N.: Comprehension and Production of Narratives. Empowering Children with Non-typical Speech and Language Development. (14.09.2012 - 15.09.2012, Kaunas (LT))</p> <p>TOPAJ, N.: Developing language support materials for</p>

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
		506 Webseite: http://www.zas.gwz-berlin.de/mitarbeiter_gagarina.html	coherence. The project is a cooperation between Utrecht University, the Netherlands, the Centre for General Linguistics (ZAS), Berlin, and the Herzen State Pedagogical University, St. Petersburg, Russia. The research in Berlin focuses on the acquisition of coherence devices by TD and SLI Russian-German bilingual children (age range: 6-8 years old). Many of these children lack appropriate language proficiency due to various factors, including lack of exposure, insufficient input and deficiency of internal and external factors which are crucial for language acquisition. The complexity of factors which have an impact on (bilingual) language acquisition and the absence of acquisition standards for bilingualism lead to difficulties in assessing bilingual children with problems and to the misdiagnosis of bilingual children for SLI. Our findings will contribute to the development of clinical assessment tools for bilingual language acquisition.			Russian language in bilingual settings. VI. International Seminar on Bilingualism and Intercultural Communication. (23.07.2012 - 27.07.2012, Ratten (Ö)) TOPAJ, N.: Developing cross-linguistic multifunctional materials for language support in Russian-German bilingual children. Language Acquisition Conference. (24.04.2012 - 26.04.2012, Herzen-U, St. Petersburg) TOPAJ, N./ GAGARINA, N.: How to Promote Narrative Competence: Tasks and Exercises. Project Meeting 'Friendly Resources for Playful Speech Therapy (FREPY)'. (14.09.2011 - 17.09.2011, Maribor (SLO)) TOPAJ, N./ GAGARINA, N.: Pilot program for developing narrative abilities. 3rd Meeting of the Project 'Friendly Resources for Playful Speech Therapy (FREPY)'. (02. - 04.12.2010, Berlin) TOPAJ, N.: FREPY project: developing cross-linguistic multi-functional materials for language support. (16.09.2010, ZAS Berlin) GAGARINA, N./ TOPAJ, N.: Assessment of narratives. 2nd Meeting of the Project 'Friendly Resources for Playful Speech Therapy (FREPY)'. (13.05.2010 - 15.05.2010, Tallin (ES)) TOPAJ, N./ GAGARINA, N.: Language diagnostic and support programs for bilingual children in Germany. 1st Meeting of the Project 'Friendly Resources for Playful Speech Therapy (FREPY)'. (04.-06.12.2009, Kaunas (LT))
Zentrum für Allgemeine Sprachwissenschaft (ZAS), Berlin (http://www.zas.gwz-berlin.de/)		PD Dr. Natalia (Wladimirowna) Gagarina Zentrum für Allgemeine Sprachwissenschaft Schützenstr. 18 D-10117 Berlin Programmbereichskordinatorin E-Mail: gagarina@zas.gwz-berlin.de Telefon: +49 30 20192 506 Webseite: http://www.zas.gwz-berlin.de/mitarbeiter_gagarina.html	Das Mehrsprachige Klassenzimmer/The Multilingual Classroom This book project of the ZAS is designed for teachers at German schools who have students of migrant backgrounds in their classes. Background knowledge for the creative use of multilingualism in the classroom is presented in an inspiring and comprehensible way. Background information on learning disabilities is also given, which is specific for different languages. The book project is divided into three opening chapters (Introduction, Multilingual Education and German). These are followed by 15 chapters on the specifics of individual languages that are often used in German schools.			
Zentrum für Allgemeine Sprachwissenschaft (ZAS), Berlin		PD Dr. Natalia (Wladimirowna) Gagarina	Member of COST Action ISO804: "Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment"			PRESENTATIONS: GAGARINA, N.: Makers of SLI in monolingual Russian-speaking preschool children: evidence from elicited

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(http://www.zas.gwz-berlin.de/)		Zentrum für Allgemeine Sprachwissenschaft Schützenstr. 18 D-10117 Berlin Programmbereichskoordinatorenin E-Mail: gagarina@zas.gwz-berlin.de Telefon: +49 30 20192 506 Webseite: http://www.zas.gwz-berlin.de/mitarbeiter_gagarina.html	<p>Duration: 2009-2013</p> <p>Aim of COST Action IS0804 Second language learners often produce language patterns resembling those of children with Specific Language Impairment (SLI). The overlap among the features of bilingual and impaired language leads to methodological and clinical confusion, which this Action aims to resolve in order to improve the language assessment of minority language children.</p> <p>What is 'biSLI'? European migrations have led to dramatic increases in the number of children being raised with two or more languages in multilingual communities. The number of children who come to school with more than one language has increased more than threefold since the year 2000 in Ireland, Italy and Spain, and by 50% in the last two years in the UK (ec.europa.eu/education). In the rest of Europe, this situation is far from unique.</p> <p>At present, medical, language, and educational professionals have only limited diagnostic instruments to distinguish bilingual migrant children with language impairments from those who will eventually catch up with their monolingual peers. In the Netherlands, for example, bilinguals constitute 14% of the mainstream school population, but 24% of them study in special schools for children with SLI. If there were no misdiagnoses, the percentage of bilingual children should be identical in mainstream and special schools.</p> <p>Main objective of COST Action IS0804 To profile bilingual specific language impairment (biSLI) by establishing a network that will coordinate research on the linguistic and cognitive abilities of bilingual children with SLI across different migrant communities.</p> <p>Derived objectives - to disentangle bilingualism and SLI by establishing the relative contribution of each - to show how SLI can be identified in both of a child's languages - to explore the extent to which the manifestations of SLI are similar or different across languages in the same child - to establish whether the nature and severity of SLI is affected by the child's acquisition of more than one language</p> <p>Secondary objectives - to mentor young researchers from countries with significant immigrant populations and language combinations - to identify critical sociolinguistic information which will set standards for increasing the compa-</p>			<p>narratives. International Conference 'Empowering Children with Non-Typical Speech and Language Development'. (14.09.2012 - 15.09.2012, Vytautas Magnus U, Kaunas)</p> <p>GAGARINA, N.: Diskurskompetenzen und Input in bilingualen Kindern mit Sprachentwicklungsauffälligkeiten. Ethikwoche 'Interdisziplinäre Kindertherapieforschung'. (05.03.2012 - 09.03.2012, Rostock)</p> <p>GAGARINA, N/ REICHENBACH, K./ SKERRA, A.: Elicited Narratives of Russian-German early sequential bilinguals with typical language development. COST meeting IS0804. (28.11.2011 - 30.11.2011, St. Paul's Bay, Malta)</p> <p>GAGARINA, N.: Methodological issues in eliciting the Narratives. COST IS0804 Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment. (25.11.2011 - 27.11.2011, Malta)</p> <p>GAGARINA, N.: Coherence in Narratives of SLI Children. Workshop 'Children in multilingual settings'. 03.11.2011 - 04.11.2011, Vytautas Magnus U, Kaunas.</p> <p>GAGARINA, N.: Narratives: evaluating macro and microstructure. COST Action. (25.05.2011 - 27.05.2011, Eskisehir, Türkei)</p> <p>GAGARINA, N.: Narratives of bilingual children: search for SLI criteria (Narrativity mnogojazychnyh detej: v poiskah sposobov vyjavlenija problem v razvitii rechi). Language acquisition Conference. (06.05.2011, U St. Petersburg)</p> <p>GAGARINA, N.: How to measure discourse coherence. COST IS0804 Conference 'Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment'. (27. - 29.10.2010, Larnaca (CY))</p> <p>GAGARINA, N.: Crosslinguistic narrative studies on discourse coherence. COST IS0804 Language Impairment in a Multilingual Society: 'Linguistic Patterns and the Road to Assessment'. (26. - 28.06.2010, Newcastle)</p> <p>GAGARINA, N.: Discourse cohesion in Russian-German bilinguals with (a)typical development and issues of input. COST IS0804 Conference 'Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment'. (16.11.2009 - 19.11.2009, Amsterdam)</p> <p>GAGARINA, N./ WALTERS, J.: Narrative abilities in BISLI. Kick-Off meeting of the COST project IS0804 Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment. (09.06.2009, Brüssel)</p> <p>GAGARINA, N/ REICHENBACH, K./ SKERRA, A.: Telling</p>

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			<p>rability of research in biSLI - to develop guidelines for assessment</p> <p>How the Action is motivated - COST Action IS0804 is motivated theoretically by: - how typological differences between the two languages of bilingual children with SLI affect the manifestation of SLI in each language - how bilingualism and language impairment, respectively, affect the performance of bilingual children with SLI - COST Action IS0804 is motivated practically by: - challenges that multilingualism poses for the diagnosis and treatment of language-impaired bilingual children.</p>			<p>and Retelling in Russian-German bilingual preschool children. COST meeting IS0804. (14.05.2012 - 16.05.2012, Berlin)</p> <p>REICHENBACK, K./ SKERRA, A./ GAGARINA, N.: A cue to SLI identification: Macrostructure in elicited narratives of sequential bilingual Russian-German speaking and monolingual German-speaking children with SLI. Poster, COST meeting IS0804. (14.05.2012 - 16.05.2012, Berlin)</p> <p>SKERRA, A./ GAGARINA, N.: Microstructure of the elicited narratives: patterns of discourse coherence. Workshop 'DicMA'. (11.03.2012 - 13.03.2012, ZAS Berlin)</p>
<p>Zentrum für Allgemeine Sprachwissenschaft (ZAS), Berlin (http://www.zas.gwz-berlin.de/)</p>		<p>PD Dr. Natalia (Wladimirowna) Gagarina Zentrum für Allgemeine Sprachwissenschaft Schützenstr. 18 D-10117 Berlin Programmbereichskoordinatorin E-Mail: gagarina@zas.gwz-berlin.de Telefon: +49 30 20192 506 Webseite: http://www.zas.gwz-berlin.de/mitarbeiter_gagarina.html</p>	<p>How Can a Teacher Tell If a Bilingual Child Has Language Impairment Duration: 01.01.2012-31.12.2014 Funding: German-Israeli Foundation for Scientific Research and Development</p> <p>Second language (L2) competence is a central requirement for the successful educational and economic integration of children from a migration background. Kindergarten and school teachers can tell if the language of a child is not what is expected for his or her age, but they are unsure about disentangling language impairment from the interlanguage of a typically developing L2 learner.</p> <p>This project aims to establish how we can identify, for children who demonstrate atypical patterns of L2 development, whether their problems are the result of a Specific Language Impairment (SLI), or of being bilingual, and receiving less input in the language in which they are assessed. The morpho-syntactic knowledge, morpho-phonological processing and narrative abilities of Russian-Hebrew and Russian-German migrant children in pre-school and school years are investigated.</p> <p>Experimental findings for production, sentence repetition, non-word repetition and narrative retelling tasks should make it possible to find separate characteristics for L2 and SLI, in order to develop clinical assessment tools on the one hand and support educational practice on the other. The study can be seen as a starting point for developing more effective language support programmes at school as well as speech and language intervention strategies.</p> <p>Partners: Bar Ilan University, Tel Aviv, Erfurt, Frankfurt, Oldenburg</p>			
<p>Universität Duisburg-Essen (http://www.uni-due.de/)</p>	<p>Institut für Migrationsforschung, Interkulturelle Pädagogik und Zweitsprachendidaktik</p>	<p>Prof. Dr. Manfred Meyer Dipl.-Soz.-Wiss. Peter Krumpholz</p>	<p>Improvement of the education and training situation of young migrants in the Civil Service of Duisburg-BMBF/BQF model project</p>			

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	(IMAZ) (http://www.integration.nrw.de/wissenschaft/Universitaeten_Forschungseinrichtungen/Adressen/IMAZ/index.php)	Rhein-Ruhr-Institut für Sozialforschung und Politikberatung e.V. Heinrich-Lersch-Straße 15 D-47057 Duisburg Tel: +49 (0)203 28099-13 Fax:+49 (0)203 28099-22 E-Mail: peter.krumpholz@uni-due.de	The MIKOM research group was responsible for the overall concept of the project and the implementation of supporting research. Partners: The City of Duisburg, Regional Office for the support of children and adolescents from immigrant families (RAA) and the Institute of Education and Training Aims: The aim of this pilot project, sponsored by the BMBF as part of the federal programme, was to constantly increase the number of urban trainees with migrant background and to enhance structures for the intercultural opening of the administration. The project ran from January 2004 to September 2006 and is now completed.			
Friedrich-Schiller-Universität Jena (http://www.uni-jena.de/)	Institut für Psychologie (http://www.uni-jena.de/psych_institut.html)	Kontakt (Sekretariat): Friedrich-Schiller-Universität Jena Institut für Psychologie Lehrstuhl für Entwicklungspsychologie Am Steiger 3/1 D-07743 Jena Telefon: 03641 945201 Fax: 03641 945202 Email: stefanie.glaeser@uni-jena.de	Spracherwerb als Chance für die soziale Integration russischsprachiger Kinder in Deutschland und Israel. Kinder und Jugendliche mit Migrationshintergrund im deutschen und israelischen Bildungssystem/ Language acquisition as an opportunity for the social integration of Russian-speaking children in Germany and Israel. Children and young people of a migration background in the German and Israeli Educational Systems The German-Israeli "Migration and Societal Integration" research consortium studies the acculturation and its consequences of migrant children and youths in Israel and Germany. It is composed of researchers in the fields of psychology, sociology, criminology and linguistics from several universities in Germany (Berlin, Bielefeld, Bremen, Chemnitz, Jena, Leipzig and Mannheim) and Israel (Bar-Ilan, Haifa, Jerusalem and Tel Aviv). Central research questions of the consortium are: Regulation of biographical transitions in second generation immigrants Immigrant children and youth in the German and Israeli educational systems Norm conflict and violence among immigrant youth Identity and value development Language acquisition as a window to social integration among Russian language minority children Research within the consortium compares immigrants, ethnic minority members and natives in two modern immigrant receiving countries, Germany and Israel. Together, results of the five research projects provide landmark insights into today's situation impacting Turks, ethnic Germans, and former Soviet Union Jews in Germany as well as Israeli Arabs and former Soviet Union Jews in Israel. Overall, about 17,000 people in both countries participated in the research conducted by the consortium.			

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			The consortium is funded by the German Federal Ministry of Education and Research.			
Wissenschaftszentrum Berlin für Sozialforschung (WZB) (http://www.wzb.eu/de)		Prof. Dr. Ruud Koopmans (ruud.koopmans@wzb.eu) Assstant: Jutta Höhne	"Zweiter Integrationsindikatorenbericht der Beauftragten der Bundesregierung für Migration, Flüchtlinge und Integration" Period of time: 2011 Supported by: Die Beauftragte der Bundesregierung für Migration, Flüchtlinge und Integration Partners: Dr. Dietrich Engels und Dr. Regine Koeller, ISG Institut für Sozialforschung und Gesellschaftspolitik GmbH Aims: as a result of analyses and studies, it will be shown how the adverse conditions of migrants are caused by socio-economic and cultural factors. Topics which are considered: early child education, education at school, integration into the labour market with particular regard to effects of education and social engagement. http://www.bundesregierung.de/Content/DE/_Anlagen/2012/01/2012-01-12-integrationsbericht.pdf?__blob=publicationFile			
Technische Universität Dortmund (http://www.tu-dortmund.de/uni/Uni/index.html)	Institut für deutsche Sprache und Literatur	Prof.Dr. Ludger Hoffmann (Leitung): ludger.hoffmann@uni-dortmund.de Dr.Yüksel Ekinci-Kocks yueksel.ekinci-kocks@tu-dortmund.de	Wortschatzentwicklung und Wortschatzarbeit bei mehrsprachigen Kindern im Übergangsbereich Vorschule-Schule Duration: since August 2008 Funding: City of Dortmund Partners: the Dürenerstraße family centre in Dortmund and several day care centres in Dortmund Aims: The research team is working on a re-design of language teaching at primary schools. To achieve this goal the project is tested at day-care centres in Dortmund. The project is designed as a longitudinal study (2 years of kindergarten + 1 year at school). The developments are routinely monitored and also set against those of a comparison group. The final evaluation will take place after three years. The development of vocabulary is tied to specific usage situations. Progress of the project: In day-care centres, children with immigrant backgrounds will be nurtured both in the primary and the second language, especially in the area of vocabulary (in functional areas). Phonological awareness will also be promoted. This promotion will be given over a period of 2 years. Later, the children's knowledge and vocabulary skills are reviewed in the first year of elementary school to find out whether the language support in the acquisition of written language, in social studies and in the oral narrative skills of the students has been effective. In monthly information sessions, parents will be informed about the im-		ANSTATT, T. (Hg.)(2007): Mehrsprachigkeit bei Kindern und Erwachsenen. Tübingen: Attempto. BHATIAT, K./ RITCHIE, W.C. (eds.)(2004): The Handbook of Bilingualism. Oxford: Blackwell. BIALYSTOCK, E. (2001): Bilingualism in Development. Cambridge: University Press. GRIEßHABER, W. (2010): Spracherwerbsprozesse in Erst- und Zweitsprache. Duisburg: UVRV Universitätsverlag. MÜLLER, N./ KUPISCH, T./ SCHMITZ, K./ CANTONE, K. (2006): Einführung in die Mehrsprachigkeitsforschung. Deutsch-Französisch-Italienisch. Tübingen: Narr. ROTHWEILER, M. (2007): Bilingualer Spracherwerb und Zeitspracherwerb. In: M. Steinbach (Hg.)(2007) Schnittstellen der Germanistischen Linguistik. Stuttgart: Metzler, 103-137.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
			<p>importance of solid language skills and opportunities to encourage their child linguistically. Parents receive information on promoting language through language games, rhymes and children's books. Pictures and children's books, which are multilingual, are especially recommended to parents. Parents are taught how to encourage their child in language even in everyday life. This project also supports the work of the teachers and develops new models for language support.</p> <p>http://www.studiger.tu-dortmund.de/index.php?title=Forschungsprojekt_%22Wortschatzentwicklung_und_Wortschatzarbeit%22</p>		<p>WIESE, H. (2012): Kiezdeutsch. Ein neuer Dialekt entsteht. München: Beck.</p>	
<p>Pädagogische Hochschule Ludwigsburg</p> <p>(http://www.ph-ludwigsburg.de/)</p>	<p>Institut für Kulturmanagement</p> <p>www.kulturmanagement.ph-ludwigsburg.de</p>	<p>Prof. Dr. Albert-Reiner Glaap, Ratingen</p> <p>Mitarbeit: Elke Müller-Schneck</p>	<p>Schulversuch Bilingualer Unterricht an Realschulen in Nordrhein-Westfalen</p> <p>Funding: Cornelsen Foundation "Teaching and Learning"</p> <p>Aims: The beginning of the project dates back to the early 90s. On 30 November 1992 a decree for the school experiment "Bilingual secondary schools" was passed with the establishment of a German-English bilingual branch. The following year, there was another decree for Dutch. This experiment was based on:</p> <ul style="list-style-type: none"> - regular classroom visits to almost all of the 29 schools offering teaching in English-German, as well as regular visits to the 4 schools that offer teaching in German-Dutch, - discussions with students of bilingual models and their parents, - conferences with the school principals and teachers who were involved in the school experiment, - the analysis of questionnaires, - meetings with the Advisory Board for bilingual courses in secondary schools in Westphalia, who supervised the school experiment and gave advice, - discussions with representatives of the Ministry of Education, Science and Research and the district governments in Arnsberg, Detmold, Düsseldorf, Cologne and Münster, who are responsible for the project - staff meetings of working groups at various levels. 		<p>BREIDBACH, S./ LÜTGE, C./ OSTERHAGE, S.: Die Forschungslandschaft im Bereich 'Bilingualer Sachfachunterricht': Eine Bibliographie 1996-2005. In: BACH, G./ NIEMEIER, S.(Hrsg.): Bilingualer Unterricht: Grundlagen, Methoden, Praxis, Perspektiven, Frankfurt am Main: Peter Lang, 2008, S.177-296. (Spra 1fc Bil & 407 Bil).</p> <p>BREDENBRÖKER, W. : Förderung der fremdsprachlichen Kompetenz durch bilingualen Unterricht - Empirische Untersuchungen. Frankfurt/M. : Lang, 2000.</p> <p>BRUSCH, W.: Some thoughts on a language policy for schools and society. Praxis des neusprachlichen Unterrichts 50/2, 2003, S. 115-124. (Spra 3ab Pra).</p> <p>BUTZKAMM, W.: Die Muttersprache als Sprachmutter. Ein Gegenentwurf zur herrschenden Theorie. Französisch heute 34/2, 2003, S. 174-192. (Spra 4ab Fra / ZLS).</p> <p>CASPARI, D. (Hrsg.): Bilingualer Unterricht macht Schule. Beiträge aus der Praxisforschung, Frankfurt am Main: Peter Lang, 2007. (Bib 407 Bil).</p>	
Wissenschaftszentrum Berlin für		Prof. Dr. Ruud Koopmans	The Department of Integration, Migration and			

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
Sozialforschung (WZB) (http://www.wzb.eu/de)		(ruud.koopmans@wzb.eu)) Assstant: Jutta Höhne	Trans-nationalisation investigates the subject of immigration and integration from different perspectives. On the cultural level, it is a question of national identity and - influenced above all by the immigration of Muslims - of the relation between state and church. The social dimension concerns the importance of social capital and civil-social structures for the integration of immigrants. Politically, the subject of migration has lent the issue of "citizenship" - of a person's affiliation to a certain political and social community - new topicality. Economically, migrations present a challenge to European welfare states. Although almost all European countries are faced with immigration, they handle it in different ways. Immigration and integration politics is strongly marked by national political-cultural traditions and political institutions. Therefore, the research of the department has, comparatively speaking, strictly international objectives, and the question is central to the relationship between institutional structures, integration politics and their effects in the above-mentioned areas. Project: "Zweiter Integrationsindikatorenbericht der Beauftragten der Bundesregierung für Migration, Flüchtlinge und Integration" Duration: 2011 Supported by: Die Beauftragte der Bundesregierung für Migration, Flüchtlinge und Integration Partners: Dr. Dietrich Engels und Dr. Regine Koeller, ISG Institut für Sozialforschung und Gesellschaftspolitik GmbH Aims: as a result of analyses and studies, it will be shown how the adverse conditions of migrants are caused by socio-economic and cultural factors. Topics which are considered: early child education, education at school, integration into the labour market, with particular regards to effects of education and social engagement.			
Bergische Universität Wuppertal (http://www.uni-wuppertal.de/)		Prof. Dr. phil. habil. Natascha Müller (Romanistik: Sprachwissenschaft) E-Mail: nmueller@uni-wuppertal.de Assistants: Lastenia Arencibia Guerra, Nicole Hauser-Grüdl, Estelle Leray, Franziska Witzmann	Project: Die Architektur der frühkindlichen bilingualen Sprachfähigkeit: Italienisch-Deutsch und Französisch-Deutsch in Italien, Deutschland und Frankreich im Vergleich Duration: 01.10.2005 – 30.09.2008 Supported by: DFG Aims: this project focused on the development of bilingual competence particularly with regard to the influence of the dominant language. http://www.fobe.uni-wuppertal.de/fachbereich-a/romanistik/prof-mueller/die-architektur-der-fruehkindlichen-bilingualen-sprachfaehigkeit.html		AKODA, M. (2009): Rahmenbedingungen für Kinder in gemischtsprachigen Familien: eine Fragebogenstudie. Unveröffentlichte Magisterarbeit, Bergische Universität Wuppertal. ARENCIBIA GUERRA, L. (2007): El bilingüismo como proceso preescolar: La dominancia lingüística en niños bilingües. In: ELSNER, D./ KÜSTER, L. / VIEBROCK, B. (Hgg.) Fremdsprachenkompetenzen	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>für ein wachsendes Europa. Das Leitziel 'Multilateralität'. Frankfurt/Main: Lang, 77-89.</p> <p>ARENCIBIA GUERRA, L. (2008b): Sprachdominanz bei bilingualen Kindern mit Deutsch und Französisch, Italienisch oder Spanisch als Erstsprachen. Unveröffentlichte Doktorarbeit, Bergische Universität Wupper-tal.</p> <p>BRADLEY, M. (2007): Der Einfluss von Rhythmus und Prosodie auf den morphosyntaktischen Erstspracherwerb: Eine kontrastiv deutsch-spanische Studie. Unveröffentlichte Magisterarbeit, Bergische Universität Wuppertal.</p> <p>CANTONE, K. F./ KUPISCH, T./ MÜLLER, N./ SCHMITZ, K. (2008): Rethinking language dominance in bilingual children. Linguistische Berichte 215, 307-343.</p> <p>EICHLER, N. (2008): Frühkindliche Zweisprachigkeit: Argumentauslassungen bei bilingual deutsch-französisch aufwachsenden Kindern. Unveröffentlichte Magisterarbeit, Bergische Universität Wuppertal.</p> <p>HAUSER-GRÜDL, N./ ARENCIBIA GUERRA, L. (2007): Objektauslassungen im Spracherwerb unbalanciert deutsch-italienischer Kinder. In: DOFF, S. / SCHMIDT, T. (Hgg.) Fremdsprachenforschung heute – Interdisziplinäre Impulse, Methoden und Perspektiven. Frankfurt/Main: Lang, 57-71.</p> <p>HAUSER-GRÜDL, N./ ARENCIBIA GUERRA, L. / WITZMANN, F. / LERAY, E. / MÜLLER, N. (2009): Cross-linguistic influence in bilingual children: can input frequency</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>account for it? <i>Lingua</i> 120 (11), 2638-2650.</p> <p>HEFTER, J. (2006): Bevorzugte Argumentstruktur im Erstspracherwerb: Fallstudie eines bilingual deutsch-französischen Kindes. Unveröffentlichte Staatsexamensarbeit, Bergische Universität Wuppertal.</p> <p>JANSEN, V. (2009): Determiners in first language acquisition of monolingual English and German children — a corpus-based investigation. Unveröffentlichte Magisterarbeit, Bergische Universität Wuppertal.</p> <p>KUPISCH, T. (2007a): Determiners in bilingual German-Italian children: What they tell us about the relation between language influence and language dominance. <i>Bilingualism: Language and Cognition</i> 10 (1), 57-78.</p> <p>KUPISCH, T. (2008): Dominance, mixing, and cross-linguistic influence: On their relation in bilingual development. In: GUIJARRO-FUENTES, P./ LARRAÑAGA, P./ CLIBBENS, J. (Hgg.) <i>First Language Acquisition of Morphology and Syntax: Perspectives across Languages and Learners</i>. Amsterdam / Philadelphia: Benjamins, 209-234.</p> <p>KUPISCH, T./ MÜLLER, N. (2009): Relating Italian articles and clitic object pronouns in bilingual children acquiring Italian and German. In: DIMROTH, C. / JORDENS, P. (Hgg.) <i>Functional Categories in Learner Language</i>. Berlin, New York: Mouton de Gruyter, 307-341.</p> <p>LERAY, E. (2009): Additive focus particles in bilingual language acquisition. In: DUFTER, A. / JACOB, D. (Hgg.) <i>Focus and Background in</i></p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Romance Languages. Amsterdam: Benjamins, 205-238.</p> <p>MÜLLER, J. (2009): Spracheneinfluss im Bereich der OV/VO- Stellung. Ein Vergleich von Deutsch mit Französisch. Unveröffentlichte Magisterarbeit, Bergische Universität Wuppertal.</p> <p>MÜLLER, N. (2006): Emerging complementizers. German in contact with French / Italian. In: LEFEVRE, C./ WHITE, L. / JOURDAN, C. (Hgg.) L2 Acquisition and Creole Genesis. Amsterdam / Philadelphia: Benjamins, 145-165.</p> <p>MÜLLER, N. (2007): Some notes on the syntax-pragmatics interface in bilingual children: German in contact with French / Italian. In: REHBEIN, J./ HOHENSTEIN, C. / PIETSCH, L. (Hgg.) Connectivity in Grammar and Discourse. Amsterdam / Philadelphia: Benjamins, 101-135.</p> <p>MÜLLER, N. (2008): Bilingual first language acquisition at the interface between syntax and pragmatics. In ROBERTS, L. / MYLES, F. / DAVID, A. (Hgg.) EUROSLA Yearbook 8. Amsterdam: Benjamins, 52-78.</p> <p>MÜLLER, N. (2009a): Bilingual first language acquisition. In: BUTTARONI, S. (Hg.) Wie funktioniert Sprache? Einführung in die Linguistik für PädagogInnen. Baltmannsweiler: Schneider Verlag Hohengehren. Im Druck.</p> <p>MÜLLER, N. (2009b): Language development in simultaneous bilingual children. In: FOSTER-COHEN, S. (Hg.) Language Acquisition. Houndsmills, Besingstoke, Hampshire, England: Palgrave Macmillan, 243-272.</p> <p>MÜLLER, N. (2009c): E-Lingo:</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Didaktik des frühen Fremdsprachenlernens. Introduction au plurilinguisme. In: WETH, C. (Hg.) Apprentissage interculturel et introduction au plurilinguisme. Studienbrief Französisch.</p> <p>MÜLLER, N. (2010): Mehrsprachigkeit von Geburt an: Vor- und Nachteile. In: BAURMANN, J. / NEULAND, E.(Hgg.) Sprachliche und kulturelle Aneignungs- und Ausdrucksformen von Kindern und Jugendlichen. Frankfurt/Main: Lang. Im Druck.</p>	
<p>Bergische Universität Wuppertal</p> <p>(http://www.uni-wuppertal.de/)</p>	<p>Romanistik: Sprachwissenschaft www.romanistik.uni-wuppertal.de</p>	<p>Prof. Dr. phil. habil. Natascha Müller (Romanistik: Sprachwissenschaft) E-Mail: nmueller@uni-wuppertal.de</p> <p>Assistants: Laia Arnaus Gil, Nadine Eichler, Veronika Jansen, Marisa Patuto</p>	<p>Project: Code-Switching bei bilingual aufwachsenden Kindern in Deutschland, Italien, Frankreich und Spanien: Italienisch - Deutsch, Französisch - Deutsch, Spanisch - Deutsch, Italienisch - Französisch, Italienisch - Spanisch, Französisch - Spanisch</p> <p>Duration: 01.04.2009 – 31.03.2011 Supported by: DFG Aims: analysing the relationship between syntax and pragmatic and between internal and external factors http://www.fobe.uni-wuppertal.de/fachbereich-a/romanistik/prof-mueller/code-switching-bei-bilingual-aufwachsenden-kindern.html</p>		<p>MÜLLER, N./ KUPISCH, T.(2007): Acquisition des déterminants et des clitiqes objets chez des enfants bilingues (français-allemand). AILE 25, 45-68.</p> <p>MÜLLER, N./ KUPISCH, T.(2009): The acquisition of determiners and pronouns in French: a case study of an adult Spanish-learner compared to bilingual children. In: HABERZETTL, S. (Hg.) Processes and Outcomes: Explaining Achievement in Language Learning. Berlin / New York: Mouton de Gruyter. Erscheint.</p> <p>MÜLLER, N./ KUPISCH, T./ SCHMITZ, K./ CANTONE, K. F. (20072). Einführung in die Mehrsprachigkeitsforschung: Französisch, Italienisch. Tübingen: Narr.</p> <p>MÜLLER, N./ PATUTO, M. (2009): Really competence-driven cross-linguistic influence in bilingual first language acquisition? The role of the language combination. In: P. Bernardini, V. Egerland & J. Granfeld (Hgg.) Mélanges plurilingues offerts à Suzanne Schlyter à l'occasion de son 65ème anniversaire. Études Romanes de Lund 85. Språk- och litteraturcentrum Romanska, Lunds Universitet, 299-319.</p> <p>MÜLLER, N./ PILLUNAT, A. (2008): Balanced bilingual</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>children with two weak languages: a French-German case study. In: GUIJARRO-FUENTES, P./ LARRAÑAGA, P./ CLIBBENS, J. (Hgg.) First Language Acquisition of Morphology and Syntax: Perspectives across Languages and Learners. Amsterdam / Philadelphia: Benjamins, 269-294.</p> <p>MÜLLER, N./ SCHMITZ, K. (2009): Deutsch im Kontakt mit Italienisch: das bilinguale Individuum. In: ELEMENTALER, M. (Hg.) Deutsch und seine Nachbarn. Frankfurt am Main: Lang, 149-167.</p> <p>MÜLLER, N./ SCHMITZ, K./ CANTONE, K. F./ KUPISCH, T. (2006): Null-arguments in monolingual children: a comparison of Italian and French. In: TORRENS, V./ ESCOBAR, L. (Hgg.) The Acquisition of Syntax in Romance Languages. Amsterdam / Philadelphia: Benjamins. 69-93.</p> <p>PATUTO, M. (2008): Frühkindliche Zweisprachigkeit: Der Erwerb des Subjekts durch bilingual französisch- italienisch und deutsch- italienisch aufwachsende Kinder. Unveröffentlichte Magisterarbeit, Bergische Universität Wuppertal.</p> <p>PATUTO, M./ REPETTO, V./ MÜLLER, N. (2009): Delay and acceleration in bilingual first language acquisition: the same or different? In: RINKE, E. / KUPISCH, T. (Hgg.) The Development of Grammar: Language Acquisition and Diachronic Change. Volume in Honor of Jürgen M. Meisel. Amsterdam, Philadelphia: Benjamins. Im Druck.</p> <p>PILLUNAT, A. (2007): Der Erwerb des Lexikons durch mehrsprachige Kinder: Französisch, Italienisch und Deutsch im Vergleich. Unveröffentlichte</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Magisterarbeit, Bergische Universität Wuppertal.</p> <p>PILLUNAT, A./ SCHMITZ, K. / MÜLLER, N. (2006): Die Schnittstelle Syntax-Pragmatik: Subjektauslassungen bei bilingual deutsch-französisch aufwachsenden Kindern. Zeitschrift für Literaturwissenschaft und Linguistik LiLi 143, 7-24.</p> <p>REPETTO, V. (2006): Uno studio sull'acquisizione bilingue. L'aggettivo in tedesco e in italiano. Unveröffentlichte Magisterarbeit, Università degli studi di Pavia.</p> <p>REPETTO, V. (2008): L'acquisizione bilingue dell'aggettivo: i risultati di uno studio condotto su tre soggetti italo-tedeschi. Studi Italiani di Linguistica Teorica e Applicata (SILTA), XXXVII, 2, 345-380.</p> <p>REPETTO, V. / MÜLLER, N. (2009): The acquisition of German V2 in bilingual Italian-German children residing in Germany and Italy: a case of acceleration ?. In: TORRENS, V. (Hg.) Movement: Theory and Acquisition. Newcastle upon Tyne: Cambridge Scholars Publishing. Im Druck.</p> <p>SCHMEIßER, A. (2008): Asymmetrische Entwicklung von Sprachverstehen und Sprachproduktion beim Tempuserwerb monolingual französischer Kinder. Bachelorarbeit, Bergische Universität Wuppertal.</p> <p>SCHMITZ, K. (2006a): Indirect objects and dative case in monolingual German and bilingual German/Romance language acquisition. In: HOLE, D. / MEINUNGER, A. / ABRAHAM, W. (Hgg.) Datives and Other Cases: Between argument structure and event structure. Amsterdam: Benjamins, 239-268.</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>SCHMITZ, K. (2006b): Zweisprachigkeit im Fokus. Der Erwerb der Verben mit zwei Objekten durch bilingual deutsch-französisch und deutsch-italienisch aufwachsende Kinder. Tübingen: Narr.</p> <p>SCHMITZ, K./ PATUTO, M./ MÜLLER, N. (2009): The null- subject parameter at the interface between syntax and pragmatics. Evidence from bilingual German-Italian, German-French and French- Italian children. First Lan- guage. Im Druck.</p> <p>ARENCIBIA GUERRA, L./ MÜLLER, N. (2009): Code- switching bei bilingualen Kindern. In: RÖHNER, C. / HENRICHWARK, C. / HOPF, M. (Hgg.) Europäisierung der Bildung — Konsequenzen und Herausforderungen für die Grundschulpädagogik. Wies- baden: VS Verlag für Sozialwissenschaften, 103- 107.</p> <p>CANTONE, K. F. (2007a): Code-switching in Bilingual Children. Dordrecht: Springer.</p> <p>CANTONE, K. F. (2009): Sprachmischungen im simultanen Erwerb zweier Muttersprachen: ein Fall von Sprachdominanz? In: HUNSTIGER, A./ KOREIK, U.(Hgg.) Chance Deutsch: Schule – Studium – Arbeitswelt. Göttingen: Universitätsverlag Göttingen, 443-460.</p> <p>CANTONE, K. F./ MÜLLER, N.(2008): Un nase or una nase? What gender marking within switched DPs reveals about the architecture of the bilingual language faculty. Lingua 118 (6), 810-826.</p> <p>EICHLER, N/ JANSEN, V./ MÜLLER, N. (2009): Gender in French-German, Italian-</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>German, Spanish-German and Italian-French children. International Journal of Bilingualism. Im Druck.</p> <p>EICHLER, N./ MÜLLER, N. (2009): The derivation of mixed DPs: Mixing of functional categories in French-German, Italian-German, Spanish-German and French-Italian children and second language learners. In: WATOREK, M./ BENAZZO, S./ HICKMANN, M. (Hgg.) Comparative Perspectives to Language Acquisition: A tribute to Clive Perdue. Bristol: Multilingual Matters. Im Druck.</p> <p>JANSEN, V./ MÜLLER, J. / MÜLLER, N. (2010): Code-switching between an OV and a VO language: Evidence from German-Italian, German-French, German-Spanish and French-Italian children. Linguistic Approaches to Bilingualism, eingereicht.</p> <p>MÜLLER, N./ CANTONE, K. F. (2009): Code-switching in young bilingual children. In: B. E. Bullock & A. J. Toribio (Hgg.) The Handbook of Code-switching. Cambridge: Cambridge University Press, 199-220.</p> <p>PATUTO, M. (2010). Intra-sententiales Code-switching im bilingualen Erstspracherwerb: Die Distribution von lexikalischen und funktionalen Kategorien und die Rolle der Sprachdominanz. Sammelband zur 37. Österreichischen Linguistiktagung. München: Lincom. erscheint.</p>	
<p>Ludwig-Maximilians-Universität München</p> <p>(http://www.uni-muenchen.de/index.html)</p>	<p>Institut für Interkulturelle Kommunikation</p> <p>(http://www.ikk.uni-muenchen.de/index.html)</p>	<p>Project leaders:</p> <p>Prof. Dr. Alois Moosmüller</p> <p>Institut für Interkulturelle Kommunikation</p> <p>Oettingenstraße 67, 80538 München</p> <p>Raum 108</p>	<p>Project: EMIL – Europäisches Modularprogramm für interkulturelles Lernen in der Lehrerbildung und –fortbildung</p> <p>(http://www.emil.ikk.lmu.de/)</p> <p>Supported by: Aktion COMENIUS 2.1 (Aus- und Weiterbildung des Schulpersonals) im Rahmen des SOKRATES Programms 2004 der Kommission der Europäischen Gemeinschaften, Generaldirektion Bildung und Kultur</p> <p>Duration: 1.10.2004 - 30.9.2006</p>			

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
		<p>Tel: +49 (0) 89 / 2180 - 9615 E-Mail: A.Moosmueller@ikk.lmu.de</p> <p>Dr. Juliana Roth Institut für Interkulturelle Kommunikation Oettingenstraße 67, 80538 München Raum 110 Tel: 089/2180-9616 E-Mail: J.Roth@ikk.lmu.de</p> <p>Coordinator of the project:</p> <p>Dr. Marc Hermeking Oettingenstr. 67, 80538 München Tel: +49 (0) 89 / 4701746 E-Mail: Marc.Hermeking@t-online.de</p>	<p>Project partner: Aristotle University of Thessaloniki, School of Philosophy and Education (GR), University of West Macedonia, School of Primary Education (GR), University of the West of England, Faculty of Humanities, Languages & Social Sciences (UK), University of the West of England, Faculty of Education (UK), Shumen University "Konstantin Preslavski", Faculty of Humanities/In-Service-Teacher-Training (BG), Sofia University "St. Kliment Ohridski", Faculty for Primary and Pre-school Pedagogy (BG), Ankara University, Faculty of Education (TR), Ankara University, Centre for Communication (TR)</p> <p>Aims: to develop a modular programme for intercultural learning as part of teacher training and further training for elementary school pedagogy. Intercultural competence will become a key competence for teachers at elementary school. Furthermore, teachers will be able to show greater sensitivity and to teach in a democratic and tolerant education environment.</p> <p>http://www.ikk.uni-muenchen.de/forschung/emil/index.html</p>			
<p>DGfS - Deutsche Gesellschaft für Sprachwissenschaft (https://dgfs.de/en/)</p>		<p>Volker Hinnenkamp (Volker.Hinnenkamp@phil.uni-augsburg.de)</p> <p>Katharina Meng (Meng@ids-mannheim.de)</p>	<p>Consortium: Sprachliche Kreationen in der Migrationsgesellschaft</p> <p>Aims: to examine and analyse the linguistic phenomena of migrants: to look at communication structures, how they overcome problems in communicating etc.</p>		<p>Mitteilungen der DGfS Nr. 45, Juni 1997: https://dgfs.de/en/assets/content/Dokumente/Archiv/Mitteilungen/rm269.pdf BECHERT, J./ WILDIGEN, W. (1991): Einführung in die Sprachkontaktforschung. Unter Mitarbeit von Christoph Schroeder. Darmstadt: Wiss. Buchgesellschaft</p> <p>CLYNE, M. (1992): Linguistic and Sociolinguistic Aspects of Language Contact, Maintenance and Loss. Towards a Multifacet Theory. In: FASE, W./ JASPAERT, K./ KROON, S. (Hgg.) (1992), Maintenance and Loss of Minority Languages. Amsterdam, Philadelphia: Benjamins, 17-35</p> <p>GUMPERY, J. J. (1982): Discourse Strategies. Cambridge: Univ. Press. Hinnenkamp, Volker (in Vorb.): Deutsche Mehrsprachigkeit und Mehrsprachigkeit in Deutschland. In: SCHMIDT/</p>	

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					<p>HARTMUT/ KÄMPER/ HEIDRUN (Hgg.), Das 20. Jahrhundert: "Sprachgeschichte - Zeitgeschichte". Jahrbuch 1997 des Instituts für deutsche Sprache. Berlin, New York: de Gruyter</p> <p>MENG, K. (1995): Sprachbiographien in einer rußlanddeutschen Aussiedlerfamilie. In: Deutsch lernen 1, 30-51.6. RAMPTON, B. (1995): Crossing. London, New York: Longman.</p>	
<p>Universität Mannheim, Philosophische Fakultät, Romanisches Seminar (D-68131 Mannheim; http://www.phil.uni-mannheim.de/romsem/startseite/index.html)</p>	<p>Sozialwissenschaftliches Forschungsinformationssystem (SOFIS) (http://www.fachpaedagogik.de/solis/sofis_set_e.html?id=20008643)</p>	<p>Author: PD Dr. Gabriele Birken-Silverman (birkens@rumms.uni-mannheim.de)</p> <p>Head: Prof. Dr. Christine Bierbach (romling@split.uni-mannheim.de ; christine.bierbach@phil.uni-mannheim.de)</p>	<p>Project: Sprache italienischer Migranten in Mannheim. Intra- und interlinguale Variationsformen, Funktionen und Dynamik (Teilprojekt im Rahmen der Forschergruppe "Sprachvariationen als kommunikative Praxis")</p> <p>The language of Italian migrants in Mannheim. Intra- and inter-lingual variation forms, functions and dynamics (sub-project within the framework of the research team "linguistic variations as a communicative practice")</p> <p>Duration: 2000- 2003</p> <p>Aims: the object of the investigation is the linguistic repertoire of the members of the Italian "migrant community" in Mannheim, the oldest immigrant group and second largest ethno-linguistic minority. The aim of the project is to analyse, within the scope of the representation of the complicated linguistic repertoire, the functional, structural and socio-stylistic variation phenomena as a function of situational parameters specific to context.</p>		<p>BIERBACH, C./ BIRKEN-SILVERMAN, G.: Zum Kommunikationsstil in einer Gruppe italienischer Migrantenjugendlicher aus der HipHopscene in Mannheim. in: KEIM/ INKEN/ SCÜTTE/ WILFRIED (Hrsg.): Soziale Welten und kommunikative Stile (im Druck).</p> <p>BIERBACH, C./ BIRKEN-SILVERMAN, G.: Emigrati italiani a Mannheim: isola linguistica o parte del continuum multiculturale d'una città tedesca? in: MARCATO, G. (ed.): Atti del Convegno "Isole linguistiche? Per un'analisi dei sistemi in contatto" (Sappada, 1-4 luglio 1999), Padua. 2000.</p> <p>BIERBACH, C./ BIRKEN-SILVERMAN, G.: Come parlano i giovani immigrati italiani in Germania: repertorio linguistico, forme e funzioni dell'italiano. in: BURR, E. (Hrsg.): Akten des VI. Convegno Internazionale SILFI "Tradizione e Innovazione", Linguistica e Filologia italiana alle soglie di un nuovo millennio (Duisburg, 28.6.-2.7.2000) (im Druck).</p> <p>BIRKEN-SILVERMAN, G.: Gelebter Sprachkontakt in einer deutschen Großstadt: Erwerb und Aktualisierung türkischer Sprachkompetenzen in der italienischen Migrantenkolonie in Mann-</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>heim. 2000 (in Vorbereitung).</p> <p>BIRKEN-SILVERMAN, G.: Ethnolinguistische Minoritäten in der Großstadt: Sprachverhalten, Spracheinstellungen und Identität italienischer Migranten in Mannheim. in: HELD, G/ KUON, P.(Hrsg.): Sprache und Stadt: italienische Kontexte. Beiträge zum Italianistenkongress, Konstanz, Nov. 1997. Sprache(n) im urbanen Raum, 1. Tübingen: Stauffenburg (im Druck).</p> <p>BIRKEN-SILVERMAN, G.: Code-Switching in der Kommunikation italienischer Migrantenjugendlicher. Frotzelaktivitäten. in: HINNENKAMP, V./ MANG, K. (Hrsg.): Sprachliche Kreationen in der Migrationsgesellschaft (im Druck).</p> <p>BIRKEN-SILVERMAN, G.: Il siciliano dei giovani immigrati a Mannheim. in: MARCATO, G. (ed.): I confini del dialetto. Convegno Internazionale di Studi, Sappada/ Plodn (Belluno) 2000. Padua (im Druck).</p>	
<p>Christian-Albrechts-Universität zu Kiel (CAU zu Kiel)</p> <p>(http://www.uni-kiel.de/)</p>	<p>Institut für Psychologie</p> <p>(http://www.psychologie.uni-kiel.de/)</p>	<p>Lecturer: Dr. A. Chr. Zaunbauer-Womelsdorf (zaunbauer@psychologie.uni-kiel.de)</p>		<p>Seminar: Sprachentwicklung und Fremdsprachenerwerb/Language Development and Foreign Language Acquisition</p> <p>Duration: winter semester 2008/09</p> <p>Content: This seminar focuses on different aspects of bilingualism. It starts by defining the term itself and goes on to give the skills and competencies that are connected with bilingualism. Furthermore, differences in the development of bilingualism are discussed. In the second part of the seminar the differences between "second language" and "foreign language" are highlighted.</p>	<p>MÖLLER, J./ ZAUNBAUER, A.C.M.: Erwerb fremdsprachlicher Kompetenzen. in: HASSELHORN, M./ SCHNEIDER, W. (Hrsg.): Handbuch Pädagogische Psychologie. Göttingen: Hogrefe (im Druck).</p> <p>ZAUNBAUER, A.C.M./ BONERAD, E.-M./ MÖLLER, J.: Muttersprachliche und fremdsprachliche Lesekompetenz immersiv unterrichteter Kinder. Vortrag gehalten auf der 10. Fachtagung Pädagogische Psychologie, Halle (Saale). 2005. Verfügbar unter: http://www.paeps10.uni-halle.de/ .</p>	

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				<p>The third part of the seminar focuses on bilingual teaching in Germany. Programmes and models are discussed as well as aims and the subjects which are taught bilingually.</p> <p>The last two parts of the seminar focus on models from the USA (monolingual and bilingual) and Canada (alternative approaches /programmes for foreign languages in lessons).</p> <p>http://www.psychpaed.uni-kiel.de/freedownloads/zaunbauer/dezember/07_FormenM%C3%B6glichkeitenBilingualit%C3%A4t_1.pdf</p>	<p>ZAUNBAUER, A.C.M./ BONERAD, E.-M./ MÖLLER, J.: Muttersprachliches Leseverständnis immersiv unterrichteter Kinder. in: Zeitschrift für Pädagogische Psychologie, 19, 2005, 4, S. 263-265.</p> <p>ZAUNBAUER, A.C.M./ MÖLLER, J.: Effekte immersiven Unterrichts auf die schulische Entwicklung in den ersten zwei Grundschuljahren. Vortrag gehalten auf dem 45. Kongress der Deutschen Gesellschaft für Psychologie. Humane Zukunft gestalten, Nürnberg, 2006. Verfügbar unter: http://www.dgps2006nuernberg.de/kongress/Abstract_Th_Zw.pdf.</p> <p>ZAUNBAUER, A.C.M./ MÖLLER, J.: Schriftsprachliche und mathematische Leistungen in der Erstsprache: ein Vergleich monolingual und teilimmersiv unterrichteter Kinder der zweiten und dritten Klassenstufe. in: Zeitschrift für Fremdsprachenforschung, 17, 2006, 2, S. 181-200.</p> <p>ZAUNBAUER, A.C.M./ MÖLLER, J.: Schulleistungen monolingual und immersiv unterrichteter Kinder am Ende des ersten Schuljahres. in: Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 39, 2007, 3, S. 141-153.</p> <p>ZAUNBAUER, A.C.M./ MÖLLER, J.: Schulische Entwicklung monolingual und immersiv unterrichteter Schüler: Ergebnisse der ersten zwei Grundschuljahre. in: Psychologie in Erziehung und Unterricht (eingereicht)</p>	
<p>Stiftung Universität Hildesheim (https://www.uni-hildesheim.de/)</p>	<p>Institut für deutsche Sprache und Literatur (https://www.uni-hildesheim.de/index.php?id=idsl)</p>	<p>Author: Prof. Dr. Elke Montanari (elke.montanari@uni-hildesheim.de)</p>	<p>Erst- und Zweitsprache: zum Umgang mit Begriffen</p> <p>Published: 2011</p> <p>Supported by: Alice Salomon Hochschule, FRÖBEL-Gruppe, WiFF</p>		<p>MONTANARI, E./ FILTYIGER, O./ CATANESE G.C.(Hgg.) (2011): Europäisches Sprachenportfolio in der frühen Bildung. Köln: Bildungsverlag Eins. (2010): Kindliche</p>	

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			<p>Content: This report discusses and analyses multilingual acquisition in early childhood. Furthermore, definitions concerning multilingualism are analysed as well as language acquisition methods</p> <p>published in KiTaFachtex: http://www.kita-fachtex.de/fileadmin/website/KiTaFT_Montanari_2011.pdf</p>		<p>Mehrsprachigkeit: Determination und Genus. Dissertation. Münster: Waxmann.</p> <p>MONTANARI, E. (2006): Spiel mit Deutsch. Kinder als Sprachforscher und Entdecker. Freiburg: Herder.</p> <p>EHLICH, K./ MONTANARI, E./ HILA, A. (2007): InDaZ - Recherche und Dokumentation hinsichtlich der Sprachbedarfe von Teilnehmenden an Integrationskursen. München: Goethe-Institut e.V. http://www.goethe.de/lhr/prj/daz/pro/InDaZ_Recherche.pdf</p> <p>CUTRIM SCHMIDT, E. / MONTANARI, E. (2012): Language Classroom Research - Fremdsprachenunterrichtsforschung. In: KILIAN, J./ RYMARCZUK, J. (Hgg.), Sprachdidaktik. Erstsprache, Zweitsprache, Fremdsprache. Ein Lern- und Konsultationswörterbuch mit systematischer Einleitung und englischer Übersetzung. Berlin: de Gruyter.</p> <p>MONTANARI, E. (2012): Beobachtung, Befragung, Fragetechnik, Videoaufnahme, Audioaufnahme. In: KILIAN, J./ RYMARCZUK, J. (Hgg.), Sprachdidaktik. Erstsprache, Zweitsprache, Fremdsprache. Ein Lern- und Konsultationswörterbuch mit systematischer Einleitung und englischer Übersetzung. Berlin: de Gruyter.</p> <p>MONTANARI, E. (2012): Das Europäische Sprachenportfolio in der frühen Bildung - die hundert Sprachen eines Kindes. In: FÖLSTER, C./ HAMMES-DIEBERNARDO, E./ WÜNSCHE, M. (Hgg.), Dialog gestalten. Kommunikation im pädagogischen Kontext. Jahrbuch des PFV. Berlin: Verlag das Netz, 66-74.</p>	

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					<p>MONTANARI, E. (2012): Determination im mehrsprachigen Deutscherwerb. In: HOFFMANN, L- (Hg.) Migration - Mehrsprachigkeit - Bildung. Tübingen: Stauffenburg, 345 - 359.</p> <p>MONTANARI, E. (2012): Genuserwerb im Diskurs in der zweiten Sprache Deutsch. In: AHRENHIL, B./ KNAPP, W. (Hgg.), Sprachstand erheben - Spracherwerb erforschen. Beitrag aus dem 6. Workshop "Kinder mit Migrationshintergrund". Stuttgart: Klett, Z17-34.</p> <p>MONTANARI, E. (2011b): Das Europäische Sprachenportfolio in der frühen Bildung. In: Filtzinger, Montanari et al. (2011).</p> <p>MONTANARI, E. (2011a) (mit Margret Junkert, Patricia Nachit): Mehrsprachigkeit in der frühpädagogischen Praxis. In: FILTYINGER, MONTANARI et al. (Hgg.) (2011)</p> <p>MONTANARI, E. (2007b): Mit zwei Sprachen groß werden. In: Arbeitsgemeinschaft Pädagogische Zeitschrift (Hrsg.): Forum Schule heute. Bozen 5/2007, 8-9.</p> <p>MONTANARI, E. (2007a): "Wie heißt denn das?" Mehrsprachig das Lexikon erweitern mit Blick auf den Übergang. HAMMES-DIEBERNARDO, E. / SPECK-HAMDAN, A. (Hrsg.): Vom Kindergarten in die Grundschule: den Übergang gemeinsam gestalten. Köln: Wolters Kluwer, 2459.02/40.35.</p>	
<p>Albert-Ludwigs-Universität Freiburg (http://www.uni-freiburg.de/)</p>		<p>Lecturer: Prof. Dr. Karin Birkner (karin.birkner@uni-bayreuth.de)</p>		<p>Seminar: Sprachkontakt Duration: winter semester 1999/2000 Content: In this seminar paper Jessica Wallace writes about "Bilingualism and the bicultural identity of deaf people". She focuses first on</p>	<p>BIRKNER, K.: Fremde Wörter lehren und lernen im Gespräch. In: AHRENHOLZ, B./ BREDEL, U./ KLEIN, W./ ROST-ROTH, M./ SKIBA, R. (Hrsg.), Empirische Forschung und Theoriebildung. Beiträge aus der Soziolinguistik,</p>	

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				<p>different definitions of bilingualism, goes on to discuss sign language and language modes in which bilingual and deaf people communicate. She then focuses on multilingual education and bicultural identity. In her summary she highlights the fact that deaf people can be seen as multicultural and bilingual.</p> <p>http://www.lvglth.de/download/Bilingualismus-Identitaet.pdf</p>	<p>Gesprochene-Sprache-Forschung und Zweitspracherwerbsforschung . Eine Festschrift für Norbert Dittmar zum 65. Geburtstag, Lang, Frankfurt a.M. 2008, S. 179 - 190.</p> <p>BIRKNER, K.: List Intonation of German and Portuguese bilinguals in South Brazil. In: GILLES, P./ PETERS, J. (Hrsg.), Regional Variation in Intonation, Niemeyer, Tübingen 2004, S. 121 - 144.</p> <p>BIRKNER, K.: Interaktion im ungesteuerten Zweitspracherwerb. Funktion und Grenzen von Fragemustern in Wortsuchverfahren, BPZ 8. In: Fachbereich Germanistik der Freien Universität Berlin (Hrsg.), Linguistische Arbeiten und Berichte Berlin (LAB) 26, Berlin 1991, S. 1 - 24.</p>	
<p>Universität Hamburg (http://www.uni-hamburg.de/)</p>	<p>Fakultät für Erziehungswissenschaft, Psychologie und Bewegungswissenschaft (http://www.epb.uni-hamburg.de/)</p>	<p>Drorit Lengyel (Fakultät für Erziehungswissenschaft, Psychologie und Bewegungswissenschaft Universität Hamburg) E-Mail: drorit.lengyel@uni-hamburg.de</p>	<p>"Sprachstandsfeststellung bei mehrsprachigen Kinder im Elementarbereich" Published: 2012 Content: WiFF is a project supported by the BMBF, the Robert Bosch Stiftung and the DJI. This project focuses on the further training of early pedagogic specialists. The study states from the very start that language level tests vary from federal state to federal state. These tests are mostly for monolingual children. There are only a few for multilingual children. In this study Drorit Lengyel analyses the different language level tests. She wants to find out which language level test is most appropriate for classifying multilingual children. In the final chapters Lengyel gives advice on how language diagnostics can be used in child care institutions and how further training can improve the competencies of child care teachers. She discusses 4 topics which must be included in the training: 1) migration and multilingualism, 2) linguistic/second language acquisition/ psychology of language development, 3) basics of pedagogic language diagnostics, 4) didactics of support. These four competencies enable kindergarten teachers to reflect. Furthermore, they gain a certain meta-knowledge of the living system of "language". http://www.weiterbildungsinitiative.de/uploads/media/Expertise_29_Lengyel_Sprachstandsfeststellung.pdf</p>		<p>LENGYEL, D. (2012): Sprachstandsfeststellung bei mehrsprachigen Kindern im Elementarbereich. Eine Expertise der Weiterbildungsinitiative Frühpädagogische Fachkräfte (WIFF). Deutsches Jugendinstitut e.V. Frankfurt am Main.</p> <p>LENGYEL, D. (2009): Zweitspracherwerb in der Kita. Eine integrative Sicht auf die sprachliche und kognitive Entwicklung mehrsprachiger Kinder. Münster: Waxmann.</p> <p>LENGYEL, D. (2001): Kindliche Zweisprachigkeit und Sprachbehindertenpädagogik. Eine empirische Untersuchung des Aufgabenfeldes innerhalb der sprachheiltherapeutischen Praxis. Düsseldorf: LAGANRW.</p> <p>LENGYEL, D. Reich, H.H., Roth, H.-J., (Hrsg.) (2009): Von der Sprachdiagnose zur Sprachförderung. FÖRMIG Edition 7. Münster: Waxmann.</p>	

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					<p>LENGYEL, D. (2012): Beobachtung der Schreibentwicklung in der Sekundarstufe I (zusammen mit ROTH, H.-J.). In: FÜRSTENAU, S./ GOMOLLA, M.(Hrsg.): Lehrbuch Migration. Band 4: Leistungsbeurteilung. Wiesbaden: VS-Verlag, S.123-136.</p> <p>LENGYEL, D. (2012): Unterrichtsinteraktion in sprachlich heterogenen Klassen In: FÜRSTENAU, S. (Hrsg.): Interkulturelle Pädagogik und sprachliche Bildung. Wiesbaden: VS-Verlag, S.143-161.</p> <p>LENGYEL, D./ ROSEN, L. (2012): Vielfalt im Lehrerzimmer?! Erste Einblicke in ein Lern-/Lehr- und Forschungsprojekt mit Lehramtsstudentinnen mit Migrationshintergrund an der Universität zu Köln. In: FERREDOONI, K. (Hrsg.): Das interkulturelle Lehrerzimmer: Perspektiven neuer deutscher Lehrkräfte für den Bildungs- und Integrationsdiskurs. Wiesbaden:VS-Verlag, S.71-87.</p> <p>LENGYEL, D. (2011): Selektion oder Förderung? Sprachstandserhebungen bei Kindern mit Migrationshintergrund (im Erscheinen).</p> <p>LENGYEL, D. (2011): Early childhood education in multilingual settings. In: BEKERMAN, Z./ GEISEN, T. (Eds.): International Handbook on Migration, Minorities, and Education – Understanding cultural and social differences in processes of learning. New York u. a.: Springer-Verlag, S. 169-187.</p> <p>GOHOLIN, I./ DIRIM, I./ KLINGER, T./ LANGE, I./ LENGYEL, D./ MICHEL, U./ NEUMANN, U./ REICH, H.H./ ROTH, H.-J./ SCHWIPPERT, K. (2011): Förderung von</p>	

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					<p>Kindern und Jugendlichen mit Migrationshintergrund FÖRMIG. Bilanz und Perspektiven eines Modellprogramms. FÖRMIG-Edition Bd. 7. Waxmann.</p> <p>LENGYEL, D. (2010): Bildungssprachförderlicher Unterricht in mehrsprachigen Lernkonstellationen. In: Zeitschrift für Erziehungswissenschaft 4/2010, Themenheft Mehrsprachigkeit, S. 1-16.</p> <p>LENGYEL, D. (2010): Language diagnostics in multilingual settings with respect to continuous procedures as accompaniment of individualized learning and teaching. Papers and resources on linguistic and educational integration of children and adolescents from migrant backgrounds. Strasbourg: Council of Europe.</p> <p>LENGYEL, D. (2010): Frühkindliche Bildung im Kontext von Migration und Mehrsprachigkeit. In: MARSCHKE, B./ BRINKMANN, U. (Hrsg.): Handbuch Migrationsarbeit. Wiesbaden: VS-Verlag, S. 93-102.</p> <p>LENGYEL, D. (2010): Sprachentwicklung bei Mehrsprachigkeit. Fachbroschüre der Deutschen Gesellschaft für Sprachheilpädagogik (dgs) und des Deutschen Bundesverbands der akademischen Sprachtherapeuten (dbs).</p> <p>LENGYEL, D. (2010): Sprachdiagnostik als Voraussetzung für die durchgängige Sprachförderung. In: GOGOLIN, I./ LANGE, I. (Hrsg.): Durchgängige Sprachförderung: Die Bedeutung des Begriffs, Anforderungen an Konzeptionen und Erfahrungen guter Praxis aus</p>	

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					<p>anderen Ländern. FöRMIG Edition. Münster: Waxmann. (im Erscheinen, liegt den Herausgeberinnen vor)</p> <p>LENGYEL, D. (2008): Sprachförderung durch Erzählen – Indikatoren zur Analyse der Erzählfähigkeit von Vorschulkindern mit Deutsch als Zweitsprache. In: Diskurs Kindheits- und Jugendforschung, 3. Jg., Heft 3.</p> <p>LENGYEL, D. (2008): Sprachdiagnostik als Voraussetzung für die durchgängige Sprachförderung. In: GOGOLIN, I./ MICHEL, U./ REICH, H. (Hrsg.): Durchgängige Sprachförderung: Die Bedeutung des Begriffs, Anforderungen an Konzeptionen und Erfahrungen guter Praxis aus anderen Ländern. FÖRMIG Edition 5. Münster: Waxmann.</p>	
<p>Universität Duisburg Essen (http://www.uni-due.de/)</p>	<p>Linguistik-Server Essen http://www.linse.uni-due.de/esel-seminararbeiten/articles/bilingualismus-und-code-switching-bei-der-zweiten-tuerkischen-generation-in-der-bundesrepublik-deutschland-sprachverhalten-und-i.html</p>	<p>Halime Banaz-Aksoy Published 2002</p>	<p>Publication/Diploma as a result of work carried out at the Verein für Interkulturelle Arbeit und Sprachförderung Deutsch e.V. (www.viasd.de)</p>		<p>HALIME, B. (2002): Bilingualismus und code-switching bei der zweiten türkischen Generation in der Bundesrepublik Deutschland. Sprachverhalten und Identitätsentwicklung: This paper focuses on bilingualism, its different aspects and functions. The social and linguistic situation of the first and second Turkish generations is also analysed. In a further part the phenomena code-switching, its functions and different linguistic concepts are analysed. The last part of this paper focuses on the development of the identity of migrants. Different programmes are analysed. In the resume the interrelation between language and identity is highlighted. http://www.linse.uni-due.de/linse/esel/pdf/banaz_codeswitching.pdf</p>	
<p>http://www.empirische-bildungsforschung.net/ebf_lit.html?id=4226_s.auch: http://www.empirische-</p>	<p>Login erforderlich</p>				<p>In order to create the statistical concept of "migration background", other factors such as the parents' country of</p>	

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bildungsforschung.net/zeigen.html?seite=8287					<p>birth or the mother tongue need to be considered alongside the "normal" features. This is done to obtain more useful data for educational planning and educational research.</p> <p>It is a fact, however, that in official statistics, as well as in educational research, these very factors are not combined with each other to capture the "migration background". This article discusses the problem of the non-collated data. (DIPF/Orig.)</p>	
Fernuniversität Hagen http://deposit.fernuni-hagen.de/2023/1/Claudia_Carroll_Dissertation.pdf		Author: Claudia Carroll, 2008	Dissertation as a result of research undertaken in the province of North Rhine Westphalia		<p>Project "Mehrsprachigkeit im Vorschulalter. Kriterien für die Förderung von Mehrsprachigkeit für Kinder in Vorschuleinrichtungen."</p> <p>This dissertation firstly focuses on the different concepts and theories of language acquisition and the usage of language. The main part deals with multilingualism as a result of migration. Germany as a country with many migrants is one example which is highlighted. Furthermore, different theories of bilingualism are analysed. The next part of the dissertation focuses on the different concepts and models for the support of multilingualism. Findings of brain research relating to multilingualism are also discussed. This is followed by an analysis of the different programmes and methods for supporting language acquisition in kindergartens. The paper emphasises the importance of parents and teachers.</p>	
Universität Köln http://www.zsm.uni-koeln.de/files/mueller.pdf	Zentrum Sprachenvielfalt und Mehrsprachigkeit	Author: Susanne Müller, 2003	First examination papers at the Centre for Linguistic Diversity and Multilingualism, Cologne		<p>"Sprachkontakt in bilingualen Sprachgemeinschaften: Code-Switching an der Deutschen Schule Barcelona"</p> <p>This exam paper explains and discusses the phenomenon of code-switching and its function within the language community.</p>	
Universität Hamburg http://www.fiss-bmbf.uni-hamburg.de/projekte.html	Project: FISS Supported by: Bundesministerium für	Prof. Dr. Wolfgang Schneider (project leader)	Project: The effects of combined musical and phonological early education on the development of phonological consciousness in kindergarten chil-			

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
	<p>Bildung und Forschung Aims: FISS is a series of projects which focus on language diagnostics and language support. FISS has carried out a lot of projects on basic research of language acquisition, evaluations, language support programmes and projects on further training for teachers of educational institutions. http://www.fiss-bmbf.uni-hamburg.de/FiSS%20Poster%20Uebersicht_261012.pdf http://www.fiss-bmbf.uni-hamburg.de/projekt-stanat%20effekte.html</p>	<p>(schneider@psychologie.uni-wuerzburg.de) Prof. Dr. Cordula Artelt (cordula.artelt@uni-bamberg.de) Prof. Dr. Petra Stanat (iqboffice@iqb.hu-berlin.de)</p>	<p>dren with and without German as their mother tongue Duration: 1.9.2012- 31.8.2015 1.7.2009 - 30.6.2012</p> <p>Aims: While the effectiveness of phonological programmes is well documented in a huge number of international studies, there is still the question whether phonological support has positive results in the second language as well. In the first project phase of the study the effectiveness in the training of phonological consciousness has been proved for children whose mother tongue is not German. The main focus of the second project phase was on the analysis of the effects of early music education on the development of phonological awareness in 4 and 5 year old children.</p> <p>(http://www.fiss-bmbf.uni-hamburg.de/projekt-schneider%20phonologische%20bewusstheit.html)</p>			
<p>Universität Hamburg http://www.fiss-bmbf.uni-hamburg.de/projekte.html</p>	<p>Project: FISS Supported by: Bundesministerium für Bildung und Forschung Aims: FISS is a series of projects which focus on language diagnostic and language support. FISS has carried out a lot of projects on basic research of language acquisition, evaluations, language support programmes and projects on further training for teachers of educational institutions. http://www.fiss-bmbf.uni-hamburg.de/FiSS%20Poster%20Uebersicht_261012.pdf Also: http://www.fiss-bmbf.uni-hamburg.de/projekt-ennemoser%20dialogische%20lesen.html</p>	<p>Prof. Dr. Marco Ennemoser (marco.ennemoser@psychol.uni-giessen.de)</p>	<p>Project: Evaluation des dialogischen Lesens zur Sprachförderung bei Migrantenkindern Duration: 1.9.2012 - 31.8.2015 1.4.2009 - 31.3.2012</p> <p>Aims: In this project the potential of the so-called "dialogic reading" will be analysed in order to support migrant children. The main aim is to implement a programme into the educational institutions and to evaluate it. 460 pre-school children will be "analysed" from pre-school until the end of the first grade.</p> <p>(http://www.fiss-bmbf.uni-hamburg.de/projekt-ennemoser%20dialogisches%20lesen.html)</p>			
<p>Universität Hamburg http://www.fiss-bmbf.uni-hamburg.de/projekte.html</p>	<p>Project: FISS http://www.fiss-bmbf.uni-hamburg.de/FiSS%20Poster%20Uebersicht_261012.pdf</p>	<p>Prof. Dr. Ingrid Gogolin (ingrid.gogolin@uni-hamburg.de)</p>	<p>Project: SPRABILON-R – Sprachentwicklung bilingualer Kinder in longitudinaler Perspektive – retrospektiv Duration: 1.4.2012 - 31.3.2014</p> <p>Aims: SPRABILON-R means "Language development of bilingual children in longitudinal perspective: Reconstruction of individual development at secondary education level." The aim of the study is to create a comprehensive view of language development in children up until they start secondary school. One essential aim is to highlight in particu-</p>			

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
			lar events or experiences at school and in the family that support or obstruct language development. (http://www.fiss-bmbf.uni-hamburg.de/projekt-gogolin.html)			
Universität Hamburg http://www.fiss-bmbf.uni-hamburg.de/projekte.html	Project: FISS http://www.fiss-bmbf.uni-hamburg.de/FiSS%20Poster%20Uebersicht_261012.pdf	Dr. Tanja Rinker (tanja.rinker@uni-konstanz.de)	Project: Sprachverarbeitung bei türkischen Kindern mit Deutsch als Zweitsprache: Neurophysiologische und sprachwissenschaftliche Untersuchungen Duration: 1.7.2009 - 30.6.2011 Aims: This study analyses the formation of the plural in German by Turkish children (5 to 8 years) who learn German as a second language. (http://www.fiss-bmbf.uni-hamburg.de/projekt-rinker%20sprachverarbeitung.html)			
Universität Hamburg http://www.fiss-bmbf.uni-hamburg.de/projekte.html	Project: FISS http://www.fiss-bmbf.uni-hamburg.de/FiSS%20Poster%20Uebersicht_261012.pdf	Prof. Dr. Petra Stanat (project leader) (petra.stanat@iqb.hu-berlin.de) Prof. Dr. Heidi Rösch (heidi.roesch@ph-karlsruhe.de)	Project: Bedeutung und Form. Fachbezogene und sprachsystematische Förderung in der Zweitsprache (BeFo) Duration: 1.3.2009 - 29.2.2012 Aims: This project follows on from the Jacobs-Sommercamp Project (Stanat, Baumert & Müller, 2005). Its main aim is to analyse the development, implementation and evaluation of explicit language support of children in school. There will be two different basic approaches to supporting second language acquisition: firstly, language support with "focus on form" as a result of systematic language teaching in the subject "German as a second language" and, secondly, language support as a result of subject-related teaching in subjects such as mathematics and general science. Development will be evaluated by a pre-test and a post-test as well as by videos made during the lessons. (http://www.fiss-bmbf.uni-hamburg.de/projekt-stanat%20effekte.html)			
Universität Hamburg http://www.fiss-bmbf.uni-hamburg.de/projekte.html	Projekt: FISS http://www.fiss-bmbf.uni-hamburg.de/FiSS%20Poster%20Uebersicht_261012.pdf	Head: Prof. Dr. Angelika Redder Sabine Lambert, M.A. (sabine.lambert@uni-hamburg.de)	Project: FISS 2005 Publikation der Expertise „Anforderungen an Verfahren der regelmäßigen Sprachstandsfeststellung als Grundlage für die frühe und individuelle Förderung von Kindern mit und ohne Migrationshintergrund“ (Hg. K. Ehlich) 2005- PROSA (Projekt Altersspezifische Sprachaneignung; 2007 Leitung K. Ehlich) 2007 Schulprojekt (explorative Studie; Leitung K. Ehlich) 2008 KADs (Kommunikative Anforderungen in der Schule; Leitung A. Redder) 2008 Publikation „Referenzrahmen zur altersspezifischen Sprachaneignung“ (Hg. K. Ehlich et al.) FISS I		http://www.fiss-bmbf.uni-hamburg.de/publikationen.html (i. Vorb.) Blatter, K., Faust, V., Jäger, D., Schöppe, D., Artelt, C., Schneider, W. & Stanat, P. (2013/i. Vorb.) Vorschulische Förderung der phonologischen Bewusstheit und der Buchstaben-Laut-Zuordnung: Profitieren auch Kinder nichtdeutscher Herkunftssprache? In: Redder, A. & Weinert, S. (Hgg.)	Vorträge und Posterpräsentationen Blatter, K., Schöppe, D., Faust, V., Jäger, D., Artelt, C., Schneider, W. & Stanat, P.: Wirksamkeit eines vorschulischen Trainings der phonologischen Bewusstheit auf die Lese- und Rechtschreibkompetenzen bei Kindern nichtdeutscher Herkunftssprache. Vortrag auf dem 48. Kongress der Deutschen Gesellschaft für Psychologie (DGPs), Bielefeld, 23.-27.09.2012. Jäger, D., Faust, V., Blatter, K., Schöppe, D., Artelt, C., Schneider, W. & Stanat, P.: Profitiert jedes Vorschulkind von einer Förderung in der phonologischen Bewusstheit? – Zur Bedeutsamkeit der Trainingsqualität bei der Durchführung des Würzburger Trainingsprogrammes bei unterschiedlichen Leistungsgruppen. Vortrag auf dem

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
			<p>2008 zwei Ausschreibungslinien mit Gutachterpanel: Forschungsinitiative Sprachdiagnostik und Sprachförderung (FISS) 2008 Start FISS-Koordinierung (Leitung in Kooperation A. Redder & S. Weinert) 2009 Installierung der Forschungsinitiative als bundesweit verteilter, interdisziplinärer Forschungsverbund 2009 – 2012 Verbund von bundesweit 17 Projekten mit insgesamt 24 Teilprojekten aus den Disziplinen Linguistik, Psychologie, Pädagogik, Didaktik und Medizin FISS II seit August 2012: Beginn der zweiten Laufzeit FISS-Koordinierung (Leitung A. Redder, Hamburg) mit Schwerpunkt auf Transfer und Öffentlichkeitsarbeit Projekte und Projektverbünde aus den Disziplinen Linguistik, Psychologie, Pädagogik und Didaktik (Bewilligungszeitraum bis 2015)</p>		<p>Sprachförderung und Sprachdiagnostik. Perspektiven aus Psychologie, Sprachwissenschaft und empirischer Bildungsforschung. Münster: Waxmann. Krah, A., Quasthoff, U., Heller, V., Wild, E., Hollmann, J. & Otterpohl, N. (2013/i. Vorb.) Die Rolle der Familie beim Erwerb komplexer sprachlicher Fähigkeiten in der Sekundarstufe I. In: Redder, A. & Weinert, S. (Hgg.) Sprachförderung und Sprachdiagnostik. Perspektiven aus Psychologie, Sprachwissenschaft und empirischer Bildungsforschung. Münster: Waxmann. Redder, A. (2013/i. Vorb.) Sprachliches Kompetenzgitter – linguistisches Konzept und evidenzbasierte Ausführung. In: Redder, A. & Weinert, S. (Hgg.) Sprachförderung und Sprachdiagnostik. Perspektiven aus Psychologie, Sprachwissenschaft und empirischer Bildungsforschung. Münster: Waxmann. Rinker, T., Kaya, M. & Budde, N. (2013/i. Vorb.) Türkische Kinder mit Deutsch als Zweitsprache im Übergang Kindergarten-Grundschule: Sprachliche Profile und soziodemografischer Hintergrund. In: Redder, A. & Weinert, S. (Hgg.) Sprachförderung und Sprachdiagnostik. Perspektiven aus Psychologie, Sprachwissenschaft und empirischer Bildungsforschung. Münster: Waxmann. Schwippert, K. & Habben I. in Zusammenarbeit mit Gogolin, I. & Lasslop, I. (2013/i. Vorb.) SPRABILON – Sprachentwicklung bilingualer Kinder in longitudinaler Perspektive. In: Redder, A. & Weinert, S. (Hgg.) Sprachförderung und Sprachdiagnostik.</p>	<p>48. Kongress der Deutschen Gesellschaft für Psychologie (DGPs), Bielefeld, 23.-27.09.2012. Ofner, D., Michel, M., Thoma, D. & Tracy, R.: What preschool teachers (should) know about language – A German perspective. Thematic session #146 Language at preschool in urban European settings at the Sociolinguistics Symposium 19, Berlin, 21.-24.08.2012. Michel, M., Ofner, D. & Thoma, D.: Early development of academic language skills and preschool teachers' competences. Annual Conference of the Association of Language Awareness. Montreal, Kanada, 8.-12.7.2012. Michel, M., Ofner, D. & Thoma, D.: What preschool teachers (need to) know about language. 7th ANÉLA conference, Lunteren, Niederlande, 9.-11.5.2012. SprachKoPF-Posterpräsentation: Tagung „Bildungsforschung 2020“ des BMBF, Berlin 29./30.3.2012.</p>

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Perspektiven aus Psychologie, Sprachwissenschaft und empirischer Bildungsforschung. Münster: Waxmann.</p> <p>Thoma, D., Ofner, D. & Tracy, R. (2013/i. Vorb.) Möglichkeiten und Schwierigkeiten der standardisierten Messung der Sprachförderkompetenz pädagogischer Fachkräfte. In: Redder, A. & Weinert, S. (Hgg.) Sprachförderung und Sprachdiagnostik. Perspektiven aus Psychologie, Sprachwissenschaft und empirischer Bildungsforschung. Münster: Waxmann.</p> <p>Darsow, A., Paetsch, J., Stanat, P. & Felbrich, A. (2012) Ansätze der Zweitsprachförderung: Eine Systematisierung. Unterrichtswissenschaft, 40, 64-82.</p> <p>Ennemoser, M., Pepouna, S. & Hartung, N. (2012) Kulturfaire und prognostisch valide Erfassung des phonologischen Arbeitsgedächtnisses bei Kindern mit Migrationshintergrund. Unterrichtswissenschaft, 40, 26-46.</p> <p>Grabowski, J., Becker-Mrotzek, M., Knopp, M., Nachtwei, N., Weinzierl, C., Jost, J. & Schmitt, M. (2012) Subcomponents of writing literacy: Diagnosis and didactical support. In: Torrance, M. et al. (ed.) Learning to write effectively: Current trends in European research. Bingley: Emerald, 199-201.</p> <p>Hollmann, J., Wild, E., Quasthoff, U., Krah, A. & Otterpohl, N. (2012) Der Erwerb sprachlicher Kompetenzen im Elternhaus. Erste Befunde zur Güte eines Fragebogens zur Erfassung des Anregungsgehalts von Familienkonversationen. Unterrichtswissenschaft, 40, 47-63.</p> <p>Jäger, D., Faust, V., Blatter, K,</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Schöppe, D., Artelt, C., Schneider, W. & Stanat, P. (2012) Kompensatorische Förderung am Beispiel eines vorschulischen Trainings der phonologischen Bewusstheit. Frühe Bildung, 1 (4), 202-209.</p> <p>Michel, M., Ofner, D., & Thoma, D. (2012b) What preschool teachers (need to) know about language. In: de Jong, N., Juffermans, K., Keijzer, M. & L. Rasier (ed.) Proceedings of the 7th ANÉLA conference. Delft, NL: Eburon, 116-125.</p> <p>Michel, M., Ofner, D. & Thoma, D. (2012a) Sprachliche Kompetenzen pädagogischer Fachkräfte: Kurzbeschreibung des Instruments SprachKoPFv06. Mannheim: Universität Mannheim.</p> <p>Quasthoff, U. & Krah, A. (2012) Die familiäre Kommunikation zwischen den Generationen als Ressource für Diskursserwerb. In: Neuland, E. (Hg.) Sprache der Generationen, Mannheim: Dudenverlag (Thema: Deutsch, Band 12), 115-132.</p> <p>Redder, A. (2012c) Prozedurale Re-Analyse von elementaren Wortarten und Wortbildung. Jahrbuch Deutsch als Fremdsprache 2011, Bd. 37. München: iudicium, 125-141.</p> <p>Schöppe, D., Blatter, K., Faust, V., Jäger, D., Artelt, C., Schneider, W. & Stanat, P. (2012) Phonologische Sprachförderung bei Vorschulkindern deutscher und nichtdeutscher Herkunftssprache. In Heide, J., Fritzsche, T., Meyer, C. B. & Ott, S. (Hg.) Spektrum Patholinguistik Band 5. Potsdam: Universitätsverlag Potsdam, 123-128.</p> <p>Stanat, P., Becker, M., Baumert, J., Lütke, O. & Eckhardt, A. G. (2012) Improving second language skills of immigrant students: A field trial study evaluating the effects of a summer learning program.</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Learning and Instruction, 22, 159-170.</p> <p>Weinert, S., Ebert, S., Lockl, K. & Kuger, S. (2012) Disparitäten im Wortschatzerwerb: Zum Einfluss des Arbeitsgedächtnisses und der Anregungsqualität in Kindergarten und Familie auf den Erwerb lexikalischen Wissens. Unterrichtswissenschaft, 40, 4-25.</p>	
<p>Deutsche Institut für Internationale Pädagogische Forschung http://www.dipf.de</p>	<p>http://www.dipf.de/de/projekte/bildungsdisparitaeten-nach-staatsangehoerigkeit-und-migrationshintergrund</p>	<p>Thomas Kemper (Dipl. Sozialwissenschaftler) E-Mail: kemper@dipf.de</p> <p>Prof. Dr. Horst Weishaupt E-Mail: weishaupt@dipf.de</p>	<p>"Bildungsdisparitäten nach Staatsangehörigkeit und Migrationshintergrund" Supported by: BMBF, Project Number: 01JG0917 Duration: 2009-2012 Dissertationsprojekte Arbeitseinheit Steuerung und Finanzierung des Bildungswesens</p> <p>Aims: this project analyses the disparities in education in different schools. The project focuses on migrant children.</p>		<p>Kemper, Thomas: Zum Schulerfolg von separiert und integriert beschulten Migranten mit sonderpädagogischem Förderbedarf in Deutschland - am Beispiel des Bundeslandes Rheinland-Pfalz// Schweizerische Zeitschrift für Heilpädagogik, 19 (2013) 2 , 18-27</p> <p>Kemper, Thomas; Weishaupt, Horst: Der Anteil ausländischer Schüler im Grundschulalter in der Bevölkerungs- und Schulstatistik// Schulverwaltung. Ausgabe Nordrhein-Westfalen, 24 (2013) 1 , 27-30</p> <p>Kemper, Thomas: Untersuchungen zum Schulerfolg von Migranten mit sonderpädagogischem Förderbedarf bei separierter und integrierter Beschulung in Rheinland-Pfalz// Zeitschrift für Heilpädagogik, 63 (2012) 9 , 360-368</p> <p>Kemper, Thomas; Weishaupt, Horst: Zur Bildungsbeteiligung ausländischer Schüler an Förderschulen - unter besonderer Berücksichtigung der spezifischen Staatsangehörigkeit// Zeitschrift für Heilpädagogik, 62 (2011) 10 , 419-431</p> <p>Kemper, Thomas: Integrative Beschulung von deutschen und nichtdeutschen Schülern mit sonderpädagogischem Förderbedarf// Schulverwaltung. Ausgabe Nordrhein-Westfalen, 22 (2011) 5 , 154-156</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Kemper, Thomas: Sonderpädagogischer Förderbedarf von deutschen und nichtdeutschen Schülern in NRW// Schulverwaltung, Ausgabe Nordrhein-Westfalen, 22 (2011) 4 , 117-118</p> <p>Kemper, Thomas; Weishaupt, Horst: Region und soziale Ungleichheit// Reinders, Heinz; Ditton, Hartmut; Gräsel, Cornelia; Gniewosz, Burkhard (Hrsg.): Empirische Bildungsforschung Wiesbaden : VS Verlag für Sozialwissenschaften (2011) , 209-219</p> <p>Kemper, Thomas: Bildungsdisparitäten nach Staatsangehörigkeit in Rheinland-Pfalz und Nordrhein-Westfalen// Schwarz, Bernd; Nenniger, Peter; Jäger, Reinhold S. (Hrsg.): Erziehungswissenschaftliche Forschung - nachhaltige Bildung Landau: Verl. Empirische Pädagogik (2010) , 56-62</p> <p>Kemper, Thomas: Migrationshintergrund - eine Frage der Definition!// Die Deutsche Schule, 102 (2010) 4 , 315-326</p> <p>Weishaupt, Horst; Kemper, Thomas: Zur nationalitätenspezifischen und regionalen Bildungsbenachteiligung ausländischer Schüler unter besonderer Berücksichtigung des Förderschulbesuchs// Sylvester, Ina; Sieh, Isabelle; Menz, Margarete; Fuchs, Hans- Werner; Behrendt, Jan (Hrsg.): Bildung, Recht, Chancen Münster : Waxmann (2009) , 97-111</p> <p>Kemper, Thomas: Staatsangehörigkeitsspezifisch e Zusammensetzung der Schülerschaft// Schulverwaltung, Ausgabe Nordrhein-Westfalen, 20 (2009) 6 , S. 185-188</p> <p>Kemper, Thomas: Räumliche Ungleichverteilung von nichtdeutschen Schülern// Schulverwaltung, Ausgabe</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					Nordrhein-Westfalen, 20 (2009) 3, 92-95 Kemper, Thomas: Staatsangehörigkeitsspezifische Bildungsdisparitäten in Nordrhein-Westfalen (1) //Schulverwaltung. Ausgabe Nordrhein-Westfalen, 20 (2009) 2, 60-61	
Institut für Deutsche Sprache (IDS) (http://www.ids-mannheim.de/prag/aussiedler/)	Project: Sprachliche Integration von Aussiedlern Aims: This project focused on the question how emigrants from the CIS and Poland integrate themselves in the language community in Germany. The most important events are summarised in three monographs. http://www.ids-mannheim.de/prag/aussiedler/ Prof. Dr. Nina Berend (berend@ids-mannheim.de)	Prof. Dr. Nina Berend (berend@ids-mannheim.de)	Sprachliche Anpassung. Eine soziolinguistisch-dialektologische Untersuchung zum Rußlanddeutschen. Published: 1998 Aims: This study deals with the linguistic adaptation and integration of Russian-German emigrants, who have arrived in Germany since the mid 1980's. Their socio-linguistic situation is marked by a typical facility for multilingualism. The different linguistic forms are clearly demonstrated by text examples. Dialectological and socio-linguistic research is carried out, which shows how the speech mannerisms of single groups of emigrants change in the course of the adaptation and integration process. The consequences are highlighted for language teaching supporting integration. (http://pub.ids-mannheim.de/laufend/studien/sds14.html)			
Institut für Deutsche Sprache (IDS) (http://www.ids-mannheim.de/prag/aussiedler/)	Project: Sprachliche Integration von Aussiedlern	Prof. Dr. Nina Berend (berend@ids-mannheim.de)	Project: Sprachliche Integration von Aussiedlern Aims: This project focused on the question how emigrants from the CIS and Poland integrate themselves in the language community in Germany. The most important events are summarised in three monographs. 1) Russlanddeutsche Sprachbiografen. Untersuchungen zur sprachlichen Integration von Aussiedlerfamilien. Aims: the publication is based on several years' observation and documentation of communication in Russian and German of Russian-German families in Mannheim. It shows how the family's speech changes, what role the Russian language plays in settling down in Germany, how members of the family learn German with each other and how they themselves understand their linguistic integration. In addition, the learning processes of the children are compared with those of the parents, grandparents and great-grandparents. The research looks at generation differences in the aims, stages and results of the linguistic development, and bases these on the history of the Russian-Germans, the linguistic conditions and settings brought over, as well as the general living conditions and language courses available in Germany		NAJDIČ, L. (2003): Rezension von: Katharina Meng, Rußlanddeutsche Sprachbiografen. Untersuchungen zur sprachlichen Integration von Aussiedlerfamilien. Unter Mitarbeit von Ekaterina Protassova. In: Zeitschrift für Dialektologie und Linguistik 70.1.S. 105-107 Stuttgart: Steiner. (Zeitschrift für Dialektologie und Linguistik 70.1) KIRSCH, K./NORBERT, D. (2002): Rezension von: Katharina Meng, Rußlanddeutsche Sprachbiografen. Untersuchungen zur sprachlichen Integration von Aussiedlerfamilien. In: Zeitschrift für Sprachwissenschaft 21.2. Organ der Deutschen Gesellschaft für Sprachwissenschaft S. 295-296 – Göttingen: Vandenhoeck & Ruprecht. (Zeitschrift für Sprachwissenschaft 21.2)	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
<p>Institut für Deutsche Sprache (IDS)</p> <p>(http://www.ids-mannheim.de/prag/aussiedler/)</p>	<p>Project: Sprachliche Integration von Aussiedlern</p>	<p>Prof. Dr. Nina Berend (berend@ids-mannheim.de) Dr. Phil. Ulrich Reitemeier, Diplom-Soziologe (reitemeier@ids-mannheim.de)</p>	<p>2) Aussiedler treffen auf Einheimische. Paradoxien der interaktiven Identitätsarbeit und Vorenthaltung der Marginalitätszuschreibung in Situationen zwischen Aussiedlern und Binnendeutschen. Aims: this study analyses the institutional, biographical and communicative integration of emigrants. The study is based on tape recordings of talks between emigrants and locals, on interviews with professionals from care institutions, as well as on ethnographical observations and field notes (made between 1992 and 1997).</p>		<p>Berend, Nina (1998): Sprachliche Anpassung. Eine soziolinguistisch-dialektologische Untersuchung zum Rußlanddeutschen. Tübingen: Gunter Narr. (= Studien zur deutschen Sprache. Forschungen des Instituts für Deutsche Sprache 14).</p> <p>Forschungsschwerpunkt: Der Anpassungsprozess der Sprache der Russlanddeutschen in der Integrationsphase in Deutschland.</p> <p>Meng, Katharina (2001): Russlanddeutsche Sprachbiografien. Untersuchungen zur sprachlichen Integration von Aussiedlerfamilien. Unter Mitarbeit von Ekaterina Protassova. Tübingen: Gunter Narr. (= Studien zur deutschen Sprache. Forschungen des Instituts für Deutsche Sprache 21)</p> <p>Forschungsschwerpunkt: Die Zweisprachigkeit in Aussiedlerfamilien und ihre Auswirkungen auf den Spracherwerb der Kinder.</p> <p>Reitemeier, Ulrich (2006): Aussiedler treffen auf Einheimische. Paradoxien der interaktiven Identitätsarbeit und Vorenthaltung der Marginalitätszuschreibung in Situationen zwischen Aussiedlern und Binnendeutschen. (= Studien zur deutschen Sprache. Forschungen des Instituts für Deutsche Sprache 34)</p> <p>Tübingen: Gunter Narr. Forschungsschwerpunkt: Die Kommunikationsbeziehungen zwischen Aussiedlern und Einheimischen und die Identitätsarbeit von Aussiedlern im Kontakt mit Einheimischen. Bibliografie zum sprachlichen und sozialen Integrationsprozess von</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
					<p>Aussiedlern (Stand: 25.2.2011, bearbeitet von Ulrich Reitemeier)</p> <p>Najdič, Larissa (2003): Rezension von: Katharina Meng: Rußlanddeutsche Sprachbiografien. Untersuchungen zur sprachlichen Integration von Aussiedlerfamilien. Unter Mitarbeit von Ekaterina Protassova. In: Zeitschrift für Dialektologie und Linguistik 70.1. S. 105-107 - Stuttgart: Steiner. (Zeitschrift für Dialektologie und Linguistik 70.1)</p> <p>Kirsch, Kathrin/Dittmar, Norbert (2002): Rezension von: Katharina Meng, Russlanddeutsche Sprachbiografien. Untersuchungen zur sprachlichen Integration von Aussiedlerfamilien. In: Zeitschrift für Sprachwissenschaft 21.2. Organ der Deutschen Gesellschaft für Sprachwissenschaft. S. 295-296 - Göttingen: Vandenhoeck & Ruprecht. (Zeitschrift für Sprachwissenschaft 21.2)</p>	
IDS Mannheim (http://www.ids-mannheim.de/prag/aussiedler/)	Project: Sprachliche Integration von Aussiedlern	Dr. phil. Ulrich Reitemeier, Diplom-Soziologe (reitemeier@ids-mannheim.de)	2005- PROSA (Projekt Altersspezifische Sprachaneignung; 2007 Leitung K. Ehlich)		Ennemoser, M., Pepouna, S. & Hartung, N. (2012) Kulturfaire und prognostisch valide Erfassung des phonologischen Arbeitsgedächtnisses bei Kindern mit Migrationshintergrund. Unterrichtswissenschaft, 40, 26-46.	
Didactic Pilot (www.didactic-pilot.eu)		Sigune-Maria Lorenz (info@didactic-pilot.eu)	<p>2007 Schulprojekt (explorative Studie; Leitung K. Ehlich) Art: a basic human need; neuro-didactic answers to increasing social challenges. Faced with increasing socio-pedagogical challenges, partners from Great Britain, Germany, France, Lithuania, the Czech Republic and Turkey working in education realise they need to cooperate to provide an option for turning impending disasters into actual opportunities for a culture leading Europe tomorrow. Whether the aging population will be able to rely on the soundness of its social systems will depend exclusively on the work-dynamic of the coming generation!</p> <p>The Didactic-Pilot has been created in order to support, in a comprehensible and appealing way, those who are responsible. The ground-breaking findings of current research in cognitive neurology</p>			

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
			<p>provide help of hitherto unknown dimensions in particular with regard to school application rejections, violence and social exclusion. The recent discoveries concerning the importance of brain-friendly learning are revolutionary.</p> <p>But they will be too late if they are not also met by parents in particular, in the first instance.</p> <p>The partners have, therefore, responded to an appeal by leading scientists at the 5th World Symposium "Decade of the Mind", 12th September 2009, in Berlin, for the direct transfer of scientific knowledge to the public in order to serve an evidence-based education.</p> <p>The partners share the conviction that only the direct cooperation of currently active pedagogical staff with scientists will enable us to seize the tremendous opportunities the 21st century has to offer at the beginning of the electronic era.</p>			
Christian-Albrechts-Universität zu Kiel (CAU zu Kiel)	http://www.ids-mannheim.de/prag/aussiedler/	Prof. Dr. Nina Berend (berend@ids-mannheim.de)	2008 KAdS (Kommunikative Anforderungen in der Schule; Leitung A. Redder)			
(http://www.uni-kiel.de/) http://www.psychpaed.uni-kiel.de/freedownloads/zaunbauer/dezember/07_FormenM%C3%B6glichkeitenBilingualit%C3%A4t_1.pdf						
Universität Hildesheim (https://www.uni-hildesheim.de/index.php?id=7659)		Author: Prof. Dr. Elke Montanari (elke.montanari@uni-hildesheim.de)	<p>Erst- und Zweitsprache: zum Umgang mit Begriffen published in KiTaFachtex te (http://www.kita-fachtex te.de/fileadmin/website/KiTaFT_Montanar i_2011.pdf)</p> <p>2008 Publikation „Referenzrahmen zur altersspezifischen Sprachaneignung“ (Hg. K. Ehlich et al.)</p>		Hollmann, J., Wild, E., Quasthoff, U., Krah, A. & Otterpohl, N. (2012) Der Erwerb sprachlicher Kompetenzen im Elternhaus. Erste Befunde zur Güte eines Fragebogens zur Erfassung des Anregungsgehalts von Familienkonversationen. Unterrichtswissenschaft, 40, 47-63.	
Deutsches Jugendinstitut e.V. (http://www.poliglotti4.eu/docs/Expertise_Sprachstandsfeststellung.pdf) Henrich Druck+Medien GmbH, Frankfurt a.M. (http://www.weiterbildungsinitiative.de/uploads/media/Expertise_29_Lengyel_Sprachstandsfeststellung.pdf)		Author: Prof. Dr. Drorit Lengyel (drorit.lengyel@uni-hamburg.de)	<p>"Sprachstandsfeststellung bei mehrsprachigen Kinder im Elementarbereich"</p> <p>Published: 2012</p> <p>Content: WiFF is a project supported by the BMBF, the Robert Bosch Stiftung and the DJI. This project focuses on the further training of early pedagogic specialists.</p> <p>The study states from the very start that language level tests vary from federal state to federal state. These tests are mostly for monolingual children. There are only a few for multilingual children. In this study Drorit Lengyel analyses the different language level tests. She wants to find out which language level test is most appropriate for classifying multilingual children. In the final chapters Lengyel gives advice on how language diagnostics can be used in child care institutions and how further training can improve the competencies of</p>		Jäger, D., Faust, V., Blatter, K., Schöppe, D., Artelt, C., Schneider, W. & Stanat, P. (2012) Kompensatorische Förderung am Beispiel eines vorschulischen Trainings der phonologischen Bewusstheit. Frühe Bildung, 1 (4), 202-209.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conferences & Symposia
			<p>child care teachers. She discusses 4 topics which must be included in the training: 1) migration and multilingualism, 2) linguistic/second language acquisition/ psychology of language development, 3) basics of pedagogic language diagnostics, 4) didactics of support. These four competencies enable kindergarten teachers to reflect. Furthermore, they gain a certain meta-knowledge of the living system of "language". http://www.weiterbildungsinitiative.de/uploads/media/Expertise_29_Lengyel_Sprachstandsfeststellung.pdf</p>			

Table 3. Brief summary of media publications in Germany

Name	Type of Media	Number and year	Name of the most interesting article/s	Quotes	Overview
Zeit online	http://pdf.zeit.de/1996/50/biling.txt.19961206.xml.pdf (06.01.2013)	06. December 1996 Nr. 50	Mehrsprachigkeit: Wie wird der Kinderkopf damit fertig? (by Dieter E. Zimmer)	„Bilingualität nützt in vielerlei Hinsicht. Sie schärft den Sinn für Sprache und gibt Heimatrecht in verschiedenen Kulturen.“ „Der ideale Bilingualismus ist etwas außerordentlich Seltenes, wenn es ihn überhaupt je geben sollte: [...]“ „[...] daß sich die Zweitsprache nur auf der Grundlage einer intakten Erstsprache entwickeln kann und daß dann auch die Erstsprache von der Zweitsprache profitiert. Sie bedeutete: Wer, aus welchen Gründen auch immer, im richtigen Entwicklungsstadium nicht zu einer intakten Erstsprache gekommen ist, läuft Gefahr, im Semilingualismus steckenzubleiben, auch wenn er dann eine zweite Sprache dazulernen sollte und könnte.“ „[...]sie [Bilingualität] verstärkt sein Gespür für den formalen Charakter der Sprache, sie führt keineswegs zur Vermengung der Sprachen, sie nützt ihm in vielen Situationen, sie gibt ihm Heimatrecht in verschiedenen Kulturen, sie stärkt die Verbindung zu den eigenen Wurzeln, sie kann eine Quelle beständigen Glücks sein.“	This article starts with a brief history of bilingualism, stating that until 1960 bilingualism was somehow always associated with stupidity. Then in 1962 a study by Elizabeth Peal and Wallace Lambert showed that bilingualism affects children in a very positive way. It now seemed that bilingualism supports cognitive flexibility and, therefore, improves the IQ. As a result of these totally different study results more studies were carried out, which confirmed the results of Peal and Lambert. A further aspect mentioned in the article is the so called "interdependence hypothesis" by Jim Cummins. This hypothesis states that learning a second language depends on the knowledge of the mother tongue. This means that if for whatever reasons the mother tongue is not well developed, a second language cannot be learned successfully because of the lack of meta-knowledge of the mother tongue. The consequence would be the so called "semilingualism". The article goes on to describe Traute Taeschner's survey on how children learn a second language at the same time as their mother tongue. She describes 3 phases: 1) The vocabulary is not divided into the languages. 2) Children learn that their parents speak two different languages, and they may confuse the morphology, syntax and semantics of the languages. 3) Children are aware (when they are about two years old) of the two languages and use them only in the appropriate situation. In the end the positive aspects of bilingualism as a special form of multilingualism are emphasised.
Zeit online	http://www.zeit.de/2006/10/B-Sprachendebatte (10.11.2012)	02. March 2006 (Nr. 10)	Do you play English (by Martin Spiewak)	„Unzweifelhaft jedoch hat der Mensch eine Anlage zur Mehrsprachigkeit.“ „Je früher, desto besser.“ „Entscheidend sind, [...], die ersten drei bis vier Lebensjahre. In dieser Zeit kann der Mensch eine weitere Sprache wie eine Muttersprache lernen.“ „Dass das Fremdsprachenlernen mit zunehmendem Alter deshalb schwieriger wird, weil der Unterschied zur Muttersprache gewachsen ist.“ „Eine sinnvolle Didaktik für das frühe Sprachenlernen fehlt bislang weitgehend.“	This article is an interview with Jürgen M. Meisel, working at Hamburg University and Elsbeth Stern, working at the Max-Planck Institute in Berlin. Meisel is Spokesman for the DFG - the Collaborative Research Centre 538 "Multilingualism". Stern is a professor of educational psychology. In the interview they talk about when the human brain is able to learn a language. The most important fact is that the earlier children learn a language the better. The human brain is still in development and this makes it easier to learn a second language on the same level as the mother tongue. However, it is not only about singing and dancing in another language. It is about communicating and really using the second language in every-day life. Stern is critical of the fact that an appropriate and effective didactics programme for early language learning has not yet been developed. Both agree that early language learning is beneficial for developing not only the speaking area in the human brain but also other areas such as the writing area.
Zeit online	http://www.zeit.de/2007/28/Migrantenstudenten (10.11.2012)	05. July 2007	Deutschland entdeckt eine neue Studenteneelite. Doch viele Einwandererkinder brechen ihr Studium ab. Es fehlt an Förderung. (by Martin Spiewak)	„Die meisten Einwanderer scheitern heute bereits an der Grundschule.“ „Den Alltagsjargon beherrschen viele Migrantenkinder perfekt. Bei der Schrift- und Fachsprache tun sich Lücken auf [laut Bruno W. Nikes].“	This article is mainly about migrant students and the conditions for them in German universities. However, it mentions something very important: the fact that often migrant children fail as early as at primary school due to the lack of language knowledge. Furthermore, it states that even if migrant children are able to speak, their writing is still poor. And teachers often overlook this problem.
Zeit online	http://www.zeit.de/2008/09/B-	21. February 2008	Macht Schule stark (by Martin Spiewak)	„Leider haben die pädagogisch wertvollen Einsichten, [...],	Although there has been a lot of talk about migration and

Name	Type of Media	Number and year	Name of the most interesting article/s	Quotes	Overview
	Schuelerintegration (10.11.2012)			die Betroffenen bislang kaum erreicht.“ „Vier Jahre Grundschule sind zu kurz um Sprachdefizite auszugleichen. Deshalb führt der direkte Weg die meisten Schüler in die Hauptschule.“	integration in politics and the media, there are hardly any changes noticeable. German politics has to recognise that the problem of integration is not a problem of a minority. 29% of children (aged from 6 to 11) have a migrant background. It is totally naive to believe that 100 hours of German enable migrant children to follow a lesson in school without problems. Children need longer support to learn the language. So far, however, there has not been any systematic help. Due to the lack of language, many migrant children only have very low educational opportunities.
Zeit online	http://www.zeit.de/2008/18/C-Interview-Stanat (10.11.2012)	24. April 2008 (Nr.18)	Die Sprache ist der Schlüssel (by Jeanette Otto)	„Die Sprache ist ein Schlüssel zum Erfolg, vor allem im Schulsystem.“ „Migrantenkinder, die gut Deutsch sprechen, haben eine ähnlich große Chance, auf ein Gymnasium zu kommen, wie Schüler ohne Migrationshintergrund.“	This article is an interview with the educational researcher Petra Stanat. She argues that the school system, and especially language teaching, must change in order to enable children with a migrant background to learn German on an academic level, to give them the opportunity to go to university. Language is a key to success.
Zeit online	http://www.zeit.de/2009/27/Migranten (10.11.2012)	25. June 2009	Bildung bleibt für Migranten Glückssache (by Ulrike Meyer-Timpe)		This article highlights the rising number of students with a migrant background. In 2020 the number of students with a migrant background will rise to 30 percent. However, Germany is not doing enough to support migrants or pupils with a migrant background. It is pure luck if they actually get a job or go to university. One reason for this is that a lot of migrant families cannot afford the study fees, or pupils do not even achieve sufficiently good grades to go to gymnasiums. 30 percent of pupils with a migrant background do not receive any training. Language is one of the most important skills to enable young people of a migrant background to enter working life successfully.
Zeit online	http://www.zeit.de/politik/deutschland/2009-10/deutsch-ins-Grundgesetz-migranten (10.11.2012)	21. October 2009	Deutsch fördern statt Deutsch fordern (by Tanja Dücker)	„Die OECD hat zudem festgestellt, dass Länder mit klar strukturierten Sprachprogrammen der Leistungsunterschied geringer ausfällt.“ „Schülerinnen und Schüler mit Migrationshintergrund sind im Allgemeinen lernmotiviert und haben eine positive Einstellung zur Schule – im Durchschnitt positiver als ihre deutschen Altersgenossen.“	This article is about the idea of passing a law to anchor the German language in the constitution to overcome the lack of language knowledge. This idea is strongly criticised due to the fact that this would not solve any problems of integration. Language problems cannot be solved by anchoring the German language in the constitution. What are really needed are structured language programmes, because, contrary to general opinion, pupils with a migrant background are highly motivated and really want to learn. However, in tests they score lower than German pupils. To avoid this, an efficient and effective language learning programme is needed.
Zeit online	published and online http://www.zeit.de/politik/deutschland/2010-03/merkel-erdogan-gymnasien (10.11.2012)	26. March 2010	Erdoğan handelt sich Absage ein	„Vielmehr müssen wir Kinder aus Familien, in denen Türkisch gesprochen wird, früher an die deutsche Sprache heranzuführen.“ „Besser seien deutsch-türkische Schulen, an denen beide Sprachen gleichwertig nebeneinander gelehrt würden.“ „[...] nur wer die deutsche Sprache gut beherrscht, könne in der Schule und im Berufsleben erfolgreich sein und am gesellschaftlichen Leben in Deutschland teilhaben.“ „[...] nichts dagegen einzuwenden, dass Türkisch als zweite oder dritte Fremdsprache an deutschen Gymnasien gefördert wird, um die Sprachkompetenz der jungen Türken zu stärken.“	In this article the Turkish Prime Minister Erdoğan claims that there must be Turkish gymnasiums in Germany. Chancellor Merkel, however, disagrees, as do other politicians of the FPD, SPD, CSU and CDU. Gymnasiums only for Turkish-speaking students are neither helpful for their integration into German society nor for their language competence. A better solution might be to integrate Turkish in gymnasiums. German and Turkish could be taught equally. This would not only improve Turkish students' mother tongue but also their German.
Zeit online	http://www.zeit.de/2010/26/C-Interview-Schultester (10.11.2012)	24. June 2010	„Kaum etwas gelernt“ (by Martin Spiewak; Thomas Kerstan)	„[...] so müssen wir uns noch stärker auf die Förderung von Kindern mit Migrationshintergrund konzentrieren ...“ „Aber von einer systematischen Förderung kann kaum die Rede sein.“ „Dass ein gezielter Sprachunterricht bei Schülern mit Migrationshintergrund erfolgreich sein kann, zeigt auch die	Although in this interview the educational researchers talk about the competences in English and German of pupils in Germany, they highlight really important facts concerning the language competences of migrants. To improve the language competence of migrants an intensive language programme is needed. There are a lot of

Name	Type of Media	Number and year	Name of the most interesting article/s	Quotes	Overview
				jetzige Untersuchung: In Englisch sind die Unterschiede zwischen Migranten und anderen Schülern deutlich kleiner.“ „[...]„, dass wir nicht wissen, welche Sprachprogramme etwas nützen.“	programmes already, but nobody really knows how effective they actually are. We cannot support migrants with special German language programmes if we do not know which programme has what effect. Studies show that a targeted and purposeful English lesson is as successful for children without a migrant background as for children with a migrant background. This means that there are deficits in the German programmes for migrants.
Zeit online	http://www.zeit.de/2005/31/C-Stern http://www.zeit.de/2005/31/C-KastenStudie http://www.zeit.de/2003/27/C-InterviewStern http://www.zeit.de/2003/27Kasten_Stern (10.11.2012)	26. August 2010	Thilo Sarrazin, die Intelligenz und die Einwanderer.Was sagt die Forschung? (by Thomas Kerstan)	„Die Hannoveraner Forscher ziehen aus dem kognitiven Rückstand der Einwandererkinder den Schluss, dass sie nicht nur sprachlicher Förderung bedürfen, sondern darüber hinaus einem geistig anregenden Klima ausgesetzt werden sollten.“ „Mehr Einwandererkinder sollten in den Kindergarten.“ „Die schulische Förderung von Einwanderern muss mehr leisten als reine Sprachförderung.“	This article is a reaction to Thilo Sarrazin's statements and theses on the danger of Muslim immigrants for Germany. As Sarrazin quoted Elisabeth Stern who previously gave interviews on language / educational topics in "Zeit", the magazine decided to re-publish the interviews to emphasise the falsehood of Sarrazin's statements. Of particular emphasis is the fact that the studies quoted by Sarrazin conclude that it is necessary to support migrant children as early as possible - not only concerning language but also regarding their cognitive development.
Zeit online	http://www.zeit.de/gesellschaft/familie/2010-09/krippen-qualitaet (10.11.2012)	23. September 2010	Was Krippen bieten sollten (by Parvin Sadigh)	„Denn beginnt das Deutschlernen erst in der Schule, ist es für sie schon zu spät.“ „Es ist also für Migrantenkinder besonders wichtig, dass sie früh in den Kindergarten, möglichst schon in die Krippe gehen.“ „Die besten Ergebnisse erzielt man, wenn Erst- und Zweitsprache gleichzeitig gefördert werden, davon ist Becker-Stoll überzeugt.“ „Bildung geht nicht ohne Familie.“ „Ein Hochschulabschluss, mindestens ein Bachelor für Erzieher sollte auch in Deutschland Standard werden.“	In this article Becker-Stoll supports the learning of the German language in kindergartens or even better day nurseries. However, it is also important to integrate the mother tongue of migrants into their daily life. If migrant children only start learning German at school, they will have severe problems. Becker-Stoll says that it would be ideal if children learn the first and second language almost simultaneously. She stresses that this is only possible if families and teachers in the kindergartens work together. Another point that should be mentioned is the requirement for changes in the training of kindergarten teachers. Becker-Stoll believes that they are to have at least a Bachelor's degree.
Zeit online	http://www.zeit.de/2010/39/B-Streitgesprach-Integration (10.11.2012)	23. September 2010	Alman okullarında Türkçe dersi? [Türkischunterricht an deutschen Schulen?] (by Martin Spiewak)	„Die zentrale Frage, wie sich Deutschdefizite am besten abbauen lassen, bleibt deshalb bis heute unbeantwortet.“ „Wahr ist, dass es jahrzehntelang keine gezielte und systematische Sprachförderung gab.“ „Mehrsprachigkeit ist ein Kulturgut, [...]“ „Letztlich gibt es nur einen Bereich, von dem wir ganz sicher wissen, dass jeder Euro den wir dort investieren, gut angelegt ist: die Jahre vor der Schule.“ „Den Kindern aus Migrantenfamilien nützt die vorschulische Bildung mehr als jeder anderen Gruppe.“ „Aber nur wenn sie früh anfangen!“ „Vielmehr müssen wir die Erzieher qualifizieren, [...]“	This article is an interview with Hartmut Esser and Yasemin Karakaşoğlu. In general, they talk about problems of migration but also about problems of the German education system. Of special emphasis is the fact that they both agree that migrant children must attend kindergartens as early as possible - that means before the children turn 3 years of age. Only then do they have the chance to learn German and are able to follow lessons at school. Studies have proved that if migrant children start kindergarten at the age of 3 or older and only then start to learn German, there is no positive effect on their language competence at all. Furthermore, they both agree that evaluations are needed. Language planning and programmes must be long-term and systematic. They also focus on the urgent need to reform the training of kindergarten teachers.
Zeit online	http://www.zeit.de/2010/43/B-Sprachtests (10.11.2012)	21. October 2010 (Nr. 43)	Zu kurz, zu spät, zu abstrakt (by Martin Spiewak)	„[...]98 Prozent der Eltern schicken ihr Kind freiwillig in die Kurse, wenn ein Test dies empfiehlt. Von Integrationsverweigerung keine Spur.“ „Fest steht jedoch, dass die Migrantenkinder auch nach den neun Fördermonaten sprachlich weit hinter ihren deutschstämmigen Altersgenossen hinterherhinken [...]“ „Die Vorstellung, mit Extrastunden Deutsch vor der Einschulung könnten Vier- oder Fünfjährige ihre Sprachdefizite aufholen, ist eine Illusion“, kommentiert	This article is a critical review of the language learning programmes for migrant children at pre-school. According to studies (Universities of Ulm and Berlin), the language competence of children of migrant backgrounds attending special language learning courses does not differ from the competence of children who have not attended such courses. Nor are there any differences in the grades at the end of years one and two. But there are reasons for this result. One is that language development is almost fin-

Name	Type of Media	Number and year	Name of the most interesting article/s	Quotes	Overview
				<p>Detlef Diskowski.“</p> <p>„Die Politik hat erkannt, dass eine der entscheidenden Voraussetzungen für den Schulerfolg die Sprache ist“, lobt Petra Stanat.“</p> <p>„Dass die Förderung in einem wesentlich jüngeren Alter ansetzen muss, darüber sind sich mittlerweile alle Experten einig. Denn mit fünf Jahren ist die Sprachentwicklung eines Kindes in ihren Grundzügen abgeschlossen. »Eigentlich müsste man spätestens mit drei Jahren beginnen«, sagt die Hamburger Erziehungswissenschaftlerin Ingrid Gogolin.“</p> <p>„Denn eine Sprache lernt man nun einmal beim Sprechen. In einigen der organisierten Lerngruppen kommen die Vorschüler jedoch weniger zu Wort als im normalen Kindergartenalltag.“</p> <p>„Das Sprachtraining vor Schuleintritt könne nicht mehr sein als eine »Notfallmaßnahme«, meint der Bildungsforscher Schöler. Viel effektiver sei die Deutschförderung im Kita-Alltag.“</p> <p>„In vielen Kitas kommt es jedoch kaum zu längeren Gesprächen zwischen Kindern und Erzieher. [...] Nur selten bringen sie zudem ein ausgeprägtes Sprachbewusstsein mit.“</p>	<p>ished by the age of five. Consequently, the pre-school language courses are not so efficient. Language learning must start as early as possible, but no later than the age of 3. There are immigrants from Vietnam who send their children to kindergarten at the age of one year. These children speak German very well – often better than their mother tongue.</p> <p>Moreover, this article critically reviews the training of kindergarten teachers. It is said that kindergarten teachers very often do not have a good linguistic awareness. They speak in very short sentences. There are hardly any group conversations between children and teacher. This linguistic behaviour does not support the language skills of children – either with or without a migrant background. There must be a change not only in the language programs but also in the training of educational teachers.</p>
Zeit online	http://www.zeit.de/gesellschaft/zeitgeschehen/2010-11/mehrsprachigkeit-migranten (10.11.2012)	01. December 2010	Türkisch zu Hause, Deutsch in der Kita (by Marianna Mamonova)	<p>„Die Heimatsprachen der Migrantenfamilien hingegen würden eher als lästiges Integrationshindernis denn als individuelle Ressource behandelt.“</p> <p>„So werde die Erstsprache der Kinder zu selten in der Kita mit einbezogen, findet Ahrenholz.“</p> <p>„Denn Mehrsprachigkeit sei eine gute Sache,[...] aber bitte nicht in der Öffentlichkeit.“</p>	<p>This article discusses multilingualism in our society. It criticises the fact that although multilingualism is wanted on the German labour market it is not fully accepted. It states that the different mother tongues of migrant children are often not accepted or used in kindergartens. What is often forgotten is that the mother tongue is a part of children's life and culture. More tolerance is needed in German society. We want our children to know different languages – but if migrants communicate in their mother tongue and not in German they are criticised.</p> <p>Furthermore, the project "Vielfalt gestalten – Intergration im Kindergarten" is reviewed in the article. In this project the mother tongue is consciously and efficiently used not only to improve the German of migrant children but also to involve migrant parents in different kindergarten projects and daily life. Parents, children and teachers worked together very well. All felt accepted and learned something new. The problems which had occurred in the kindergarten concerning behaviour and misunderstandings were reduced due to active communication in various languages.</p> <p>Although the project was a great success it ended in 2010 due to the lack of new sponsors.</p>
Zeit online	http://www.zeit.de/2010/49/C-Pisa-Bewertungen (10.11.2012)	02. December 2010	Der Reformcheck (by Thomas Kerstan; Martin Spiewak)	<p>„Auf den Anfang kommt es an.“</p> <p>„Nicht nur spielen, basteln, [...] sondern auch [...] die deutsche Sprache lernen.“</p> <p>„Dennoch arbeiten Kindergärten und Grundschulen nur in Einzelfällen zusammen, obwohl es nun ihre Pflicht ist.“</p> <p>„Zu spät, zu halbherzig, zu unkoordiniert – [...]“</p> <p>„Von einer durchgängigen Sprachförderung in der Schule kann keine Rede sein.“</p> <p>„Als enttäuschend hat sich bislang allerdings die Wirksamkeit dieser Kurse [Deutschkurse] herausgestellt.“</p>	<p>This article is a summary and short analysis of the reforms that were made after 10 years of Pisa studies. Most importantly, the Minister of Education and Art agreed on early education in kindergartens. Not only should children play but they should also learn the German language. Furthermore, it is said that kindergarten teachers are most willing to study further.</p> <p>There is criticism that there are still no uniform rules for German language programmes. Every federal state in Germany has its own programme. However, these programmes are not on-going. What is more, there are still no evaluations to prove that these programmes are successful and effective.</p>
Zeit online	http://www.zeit.de/gesellschaft/familie/2012-	01. February 2012	Integration jetzt auch konkret (by Parvin Sadigh)	<p>„Kinder müssen nicht nur Vokabeln lernen, sondern jeden Tag einen Anlass haben, in ganzen Sätzen zu sprechen [...]“</p>	<p>This article is a summary of the most important points of the "Integration report". It emphasises that it is not an</p>

Name	Type of Media	Number and year	Name of the most interesting article/s	Quotes	Overview
	2/integrationsbericht-bilanz (10.11.2012)			„Zweisprachigkeit kann eine große Chance sein und muss stärker gefördert werden.“	“integration plan” but an “action plan”, which not only says what to do but how! Concrete orders are given. The government wants comprehensive long-lasting language programmes instead of short-term projects. Programmes not only for language development but also for additional training for kindergarten teachers are introduced. Furthermore, the article states that successful integrated migrants are to become a kind of idol for other migrants. This plan is not easy to realise, however, as each federal state decides itself on care and education in kindergartens. However, the demand for greater integration starting in kindergartens and with the training of kindergarten teachers is over!
Zeit online	http://www.zeit.de/gesellschaft/familie/2012-02/kinderbetreuung-migrationshintergrund (10.11.2012)	02. February 2012	Kinder von Migranten werden seltener in Kitas betreut	„Je früher Max und Ali miteinander spielen, umso besser für die Integration und für den gesellschaftlichen Zusammenhalt.“, sagte Schröder. „Das Angebot im Sinne ihrer Kinder zu nutzen, ist Aufgabe der Eltern.“, so die Ministerin.“	This article focuses on the still exciting differences between families with and without migrant background. It reports that 85% of migrant children attend kindergartens, compared with 97% of “German” children. Furthermore, it emphasises the importance of kindergartens for language and the successful integration of children.
Zeit online	http://www.zeit.de/gesellschaft/schule/2012-02/berlin-kita-sprachfoerderung (10.11.2012)	28. February 2012	Kitabesuch garantiert keine ausreichenden Sprachkenntnisse (by Susanne Vieth-Entus)		It is stated that starting a kindergarten does not necessarily support the language skills and competences of children – either with or without migrant background.
Zeit online	http://www.zeit.de/politik/deutschland/2012-06/integrationsbericht-studie-analyse (10.11.2010)	27. June 2012	Gebildet, aber abgehängt (by Lisa Caspari)		This article summarises the most important points of the “9. Report on the situation of migrants / foreigners in Germany”. It states: in 2010 15,7 million people of migrant background lived in Germany – most of them Turkish, Polish or Russian. A positive development was registered concerning the rising numbers of migrants who sent their children to kindergartens (85%). The totally different language tests in pre-school are criticised, however. One last point to mention is that, although there are more and more qualified migrants in Germany, they do not receive training or work.
Zeit online	http://www.zeit.de/gesellschaft/familie/2012-06/integrationsbericht-bildung (10.11.2012)	28. June 2012	Bildung macht Kindergärten für Einwanderer attraktiv (by Parvin Sadigh)	„Inzwischen wird der Bildungsauftrag [der Kitas] öffentlich stärker betont, deshalb wächst auch die Akzeptanz.“ „Nahezu jedes Bundesland macht seine eigenen Sprachförderungen und auch in der dann folgenden Sprachförderung gibt es zahlreiche unterschiedliche Konzepte. Es fehlt die gemeinsame Linie [...]“ „Wir wissen aber sicher, dass eine isolierte Sprachförderung in vermeintlich homogenen Gruppen nur ein Jahr vor Schulbeginn nicht ausreicht. Sprachvermittlung muss zusätzlich im Altersgeschäft der Kita zur Kernaufgabe werden – immer im engen Austausch mit den Familien. Dazu müssen alle Erzieherinnen ausgebildet werden. Und die Mehrsprachigkeit der Kinder und ihrer Familien sollte anerkannt werden. Wenn der Herkunftssprache Raum gegeben wird, fühlen sich nicht nur die Familien und das Kind besser angenommen, auch die Gesellschaft erhält sich den Schatz der Sprachenvielfalt. Hier ist noch viel Handlungsbedarf.“	This article is an interview with the professor for intercultural education Karakaşoğlu. She summarizes the development of the integration of migrants into the German education system. First of all she says that there is a positive development in the education system. She states that the number of migrant children in kindergartens is rising, that migrants want a higher education and well paid jobs. Furthermore, she highlights the importance of early language learning. It is proven that the promotion of language only a year before school start is not efficient enough to ensure that migrant children are able to communicate and follow lessons at school. This is why Karakaşoğlu insists that teaching, or rather learning, German should be done at an earlier stage, parallel to children’s mother tongue. Language training must be one of the main aims at kindergarten. Kindergarten teachers must work together with families. They must accept the multilingual competence of the children and families and work with it. Karakaşoğlu is convinced that if the mother tongue is accepted and integrated into the daily life of the kindergarten, then the second language, German, is also learned and accepted more easily.
Zeit online	http://www.zeit.de/2012/36/Migranten-Kinder-	30. August 2012	Sprich mit ihm (by Martin Spiewak)	„Immer wieder treffen sie [Lehrer] auf Erstklässler aus Migrantenfamilien, die große Schwierigkeiten haben, dem	This article states that although migrant children attend kindergarten, they do not speak German very well. This is

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	Sprachförderung (10.11.2012)			<p>Unterricht zu folgen.“ „Trotz spezieller vorschulischer Sprachlernprogramme in fast allen Bundesländern haben sich die Deutschkenntnisse der Schulanfänger nicht entscheidend verbessert.“ „Wird mit dem Lernen bis zur Einschulung erwartet, bestehen bereits riesige Bildungsunterschiede zwischen den Kindern.“ „Erst wenn das Spielen und Lernen außerhalb der Familie zwei Jahre übersteigt, macht sich die Förderung überhaupt bemerkbar.“ „Zurzeit gehen 28 Prozent der einheimischen Kinder unter drei in eine Krippe, aber nur 13 Prozent der Einwandererkinder.“ „Doch die wenigsten von ihnen kennen sich mit dem kindlichen Spracherwerb aus.“ „Danach [nach der Nubbek-Studie] schneiden Einrichtungen mit einem höheren Migrantenanteil in Betreuung, Erziehung und Bildung schlechter ab als solche mit weniger Einwandererkindern.“</p>	<p>obvious at school, where migrant children can hardly follow the lessons because they simply do not understand German. And even the pre-school language programmes do not improve the language skills decisively. Reasons for this may vary: first of all, nobody knows which language programme is the best and really improves the language skills. Secondly, language tutorials (outside the family) must take place regularly and last at least 2 years. Only then are improvements noticeable. Furthermore, the training of educational teachers leaves much to be desired. They hardly know anything about language development during childhood and their own language awareness is not well-developed either.</p> <p>An additional fact is that migrant children under 3 years are hardly or not at all given a place at kindergarten if their parents are without work, since they have the time to care for their children themselves and do not need a place at kindergarten as much as working parents do. And even if migrants do work, studies show that kindergartens prefer children of non-migrant backgrounds. Only 17 percent of migrant children attend day nursery. Moreover, the Nubbek-study proves that kindergartens with a high percentage of migrant children are worse in education and care.</p> <p>The article finishes by giving a positive example – Bavaria. Here kindergartens receive subsidies for every child with a migrant background.</p>
Zeit online	http://www.zeit.de/2012/42/C-Grundschulstandards-Studie-Autoren (10.11.2012)	11. October 2012	Leistung muss cool sein (by Thomas Kerstan; Martin Spiewak)	<p>„Seit Pisa wissen wir, dass mangelnde Deutschkenntnisse eine der Hauptursachen für schwache Schulleistungen sind.“ „[...]“, dass die Mehrzahl der Schulen ohne konkretes Sprachförderkonzept arbeitet.“</p>	<p>In this article Petra Stanat and Hans Anand Pant comment on their study in which primary schools in Germany are compared.</p> <p>They emphasise that the majority of schools work without a concrete language programme, even though it is known from PISA that the poor grades of migrant children are a result of their not understanding the German language.</p>
Lokale Bildungsmaßnahme in Saarbrücken (internet article)	http://www.migelo.de/tl_files/imag-expertise/Andrej_Below_Zweisprachigkeit.pdf (10.11.2012)	10. March 2011	Zweisprachigkeit "Bilinguismus" Andrej Below	<p>„Oft können einsprachige Kindergärten zu einem Problem werden und Kinder fangen an die Nichtumgebungssprache zu verweigern.“</p>	<p>Andrej Below focuses on different aspects of bilingualism. The advantages of bi- or multilingualism are highlighted: it promotes abstract thinking, language acquisition is more conscious and it is easier to learn new languages later on.</p> <p>Furthermore, he says that the earlier a child learns a second language and the better the quality of the child's listening to that language, the more attractive the second language appears to the child, the more his/her multilingualism is valued by the persons to whom the child relates most closely, and the better and easier the child will learn the second language. He also points out that it is important for the child that the parents also learn the second language as they function as a model.</p>
Kompetenzzentrum für Sprachförderung Köln (newsletter)	http://www.bildung.koeln.de/regionale_projekte/euq/zentrum (10.11.2012)	January 2006 (Köln)	Die Bedeutung von Mehrsprachigkeit (by Professor Dr. Claudia Maria Riehl)		<p>This article is on the importance of multilingualism, and states that neurological test results prove that multilingualism should be supported as early as possible.</p> <p>Further aspects that support multilingualism are:</p> <ol style="list-style-type: none"> 1) the psychological aspect: While the mother tongue carries identity, the target language (for example German) makes integration possible and easier. 2) the social aspect: Language enables us to understand each other. Multilingual people can understand and communicate more than

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					<p>others.</p> <p>3) the cognitive aspect: Multilingual people have a differentiated awareness of language. They have a special meta-lingual competence which also supports and facilitates the learning of new languages.</p> <p>4) the pragmatic aspect: Multilingual people have a more differentiated approach on the world itself. They learn, due to different languages, to see the world through different eyes.</p> <p>5) the cultural aspect: Multilingual people function as a medium between cultures. They help to understand them. Therefore, they are, or should be, an integral part of our society.</p>
focus online	http://www.focus.de/politik/deutschland/migration-regierung-will-bessere-sprachfoerderung-an-kitas_aid_568006.html (10.11.2012)	02. November 2010	Regierung will bessere Sprachförderung an Kitas		This article summarizes the plan of Schröder (Council of Family Affairs Minister) to support kindergartens in socially troubled areas with a 400 million euro programme. She thinks that "language is one of the most important keys to integration."
Die Welt online	http://www.welt.de/welt_print/politik/article9470814/Bundesregierung-will-mehr-Migranten-zu-Lehrern-ausbilden.html (10.11.2012)	08. September 2010	Bundesregierung will mehr Migranten zu Lehrern ausbilden (by Martin Lutz)	<p>„Gefordert wird, die Sprachförderung im Deutschen möglichst früh zu beginnen.“</p> <p>„Experten gehen von einer Förderdauer von rund sechs Jahren aus, bis Kinder, die in zwei Sprachen leben, dem Unterricht in ihrer Zweitsprache genauso folgen können wie einsprachige Kinder.“</p> <p>„Die Bundesländer sollten ihre Erfahrungen aus Kitas und Schulen evaluieren und Standards entwickeln, [...]“</p>	This article summarises the "Integration Programme" of the German Federal Government. It is required to start language support as early as possible and to connect language programmes / projects of kindergartens with those of schools. Furthermore, evaluations must be carried out to find out which programme works best.
Die Welt online	http://www.welt.de/regionales/stuttgart/article13524241/Bildungsbericht-schlaegt-bei-Sprachkompetenz-Alarm.html (10.11.2012)	03. August 2011	Bildungsbericht schlägt bei Sprachkompetenz Alarm	<p>„Gravierende Mängel sieht die Studie bei der Sprachkompetenz von Kindern, [...]“</p> <p>„Für eine bessere Sprachförderung brauche es eine dickere Personaldecke in Kindertagesstätten, [...]“</p>	This article highlights the problems that still exist for migrant children at school due to the lack of knowledge of the German language in Baden-Wuerttemberg. It states that migrant children still have worse test results than their German classmates. The National Report on Education in Baden-Wuerttemberg highlights the serious shortcomings in the language competence of migrant children. In the third year 61% of migrant children do not achieve the minimum standard for the subject German. Warminski-Leitheußer announced that language support for migrants has to be extended. This has to start at kindergarten already.
Die Welt online	http://www.welt.de/politik/deutschland/article109338540/Migrantenkinder-holen-in-der-Bildung-auf.html (10.11.2012)	19. September 2012	Migrantenkinder holen in der Bildung auf (by Claudia Ehrenstein)	<p>„Wichtig ist eine kontinuierliche Sprachförderung“ sagt Christine Langenfeld, Vorsitzende des Sachverständigenrats deutscher Stiftungen für Integration und Migration.</p>	This article briefly analyses statistics on migrants in Germany. It states that the number of people with a migrant background is rising continuously. Statistics show that the difference between children without and with migrant background is most significant with regard to education: 14.1% with a migrant background have not graduated and 40.6% have no professional qualifications. These numbers are very alarming. Politicians are urged more and more to improve language programmes and support migrants.
Stuttgarter Zeitung	http://www.stuttgarter-zeitung.de/inhalt/auswertung-des-schulerfolgs-tuerken-stehen-schlechter-da.1f71ea82-cd94-413a-8bf6-ccd2678ebb20.html (10.11.2012)	14. April 2012	Auswertung des Schulerfolgs - Türken stehen schlechter da (by Ral)		This article deals especially with the differences in education amongst migrants. It states that 38% of migrant children not having a German passport go to the "Hauptschule". Only 22.7% attend the Gymnasium. 40.7% of Turkish migrant children go to "Hauptschule" - 23.3% to the Gymnasium. The situation is totally different if migrant children have a German passport. Amongst them only 19.8% attend "Hauptschule" but 42.8% the Gymnasium. (Compare German children: 12.4% "Hauptschule", 42.8% Gymnasi-

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					um). Due to these significant differences Bilkay Öney (Ministry for Integration) asks the government and migrants to develop conditions for educational success. Early language education is most important according to Öney.
Stuttgarter Zeitung	http://www.stuttgarter-zeitung.de/inhalt.spacherwerb-kannst-du-move-a-bit.3d480aa3-6cdd-4fe9-931c-b901c19d445b.html (10.11.2012)	25. June 2012	Kannst du move a bit? (by Christine Pander)		This article is about the acquisition of a second language. The earlier children learn a second language the better. However, the conditions under which they learn a language must be conducive to this. Furthermore, it points out that a difference in the knowledge of vocabulary in the languages is normal and that this lack of knowledge in one of the languages will be qualified. This means that neither parents nor teachers should be disappointed if a child learns one language better than the other.
WAZ	http://www.derwesten.de/staedte/nachrichten-aus-herne-und-wanne-eickel/scheitern-am-schuldeutsch-id437533.html (10.11.2012)	30. June 2009	Scheitern am Schuldeutsch (by Ute Eickenbusch)	„Nur konfrontiert zu werden mit der deutschen Sprachumwelt reicht nicht aus um spezifische Defizite auszugleichen.“	This article highlights the problems migrant children have at school if they do not know German. Although most migrant children are able to communicate they do not have the basic interpersonal communicative skills (BICS). This becomes obvious in school when they have to read and understand texts in schoolbooks. As a matter of fact, it is too late to learn German at school. They need to have acquired the BICS already, otherwise they cannot focus on graduating. Therefore, German must be taught far sooner - but it is not enough just to sing and rhyme a bit at kindergarten.
WAZ	http://www.derwesten.de/wp/wp-info/immer-noch-sorgenkinder-id2500578.html (10.11.2012)	06. February 2010	Immer noch Sorgenkinder (by Wilfried Goebels)	„Die jungen Migranten gehören immer noch nicht zu den Gewinnern.“	This article summarises the 9th "Kinder- und Jugendbericht". It states that migrant children still have huge problems and are not integrated. The main problem seems to be the lack of language competence. That is why the federal state of NRW puts more and more effort into educating children from an early age. From the first year onwards, educational inequalities should be reduced.
WAZ	http://www.derwesten.de/nzr/staedte/duesseldorf/integration-eine-frage-der-bildung-id3738107.html (10.11.2012)	20. September 2010	Integration - eine Frage der Bildung (by Joachim Geschke)		The main point of this article is that integration is not only a problem of a special group of migrants. Integration starts with education and hence should start at kindergarten.
WAZ	http://www.derwesten.de/staedte/duisburg/migranten-eltern-in-duisburg-sprechen-zu-selten-deutsch-id6310907.html (10.11.2012)	03. February 2012	Migranten-Eltern in Duisburg sprechen zu selten Deutsch (by Stefan Endell)	„Die „deutsche Sprachlosigkeit“ in Familien mit Migrationshintergrund und Kindern im Alter von drei bis sechs Jahren ist nach wie vor sehr groß – und sie wächst weiter an.“ „Die Sprache sei aber „der Schlüssel zur Bildung“ und die Eltern halten ihn für ihre Kinder in der Hand.“ „Wer als Kleinkind mit Migrationshintergrund in der Kita nicht deutsch lerne, der werde später im Deutschen sprachlos.“ „Kinder müssen mit Sprache freundschaftlich aufwachsen, [...].“	This article states that migrants are going to fall into a so-called "German speechlessness" due to the fact that within migrant families German is hardly spoken, because they think back to their roots. It stresses that a few language lessons at school or kindergarten cannot do anything against the superiority of their home language. Although a lot of language support programmes are offered, it is up to the parents to successfully use these opportunities and enable their children to integrate into society. Language is the key.
Süddeutsche Zeitung	http://www.sueddeutsche.de/muenchen/auslaenderintegration-wider-die-parallelgeschaffen-1.750995 (10.11.2012)	11. May 2010	Wider die Parallelgeschaffen (by sueddeutsche.de/ddp)	„Ohne Deutschkenntnisse gebe es keinen Schulerfolg [...].“	This article mostly focuses on the lack of language when migrant children move on to the first year. It states that without knowing German children cannot be successful at school. It would not, therefore, make sense for them to go to school at all. To avoid this the hours of the language courses at pre-school have been increased from 40 to 60 hours. However, this is far too little and starts far too late.
Süddeutsche	http://www.sueddeutsche.de/p	17. May 2010	Trotz Fleiß kein Preis (by Tanjev Schultz)		This article highlights the fact that language learning must

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Zeitung	olitik/vor-dem-integrationsgipfel-trotz-fleiss-kein-preis-1.784020 (10.11.2012)				start as early as possible. A study (by the health authority of Berlin) shows that even if migrant children attend a kindergarten they hardly speak German after two years. This demonstrates clearly that the language learning process needs more time.
Süddeutsche Zeitung	http://www.sueddeutsche.de/muenchen/freising/ob-kandidaten-sind-sich-einigsprache-ist-der-schlüssel-zur-integration-1.1273966 (10.11.2012)	07. February 2012	Sprache ist der Schlüssel (by Kerstin Vogel)		This article stresses the importance of language support for migrants - not only for children but for all generations. Integration starts within the family. Language programmes must, therefore, not only be developed for children but also for their parents. They must be integrated into the language learning processes of their children.
Verband binationaler Familien und Partnerschaften	http://www.verband-binationaler.de/fileadmin/user_upload/Bundesverband/presse/Muss_in_Familien_deutsch_gesprochen_werden.pdf (10.11.2012)	16. March 2010	Muss in Familien Deutsch gesprochen werden?	„Gelungener Spracherwerb braucht die Pflege der Muttersprache auf hohem Niveau.“ „Diese sogenannte kognitive akademische Sprachkompetenz in der Muttersprache ist eine wichtige Voraussetzung für einen gelungenen Spracherwerb in einer anderen Sprache. Wird diese Sprachkompetenz in den Bildungs- und Betreuungseinrichtungen nicht vermittelt, hilft es ihm [dem Kind] überhaupt nicht, wenn seine Eltern nichtdeutscher Erstsprache mit ihm im Familienalltag Deutsch sprechen.“	This article highlights the importance of the mother tongue in learning a second language. It states that migrant children need the cognitive academic language proficiency of their mother tongue to be able to learn a second language successfully.
Verband binationaler Familien und Partnerschaften	http://www.verband-binationaler.de/fileadmin/user_upload/Bundesverband/Mehrsprachigkeit_-_Positionspapier.pdf (10.11.2012)		Mehrsprachigkeit ist ein Gewinn	„Auszüge aus der UN Kinderrechtskonvention: „Art. 29:Die Bildung des Kindes muss darauf gerichtet sein ... dem Kind Achtung vor seinen Eltern, seiner kulturellen Identität, seiner Sprache und seinen kulturellen Werten, den nationalen Werten des Landes, in dem es lebt, - und gegebenenfalls des Landes, aus dem es stammt, sowie vor anderen Kulturen als der eigenen zu vermitteln.“ „Art. 30: In Staaten, in denen es ethnische, religiöse oder linguistische Minderheiten oder Ureinwohner gibt, darf einem Kind, das einer solchen Minderheit angehört oder Ureinwohner ist, nicht das Recht vorenthalten werden, in Gemeinschaft mit anderen Angehörigen seiner Gruppe seine eigene Kultur zu pflegen, sich zu seiner eigenen Religion zu bekennen und sie auszuüben oder seine eigene Sprache zu verwenden.“	This article stresses that multilingualism brings benefits. Not only does multilingualism strengthen one's own identity, it also supports participation in social life. Multilingualism has a lot of advantages. It also emphasises that German as a second language is most important for a successful education and graduation. It stresses that problems that occur when growing up with more than one language are not a result of the language itself but of conditions that are not conducive. Educational institutions such as kindergartens and schools must be prepared for multilingual children. And not only the institutions but parents too must be willing to support their children when learning a second language. According to the binational association the following things must be considered in order to guarantee language supportive conditions: 1) qualified consultations for multilingual families by teachers, kindergarten teachers, speech therapists, etc. 2) "multilingualism" as a special subject in the training of those professions 3) there should be teachers at school or kindergarten who speak the mother tongues of the children 4) language programmes not only for German, but also consider the importance of the mother tongue 5) special multilingual offers which help parents to integrate them into the education of their children 6) support of ethnic group organisations.
Verlag das Netz (Zeitschrift)	http://www.verlagdasnetz.de/zeitschrift/kinder-in-europa/ke-1207/420-mehrsprachige-kinder-in-einsprachigen-kindergaerten.html	December 2007	Mehrsprachige Kinder in einsprachigen Kindergärten (in Kinder in Europa, Ausgabe 12; Eva Grüber (Geschäftsführerin))	„Bei der Vielzahl an Konzepten verlieren ErzieherInnen leicht den Überblick und haben es schwer, das für die eigene Praxis geeignete Konzept zu finden.“ „Hinzu kommt, dass die mehrsprachige Erziehung in der Ausbildung nur am Rande zum Thema gemacht wird, so dass ErzieherInnen wenig darüber wissen, wie ein mehrsprachiges Kind sich entwickelt. Schlechte Rahmenbedingungen	This text deals with the effects of monolingual kindergartens on multilingual children: as a matter of fact migrant children do not have the same language competences in German as German children. But that need not be a problem because migrant children can learn German easily and communicate with other children if only the conditions are supportive. But on the other hand, the lack of German can also become a huge problem for migrant children already at kindergarten. If the children's mother tongues are neglected at kindergarten children may start feeling like outsiders. Language

Name	Type of Media	Number and year	Name of the most interesting article/s	Quotes	Overview
				(Personalmangel, große Kindergruppen) erschweren die Arbeit der ErzieherInnen zusätzlich.“ „Diese vereinfachende Sprechweise der ErzieherIn fordert Kinder nicht, sondern unterfordert sie in ihrer sprachlichen Entwicklung.“	carries identity and experience. But if this is not taken into account at kindergarten, migrant children may feel insecure and start acting in a passive way. A next fact mentioned in the text is that some languages carry more esteem than others. English, for example, is regarded highly while Turkish is not. And this also has an effect on the children. They very early learn that some languages are more esteemed and valued than others. This also has a consistently negative effect on language development - not only German but also their mother tongue. To enable children to learn more than one language and to integrate them as individual respected persons it is extremely necessary to integrate their mother tongues into the daily life at kindergarten, too.
Pressemitteilung der Integrationsbeauftragte	http://www.bundesregierung.de/Content/DE/Pressemitteilungen/BPA/2010/03/2010-03-10-ib-mehr-migrantenk-in-den-kindergarten.html (10.11.2012)	10. March 2010	Mehr Migrantenkinder in den Kindergarten (by Maria Böhmer)	„Frühkindliche Bildung und früher Spracherwerb sind entscheidend für das Gelingen von Integration. Deshalb halte ich es für außerordentlich wichtig, dass mehr Kinder aus Zuwandererfamilien einen Kindergarten besuchen.“ „Dabei zeigen alle Bildungsstudien: Wer früh gefördert wird, ist besser in der Schule und vergrößert damit seine Chancen auf eine erfolgreiche Zukunft in unserem Land. Besonders entscheidend ist der Spracherwerb von Anfang an.“ „Kindergärten waren in Deutschland zu lange Orte der Betreuung. Sie müssen zu Orten der Bildung werden. Gut ausgebildete Erzieherinnen müssen sich stärker als erste Lehrerinnen der Kinder verstehen, die ihnen die deutsche Sprache und die Lust am Lernen vermitteln.“	This article is a reaction to statistics that indicate that fewer migrant children attend kindergartens than German children. Maria Böhmer stresses the importance of kindergartens on the language development of migrant children and says that language is the key to education and, hence, to integration into society. She wants kindergartens to become more educational.
Goethe-Institut e.V., Online-Redaktion	http://www.goethe.de/ges/spa/pri/sog/mud/de5247711.htm (10.11.2012)	November 2009	Mehrsprachigkeit und Bildung (by Katja Hanke)	„In Deutschland wachsen viele Kinder mit einer anderen Muttersprache wie Serbisch, Türkisch oder Vietnamesisch auf, ohne jeglichen Kontakt zu Deutsch. Bis sie in die Schule kommen.“ „Erst dann mit der zweiten Sprache anzufangen, ist eindeutig zu spät.“ „Wie gut sie letztendlich Deutsch lernen, hängt stark von ihren Eltern ab: Fördern die ihre Kinder auch in Türkisch, lernen diese schneller Deutsch.“	This article emphasises the importance of early language education. Prof. Dr. Claudia Riehl also highlights the positive cognitive effects of multilingual language competence. She also stresses the significance of the mother tongue!
FAZ online	http://www.faz.net/aktuell/gesellschaft/familie/sprachfoerderung-fuer-migranten-das-tee-kommt-in-den-glas-1612242.html (10.11.2012)	08. March 2011	Das Tee kommt in den Glas (by Julia Schauf)	„Systematische Sprach- und Leseförderung bleibt eine Schlüsselherausforderung der Zukunft.“ „Die möglichst frühe Begegnung mit Schrift und Sprache, mit Buchstaben und Bedeutung. Deshalb ist das Elternhaus so wichtig.“ „Man weiß, dass Zuwandererkinder besser Deutsch sprechen, je länger sie in den Kindergarten gehen.“	This article focuses on methods to develop second language skills. It emphasises that from reading children have a lot to gain in competence. Furthermore, it states that studies have shown that a short-term language programme at preschool does not improve language skills. Consequently, long-term intensive language programmes are needed.
EU milestone	http://www.eu-milestone.de/integration/wie-gelingt-die-integration-von-auslaendern-an-deutschen-schulen.html (10.11.2012)	19. July 2011	Wie gelingt die Integration von Ausländern an deutschen Schulen?	„In vielen Fällen scheitern die Diskussionen jedoch bereits an der Herangehensweise und an dem Konzept.“	This text deals with the question of how migrants can be successfully integrated in German schools. The question is answered by: "language learning". Migrants must learn German in order to be able to take part in every-day life. But how language is to be taught is not answered. It states that a programme for this is lacking.
Philosophische Fakultät Universität zu Köln	http://www.google.de/url?sa=t&rc=1&q=aspekte+der+mehrsprachigkeit+formen+vorteile+bedeutung&source=web&cd=1&cad=rja&ved=0CDQQFjAA&url=http	published in 2006	Aspekte der Mehrsprachigkeit, Formen, Vorteile, Bedeutung. (by Prof. Dr. Claudi Maria Riehl) In: Mehrsprachigkeit macht Schule, hg. von Detlef Heints/Jürgen E. Müller/ Ludger Reiberg, Duisburg: Gilles & Francke, 15-23. 2006.		Although this article by Prof. Dr. Riehl is very scientific it makes some very important points to support migrant children learning German: 1) second language learning must start as early as possible

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	http://www.phil-fak.uni-koeln.de/fileadmin/user_upload/Text_Kompodium_Mehrsprachigkeit.doc&ei=VRz1UNmqFsz3sga1u4CACw&usg=AFQjCNHzShqZl-v6aAzY0fAlzlV4bTlQ (10.11.2012)				2) to avoid migrant children ceasing to learn their mother tongue and therefore having problems learning a second language, the mother tongue must be taught at school as a standard and written language 3) migrant children need special teaching in their mother tongue - first orally then written. At the same time, they need intensive care when learning the second language.
Begleitmaterial zur Pressekonferenz des Statistischen Bundesamtes	https://www.destatis.de/DE/PresseService/Presse/Pressekonferenzen/2012/kindertagesbetreuung/begleitmaterial_PDF.pdf;jsessionid=D3B7ED88AF1E212E5CB4BE575C978A5E.cae1?_blob=publicationFile (10.11.2012)	06. November 2012	Kindertagesbetreuung in Deutschland 2012 (by the Federal Statistical Office)		Although only one chapter deals with migrant children, the facts that are given must be reiterated as they are quite up to date. It states that only 17% of migrant children under 3 go to kindergarten; and only 29% of children aged from 3 to 5. Furthermore, it claims that in March 2012 50% of migrant children under 3 years who were minded by a nanny or attended kindergarten hardly spoke German in their families. In the age group 3-5 as many as 61% hardly spoke German. It concludes that parents with a migrant background and who hardly speak German do not take their children to kindergarten as early as German-speaking parents do. This implies that children of parents who hardly speak German do not come into contact with the German language until they attend school or pre-school at the age of 5 or 6. This has a really negative effect on their German language competence, but a positive one on their mother tongue.
book (ISBN: 978-3-9812473-1-2)	http://www.berlin-institut.org/fileadmin/user_upload/Zuwanderung/Integration_RZ_online.pdf (10.11.2012)	January 2009	Ungenutzte Potenziale – Zur Lage der Integration in Deutschland (by Berlin-Institut für Bevölkerung und Entwicklung)	„Ohne ausreichende Bildung ist Integration nahezu unmöglich.“ „Um allen Migrantenkindern so früh wie möglich eine Chancengleichheit trotz vielfach unterprivilegierter Elternhäuser zu verschaffen, sind ein verpflichtendes Vorschuljahr und kostenlose Kindergärten mit pädagogisch geschultem Personal zur Sprachförderung unerlässlich.“ „Schulen sollten zu ganztägig offenen Integrationszentren ausgebaut werden, in denen neben dem Unterricht Projektarbeit statt findet, Weiterbildung und Beratung für die Eltern angeboten wird und Integrationsbeauftragte gesellschaftliche Defizite aufdecken.“ (page 8)	This article deals with different facts of integration: what is integration, history of migration, migration in different regions and cities in Germany and conclusion. For BILLIUM the following facts are particularly useful: first of all it states that there are differences in integration according to the different ethnic migrant groups, but also according to the region where migrants live: in Hamburg and Hessen migrants are well integrated whilst in the Saarland they are not. Furthermore, it states that the least integrated migrant group is Turkish. The question what is to be done to change this situation is summarised by the sentence "Without education, integration is highly unlikely." In addition it is claimed to establish an obligatory pre-school year and free kindergartens with teachers having undergone pedagogic training for language teaching.
Zeitschrift für Soziologie, Jg. 35, Heft 6, © Lucius & Lucius Verlag Stuttgart	http://zfs-online.org/index.php/zfs/article/viewFile/1230/767	Dezember 2006	Der Einfluss des Kindergartens als Kontext zum Erwerb der deutschen Sprache bei Migrantenkindern - The Influence of Preschool as a Context for the Acquisition of the German Language by Immigrant Children (by Birgit Becker)		In this article the connection between language competence and the duration of attending a kindergarten is analysed. In the main focus of this article is the "Osnabrücker Modell", a special examination of children who are about to attend school. From the results of this study the following conclusions can be drawn: The longer migrant children attend kindergarten the fewer problems they have in German. With regard to Turkish migrants, it must be said that the more Turkish children there are in a kindergarten in a group the less they learn German. Migrant children must in fact have at least a basic knowledge of German (L2-language) to be successful at school. Not knowing German results in poor marks not only in the subject of German but also in other subjects in which tasks and texts must be understood and analysed. Consequently, the level of knowledge of German right

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					<p>from the beginning of the first class significantly determines how successful children will be at school. That is why children already need to learn German at kindergarten. Analyses of the "NICHD Study of Early Child Care" of the National Institute of Child Health and Human Development pointed out that a higher quality of child caring results in better cognitive competence (NICHD 2002, NICHD/Duncan 2003).</p> <p>Summarizing it has to be said that this article precisely highlights the importance of language learning in early childhood.</p>
<p>Bundesamt für Migration und Flüchtlinge</p>	<p>http://www.bamf.de/SharedDocs/Anlagen/DE/Publikationen/WorkingPapers/wp14-sprachliche-integration.pdf?_blob=publicationFile (21.01.2013) Workingpaper 14 aus der Reihe „Integrationsreport“, Teil 2</p>	<p>2008</p>	<p>Sprachliche Integration von Migranten in Deutschland (by Forschungsgruppe des Bundesamtes; Sonja Haug)</p>	<p>„Kenntnisse in der Sprache des Aufnahmelandes sind unerlässlich für die Integration von Zuwanderern.“ „Neben den Deutschkenntnissen sind jedoch auch Kenntnisse in der Sprache oder den Sprachen des Herkunftslandes zu berücksichtigen.“ „Die Datenlage im Bereich der Sprachkenntnisse von Migranten ist dadurch gekennzeichnet, dass keine amtlichen Statistiken vorliegen.“ „Insgesamt ist der Sprachstand von Migrantenkindern als problematisch zu beurteilen.“ „Bundesweit durchgeführte Schulstudien im Grundschulalter und in der Mittelstufe zeigen Defizite bei den sprachlichen Leistungen von Migrantenkindern.“ „Die Familiensprache hat eine hohe Bedeutung bei der sprachlichen Integration.“ „Die sprachliche Integration hängt eng mit anderen Dimensionen der Integration zusammen. So besteht zwischen Sprachkenntnissen und der schulischen Leistung von Migranten ein gut belegter Zusammenhang (Esser 2006a, Stanat/Christensen 2006, vgl. für einen Überblick über die schulische Integration von Migranten Siebert 2008) Sprachkenntnissen und dem Schulabschluss [...] (Dustman 1997: 253, Haug 2005b) [...] positive Effekte der Kenntnisse der Sprache des Aufnahmelandes auf die Arbeitsmarktintegration (Esser 2006a: 414ff.) [...] die soziale Integration hängt eng mit den Sprachkenntnissen zusammen (Haug 2006).“ „Die Kenntnis der deutschen Sprache kann für Kinder mit Migrationshintergrund als ein „Schlüsselfaktor“ für die soziale Integration betrachtet werden (Beisenherz 2006: 40).“ „Deutschkenntnisse sind somit ein Kennzeichen für den Stand der Integration.“ „Die Durchführung der Sprachstandserhebungen soll eine frühdiagnostische Funktion erfüllen, wobei möglichst objektive Ergebnisse gewünscht sind. Umstritten ist, inwiefern die Testverfahren diese Funktion erfüllen und inwieweit subjektive Einschätzungen der Testenden Einfluss auf das Ergebnis haben.“ „Deutlich niedriger liegen dagegen die Kompetenzen bei Kindern mit Migrationshintergrund, hier erreichen nur 3,6% die höchste Stufe (Bos u.a. 2007: 253). [Stufe 5: Abstrahieren, Verallgemeinern und Präferenzen begründen (Bos u.a. 2007: 100).]“ „Auch PISA 2003 zeigte, dass Jugendliche mit</p>	<p>This report deals with different aspects of language knowledge and migration. It states that skills in the language of the host country are most essential for successful integration. However, it is not all about the language of the host country. The mother tongue must be considered too. It emphasizes that the German language competence of migrant children is problematic. A lot of studies have proved this. Generally, migrant children score less than their monolingual German schoolmates. Furthermore, it stresses that language skills have effects on other topics / areas of integration. It states that there are correlations between language competence and marks at school, graduation, getting a job and social integration. It concludes that the knowledge of German indicates how integrated migrants are. Studies that analyse the impact of language knowledge are PISA, IGLU, RAM, SOEP, Studie zur Zuwanderung und Integration von Aussiedlern bzw. zum Wohnortzuweisungsgesetz des Bundesamtes für Migration und Flüchtlinge. One chapter focuses on the knowledge of German of children, pupils and students. A further chapter focuses on the language tests in the Federal States. It explains how all the different tests work and the results are given. It is impossible to compare all test results of all Federal states, because 1) the methods are all different 2) content, time and age of the children differ too. The report goes on to state the test results regarding the reading competence of IGLU and PISA. One result of IGLU is that migrant children have a significant lower reading competence than their German schoolmates. PISA test results support this. Furthermore, the differences between the generations with migrant backgrounds are stressed.</p>

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				<p>Migrationshintergrund, die zu Hause die Sprache des Einwanderungslandes sprechen, keine so starken Kompetenzunterschiede zu Kindern ohne Migrationshintergrund aufweisen (Stanat/Christensten 2006: 55).“</p>	
<p>Bundesministerium für Migration, Flüchtlinge</p>	<p>http://www.bundesregierung.de/Content/DE/Anlagen/IB/2012-06-27-neunter-lagebericht.pdf?blob=publicationFile (21.1.2013)</p>	<p>June 2012</p>	<p>9. Bericht der Beauftragten der Bundesregierung für Migration, Flüchtlinge und Integration über die Lage der Ausländerinnen und Ausländer in Deutschland</p>	<p>„Sprachförderung muss so früh wie möglich ansetzen: Deshalb investiert der Bund für vier Jahre 400 Millionen Euro in rund 4.000 Schwerpunkt-Kitas zur Sprachförderung.“ „Mit 15,7 Mio. stellen Personen mit Migrationshintergrund im Jahr 2010 fast ein Fünftel der Bevölkerung in Deutschland, mehr als die Hälfte von ihnen besitzt die deutsche Staatsangehörigkeit (8,6 Mio.).“ „Insbesondere diejenigen Kinder, die mit einer anderen Muttersprache als Deutsch aufwachsen, sollen möglichst frühzeitig und vor dem Schuleintritt Deutsch als Zweitsprache erwerben können.“ „So stellt der Deutsche Bundesverband für Logopädie fest, dass Kinder, die bis zum Zeitpunkt des Erwerbs der Muttersprache (z.B. Türkisch oder Russisch) durchlaufen, in der Regel keine Probleme mit dem Zweitspracherwerb haben.“ „Die Verfahren sind in jeder Hinsicht uneinheitlich: [...]“ „Schließlich kann festgestellt werden, dass die Sprachförderung in kaum einem Bundesland evaluiert wird.“ „In den Bereichen Aneignung, Diagnose und Förderung sprachlicher Kompetenzen bei Kindern und Jugendlichen mit und ohne Migrationshintergrund wird ein erheblicher Forschungsbedarf festgestellt. „ „Diese Nachteile summieren sich zu einem Leistungsrückstand, der je nach Kind mehr als ein Lernjahr umfassen kann.“ „Für eine Qualitätsentwicklung im Bereich der schulischen Sprachförderung ist die empirische Bildungsforschung unerlässlich.“ „Die möglichst frühe Teilhabe an Bildung ist für diese Kinder in besonderer Weise die Voraussetzung für sozialen Aufstieg und Integration.“</p>	<p>“Support and challenge“ is one of the basic ideas of the integration policies of the Federal Government since 2005. The 9th Report of the Federal Agency for Migration, Refugees and Integration stresses the importance of good language knowledge and says that language is a very important condition. This 730-page-long report deals with various topics concerning migration. Very important for BILJUM is the section on “Integration through language”. It starts with the following subtopic: 1) Language support at nursery school It emphasises that children with a mother tongue other than German need intensive and early care in order to learn German before they move on to school. It states that knowing the German language is a condition to participate in social life. The report goes on to state that that the process of either simultaneous language learning or successive language learning does not cause any problems for children. The Federal Association of Logopedics emphasises that children having learned their mother tongue successfully do not have any problems with learning German as a second language. Although it claims to support and value migrant children's mother tongue, there may occur problems for multilingual children that hamper and restrict the development and learning of languages. These include: missing suggestions and stimuli that make children talk, a disturbed relationship with the reference person, not valuing and neglecting the child's mother tongue. Next to this, it is stressed that nursery schools need more qualified teachers in order to guarantee optimal language stimulation and support for migrant children. The report says that these conditions must be fulfilled to ensure language learning is successful. However, these are not the only problems mentioned. The next difficulty arises when children move on to pre-school year and school. Migrant children have to do a so-called language test, which is designed to determine whether they need language support or not. Actually, this is a good idea. But the implementation of these tests is highly questionable. There are 17 kinds of tests in existence in 14 federal states. The methods used differ greatly: the time, the age of the children and the results. There are no standards, which makes it impossible to compare any results. Not only do the tests differ but also the measures to improve the language skills differ a lot. It can be stated, moreover, that there are hardly any evaluations of these tests in any federal state. It claims that evaluations must be done to check which language programme is effective, if at all, and really improves the language skills of migrant children. However nothing is done. A next section which is really important for BILJUM is “Language support in school”.</p>

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					<p>Firstly, it is stated that German is the key to graduate successfully. But how many children actually need language support is impossible to say because no evaluations have been made. Tests such as PISA and IGLU indicate that migrant children have severe problems in following lessons due to the lack of language skills. According to PISA, 40% of migrant children at the age of 15 have a lot of problems in reading and understanding texts. A next section is "<u>Integration through education</u>". This section also starts by highlighting the importance of early education for migrant children. Scientific results prove that the formative years of life are most important for cognitive, social, emotional and physical development. Also of importance are aims for early child education: 1) due to early education, equal opportunities must be available for all children 2) to support and develop the quality of early education in all institutions, further training for teachers is needed 3) integration of parents in early education. This also includes daily child minders. According to the report, they have to achieve intercultural competence to be able to educate and support multilingual children. Furthermore, the importance of the parents and their influence on the education and development of their children are discussed. It is extremely necessary to include them in the education process.</p>

Table 4. Law and legislation concerning bilingualism (multilingualism) in Sweden

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
Regeringen, Kulturdepartementet The Government of the Kingdom of Sweden, Ministry of Culture	REGERINGSKANSLIET/LAGRUMMET (2012): Svensk författningssamling 2009. Språklag 2009:600. http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskoforfattningssamling/Spraklag-2009600_sfs-2009-600/(27.10.2012). In English: REGERINGEN.SE (2012): Language Act (2009:600) in English translation. http://www.regeringen.se/sb/d/108/a/1138102 (29.10.2012).	From 1.07.2009	Sweden	Språklag (SFS 2009:600) Lagens innehåll och syfte 1 § I denna lag finns bestämmelser om svenska språket, de nationella minoritetsspråken och det svenska teckenspråket. Lagen innehåller även bestämmelser om det allmännas ansvar för att den enskilde ges tillgång till språk samt om språk användning i offentlig verksamhet och i internationella sammanhang. Svenska språket 4§ Svenska är huvudspråk i Sverige. 5§ Som huvudspråk är svenskan samhällets gemensamma språk, som alla som är bosatta i Sverige ska ha tillgång till och som ska kunna användas inom alla samhällsområden. De nationella minoritetsspråken 7§ De nationella minoritetsspråken är finska, jiddisch, meänkieli, romani chib och samiska. Det svenska teckenspråket 9§ Det allmänna har ett särskilt ansvar för att skydda och främja det svenska teckenspråket.	According to the source in English: The Swedish language is the principal language in Sweden. The Swedish language is to be a comprehensive and community-supporting language. Public Swedish is to be valued, simple and understandable. Everyone has the right to develop and acquire the Swedish language, to develop and use their own mother tongue and languages of the national minorities as well as to have an opportunity to learn foreign languages. Language Act (2009:600) Section 1 This Act contains provisions on the Swedish language, the national minority languages and Swedish sign language. The Act also contains provisions on the responsibility of the public sector to ensure that the individual is given access to language and on the use of language in the public sector and in international contexts. The Swedish language Section 4 Swedish is the principal language in Sweden. Section 5 As the principal language, Swedish is the common language in society that everyone resident in Sweden is to have access to and that is to be usable in all areas of society. The national minority languages Section 7 The national minority languages are Finnish, Yiddish, Meänkieli (Tornedal Finnish), Romany Chib and Sami. Swedish sign language Section 9 The public sector has a particular responsibility to protect and promote Swedish sign language.
Regeringen, Arbetsmarknadsdepartementet The Government of the Kingdom of Sweden, Ministry of Employment	REGERINGSKANSLIET/LAGRUMMET (2012): Svensk författningssamling 2009. Lag om nationella minoriteter och minoritetsspråk 2009:724. http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskoforfattningssamling/Lag-2009724-om-nationella-m_sfs-2009-724/(27.10.2012). In English: SPRAKRADET.SE (2012): Act on national Minorities and National Minority Languages: practical guidelines. http://www.sprakradet.se/12609 (29.10.2012).	From 1.01.2010	Sweden	Lag om nationella minoriteter och minoritetsspråk (SFS 2009:724) Allmänna bestämmelser 1 § Denna lag innehåller bestämmelser om nationella minoriteter, nationella minoritetsspråk, förvaltningsområden och rätten att använda minoritetsspråk hos förvaltningsmyndigheter och domstolar samt bestämmelser om vissa skyldigheter inom förskoleverksamhet och äldreomsorg. Lagen innehåller också bestämmelser om uppföljning av tillämpningen av lagen. 2 § Nationella minoriteter är judar, romer, samer, sverigefinnar och tornedalingar i enlighet med Sveriges åtaganden enligt Europarådets ramkonvention om skydd för nationella minoriteter (SÖ 2000:2) och den europeiska stadgan om landsdels- eller minoritetsspråk (SÖ 2000:3). I språklagen (2009:600) anges att de nationella minoritetsspråken är finska, jiddisch, meänkieli, romani chib och samiska. Förvaltningsområden 6 § Med förvaltningsområdet för finska avses kommunerna Botkyrka, Eskilstuna, Gällivare, Hallstahammar, Haninge, Haparanda, Huddinge, Häbo, Kiruna, Köping, Pajala, Sigtuna, Solna, Stockholm, Södertälje, Tierp, Upplands Väsby, Upplands-Bro, Uppsala, Älvkarleby, Österåker, Östhammar och Övertorneå. Med förvaltningsområdet för meänkieli avses kommunerna Gällivare, Haparanda, Kiruna, Pajala och Övertorneå. Med förvaltningsområdet för samiska avses kommunerna Arjeplog, Arvidsjaur, Berg, Gällivare, Härjedalen, Jokkmokk, Kiruna, Lycksele, Malå, Sorsele, Storuman, Strömsund, Umeå, Vilhelmina, Åre, Älvdalen och Östersund.	According to the source in English: Act on national Minorities and National Minority Languages (2009:724) The five recognised national minorities in Sweden are the Jews, the Roma, the Sami (an indigenous people), the Swedish Finns and the Tornedalers. Sweden's national minority languages The historical minority languages in Sweden are Yiddish, Romany Chib (all varieties), Sami (all varieties), Finnish and Meänkieli. All five national minorities are covered by the Act (2009:724) pertaining to national minorities and minority languages. The so-called basic protection means that: administrative authorities must inform the national minorities about their rights in an appropriate manner when required; the community has a specific responsibility for protecting and promoting the languages of national minorities and shall also promote opportunities for the national minorities to retain and develop their culture in Sweden; children's development of a cultural identity and utilisation of their own minority language shall be particularly encouraged administrative authorities shall give the national minorities the possibility to influence issues that concern them and consult with minorities' representatives in such issues as far as possible. In addition, specific rights apply to Finnish, Sami and Meänkieli-speaking people in each administrative area: individuals are entitled to use their languages in oral and written contacts with administrative authorities where the matter entirely or partially corresponds to the minority languages' administrative area; administrative authorities are obligated to provide an oral response in the same language and if requested, provide written translation of decisions and justifications; administrative authorities shall strive to have access to personnel with knowledge of minority languages; the municipalities have specific obligations to organise care for the elderly and children, operated solely or partially in minority languages if requested by someone in the administrative area. The Act entails that the number of administrative areas for three of the minority languages – Finnish, Meänkieli and Sami – will be increased.
Regeringen, Arbetsmarknadsdepartementet The Government of the Kingdom of Sweden, Ministry of Employment	REGERINGSKANSLIET/LAGRUMMET (2012): Svensk författningssamling 2008. Diskrimineringslag 2008:67. http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskoforfattningssamling/Diskrimineringslag-2008567_sfs-2008-567/(27.10.2012). In English: REGERINGEN.SE (2012): Swedish Discrimination Act (SFS 2008:567) in English translation. http://www.regeringen.se/sb/d/10105/a/115903 (29.10.12).	From 5.06.2008	Sweden	Diskrimineringslag (SFS 2008:67) 1 kap. Inledande bestämmelser Lagens ändamål 1 § Denna lag har till ändamål att motverka diskriminering och på andra sätt främja lika rättigheter och möjligheter oavsett kön, könsöverskridande identitet eller uttryck, etnisk tillhörighet, religion eller annan trosuppfattning, funktionshinder, sexuell läggning eller ålder. Diskriminering 4 § I denna lag avses med diskriminering 1. direkt diskriminering: att någon missgynnas genom att behandlas sämre än någon annan behandlas, har behandlats eller skulle ha behandlats i en jämförbar situation, om missgynnandet har samband med kön, könsöverskridande identitet eller uttryck, etnisk tillhörighet, religion eller annan trosuppfattning, funktionshinder, sexuell läggning eller ålder, 2. indirekt	According to the source in English: Discrimination Act (SFS 2008:67) Chapter 1. Introductory provisions The purpose of the Act Section 1. The purpose of this Act is to combat discrimination and in other ways promote equal rights and opportunities regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. Discrimination Section 4 In this Act discrimination has the meaning set out in this Section. 1. Direct discrimination: that someone is disadvantaged by being treated less favourably than someone else is treated, has been treated or would have been treated in a comparable situation, if this disadvantage is associated with sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. 2. Indirect discrimination: that someone is disadvantaged by the application of a provision, a criterion or a procedure that appears neutral but that may put people of a certain sex, a certain transgender identity or expression, a certain ethnicity, a certain religion or other belief, a certain disability, a certain sexual orientation or a certain age at a particular disadvantage, unless the provision, criterion or procedure has a legitimate purpose and the means that are used are appropriate and nec-

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				<p>diskriminering: att någon missgynnas genom tillämpning av en bestämmelse, ett kriterium eller ett förfaringsätt som framstår som neutralt men som kan komma att särskilt missgynna personer med visst kön, viss könsöverskridande identitet eller uttryck, viss etnisk tillhörighet, viss religion eller annan trosuppfattning, visst funktionshinder, viss sexuell läggning eller viss ålder, såvida inte bestämmelsen, kriteriet eller förfaringsättet har ett berättigat syfte och de medel som används är lämpliga och nödvändiga för att uppnå syftet, 3. trakasserier: ett uppträdande som kränker någons värdighet och som har samband med någon av diskrimineringsgrunderna kön, könsöverskridande identitet eller uttryck, etnisk tillhörighet, religion eller annan trosuppfattning, funktionshinder, sexuell läggning eller ålder, 4. sexuella trakasserier: ett uppträdande av sexuell natur som kränker någons värdighet, 5. instruktioner att diskriminera: order eller instruktioner att diskriminera någon på ett sätt som avses i 1–4 och som lämnas åt någon som står i lydnads- eller beroendeförhållande till den som lämnar ordern eller instruktionen eller som gentemot denna åtagit sig att fullgöra ett uppdrag. Kön, könsöverskridande identitet eller uttryck, etnisk tillhörighet, funktionshinder, sexuell läggning och ålder 5 § I denna lag avses med 1. kön: att någon är kvinna eller man, 2. könsöverskridande identitet eller uttryck: att någon inte identifierar sig som kvinna eller man eller genom sin klädsel eller på annat sätt ger uttryck för att tillhöra ett annat kön, 3. etnisk tillhörighet: nationellt eller etniskt ursprung, hudfärg eller annat liknande förhållande, 4. funktionshinder: varaktiga fysiska, psykiska eller begävningsmässiga begränsningar av en persons funktionsförmåga som till följd av en skada eller en sjukdom fanns vid födelsen, har uppstått därefter eller kan förväntas uppstå, 5. sexuell läggning: homosexuell, bisexuell eller heterosexuell läggning, och 6. ålder: uppnådd levnadslängd. Även den som avser att ändra eller har ändrat sin könstillhörighet omfattas av diskrimineringsgrunden kön. 5. instruktioner att diskriminera: order eller instruktioner att diskriminera någon på ett sätt som avses i 1–4 och som lämnas åt någon som står i lydnads- eller beroendeförhållande till den som lämnar ordern eller instruktionen eller som gentemot denna åtagit sig att fullgöra ett uppdrag. Kön, könsöverskridande identitet eller uttryck, etnisk tillhörighet, funktionshinder, sexuell läggning och ålder 5 § I denna lag avses med 1. kön: att någon är kvinna eller man, 2. könsöverskridande identitet eller uttryck: att någon inte identifierar sig som kvinna eller man eller genom sin klädsel eller på annat sätt ger uttryck för att tillhöra ett annat kön, 3. etnisk tillhörighet: nationellt eller etniskt ursprung, hudfärg eller annat liknande förhållande, 4. funktionshinder: varaktiga fysiska, psykiska eller begävningsmässiga begränsningar av en persons funktionsförmåga som till följd av en skada eller en sjukdom fanns vid födelsen, har uppstått därefter eller kan förväntas uppstå, 5. sexuell läggning: homosexuell, bisexuell eller heterosexuell läggning, och 6. ålder: uppnådd levnadslängd. Även den som avser att ändra eller har ändrat sin könstillhörighet omfattas av diskrimineringsgrunden kön. 2 kap. Förbud mot diskriminering och represalier Utbildning Diskrimineringsförbud 5 § Den som bedriver</p>	<p>essary to achieve that purpose. 3. Harassment: conduct that violates a person's dignity and that is associated with one of the grounds of discrimination sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. 4. Sexual harassment: conduct of a sexual nature that violates someone's dignity. 5. Instructions to discriminate: orders or instructions to discriminate against someone in a manner referred to in points 1–4 that are given to someone who is in a subordinate or dependent position relative to the person who gives the orders or instructions or to someone who has committed herself or himself to performing an assignment for that person. Sex, transgender identity or expression, ethnicity, disability, sexual orientation and age Section 5 In this Act the following terms have the meaning set out in this Section. 1. Sex: that someone is a woman or a man. 2. Transgender identity or expression: that someone does not identify herself or himself as a woman or a man or expresses by their manner of dressing or in some other way that they belong to another sex. 3. Ethnicity: national or ethnic origin, skin colour or other similar circumstance. 4. Disability: permanent physical, mental or intellectual limitation of a person's functional capacity that as a consequence of injury or illness existed at birth, has arisen since then or can be expected to arise. 5. Sexual orientation: homosexual, bisexual or heterosexual orientation. 6. Age: length of life to date. A person who intends to change or has changed the sex they belong to is also covered by sex as a grounds of discrimination. Chapter 2. Prohibition of discrimination and reprisals Education Prohibition of discrimination Section 5 A natural or legal person conducting activities referred to in the Education Act (1985:1100) or other educational activities (an education provider) may not discriminate against any child, pupil or student participating in or applying for the activities. Employees and contractors engaged in the activities shall be equated with the education provider when they are acting within the context of their employment or contract. The prohibition of discrimination also applies in cases where an education provider, by taking reasonable measures regarding the accessibility and usability of the premises, can see to it that a person with a disability who is applying or has been accepted for education under the Higher Education Act (1992:1434) or for education that can lead to a qualification under the Act concerning authority to award certain qualifications (1993:792), is put in a comparable situation to people without such a disability.</p>

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				<p>verksamhet som avses i skollagen (1985:1100) eller annan utbildningsverksamhet (utbildningsanordnare) får inte diskriminera något barn eller någon elev, student eller studerande som deltar i eller söker till verksamheten. Anställda och uppdragstagare i verksamheten ska likställas med utbildningsanordnaren när de handlar inom ramen för anställningen eller uppdraget. Diskrimineringsförbudet gäller även i det fall en utbildningsanordnare genom skäligen åtgärder i fråga om lokalernas tillgänglighet och användbarhet kan se till att en person med funktionshinder, som söker eller har antagits till utbildning enligt högskolelagen (1992:1434) eller till utbildning som kan leda fram till en examen enligt lagen (1993:792) om tillstånd att utfärda vissa examina, kommer i en jämförbar situation med personer utan sådant funktionshinder.</p>	
<p>Regeringen, Utbildningsdepartementet The Government of Sweden, Ministry of Education and Research</p>	<p>REGERINGSKANSLIET/LAGRUMMET (2012): Svensk författningssamling 2011.Skolförordning 2011:185.http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Skolforordning-2011185_sfs-2011-185/ (27.10.2012).</p>	<p>From 15.04.2011</p>	<p>Sweden</p>	<p>Skolförordning (SFS 2011:185) Studiehandledning på modersmålet 4§ En elev ska få studiehandledning på sitt modersmål, om eleven behöver det. En elev som ska erbjudas modersmålsundervisning och som före sin ankomst till Sverige har undervisats på ett annat språk än modersmålet får ges studiehandledning på det språket i stället för på modersmålet, om det finns särskilda skäl. Modersmålsundervisning 7§ I 10 kap. 7§, 11 kap. 10§, 12 kap. 7§ och 13 kap. 7§ skollagen (2010:800) finns grundläggande bestämmelser om huvudmannens skyldighet att erbjuda modersmålsundervisning. Huvudmannen är också skyldig att erbjuda elever som är adoptivbarn och har ett annat modersmål än svenska modersmålsundervisning, även om språket inte är elevens dagliga umgängesspråk i hemmet. Rektorn beslutar om en elevs modersmålsundervisning. 8 § Modersmålsundervisning får anordnas 1. som språkval i grundskolan och specialskolan, 2. som elevens val, 3. inom ramen för skolans val, eller 4. utanför den garanterade undervisningstiden. 9 § Modersmålsundervisning får inte omfatta mer än ett språk för en elev. En romsk elev som kommer från utlandet får dock ges modersmålsundervisning i två språk, om det finns särskilda skäl. 10 § En huvudman är skyldig att anordna modersmålsundervisning i ett språk endast om 1. minst fem elever som ska erbjudas modersmålsundervisning i språket önskar sådan undervisning, och 2. det finns en lämplig lärare. Första stycket 1 gäller inte nationella minoritetsspråk. Enligt 7 § språklagen (2009:600) är de nationella minoritetsspråken finska, jiddisch, meänkieli, romani chib och samiska. 11 § Om en elev ges modersmålsundervisning utanför den garanterade undervisningstiden, är huvudmannen skyldig att erbjuda eleven sådan undervisning sammanlagt högst sju läsår under elevens skoltid. Eleven ska dock erbjudas modersmålsundervisning under längre tid, om eleven har ett särskilt behov av sådan undervisning. Begränsningen enligt första stycket gäller inte nationella minoritetsspråk eller ett nordiskt språk. 12 § En elev som får modersmålsundervisning får med den begränsning som anges i 11 § fortsätta att delta i undervisningen, även om språket skulle upphöra att vara dagligt umgängesspråk för eleven. 13 § Vid modersmålsundervisning i samiska ska den kursplan som gäller för ämnet samiska i sameskolan användas. Svenska som andraspråk 14 § Undervisning i</p>	<p>School institution (SFS 2011:185) Studying in one's mother tongue 4 § Any student will receive counseling in his native language, if he needs it. A student which is going to be offered mother tongue teaching and who had been taught in a language, different from his native one, before his arrival in Sweden may be able to study in that language instead of his mother tongue, if there are special reasons. Native language education § 7 - chapters 10, 11, 13; § 10 - chapter 12. 7 § Education Act (2010:800) contains basic provisions of the responsible authority's obligation to offer mother tongue teaching. The authority is also responsible for supplying pupils who are adoptive children and have a mother tongue other than Swedish, even if the language is not daily used at home by the pupil. The principal decides upon a student's mother tongue teaching. 8 § Mother tongue teaching may be arranged: 1) as an option language at primary and special schools, 2) as the student's choice, 3) in the context of school choice, or 4) beyond the guaranteed teaching time. 9 § Mother tongue teaching may not comprise more than one language for a student. A Romany pupil coming from abroad can be given mother tongue teaching in two languages, if there are special reasons. 10 § A principal is obliged to provide mother tongue teaching in a language only if: 1) at least five students who will be offered mother language teaching in the language require such teaching; 2) there is a suitable teacher. The first paragraph 1 shall not apply to the national minority's language. According to § 7 Languages Act (2009:600) the national minorities' languages are Finnish, Yiddish, Meänkieli, Romani Chib and Sami. 11 § If a student is given mother tongue teaching beyond the guaranteed school hours, the principal is required to offer students such teaching a total of seven academic years during the student's school time. The student will be offered mother tongue teaching for a longer time, if the student has a particular need for such teaching. The measure in the first paragraph does not apply to national minority or a Nordic language. 12 § A student that may receive mother tongue teaching and belong to the limitation which is specified in § 11 continue to participate in teaching, even if the language would cease to be the daily used language of the student. 13 § In language teaching in Sami, the syllabus for the subject Sami Sami Schools are used. Swedish as a second language 14 § Teaching of Swedish as a second language will be arranged, if it is necessary, for: 1) students who have a native language other than Swedish; 2) students who have Swedish as their mother tongue and have been collected from schools abroad; 3) students-immigrants who have Swedish as their main means of interaction with a guardian. The principal decides upon Swedish as a second language for a student. 15 § Teaching of Swedish as a second language replaces teaching in Swedish. Swedish as a second language may be additionally organized: 1) as an option language at primary and special schools; 2) as a student's choice; 3) in the context of the school's choice. Bilingual education Teaching of the student's intercourse language 12 § For students who have a daily intercourse language other than Swedish with one or both parents a part of the teaching in the annual rate 1-6 may be arranged in this language. For pupils with Finnish as the language of intercourse such instruction may be also arranged in grades 7-9. A principal that provides teaching under the first paragraph must notify the National Schools Inspectorate. 13 § During the total time during which the student gets bilingual education according to § 12, no more than half of the teaching must be given in the language of his intercourse. The teaching should be planned so that tuition in Swedish is gradually increasing.</p>

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
				<p>svenska som andraspråk ska, om det behövs, anordnas för 1. elever som har ett annat språk än svenska som modersmål, 2. elever som har svenska som modersmål och som har tagits in från skolor i utlandet, och 3. invandrarelever som har svenska som huvudsakligt umgängesspråk med en vårdnadshavare. Rektorn beslutar om undervisning i svenska som andraspråk för en elev. 15§ Undervisning i svenska som andraspråk ersätter undervisning i svenska. Svenska som andraspråk får därutöver anordnas 1. som språkval i grundskolan och specialskolan, 2. som elevens val, eller 3. inom ramen för skolans val. Tvåspråkig undervisning Undervisning på elevens umgängesspråk 12 § För elever som har ett annat språk än svenska som dagligt umgänges- språk med en eller båda vårdnadshavarna får delar av undervisningen i års- kurs 1–6 anordnas på detta språk. För elever med finska som umgängesspråk får sådan undervisning anordnas även i årskurs 7–9. En huvudman som anordnar undervisning enligt första stycket ska anmäla detta till Statens skolinspektion. 13 § Under den sammanlagda tid som eleven får tvåspråkig undervisning enligt 12 § får högst hälften av undervisningen ges på umgängesspråket. Undervisningen ska planeras så att undervisningen på svenska successivt ökar.</p>	
<p>Regeringen, UtbildningsdepartementThe Government of the Kingdom of Sweden, Ministry of Education and Research</p>	<p>REGERINGSKANSLIET/LAGRUMMET (2012): Svensk författningssamling 2010.Skollag 2010:800. http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Skollag-2010800_sfs-2010-800/ (27.10.2012). In English: REGERING.SE (2012): The new Education Act - for knowledge, choice and security. http://www.government.se/sb/d/12996/a/142342 (29.10.2012). In English: WORLD DATA ON EDUCATION (2011): Sweden; World Data on Education, Données mondiales de l'éducation, Datos Mundiales de Educación 2010/11. Nº 7, Geneva: UNESCO-IBE.</p>	<p>From 23.06.2010</p>	<p>Sweden</p>	<p>Skollag (SFS 2010:800) 2 kap. Huvudmän och ansvarsfördelning 15 § Den som har en utländsk lärar- eller förskolläro-utbildning kan få ett behörighetsbevis av Högskoleverket. Ett sådant bevis ger den behörighet att undervisa i skolväsendet som framgår av beviset. Behörighetsbevis ska utfärdas om den utländska utbildningen ensam eller tillsammans med yrkeslivserfarenhet motsvarar sådan utbildning som avses i 13 §. Den som har ett annat modersmål än svenska, danska, färöiska, isländska eller norska kan få ett behörighetsbevis endast om han eller hon har de kunskaper i svenska som behövs. 8 kap. Förskolan Modersmål 10 § Förskolan ska medverka till att barn med annat modersmål än svenska får möjlighet att utveckla både det svenska språket och sitt modersmål. 9. kap. Förskoleklassen Modersmål 10 § Förskoleklassen ska medverka till att elever med annat modersmål än svenska får möjlighet att utveckla både det svenska språket och sitt modersmål. 10 kap. Grundskolan Ämnen 4 § Undervisningen ska omfatta följande ämnen: – bild, engelska, hem- och konsumentkunskap, idrott och hälsa, matematik, musik, naturorienterande ämnen: biologi, fysik och kemi, samhällsorienterande ämnen: geografi, historia, religionskunskap och samhällskunskap, slöjd, svenska eller svenska som andraspråk, och teknik. Härutöver ska det som ämnen finnas språkval och, för elever som ska erbjudas modersmålsundervisning, modersmål. Vidare ska det finnas elevens val och skolans val. Undervisningen i elevens val ska syfta till att fördjupa och bredda elevens kunskaper i ett eller flera ämnen. Skolans val får omfatta ett lokalt tillval, om Statens skolverk har godkänt en plan för undervisningen. Modersmålsundervisning 7 § En elev som har en vårdnadshavare med ett annat modersmål än svenska ska erbjudas modersmålsundervisning i detta språk om 1. språket är elevens dagliga umgängesspråk i hemmet, och 2. eleven har grundläggande kunskaper i språket.</p>	<p>According to the source in English: Education Act (SFS 2010:800)The Education Act is one of Sweden's most extensive laws and has not been modernized since 1985. The amendments proposed by the Government in the new Education Act aim to reflect the conditions existing in the modern schools of today. The Education Act is one of Sweden's most extensive Acts, covering all education from pre-school to adult education. The current Education Act of 1985 has become out of date and does not reflect actual conditions in the school sector, above all as regards the position of independent schools. The legislation has accordingly undergone a comprehensive review aimed at drawing up a new and modern law that better reflects the conditions in the school sector. The new Act is also better adapted to a management by objectives approach in the school system and to the current division of responsibilities between central and local government. The new Education Act has a clear and simple structure with rules that as far as possible are common to all types of schools and bodies responsible for schools. The new Education Act also means that regulations currently in different Acts and Ordinances are collected in one place. More uniform and coherent regulation also aims to make the Act easier to apply. The consolidated legislation of the new Education Act is to provide a foundation for knowledge, choice and security in all forms of education and other activities covered by the Education Act. Bodies responsible for education and division of responsibility, Chapter 2. This chapter regulates what bodies may be responsible for different types of schools, and the responsibilities of these bodies. The chapter also contains provisions on the school head, pre-school head and teachers. School health services, study and vocational guidance and school libraries are also regulated in this chapter. Pre-school, the pre-school class and compulsory types of school, Chapters 8-13. The chapters on the types of school start with the pre-school (8). The following chapters contain provisions on the pre-school class (9), compulsory school (10), and compulsory school for children with learning disabilities (11), the special needs school (12) and the Sami school (13). These chapters contain provisions on the content of education in the various types of school.</p>

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
Regeringen, Utbildningsdepartementet The Government of the Kingdom of Sweden, Ministry of Education and Research	<p>REGERINGSKANSLIET/LAGRUMMET (2012): Svensk författningssamling 2011. Förordning om behörighet och legitimation för lärare och förskollärare och utnämning till lektor. 2011:326.http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskofattningssamling/Forordning-2011326-om-behor_sfs-2011-326/(27.10.2012). In English: SKOLVERKET.SE (2012): Teachers registration.http://www.skolverket.se/om-skolverket/in_english/teachers-registration/teachers-registration-1.180946(29.10.2012).</p>	From 17.03.2011	Sweden	<p>Förordning om behörighet och legitimation för lärare och förskollärare och utnämning till lektor (SFS 2011:326) 2 kap. Behörighetsgrundande utbildning Modersmålsundervisning 34 § Behörig att undervisa i modersmål är den som har avlagt 1. ämneslärarexamen enligt bilaga 2 till högskoleförordningen (1993:100) med inriktning mot arbete i grundskolans årskurs 7-9 eller med inriktning mot arbete i gymnasieskolan om examen omfattar modersmålet som ett ämne, 2. en äldre examen än som avses i 1 och som är avsedd för undervisning i modersmålet, eller 3. en examen som ger behörighet att bedriva undervisning enligt denna förordning, om han eller hon genom att ha kompletterat sin behörighet att undervisa som lärare med ytterligare utbildning har fullgjort ämnesstudier om minst 30 högskolepoäng eller motsvarande omfattning i modersmålet. 3 kap. Utländsk lärar- eller förskolläraryt utbildning 1 § Ett bevis över utländsk lärar- eller förskolläraryt utbildning som ensam eller tillsammans med yrkeslivserfarenhet eller kompletterande insatser motsvarar sådan svensk utbildning som anges i 2 kap. ger samma behörighet som den svenska utbildningen. Om läraren eller förskolläraren har ett annat modersmål än svenska, danska, färöiska, isländska eller norska ger den utländska utbildningen behörighet enligt första stycket endast om läraren eller förskolläraren har de kunskaper i svenska som behövs.</p>	<p>According to the source in English: Regulation on jurisdiction and the registration of teachers and preschool teachers and appointment as lecturer (SFS 2011:326) What is required? In order to apply for a certificate as a teacher or preschool teacher in Sweden, the applicant must have: A diploma of Education (Lärarexamen) awarded by a university or other institution of higher education in Sweden or - A Qualified Teacher Status Certificate (Behörighetsbevis) issued by the Swedish National Agency for Higher Education (Högskoleverket) or - A diploma of Education from a country other than Sweden that qualifies the holder to work as a teacher or preschool teacher in the country of education. - A diploma of Education from a country other than Sweden that qualifies the holder to work as a teacher or preschool teacher in the country of education. Adequate proficiency in the Swedish language. The applicant's proficiency in Swedish must meet the requirements equivalent of an upper secondary (high school) course in Swedish. A certification of employment from a school or preschool where the applicant have or have had an employment. The certification/certifications must show that the applicant have worked, or worked the equivalent of, full-time for at least one year in one or several positions as a teacher or preschool teacher. The National Agency for Education may reach the decision that the applicant will need to supplement the foreign education with e.g. an adjustment period or further studies in Sweden before the applicant is eligible for a Teacher's certificate.</p>
Regeringen, Utbildningsdepartementet The Government of the Kingdom of Sweden, Ministry of Education and Research	<p>REGERINGSKANSLIET/LAGRUMMET (2012): Svensk författningssamling 2010. Gymnasieförordning 2010:2039.http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskofattningssamling/Gymnasieforordning-20102039_sfs-2010-2039/(27.10.2012).</p>	From 22.12.2010	Sweden	<p>Gymnasieförordning (SFS 2010:2039) 4 kap. Utbildningens innehåll och omfattning i gymnasieskolan Nationella program 1 § Ett nationellt program inom gymnasieskolan består av gymnasiegemensamma ämnen, programgemensamma ämnen, i förekommande fall för inriktningen gemensamma karaktärsämnes-kurser, programfördjupning, kurser inom det individuella valet, och gymnasiearbete. Bestämmelser om utbildningens omfattning finns i bilaga 3 till skollagen (2010:800) och i bilaga 1 till denna förordning. Om inte något annat följer av de bestämmelser som avses i andra stycket eller andra av regeringen meddelade föreskrifter, får Statens skolverk meddela föreskrifter om vilka ämnen och kurser som ska ingå i respektive program och i de nationella inriktningarna. På humanistiska programmets inriktning språk får inom språk kurser i engelska, klassisk grekiska – språk och kultur, latin – språk och kultur, moderna språk, modersmål eller svenskt teckenspråk för hörande erbjudas. På naturvetenskapsprogrammets inriktning naturvetenskap och samhälle får som naturvetenskapligt ämne kurser i biologi, fysik eller kemi erbjudas. Individuellt val 7 § Huvudmannen beslutar om vilka kurser som ska erbjudas som individuellt val. Eleven har dock rätt att inom utrymmet för individuellt val läsa 1. en kurs i idrott och hälsa utöver vad som finns på studievägen, 2. minst en kurs i estetiska ämnen, och 3. de kurser som krävs för grundläggande högskolebehörighet på grundnivå om eleven går på ett yrkesprogram. Undantag från vad som föreskrivs i andra stycket 1 och 2 får göras om det finns synnerliga skäl. Statens skolverk får meddela föreskrifter om vilka kurser som får ingå i de ämnen som avses i andra stycket 2. För de elever som avses i 11 § respektive 15-20 §§ ska svenska som andraspråk eller modersmål erbjudas som individuellt val. Modersmålsundervisning för elever i gymnasieskolan och</p>	<p>Upper Secondary School Ordinance (2010:2039) A new education act (2010:800) was passed in June 2010 and came into effect on July, 1st, 2011. Chapter 4. The educational content and range in the upper secondary school National programs 1 § A national program at upper secondary school consists of: common upper secondary school subjects; common program subjects; where appropriate for the direction common characteristics of subjects courses; program sources; courses within the individual choice; upper secondary school work. Regulations of the teaching's range are given in Attachment 3 to the Education Act (2010:800) and in Attachment 1 to this regulation. If nothing else meant in the second paragraph or other attachments to the regulations follows, the Swedish National Agency for Education has the right and will define which courses and subjects will be included into the program and upper secondary school directions. The orientation of the humanitarian program dealing with language is focused on various courses such as Language and Culture (in English and Classic Greek, Latin), Mother Tongue, Swedish Sign Language. The orientation of the natural scientific program is focused on such courses as Biology, Physics or Chemistry. The choice is individual. § 7 The principal decides which courses will be offered as individual options. The student has the right to have the space for individual choice learning: a course in physical education and health in addition to what is included into the school program; at least one course in the arts; the courses which are required for basic eligibility for higher education at undergraduate level if the student performs a profession program. Exceptions can be taken into account if they are listed in paragraphs 1 or 2 and there are some special reasons for that. The National Agency may define regulations about which courses may be included in the subjects that is stated in the second paragraph 2. For those students who are referred to in § 11 and § § 15-20, Swedish as a second language or Mother tongue are offered as individual options. Mother tongue teaching for students at secondary schools and upper secondary schools § 15, Chapter 15. § 19 and Chapter 18. § 14 Education Act (2010:800) contains basic regulations on the principal's duty to provide mother tongue teaching for students at secondary schools and upper secondary schools. The principal is also required to offer mother tongue teaching to students who are adoptive and have a mother tongue other than Swedish, even if the language is not the student's daily interaction language at home. According to § 7 Language Act (2009:600) the national minorities' languages are Finnish, Yiddish, Meänkieli, Romani Chib and Sami. The principal decides upon a student's mother tongue teaching. § 16 Mother tongue teaching may not cover more than one language for a student. A Romany pupil coming from abroad may receive teaching in two languages if there are special reasons. 17 § Mother tongue teaching may be arranged as: 1) individual choice; 2) expanded program; 3) as compensation for the</p>

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
				<p>gymnasiesärskolan 15 § i 15 kap. 19 § och 18 kap. 14 § skollagen (2010:800) finns grundläggande bestämmelser om huvudmannens skyldighet att erbjuda modersmålsundervisning för elever i gymnasieskolan och gymnasiesärskolan. Huvudmannen är också skyldig att erbjuda elever som är adoptivbarn och har ett annat modersmål än svenska modersmålsundervisning, även om språket inte är elevens dagliga umgängesspråk i hemmet, Enligt 7 § språklagen (2009:600) är de nationella minoritetsspråken finska, jiddisch, meänkieli, romani chib och samiska. Rektorn beslutar om en elevs modersmålsundervisning. 16 § Modersmålsundervisning får inte omfattas mer än ett språk för en elev. En romsk elev som kommer från utlandet får dock få modersmålsundervisning i två språk om det finns särskilda skäl. 17 § Modersmålsundervisning får anordnas som individuellt val, utökat program, eller som ersättning för undervisning i andra språk än svenska, svenska som andraspråk och engelska. 18 § Huvudmannen är skyldig att anordna modersmålsundervisning för en elev sammanlagt högst sju läsår under elevens skoltid. Eleven ska dock ges sådan undervisning under längre tid om eleven har särskilt behov av det. Begränsningen till sju år gäller inte om undervisningen 1. ersätter undervisning i andra språk än svenska, svenska som andraspråk och engelska, 2. anordnas som individuellt val, eller 3. anordnas med ett nationellt minoritetsspråk eller ett nordiskt språk som modersmål. 19 § En huvudman är skyldig att anordna modersmålsundervisning i ett språk endast om 1. minst fem elever som ska erbjudas undervisning i språket önskar sådan undervisning, och 2. det finns en lämplig lärare att tillgå. Avser modersmålsundervisningen ett nationellt minoritetsspråk är huvudmannen skyldig att anordna modersmålsundervisning även om antalet elever är mindre än fem. 20 § En elev som får modersmålsundervisning får fortsätta att delta i undervisningen, även om språket skulle upphöra att vara dagligt umgängesspråk för eleven. 9 kap. Stödåtgärder Studiehjälp på modersmålet 9 § En elev ska få stödåtgärder på sitt modersmål, om eleven behöver det. Om det finns särskilda skäl, får en elev som har rätt till modersmålsundervisning och som före sin ankomst till Sverige har undervisats på ett annat språk än modersmålet ges stödåtgärder på det språket i stället för modersmålet.</p>	<p>teaching of languages other than Swedish, Swedish as a second language and English § 18 The principal is obliged to provide mother tongue teaching for a student total up to seven academic years during the student's school time. The student should be given such teaching for a longer time if the student has special needs for that. The limitation to seven years does not apply if the teaching: 1) replaces the teaching of languages other than Swedish, Swedish as a second language and English; 2) is provided as an individual choice; 3) is organized with a national minority language or a Scandinavian language as mother tongue. 19 § A principal is obliged to mother tongue teaching in a language only if: 1) at least five students that will be offered teaching in the language require such teaching; 2) there is an available suitable teacher. As for mother tongue teaching for a national minority the principal is obliged to provide such teaching even if the number of students is less than five. 20 § A student receiving mother tongue teaching may continue to attend the classes, even if the language would cease to be the daily language of the student. Chapter 9. SUPPORT Study holding in the mother tongue 9 § A student will receive counseling in his native language, if the student needs it. If there are special reasons, a student who has the right to receive mother tongue teaching and who before his arrival in Sweden had been taught in a language other than his mother tongue may be taught in that language instead of his mother tongue.</p>
<p>Regeringen, Utbildningsdepartementet The Government of Sweden, Ministry of Education and Research</p>	<p>REGERINGSKANSLIET/LAGRUMMET (2012): Svensk författningssamling 2003.Förordning om försöksverksamhet med tvåspråkig undervisning i grundskolan 2003:306.http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskförfattningssamling/Forordning-2003306-om-forsso_sfs-2003-306/(27.10.2012). In English:REGERINGSKANSLIET (2007): Sweden's report on the Council of Europe Charter for Regional or Minority Languages presented in accordance with Article 15 of the Charter. No 3.</p>	<p>From 28.05.2003 until 101.07.2015</p>	<p>Sweden</p>	<p>Förordning om försöksverksamhet med tvåspråkig undervisning i grundskolan (SFS 2003:306) Regeringen föreskriver följande. 1 § En huvudman för grundskola får anordna försöksverksamhet enligt denna förordning. För elever som har ett annat språk än svenska som dagligt umgängesspråk med en eller båda vårdnadshavarna får delar av undervisningen i årskurserna 7-9 anordnas på umgängesspråket (tvåspråkig undervisning). Bestämmelser om tvåspråkig undervisning i grundskolan för elever med ett annat umgängesspråk än svenska finns även i 9 kap. 12 och 13 §§ Skolförordningen (2011:185). Förordning (2011:421). 2 § Under den sammanlagda tid som en elev får tvåspråkig undervisning får högst hälften ges på umgängesspråket. Undervisningen ska planeras så att undervisningen på svenska successivt ökar under utbildningstiden. Förordning</p>	<p>According to the source in English: Ordinance (2003:306) regulating pilot schemes offering bilingual education in nine-year compulsory school According to Ordinance (2003:306) on pilot schemes offering bilingual education in nine-year compulsory school, a municipality may arrange pilot schemes offering bilingual education in grades 7-9. A maximum of 50 percent of the total bilingual education provided may be given in the language of intercourse. The Government prescribes the following: Section 1: A municipality may implement pilot schemes in accordance with the provisions of this ordinance. For pupils who have a language other than Swedish as their language of daily intercourse with one or both their parents/guardians, parts of their education in grades 7-9 may be provided in the language of intercourse (bilingual education). Provisions governing bilingual education can also be found in Chapter 2, Section 7 of the Compulsory School Ordinance (1994:1194). Section 2: A maximum of 50 percent of the total bilingual education provided may be given in the language of intercourse. The education shall be planned so that tuition in Swedish gradually increases during the pupil's schooling. Section 3: A municipality that participates in the pilot scheme shall continuously monitor and evaluate the activities. Provisions regulating quality audits can be found in the Ordinance</p>

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
	Stockholm: Council of Europe. p. 163.			(2011:421). 3 § En huvudman som deltar i försöksverksamheten ska kontinuerligt följa upp och utvärdera verksamheten. Förordning (2011:421). 4 § En huvudman som har beslutat att delta i försöksverksamheten ska anmäla detta till Statens skolinspektion. Anmälan ska innehålla uppgifter om 1. verksamheten vid den aktuella skolenheten, 2. motiven för att delta i försöksverksamheten, 3. utformningen av försöksverksamheten, och 4. hur försöksverksamheten ska följas upp och utvärderas. Förordning (2011:421).	(1997:702) on quality audits in the education system. Section 4: A municipality that has decided to participate in the pilot schemes shall notify the National Agency for School Improvement of their decision. This notification shall contain information on: 1. activities at the school in question, 2. the grounds for participating in the pilot schemes, 3. design of the pilot scheme, and 4. how the pilot scheme shall be monitored and evaluated.
"Nordic Roads to Multilingualism" – How to Help Minority Children to Become Multilingual – is a Nordic Project, which has received financial support from the European Union's SOCRATES programme (COMENIUS, Action 2).	BEIJER, M. (1997): The teaching of minority pupils from a refugee or immigrant background in Sweden. –In: ANDERSON, G. (ed.): Nordic Roads to Multilingualism: How to help minority children to become multilingual: Denmark, Finland, Iceland, Norway, Sweden. Helsinki: National Board of Education, Centre for Professional Development, 1997. P.149.	Nowadays	Sweden		According to the source in English: The teaching of minority pupils and pupils from a refugee or immigrant background in Sweden Documents governing school education The School Education Act (Skollag) and Regulations and Directives (Skolförordningar) which schools are required to follow -various laws relating to the provision of education. Curriculum (Läroplan) – document laying down objectives, established at national level by government and parliament. The curriculum enshrines the foundation of values on which school education builds, and the objectives and guidelines which schools are to follow in their work. Curriculum for Compulsory School Education (Lpo 94): junior and lower-secondary school, Saami schools ["Saami" is the more correct term for the Lappish people and their language. Translator's note], schools for the retarded, compulsory school education for the handicapped. Curriculum for Non-Compulsory Education (Lpf 94): upper- secondary school, schools for the handicapped of upper-secondary age, the National Adult Education programme, adult education for the handicapped. Syllabuses (Kursplaner) – Documents laying down the objectives for individual subjects, established at national level. The instructions they contain are binding in nature, and are formulated by government. Grading Criteria (Betygskriterier) – These are not binding, having rather the character of general guidelines to aid in assessment. This is the first time that such criteria have been formulated in Sweden; their aim is to assist teachers in assessing pupils' knowledge and skills in a uniform, comparable manner. Grades, Progress Appraisal Interviews (Utvecklingssamtal), but no examinations – At lower-secondary level grades are only awarded in years 8 and 9 (no grading of pupils at junior level). At upper-secondary level, grades are awarded on completion of the course in question. At least once a term the teacher, the pupil and the guardian(s) of the pupil meet to discuss the pupil's progress, and how the pupil's continued educational and personal development can best be encouraged. On request, the teacher will provide a written report regarding the pupil's school performance; information provided in this way must not have the character of a grade assessment. There are no examinations in junior/lower-secondary or in upper-secondary education. Local Schools Directive (Kommunal skolplan) – Document drawn up at municipal level concerning the organisation and objectives of education within the municipality. Schedule (Arbetsplan) – Document drawn up at individual school level. This work schedule is thus local in nature and can, in addition to general goals and objectives, contain descriptions of the way the national subject syllabuses are given specific, local application.
Språkcentrum, Göteborgs stad	OTTERUP, T. (ed.) (2011): Modersmålsundervisningens roll i den svenska skolan: Rapport från en forskningscirkel med modersmåls lärare från Språkcentrum, Göteborgs stad, i samarbete med Institution för svenska språket vid Göteborgs universitet. Göteborg.	Published: 2011	Sweden	Styrdokument för modersmålsundervisning och studiehandledning Den nya läroplanen (Lgr 11) trädde i kraft den 1 juli 2011. I Lgr 11 står att språkutveckling och lärande i andra ämnen gynnas av att en individ har tillgång till sitt modersmål då människan utvecklar sin identitet genom språk. Språk är även verktyget för att uttrycka känslor och att förstå hur andra känner och tänker. Därmed syftar undervisningen i ämnet modersmål till att elever ska utveckla kunskaper i och om sitt modersmål. Genom deltagande i modersmålsundervisning möjliggörs elevens förutsättningar att utveckla sin kulturella identitet och flerspråkighet. Modersmålsundervisningen regleras i den nya Skolförordningen (SFS 2011:185), som ersätter bl.a. grundskoleförordningen, sameskolförordningen, särskoleförordningen och specialskolförordningen. I kap 5 utbildningens innehåll: 4 § En elev ska få studiehandledning på sitt modersmål, om eleven behöver det. 7 § I 10 kap. 7 §,	Steering documents for mother tongue teaching and studies holding The new curriculum (LGR 11) came into effect on July, 1st, 2011. LGR 11 says that language development and learning of other subjects benefit those who are connected to their mother tongue and thus one develops his/her identity through the language. Language is also a tool to express feelings and to understand how others feel and think. Thus the aim of the teaching in the subject Mother Tongue is that students will develop skills in and about their native language. Students get opportunities to develop their cultural identity and multilingualism through involvement of mother tongue teaching. Mother tongue teaching is regulated by the new School Ordinance (SFS 2011:185), which replaces such regulations as the Elementary School Ordinance, Sami School Ordinance, The Ordinance for School for Educationally Subnormal and Special School Ordinance. From Chapter 5 of the teachings content: 4 § A student will get teaching in his mother tongue if the student needs it. § 7 Chapter 10, § 7, Chapter 11, § 10, Chapter 12, § 7 and Chapter 13, § 7 Education Act (2010:800) contain basic regulations on the principal's obligation to offer mother tongue teaching. The principal is also required to offer mother tongue teaching to students who are adoptive children and have a mother tongue other than Swedish, even if it is not the student's daily interaction language at home. 8 § Mother tongue teaching may be arranged: 1) as an option language at primary and special schools; 2) as the stu-

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
				11 kap. 10 §, 12 kap. 7 § och 13 kap. 7 § skollagen (2010:800) finns grundläggande bestämmelser om huvudmannens skyldighet att erbjuda modersmålsundervisning. Huvudmannen är också skyldig att erbjuda elever som är adoptivbarn och har ett annat modersmål än svenska modersmålsundervisning, även om språket inte är elevens dagliga umgängesspråk i hemmet. 8 § Modersmålsundervisning får anordnas 1. som språkval i grundskolan och specialskolan, 2. som elevens val, 3. inom ramen för skolans val, eller 4. utanför den garanterade undervisningstiden. Enlig 5 kap 4§ Skolförordningen (2011:185) och 9 kap 9§ Gymnasieförordningen (2010:2039) ska en elev få studiehandledning på sitt modersmål, om eleven behöver det. När en elev före sin ankomst till Sverige fick undervisning på ett annat språk än på modersmålet har den elev rätt till studiehandledning på det språket, om det finns särskilda skäl. (Skolverket, 2011)	dent's choice; 3) in the context of the school's choice; 4) beyond the guaranteed teaching time. According to Chapter 5, § 4 School Ordinance (2011:185) and Chapter 9, § 9 Upper Secondary School Ordinance (2010:2039) a student will get teaching in his native language, if the student needs it. When a student before his arrival in Sweden was taught in a language other than his mother tongue, the student has the right to study in that language, if there are special reasons. (National Agency for Education, 2011)
Statens skolverk /Skolverket The Swedish National Agency for Education is a government agency in Sweden that oversees the Swedish public school system for children and adults.	SKOLVERKET: Läroplan för grundskolan, förskoleklassen och fritidshemmet. Stockholm, Skolverket. 2011. P. 40-43.	From 2011	Sweden	Läroplan för grundskolan, förskoleklassen och fritidshemmet. Språk är människans främsta redskap för att tänka, kommunicera och lära. Genom språket utvecklar människor sin identitet, uttrycker känslor och tankar och förstår hur andra känner och tänker. Att ha ett rikt och varierat språk är betydelsefullt för att kunna förstå och verka i ett samhälle där kulturer, livsåskådningar, generationer och språk möts. Att ha tillgång till sitt modersmål underlättar också språkutveckling och lärande inom olika områden. 3.2.2 Syfte Undervisningen i ämnet modersmål ska syfta till att eleverna utvecklar kunskaper i och om sitt modersmål. Genom undervisningen ska eleverna ges möjlighet att utveckla sitt tal- och skriftspråk så att de får tilltro till sin språkförmåga och kan uttrycka sig i olika sammanhang och för skilda syften. Undervisningen ska bidra till att eleverna erövrar kunskaper om modersmålet uppbyggnad och blir medvetna om modersmålet betydelse för det egna lärandet i olika skolämnen. Undervisningen ska stimulera elevernas intresse för att läsa och skriva på modersmålet. I undervisningen ska eleverna möta och få kunskaper om skönlitteratur, annat estetiskt berättande och olika former av sakprosa på modersmålet.	Curriculum for primary schools, preschool class and leisure. The syllabus for mother tongue 2011 begins with that fact that language is a man's primary tool to think, communicate and learn. Through the language people develop their identity, express their feelings, thoughts, and understand how others feel and think. Having a rich variety of languages is important to understanding and working in a society where culture, philosophies, generations and languages meet. When one has access to his native language it also facilitates language his development and learning in different fields The main aim of the teaching of the subject Mother Tongue is to help students to develop their skills in and about their mother tongue. The teaching gives opportunities to develop written and spoken skills of the students that attend it so that they can be confident in their native language when expressing themselves in different contexts and for various purposes. The teaching also helps students to master their knowledge of their mother tongue structure and become aware of the mother tongue's importance when learning other school subjects. This teaching shall also stimulate students' interest in reading and writing in their mother tongue. During the teaching the students are supposed to meet and learn about fiction, other aesthetic narrative and various forms of non-fiction in their mother tongue. Thus, the students are given the opportunity to develop their language, identity and understanding of the outside world. The teaching shall also help students to develop their knowledge of how to formulate their own opinions and ideas in different texts. The students attending this teaching shall also be encouraged to express themselves through other aesthetic forms of expression. The education also provides students with opportunities to develop their cultural identity and become multilingual. By teaching students are given opportunities to develop their knowledge of the cultures and societies where their mother tongue is spoken. The course should also help students to develop a comparative approach to the cultures and languages and so on (The Swedish National Agency for Education, the curriculum for primary schools, preschool class and the leisure 2011th 87). The purpose of primary school language curriculum is that the students should be able to express themselves orally and in writing, using their mother tongue as language development in their studies. The mother tongue can also be a form of aid in other subjects. It means that the students use it as a tool helping them to learn other subjects and in case of misunderstandings they can explain what they do not understand. Besides, the mother tongue is means of communication and expression in various contexts and with various purposes. Newly arrived students have the opportunity to develop the second language faster by using their native language as a tool.
Statens skolverk /Skolverket The Swedish National Agency for Education is a government agency in Sweden that oversees the Swedish public school system for	SKOLVERKET: Rapport 321. Med annat modersmål – elever i grundskolan och verksamheten. Stockholm, 2008.	From 2008 until now	Sweden	Med annat modersmål Med annat modersmål - elever i grundskolan och skolans verksamhet. Rapporten handlar om grundskolans verksamhet för elever med annat modersmål. Närmare en femtedel av eleverna i grundskolan idag har utländsk bakgrund, antingen födda utomlands eller födda i Sverige av föräldrar med annat ursprung. Det stora flertalet lärare i grundskolan idag möter eller kommer att möta elever med annat modersmål i sin undervisning. För skolans del innebär förhållandet med en elevgrupp som i allt högre	With a different mother tongue. The compulsory studying program and school activity concerning the subject Mother tongue (not Swedish) is observed in the report. Nowadays almost 20% of pupils of primary school have a foreign background; in particular, either they were born outside Sweden, or their parents were born outside Sweden while they are in-Sweden-born. Today the overwhelming majority of primary school teachers face (or more likely will face) the problem of teaching children with a different native language during the studying process. This means that their relations with pupils that belong to this group are mostly characterized by various language and cultural traditions. Consequently, the thing is that it is necessary to provide equal education opportunities. A number of questions are discussed in

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
children and adults.				grad kännetecknas av en mångfald av språkliga och kulturella bakgrunder enutmaning. Det handlar ytterst om att kunna erbjuda likvärdiga möjligheter till utbildning. Hur möter grundskolan denna utmaning, i vilken grad anpassas undervisningen och vilken undervisning erbjuds elever med annat modersmål, och i vilken form erbjuds den?	the report, in particular: in what way does primary school face this challenge? in what way do the programs offered help children with a different mother tongue to adapt successfully? what forms the decision are offered? what does actually teaching of Swedish as a second language and teaching of a mother tongue mean for pupils? what conditions are needed for this? how does school organize it and in what form? The research is based on the results of the survey, given by the authorities, held in several primary schools all over the country. School managers, teachers, pupils at all in all 13 schools of 4 municipalities were interviewed. Pupils studying in the 3rd-9th grades took part in the monitoring. The research shows that in general pupils which learnt their mother tongue as well as Swedish study at school better. Their average performance at school is higher comparing with those who didn't learn this subject. These differences cannot be explained by their sex, social-economic and alike status, but one should use these facts carefully. As education is compulsory, researching on influence of motivation on school performance is casting. Nevertheless, differences in school performance are so significant, that they cannot explained just by different motivation to studies.
Centerpartiet (C) Centern is a pro-immigration party. Their ideology is based on the principals of social liberalism and nordic agrarianism.	CENTRALPARTIET: Stämmobeslut Partistämman 2009 Område 9. Migration och asyl. Stockholm, 2009. P. 10.	Published:2009	Sweden	Modersmålsundervisning En god språkundervisning i svenska är central och inslag av modersmålspråket kan underlätta den svenska språkinläringen. Kommunerna är skyldiga att erbjuda modersmålsundervisning för alla elever som har ett annat språk än svenska som dagligt umgängesspråk i hemmet. Modersmålsundervisning utgör en viktig del i integrationsarbetet och visar också på en öppen och välkomnande attityd. För att möjliggöra för fler invandrare att få tillgång till modersmålsundervisning vill vi att gränsen på fem elever för en undervisningsklass tas bort.	Mother tongue teaching A good teaching in Swedish is central and elements of native language may facilitate the Swedish language learning. Municipalities are required to provide instruction for all students who have a language other than Swedish daily language in the home. First language is an important part of the integration process and also shows an open and welcoming attitude. In order to allow more immigrants to have access to mother tongue education, we want the limit of five students for a tuition class is removed.
Folkpartiet Liberalerna (FP) The Liberal People's Party is a liberal and conservative-liberal political party.	FOLKPARTIET LIBERALERNA (2010):Modersmålsundervisning.http://www.folkpartiet.se/Var-politik/Snabba-fakta/modersmalsundervisning/(13.11.2012).	Published: 2010	Sweden	Modersmålsundervisning Utveckla studiehandledning och läxläsningshjälp på modersmål. Att ämnesundervisningen ska vara på svenska. Skolan ska vara en murbräcka mot segregationen. Genom en bra skola ges varje elev möjlighet att utveckla sina kvaliteter och förmågor oavsett social bakgrund. Modersmålsundervisningen kan vara ett värdefullt komplement till ämnesundervisningen. Genom studiehandledning i samband med den ordinarie ämnesundervisningen och läxläsningshjälp kan modersmålsläraerna stötta nyanlända elevers kunskapsinhämtning. Vi anser däremot inte att den ordinarie ämnesundervisningen ska bedrivas på modersmål.	Mother tongue teaching Develop tutoring and homework help in the mother tongue. The subject teaching should be in Swedish. School should be a battering ram against segregation. Through a good school are given each student the opportunity to develop their qualities and abilities regardless of their social background. Mother tongue teaching can be a valuable complement to subject teaching. Through the study in conjunction with the regular subject teaching and homework help, language teachers support newcomers' acquisition of knowledge. We believe, however, not the regular subject teaching to be conducted in their mother tongue.
Kristdemokraterna (KD) The Christian Democrats is a Christian democratic political party.	ECLUND, A. (2012):Modersmålsundervisning. Kristdemokraterna. http://kdskaraborg.se/blog/2012/06/01/modersmalsundervisning/(27.11.2012).	Published 2012	Sweden	Modersmålsundervisning Sverige har en stolt tradition av att vara invandravänligt. Vi kristdemokrater kämpar hårt för papperslösa barn och ungdomars rätt till skolundervisning och vård. Det kräver både mod och uthållighet för att få till politiska beslut som gör att vi garanterar dessa barn och ungdomars vård och skolgång. Nu måste vi även utöka den här striden mot Socialdemokraterna för att säkra invandrade barn och ungdomars undervisning på sitt modersmål. Socialdemokraterna kommer kanske att inse det världsfrånvända i kravet på att modersmåls lärare måste ha lärarlegitimation. Måhända en allt för optimistisk reflektion, emellertid kräver frågan nu nya tag i riksdagen. Konsekvenserna för modersmåls eleverna måste åter belysas. Våra barn från andra länder ska inte behöva komma i kläm för en ogenomtänkt politisk hantering av en viktig fråga.	Mother tongue teaching Sweden has a proud tradition of being immigrant friendly. We Christian Democrats are fighting hard for undocumented children and young people's right to education and healthcare. It requires both courage and perseverance to get to the political decision making that we guarantee these children and young people care and schooling. Now we must also expand this battle against the Social Democrats to hedge immigrant children and youth education in their mother tongue. The Social Democrats will perhaps realize the unworldly in the requirement that language teachers must have teaching credentials. Perhaps an overly optimistic reflection, however, the question now new tag in parliament. The consequences for native students must be elucidated. Our children from other countries should not have to be trapped for a half-baked political handling of an important issue.
Miljöpartiet de Gröna (MP) The Green Party builds its ideology on the three solidarities: with animals, nature and the ecological	MP (2010): Valmanifest 2010. http://www.mp.se/templates/Mct_177.aspx?number=205238 (13.11.2012).	Published:2010	Sweden	Modersmålsundervisning Ett av de mest effektiva sätten att förbättra studieresultaten när barn har ett annat modersmål än svenska är att satsa mer på modersmålsundervisning. Vi vill utvidga rätten till modersmålsundervisning till att gälla hela grundskoletiden. Vi vill också ha en utökad ämnesundervisning på modersmålet.	Mother tongue teaching One of the most effective ways to improve learning outcomes when children have a mother tongue other than Swedish is to invest more in language teaching. We want to extend the right to mother tongue education to the whole primary school time. We also have an extended subject teaching in the mother tongue.

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
system; with future generations; with all the world's people. The party took a stand against membership in the European Union.					
Moderata samlingspartiet (M) The Moderate Party is a centreright, liberal conservative political party.	SvD NYHETER: Politikerna om modersmålsundervisningen. – In: SvD.se, December, 2008. http://www.svd.se/nyheter/inrikes/politikerna-om-modersmalsundervisningen_2137307.svd(27.11.2012).	Published 2008	Sweden	Modersmålsundervisning "Ser inte nu något behov av att öka modersmålsundervisningen på nationell basis, men skolorna måste ha möjlighet att erbjuda mer än vad det lagstadgade kravet är".	Mother tongue teaching Do not look now no need to increase the mother tongue education on a national basis, but schools must be able to offer more than the statutory requirement is.
Sveriges socialdemokratiska arbetareparti (S) The Swedish Social Democratic Workers' Party which ideology is based on social democracy and democratic socialism.	SvD NYHETER: Politikerna om modersmålsundervisningen. – In: SvD.se, December, 2008. http://www.svd.se/nyheter/inrikes/politikerna-om-modersmalsundervisningen_2137307.svd(27.11.2012).	Published: 2008	Sweden	Modersmålsundervisning Rätt till modersmålsstöd i förskolan bör skrivas in i lagstiftningen. Större möjlighet till ämnesundervisning på modersmålet.	Mother tongue teaching The right to mother tongue support in preschool should be written into law. Greater opportunity for subject teaching in the mother tongue.
Sverigedemokraterna (SD) The Sweden Democrats or Swedish Democrats are a political party that describes itself as a nationalist movement.	IOMSHOF, R./ KARLSSON, M.: Avskaffande av obligatorisk modersmålsundervisning. Motion 24.09.2012/13:Ub21. Stockholm, 2012. http://www.riksdagen.se/sv/DokumentLagar/Forslag/Motioner/Avskaffande-av-obligatorisk-mo_H002Ub210/?text=true(27.11.2012).	Published: 2012	Sweden	Modersmålsundervisning Modersmålsundervisningen främjar inte assimilationen i det svenska samhället. Samtidigt är dess effekter för inlärning av det svenska språket mycket tveksamma. I huvudsak anser vi att modersmålsundervisningen är ett intresse för den enskilda familjen, som då också bör stå för kostnaderna samtidigt som undervisningen ska ligga utanför ordinarie skoltid. För närvarande är det i princip kommunerna som finansierar modersmålsundervisningen men vi yrkar på att skollagen ändras så att ingen tvingande lag föreskriver obligatorisk modersmålsundervisning, de nationella minoritetsspråken undantagna. Däremot ska det fortfarande vara möjligt för en enskild kommun att anordna modersmålsundervisning om man så önskar, dock utanför ordinarie skoltid.	Mother tongue teaching Mother tongue education does not promote assimilation into Swedish society. At the same time its effects on learning of the Swedish language is very questionable. In essence, we believe that mother tongue education is an interest in the individual family, which then also should bear the costs while teaching should be outside normal school hours. Currently, it is in principle the municipalities that fund language teaching but we urge the Education Act be amended so that no mandatory law imposes compulsory language teaching, the national minority languages exempt. However, it should still be possible for an individual municipality to provide mother tongue tuition if desired, however, outside of regular school hours.
Vänsterpartiet (V) The Left Party is a socialist and feminist political party.	SvD NYHETER: Politikerna om modersmålsundervisningen. – In: SvD.se, December, 2008. http://www.svd.se/nyheter/inrikes/politikerna-om-modersmalsundervisningen_2137307.svd(27.11.2012).	Published: 2008	Sweden	Modersmålsundervisning Vill ha tvåspråkig utbildning från förskolan till och med gymnasieskolan. Skollagen ska ändras så att kommunerna och förskolorna blir skyldiga att erbjuda modersmålsstöd.	Mother tongue teaching Want bilingual education from preschool through high school. Education Act should be amended so that municipalities and preschools will be required to offer native language support.
Sveriges Kommuner och Landsting (SKL) http://www.skl.se/ Swedish Association of Local Authorities and Regions (SALAR) is an employer and association of 290 municipalities and 20 county councils including regions Gotland, Halland,	ANDERSSON BRYHJA, N./ MELCHERT, R. (2010): Nyanlända elevers utbildning: goda exempel från tio kommuner. Sveriges kommuner och landsting.	Published: 2010	Sweden	Nyanlända elevers utbildning: goda exempel från tio kommuner "Vi har besökt 10 kommuner: Haninge, Helsingborg, Karlstad, Landskrona, Luleå, Norrköping, Norrtälje, Sundsvall, Uppsala och Växjö.(...)Vi har intervjuat politiker, förvaltningschefer, verksamhetschefer, strateger, rektorer och pedagoger. Vid intervjuerna ställde vi öppna frågor för att låta kommunerna själva beskriva vad de trodde kunde förklara de relativt goda resultaten. De svar vi fick har vi kunnat sortera in i fyra områden (p. 29)".	Education for new-comers: examples of the editorial practice in 10 Swedish municipalities The Swedish Association of Local Authorities and Regions (SALAR; swe: Sveriges Kommuner och Landsting (SKL)) unites 290 municipalities and 20 regions (counties), in particular, in Gotland County, Halland County, Skåne County and Västra Götaland County. Representatives of the association have been to 10 municipalities, where positive examples concerning questions dealing with education for new-coming immigrants of the school age were demonstrated: Haninge, Helsingborg, Karlstad, Landskrona, Luleå, Norrköping, Norrtälje, Sundsvall, Uppsala and Växjö. Politicians, administrative authorities, department managers, school directors and teachers were interviewed. During the interview direct questions were raised, so that the representatives of the municipalities could answer on their own how they had reached their positive results. The answers received were divided into 4 fields. The first field deals with organization of education for new-comers. The second field concerns teaching a native language and supporting of bilingualism. The third field is school politics. And the fourth field –

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
Skåne and Västra Götaland.					activities outside school. SALAR sent their suggestions that concern improving education quality and based on the results of the survey above to the government of the Kingdom of Sweden."Many of the municipalities have been actively working to develop language teaching. It refers to research that shows that it is beneficial for students to have a strong language. There is a great potential both in terms of mother tongue as a subject and study. We can, for example, work with distance learning, IT-support and professional development activities to help students achieve better results. More development could also be achieved if the government improved the conditions for municipalities" (p. 29).
Norrköpings kommun http://www.norrkoping.se/	NORRKÖPINGS KOMMUN (2012): Modersmålsundervisning. http://www.norrkoping.se/barn-utbildning/elevehalsa/modersmal/modersmalsundervisning/ (29.10.2012).	Published: 2012	Norrköpings kommun	Interkulturella språkenheten (IKSE) Interkulturella språkenheten riktar sin kompetens och sina resurser mot elever med ett annat modersmål än svenska. Vi är ett stöd i elevernas språk- och kunskapsutveckling genom grundskola och gymnasium. Vår personal har dubbel uppgift; vi är både pedagoger och kulturbärare. Vi riktar vår information även till föräldrar, skolors personal och övriga intresserade myndigheter. IKSE är en kommunal skolenhet, vars verksamhet består av tre delar: modersmålsundervisning, studiehandledning och mottagande av nyanlända elever. Modersmål - regler IKSE:s största uppdrag är att organisera modersmålsundervisningen i Norrköpings kommun.	The Intercultural Language Association (swe: Interkulturella språkenheten (IKSE)) is a municipal school association that works with 3 principal tasks: teaching a mother tongue, pedagogical accompanying in a mother tongue and supporting new-coming pupils in their mother tongue. Mother tongue – the rules. The main mission of IKSE is to organize teaching languages in Norrköping. The aim of the teaching is to give every student which has the right to be educated in a native language an opportunity to develop and improve his/her native language in written and oral speech. The mother tongue course gives students an opportunity to develop their cultural identity and become multilingual. Today IKSE organizes and teaches 26 languages at primary schools and 17 languages at secondary schools. Their stuff has a double task: as they are both teachers and native speakers, they carry cultural knowledge and give their expert knowledge and resources to support pupils of primary and secondary school in their native languages. They work with parents, school stuff and departments interested. A pupil can take part in this course provided one (or both of his parents (guardians)) speaks a different language (not Swedish), if this language is used in his daily communication, if a pupil has basic knowledge of his native language and if a pupil/his parents (guardians) wishes to take part in this course. Pupils whose native language belongs to the national minority languages (Finnish, Tornedalen Finnish, Sami, Romany and Yiddish) and also adopted children must have basic knowledge of their mother tongue, even if it is not spoken at home. The municipality is to organize teaching a language, if at least 5 children choose this Mother Tongue course. As for teaching the national minority languages, the municipality is responsible for providing teaching them even if there are less than 5 pupils that chose this course. Education in a mother tongue in Norrköping. About 60% of individuals having the right to have their mother tongue claimed about their partaking in the course. Currently it is 2200 pupils in primary grades of F-9 schools that learn 26 languages, 40-60 min per week. At many primary schools mother tongue teaching is offered during extra hours; in practice it means that these classes are held during the studying ones. At a number of schools this course of held during the regular studying hours. At gymnasium level the course is held for 400 students in 17 languages. These are Albanian, Arabic, Assyrian/Syrian, Bosnian/Croatian, Serbian, English, Finnish, Greek, Chinese (Mandarin), Persian (Farsi/Dari), Polish, Romanian, Russian, Somali, Spanish, Thai, Turkish and German. The teaching in general is held at De Geer secondary school, where students from other gymnasiums gather. The timetable changes but the most part of the course is held on Fridays in the afternoon. Currently IKSE organization's stuff contains 58 teachers-native speakers.

Table 5. List of universities in Sweden & research on bilingualism

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
Statens skolverk /Skolverket The Swedish National Agency for Education is a government agency in Sweden that oversees the Swedish public school system for children and adults. http://modersmal.skolverket.se/	Tema Modersmål/ The Mother Tongue Theme	Mats Wennerholm - Projektledare Projektledare för Tema Modersmål Adress:Fleminggatan 14 106 20 Stockholm E-post: mats.wennerholm@skolverket.se Telefon: 08-5273 35 85 Mobil: 0733-77 35 85	Project: Tema Modersmål / Theme: Mother Tongue. This project has been funded with support from the European Commission. Country: Sweden Theme(s): Linguistic minorities Start year: 2002 Duration: Ongoing Project website: http://modersmal.skolutveckling.se/project/ Description on the "Tema Modersmål" website: almost 100 teachers in more than 30 languages are working on the identification of links to texts, pictures and sound recordings that children can use for their language development. There are also interactive options for several of these languages so that contacts can be established between teachers, pupils and parents. The website also contains online machine translation services, online text-to-speak and speak-to-text, online encyclopaedias and lexicons, pop-up services, multilingual keyboards and online communication possibilities. All the represented languages have a website of their own with information and tools for communication, edited by active mother tongue teachers. The network of editors working within the project have contributed by enabling contacts with lecturers, translators and school organisations within different language fields. The editors have also contributed to a number of mappings on mother tongue activities. Examples of issues that are dealt with on the "Tema Modersmål" website: in-service training for multilingual teachers; organising the teaching of multilingual pupils; indigenous minorities; attitudes; distance teaching tools for multilingual teaching; production of teaching materials in foreign languages; multilingual children at pre-school. Examples of concrete projects during 2006: school books on mathematics in Romanian, Thai, Pashto and English; a text about "Den svarte vikingen" ("The Black Viking", our translation) has been published; interviews with 30 multilingual Swedes have been published; teaching materials for upper-secondary school in Pashto, Dari and Somali; a room for teaching Romani Arli; an IUP (Individual developmental plan) for mother tongue learning has been created. During 2006, 18 conferences on the subject of mother tongue were arranged in 17 different cities. In all 800 persons participated. In 2003 Tema Modersmål was the winner of the "ELECT 2003" Best Global Website Award. http://www.epasi.eu/\$-project-study.cfm?PID=129 (13.01.2013).		BUSK, M. (2011): Rapport från konferens om modersmål i Gy2011. http://modersmal.skolverket.se/index.php/konferenser/50-konferenser-a-seminarier/1167-rapport-konferensen-om-aemnet-modersmal-gy2011 .(27.11.2012) HESSEL, A. / EKBERG, C. (eds.) (2008): Modersmåls lärare berättar.Malmö högskola: Malmö. HESSEL, A. / EKBERG, C. (eds.) (2011): Nya perspektiv ger nya möjligheter. Malmö högskola: Malmö.	Conference: Almedalen 2012 The national minorities made a joint contribution to the Almedalen week (Almedalsveckan) on the island of Gotland this summer. A street party and workshop were held on 2nd-3rd July. http://modersmal.skolverket.se (27.11.2012). Conference of Heads of Mother Tongue Education. On 25th May 2012 there was a meeting of more than 100 heads of mother tongue education at pre-schools and schools on the School Board. In collaboration with mother tongue coordinators in Eskilstuna, Norrköping Municipality, cities of Västerås, Uppsala and Örebro, the Skolverket (Swedish National Agency for Education) was invited to a one-day conference. The conference was concluded by the agency's General Director Anna Ekström. http://modersmal.skolverket.se (27.11.2012). Conferences 2012: The Theme of Mother Tongue. The specific theme of mother tongue education organised conferences, seminars and training courses for language teachers and their managers. 4th-6th May - Polish Conference; 21st May - Russian Conference; 21st - 22nd May - Bosnian Conference; 24th-25th May - Roma Language and Education Conference; 25th May - Managers of Language Programmes; 25th - 26th May - Assyrian Conference; 29th May Bengali Conference; 7th-8th June - Arabic conference; 15th-16th June - Hispanic Conference http://modersmal.skolverket.se/ (27.11.2012).
Institutet för språk och folkminnen, Språkrådet The Swedish Language Council (Swedish: Språkrådet) is the primary regulatory body for the advancement and cultivation of the Swedish language.	Språkrådet	Språkrådet, Box 20057, 104 60 Stockholm, Besöksadress: Alsnögatan 7, 7 tr. (se karta), Tfn: 08-442 42 00 (beställningar och allmänna ärenden) kl. 9-12, 13-15 Fax: 08-640 80 30, E-post: kontakt formular				Conference: Mångspråkigt tema på Språkrådsdagen 2010/ Multilingual theme on the Swedish Language Council's Day, 2010 Here is a brief presentation of the topics of the lectures discussed: Ett år med språklagen - välvilja, missförstånd och yrvaket intresse: Lena Ekberg, chef för Språkrådet/ A Year of Language Law - Sympathy, Misunderstandings and a Drowsy Interest: Lena Ekberg, Director of the Swedish

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
http://www.sprakradet.se/						Language Council. Språkpolitik för språklig mångfald: Kenneth Hyltenstam, professor vid Centrum för tvåspråkighetsforskning vid Stockholms universitet / Language Policy for Linguistic Diversity: Kenneth Hyltenstam, Professor at the Centre for Research on Bilingualism at Stockholm University. Engelska eller svenska på universitetet?: Linus Salö, språkvårdare vid Språkrådet/ English or Swedish at University?: Linus Salö, Language Consultant at the Swedish Language Council. Tillgänglig webbinformation i flerspråkigt perspektiv: Rickard Domeij, språkvårdare vid Språkrådet / Available Online Information in a multilingual perspective: Rickard Domeij, Language Consultant at the Swedish Language Council. Vårt behov av lättläst: Maria Sundin, språkkonsult, Textfixarna / Our Need for Legibility: Maria Sundin, Language Consultant, Text-managing http://www.sprakradet.se/7141 (13.10.2012).
Språkförum Language forum http://www.bratidskrifter.se/forum/		Tid: Den 13 mars 2013, Plats: Hotel Rival, Stockholm Anmälan: Biljetter släpps 12/12 2012. För grupprabatt och mer info kontakta Helena Anderlind Nominering: bratidskrifter.se/sprakforum			UR PLAY.: UR Samtiden - Språkförum 2012.När språket blir lönsamt - om flerspråkighet. -In:urplay.se. http://urplay.se/171620 (27.11.2012).	Language Forum 2013, (13th March 2013), The event has been held for 5 years and the organisers believe it is high time the Language Forum was raised to a new level. The event will be of great use and interest to its participants. A newspaper 'Språktidningen' ('Language newspaper') will keep everybody informed. The programmes will be published in detail at a later stage.
ASLA: Association Suédoise de Linguistique Appliquée http://www.asla.se/symposier/ (23.12.12). ASLA is the Swedish Association for Applied Linguistics with interests in language pedagogy, language learning, bilingualism issues, language development, translation and interpretation and logopedics		Ordförande: Camilla Bardel, Stockholms universitet, camil-la.bardel@isd.su.se Kassör: Anna Flyman Mattsson, Lunds universitet Anna.Flyman_Mattsson@nordlund.lu.se Ansvarig för skriftserien: Saga Holgersson saga.holgersson@nordiska.uu.se Sekreterare: Anita Malmqvist, Umeå universitet, anita.malmqvist@tyska.umu.se Redaktionellt ansvar jonas.granfheldt@rom.lu.se			BODEN, P. (2008): Svensk fonologi hos tvåspråkiga skolbarn i Rosengård. -In: GRANFELDT, J., HÅKANSSON, G., KÄLLKVIST, M./SCHLYTER, S. (eds.) ASLA (USOS), Stockholm, 2008: Språk och lärande / Language and Learning. ASLA Lund, 2007: Språkinläring, språkdidaktik och teknologi/ Language Learning, Language Didactics and Technology. ASLA: Språkinläring, språkdidaktik och teknologi. Rapport från ASLA:s	Symposium: Linnaeus University and Linköping University (11-12th May, LiU): Språk i undervisning/ Language in Teaching. Webbplats: http://www.liu.se/ikk/asla?l=sv (23.12.12). (The symposium takes place every second year). Falun, 2010 (Dalarna University, Falun, November, 12-13th, 2010): Språk för framtiden / Language for the Future. ASLA: Association Suédoise de Linguistique Appliquée http://www.asla.se/symposier/ (23.12.12).

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					höstsymposium i Lund, 8-9 november 2007. Lunds universitet. P. 19-30.	
Göteborgs universitet http://www.gu.se/		Göteborgs universitet Box 100 405 30 Göteborg Telefon: 031-786 00 00 Fax: 031-786 10 64 Media Contacts at University of Gothenburg Communications Ann-Charlotte Hansson Schützer Tel: 031-786 6390 E-post: ann-charlotte.schutzer@gu.se Pressekreterare Ulrika Lundin, pressekreterare E-post: ulrika.lundin@gu.se Tel: 031-786 67 05, 0707-75 88 51 Henrik Axlid, pressekreterare Tel: 031-786 20 21, 0734-04 20 21 E-post: henrik.axlid@gu.se		Migration och etnisk mångfald, 7.5 hp Immigration and Ethnic Diversity. Basic knowledge of the living conditions of immigrants and minorities in Swedish society. The opportunity to expand skills and understanding of the multicultural society. http://www.socwork.gu.se (28.10.2012).		Conference: At least four languages for all: challenges to future language policy. This conference on multilingualism in the Nordic countries was held in Tórshavn, Faroe Islands on the 22-24th August 2011. The goal of the conference was to create an interdisciplinary forum for bringing together topics such as sociolinguistics, sociology, history, linguistics, literature, political science and law. http://www.svenska.gu.se/ (27.11.2012).
		Project Elisabeth Mellgren - kort presentation, Titel: Fil. Dr. Adress: Institutionen för pedagogik, kommunikation och lärande Telefon: 031-786 2197, 073-311 3991 E-post: elisabeth.mellgren@ped.gu.se	Project: Early Years Transition Programme This project has been funded with support from the European Commission. Project Description Transition from early childhood services to primary school marks a significant change in the lives of children and their families. Continuity between the two sectors is often seen as an important element of transition to school. The project aims to create a strong and equal partnership between early childhood services and primary school in order to improve educational continuity and facilitate the transition process of children (5-7) and their families. This will be achieved by enabling early childhood staff and primary school teachers to develop a cooperative approach to and a common understanding of education that can be adopted at both educational levels. http://www.ease-eu.com/description.html (13.01.2013).	Svenska som andraspråk, fortsättningskurs 2, 15 hp Swedish as a Second Language. The course provides in-depth knowledge of the specific conditions that characterise teaching in multicultural environments and studying in a second language. http://gul.gu.se/public/cour (28.12.2012).	SAMUELSSON, I. P. / KASCHEFI-HAUDE, I. (eds.) (2010): Early Years Transition Programme. Transition from pre-school to school: Emphasising early literacy. Comments and reflections by researchers from eight European countries. http://www.ease-eu.com/compendium.html (13.01.2013).	Conference: Workshop on the Sámi Language Legacy. The workshop was held in Uppsala on 6-8th April 2011. The goal of the workshop was to discover and collect information about where materials for the Sami language heritage can be found today and to plan future collaborative projects. The workshop was arranged by Cecilia Hedlund and Lars-Gunnar Larsson. Cecilia is currently engaged in a research project on Sami language standardisation and lexicography. Lars-Gunnar is a professor of Finno-Ugric languages and is now working on a study of Ume Sami variation. E-mail: legacywkshp@moderna.uu.se
		http://gul.gu.se/public/cour		Kultur och identitet i dagens värld, 15 hp Culture and Identity in Today's World. This course provides an introduction to social anthropology. In a world of close contact and diversity, this subject gives you unique tools to investigate how people create meaning in their lives. How to understand people's inner worlds. How cultural construction is constantly moving. How power is exercised and authority legitimised. How identity creates communion and alienation. How different cultural beliefs can lead to conflict. The course investigates the differences and similarities between different societies. http://gul.gu.se/public/cour (28.10.2012).		Conference: Collaboration over the Borders The conference took place on the 15th May 2011. The question discussed concerned how municipalities and universities can jointly create better teaching conditions for multilingual children and students. According to the School Inspectorate Report 2010:16, language and knowledge of children and pupils with a mother tongue other than Swedish: one in five primary school pupils is of foreign background. The final grades of the primary school academic year 2009/10 showed that in this group of students almost every fourth pupil at primary school

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
						failed to achieve the basic qualifications of national programmes at upper-secondary school, compared with one in ten pupils of Swedish background at primary schools. The aim of the conference was to create a meeting place for municipal managers, school researchers and teacher coaches and to find ways of improving education for multilingual pupils in Sweden by sharing each other's perspectives, ideas and good examples. Lecturers: Inger Lindberg, Professor of Bilingualism specialising in second language learning at the Department of Language Education, Stockholm University; Kenneth Hyltenstam, Professor of Bilingualism at the Centre for Research on Bilingualism, Stockholm University; Leif Åhlander, Malmö University. tore.otterup@svenska.gu.se http://www.svenska.gu.se/ (26.11.2012).
		http://gul.gu.se/public/course		Socialantropologi: Kärnkurspaket, 30 hp Social Anthropology. It is important to understand people and their actions in the world at large as well as to understand the importance of cultural meaning in human life and in the world. Both local effects and global complexity characterise contact and diversity in today's world. Social and cultural variations, differences and similarities are discussed in the course. Participants of this course work with concepts such as culture, identity and power. Various social conflicts and power relations around them are analysed. http://gul.gu.se/public/course (28.10.2012).		Networks: Network Conversation Network Conversation occurs in the area of multilingual language and knowledge development. The aims of working with this perspective are: 1. to increase knowledge of learning in the multilingual perspective; 2. to promote the dissemination of this knowledge; 3. to promote the development of research-based training initiatives. The chairman of the network from the ISA is Tore Otterup http://www.svenska.gu.se/forskning/isa/samverkan/ (27.11.2012).
		http://gul.gu.se/public/course		Individ, grupp och kultur, 15 hp Individual, Group and Culture The course is aimed at problematising the key questions about relationships between individuals and groups and to analyse cultural conditions and interactions. The course deals with relationships between the liberal democracy of the individual's rights and freedoms and the requirements for the rights of special groups that are raised in a multicultural and gender-differentiated society. In addition, the course provides knowledge of cultural conditions and cultural interaction. The concept of culture is problematised and cultural context and cultural interaction between people at different levels in society are analysed. The course is presented, for example, with cases from the field of school education. http://gul.gu.se/public/course (28.10.2012).		Network TOBANO: TOBANO (Två- och flerspråkiga barn i Norden – Bilingual and Multilingual Children in the Nordic Countries) is a Nordic network that improves conditions for multilingual students at schools in the Nordic countries. Funds come from the Nordplus Horizontal programme. The network provides opportunities for workshops (one is planned for Halden in April 2012), joint seminars and thematic visits to neighbouring countries, for example. http://www.svenska.gu.se/forskning/isa/samverkan/ (27.11.2012).
		http://www.utbildning.gu.se/kurser/kurs_information/?courseId=info.uh.gu.KT2106 (28.10.2012).		Kultur och kommunikation, 7,5 hp Culture and Communication. The course increases awareness of stereotypes, the evaluation of their characteristics and of the differences within and between		

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
				groups from a problematised cultural concept. Language adaptability to purposes and audiences are discussed. Skills are learned for analysing spoken and written language communication from a cultural perspective. Such analyses can provide a basis for policies and recommendations for the choice of language and for internal and external communication in an organisation so that mutual respect and trust can be achieved. http://www.utbildning.gu.se/kurser/kurs_informations/?courseId=info.uh.gu.KT2106 (28.10.2012).		
Göteborgs universitet http://www.gu.se/	Humanistiska fakulteten, Institutionen för språk och litteraturer http://www.sprak.gu.se/	Nadezjda Zorikhina Nilsson professor, språkvetenskap Box 200, 405 30 Göteborg Besöksadress: Lundgrensgatan 7 Telefon: +46 (0) 31 786 1820 http://www.sprak.gu.se/kontakt-oss/larare/nilsson-nadezjda-zorikhina/	Research: My research interests lie in the following areas: Russian grammatical and lexical semantics, contrastive linguistics, corpus linguistics, synchronic typology (Slavonic languages) and translation theory, including Russian stylistics and rhetoric, cognitive linguistics, diachronic typology and practical lexicography.	Teaching At All Levels (Russian: Language Proficiency and Linguistics courses for graduate students in "General Linguistics" and "The Slavonic Peoples and Languages").		
Göteborgs universitet http://www.gu.se/	Humanistiska fakulteten, Institutionen för svenska språket, http://www.svenska.gu.se/	Pierre Andersson, Ph.D., E-post: pierre.andersson@rom.gu.se	Research: Actitudes hacia la variedad caló. Un estudio sociolingüístico de adolescentes andaluces. Abstract by the authors: Caló is a language/variety spoken by the Spanish Calé (i.e. the Roma). The variety belongs to a group of languages referred to as "Para-Romani", characterized by Romani vocabulary, but largely non-Romani morphology, phonology and syntax, in the case of Caló deriving from Spanish. Much research has been carried out regarding the vocabulary and the grammar of this variety. The conclusions drawn in those studies indicate that Caló is on its way to extinction. However, there is an expressed interest in reintroducing the variety, in a form called "Romanó-Caló". Language attitudes play a decisive role for the destiny of endangered languages. In order for a revitalization project to be successful, the attitudes towards the variety being reintroduced have to be positive. The aim of this study is to measure the attitudes that both Calé and non-Calé have towards Caló and Caló speakers, a type of study never carried out in the past. The methods applied are both direct and indirect. In part one, 231 informants listened to different recordings of voices acting as either a "Spanish speaking person" or a "Caló speaking person", a technique referred to as 'matched guise'. Firstly, the informants were asked to write down their first three impressions of the speakers. Secondly, nine short questions related to the voices were asked, to which the subjects expressed their answers on attitude scales. They were also asked to match the voices with photos of people. Furthermore, the informants have answered questions regarding what variety is spoken at home, as well as if he or she has any knowledge of, or contact with, any language/variety, apart from Spanish. 182 informants continued with part two of the questionnaire, which consisted of 20 items – positive and negative statements towards Caló and Caló speakers. The informants have rated their agreement or disagreement to these statements on a Likert scale. Another exercise measured the willingness of the informants to use Caló words for naming various objects. In addition, the subjects were tested on their knowledge of some Caló words, as well as asked whether they thought it was "useful" to know how to speak Caló. Various statisti-		ANDERSSON, P. (2011): Actitudes hacia la variedad caló. Un estudio sociolingüístico de adolescentes andaluces. Göteborg: Göteborgs universitet.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			<p>cal methods have been used in order to establish whether or not the results are statistically significant. The results of the analysis indicate that the attitudes differ towards Caló and Caló speakers, depending on the informant's (a) ethnicity (b) contact with Caló as well as with Caló speakers, and (c) gender. It is those who – in their own opinion – belong to the ethnic group Calé, as well as those who claim that they have some contact with the variety and its speakers, who show positive attitudes in both parts of the study. The women also show more positive attitudes than the men. It is also possible to note positive attitudes towards the variety and its speakers among the subjects with a high level of knowledge of Caló words, as well as among those with the highest willingness to use Caló. These observations suggest that a revitalization project of the variety Caló has a clear chance of being successful.</p>			
<p>Göteborgs universitet http://www.gu.se/</p>	<p>Humanistiska fakulteten, Institutionen för svenska språket, http://www.svenska.gu.se/</p>	<p>Roger Källström, Universitetslektor, Docent, Svenska/Nordiska språk Svenska som andraspråk, Inst. för svenska språket Box 200, 405 30 Göteborg, Besöksadress: Web site: http://www.svenska.gu.se/om-oss/personal/roger-kallstrom/ Renströmsgatan 6, Rum F335, Telefon: +46 (0)31 786 45 39</p>	<p>The SUF project: Language and Language Use among Young People in Multilingual Urban Settings. Abstract by the authors: The project "Language and language use among young people in multilingual urban settings" (the SUF project) was conducted between 2001 and 2006. The project was financed by The Bank of Sweden Tercentenary Fund, with additional support from the Institute for Swedish as a Second Language at the University of Gothenburg. Twenty researchers from universities in Stockholm, Gothenburg and Lund have contributed to the project in various ways and at various stages. This volume is the result of our effort to bring together most of the themes of research in the project in a single volume. We chose to publish this collection in English in order to make our research on the interesting linguistic processes and practices in contemporary multilingual contexts in Sweden known to international scholars and students. For the first time, articles by researchers in the project are published together and in English for an international audience. Many articles contain analyses of various linguistic features of Swedish in the spoken and written data collected from the in total 222 young people participating in the project in the cities of Stockholm, Gothenburg and Malmö. These analyses concern developments in the phonology, syntax and pragmatics in Swedish youth language that have not been described earlier. Other articles use data from the SUF project to explore alternative research approaches and methodologies or to discuss well-established concepts and distinctions within the field of language variation from a critical perspective. Furthermore, some articles deal with multiethnic youth language data from other contexts or with multilingualism on a socio-political level. Taken together, the twelve articles in this volume cover a wide range of aspects of language and language use in multiethnic areas in Sweden, highly relevant for fellow researchers and students at different levels of the educational system in Sweden as well as internationally.</p>		<p>KÄLLSTRÖM, R. / LINBERG, L. (eds.) (2011): Young Urban Swedish Variation and Change in Multilingual Settings. Göteborgsstudier i nordisk språkvetenskap. Nr. 14. Gothenburg: University of Gothenburg.</p>	
<p>Göteborgs universitet http://www.gu.se/</p>	<p>Forskarskolan Språk och lärande i mångfaldsperspektiv (SLIM), http://www.svenska.gu.se/utbildning/forskarniva/forskarskolor/slim</p>	<p>Scientific leader: Inger Lindberg E-post: inger.lindberg@usos.su.se Scientific leader: Marie Carlsson E-post: marie.carlsson@kultur.gu.se</p>	<p>Research School of Language and Learning in a Diversity Perspective (SLIM) is a part of the government's focus on postgraduate studies for teachers, on the initiative of teachers. It is implemented as a collaboration between Gothenburg University, Stockholm University and Södertörn University with Gothenburg University as the host university. Graduate School is multidisciplinary and is aimed at developing schools' and teachers' subject-specific and didactic knowledge of the issues surrounding the role of language learning in a diversity perspective. http://www.svenska.gu.se/utbildning/forskarniva/forskarskolor/slim (13.11.2012).</p>	<p>Pedagogy in a Diversity Perspective, 7.5 credits. The course is based on current research in intercultural education and on issues related to socialisation, language, learning and identity in international, multi-ethnic and intercultural contexts. The course provides insights into the importance of heterogeneity in social interaction and communication and provides skills to work in multicultural learning environments. This diversity perspective provides a framework for the students' work on their thesis projects. http://www.svenska.gu.se/utbildning/forskarniva</p>		

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
		http://www.svenska.gu.se/utbildning/forskarniva/forskarskolor/slim/kurser/flersprakighet-i-samhalls-och-utbildningsperspektiv		/forskarskolor/slim/kurser/pedagogik-i-mangfaldsperspektiv/ (27.11.2012). Multilingualism in Social and Educational Perspectives, 7,5 credits. The course provides the basis for various theoretical and methodological perspectives, an orientation around the current research into multilingualism with a focus on community and education. The course is aimed at making students familiar with the research on language and language learning from a critical perspective, with a focus on power and dominance relationships in the community in respect of categories such as gender, class and ethnicity. The course also deals with the didactic applications of so-called Critical Literacy. Students also become acquainted with theoretical and methodological tools relevant to their thesis. http://www.svenska.gu.se/utbildning/forskarniva/forskarskolor/slim/kurser/flersprakighet-i-samhalls-och-utbildningsperspektiv/ (27.11.2012).		
Göteborgs universitet http://www.gu.se/	Sociologiska Institutionen	Marie Carlson Universitetslektor, FD, docent, lektor, Tel: 031-786 4776 E-mail: marie.carlson@socav.gu.se Homepage: http://www.sociology.gu.se/kontakta_oss/Staff_svensk_A-O/carlsonmarie/	Research: Flerspråkighet inom lärarutbildningen Ett perspektiv som saknas Multilingualism in Teacher Training. A perspective that is missing Abstract by the authors Contract/Project: Gender and ethnicity in text and practice - interaction and interpretation of educational texts. Marie Carlson was the project's manager/principal applicant. The project was interdisciplinary (sociological, anthropological, educational, religious and literature sciences) with three sub-studies in three different educational environments - text analysis combined with ethnography - six researchers took part. Financed by Vetenskapsrådet (VR – the Swedish Science Council), 2006–2008/2009.	Marie Carlson's work in the field of supervising the undergraduate/graduate level as well as in teacher training, including thesis, mainly on education, language and ethnicity issues. Assistant Supervisor for two PhD students and Supervisor for a licentiate graduate, who holds a doctorate. Currently main supervisor of a PhD student and assistant supervisor for two PhD students, the latter in a national research school "Multilingualism, Literacy, Education" (FLU) located at the Centre for Research on Bilingualism, Stockholm University. http://www.biling.su.se/pub/jsp/polopoly.jsp?d=12898 (30.10.2012).	CARLSON, M.: Flerspråkighet i lärarutbildningen: Ett perspektiv som saknas. – In: Utbildning & Demokrati, 2009, Nr. 2 vol. 18, 2009, p. 39-66. TEMA "Flerspråkighet".	
Göteborgs universitet http://www.gu.se/	Institution för pedagogik, kommunikation och lärande http://www.ipkl.gu.se/	Thomas Johansson, Department of Education, Communication and Learning, Phone: 031 786 2003 University of Gothenburg, Box 300, 405 30 Goteborg, Sweden Email: Thomas.johansson@ped.gu.se	Research: The Art of Becoming 'Swedish': Immigrant Youth, School Careers and Life Plans. Abstract by the authors: When discussing barriers to integration, we often focus on language skills, cultural capital, supportive environments and other more obvious, distinct and material aspects that have an impact on educational achievement. In the present study, we have instead chosen to look at how young immigrants construct their life plans, and how this relates to their perceptions of ethnicity, neighbourhood and identity. The sample used here consists of a total of 10 individuals. Interviews were used to explore certain designated dimensions and processes. All interviews were conducted in the school environment, in classrooms and other locations within the school. The students attended two different vocationally oriented study programmes: one focused on health promotion, the other on pre-school children. A narrative-sociological approach is used in the analysis. The young people's perceptions and narratives are analysed in relation to concepts such as territorial stigmatisation, identity, inclusion/exclusion and life plans. The key finding is that these young people try to adapt to certain normative expectations connected to the notion of Swedishness. Being 'in sync' with this normative conception leads to self-confidence, whereas being 'out-of-sync' leads to low self-esteem.		JOHANSSON, T. /OLOFSSON, R.: The Art of Becoming 'Swedish': Immigrant youth, school careers and life plans. – In: Ethnicities, Nr. 11 vol. 2, 2011, p. 184-201. Doi: 10.1177/1468796811398827.	
Högskolan i Jönköping http://hj.se/		Stiftelsen Högskolan i Jönköping Telefon: 036-10 10 00 Telefax: 036-15 08 12 Box 1026 551 11	Research Areas: The research at the School of Education and Communication in Jönköping focuses on the conditions of education and communication. The research is divided into four areas: CHIL; Lifelong Learning; Media and Communication Science;	Identity, diversity and ethics, 7.5 credits Identity and diversity, human rights, integrity, tolerance and respect, humanity and human dignity. More and more diverse and pluralistic communities are		

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
		Jönköping	School Based Research and Development.	becoming embedded in an increasingly globalised world, which raises questions of identity. The contours of the cultural and religious aspects of identity are not as clear-cut. At the same time, it causes ethical conflicts in the community of identity and diversity. The course deals with ethical issues of identity and diversity based on current public debate and acts as a general introduction to ethics. http://hj.se/hlk/utbildning/kurser.html?courseCode=LIMG11&semester=20131 (28.10.2012).		
		http://hj.se/hlk/utbildning/kurser.html?courseCode=LKAN10&semester=20131		Cultural Encounters in the Workplace, 7,5 The course aims to provide basic knowledge on the interaction of different cultures, an understanding of the different cultural concepts and their exploration and to facilitate students to apply this knowledge practically in the multicultural and globalised field of work. http://hj.se/hlk/utbildning/kurser.html?courseCode=LKAN10&semester=20131 (28.10.2012).		
		http://hj.se/hlk/utbildning/kurser.html?courseCode=LS1G13&semester=20131		Swedish as a Second Language I, 30.0 credits The course's aim is to develop skills for teaching in the school subject of Swedish as a second language. The goal is completed by providing basic theoretical, didactic and methodological knowledge of the Swedish language structure from a second language perspective, and the meaning of learning in a second language. The course also provides an overview of the Swedish immigration policy and an understanding of what happens when different cultures meet. http://hj.se/hlk/utbildning/kurser.html?courseCode=LS1G13&semester=20131 (28.10.2012).		
Karolinska Institutet http://ki.se/		Karolinska Institutet Tel: 08-524 800 00 (vx) Fax: 08-31 11 01 Adress: Postadress: 171 77 Stockholm, Besöksadress: Solnavägen 1, Solna Alfred Nobels Allé 8, Huddinge		Linguistics 1 for Students of Speech and Language Pathology, 30 Credits Lingvistik 1 för logopedstuderande, 30 hp. Department of Clinical Science, Intervention and Technology Programme Board for speech therapy programme http://ki.se/?a=96358&academicYear=12%2F13&d=13473&kplanid=7644&l=en&lang=en&url=%2Fselma%2Fselma%2FcoursePlan%2F2LG006 (13.11.2012).		Conference: Future Learning Environments – How Space Impacts on Learning, 3-5 June 2012 is an international conference, which will gather an interprofessional and interdisciplinary group of academics, designers, architects, clinicians, managers and policy makers. The aims are to explore key dimensions and issues related to conceptualising, evaluating and theorising about the use of space, how it impacts on professional and interprofessional health care learning. The conference is organised by the Karolinska Institute in collaboration with the Wilson Centre, University of Toronto, the LEARN project, University of Melbourne and the Journal of Interprofessional Care (JIC). JIC will be publishing a special supplement of peer-reviewed papers generated from the conference to disseminate key learnings from the event. http://ki.se/ki/jsp/polopoly.jsp?d=40013&l=en (27.11.2012).

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
		http://ki.se/?a=96358&d=13473&id=2LG011&l=s&url=%2Fselma%2Fselma%2FcoursePlan		Logopedics 4, 27 hp Department of Clinical Science, Intervention and Technology The course contains seven modules: Adults with acquired language disorders, Children with language disorders, Signs AAC, Language Impairment related to multilingualism, Voice Disorders 2, Therapeutic approaches and call methods 2 and Professional issues in speech pathology second http://ki.se/?a=96358&d=13473&id=2LG011&l=s&url=%2Fselma%2Fselma%2FcoursePlan (13.11.2012).		
Karolinska Institutet	Karolinska Institutet, Transcultural Health Care	Jalal Safipour, Ph.D, E-mail:jalal.safipour@ki.se Home page: http://130.237.98.166/ki/jsp/polopoly.jsp?d=12578&a=27121&l=sv	Research: Feelings of Social Alienation: a comparison of immigrant and non-immigrant Swedish youth: Abstract by the authors Purpose – The objective of the study is to investigate the social alienation status of Swedish high school students with respect to gender and immigrant background. Design/methodology/approach – The sample was randomly selected from high school students aged 15-19, and 446 students participated in the study. The Jessor and Jessor general alienation questionnaire was used to explore feelings of social alienation. Sequential multiple regression analyses were performed to examine the relationships between alienation, age, sex, and immigrant background. Findings – The results demonstrated a significant association between immigrant background and alienation. It was found that first-generation immigrants felt more alienated than second-generation immigrants and second-generation immigrants felt more alienated than natives. Adolescents who were first-generation immigrants had higher scores on the social isolation subscale than second generation immigrants and native Swedes. However, second generation immigrants had higher scores on the meaninglessness subscale than first-generation immigrants and native Swedes. Age proved to have a significant quadratic component. The research found feeling of alienation significantly higher among youngest and oldest students but lower for those aged 17. Research limitations/implications – The study was limited by the number of participants with different cultural background in the immigrant samples. As such, it was unable to compare feeling of alienation between students with different cultural background. Originality/value – As the authors could not identify any studies that specifically address feelings of social alienation among adolescents in Sweden, this study is believed to be the first one in this context.		SAFIPOUR, J., SCHOPFLOCHER, D., HIGGINBOTTOM, G., / EMANI, A.: Feelings of Social Alienation: A comparison of immigrant and non-immigrant Swedish youth. – In: International Journal of Sociology and Social Policy No. 7/8, Vol. 31, 2011 p. 456-468. Doi: 10.1108/01443331111149888	
Linnéuniversitetet http://lnu.se/		Contact Phone/Telephone: +46 772-28 80 00 Opening hours: 7.45 am-4.40pm Fax +46 480-44 60 32 (Kalmar),+46 470-832 17 (Växjö). Address 391 82 Kalmar 351 95 Växjö Sweden Email: info@lnu.se		Kultur, identitet och traditioner i Sverige, 30 hp. Culture, identity and Traditions in Sweden, 30 credits. Department: Department of Cultural Sciences. This course provides an introduction to various aspects of Swedish culture, identity and traditions. It combines lectures, seminars, excursions and terminal projects. http://lnu.se/utbildning/kurser/1KV100 (27.11.2012).		Conference: The European Dyslexia Association and Linnaeus University are pleased to announce the 4th All-European Dyslexia Conference in Växjö, Sweden from 20th to 22nd of September 2013. The conference will feature keynote speakers representing the best practice and knowledge regarding dyslexia from across Europe, a series of workshops for researchers and practitioners as well as opportunities for people with dyslexia to meet and to network. The languages of the conference will be English, the Scandinavian languages, German and French. Some of the keynote speakers are: Åke Olofsson (Umeå), Franck Ramus (Paris), Leo

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
						Blomert (Maastricht), Brian Butterworth (London). The keynote speeches will be delivered in English. The conference website www.lnu.se/EDA-2013 (27.11.2012).
		http://lnu.se/utbildning/kurser/1MK164		Interkulturell kommunikation, 7,5 hp. Intercultural Communication, 7,5 credits. The course concerns communication between people from different cultures, an exciting and important area in today's multicultural society. http://lnu.se/utbildning/kurser/1MK164 (27.11.2012).		Conference: Global Communities – Transnational and Transdisciplinary Exchanges 29-30 October 2012 Linnaeus University, Växjö, Sweden Global Communities – Transnational and Transdisciplinary Exchanges is a multidisciplinary research conference that seeks to contribute to a renewed and reinvigorated debate about the past, present and future of global communities, allowing prominent senior and junior scholars in different fields to exchange ideas and perspectives. Keynote lectures are open to the public but space is limited. If you are interested in attending the lectures, please contact the organizers at globcom@lnu.se . http://lnu.se/om-lnu/konferenser/global-communities--transnational-and-transdisciplinary-exchanges (27.11.2012).
		http://lnu.se/utbildning/kurser/1KU055		Kulturmiljö och kommunikation, 15 hp. Cultural Environment and Communication. In this course participants learn how to communicate cultural heritage in society. Different ways of communication are discussed and used. Also, students are told about the history of the educational issues of mediation, interpretation and understanding of the past and the relationship between the past and the present. http://lnu.se/utbildning/kurser/1KU055 (27.11.2012).		Conference: Teacher training's meeting with the future – quality and competence (7-9th May, Kalmar). The organizers offer three days of interesting and instructive lectures and fruitful meetings between teacher educators and teachers from all over Scandinavia. During the conference there will also be an opportunity to present and discuss various aspects of the conference's theme in special sessions. http://lnu.se/om-lnu/konferenser/nordisk-lararutbildningskonferens-2012 (27.11.2012).
		http://lnu.se/utbildning/kurser/1KU005		Att arbeta med kulturmiljön - en introduktion, 15 hp. Working with the Cultural Environment - an Introduction, 15 credits. This course provides an introduction to the basic attitudes in society towards the cultural environment and heritage. The key issues concerned are cultural environment values, authenticity, social and political conflicts of the cultural heritage and the relationship between cultural, heritage and collective identities. The focus is international, particular attention is paid on the cultural environment in Sweden. The course also imparts knowledge on various practical activities and specific jobs and career paths within the cultural environment and the cultural economy. http://lnu.se/utbildning/kurser/1KU005		
				Kulturmiljöpedagogik, 15 hp. Cultural Education,		

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
				15 credits. The course is an introduction to the theory and practice of cultural education. Much importance is given to reflection on the place of history and cultural environment in our society and to practical issues concerning cultural educational projects. LINK?		
		http://lnu.se/utbildning/kurser/1PE001		Interkulturell pedagogik, maktordning och identitet, 7,5 hp. Intercultural Pedagogics, Power Structure and Identity, 7.5 credits This course provides an introduction to the multicultural society, historic and cultural science. It gives an overview of different ways of exploring the cultural environment and workplace, and career paths in the field are presented. The course also includes an introduction to development and landscape history. http://lnu.se/utbildning/kurser/1PE001 (27.11.2012).		
		http://lnu.se/utbildning/kurser/1PE002		Interkulturell pedagogik, migration och integration, 7,5 hp. Intercultural Pedagogics, Migration and Integration, 7,5 credits. The course deals with encounters in the multicultural society. Various factors affecting these encounters are studied. In addition, the course highlights how the development of the individual's identity is influenced by the refugee and language situation. http://lnu.se/utbildning/kurser/1PE002 (27.11.2012).		
		http://lnu.se/utbildning/kurser/1SS107		Flerspråkighet i förskolan I, 7,5 hp. Multilingualism at Kindergarten I, 7.5 credits. The course is primarily aimed at teachers working in multicultural schools and provides participants with a basic knowledge of multilingual children's language learning. The course increases participants' awareness of language and imparting knowledge so that they can assess and support the language development of pre-school children in their daily work. http://lnu.se/utbildning/kurser/1SS107 (27.11.2012).		
		http://lnu.se/utbildning/kurser/1SS104		Språk, språkinläring och andraspråksundervisning, 7,5 hp. Language, Language Acquisition and Second Language Teaching, 7,5 credits. This course provides interdisciplinary theoretical and practical pedagogical preparation for working with pupils with Swedish as a second language at school. The course is aimed at providing basic knowledge of language function and language learning with an emphasis on second language learning. The course also provides basic knowledge of immigrant education didactics. http://lnu.se/utbildning/kurser/1SS104 (27.11.2012).		
Linnéuniversitetet	Institutionen för pedagogik, psykologi och idrottsvetenskap (Kalmar), Institutionen för språk och litteratur	The researchers of the project (first name.last name@lnu.se): Elisabeth Frank, Institutionen för pedagogik, psykologi och idrottsvetenskap, Kalmar Maria Lindgren,	Contract/Project: Interaktion för språk- och identitetsutveckling i flerspråkiga klassrum / Interaction for Language and Identity Development in Multilingual Classrooms. Project starts 2012 with finances from Nämnden för utbildningsvetenskap vid Linnéuniversitetet. The project forms part of Linnaeus University's research on children and childhood and has its basis in a research environment called CHILL (Childhood Research In Literature,		LINNEUNIVERSITETET: SE (2012): Interaktion för språk- och identitetsutveckling i flerspråkiga klassrum. http://lnu.se/polopoly_fs/1.69604!Interaktion_or_sprak_	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
	(Växjö)	Institutionen för språk och litteratur, Växjö, Astrid Surmatz, Institutionen för språk och litteratur, Växjö, Gudrun Svensson (samordnare), Institutionen för språk och litteratur, Växjö, Ann-Christin Torpsten, Institutionen för pedagogik, psykologi och idrottsvetenskap, Kalmar Elisabeth Zetterholm, Institutionen för språk och litteratur, Växjö	<p>Language and Learning), which gathers researchers oriented towards children's formal and informal learning as well as children's learning within different arenas. Information provided by the authors (in brief) The aim of the study is to describe multilingual classroom interaction with regard to how teachers handle certain partial goals in Swedish/Swedish as a second language, i.e. those of furthering the language and identity development of pupils. The study also includes the issue of how pupils respond to this. The final aim is to form the basis of more conscious didactic and pedagogical decisions about how to strengthen the language and identity development of multilingual pupils. Conclusion. In conclusion, we may state that research has played an important role in generating and evaluating models for organising language-development teaching, e.g. by various forms of immersion or mother tongue teaching.</p> <p>Project description and method The project takes the form of an interdisciplinary study of six classrooms (Years 2-4) evenly distributed among three schools, all of which are located in multicultural districts in three different municipalities. In two of these, Schools A and B, there are over 90% of multilingual students, while in the third, School C, the distribution between pupils with Swedish as first and as second language is more even. Within the focus of our study there are 10-15 pupils in each class (approximately a half-class), selected in order to give all of them access to regular mother tongue support, as prescribed in the School Act. These so-called focus pupils are in different classroom environments, depending on how the different schools have organised their support for the second language development of their pupils. In School A the focus pupils attend a homogeneous class insofar as all (or nearly all) pupils are multilingual and have access to regular mother tongue support. In School B the focus pupils receive regular mother tongue support, while the other half of the class receive a strongly reinforced mother tongue support in Arabic, aiming at active bilingualism in Year 6. In School C the focus pupils attend the same class as those with Swedish as the first language. Even though the pupils in this class have access to regular mother tongue teaching, their situation has more of an immersion-like character compared with that of the bilingual pupils in the other schools. Time plan: 2012: Collection of material: Recordings of classroom interaction, interviews and collecting/photographing of texts read and written by the pupils 2013: Transcription work and analysis. Presentations at conferences and publication of interim results. 2014 Analysis and final documentation. Publications and presentations.</p>		och identitetsutveckling.pdf (30.10.2012).	
Linnéuniversitetet	Institutionen för pedagogik, psykologi och idrottsvetenskap (Kalmar), Institutionen för språk och litteratur (Växjö)	Gudrun Svensson, Ph.D., Lektor E post: gudrun.svensson@lnu.se Website: http://lnu.se/personal/gudrun.svensson	Research: Räknehändelser, en specifik skolgenre. Counting Events, A Specific School Genre. Abstract by the authors: In 2009 the national tests in Swedish and Mathematics in Year 3 were collected from two classes in School C and one in School B. A comparison of the maths results demonstrates that those multilingual pupils receiving reinforced mother tongue and second language support achieved considerably better results in writing-based mathematical tasks than multilingual pupils who had not received the same support, while no such major discrepancies were shown in the other tasks.		SVENSSON, G. (2011): Räknehändelser, en specifik skolgenre. – In: EDLUND, A-C./ MELLENIUS, I. (eds). (2011): Förhandlingar vid Trettioförsta sammankomsten för svenskans beskrivning.(Umeå den 20–21 maj 2010), Umeå: Svenskans beskrivning 31. P. 337.	
Linköping universitet http://www.liu.se		Linköping University SE-581 83 LINKÖPING Sweden, Tel: +46 13 28		Mångkulturella möten i ett lärande sammanhang , 7,5 hp Multicultural Encounters in a Learning Context, 7,5 credits. The course includes opportu-		Conference: The 2013 Nordic Conference on the Implementation of Evidence-Based Practice, 5-6 Febru-

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
		10 00 Fax: +46 13 14 94 03 e-mail: liu@liu.se Please note that questions regarding study programmes, admission, application procedures, enrolment etc, should be sent to studyinfo@liu.se		nities for teaching encounters with multiculturalism as a specialism. Scientific perspectives in the field of visibility and integration concepts, ethnicity and ethnic diversity are problematised. The course also covers the implementation, monitoring and development of multicultural meetings in different learning contexts. http://www.liu.se/utbildning/kurs/923G11?l=sv (13.11.2012).		ary. The implementation of scientific knowledge is seen as a response to growing demands for enhanced quality of professional practice in several fields. Translating evidence and research findings into practice, however, often presents considerable challenges, which has led to increasing interest in implementation research. It is our hope that different research traditions and disciplines – implementation science, improvement science, policy implementation and evidence-based health care, mental care, social care and education – will unite and that discussions will stimulate creative thinking and learning on the implementation of evidence-based practice. http://www.imh.liu.se/implementation-och-larande/nordic-conference?l=sv (27.11.2012).
		http://www.liu.se/utbildning/kurs/910G01?l=sv		Svenska som andraspråk, grundkurs, 60 hp Swedish as a Second Language, basic course, 60 credits, "Swedish as a second language" is a course dealing with two fields: professionally focused research and education. Its participants study the subject on the basis of children's and adults' development of their skills in Swedish as a second language. The course includes studies of the Swedish language structure (phonetics and grammar), cultural issues, second language acquisition / development, didactics and second language teaching. http://www.liu.se/utbildning/kurs/910G01?l=sv (13.11.2012).		Conference: Current Issues in European Cultural Studies: ACSIS Conference 201115-17 June 2011 at Louis de Geer in Norrköping, Sweden. Organised by the Advanced Cultural Studies Institute of Sweden (ACSIS) in collaboration with the Association for Cultural Studies (ACS). The conference provided an updated inventory of the main issues in European cultural studies today, covering cross-European topics and trends as well as regional developments in East, West, South, North and Central Europe. http://www.isak.liu.se/acsis/conference-2011?l=sv (27.11.2012).
Linköping universitet	Institutionen för tema, Tema Barn http://www.tema.liu.se/tema-b?l=sv	Cekaite, Asta, Linköpings universitet, Institutionen för tema, Tema Barn, docent, lector, Telefon: 013-28 26 74, Fax: 013-28 29 00, E-post: asta.cekaite@liu.se Adress: Tema Barn Linköpings universitet 581 83 LINKÖPING Homepage http://www.tema.liu.se/tema-b/medarbetaren/cekaite-asta?l=sv	Research: Staging Linguistic Identities and Negotiating Monolingual Norms in Multiethnic School Settings. Organisation: Linköpings universitet, Filosofiska fakulteten Linköpings universitet, Institutionen för tema, Tema Barn. Abstract by the authors This article focuses on children's language alternation practices in two primary school settings. More specifically, we explore how participants (children and teachers) in episodes of language alternation invoke linguistic and social identities, thereby 'talking into being' language and educational ideologies. The present study is based on multi-sited ethnography in two multiethnic educational settings, where classroom activities are primarily in Swedish. Theoretically, it draws on sequential identity-related approaches to language alternation practices (Gafaranga, 2001). As demonstrated, both children and teachers drew on a range of linguistic varieties, and refrained from being involving in polylingual practices. In so doing, they were actively engaged in producing and resisting a range of locally valued identities (i.e. monolingual, bilingual, and polylingual student). Simultaneously, a monolingual norm was brought into being and, importantly, the children appropriated and exploited the monolingual norms -		CEKAITE, A. / EVALDSSON, A-C.: Staging Linguistic Identities and Negotiating Monolingual Norms in Multiethnic School Settings. – In: International Journal of Multilingualism, Nr. 3, vol. 5, 2008, p. 177-196. Doi: 10.1080/14790710802387588	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			created for organising their social relations. Overall, the study highlights the links between social and linguistic identities, language choice, and language and educational ideologies. We argue that an understanding of children's polylingual practices in multilingual settings is provided by a close analysis of the local processes of identity work located within the wider sociocultural context (e.g. language and educational ideologies)			
			Contract/Project: Känslouttryck och informellt lärande i flerspråkiga klassrum / Emotional Expression and Informal Learning in Multilingual Classrooms. Financed by Vetenskapsrådet (VR), 2007-2011. Abstract by the authors: The purpose of the study was to analyse basic ethnographic data on emotional expressions (verbal and non-verbal) and classroom practices in detail and to put them in a social context in multilingual classrooms. More specifically, we examined how children with Swedish as a second language emphasise emotional attitude towards other children and the teacher in everyday interactions. The study's focus is also relevant from a pedagogical perspective with respect to questions about how emotions are used by teachers in teaching and as part of a wider educational strategy. The project's aims were also to study emotions and the educational and socialising functions of the teaching process in regular classroom activities. The project involved a longitudinal study which was aimed at contributing to understanding the role and importance of emotions in second language learning and communication in multilingual classroom environments. The project intends to allocate earnings in year 3 of the project work. Research results are of interest in science education and teacher training and can be communicated through popular science publications and presentations in teaching-oriented environments and teaching materials, as well as national and international publications and educational and language scientific journals.		VETENSKÅPSRÅDET: Forskning pågår – Individens lärande: Aktuell utbildningvetenskaplig forskning med stöd från Vetenskapsrådet. Stockholm, 2011. P. 14. CEKAITE, A. (2008): Developing Conversational Skills in a Second Language. Language learning affordances in a multiparty classroom setting. – In: OLIVER, P. J. / MACKEY, A. (Eds.): Child's play? Second Language Acquisition and the Younger Learner. Amsterdam: John Benjamins. P. 105-129.	
Linköping universitet	Institute for Research on Migration, Ethnicity and Society (REMESO), Linköping University.	Tünde Puskás, Ph.D. PHONE +46 11 363419 tunde.puskas@liu.se	Research: We Belong To Them: Narratives of belonging, homeland and nationhood in territorial and non-territorial minority settings. This dissertation explores what happens with ethnic and national identifications built on the same ethnocultural grounds but under different socio-economic circumstances. Territorial and non-territorial minorities have traditionally been considered to be non-comparable because it was assumed that groups organised on different grounds were distinctively separate phenomena. In this study, the comparative method is used to throw new light on how ethnic and national identifications are constructed, negotiated, and re-constructed in territorial and non-territorial minority contexts. The author investigates whether the ethnic and national identification and articulation processes of Hungarians in Slovakia and Hungarians in Sweden constitute different types of Hungarianness. Drawing on extensive interview material, the empirical focus is on the interaction of self-narratives and public narratives. The author aims to challenge the notion that national minorities and diaspora communities are fundamentally different in their understanding of nationhood and their relationship to an external national homeland.		PUSKAS, T. (2009): We belong to them: Narratives of belonging, homeland and nationhood in territorial and non territorial minority settings. Linköping Studies in Arts and Science. Brussels: Multiply Europes.	
			Managing Immigrant Multilingualism in Swedish Compulsory Schools. Abstract by the author This paper focuses on how language policies formulated at the national level are accommodated, challenged and negotiated by school politicians at the local level. Local school politicians are of particular interest here because in Sweden it is the task of the municipal educational committees to ensure that educational activities are conducted in compliance		PUSKAS, T.: Managing Immigrant Multilingualism in Swedish Compulsory Schools. –In: RECODE Online Working Paper, Nr. 9, 2012. P.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			<p>with state regulations and guidelines. The results suggest that there is a large discrepancy between politico-ideological discourses on multilingualism and multiculturalism and the educational discourses on Swedish as the key to school success. (...) The focus of this paper is on how language policies formulated at the national level are accommodated, challenged and negotiated by school politicians at the municipal level. School politics at the municipal level is of particular interest because since 1991 Sweden has had a decentralized school system, within which it is the task of the municipal educational boards to ensure that the educational activities are conducted in compliance with state regulations and guidelines. The school plan adopted in each municipality can on the one hand be read as a list of measures to be taken by the municipality schools in order to reach the goals assigned in the national curriculum; on the other hand the school plan is also a political document which represents the political values of the municipality in general and the language management incentives taken by local school politicians in particular.</p>			
			<p>Projects (ongoing). Managing Multilingualism in Swedish Schools and Pre-schools. Swedish only? Nation, economy and multiculturalism in Swedish communal schools. The project is financed by the Swedish Research Council. There are two researchers involved in the project: Prof Rune Johansson studies the creation and reformulation of language policies at the national, societal level, while my study focuses on how language policies are implemented at the municipal level within the sphere of education. My part of the study is based on interviews, the focus of which is on how local school politicians and school leaders interpret societal language planning principles and how they relate to the usage of Swedish and other languages in municipal schools. I have collected my empirical material in 6 medium-sized Swedish cities, three with a left-wing and three with a right-wing political majority. I conducted focus group interviews with school politicians sitting in the Educational Board of their municipalities. The focus group interviews were completed with individual interviews when I considered it necessary. In addition, I interviewed 5-7 school leaders with experience of multilingualism at school in each municipality. My main focus is on the construction and maintenance of school language policies as articulated in narratives of school politicians and school leaders. One of the main questions is how language politics and policies articulated at the societal level are set into (discursive) practice at the local level.</p>			
			<p>Ethnicity in Pre-school, Social Interaction and Institutional Practice My study, within the project Ethnicity in pre-school, Social Interaction and Institutional Practice, has its focus on the interaction between Swedish-speaking unilingual pre-school teachers and children with a mother tongue other than Swedish. The study explores how pre-school teachers with a monolingual background deal with and reflect on multilingualism represented within their groups in general, and the bilingualism of individual children in particular. I have conducted fieldwork in two different pre-school groups. The field work consisted of participant observations, video-recording and focus group interviews. Before the focus group interview, I chose a number of sequences from the video recordings and presented them to the teachers. In this way, the film sequences worked as starting points for discussions. The aim of the focus group interviews was to explore how pre-school teachers reflect on their linguistic interaction with the children, dilemmas related to multilingualism and multiculturalism and on their peda-</p>			

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			gological practice. This project is also financed by the Swedish Research Council and it consists of four sub-studies. Polly Björk Willén, the leader of the project, explores how the interaction between teachers, parents and children works in the entrance halls of multilingual pre-schools. The second sub-study, carried out by Sabine Gruber, focuses on recruitment practice in pre-schools. The third sub-study, conducted by Linda Häll, focuses on the interaction between children in multilingual pre-schools.			
Linköping universitet	Institutionen för språk och kultur http://www.liu.se/ikk/?l=sv	Nigel Musk, Ph.D. Phone: +46-(0)13-28 18 69 nigel.musk@liu.se Address: Department of Culture & Communication (IKK) Linköping University SE-581 83 LINKÖPING	Research: Bilingualisms-in-practice at the meso level: an example from a bilingual school in Wales. Abstract by the authors: Bilingualism is to be seen as dynamic bilingualisms-in-practice, which are continually being "performed," that is, shaped, valued, and constituted, both through discourses which (re)contextualize the notion, as well as through the everyday language practices of bilinguals. To shed light on bilingualisms-in-practice, primarily in the context of one bilingual school in Wales, a range of data is examined to identify prevalent discourses on bilingualism. It is argued here that the meso level of society, especially educational institutions, constitute a key site for the recontextualization of these discourses and thereby play an important mediating role between the micro and macro levels of society.		MUSK, N.: Bilingualisms-in-practice at the meso level: an example from a bilingual school in Wales. – In: International Journal of the Sociology of Language, Nr. 202, 2010, p. 41–62. Doi: 10.1515/ijsl.2010.013.	
			Research: Code-switching and Code-mixing in Welsh Bilinguals' Talk: confirming or refuting the maintenance of language boundaries? Abstract by the authors: This article closely examines the bilingual talk emerging from informal discussions among young people attending a bilingual school in Wales. In contrast to the common focus on issues of the linguistic competence of bilinguals in literature, this paper advocates a speaker's perspective and considers bilingualism to be the sedimentation of the social and linguistic practices of bilinguals, where code-alternation is often prevalent. Using a conversation analytic approach to code-switching, I distinguish between two different kinds of code-alternation: unmarked code-mixing and marked code-switching on the basis of speakers' own orientations. When these bilinguals speak Welsh, for most of the time the language boundary between Welsh and English is only loosely maintained. However, on occasion code-switching is used as a meaning-making resource, e.g. for the purpose of quoting others. It is this marked code-switching that requires bilinguals to separate and distinguish between the two language mediums, and thereby also maintain the language boundary. At the same time, these findings disclose a gap between informal language practices and the ideological insistence on maintaining strict language boundaries, for example, in educational contexts.		MUSK, N.: Code-switching and code-mixing in Welsh bilinguals' talk: confirming or refuting the maintenance of language boundaries? – In: Language, Culture and Curriculum, Nr. 3, vol. 23, 2010, p. 179–197. Doi: 10.1080/07908318.2010.515993.	
Linköping universitet	Tema Barn http://www.tema.liu.se/tema-b?l=en	Polly Björk-Willén, Universitetslektor i pedagogiskt arbete fil.dr. i Barn Tel.: +46 11 363596. E-mail address: polwi@isv.liu.se. Holmentorget 10, Bomullsspinneriet Homepage: http://www.isv.liu.se/medarbetare-vid-isv/bjork-willen-polly?l=sv	Research: Participation in Multilingual Pre-school Play: Shadowing and crossing as interactional resources. Abstract by the authors: The present paper explores how children participate in peer play activities in a multilingual pre-school setting. Participation is understood as a practical achievement in social interaction. Through in-depth analyses of video recordings of peer play, the study demonstrates how the children artfully exploit a range of multimodal resources in play activities. Of special interest are: the children's coordination of nonvocal actions with talk; and: how such complex action types are produced to accomplish and sustain participation in multi-party play. The analyses highlight two interactional phenomena of interest for our understanding of the children's conduct, namely 'shadowing' and 'crossing'. Shadowing refers to the carefully tailored delivery of an action, which repeats an immediately preceding move of another participant. Crossing		BJÖRK-WILLEN, P.: Participation in Multilingual Pre-school Play: Shadowing and crossing as interactional resources. – In: Journal of Pragmatics, Nr. 12, vol. 39, 2007, p. 2133–2158. doi:10.1016/j.pragma.2007.05.010.	

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			(Rampton, 1995) relates to a specific instance of language alternation, through which participants align with and make use of their interlocutors' linguistic and ethnic backgrounds. It is shown how these different types of verbal as well as nonvocal resources are intertwined, sequentially organized and collaboratively deployed in children's construction of locally accountable actions.			
			Research: Routine Trouble: How Pre-school Children Participate in Multilingual Instruction. Abstract by the authors: This paper examines the turn-by-turn organisation of social actions during educational activities at a multilingual pre-school in Sweden. Specifically, it focuses on instructional exchanges within two commonplace activities: 'sharing time' and 'Spanish group'. The study builds on earlier research arguing that interactional routines facilitate children's participation in social activities, and, therefore, promote language learning. Several instances of interactional trouble are identified and discussed in terms of the teachers' elaboration of some routine features of these activities, resulting in a mismatch between the teachers' local aims and the children's projections of relevant next actions. The analysis further highlights a range of interactional means through which the participants act to come to terms with the trouble. These findings are discussed in terms of the participants' local concerns as well as the children's orientations to the routine features of pre-school activities. Finally, a number of educational implications are proposed on the basis of these findings.		BJÖRK-WILLEN, P.: Routine Trouble: How Preschool Children Participate in Multilingual Instruction. – In: Applied Linguistics, Nr. 4, vol. 29, 2008, p. 555-577. doi:10.1093/applin/amm051.	
			Research: When education Seeps into 'Free Play': How pre-school children accomplish multilingual education. Abstract by the authors In this article, we examine how bilingual pre-schoolers enact, in the course of 'free play', previous experiences from second language instructional activities. In so doing, the participants transform a set of educational routines for their own purposes within the current activity. Hence, apart from merely drawing on multilingual interactional resources, participation in such activities allows children to exploit some normative features of educational practice. The interactional organization of these events is explicated sequentially, examining in some analytic detail the children's methods for invoking, repairing and acting upon educational routines and practices within non-instructional activities. The analyses are discussed in terms of children's understanding and production of institutional order(s) in and through mundane interaction.		BJÖRK-WILLEN, P.: When Education Seeps into 'Free Play': How pre-school children accomplish multilingual education. – In: Journal of Pragmatics, Nr. 8, vol. 41, 2009, p. 1493-1518. doi:10.1016/j.pragma.2007.06.006.	
Linköping universitet	Institutionen för kultur och kommunikation http://www.liu.se/ik/kk/?l=sv	Ali Reza Majlesi, Doktorand i språk och kultur vid Linköpings Universitet Tel.: 013-28 18 57 E-mail addresses: ali.reza.majlesi@liu.se	Research: Emergent Learnables in Second Language Classroom Interaction. Abstract by the authors This paper studies how unplanned 'learnables' emerge in classroom interaction. A 'learnable' is defined as whatever is interactively established as relevant and developed to become a shared pedagogical focus. A learnable can thus be related to any social practice. In the context that we are studying, a Swedish as a second language classroom, we show how interactive processes constructing something as a learnable may originate not only in the use of an unknown Swedish word whose meaning is then asked for (which amounts to a verbal source for a learnable), but also in an unknown name for an object (a material source for a learnable) or an unknown meaning of a gesture (a gestural source for a learnable). These last two sources have not been much described in the existing literature on objects of learning. Through detailed analyses of video recorded classroom interaction, focusing on the ways in which participants gradually accomplish learnables, we show how learnables can arise, step by step, in and for the relevant needs of an emergent learning project		MAJLESI, A.R. / BROTH, M.: Emergent Learnables in Second Language Classroom Interaction. – In: Learning, Culture and Social Interaction. In press, 2012. http://dx.doi.org/10.1016/j.lcsi.2012.08.004	

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			that may be quite different from the teacher's pedagogical agenda.			
Lund universitet http://www.lu.se /		Gisela HAKANSSON MC Member gisela.hakansson at ling.lu.se, Natasha RINGBLOM MC Member natasha.ringblom at slav.su.se, Eva-Kristina SALAMEH MC Substitute Member eva-kristina.salameh at med.lu.se	Projects: COST A33 (Cross-linguistically Robust Stages of Children's Linguistic Performance. Descriptions. COST A33 (Cross-linguistically Robust Stages of Children's Linguistic Performance http://cost.zas.gwz-berlin.de/cost/index.html). The focus is on five-year-olds and how they acquire some linguistic structures in different languages. COST IS0804 (Language Impairment in a Multilingual Society, www.bi-sli.org) aims at finding characteristics of language impairment in bilingual children in comparison with monolingual children. Abstract by the authors. Second language learners often produce language patterns resembling those of children with Specific Language Impairment (SLI). The overlap among the features of bilingual and impaired language lead to methodological and clinical confusion, which this Action aims to resolve in order to improve the language assessment of minority language children. What is 'biSLI'? European migrations have led to dramatic increases in the number of children being raised with two or more languages in multilingual communities. The numbers of children who come to school with more than one language have increased over threefold since the year 2000 in Ireland, Italy and Spain and by 50% in the last two years in the UK (ec.europa.eu/education). In the rest of Europe, this situation is far from unique. At present, medical, language, and educational professionals have only limited diagnostic instruments to distinguish bilingual migrant children with language impairments from those who will eventually catch up with their monolingual peers. In the Netherlands, for example, bilinguals constitute 14% of the mainstream school population, but 24% of them study in special schools for children with SLI. If there were no misdiagnoses, the percentage of bilingual children should be identical in mainstream and special schools. Main objective of COST Action IS0804: To profile bilingual specific language impairment (biSLI) by establishing a network that will coordinate research on the linguistic and cognitive abilities of bilingual children with SLI across different migrant communities. http://www.bi-sli.org/index.htm (27.11.2012). http://www.cost.eu/ (27.11.2012).	Svenska som andraspråk: Grundkurs, 30.0 hp Swedish as a Second Language: Basic level, 30.0 credits, This basic course is aimed primarily at those who teach or want to teach SFI or Swedish as a second language at school. It covers basic aspects of language learning, sociolinguistics, bilingualism issues, language policy and contacts between cultures. The course also provides a thorough introduction to Swedish grammar, semantics and phonetics, with emphasis on a second language perspective. http://www.sol.lu.se/nordiska (27.11.2012). Svenska som andraspråk Swedish as a second language: Intermediate II, 15.0 credits. In the language, language variation and bilingualism from social and cultural perspectives are discussed. Bilingualism of the individual and in society is discussed as well as its relation to cognitive and emotional development and its educational implications. Linguistic theory and method are introduced. http://www.sol.lu.se/nordiska (27.11.2012). Svenska: Språksociologi - fortsättningskurs, 7.5 hp Swedish: Language Sociology – Intermediate level, 7.5 credits. The course highlights the language as a social phenomenon. It deals with linguistic variations, including social and gender, different methods to describe this variation as well as theories about how it should be explained. This course provides further insights into bi-and multilingualism. Speech analysis is also discussed within the course. http://www.sol.lu.se/nordiska (27.11.2012).		
Lund universitet	Språk- och litteraturcentrum http://www.sol.lu.se/	Petra Bodén, Ph.D. E-post Petra.Boden@ling.lu.se http://www.sol.lu.se/petra/PetraBoden Fax 046-222 32 11 Besöksadress Helgonabacken 12 Postadress Box 201, 221 00 Lund, Hämtställe 20 Gisela Håkansson, Professor Organisation Lingvistik Telefon 046-2228443 E-post: Gisela.Hakansson@ling.lu.se	Research: Svensk fonologi hos tvåspråkiga skolbarn i Rosengård. Swedish Phonology in Bilingual School Children in Rosengård. Abstract by the authors: Between 2004 and 2010 Petra Bodén (Ph.D.) and Gudrun Svensson collected material semester-wise both from School B, which has mainly multilingual pupils, and to a smaller extent from School C, where mono- and multilingual pupils are evenly distributed. The analysis of the material has shown, e.g., that the multilingual pupils in School B are uncertain about several semantic distinctions, which in a school situation may cause misinterpretations and in turn entail problems when learning to read and write.		BODEN, P. (2008): Svensk fonologi hos tvåspråkiga skolbarn i Rosengård. –In: GRANFELDT, J., HÅKANSSON, G., KÄLLKVIST, M., Källkvist, M. / SCHLYTER, S. (eds.): Språkinläring, språkdidaktik och teknologi. (Rapport från ASLA:s höstsymposium i Lund, 8-9 november 2007), Lund: Lunds universitet. P. 19-30.	
Lund universitet	Språk- och litteraturcentrum http://www.sol.lu.se/		Contract/Project: Early Language & Intercultural Acquisition Studies (ELIAS). 2008 – 2010: European Commission: Lifelong Learning Programme. Project description This project has been funded with support from the European Commission. Research Leader in Sweden: Gisela Håkansson, Linguistics and Phonetics Researcher: Anna Flyman Mattsson, Scandinavian Languages Status: Completed (2008-2010) Subjects: Linguistics, Department: Centre for Languages and Literature. Abstract by the authors The project investi-		KERSTEN, K., FREY, E. / HÄHNERT, A. (eds.) (2009): Early Language and Intercultural Acquisition Studies: Progress Report Magdeburg: ELIAS (www.elias.bilikita.org).	

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			<p>gated children's linguistic development in bilingual pre-schools in Germany, Sweden and Belgium, where the children meet native speakers of the target languages. The results showed that the children attain a high level of competence in the foreign language, which is related to how language is used in interaction. Also, the input in the target language has no negative effect on the mother tongue. External funding The ELIAS (Early Language and Intercultural Acquisition Studies) Project includes ten bilingual pre-schools in Germany, Belgium, England and Sweden, one monolingual pre-school in England, and eight universities. Based on earlier research that shows that immersion teaching is a superior method for developing language competence and that children's natural learning strategies have a positive effect on language acquisition, the aim of the project was to investigate children's linguistic development in bilingual pre-schools where the children meet teachers who are native speakers in the target languages. The results include the following insights into language acquisition and intercultural competence: 1. Already at pre-school level, children learn and use different strategies for intercultural competence in a successful way. 2. The children reach a high level of competence in the foreign language (English) where comprehension precedes production. The level of competence depends on the amount of contact with the language and how the teachers use the language in interaction with the children. Children with a migrant background learn the foreign language faster than monolingual children. 3. The mother tongue is not affected by the intense input in the foreign language. The children's mother tongues develop instead in accordance with their age. In line with other studies, the results showed that the language of both types of children benefit from an increased language awareness. http://www.sol.lu.se/en/project/504 (13.10.2012). Beneficiary organisation: University of Magdeburg, Germany, Project coordinator: Dr. Kristin Kersten, MA, Project coordinator organisation: University of Magdeburg, Germany Project coordinator telephone number: +49.391.6716.655 Project coordinator email address: projekte@kristin-kersten.de Web site: http://www.elias.bilikita.org/ Web site: http://www.elias.bilikita.org/</p>		<p>HÅKANSSON, G. (2003):Tvåspråkighet hos barn i Sverige. Språk, språkinlärning och språkforskning. (Bilingualism among Children in Sweden. Language, Language Learning and Language Research). Lund: Student literature.</p>	
			<p>Scientific article: Development or Impairment? Abstract by the authors: Joanne Paradis' Keynote Article on bilingualism and specific language impairment (SLI) is an impressive overview of research in language acquisition and language impairment. Studying different populations is crucial both for theorizing about language acquisition mechanisms, and for practical purposes of diagnosing and supporting children with language problems. If the child is a second language (L2) learner it is assumed that the support should differ from the kind of language therapy given to children with language disorders. The article deals with the interface of bilingual development and child language disorders in two dimensions: the discussion concerns the disentangling of bilingual and L2 development from children with SLI, as well as monolingual and bilingual children with diagnosis of SLI. Traditionally, discussions of language impairments have only dealt with children in monolingual environments, but during the last decades an increasing number of studies have extended the analyses to bilingual populations. Contrary to expectations, grammatical development in monolingual children with SLI has been found to be more similar to L2 children than to monolingual first language (L1) children (e.g., Crago & Paradis, 2003; Grüter, 2005; Håkansson & Nettelblad, 1993, 1996; Paradis & Crago, 2000). These findings are intriguing, and they have inspired new research on both bilingualism and</p>		<p>HÅKANSSON, G. Development or Impairment? – In: Applied Psycholinguistics, Nr. 31, 2010, p. 293-297. doi:10.1017/S014271640990440.</p>	

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			language impairment.			
Malmö högskola http://www.mah.se/		Central switchboard: Telephone number: 0046 40 665 70 00. (When you need to be connected with a specific school or faculty, please see direct contact information to the left.) Admissions Office - Applications: Telephone service is open Monday-Friday 10:00 -12:00 Telephone number: +46 (0) 40-665 75 00. E-mail: admissions@mah.se The International Office: internationaloffice@mah.se. Phone: +46 40 665 70 00. Fax: +46 40 665 71 55		Olika vägar till kunskap i modersmålsundervisningen Kurs - grundnivå - 15 hp Different ways to knowledge in mother tongue teaching, basic level, 15 credits. This course is for language teachers. The course's fundamental idea is that language development is linked to choice of materials and to working methods, and is a creative process in which interaction and communication are vital. Participants develop their knowledge about different learning styles and teaching approaches. The course covers study skills and tutoring. Moreover, there is a focus on the structures of the Swedish language from a functional perspective. http://edu.mah.se/sv/Course/20131-40199 (13.11.2012). Tvåspråkighet och identitet 15 hp Bilingualism and identity, 15 credits Language is a central expression of our identity. The course focuses on a bilingual or multilingual complex language situation, which means developing and maintaining various languages (and identities). The course also discusses what happens to the Swede in contact with various minority languages: including loans, code switching between Swedish and other languages, and the emergence of new forms of suburban Swedish. http://edu.mah.se/sv/Course/20131-43077 (27.11.2012).		Conference: Mötesplats Ämne och Språk/ The Topic of Meeting and Language. A working conference for teachers, teacher educators and researchers organised by The Faculty of Education and Society at Malmö University and R & D (Research and Development Work), Malmö Municipality, in cooperation with the National Network Samspråk ('Conversation'). Language is of essential importance when it comes to success at school. Hence, it is important that educators and scientists work consciously on the development of language and with a knowledge development approach for monolingual and multilingual students in different school subjects. The municipality of Malmö has a number of research circles (2010-2012) focused on language+developing subject teaching in collaboration with Malmö University's guest professor Maaïke Hajer (Utrecht, the Netherlands). Subject and language experts from both schools and teaching education institutions have jointly formulated their questions and projects. Work is in progress and the results will be presented at the conference. http://www.mah.se/ls/amneochsprak (27.11.2012).
Malmö högskola	Kultur och samhälle, Lärarutbildningen, Språk, migration och samhälle (SMS)	Kontaktperson: Prof. Anna-Lena Tvingstedt Tel: +46 40 665 70 00 Malmö högskola 205 06 Malmö Sweden anna-lena.tvingstedt@mah.se	Contract/Project: Olika modeller för tvåspråkig undervisning på arabiska och svenska - förutsättningar och konsekvenser/ Different models of bilingual education in Arabic and Swedish - prerequisites and consequences. Funded by: Vetenskapsrådet (UVK) Tidsram: 2006-01-01 -- 2010-12-31 Description by the authors http://www.mah.se/Forskning/Sok-pagaende-forskning/Olika-modeller-for-tvasprakig-undervisning-pa-arabiska-och-svenska-forutsattningar-och-konsekvenser/ In Sweden more than 1.5 million people are of immigrant backgrounds and most of them live in the larger cities. Language minority pupils represent 51% the total school population in Malmö, a number continuously increasing. While over 40 languages are represented among these pupils, the largest language group is Arabic speaking. Segregation is a major problem in Malmö and some schools have 75-100% language minority students in the classrooms. Government statistics show that achievement levels among many minority students are significantly below average. For these students learning Swedish is a necessity not only for becoming socially integrated into the life of the school and the community at large, but also for academic success at school and ultimately for economic survival and well-being in adulthood. In order for schools to adjust their teaching and adapt to the needs of these pupils, a solution often advocated is to offer them an increasing part of their education in their first language. The research problem to be explored in this longitudinal study focuses on the implementation of different organisa-		BERGMAN, L. / ERICSSON, I. (eds). (2011): EDUCARE: Tema: Tvåspråkig undervisning på svenska och arabiska i mångkulturella storstadsskolor. Lärande och samhälle, Malmö högskola. Nr. 3. Malmö: Holmbergs AB. SALAMEH, E-K. (2006): Teaching Through the Mother Tongue. - In: "Opportunities and challenges for education in the multicultural city". International conference in Malmö, Sweden, 17-19 May, 2006. BOUAKAZ, L., DRAGENBERG, M. / TVINGSTEDT, A-L. (2007): Different Models of Bilingual Education in Arabic and Swedish. Paper presented at Citizenship Education in Society - A Challenge for	

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			<p>tional models of bilingual education in Swedish and Arabic and on the impact of these educational models on the children's language development and acquisition of knowledge, related to relevant background variables as well as in a societal context. Bilingual education has previously been organised along different lines, often, however, lacking a long-term approach as well as analyses of which model has what outcomes. Different models of organisation developed in schools with a large body of Arabic speaking pupils are described in the study, and their influences upon the students' acquisition of the two languages and upon their cognitive and social development are analysed. In addition, the decisions of the teachers and the principals and designs of teaching are monitored. Information is collected by a variety of data instruments in order to penetrate research issues from different perspectives and, by using the longitudinal method, a narrow picture of the students' development can also be given.</p>		<p>the Nordic Countries. CiCe Conference (Childrens Identity and Citizenship in Europe), Malmö, Sweden, 4-5 October, 2007.</p> <p>DRAKENBERG, M., SALAMEH, E-K., MORGAN, E. /TVINGSTEDT, A-L. (2008): From Teaching to Learning. EERA Conference in Gothenburg, 10-12 September, 2008.</p> <p>SANDELL, A. (2008): Elevperspektiv på lärare med utländsk bakgrund i den svenska skolan. En inledande kvalitativ studie med arabisktalande elever. - In: Redovisning till Institutet för arbetsmarknadspolitisk utvärdering (IFAU).</p> <p>TVINGSTEDT, A-L., DRAKENBERG, M. / MORGAN, E. (2009): Ett försök med tvåspråkig undervisning på arabiska och svenska. Rapporter om utbildning. Malmö: Malmö högskola, Lärarutbildningen (uu).</p>	
<p>Stockholm universitet http://www.su.se /</p>	<p>Symposium 2012, Nationellt centrum för svenska som andraspråk, Stockholms universitet http://www.andrasprak.su.se</p>	<p>Postadress: Stockholms universitet, SE-106 91 Stockholm Besöksadress: Universitetsvägen 10 A Växel telefon: 08-16 20 00 Epost: universitetet@su.se</p>			<p>LANDMARK, D. / WIKLUND, I. (2012): Litteraturen, språket, världen. Andraspråksperspektiv på litteraturundervisning. Lund: Studentlitterature.</p>	<p>2012 Symposium: "Läraryrollen i svenska som andraspråk"/ The Role of the Teacher in Swedish as a Second Language Subject. The National Centre for Swedish as a Second Language organises a national conference every three years aimed at teachers and school leaders in primary and secondary schools, SFI (Swedish for immigrants) and adult education. The 2012 Symposium was held on the 4 and 5 October 2012. Litteraturen, språket, världen Andraspråksperspektiv på litteraturundervisning/ Literature, Language, the World. Second Language Perspective in Literature Teaching. Pupils of different linguistic and cultural backgrounds carry experiences that should be taken as a great asset in classrooms. Instead, the contents of the school literary samples and literature work reflect experiences and values that are represented by the majority of students.</p>

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
Stockholm universitet	Institutionen för baltiska språk, finska och tyska http://www.bafity.su.se/	Professor Jarmo Lainio Telephone: + 46 8 16 2912 Stockholm University, 106 91 Stockholm, Sweden E-mail: jarmo.lainio@finska.su.se The consortium comprises teams of expert researchers in Birmingham, Copenhagen, Stockholm, and Tilburg. The project brings together academic colleagues who have conducted sociolinguistic ethnographic research with multilingual young people in Europe. Each team member offers distinctive yet complementary skills, knowledge, and experience. In addition the team brings together the interdisciplinary expertise of JinLing Li, Kasper Juffermans and Sjaak Kroon from Babylon Centre for Studies of the Multicultural Society, Tilburg University; Angela Creese, Jaspreet Kaur Takhi from MOSAIC Centre for Research on Multilingualism, University of Birmingham; Lian Malai Madsen and Janus Spindler Møller from the Centre for the Study of Danish as a Second Language and the Centre for the Study of Language Change in Real Time, University of Copenhagen; and Carla Jonsson and Anu Muhonen from Centre for Research on Bilingualism and Department of Baltic Languages, Finnish and German, Stockholm University.	Scientific Project: Investigating Discourses of Inheritance and Identity in Four Multilingual European Settings (IDI4MES). Project financed by The Humanities in the European Research Area (HERA) Network http://www.heranet.info/idi4mes/index (28.10.2012). Globalisation and global mobility are creating multilingual and multi-ethnic societies throughout Europe and beyond. 'Inheritance' and 'identity' are no longer necessarily tied to the nation-state. Rather, allegiances and cultural traditions travel across national boundaries, as diasporic groups differentially retain affiliation to national heritage, and global communication transcends traditional borders. Many parts of Europe are now characterised by 'super-diversity', distinguished by a dynamic interplay of variables among multiple-origin, transnationally connected migrants. Modes of migrant transnationalism, negotiated in everyday interactions, remain seriously under-studied. This sociolinguistic ethnographic project investigates how multilingual young people negotiate 'inheritance' and 'identity' in four European settings. Young people of migrant heritage in Denmark, Sweden, The Netherlands and England may identify with a distant territory, but also 'belong' in their present home, and in global popular culture. In this study a research team across four universities investigates how cultural heritage and identity are discursively constructed within and beyond educational settings, and how multilingual young people negotiate inheritance and belonging. The project extends current understandings of cultural heritage and local, national, and global identities. There are five aims to the research: 1. To investigate the range of language and literacy practices of multilingual young people in four European settings. 2. To explore the cultural and social significance of language and literacy practices of multilingual young people in four European settings. 3. To investigate how the language and literacy practices of multilingual young people in four European settings are used to negotiate inheritance and identities. 4. To develop innovative multi-site, ethnographic team methodologies using interlocking case studies across national, social, cultural and linguistic contexts. 5. To contribute to policy and practice in the inclusion of non-national minority languages in the wider European educational agenda.			
Stockholm universitet	Psykologiska institutionen	Sadegheh Moniri Tel: 163824 E-post: smi@psychology.su.se	Research: Bilingual Memory: A lifespan approach. Abstract by the authors: Bilingualism and its effects on individuals have been studied by many researchers in different disciplines. Although the first psychological study of bilingualism was carried out by Cattell as early as 1887, there are only few studies that have exclusively investigated the effect of bilingualism on the functioning of memory systems. In the field of the cognitive psychology of bilingualism, there is some evidence for the positive influence of bilingualism on children's cognitive ability across a variety of domains		MONIRI, S. (2006): Bilingual Memory: A lifespan approach. Stockholm: Stockholm universitet.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			but there is little knowledge about the relationship between bilingualism and memory in a lifespan perspective. The main aim of this thesis was to investigate the functioning and development of memory systems in bilingual individuals. For this purpose, two studies were performed: a cross-sectional study of bilingual children (Study I) and a longitudinal study of young and older adults (Study II). The purpose of the Studies I and II was to determine whether there are any differences between monolinguals and bilinguals with regard to the functioning of various memory systems. The first study compared the performance of monolingual and bilingual children in episodic and semantic memory, and in the second study the performance in episodic and semantic memory in bilingual younger and older adults was investigated. Specifically, these studies aimed to examine: a) which memory systems will be affected more as a function of language, and b) to what extent the differences would manifest themselves during a participant's lifespan. The purpose of Study III was to explain the relationship of word representations, lexical access and lexical selection in a bilingual word production paradigm. In the process of this study, a model of bilingual production was developed to explain the results obtained as well as to clarify the role of automatic and controlled processes in using two languages. The results of the first and second studies showed a superiority of bilinguals over monolinguals as well as the fact that the association between memory performance and bilingualism is varied across different periods of adulthood. It appears that the lifelong experience of managing two languages enhances control processes, which in turn play an important role in enhancing recall performance. In the third study, the efficiency of inhibitory processing when having two languages activated has been explained by using a "dual mechanism model".			
Stockholm universitet	Institution för språkdidaktik http://www.isd.su.se/	Carla Jonsson, PhD, Assistant Professor, Centre for Research on Bilingualism, Stockholm University, Telephone +46 (0)8 16 14 42 E-mail car-la.jonsson@biling.su.se Address Stockholm University Universitetsvägen 10C SE-106 91 Stockholm Sweden Personal homepage http://www.carlajonsson.com/	Contract/Project: Intercultural Pedagogy and Intercultural Learning in Language Education (The Swedish Research Council) Funding source: Swedish Research Council - Vetenskapsrådet (VR). Period: 2007-2011. Funding: 1274000 SEK. Description: It is a serious deficiency in the Swedish school system that students' multilingualism and their experiences are not used. This can affect the students' language development, their self-esteem and their personal development in a negative manner. The general aim of my study is to develop the field of intercultural pedagogy and intercultural learning, which is a rather new and undeveloped area of pedagogy and didactics. Intercultural pedagogy is a field within pedagogy that studies everything that has to do with education, teaching and learning through intercultural aspects (eg. ethnicity, gender, class). It is important to develop intercultural pedagogy since it can contribute with knowledge about learning processes that is crucial for teachers in today's multicultural classrooms. The main part of my project will focus on how schools live up to official policy documents (curricula) and Sweden's new language policy when it comes to issues such as multilingualism and multiculturalism. The focus of the project will be on language education. The investigation will also contain a study of bilingual students at 'Spanska Skolan'. The material will be collected by ethnographic fieldwork, e.g. classroom observations. The material from both parts of the study will be used to develop an intercultural pedagogy which promotes intercultural learning. Suggestions of how teachers can take advantage of students' multilingualism and students' experiences in the classrooms will be offered.	TEACHING AND ADVISING EXPERIENCE: Swedish as a second language (30 ECTS credits). Swedish in a Bilingual Illustration (7,5 ECTS credits), Swedish/Swedish as a Second Language in Multicultural Schools I, Senior Primary - Upper Secondary School (30 ECTS credits). Culture, Communication and Language Diversity (7,5 ECTS credits). Language Learning and Language Use in a Multilingual Perspective (7,5 ECTS credits). Bilingualism – an Introduction (7,5 ECTS credits). Educational Scientific Perspectives (30 ECTS credits). Education, Pedagogics, Society – Yesterday, Today, Tomorrow (7,5 ECTS credits). Development and Socialisation of an Individual (7,5 ECTS credits). Theories about Learning (7,5 ECTS credits). Special Pedagogic Challenges (7,5 ECTS credits)	JONSSON, C. (2008): Språk och kultur som resurser i undervisningen. – In: NORDHEDEN, I. / PAULIN, (eds.): Att äga språk - Språkdidaktikens möjligheter: En antologi om och för lärare i skolan. Stockholm: Stockholms universitetets förlag. p. 143-158.	
Stockholm universitet	Socialantropologiska institutionen	Annika Rabo, Professor, Telefon: 08-16 29 62 E-	Contract / Project: Future Citizens in Educational Texts and Training Policy. Examples from Norway, Sweden, Lebanon and Turkey.			

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
	http://www.socant.su.se/	post: annika.rabo@socant.su.se	Funded by the Swedish Research Council, 2011-2013/14. Marie Carlson - Co-applicant, Project Leader. The project's overall aim is to examine, from a transnational perspective, how globalisation processes have been reflected in the four project countries within compulsory education in recent years. Policy documents and textbooks are analysed, and school politicians and authors of textbooks are interviewed in the project. Contract / Project: Teacher Training in "Diversity Sweden" - a comparative study of gender, class and ethnicity. Funded by the Swedish Research Council, 2005-2007/2008. Carlson was Co-applicant, Project Leader: Professor Annika Rabo, Department of Social Anthropology, Stockholm University. Transitions and Multilingualism Project 2009. EU-funded project 'Transitions and Multilingualism' (TRAM). The transition from family to prior-to-school settings and school settings is a very sensitive period and is even more intense for children with a migration and/or multilingual background. The number of these children has risen significantly in the last years. TRAM aims to improve educational opportunities for migrant pupils through teacher training. The training course developed under TRAM will support the development of teaching skills needed by teachers working with children in transition phases. To assure the course contents meet the qualification needs in theory and practice, the training course is based on a comprehensive needs analysis, a good practice analysis, a transnational reviewed piloting and cooperation with pilot kindergartens and primary schools. The project also aims to support the acquisition of several languages at pre-primary and primary school level. It focuses on multilingual children, supporting them in transition phases so that their skills in several languages are maintained and even reinforced through the support of experienced teachers. Moreover, it intends to make monolingual children learn from their multilingual classmates.			
Stockholm universitet	Barn- och ungdomsvetenskapliga institutionen	Nihad Bunar, Professor Avdelning: Barn- och ungdomsvetenskap Telefon: 08-1207 6219 E-post: nihad.bunar@buv.su.se	Research: Multicultural Urban Schools in Sweden and Their Communities: Social Predicaments, the Power of Stigma and Relational Dilemmas. Abstract by the authors: Multicultural urban schools in Sweden are facing two major challenges. First, the communities the schools serve are stigmatised and economically impoverished, leading to growing concerns regarding the quality of education, lack of credibility, and outflow of students. The second challenge is the ambivalent relationships with students' parents (presumably consumers and partners, but who are also regarded as culturally conservative) and with the broader community, such as public authorities and universities. I argue that we cannot understand the practical operations and outcomes of multicultural schools if we only look at the curriculum, individual attitudes or educational policy changes and do not examine the broader challenges facing these institutions. What is needed is a more relational approach linking together the interests of different groups, policy changes, modes of representation, and educators' practices.		BUNAR, N.: Multicultural Urban Schools in Sweden and Their Communities: Social Predicaments, the Power of Stigma, and Relational Dilemmas. - In: Urban Education, Nr. 2 vol. 46, 2011, p. 141-164.	
Stockholm universitet	Institutionen för matematikämnet och naturvetenskapsämnetnas didaktik http://www.mnd.su.se/	Eva Norén, Institutionen för matematikämnet och naturvetenskapsämnetnas didaktik, 08-1207 6629 Stockholms Universitet, Campus Frescati, 106 91 Stockholm, eva.noren@mnd.su.se http://www.mnd.su.se/forskning/forskningsomr	Research: Flerspråkiga matematikklassrum Diskurser i grundskolans matematikundervisning /Multilingual Mathematics Classrooms. Discourses in Primary School Mathematics Teaching. Abstract by the authors: Multilingual Mathematics Classrooms: Discourses in Compulsory School in Sweden. The aim of this thesis is to investigate and analyse practices in multilingual mathematics classrooms at compulsory schools in Sweden. By using ethnographic methods, mainly participant observation, data were collected in a number of multilingual mathematics classrooms in suburban areas of a major city. The data include field notes, interviews and informal conversations with students, teachers and		NOREN, E. (2010): Flerspråkiga matematikklassrum. Diskurser i grundskolans matematikundervisning. Stockholm: Stockholms universitet.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
		aden/matematikamnets-didaktik/eva-noren	school administrators. The analysis is based on a coordination of Foucault's discourse theory and Skovsmose's critical mathematics education. The socio-political viewpoint defines power as relational and as having an effect on school mathematics practices. Discourse, agency, foreground and identity are used as analytic tools. In five articles, the thesis investigates how the various discourses affect multilingual students' agency, foreground and identity formation as engaged mathematics learners. The effects of switching students' and teachers' agency and discourse in multilingual mathematics classrooms are also investigated. The findings indicate that bilingual communication in the mathematics classroom enhances students' identity formation as engaged mathematics learners. Language and content-based instruction seems to do the same, although monolingual instruction may jeopardise students' identities as bilinguals while the discourse may normalise Swedish and Swedishness exclusively. Focus on linguistic dimensions in mathematics build up a communicative reform-oriented school mathematics discourse. The competing and intersecting discourses available in the multilingual mathematics classroom affect students' agency, foreground and identity formation as engaged mathematics learners. For example, a reform-oriented school mathematics discourse intersecting with a social-relational discourse affects students' active agency, allowing power relations to be negotiated. A principal conclusion is that the success or failure of multilingual students in multilingual mathematics classrooms cannot be explained in terms of language and cultural factors alone, but only in relation to discourse, and to social and political conditions in society at large.			
Stockholm universitet	Centrum för tvåspråkighetsforskning Forskarskolan i Flerspråkighet, litteracitet och utbildning (FLU) http://www.biling.su.se/forskning/utbildning-pa-forskarniva/forskarskolan/forskarskolan-1.91692 (23.11.10)	Scientific leader: Kenneth Hyltenstam Professor, forskningsledare, föreståndare Telefon: 08 - 16 30 93 Fax: 08 - 612 94 28 E-post: kenneth.hyltenstam@biling.su.se Koordinator: Heléne Norstedt	Research: Dominant Language Replacement: The case of international adoptees: This work was supported by the Bank of Sweden Tercentenary Foundation, grant No. 1999-0383:01 to K. H. and N. A. and grant no. J2001-0244: 1,2,3 to H.-S. P. Abstract by the authors: This article challenges a recent proposal for the theoretical interpretation of L1 and L2 interaction resulting from the abrupt change of language environment in internationally adopted children. According to this proposal (Pallier, Dehaene, Poline, LeBihan, Argenti, Depoux and Mehler, 2003; Ventureyra, Pallier and Yoo, 2004), such children experience a total loss of their L1, while, as adults, they exhibit a native-like ultimate attainment of their L2. These authors suggest that what they see as a total loss of L1 allows a resetting of the neural network that normally subserves L1 retention and hence permits a complete acquisition of the L2. Data from two of our own research projects, one on L1 remnants in Korean adoptees in Sweden (see Park, forthcoming), and the other on age of acquisition and ultimate L2 attainment of Swedish (see Abrahamsson and Hyltenstam, in press), which included data from Latin American adoptees in Sweden among other participants, suggest (i) that L1 remnants are indeed maintained, (ii) that L2 attainment is not enhanced by severe L1 attrition, and (iii) that there is an age dimension to both the degree of L1 attrition and the level of L2 ultimate attainment in international adoptees. We, therefore, contend that a maturational interpretation of language replacement data is preferable.	The Graduate School in Multilingualism, Literacy and Education (MLE) is a national research school for training teachers. Teachers in today's Swedish educational society face students with access to various languages and culture. At many schools the linguistic and cultural diversities are viewed as a barrier more often than as an asset. At graduate school this situation will be problematised and questions will be raised about why, how and in which situations this occurs.	HYLTENSMAM, K., BYLUND, E., ABRAHAMSSON, N / PARK, H.-S.: Dominant Language Replacement: The case of international adoptees. – In: Bilingualism: Language and Cognition, Nr. 2, vol.12, 2009. P. 121-140. DOI: http://dx.doi.org/10.1017/S1366728908004008	
		Heléne Norstedt Studievägledare, kursadministratör, studentexpeditionen Telefon: 08 - 16 30 74 Fax: 08 - 612 94 28 E-	Contract/Project: National Doctoral School in "Multilingualism, Literacy and Education", Funding source: Swedish Research Council - Vetenskapsrådet (VR), Period: 01/09/08 - 31/08/12, Funding: 13200000 SEK. Description by the authors: The proposed multidisciplinary research school aims at developing the teaching profession with respect to basic knowledge and didactic competence	Pedagogics in a Diversity Perspective, 7,5 credits. The course is based on current research on intercultural education and issues related to socialization, language, learning and identity in international, multi-ethnic and intercultural contexts. The course provides insights into the importance of		

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
		post: hele- ne.norstedt@biling.su.se E-post: hele- ne.norstedt@biling.su.se	around issues of literacy and academic development in a multilingual perspective. The focus is on pluralistic views of knowledge and learning as well as on identity and self-conception, on sense-making, interaction and power and dominance related to categories such as gender, class and ethnicity. A particular spotlight on issues of literacy, education and multilingualism is provided by the situation in developing contexts. A complex language situation is characteristic of the majority of the world's developing societies, often with a multitude of indigenous languages and a dominating postcolonial language, which is used in all official domains including education. The research school aims at recruiting students from among teachers of Swedish, Swedish as a Second Language, Mother Tongue but also among other educational personnel involved in teaching generally or in the administration of educational programmes. In this way, the school can contribute to strengthening the quality of teaching and increase the fulfilment of the aims for schooling of both children and adults on a more general level. The research school is a cooperation between the Centre for Research on Bilingualism and six other departments and is based on a broad multidisciplinary competence. http://su.avedas.com/converis/contract/2560 (27.11.2012).	heterogeneity in social interaction and communication and provides skills for working in multicultural learning environments. This diversity perspective provides a framework for students' work on their thesis projects. http://www.biling.su.se/forskning/utbildning-pa-forskarniva/forskarskolan/forskarskolans-kurser-1.91691 (30.10.2012).		
		http://www.biling.su.se/forskning/utbildning-pa-forskarniva/forskarskolan/forskarskolans-kurser-1.91691		Multilingual Development and Learning, 7,5 credits. The course's overall goal is to provide a thorough knowledge of established theories of multilingual development with both psycholinguistics, cognitive and socio-cultural focuses. The course raises questions about multilingualism and identity as well as important social and cultural aspects of multilingualism and learning in informal as well as formal contexts of different ages. The course also focuses on literacy in multilingual contexts in different theoretical perspectives. http://www.biling.su.se/forskning/utbildning-pa-forskarniva/forskarskolan/forskarskolans-kurser-1.91691 (30.10.2012).		
		http://www.biling.su.se/forskning/utbildning-pa-forskarniva/forskarskolan/forskarskolans-kurser-1.91691		Multilingualism in Social and Educational Perspectives, 7,5 credits. The course provides the basis for various theoretical and methodological perspectives, an orientation to current multilingualism research with a focus on community and education. The course is aimed at making students familiar with research on language and language learning from a critical perspective, with a focus on power and dominance relationships in the community related to categories such as gender, class and ethnicity. The course also deals with didactic applications of so-called Critical Literacy. Students become acquainted with the theoretical and methodological tools relevant to their thesis throughout this course. http://www.biling.su.se/forskning/utbildning-pa-forskarniva/forskarskolan/forskarskolans-kurser-1.91691 (30.10.2012).		
		http://www.biling.su.se/forskning/utbildning-pa-forskarniva/forskarskolan/forskarskolans-kurser-1.91691		The Multilingual Classroom, 7,5 credits The course presents and examines theoretical issues, research traditions, methods and results of the didactic-oriented multilingualism research on the teaching and learning of second and foreign languages in different contexts. The course also provides an		

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
				introduction to the functional grammatical theory that can be used to identify the school's text worlds and didactic support of multilingual students' textual skills. http://www.biling.su.se/forskning/utbildning-pa-forskarniva/forskarskolan/forskarskolans-kurser-1.91691 (30.10.2012).		
Stockholm universitet	Humanistiska fakulteten, Centrum för tvåspråkighetsforskning http://www.biling.su.se/	Fraurud, Kari, Stockholms universitet, Humanistiska fakulteten, Centrum för tvåspråkighetsforskning Docent, universitetslektor Telefon: 08 - 16 11 05 Fax: 08 - 612 94 28 E-post: kari.fraurud@biling.su.se Sally Boyd (Institutionen för filosofi, lingvistik och vetenskapsteori) Box 200, 405 30 GÖTEBORG, Phone:031-786 1178 Fax: 031-786 4853 http://www.flov.gu.se/english/contact/staff/sally-boyd/			FRAURUD, K. / BOYD, S. (2011): The native – non-native speaker distinction and the diversity of linguistic profiles of young people in multilingual urban contexts in Sweden. –In: KÅLLSTRÖM, R./ LINDBERG, I. (eds.) Young Urban Swedish Variation and change in multilingual settings. Göteborgsstudier i nordisk språkvetenskap Nr. 14. Gothenburg: University of Gothenburg. P. 67-88.	
Stockholm universitet	Humanistiska fakulteten. Centrum för tvåspråkighetsforskning	Christopher Stroud, Professor Centre for Research on Bilingualism, Stockholm University, Stockholm, Sweden and Department of Linguistics, University of the Western Cape, South Africa cstroud@uwc.ac.za , christopher.stroud@biling.su.se	Research: Towards a Material Ethnography of Linguistic Landscape: Multilingualism, mobility and space in a South African township. Abstract by the authors: The study of multilingual landscapes promises to introduce a new perspective into theories and policies of multilingualism, and to provide essential data for a politics of language. However, the theorization of space and language underlying the notion of linguistic landscape is not able to capture the manifold complexities of (transnational) multilingual mobility that is characteristic of many late-modern multilingual societies. Basing our argument on signage data from a contemporary South Africa in a dynamic phase of social transformation, we argue that more refined notions of space coupled to a material ethnography of multilingualism could provide a theoretically more relevant and methodologically refocused notion of (multilingual) linguistic landscape. Specifically, we take an approach to landscapes as semiotic moments in the social circulation of discourses (in multiple languages), and view signs as re-semiotized, socially invested distributions of multilingual resources, the material, symbolic and interactional artifacts of a sociolinguistics of mobility.		STROUD, C. / MPENDUKANA, S.: Towards a Material Ethnography of Linguistic Landscape: Multilingualism, mobility and space in a South African township. – In: Journal of Sociolinguistics. –Nr. 3, vol.13, 2009. p. 363-386. Doi: 10.1111/j.1467-9841.2009.00410.x.	
Stockholms universitet	Humanistiska fakulteten. Centrum för tvåspråkighetsforskning	Kamilla György Ullholm, Post-graduate position Phone: +46-8-16 17 64 http://www2.biling.su.se/KamillaG.htm kamilla.gyorgy@biling.su.se Research areas	Research: Same Mother Tongue – Different Origins. Language Shift and Maintenance, Language Use, Language Socialisation in Immigrant Families, Mother Tongue Education. Implications for language shift and language maintenance amongst Hungarian immigrants and their children in Sweden. Abstract by the authors: This study investigates intergenerational language transmission amongst Hungarian immigrants, using in-depth interviews and participant observation as the main methods. The analysis examines the experiences of parents and their school-aged children in 61 families living in Sweden's two main cities, Stockholm and Göteborg. The sample families were separated into four groups, based on two pre-contact factors, namely (1) the parents' linguistic		GYÖRGY ULLHOM, K. (2010): Same Mother Tongue – Different Origins: Implications for Language Shift and Language Maintenance amongst Hungarian Immigrants and their Children in Sweden. Stockholm: Centre for Research on Bilingualism Stockholm University.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			<p>environment and (2) their social identity prior to migration. Three of the four groups turned out to be comparable in size and serve as the focus groups of the study. Group 1 comprises families in which one or both parents are former majority members from monolingual parts of Hungary. Group 2 comprises families in which one or both parents are former majority members from Hungary, but in contrast, these parents grew up in bilingual areas, being exposed to other languages in their childhood settings. Group 3 comprises families in which often both parents grew up as members of a vital ethnic minority in bilingual or multilingual settings in Transylvania (Romania). It was hypothesised that the parents' childhood experiences would have an effect on their ways of raising children in a migrant situation, which, in turn, would affect children's bilingualism as well as the group's maintenance chances. The results of the statistical analysis confirm the hypothesis and show significant differences between the focus groups in a number of factors, e.g. marriage pattern, religious engagement, cultural orientation, children's opportunities to meet other group members, and language awareness. Most importantly, the investigation revealed broad variation in language use norms among the sample families, especially for family and group internal communication. This, together with the poor demographic conditions of the group, seriously threatens group cohesion. The prospects for Hungarian language maintenance in Sweden are, therefore, seen as limited.</p>			
Stockholms universitet	Humanistiska fakulteten. Centrum för tvåspråkighetsforskning	<p>Natasha Ringblom Tel: +468163413 Adress: 106 91 Stockholm Besöksadress: Universitetsvägen 10 E, plan 6 Home page: http://www.slav.su.se/forskning/forskningssomraden/rusistik/doktorander-i-ryska/natasha-ringblom E-post: natasha-ringblom@slav.su.se</p>	<p>Research: The Acquisition of Russian in a Language Contact Situation – A Case Study of a Bilingual Child in Sweden. Abstract by the authors This case study investigates the acquisition of Russian in a language contact situation. It examines a simultaneous Swedish-Russian bilingual child born and raised in Sweden. Qualitative analysis is provided from age 1;4 to 8;5, focusing particularly on the earliest stages (before the end of the critical period at 4;5). The aim was to investigate (a) whether the child reaches the same milestones as monolingual children, (b) whether there is evidence that two separate linguistic systems have been developed, (c) whether the child's grammatical competence in both languages might be qualitatively different from that of monolingual children and (d) whether there is interaction between the languages. The hypothesis tested is that ample input is needed to construct and develop two linguistic systems on a native-speaker level. The main result is that the two linguistic systems do not develop independently from each other; rather, 2L1s develop in permanent interaction where the weaker language – Russian – happens to be influenced by the stronger one – Swedish. The bilingual environment per se might lead to decreased structural complexity in the weaker language. Language dominance is viewed as a major determinant of cross-linguistic effects. This could lead to the development of a new individual variety of Russian (outside Russia). The results confirm the hypothesis that, even though there was exposure to both languages from birth onwards, the amount of input in the weaker and grammatically more complex language (Russian) received before the critical period was not enough to completely develop full native command of it. The lack of input has an impact on the acquisition of morphology: some morphological categories may have been set randomly or not at all. The structures observed are more typical of L2 than L1 acquisition. Morphology may be considered a vulnerable domain since complex morphological rules in Russian cannot develop without ample input.</p>		<p>RINGBLOM, N. (2012): The Acquisition of Russian in a Language Contact Situation: A Case Study of a Bilingual Child in Sweden. Stockholm: Stockholm University. 276 pp.</p> <p>RINGBLOM, N. (2012): The Emergence of a New Variety of Russian in a Language Contact Situation. - In: BRAUNMULLER, K. / GABRIEL, C. (eds.): Multilingual Individuals and Multilingual Societies. Amsterdam: Philadelphia: John Benjamins, p. 63-80.</p> <p>RINGBLOM, N. (2011): Взаимодействие двух языков в процессе усвоения отрицания в русском языке у шведско-русского двуязычного ребенка. –In: ЦЕЙТЛИН, С.Н. / ЕЛИСЕЕВА, М.Б. (ред.): Путь в язык. Москва. p. 235 – 260.</p> <p>RINGBLOM, N. (2012): Основные особенности регистра общения с детьми в двуязычной семье. – In: Проблемы онтолингвистики. Санкт-</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
					<p>Перепбур: Златоуст. p. 529 – 533.</p> <p>RINGBLOM, N. (2012): Language Separation in early childhood: one system or two? –In: Psycholinguistics: Psychology, linguistics, Social Communication. Nr. 11, 2012. P. 183 - 195.</p> <p>RINGBLOM, N. (2011): On the importance of the quality and quantity of input in diverging bilingual development. –In: Proceedings of the International Conference on Ontolinguistics. St Petersburg: Zlatoust. p. 607 – 610.</p>	
Stockholms universitet	Humanistiska fakulteten, Centrum för tvåspråkighetsforskning http://www.biling.su.se/	Emanuel Bylund, Docent Tel: 08 - 16 32 68 Fax: 08 - 612 94 28 E-post: manne.bylund@biling.su.se Centre for Research on Bilingualism, Stockholm University, Universitetsvägen 10 C, SE-106 91 Stockholm, Sweden Homepage: http://www.biling.su.se/om-oss/kontakt/medarbetare/emanuel-bylund-1.91501	<p>Research: Segmentation and Perspectivation of Events in Early Spanish-Swedish Bilinguals. Abstract by the authors: The aim of this study is to examine patterns of segmentation and temporal structuring of events in early bilinguals. The participant group consists of 25 L1 Spanish - L2 Swedish adult bilinguals residing in Sweden, with ages of L2 acquisition ranging from 1 to 11 years. There were 15 native speakers of Swedish and 15 native speakers of Spanish engaged as monolingual controls. The participants provided online retellings in both languages of an excerpt from the film Modern Times. The bilinguals' L1 and L2 retellings were compared with those of the monolingual speakers of the respective languages. The results indicated that the bilinguals resorted to the same event segmentation strategies in both L1 and L2, opting for an intermediate degree of event resolution. This behaviour fell in between the monolingual Spanish high degree of resolution and the monolingual Swedish low degree of resolution. As for temporal structuring patterns, the results showed that the bilinguals in their L2 converged with the Swedish monolingual controls, linking the events by means of anaphoric adverbials (i.e., 'x then y'). The bilinguals also converged with the Spanish-speaking controls in their L1 perspectivation patterns, as both groups left the temporal relation between the events to be inferred and focused on ongoingness (i.e., now x, now y). These findings are discussed in terms of convergence and co-existence of conceptual patterns (Pavlenko, 1999, 2008)</p>		<p>BYLUND, E. Bylund, E.: Segmentation and Perspectivation of Events in Early Spanish-Swedish Bilinguals. - In: International Journal of Bilingualism. Nr. 1, vol. 15, 2010. P. 56-84. Doi: 10.1177/1367006910379259.</p>	
			<p>Research: Effects of Age of L2 Acquisition on L1 Event Conceptualization Patterns This work was supported by the Swedish Research Council, grant no. 421-2004-1975 This study explores the effects that the age of onset (AO) of second language (L2) acquisition exerts on the attrition of first language (L1) event conceptualization patterns. The subjects studied are L1 Spanish-L2 Swedish bilinguals living in Sweden. The specific research questions addressed in the study concern the role of AO in endpoint encoding and temporal perspectivation in goal-oriented motion events. In view of previous findings on age effects in attrition, it is hypothesized that deviations from Spanish monolingual patterns of conceptualization would be limited basically to subjects whose AO is below 12 years of age. The analyses show that subjects with AO > 12 converge with Spanish monolingual controls on both endpoint</p>		<p>BYLUND, E.: Effects of Age of L2 Acquisition on L1 Event Conceptualization Catterns. – In: Bilingualism: Language and Cognition, Nr. 3 vol. 12, 2009. p. 305-322.</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			encoding and temporal perspectivation strategies, whereas deviations from the controls' performance are found exclusively in subjects with AO < 12. It is suggested, in view of these findings, that subjects with early AO are more dependent on advantageous socio-psychological circumstances such as L1 contact and use in order to fully acquire/maintain Spanish event conceptualization patterns, while L1 maintenance in subjects with late AO is less dependent on these factors. It is concluded that patterns of event conceptualization are affected by age in the same way as formal language skills.			
		http://su.avedas.com/converis/contract/4133	Contract/Project: Temporal Language and Thought: Language-specific spatial interference in time estimations Funding source: Swedish Research Council - Vetenskapsrådet (VR) Period: 01/01/11 - 31/12/13 Funding: 3216000 SEK. Description by the authors: This project deals with crosslinguistic differences in temporal language and thought. Focus is set on speakers of English, Greek, Spanish and Swedish. Whereas English and Swedish prefer distance-based spatiotemporal metaphors (e.g. "long" time), Greek and Spanish use quantity-based spatiotemporal metaphors (e.g. "mucho" tiempo, i.e. 'much' time). The project specifically aims to examine whether the use of such metaphors affects time estimations among monolingual and bilingual speakers. To this end, speakers are asked to estimate the duration of computer-animated growing lines (representing distance) and filling containers (representing quantity). Preliminary results from our own and others' studies have shown that speakers of "distance languages" are misled by the growth of the lines, estimating longer time intervals for longer lines. The reverse pattern is found for speakers of quantity languages. The current project will nuance these findings by examining the specific condition under which language-specific spatial interference occurs, and extend this line of research to the domain of bilingualism, specifically studying how language-specific patterns interact in the bilingual mind and the factors (e.g. age of acquisition and language use) that modulate this outcome. With its focus on bilingual speakers, the project will show how the acquisition of a language may alter the perception of reality. Knowledge about this process is particularly important in our increasingly multilingual society. http://su.avedas.com/converis/contract/4133 (23.12.2012).			
Stockholms universitet	Institutionen för språkdidaktik Utbildning och forskning http://www.isd.su.se/	Hedman, Christina Filosofie doktor, universitetslektor Telefon 08-1207 6690 E-post christina.hedman@isd.su.se http://www.isd.su.se/for-skning/vara-forskare/hedman-christina-1.83530 (23.12.2012).	Research: Dyslexi på två språk: En multipel fallstudie av spansksvensktalande ungdomar med läs- och skrivsvårigheter. Dyslexia in Two Languages: A multiple-case study of Spanish-Swedish-speaking young people with reading and writing difficulties. Abstract by the author: The complicated task of deciding whether reading and writing difficulties in a second language learner stem from dyslexia or from problems associated with second language learning serves as the primary theme of this study. The theoretical framework of dyslexia-related issues is a phonological cause model (Ramus, 2004). Generally, the study is based on psycholinguistically oriented research of reading in a second language (eg. Kulbrandstad, 1998) and dyslexia in second language learners (Frederickson & Frith, 1998; Geva, 2000; Miller Guron & Lundberg, 2003). The overall aim of the study is to contribute to our knowledge of how reading and writing difficulties in bilingual adolescents could be expressed, characterised and delimited, in order to enhance our understanding of how various prerequisites affect literacy development and to facilitate the identification and handling of dyslexia in bilinguals. The study is based on data from ten Spanish-Swedish speaking adolescents with reading and writing difficulties. The perspective of a multiple case study has made it		HEDMAN, C. (2009): Dyslexi på två språk: En multipel fallstudie av spansksvensktalande ungdomar med läs- och skrivsvårigheter. Stockholm: Stockholms universitet.	
					HEDMAN, C.: Dyslexi och tvåspråkighet - ett forskningsområde i utveckling. -In: Dyslexi, aktuellt om läs- och skrivsvårigheter, Nr 1, 2008, p. 4-6.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			possible to investigate a number of linguistic and cognitive parameters in both languages. Furthermore, comparisons were made with a bilingual group of ten Spanish-Swedish speaking adolescents without reading and writing difficulties as well as with a group of ten monolingual Spanish and Swedish speaking adolescents with dyslexia. Dyslexia has been defined and delimited in a bilingual dyslexia profile continuum. This continuum is one of the significant theoretical-methodological contributions of the thesis. Another important contribution is the research design, that is, the use of a bilingual matched comparison group (without reading and writing difficulties) as the norm. Furthermore, quantitative and qualitative analyses have been summarised as various profiles, such as reading profiles, writing profiles and oral discourse profiles. The results are discussed on both group and individual levels and show that language dominance has a major impact on the manifestations of the reading and writing difficulties. The differences between the two orthographies are also of importance. Furthermore, advantageous results in both languages co-vary with extensive L1 education in the bilingual participants both with and without dyslexia.			
Stockholms universitet	Humanistiska fakulteten, Centrum för tvåspråkighetsforskning http://www.biling.su.se/	Natalia Ganuza, Universitetslektor Tel: 08 - 16 14 09 Fax: 08 - 612 94 28 E-post: natalia.ganuza@biling.su.se	Research: Syntactic Variation in the Swedish of Adolescents in Multilingual Urban Settings: Subject-Verb Order in Declaratives, Questions and Subordinate Clauses. Abstract by the author: This thesis investigates the use of word order variation, in particular the variable use of subject-verb inversion and non-inversion in main declarative clauses, among adolescents in contemporary multilingual settings in Sweden. The use of non-inversion in contexts that in standard Swedish require inversion is sometimes claimed to be characteristic of varieties of Swedish spoken among adolescents in multilingual urban areas. The present study includes a wide range of data, both spontaneous and elicited, and explores how common the use of non-inversion is among a relatively large group of participants in different contexts, and how the use of non-inversion is influenced by different demographic, linguistic and socio-pragmatic factors. The results show that non-inversions are used to a limited extent in all types of data in the studied population. Only certain individuals frequently employ non-inversions in some contexts. Further, no direct link is found between second language acquisition and the use of non-inversion in this study. Factors related to the issue of nativeness, for example participants' reported age of onset of Swedish acquisition, only marginally explain the results. In general, examples of non-inversion are employed more extensively, and by more participants, in peer-peer interaction than with adults. The use of non-inversion appears to be part of some adolescents' spontaneous language use in certain contexts. More importantly, however, the results suggest that some adolescents employ non-inversions as an active linguistic resource to express their identification with the multilingual environment and the different varieties of Swedish spoken there, to show solidarity with peers, to contest official school discourses, and to play around with linguistic stereotypes.		GANUZA, N. (2008): Syntactic Variation in the Swedish of Adolescents in Multilingual Urban Settings. Subject-verb Order in Declaratives, Questions and Subordinate Clauses. Stockholm: Stockholm University.	
Uppsala universitet http://www.uu.se/		Uppsala universitet Box 256 751 05 Uppsala Tel: 018-471 00 00 Fax: 018-471 20 00		Tvåspråkighet/ Bilingualism, 7.5 credits. Multilingualism in Society. The development of bilingualism at different ages: Simultaneous and Successive Bilingualism. Bilingualism in Pre-school and School. Language Loss and Linguistic Decline. Bilingualism: problems and solutions. Communication in two languages, code switching and interference.		

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
				<p>http://www.uu.se/utbildning/utbildningar/selma/kurser/?kKod=5LN234&lasar=11/12&typ=1 (12.11.2012).</p> <p>Psycholinguistic Aspects of Second Language Acquisition 2012/2013, 7.5 hp. This course provides basic knowledge of theoretical models of the bilingual brain. Also central psycholinguistic aspects involved in second language learning such as organization, separation and storage of language in the brain are discussed. The course also provides knowledge of language process and language production. Furthermore, relevant phenomena such as language choice and code switching are treated and discussed. Other issues raised during the course are individual differences, such as starting age, learning styles and learning strategies, language aptitude and motivation and attitude, which can lead to learning differences. Additionally the phenomenon of language disorders, such as aphasia in both bilingual children and adults, and different paths to language recovery are recognized and discussed.</p> <p>http://www.uu.se/en/education/master/selma/kurser/?kKod=5SV219&lasar=12/13&typ=1 (12.11.2012).</p>		
		<p>http://www.uu.se/utbildning/utbildningar/selma/kursplan/?kpid=22692&lasar=11%2F12&typ=1</p>		<p>Andraspråksinläring och vägen till tvåspråkighet. Second Language Acquisition and the Way to Bilingualism, 7.5 credits. By participating in this course, students can learn how: to carry out a summarised performance analysis to assess a learner's language level and development; to describe the similarities and differences between the learning of their first language, second language and foreign languages respectively, between formal and informal learning and between children's and adults' learning; to explain how different features of the learning process and the learning situation affects second language learning. How to describe the factors that influence the use of a second language, such as linguistic, social, and individual factors. How to recognise different paths to bilingualism. How to describe different definition criteria of the concept of bilingualism. How to describe what can be problematic with the term bilingualism. How to write correctly and to write functional prose adapted to the situation and genre.</p> <p>http://www.uu.se/utbildning/utbildningar/selma/kursplan/?kpid=22692&lasar=11%2F12&typ=1 (12.11.2012).</p>		
		<p>http://www.uu.se/utbildning/utbildningar/selma/kursplan/?kpid=21724&lasar=11%2F12&typ=1</p>		<p>Andraspråksundervisning i praktiken/Teaching a second language in practice, 7.5 credits. The course is suitable for students who want to acquire in-depth knowledge of how to conform to the theoretical and didactic aspects of second language learning, and how to analyse and assess a second language teacher's proficiency.</p> <p>http://www.uu.se/utbildning/utbildningar/selma/kursplan/?kpid=21724&lasar=11%2F12&typ=1 (12.11.2012).</p>		

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
		<p>http://www.uu.se/utbildning/utbildningar/selma/kursplan/?kpid=23696&lasar=11%2F12&typ=1</p> <p>http://www.uu.se/en/education/master/selma/kurser/?kKod=5NS171&lasar=11/12&typ=1</p>		<p>Svenska som andraspråk, baskurs A Swedish as a Second Language, Basic Course A, 7.5 credits. The course is suitable for students who need to acquire a good knowledge of the structure of the Swedish language from different aspects. They will gain an understanding of what bilingual development means, will be able to analyse a language learnt in order to understand the learning process, which means the development of a second language, and have some understanding of how learning a second language occurs. Students will also acquire the knowledge and skills to understand the background of the Swedish immigration policy and what happens when different cultures meet.</p> <p>http://www.uu.se/utbildning/utbildningar/selma/kursplan/?kpid=23696&lasar=11%2F12&typ=1 (12.11.2012).</p> <p>Teaching a second language in practice 2011/2012, 7.5 credits. The course is suitable for students who wish to acquire in-depth knowledge on how to conform to the theoretical and didactic aspects of second language learning, and how to analyse and assess the second language learner's proficiency.</p> <p>http://www.uu.se/en/education/master/selma/kurser/?kKod=5NS171&lasar=11/12&typ=1 (12.11.2012).</p>		
Uppsala universitet	Hugo Valentin-centrum http://www.valentin.uu.se/	<p>Leena Huss, Professor of Finish, project leader, Phone: +46 (0) 18 471 23 61 Fax: +46 (0) 18 471 23 63 Email: Leena.Huss@valentin.uu.se Besöksadress:Engelska parken Thunbergsvägen 3 D, 1 tr, hus 4 Postadress: Box 521 751 20 UPPSALA</p>	<p>Contract/Project: Revitalisering mot alla odds? Sydsamiska i Sverige/ Revitalization against all odds? The South Sámi language in Sweden. The project is financed by the Bank of Sweden Tercentenary Foundation. Grant administrator: Uppsala University Regnumber: P2008-0773:1-E Amount: 4 190 000 kr Subject: General Language Studies and Linguistics, Approved 2008. 2009-2011. Description by the authors The project focuses on an intriguing area within revitalization research: an endangered indigenous language in a modern welfare society. The aim of the project is to study the situation of South Sámi and the revitalization efforts that were undertaken throughout one decade before and after the year 2000, when a new minority policy came into force in Sweden. The project comprises two sub-studies: one pertaining to the sociology of language and the other to the sociology of literature. The (socio) linguistic study focuses on language choice and attitudes vis-à-vis South Sámi in the home and at school, while the study pertaining to the sociology of literature is an analysis of the South Sámi cultural field as a whole, with a special focus on the symbolic value of language within various cultural institutions and in identity formation. In both sub-studies the data used includes interviews, questionnaires and written documents. Moreover, a combination of revitalization research and power analysis according to an intersectional analysis model will be carried out. The project is expected to produce new empirical knowledge and to contribute to and widen international theory-building within revitalization research. Link to the project homepage: http://www.valentin.uu.se/forskning/forskningsprojekt/revitalisering-mot-alla-odds-/ (29.10.2012).</p>			
Uppsala universitet	Institutionen för nordiska språk	<p>Ulla Børestam, PhD, Senior lecturer, Associate Professor E-post: ulla.borestam@nordiska.uu.se Telefon:018-471</p>	<p>Research interests: Linguistic and cultural contact between the Scandinavian countries, interscandinavian comprehension, sociolinguistics, stylistics and drama dialogue. Teaching and seminars. Courses on sociolinguistics and bilingualism as well as culture and communication. Stylistics for foreign students. Ongoing re-</p>	<p>Språkpolitik och språkplanering/Language Policy and Language Planning. Master course Language policy 7,5 aims to provide students with a thorough introduction to theory in language policy and language planning research. Special focus is on</p>	<p>BØRESTAM, U. (2011):Scandigo Supermercado, Skandinavisk noticias S.L. och Scandinavian Building: Lite om</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
		7690 http://katalog.uu.se/emplInfo/?id=AA307	search: I am doing research on Scandinavian intercomprehension and identity abroad, namely in Spain.	language planning in minority contexts, in which theories of language maintenance, language shift, and language revitalization are key. In addition, linguistic ideologies and attitudes as they emerge in language-related debates. The perspective is comparative and examples taken from the countries around the Baltic Sea. https://studentportalen.uu.se/portal/portal/uusp/student/student-course?uusp.portalpage=true&entityId=93563 (30.11.2012).	företagsnamn med skandinavisk profil bland utlandsskandinaver i Spanien. -In: Namn och Samhälle. Lund: Academia.	
		https://studentportalen.uu.se/portal/portal/uusp/student/student-course?uusp.portalpage=true&entityId=93560		Svenskans många ansikten The Many Faces of the Swedish Language. Swedish as majority, minority and immigrant languages. Language policy and language planning in order to strengthen the Swedish language as a common means of communication and to counter the threat from English. Swedish as a common language in Sweden: Swedish as a second language, discussion of Rinkeby Swedish and other new varieties, research on attitudes to broken Swedish, the concept of good Swedish. Immigrant and minority literature written in Swedish. Swedish regional varieties: the interest in the conservation of älvdalsmål, gutamål, the genuine Scanian language, etc, as well as research into attitudes to these variants. The variants of Swedish in relation to those of the regions of Europe, Swedish as a neighbouring language, the Swede and pan-Scandinavian language comprehension, Nordic language collaboration. https://studentportalen.uu.se/portal/portal/uusp/student/student-course?uusp.portalpage=true&entityId=93560 (30.11.2012).	BÖRESTAM, U. (2011):Språkbytare och språktänjare: Nordisk språkgemenskap ur andraspråksperspektiv. - In: KRISTINSSON, I. A. (red.) Språk i Norden 2011, Nordisk ministerråd. P. 83-107	
		https://studentportalen.uu.se/portal/portal/uusp/student/student-course?uusp.portalpage=true&entityId=93561		De nationella minoritetsspråken i Sverige förr och nu/ The national minority languages of Sweden then and now. Introduction to the national minority languages of Sweden. Language planning in minority language contexts: purism, the question of language and dialect. Official policy towards minority languages: international conventions, implementation of decisions, international comparisons. Language preservation, language shift and language revitalisation, grassroots activities to strengthen these languages, attitudes towards minority languages and the majority of the speakers themselves. Cultural production in the national minority languages. https://studentportalen.uu.se/portal/portal/uusp/student/student-course?uusp.portalpage=true&entityId=93561 (30.11.2012).		
		https://studentportalen.uu.se/portal/portal/uusp/student/student-course?uusp.portalpage=true&entityId=93849		Svenska som andraspråk, fortsättningskurs C Swedish as a Second Language, Advanced C. The training consists of Methodology and Theory modules in the thesis work, 7.5 credits. Thesis15 credits, plus an optional module. The thesis module involves completing an independent thesis in the form of an investigation into a specific problem		

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				related to Swedish as a second language. https://studentportalen.uu.se/portal/portal/uusp/student/student-course?uusp.portalpage=true&entityId=93849 (30.11.2012).		
				Det flerspråkiga Sverige / Multilingual Sweden. The goal of the studies is that students should acquire basic knowledge of the language situation in Sweden today and on multilingualism and language contact from Swedish, Nordic and international perspectives. The subject of multilingualism is handled from the linguistic, individual and societal angles. Students will gain an insight into the Swedish language and into recent developments in language contact situations, as well as training in the field of research and documentation of minority languages. C link (30.11.2012).		
Uppsala universitet	Institutionen för pedagogik, didaktik och utbildningsstudier	Inger Gröning, Ph.D. Besöksadress: von Kraemers allé 1 752 37 Uppsala E-post: inger.groning@edu.uu.se	Research: Språk, interaktion och lärande i mångfaldens skola / Language, Interaction and Learning in Diverse Schools. Abstract by the authors: This thesis consists of an introductory summary and three studies focusing on language, interaction and learning in multilingual schools. The overall aim of the thesis is to contribute to the understanding of student learning in diverse schools. The first study of the thesis examines the field of cooperative learning with the aim of summarizing, in an overview, research that addresses small group activities in heterogeneous classrooms. The overview indicates that this research is dominated by input-output studies. Process-oriented studies of student interaction constitute a smaller part of research within this field. The two subsequent studies were carried out in three multilingual middle school classes in Sweden. The second study concentrates mainly on the second language learners of these classes with the aim of describing language and learning conditions in actual classrooms. A main finding of the study is that second language students fell behind their monolingual Swedish speaking peers in social studies and in other subjects across the curriculum. The study also shows that students form separate groups of Swedes and immigrants inside as well as outside the classroom. The third study investigates small group activities in the above mentioned classes. The aim of the study is to gain insight into students' joint problem-solving processes and thereby provide a broader understanding of learning as socially and interactionally constituted. The data consists of video recordings of small group conversations, from which language-related episodes were identified, transcribed and studied, applying conversation analysis methods. The findings show that the students are able to scaffold each other effectively in co-constructing linguistic knowledge through social interaction. At the same time, negotiations of power and status are included in their problem-solving processes.		GRÖNING, I. (2006): Språk, interaktion och lärande i mångfaldens skola. Uppsala: Digitala skrifter från Nordiska språk, Nr. 1. Uppsala universitet.	
Uppsala universitet	Institutionen för nordiska språk	Shidrokh Namei, Ph.D. E-post: shidrokh.namei@nordiska.uu.se Tel: 018-471 6366 Engelska parken, Thunbergsv 3 LPostadress: Box 527 751 20 UPPSALA Home page: http://katalog.uu.se/emplInfo/?id=N3-76	Research: Iranians in Sweden. A Study of Language Maintenance and Shift. Abstract by authors: This is a survey study of language maintenance and shift among first and second generation Iranians in Sweden and is based on existing theoretical frameworks. It examines whether Iranians in Sweden are maintaining their Persian or shifting to Swedish. This is explored by examining factors at both the minority-group and individual levels, which according to many previous studies have a potential impact on the matter. The subjects are 188 Persian-Swedish bilinguals between the ages of 6 and 53. (...) The socioeconomic results show that Iranians in west-		NAMEI, S. (2012): Iranians in Sweden. A Study of Language Maintenance and Shift. Uppsala: Edita Västra Aros.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			ern countries make a strong effort to attain the same living standard they had before migration. They believe that the key to social and economic success is knowledge of the majority language. The language socialization results demonstrate that the second generation is being socialized to a much greater extent in their second language and culture. They are also much more competent in Swedish than in Persian. The first generation not only has full-fledged Persian, but also advanced Swedish, which may be taken as evidence of their intention to integrate. It is also shown that Persian is the main instrument of communication in the families; however some Swedish is also used, especially by the younger children. Furthermore, mothers use Swedish more than fathers, because they are much more involved in their children's education, a responsibility that demands greater second language skills, and which in turn has a direct effect on their social mobility, not only within the family but also within society as a whole.			
Umeå universitet http://www.umu.se/		Campus Umeå Umeå universitet, 901 87 Umeå Besöksadress: Universitetsområdet. Telefon: 090-786 50 00. Texttelefon: 090-786 59 00. Telefax: 090-786 99 95. E-post: umea.universitet@umu.se. Webbplats: www.umu.se	Centrum för Samisk forskning (CeSam)/ Centre for Sami Research (CeSam) – Vaartoe Vaartoe is "a mountain with a miles-wide view". It is also the Sami name for the Centre for Sami Research, and, furthermore, a symbol for the perspective we strive for. Our ambition is to cross the academic borders and to work both multidisciplinary and internationally. By doing so, we believe that Sami research can be broadened and developed. The Centre for Sami Research, CeSam, coordinates research related to the Sami, their culture, language, history and society, and initiates new research. CeSam is meant to be a meeting place for PhD students and researchers from a variety of disciplines at the university, thereby creating a positive research environment and a creative exchange of thoughts that have the power to enrich research. http://www.cesam.umu.se/english/?languageId=1 (2.12.2012).	Language and the Brain, 7.5 credits Language and the Brain. The course studies the parts of the brain that are used when speaking, writing, reading and listening. What happens when these areas are damaged? How does the brain manage bilingualism and the learning of new languages? How does the brain store words and their meanings? These are some of the topics covered during the course. http://www.sprak.umu.se/utbildning/kurser/kurs/?code=1LI038 (13.11.2012).		Symposium and Research Workshop: Re-thinking Bilingualism - Issues of Multilingualism and Communication in Education, May 2009. The traditional discourse of bilingualism has in the last two decades been strongly challenged. Approaches to bilingualism have tended to assume a monologic understanding of language use. Such a point of departure fails to recognize the dynamic emergence of meaning through social interaction. At the same time, these traditional approaches have revealed a monolingual bias in that 'monolingualism' has been regarded as the 'normal' state while bi- or multilingualism has been treated as the exception rather than the 'rule'. A monolingual perspective favours a monolithic view of language in which languages are discrete entities - one which is increasingly contested by, for example, the fluent mixed vernaculars of bilingual speech. The term 'bilingualism' is therefore used in the context of this International Research Symposium/Workshop with a critical recognition of its limitations. The research community has started attending to issues related to the broader concept of multilingualism, the implications of communication and the sociocultural environment of language use. These challenges are particularly relevant for school classroom settings. For further information contact: Associate Professor Lázaro Moreno lazarom.moreno@oru.se
		Head of research Kirk Sullivan, Department of language studies	Project: Literacy in Sapmi: Multilingualism, Revitalization and Literacy Development in the Global North. Project Period 01/01/2012 - 12/31/2114 Financially supported by	Svenska som andraspråk för lärare I, II, II 30.0 hp Swedish as a Second Language for Teachers, 30.0 Credits. The course studies the linguistic and psy-		

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
		kirk.sullivan@sprak.umu.se	Vetenskapsrådet, utbildningsvetenskaplig. The project investigates the tri-lingual situation for children and teenagers in North Sapmi, where three languages are used daily. The project is being carried out in Finland, Norway and Sweden. Literacy, the ability to read and write, is recognized not only as a right per se but also as a mechanism for the pursuit of other human rights and participation. In 2011 The UN's Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous people recommended the redoubling of efforts to revitalize Sami languages and cultures. This project focuses on North Sami writing in school. The pupils, who are between 9 and 18 years of age, will write in three languages: North Sami, the national language, i.e. Finnish, Norwegian or Swedish, and English. The pupil's language use outside of school, globalization and school politics are further aspects of study within the project. http://www.umu.se/sok/english/research-database/view-research-projects?code=747&currentView=description&doSearch=&scbCode=&searchString=&uid=chhu0001&guise=anst1 (13.01.2013).	chological processes underlying bi- or multilingual students' development of languages. The course provides training in evaluating the language performance of a second language teacher. Pronunciation and grammar are studied in enhanced contrastive and language typological perspectives. Bilingual development (7.5 credits) Part 1 deals with culture and society, immigrants and Swedish minorities from a bilingual perspective. Second language learning conditions with special emphasis on bilingualism as a goal for education is also studied. http://www.umu.se/utbildning/program-kurser/kurser/kursplanesok/kursplan-detalj/?code=3619 (13.11.2012).		
		http://www.umu.se/utbildning/program-kurser/kurs/?currentView=syllabus&code=1FI022		Finska, Modern finska ur språkvetenskapligt perspektiv, 7,5 hp Finnish, Advanced Studies in Language and Linguistics, 7,5 Credits. The course includes the study of Finnish as a second or foreign language, bilingualism and multilingualism. http://www.umu.se/utbildning/program-kurser/kurs/?currentView=syllabus&code=1FI022 (12.11.2012).		
		http://www.ekhist.umu.se/utbildning/kurser/kurs/?code=1LI037		Your child's language II - language development between 2 and 4 years, 5,0 credits. A child's language is developed to a huge extent between two and four years of age. A two-year old child has just learned how to compose two-word sentences and has a pronunciation that can be very difficult to understand, while a four-year-old child has mastered most of the language's complexity and can share experiences and capture stories. This learning process is studied during this course practically at different levels (sound structure, vocabulary and grammar), which means that observations of children are a mandatory feature. The course focuses mainly on children's first language development but also concerns bilingualism and language delays. All the teaching is done over the internet. http://www.ekhist.umu.se/utbildning/kurser/kurs/?code=1LI037 (12.11.2012).		
Umeå universitet	Pedagogiska institutionen http://www.pedag.umu.se	Katarina Norberg, Prefect, Universitetslektor Tel.: +46-90-786-9539; fax: #46-90-786-6693. Umeå universitet, Mediagränd 14,	Research: Intercultural Education and Teacher Education in Sweden. Abstract by the authors: The Swedish school is a meeting place for different cultures. Gender and class variations have been recognized for many years. More recently, ethnic, religious and linguistic diversity has also entered Swedish classrooms. This article examines these new educational circumstances in three		NORBERG, K.: Intercultural Education and Teacher Education in Sweden. -In: Teaching and Teacher Education, Nr.16, 2000, p. 511-519.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
		Beteendevetarhuset SE-901 87 Umeå Sverige. E-mail address: katarina.norberg@pedag.umu.se. Home page: http://www.umu.se/sok/personalkatalog/visa-per-son?uid=kano0001&guise=anst3	parts. The first section defines some multicultural terms in the Swedish context and briefly describes Sweden as a multicultural society. The second section discusses different pedagogical strategies in Swedish multicultural classrooms where cultural diversity problematizes traditional education. The final section addresses the need for an intercultural perspective in teacher education.			
Örebro universitet http://www.oru.se/		Telefon: 019-30 30 00 Studentcentrum Frågor om studentkonto, universitetskortet, trådlöst nätverk för studenter och inlämning av hemtentamen. Telefon: 019-30 37 00, mån-fre 9-11.30, 13-15 E-post: studentcentrum@oru.se Öppettider: mån-tors 8-16, fre 8-15	Deaf Studies – as research profile There has been a research profile with the name Deaf and Hard of Hearing - An Educational Perspective at the Department of Education since the late 1990s. In an international context, there is a similar growing field of research called Deaf Studies. The basis for this course, and in particular for our own focus, is a socio-cultural and even educational perspective on various events in this area. Dövmminoriteten (a minority group with hearing loss and which uses various sign languages), and areas traditionally of anthropological and sociological interest such as identity, culture, groups (community), language and social policies are studied as social processes. Particular emphasis is placed on research in special education and deaf multilingualism from an educational, socio-cultural and interdisciplinary perspective. Contacts with the country's special schools are established by several research and development projects. Research in Deaf Studies and also at the Department of Education can be collected in the following concepts: linguistic spheres, literacy (reading and writing skills in a broad sense), Swedish sign language, bilingual communication (Swedish Sign Language and Swedish), curriculum theory and didactics. In the case of the deaf and hearing-impaired and special school education, teacher professionalism and cultural issues, there is continuous interaction in both research and course development in the Special School Authority, National Institute of Special Education and the Stockholm Institute of Education http://www.oru.se/Forskning/Forskargrupper1/HumUS/Kommunikation-kultur-och-mangfald/DEAF-STUDIES/-Deaf-Studies--som-forskningsprofil/ (12.11.2012).	<i>There is a wide range of educational programmes and courses at the university for those who learn sign language, which is also considered to be a form of bilingualism. These courses will not be presented here as they are not relevant to the aims of our project.</i>	MORENO HERRERA, L. (2009): Bilingualism and Bilingual Education in a Complex Context. Is language the true problem? –In: International Symposium/Research Workshop “Rethinking bilingualism – Challenges of multilingualism and communication in classroom settings”, May 14-15 2009. Örebro University, Sweden. ROSEN, J. (2009): Who Needs Swedish? The development of Swedish for immigrants (Sfi) from a language ideological perspective. – In: International Research Symposium/Workshop. “Re-thinking bilingualism – Challenges of multilingualism and communication in classroom settings”, 14-15 maj 2009. Örebro University, Sweden.	The international symposium: Virtual Learning Sites as Transnational Borderlands – identity formation in online global contexts will be held at Örebro University, Sweden, on the 10 and 11 April 2013. This multidisciplinary symposium is being organized by the research group Communication, Culture & Diversity (CCD/KKOM) at the Academy of Humanities, Education and Social Sciences at Örebro University, within the framework of the CINLE Project. The main objective of this international symposium is to establish a forum for dialogue on language learning in virtual environments and identity formation in such sites. Flexibility in time and space as well as the hybridity of languaging in online environments are afforded by the transnational and global nature of the mediascapes participants engage in at the borderlands of different local and global communities. In such online communities, processes of identity formation are affected by the transnational, multilingual and global nature of the participation in the activities in the virtual site. The focus on the 10 April 2012 will be on languaging (with a specific focus on language learning and multilingualism) and on 11 April on (virtual) borderlands in mediascapes. Two plenary presentations, each followed by discussions, will be held on both days. The symposium will be held in English with possible SSL interpretation available. For more information, please contact Giulia Messina Dahlberg Research Group CCD/KKOM, School of Humanities, Education and Social Sciences (HumEs), Örebro University E-post: gme@du.se For administrative questions, please contact Kicki Ekberg E-mail: kicki.ekberg@oru.se http://www.oru.se/Forskning/Forskargrupper1/HumUS/Kommunikatio

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
Örebro universitet	Institutionen för juridik, psykologi och social arbete, Center for Health And Medical Psychology (CHAMP)	Reza Kormi-Nouri, Universitetslektor Telefon: 019-301293 Center for Health & Medical Psychology (CHAMP), Örebro University, 701 82 Örebro, Sweden reza.kormi-nouri@oru.se E-post: reza.kormi-nouri@oru.se Homepage: http://www.oru.se/jps/reza_kormi_nouri Organization: Institutionen för juridik, psykologi och socialt arbete	Research: The effect of bilingualism on letter and category fluency tasks in primary school children: Advantage or disadvantage? This study was part of a project entitled "The study of cognitive aspects of reading and dyslexia in bilingual and monolingual children", approved and supported by research councils at the University of Tehran and the Ministry of Education in Iran. Abstract by the authors The aim of the current study was to examine the effects of bilingualism on letter and category fluency tasks. Participants were 1,600 monolingual and bilingual children from three cities in Iran: Tehran (Persian monolinguals), Tabriz (Turkish-Persian bilinguals), and Sanandaj (Kurdish-Persian bilinguals). We separately presented nine Persian letters and thirty-one categories to the participants, and asked them to generate as many words as possible using each of these initial letters and categories within a maximum of three minutes. Bilingual children generated more words than monolingual children in the letter fluency task; this effect was more pronounced in Grade 1 and for Turkish-Persian bilinguals. However, Persian monolinguals generated significantly more words than both bilingual groups in the category fluency task. Thus, bilingualism can be of both advantage and disadvantage, and produce a dissociative effect. We discuss the results on the basis of the specific nature and different cognitive demands of letter and category fluency tasks. We suggest that the degree of language proficiency of bilinguals should be considered as an important variable in future research on bilingualism.		KORMI-NOURI, R., MORADI, A., MORADI, S., SAEED AKBARI-ZARDKHANEH S. / ZAHEDIAN, H.: The effect of bilingualism on letter and category fluency tasks in primary school children: Advantage or disadvantage? – In: Bilingualism: Language and Cognition, Nr. 15, 2012, p. 351-364 doi:10.1017/S136672891000192	n-kultur-och-mangfald/Konferanser-Workshops/CCD-International-Multidisciplinary-Symposium--10-11-April-2013/ (13.11.2012).
Örebro universitet	School of Humanities, Education and Social Sciences (HumES)	Åsa Wedin, Associate Professor, Department of Education, Örebro University, Fakultetsgatan 1, SE-701 82 Örebro, Sweden. Tel.: +46 19 30 12 81. E-mail address: asa.wedin@oru.se. http://www.oru.se/hum/us/asa_wedin	Research: Classroom Interaction: Potential or Problem? The case of Karagwe. Abstract by the authors This paper discusses interactional patterns in classrooms in primary school in rural Tanzania, based on an ethnographic study on literacy practices. The paper argues that the official policy of Swahili-only in primary school, together with the huge gap between high expectations on educational outcome and lack of resources, have resulted in the creation of safety strategies among pupils and teachers. These safety strategies include interactional patterns that also constitute a hindrance for students' learning. However, I claim that these interactional patterns could constitute a potential for educational development, if research findings from bilingual education were taken into account.		WEDIN, Å.: Classroom Interaction: Potential or Problem? The case of Karagwe. –In: International Journal of Educational Development, Nr. 30, 2010, p. 145–150.	
			Språkande i förskolan och grundskolans tidigare år/ Speech Development among Pupils at Pre- and Primary school. Abstract: Language has a unique impact on schools and education. It is difficult to imagine any activity in a school context where language does not play a central role. The starting point of this book is that we live in a multilingual society and that children at pre-school and school have previously faced language of different types and in different contexts. Thus, multilingualism is perceived as the norm. Even those who have traditionally been regarded as monolingual are covered in this view of the multilingual norm. They need stimulation and bracing for developing knowledge of other linguistic registers and varieties. Being multilingual is not only that one speaks several languages, but also that it has developed knowledge of how the languages differ, with whom and when. In his chapters the author discusses other conditions for children's language development, linguistic registers and varieties, school language and everyday language, and language development work, all with a		WEDIN, Å. (2011): Språkande i förskolan och grundskolans tidigare år. Lund: Studentlitterature.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			<p>focus on children aged 1-12 years. The book is addressed to both prospective and active preschool teachers and teachers at pre-school and primary school.</p> <p>Flerspråkighet, identitet och lärande/ Multilingualism, Identity and Teaching. Today's society is characterised by increased linguistic, ethnic and cultural diversity. The pace of these changes has placed new demands on schools to meet children from different backgrounds in a professional manner. It often turns out that ingrained beliefs about students' prior knowledge are not at all true. Working with heterogeneous classes, teachers often face challenges other than those they have trained for. This becomes particularly evident when students have not yet had time to develop their Swedish to the extent required by the school. In this way, it becomes easy to see the children's language background as containing various shortcomings and problems rather than resources and opportunities. In this anthology the authors dispute the conventional approach and provide a more nuanced and balanced view on multilingualism. Through various examples from current Swedish research on pupils' everyday life the various aspects of multilingualism in the school context illustrate and problematise concepts such as ethnicity, identity, learning and power. The book is addressed to prospective and practising teachers in primary and secondary education, as well as to those who work with school development and issues related to multilingualism.</p>		<p>WEDIN, Å. /MUSK, N. (Eds). (2010): Flerspråkighet, identitet och lärande : skola i ett föränderligt samhälle. Lund: Studentlitterature.</p>	
Örebro universitet	School of Humanities, Education and Social Sciences (HumES)	Lázaro Moreno Herrera, Associate Professor in education, E-mail: lazaro.moreno@oru.se Phone: +46 19303000 http://www.oru.se/hum/us/lazaro_moreno	<p>Research: Bilingualism and Bilingual Education in a Complex Context. Abstract by the authors This article is based on results from a baseline study for an intended intervention project in bilingual-intercultural education in the Municipality of San Miguel Ixtahuacan, in the Department of San Marcos, Guatemala. To a great extent the article deals with issues of bilingual education from the perspective of social justice. It analyses the various components underpinning attempts to develop comprehensive bilingual and intercultural education in this specific context. The article is exploratory in character, as it intends to develop lines of analysis useful in discussing challenges faced by bilingualism and multilingualism in contexts where the factors involved are complex and of an extremely varied nature. Central to the analysis is the assumption that historical factors and social justice have a key role in bilingual and intercultural education.</p>		<p>MORENO HERRERA, L. /WEDIN, Å.: Bilingualism and Bilingual Education in a Complex Context. -In: Language, Culture and Curriculum, Nr. 3, Vol. 23, November 2010, p. 235-249. Doi: 10.1080/07908318.2010.515996</p>	
Örebro universitet	School of Humanities, Education and Social Sciences (HumES)	Sangeeta Bagga-Gupta, Professor E-post: sangeeta.bagga-gupta@oru.se Telefon: 019-303589 http://www.oru.se/hum/us/sangeeta_bagga-gupta	<p>Research: Creating and (re)negotiating boundaries: representations as mediation in visually oriented multilingual Swedish school settings. Abstract by the authors: This article brings together salient findings regarding communication and identity through studies of everyday social practices, studies of discourses about these practices and policy documents pertaining to special schools from previous and ongoing ethnographic projects based at the KOM-DS (Communication, Culture and Diversity - Deaf Studies) research group in Sweden. Central findings regarding the complex nature of language usage in these 'bilingual' Swedish-Swedish Sign Language settings are highlighted and the key concept of different types of chaining is empirically explicated. The work presented here also takes its point of departure in how Self and Other are represented in everyday talk, in how the organisation of time and space and how the sociohistorical discourse about language, 'bilingualism' and identity in policy documents mediate a particular world view in terms of an 'imagined and pure homogeneity'. Together, these two empirically grounded analyses highlight a tension between human beings' ways of being or their actions and orientations in social practices and human beings' ways of under-</p>		<p>BAGGA-GUPTA, S.: Creating and (re)negotiating boundaries: representations as mediation in visually oriented multilingual Swedish school settings. -In: Language, Culture and Curriculum Nr. 3, Vol. 23, November 2010, p. 251-276. Doi: 10.1080/07908318.2010.515997</p> <p>BAGGA-GUPTA, S. (2012): Människans språk och identiteter – utmaningar och en tredje position (Human language and identities – challenges and a third position). Invited keynote. - In:</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			<p>standing and conceptualising bilingualism in educational settings. The empirical analyses suggest that understanding linguistic competencies and the organisation of the primary languages in the special schools, on the one hand, and human beings' use of both the languages, on the other hand, are very different phenomena.</p>		<p>Utvecklingsarena – Forum för sektorsövergripande kunskapsutveckling (Development Arena – Forum for cross-sector knowledge development). Örebro University.</p> <p>BAGGA-GUPTA, S. (2011): Gränsdragningar och Identiteter (Creating boundaries and identities). –In: Pedagogiska magasinet (National Teachers Associations Journal for education, research and debate). Tema. En skola för (nästan) alla (Theme. A school for (almost) everyone). Nr 4. P. 52-57.</p> <p>BAGGA-GUPTA, S. (2010): Vadå interkulturellt? En sociohistorisk och tvärgeografisk blick på det som vi kallar kultur (So what's intercultural? A sociohistorical and cross-geographical view on what we call culture). –In: Att undervisa – Specialpedagogisk tidskrift (To teach – Special educational journal. Theme: Intercultural). 3. P. 15-18.</p> <p>BAGGA-GUPTA, S. (2008): Tvärkulturella kommunikationer – Språkliga och kulturella minoriteter/Multicultural communication – linguistic and cultural minorities. – In: Invited lecture by the Local Government Authority, Örebro Region, January 2008.</p>	
<p>Språkens Hus http://www.sprakenshus.se/ About the Languages House: In the speech clinic in University's Hospital MAS in Malmö since 1978 there is an operation that is pushed towards bilingual children with</p>	<p>Malmö</p>	<p>Eva-Kristina Salameh, Ph.D., logoped Telefon: 040-33 10 24 E-post: evakristinasalameh@gmail.com Adress: Språkens Hus Logopedmottagningen, Skånes universitetssjukhus 205 02 Malmö</p>	<p>Flerspråkighet i skolan/ Multilingualism at School. This book discusses multilingual children's and adolescents' language development and how the school is affected by this. What are the child's language difficulties and opportunities? Do difficulties depend on a general linguistic weakness or on the fact that the child is in an environment where very little Swedish is spoken? How can one best shape one's teaching to meet the needs of multilingual children and their parents? Teachers and school leaders share their experiences of teaching and the reader also may have access to parents' and students' expectations and experiences. Sociala faktorer viktiga vid inläring av flera språk./ Social factors important for learning several languages. Children who are exposed to multiple languages do not start to speak until later. Under opti-</p>		<p>SALAMEH, E-K. (ed.) (2012): Flerspråkighet i skolan: Språklig utveckling och bedömning. Stockholm: Natur & Kultur.</p> <p>SALAMEH, E-K. (2003): Language Impairment in Swedish Bilingual Children – epidemiological and linguistic studies. Lund: Lunds universitet.</p>	

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<p>language disorders. The business is based on a combination of high theoretical level and long therapeutic experience, and turns to child care centers, pre-schools, schools and speech therapy clinics throughout the country. The Languages House offers knowledge and support through including lectures. Material for the assessment and treatment of bilingual children with language disorders is also provided.</p>			<p>mal circumstances, ie, a good access to all the languages (children acquire their languages on average at a similar pace to that of monolingual children), research has shown that multilingualism generates a better 'executive function'; a collective term for abilities such as attention and awareness. A child with access to two or more languages can make sophisticated comparisons between languages, whereas the monolingual child cannot. These capabilities also facilitate the learning of new languages, but rarely in children who are just taught a second language and cannot develop their multilingualism.</p>			
<p>MELT project www.npld.eu/melt/</p>			<p>Project: Multilingual Early Language Transmission (MELT). The Multilingual Early Language Transmission (MELT) Project is a partnership between four language communities – Breton in Brittany, the Frisian language in Friesland, the Swedish language community in Finland, and the Welsh language in Wales. The Project is funded by the European Commission, and will run between 01 November 2009 and 31 October 2011. It is widely accepted that the early years are an advantageous time to acquire language skills simultaneously in several languages. The promotion of regional and less widely used languages from an early age is crucial for their long-term future, particularly in an age of ever increasing globalisation. Individuals who work in pre-school settings require the correct skills and expertise to introduce language to young children. The level of understanding and awareness of language immersion methodology varies amongst organisations and practitioners working to introduce these less widely used languages with children from 6 months to 5 years old. The MELT project aims to address this issue. What are the aims of the MELT project? To identify best practice in language immersion methodology; to increase the skills of early years practitioners; to provide young children with a strong educational foundation, enabling them to go on and continue to progress with their multilingual skills; to provide information to parents on multilingualism; to strengthen language communities and promote cultural and linguistic diversity.</p>		<p>HERTZBERG, V./SALLINEN, J. (2011): Flerspråkighet i vardagen/Monikielisyyks arkielämässä. Helsinki: Unigrafia.</p>	
<p>ELDIA (European Language Diversity for All) www.eldia-project.org</p>		<p>Project contact address: eldia-project@uni-mainz.de</p>	<p>Project 2010-2013: A multidisciplinary effort to revitalize minority language, vehicular language and language maintenance studies. This project has been funded with support from the European Commission. The European linguistic landscape is experiencing a profound transformation. Innovations and changes in language policies, education, migration patterns etc. challenge and change the roles and functions of languages within and between states, ethnic groups and nations. ELDIA (European Language Diversity</p>		<p>ÖST, H. (2012): Legal and Institutional Framework Analysis: Sweden Finnish and Meänkieli in Sweden. https://fedora.phaidra.univie.ac.at/fedora/get/o:106077/bdef:Asset/view(13.01.2013).</p>	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			<p>for All) is an interdisciplinary research project for reconceptualizing, promoting and re-evaluating individual and societal multilingualism. Experts on applied linguistics and socio-linguistics, law, social studies and statistics, drawn from eight universities in six European countries, work together to contribute to a better understanding of how local, "national" and "international" (vehicular) languages interact in contemporary Europe. The empirical research will be conducted with a selected sample of multilingual communities, which is to cover practically the whole spectrum of different political and socioeconomic circumstances of linguistic minorities in Europe (smaller and more numerous, autochthonous or migrant communities, vigorous and endangered, highly or weakly standardized languages etc.). All these minority languages belong to the Finno-Ugric language family which is seriously underrepresented in internationally accessible sociolinguistic literature. The results of the research project, however, will be generalizable: they will contribute to the study of multilingualism and the development of language policies in other multilingual contexts as well, in and outside Europe. The project will develop a systematic and generalizable way of describing, measuring and evaluating the effects of the changing balances between European languages by creating a commensurable and easily applicable instrument, the European Language Vitality Barometer (EuLaViBar). With this "toolbox", it will be possible to analyze situations which involve a) linguistic diversity, b) wide use of different types of vehicular languages in different contexts, and c) questions of language vitality, maintenance and endangerment. Furthermore, we will develop a general and testable model of the European practices of using vehicular languages in international, intra-national and regional settings. http://www.eldia-project.org/index.php?option=com_content&view=article&id=47&Itemid=90&lang=en (13.01.13).</p>			
			<p>The Legal and Institutional Framework Analyses represent the collected knowledge of the ELDIA-project in the field of law, politics and policies and of their institutional representations with regard to the languages studied in this research project. Each report examines one or two languages in their wider national and international context. The core scientific questions in the present law and policy studies are: What role is played by law in the use or non-use of different languages in different domains? What role is played by law in promoting or inhibiting language diversity as such? Finally, which factors related to legal and institutional matters influence language use, language maintenance and language diversity? Each study consists of three main parts: a) The overall legislative and institutional framework; b) Language and minority policies in practice (a section which covers the discussions and the implementation, or non-implementation, of constitutional provisions, language legislation, education and media legislation) and c) an identification and analysis of the legal actors, i.e. persons, organisations, and public authorities engaged in the development, interpretation and monitoring (judicial and other) of the relevant legal frameworks. The law researchers involved in this part of the research have benefited greatly from the input of and interactions with the broad network of researchers represented in the project, and thus we are now even more convinced that contacts across scientific disciplines is a precondition for a deeper understanding of complex societal processes. The Legal and Institutional Framework Analyses shall form part of the background for the development of the comparative and interdisciplinary work that is cur-</p>			

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			rently taking place within the ELDIA-project. As all Working Papers published on the project website and within ELDIA, also these studies have been submitted to extensive project internal as well as external review under the supervision of Associate Professor, Jur. Dr., Sia Spiliopoulou Åkermark. The Åland Islands Peace Institute is responsible for this component of the ELDIA project. Any comments can be sent to sia@peace.ax			
Högskolan i Halmstad		Albi Verderio Johansson, studierektor på språkprogrammet och universitetsadjunkt i spanska, håller i trådarna inför konferensen. Telefon: +46 (0) 35 16 74 69 Albi.Verderio-Johansson@hh.se				Conference: Språk dagar på Högskolan i Halmstad i april/ Language Days at the University of Halmstad in April. The Language Days, an annual event, will be held at Halmstad University on 2-3rd April. Nearly 400 language teachers from across the country will come to Halmstad to receive training and find new inspiration in their teaching. The conference is aimed at language teachers at primary and secondary school. The programme is packed and 76 Swedish and international lecturers will take part. There will be lectures and seminars in eight languages - English, French, German, Italian, Spanish, Russian, Arabic and Chinese. Several of the lectures will take up questions of general language didactics, and these will be held in Swedish or English. There will also be seminars in sign language for the hard-of-hearing. This year's theme is "The Language of the Time," and addresses the issue of how to use new technologies in teaching. The event will take place in Halmstad for the first time. The days are arranged by LMS, National Association of Teachers of Modern Languages, in collaboration with the School of Humanities at the University of Halmstad. The event will be held in the house of Q and F. There will also be also an educational exhibition in the college hall http://www.hh.se/pressmedia/aktuellt/nyheter/nyhetsarkiv/nyheter/sprakdagarpahogskolaniapril.10069.html (27.11.2012).
Södertörns Högskola http://webappo.w eb.sh.se/		Södertörn University Alfred Nobels allé 7 Flemingsberg Postal address: 141 89 Hud-dinge Tel: +46 (0)8 608 4000 Fax: +46 (0)8 608 4010 E-mail: studentambassador@sh.se	Seventh Nordic SFL Workshop, 17 to 18 November 2011, at Södertörn University. Theme: Grammar - register – discourse. Nordic language researchers have been working on systemic-functional grammar and linguistics over the last 10 years. Anthologies have been published and grammars have been written. SFG and SFL has been used in doctoral dissertations and in smaller studies, for linguistic analysis as well as visual. The model's concepts and perspectives have been adapted for school use: in writing and textbook studies. We believe that we have sufficient collective knowledge to reflect on the parts of the whole and how the various actions we have taken are interrelated and can illuminate	Preschool teacher training with an intercultural profile, 210 credits. The course's intercultural profile provides the knowledge and skills to work with children in today's multicultural society. The programme is suitable for those who want to work consciously with children to support and encourage their development. The intercultural profile permeates all semesters of pre-school teacher training. Knowledge of the child's cultural background means that, during their training, participants work in fields such as ethnicity, class, gender,	GRAHN, I-L.(2012): Tänkandets grammatik. – In: Sjunde nordiska SFL-workshoppen 17-18 november 2011 vid Södertörns högskola:Abstractsamlingssektionens föredrag.	

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
			<p>each other. What does grammar say about text? What makes context visible in the language? What overall frameworks and concepts are needed for linguistic analysis to say something interesting? (And what is interesting for whom?) What methodological lessons can we learn? We intend to ask these and similar questions in the workshop, with a great many different empirical examples as a basis.</p> <p>http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=konferenser_1333118922553#!p3/ext/content.nsf/aget?openagent&key=sjunde_nordiska_sfl_workshopen_1316078078206 (13.12.2012).</p>	<p>sexuality and generation, and how they interact. The participants go through the program's knowledge, skills and practical experiences that are central for pre-school teachers. Language is one of the primary tools of pre-school teachers and the programme's participants can continuously develop their own language, both orally and in written, in order to support the child's development</p> <p>http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=sh_program_page_0_P2501 (30.10.2012).</p>		
		<p>Project Manager Mats Landqvist Senior Lecturer School of Culture and Education. Contact information +46 8 608 4254 +46 8 608 4480</p>	<p>Project 2012 Status - started. The emergence of Racism. On beliefs about language use and linguistic discrimination among two professional groups in Sweden and Germany. Summary in English: Linguistic choices play an important role in how we identify and classify each other and ourselves, i.e. we speak and refer to each other by using linguistic categories. In this project we want to examine how pejorative language use is perceived, what classifies as pejoratives, how this is construed and in other ways contextualized. We intend to compare attitudes to pejoratives and their actual use in Germany and Sweden, two countries with quite different general approaches to discrimination and discourses regarding for example racism. To speak badly of a group of people is not necessarily a criminal offence – an issue much discussed from a rhetorical perspective, e.g. in the U.S. hate-speech debate - but to discriminate in real action might be. It could, therefore, be asked where the boundaries between linguistic action and other actions are drawn, and also what means are used to legitimizing, rationalizing and otherwise framing linguistic choices. Problems of racist tendencies in the former Eastern European countries are also a factor behind the need for a better understanding of how racism may be construed from a linguistic and interaction perspective. Our model for analysis is informed by linguistic pragmatics, which seeks to understand how language is used, mainly from a cognitively oriented pragmatics that focuses on both the language use and the language user. Intersectionality theory is another important starting point. The project will focus on police officers and health workers - their language, their perception of certain derogatory personal names and their attitudes to linguistic practices. These groups will be studied in several ways: in language-focused discussions (in which participants reflect on language and meaning), in role-plays (where participants demonstrate their and others' language) and in surveys (where the participants' perception of language is reflected).</p> <p>http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=projekt_page_eng_1304080942770 (13.12.2012).</p>	<p>Pre-school teacher training with an intercultural profile, experience-based, 210 credits. The programme is interdisciplinary and provides the knowledge and skills that are central for the pre-school teacher. Participants also gain practical experience in exercises and visits to further develop their ability to support children in their learning and development. The programme's intercultural profile prepares for the complex learning environment that is typical for today's pre-school.</p> <p>http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=sh_program_page_0_P2502 (30.10.2012).</p>	<p>LÖVSTEDT, A-N. (2012): Är det så viktigt hur man pratar? Klassrumsinteraktion som främjar eller förhindrar elevers lärande. Is it so important how we speak? Classroom interaction promoting or preventing pupils' learning. - In: Sjunde nordiska SFL-workshopen 17-18 november 2011 vid Södertörns högskola: Abstractsamlingssektionsföredrag.</p>	
		<p>http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=sh_program_page_0_P2505</p>		<p>Basic teacher training with an intercultural profile for leisure 210 credits. The training is intended for people who want to work with educational activities, primarily in leisure. To have knowledge of cultures, values, identity formation, language and lifestyles is central to this type of work. Areas of knowledge such as children and youth, after-school teaching and leadership, and cultural diversity are, therefore, included in the programme. This is a broad, interdisciplinary and research-related course that provides a capacious knowledge bank in order to take advantage of all children's interests. Studies bring together theory and practice -</p>		

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
				<p>activity-based training outside school and after-school is an important part of education. The programme includes educational traditions, historical and cross-cultural perspectives on leisure, outdoor educational research, conflict management, language development, mathematical diversity, child development, children and youth with gender orientation, psychological theories, religious and existential issues, and leadership and group psychology. The whole of term 3 is devoted to art and music.</p> <p>http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=sh_program_page_0_P2505 (30.10.2012).</p>		
		http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=sh_program_page_0_P2506		<p>Basic teacher training with an intercultural profile for leisure, experience-based, 180 credits. The programme has an intercultural profile that permeates the entire training and prepares participants for the complex learning environments that today's schools and recreation centres are composed of. Intercultural teacher training of leisure education is developed together with representatives from neighbouring communities that have a need for academically educated professionals. The programme is a scientific and experiential training course that is adapted for recreation pedagogues who have worked for at least three years at recreation centres or similar institutions. The programme is research-related and based on students' practical experiences linked to theoretical knowledge.</p> <p>http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=sh_program_page_0_P2506 (30.10.2012).</p>		
		http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=sh_program_page_0_P2509		<p>Basic teacher training with an intercultural profile for years 4-6, 240 credits. The programme ensures its participants are well-prepared to begin working as teachers in increasingly multicultural schools and provides the knowledge, skills and practical experiences that are central to the work of a teacher in years 4-6 at elementary school. The intercultural profile permeates all terms. Participants also become familiar with aesthetic means of expression such as art, dance, drama and music.</p> <p>http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=sh_program_page_0_P2509 (30.10.2012).</p>		
		http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=sh_program_page_0_P2503		<p>Basic teacher training with an intercultural profile, for pre-school and years 1-3 240 credits. The course's intercultural profile provides the knowledge and skills to work as a teacher in today's multicultural society. The programme is suitable for those who want to work consciously with children to support and encourage their development.</p> <p>http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=sh_program_page_0_P2503 (30.10.2012).</p>		
		http://webappo.web.sh.se/p3/ext/content.nsf/aget?openagent&key=sh_program_page_0_P2503		<p>Pre-school Teacher education with an intercultural profile 210 credits. The course's intercultural</p>		

University	Department	Contact person	Research & Project	Education courses	Publications	Conference & Symposia
		et?openagent&key=sh_program_page_0_P2501		profile provides the knowledge and skills to face and become acquainted with children in today's multicultural society. The programme is suitable for those who want to work consciously with children to support and encourage their development. The intercultural profile permeates all semesters of pre-school teacher training. Knowledge of the child's cultural background means that, during his training, a participant works in areas such as ethnicity, class, gender, sexuality and generation, and how they interact. Participants acquire knowledge, skills and practical experiences that are central to the work of a teacher at pre-school. http://webappo.web.sh.se/p3/ext/content.nsf/age?openagent&key=sh_program_page_0_P2501 (30.10.2012).		
		http://webappo.web.sh.se/p3/ext/content.nsf/age?openagent&key=sh_program_page_0_P1736		International Migration and Ethnic Relations (IMER) 180 credits. International Migration and Ethnic Relations (IMER) is a programme that provides knowledge in many aspects of minorities, migration and integration in Sweden and how the Swedish government relates to cultural diversity. Participants acquire expertise on a particular area themselves. The programme comprises two tracks in a unique combination, partly IMER issues, partly six in-depth key fields, one of which can be chosen by the participant (ethnology, history, religious studies, public law, sociology or political science). http://webappo.web.sh.se/p3/ext/content.nsf/age?openagent&key=sh_program_page_0_P1736 (30.10.2012).		
		http://webappo.web.sh.se/p3/ext/content.nsf/age?openagent&key=sh_course_page_1038ET		Ethnology A, Focus on Cultural Diversity in Europe, 30 credits. The course provides knowledge about people's ways of life and thought-worlds in different environments and times, partly on a cultural-scientific basis and partly with regard to gender, class, ethnic relations, diversity and immigration. The impact of migration and theories of cultural and social processes can also be studied. The concept of culture and cultural-scientific perspectives have a central position, as do methodological and theoretical perspectives on culture and society. In addition, the history of the subject of ethnology and an introduction to the study of folklore, ritual and custom are also offered. Special emphasis is placed on how the diversity of contemporary society is portrayed, managed and organised. Key elements of the course are critical text review, fieldwork exercises and seminars. http://webappo.web.sh.se/p3/ext/content.nsf/age?openagent&key=sh_course_page_1038ET (30.10.2012).		
		http://webappo.web.sh.se/p3/ext/content.nsf/age?openagent&key=sh_course_page_1008PE		Identity Construction in a Globalised World 15 credits. The course covers historical perspectives regarding identity at social, group and individual level. Furthermore, theories of identity and identity development from various multidisciplinary perspectives are elaborated. The course also analyses how cultural globalisation has given rise to trans-		

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				national, hybrid and diasporic identities. http://webappo.web.sh.se/p3/ext/content.nsf/age?t?openagent&key=sh_course_page_1008PE (30.10.2012).		
		http://webappo.web.sh.se/p3/ext/content.nsf/age?t?openagent&key=sh_course_page_1022PE		Interculturalism, Media and Democracy 15 credits. The course is focused on the role of the media in society and its implications for democracy, sustainable development and interculturalism. The media is researched as a social phenomenon and a cultural tool in the development of children's, adolescents' and adults' identity, through lectures, seminars and workshops. The course is web-based. http://webappo.web.sh.se/p3/ext/content.nsf/age?t?openagent&key=sh_course_page_1022PE (30.10.2012).		
		http://webappo.web.sh.se/p3/ext/content.nsf/age?t?openagent&key=sh_course_page_1013SL		Intersectional Analysis: Identities, Ethnicity, Gender, Class and Sexuality 7.5 credits. Sociology studies how society is stratified and the importance of various social differences. In an intersectional analysis, participants study how different diversities interact with and even reinforce each other. The intersectional analysis is also an analysis of power and how power is distributed and maintained in social processes. The course pays special attention on the interplay between identity, ethnicity, gender, class and sexuality. http://webappo.web.sh.se/p3/ext/content.nsf/age?t?openagent&key=sh_course_page_1013SL (30.10.2012).		
		http://webappo.web.sh.se/p3/ext/content.nsf/age?t?openagent&key=sh_course_page_1039UA		Islam and Muslims in Swedish Society and School 7.5 credits. This course provides an introduction to Islam as a religion and culture component in a Swedish context, and skills to face Islam in the multicultural society. The study is focused on the religious didactic perspective of Islam in relation to the the school and course curricula. The key topics covered are school issues, gender issues, issues of religious freedom and the attitudes of Muslim and non-Muslim Swedes to Islam in society. The course includes both online and campus tuition. http://webappo.web.sh.se/p3/ext/content.nsf/age?t?openagent&key=sh_course_page_1039UA (30.10.2012).		
		http://webappo.web.sh.se/p3/ext/content.nsf/age?t?openagent&key=sh_course_page_1013PE		Pedagogy A from an Intercultural Perspective 30 credits. A, B, C - the course provides a review of the fundamental thought traditions that form part of the subject of pedagogy, and is focused on the individual's personal and social conditions for learning and knowledge. The course further illustrates the significance of diversity for learning, social interaction and communication. A field that is particularly discussed in this course is how identities are constructed and modified in a social, multicultural and global perspective. The focus of the course is the concept of intercultural approach. An intercultural approach means that the pedagogical processes and common beliefs about various social phenomena can be critically analysed and problematised, depending on various perspectives		

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				<p>such as gender, age, class, ethnicity and disability. Another area that is presented and studied during the course deals with formal and informal learning, i.e. how learning takes place both inside and outside institutions such as schools. The course consists of four modules, each lasting five weeks. Module one provides an introduction to the subject of education. The second module deals with current theoretical perspectives of education, knowledge and learning. Module three researches identity from a global perspective and the final module analyses formal and informal learning.</p> <p>http://webappo.web.sh.se/p3/ext/content.nsf/age?t?openagent&key=sh_course_page_1013PE (30.10.2012).</p>		

Table 6. Brief summary of media publications in Sweden

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
Aftonbladen (Stockholm) Type: daily newspaper, evening newspaper; Format: tabloid; Language: Swedish. Headquarters: Västra Järnväggsgatan 21, Stockholm Official website: www.aftonbladet.se 2,6 millions readers every day	Published on Internet publishing	Review 2009-2012	Circulation: 240 000 ex. (2012) according to National Encyclopedia (NE). Owners: LO (9%) The Swedish Trade Union Confederation (Swedish: Landsorganisationen i Sverige, literally "National Organization in Sweden"), commonly referred to as LO, is a national trade union center, an umbrella organization for fifteen Swedish trade unions that organize mainly "blue-collar" workers. Schibsted (91%) Schibsted is a Norwegian media conglomerate with operations in 20 countries, the most important being Norway and Sweden. The company has its headquarters in Oslo, Norway and is listed on Oslo Stock Exchange. Schibsted's present activities related to media products and rights in the field of newspapers, television, film, publishing, multimedia and mobile services. Schibsted has ownership in a variety of formats; paper, the Internet, television, cinema, video, DVD and wireless terminals (mobile telephones, PDAs etc.). Founder: Lars Johan Hierta Editor-in-chief: Jan Helin			Tvåspråkighet/tvåspråkig: 14, Flerspråkig/Multilingualism: 4, Modersmål: 96, Modersmålsundervisning: 5, Invandrabakgrund barn: 65, Etniskt ursprung: 31, Integration: 259
Aftonbladet Article nr. 1	Internet publishing	Rubric: News Published	SANDBERG, M. / KAZMIERSKA, N.: De sorterar - från början. - In: Aftonbladet.se. http://www.aftonbladet.se/nyheter/article13014028.ab (13.09.2012).	De sorterar - från början/ They are sorted since the very beginning	"Det fria valet skulle göra skolan mer blandad. Men det blev precis tvärtom". "Förut var den svenska skolan en av världens mest jämlika". "Så fort andelen invandrarelever ökar på en innerstadsskola, så flyttar de svenska föräldrarna barnen vidare till en annan skola. Det blir en dominoeffekt". "I USA kallas fenomenet "white flight". "Problemet bekräftas av Anders Trumberg, doktor vid Örebro universitet. Hans forskning visar att det fria skolvalet har lett till att elever med liknande bakgrund samlas i särskilda skolor".	In the past the number of children born in Sweden and children born outside Sweden was proportional at schools, as Anders Jacobsson thinks (Anders Jacobsson - a senior lecturer of Malmö University - "Malmö Högskola"). The law, which provides the right to choose a school freely (1992) was supposed to make Swedish schools better and the proportion in them - more even. But everything happened vice versa and this phenomenon is called "white flight". According to Anders Trumberg's opinion (Anders Trumberg - a doctor of Örebro university (Örebro universitet), parents change their children's schools with great expectations as soon as the number of immigrants in them reaches 20%. The consequences of this law have an effect on the segregation of society. In other words, children of the same origin (immigrants' children) and in-Sweden-born children study at separate schools.
Aftonbladet Article nr. 2	Internet publishing	Rubric: Leader Published 16.01.2009	ÅP: Finskan är en del av Sverige. - In: Aftonbladet.se. http://www.aftonbladet.se/ledare/article11619247.ab (13.09.2012).	Finskan är en del av Sverige/Finnish is a part of Sweden	"Invigningen av Märkesåret 1809, som högtidlighåller att det var 200 år sedan Sverige och Finland skildes åt, började med en skräll". "I norrbottenska skolor förbjöds tornedalsfinska elever att tala något annat än svenska. Föräldrar uppmanades att bara prata svenska med sina barn". "Vi frågar oss självkritiskt om det officiella Finland har talat tillräckligt för finländarnas språkliga och kulturella behov i Sverige", sa Finlands statsminister Matti Vanhanen i Sveriges riksdag i går.	200 years passed since the time when Sweden and Finland separated. The Finnish language has a low status in Sweden despite the fact that around 440 000 Swedish-speaking Finns live in the country. At schools of the northern region Norrbotten pupils are not allowed to speak any other language but Swedish. Their parents are also recommended to speak Swedish with their children. The situation in Finland is quite different. The Swedish language is a mother tongue for the children of bilingual communes in Finland. Children learn Swedish as a mother tongue at school. Besides, several TV channels and radio stations are broadcast in Swedish. According to Matti Vanhanen's opinion (Matti Vanhanen - the prime minister of Finland), changes towards the most wide linguistic minority of the country - to Swedish-speaking Finns - are necessary when it concerns support and development of the language and culture.

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
Aftonblade Article nr. 3	Internet publishing	Rubric: News Published 29.11.2011	MUNCK, A.: 40 procent av utlandsfödda klarar inte grundskolan. – In: Aftonbladet.se. http://www.aftonbladet.se/nyheter/article14002657.ab (13.09.2012).	40 procent av utlandsfödda klarar inte grundskolan/ 20 per cent of children born abroad cannot graduate from secondary school	"Nära fyra av tio barn som är födda utomlands klarar inte betygskraven för att komma in på gymnasiet." "På bara fem år har andelen obehöriga utrikesfödda dessutom ökat från 25 till 37 procent, visar en granskning som DN har gjort". "Skolverket tror att de dåliga skolresultaten för utrikesfödda kommer att bli ännu sämre de närmaste åren om inget görs, enligt DN".	Almost one of four children that was not born in Sweden cannot graduate from secondary school to apply for a gymnasium. According to Dagens Nyheter (a Swedish newspaper) the number of children-immigrants has risen from 25% to 37% for the past 5 years. The Ministry of Education of Sweden is seriously worried about this issue, since it makes start positions for children with another mother tongue (not Swedish), as well as for their parents, more complicated. According to the forecast of the Ministry of Education, the situation connected with bad school performance is going to get worse.
Aftonbladen Article nr. 4	Internet publishing	Rubric: News, Columns Published 17.09.2009	GUNNE, M.: Skolan måste slåss – mot ordet haram. – In: Aftonbladet.se. http://www.aftonbladet.se/nyheter/kolumnister/mo nicagunne/article11999830.ab (13.09.2012).	Skolan måste slåss – mot ordet haram/ Schools must fight against the word haram	"Haram är ett uttryck i den islamska rättsläran och betyder förbjudet eller synd. Ett begrepp med stor genomslagskraft. I alla fall i en skola där de flesta barnen har en invandrarbakgrund". "Det är mycket som kan kallas haram: Den svenska kulturen är haram". "Enligt en ny undersökning förbjuder föräldrarna till mer än var tionde elev i Stockholmsområdet sina barn att vara med på lektionerna i biologi, sex och samlevnad, musik, simning och idrott". "En annan undersökning: 27 procent av flickorna och 17 procent av pojkarna är inte med på alla lektioner. (...) Barn som tvingas hoppa över den obligatoriska undervisningen får inga slutbetyg". "Under läsåret 2004–2005 lämnade fyra av tio elever med utländsk bakgrund årskurs 9 med ofullständiga betyg". "Våren 2008 var nästan hälften av niondeklassarna i Rinkebysskolan underkända i något av kärnämnen svenska, engelska eller matematik".	Muslims call a prohibition or a sin 'haram'. This term has a big power and influence at schools where the majority of pupils has an immigrant background (i.e. immigrant as a person with an immigrant background or born of immigrant parents). Swedish culture can be called 'haram', on the whole: celebrating of Christmas and lighting of candles, joint games of boys and girls, undressing and taking a shower, homosexuality. Studying at school itself can be considered to be 'haram'. According to the research conducted in Stockholm, one of ten children is forbidden by his parents to attend such classes as Biology, Sexual knowledge and relationships, music classes and Physical education. According to another research 27% of girls and 17% of boys do not attend all their classes and it influences the lack of final grades and, consequently, the risk of unemployment rises. In 2004-2005 study year four of ten pupils with an immigrant background got a diploma with unsatisfactory performance (so to speak, an 'uncompleted' diploma or a diploma "without any grades on any subject"). In the spring of 2008 50% of ninth year pupils of Rinkebysskolan (Stockholm) didn't complete the curriculum on such key subjects as the Swedish language, the English language or Mathematics. According to the opinion of teachers that support equal opportunities when it concerns getting education for boys and girls, school should be free of religious prohibitions.
Aftonblade Artikel nr. 5	Internet publishing	Rubric: Leader Published 27.03.2004	TWANA, T.: Integrationspolitik måste börja i grundskolan. – In: Aftonbladen.se http://www.aftonbladet.se/ledare/sondagsrosten/tar atwanda/article201675.ab (17.09.2012).	Integrationspolitik måste börja i grundskolan/ Segregation politics must be started at school	Integration är ett hett debatterat ämne i dagens Sverige. Nästan en sjuandedel av alla barn och ungdomar i skolan har i dag en flerspråkig bakgrund. De flesta politiker är rörande överens om att integration är något som berör hela den svenska befolkningen, att det handlar om att erbjuda landets invånare utveckling på samma villkor och med samma möjligheter.	Integration is a wide-discussed question in Sweden. One of six children in the country comes from a multilingual family. Politicians are actively discussing issues connected with integration since it concerns the entire Swedish nation. The main question is creating equal opportunities and conditions for immigrants. Children that come from other countries often need personal attention and support at school. Most of attention is drawn to successful mastering of the Swedish language because it is a great opportunity to integrate society quickly and successfully. Less attention is drawn to learning and teaching a mother tongue in those debates. Studying in a mother tongue is very important. Continuing studying in a mother tongue in

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						a residence-country opens up opportunities for development of children and teenagers and influences their performance at school disciplines. Exact demands should be defined to teachers of mother tongues. Integration into any society begins since school years. Studying in a mother language is of interest to the whole Swedish society.
Aftonblade Article nr. 6	Internet publishing	Rubric: News Published 12.09.2012	KARLSSON, P. / HOLMOVIST, A.: Fler lektionstimmar för nyanlända elever. – In: Aftonbladet.se. http://www.aftonbladet.se/nyheter/article15426994.ab (23.09.2012).	Fler lektionstimmar för nyanlända elever/ More learning hours for new arriving pupils	”Regeringen satsar drygt 400 miljoner på att förbättra nyanlända elevers resultat i skolan”. ”Målet ska nås genom fler undervisningstimmar i svenska och mer individanpassning”. ”Nästa steg kan bli förlängd skolplikt för invandrarelever, säger Jan Björklund (FP)”. ”Ett av de bekymmer som då lyftes fram var att skillnaden mellan utrikesfödda elever och elever med svensk bakgrund ökat kraftigt. Sämst gick det enligt regeringens statistik för elever som kommit till Sverige sent och som har föräldrar med låg utbildningsnivå”. ”Svenska språket är en av nycklarna in i det svenska samhället” skrev man bland annat”.	The Swedish government has assigned 400 million Swedish kronas to increase new-coming children's performance. First of all, the money is to be spent on the Swedish language teaching, increasing the number of studying hours that belong to learning Swedish and improving the quality of individual approach towards children's needs. The next step is to be compulsory attendance of schools for immigrants' children, according to the statement of the minister of education Jan Björklund. This investment is authorized by the fact that immigration in Sweden has got new character, in particular, the general influx of immigrants comes from Somali, Afghanistan and Iraq. The educations systems in these countries and in Sweden are different so these children need some special support. In May the Swedish government presented a project of a reform aimed to decrease the segregation at schools. The main problem is that the proportion between non born-in-Sweden pupils and pupils with Swedish origin has significantly increased. According to the statistics the most disadvantageous position is occupied by children that came to Sweden at the middle or high school age and whose parents have a low level of education. According to the government's opinion, - the Swedish language is a key to adaptation in Swedish society.
Expressen (Stockholm) Type: daily newspaper, evening newspaper; Language: Swedish; Format: tabloid. Headquarters: Gjörwellsgratan 30, Stockholm Official website: www.expressen.se	Publishe Internet publishing	Review 2009-2012	Circulation: everyday 270 900 ex., Sundays 364 700 ex. (2010) according to NE. Owner: Bonnier AB, Bonnier AB (also the Bonnier Group) is a privately held Swedish media group of 175 companies operating in 17 countries. The Bonnier family controls it. Political alignment: independent liberal Editor-in-chief: Thomas Mattsson			Tvåspråkighet: 8, Tvåspråkig: 10, Bilingual: 0, Modersmål: 86, Hemspråk: 15, Modersmålsundervisning: 15, Invandrarbakgrund: 140, Invandrarbarn: 27, Etniskt ursprung: 59, Minoritetspråk: 6, Integration: 555, Top rubrics: News, Culture, Debate
Expressen Article 1	Internet publishing	Rubric: Leader Published 26.01.2012	KvP.: Samma svenska för alla! – In: Expressen.se. http://www.expressen.se/kvp/ledare/ledare-samma-svenska-for-alla/ (25.09.2012).	Samma svenska för alla! The same Swedish for everyone!	”Var femte grundskoleelev har utländsk bakgrund, är född utomlands eller av två invandrade föräldrar. Flertalet är födda i Sverige. De sägs ha annat modersmål än svenska, men intervjustudier har visat att många av eleverna anser att svenska är deras första och bästa språk”. ”Omkring 60 procent av svenskfödda med invandrarföräldrar hamnar i svenska 2. Ibland för att rektor har som policy att alla med den bakgrunden ska läsa det ämnet. Ibland för att ge svealärarna timmar. Ibland bara för att”.	There are two subjects at Swedish schools: Swedish Language and Swedish as a second language (Swedish 2). Swedish 2 is destined for pupils with non-Swedish origin. Special pedagogic methodology is used and demands are lower than those which Swedish Language demands. Swedish 2 is worse integrated into the context of other school subjects. One of five pupils of secondary school is not of Swedish origin and it is considered that their mother tongue is different (not Swedish). But, as results of Lena Fridlund's research show, learning Swedish 2 is often unsubstantiated and the majority of surveyed pupils consider Swedish as their native language. "60% of pupils with an immigrant background learn Swedish 2. Sometimes a school director sets this rule for all those who have a non-

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
						Swedish background or to use studying hours, allocated for this subject. And sometimes just for no particular reason". Different conditions and demands for all pupils concerning learning Swedish are considered to be a reasonable decision.
Expressen Article 2	Internet publishing	Rubric: Debate Published 21.12.2010	NILSSON, IKALLESON, M.: Vinsttänkande ger segregation. – In: Expressen.se. http://www.expressen.se/gt/ledare/debatt-vinsttankande-ger-segregation/(25.09.2012).	Vinsttänkande ger segregation Profit desire leads to segregation	"Risken är uppenbar att segregationen snarare förstärks. Barnen som har annat hemspråk än svenska får färre möjligheter att träffa barn och vuxna som pratar, lär och leker också på svenska".	Female immigrants are allowed to start their private kindergartens; the costs will be covered by means of the commune's budget. The wage depends on the number of children that a woman takes care of, the more children, the higher payment. This is a way of integration through labour. As professional preschool pedagogues think, this is a dangerous situation for children. Those children whose native language is not Swedish will get fewer opportunities to talk and communicate in Swedish; moreover, the quality of professional preparation of pedagogues will be significantly worse. Preschool education should not be private, even if it gives vacancies, they think.
Expressen Article 3	Internet publishing	Rubric: Evening's post Published 6.05.2012	JAMMEH, K. S., GEDIN, H. / ÖFVERBÄCK, J.: Nu satsar Malmöskolor på språk. – In: Expressen.se. http://www.expressen.se/kvp/ledare/nu-satsar-malmo-skolor-pa-sprak/(25.09.2012).	Nu satsar Malmöskolor på språk/ Malmö schoolsmake a bid for languages	"Vår målsättning är att alla Malmös elever ska ges de bästa möjligheter att utveckla det svenska språket och de elever som är flerspråkiga ska ges möjlighet att utveckla sitt modersmål". "Malmö, med dess unika mångfald av språklig bakgrund, har goda möjligheter att klara sig på den framtida och globala arbetsmarknaden. Flerspråkighet är, rätt hanterat, en enorm tillgång och ska betraktas som Malmös verkliga fördel". "Redan för tre år sedan presenterade Skolverket i sin utvärdering Med annat modersmål att elever som deltar i modersmålsundervisning, oavsett sin familjebakgrund, får högre betyg än sina skolkamrater".	Malmö is a unique multicultural city and, as its politicians believe, multilingualism, widespread among the population, must give excellent opportunities for the labour market. Representatives of the tree parties agree that a language is a key to young people's successful life. The politicians decided to invest in developing and strengthening of the Swedish language teaching as well as teaching in native languages at Malmö's schools. The politicians believe that the best conditions at schools should be provided so that pupils can develop and improve their knowledge of Swedish as well as their native languages. Excellent knowledge of a native language strengthens and helps to improve a second language, as various research shows. Three years ago the Ministry of Education of Sweden presented data according to which pupils that learn their native language at school have better performance comparing with others, without relation to their family or social-economic conditions.
Expressen Article 4	Internet publishing	Rubric: Rubric: Ledare Publicerad 29.01.2009	LUND, A.: Var finns arabiskan? - In: expressen.se. http://www.expressen.se/ledare/aron-lund-var-finns-arabiskan/(19.09.2012).	Var finns arabiskan? Where does Arabic exist?	"I Sverige bor nu nämligen mellan 200 000 och 300 000 människor med ursprung i arabiska länder (även om långtifrån alla är arabisktalande: irakiska kurder exempelvis), och arabiskan, den har officiellt trätt fram som Sveriges tredjespråk. Latinet må vara dött som folkspråk, men det bär fortfarande bildningstraditioner som vi knappast har råd att förlora". "Men vad med de stora utomeuropeiska språken, som liksom latinet är tunga kulturbärare, men olikt det också levande världsspråk - och som dessutom talas av stora svenska minoritetsbefolkningar?"	Arabic is the third widespread language in Sweden, 200 000-300 000 people speak it. Despite such a great number, it gives in only to Finnish, it is hardly taught at schools as a foreign language along with French, Spanish and German. Cultural traditions are very strong and at Swedish schools the prerogative is likely to be given to learning Latin than languages of non-European origin, the author thinks.
Expressen Article 5	Internet publishing	Rubric: Politic Published: 29.03.2012	HÖGSTRÖM, E.: Björklund till angrepp på rödgrönas samarbete med SD. – In: expressen.se http://www.expressen.se/nyheter/bjorklund-till-angrepp-na-rodgronas-samarbete-med-sd/(23.09.2012).	Björklund till angrepp på rödgrönas samarbete med SD/ Björklund attacks on Read-Greens in cooperation with the Swedish Democrats	"Jan Björklund menar att lärarna i modersmål rekryteras på ett annat sätt än andra lärare och varnar för att hela undervisningen är i farozonen nu". "Mer än hälften av modersmållärarna är inte behöriga, inför vi krav på lärarlegitimation och de får sparken, vem ska då undervisa?"	The Swedish democrats (Sverigedemokraterna), a Swedish right-wing conservative party, willing to limit non-European immigration to Sweden, insist that teachers of native languages (non-Swedish) must get legitimation for their occupation, as well as other teachers do. Legitimation is an obligatory condition to deal with pedagogic occupation in

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						Sweden since 2012 (note). As the Minister of education (Jan Björklund) thinks, it will lead to extermination of native languages teaching since now the demands to native languages teachers are different and if they are tightened, widespread dismissal will take place. Jan Björklund believes that what the Swedish democrats intend to do is to stop native languages teaching.
Dagens Nyheter (Stockholm) Type: daily newspaper, morning newspaper; Language: Swedish; Format: compact. Headquarters:Gjörwellsgatan 30, Stockholm Official website: www.dn.se 1,1 millions readers a week	Publishe Internet publishing	Review 2009-2012	Circulation: everyday 285 700 ex., Sundays 330 000 ex. (2011) according to NE. Owner: Bonnier AB, Bonnier AB (also the Bonnier Group) is a privately held Swedish media group of 175 companies operating in 17 countries. It is controlled by the Bonnier family. Political alignment: independent liberal. Editor-in-chief: Gunilla Herlitz			Tvåspråkighet: 8, Tvåspråkig: 28, Bilingual: 1, Flerspråkig: 10, Modersmål: 156, Modersmålsundervisning: 9, Invandrarbakgrund: 149, Invandrarbarn: 29, Hemspråk: 13, Etniskt ursprung: 0, Minoritetsspråk: 21, Integration: 573
Dagens Nyheter Article 1	Internet publishing	Rubric: Science Published 10.11.2011	TT: Tvåspråkig undervisning bäst – In: DN.se. http://www.dn.se/nyheter/vetenskap/tvasprakig-undervisning-bast (14.10.2012).	Tvåspråkig undervisning bäst/ Bilingual teaching is the best	“Elever som får tvåspråkig undervisning utvecklar sitt ordförråd på svenska långsammare, men får i stället får en djupare språkförståelse i båda språken jämfört med dem som enbart undervisas på svenska”.	According to the results of the research made in Malmö (the biggest Swedish multicultural city), teaching in two languages, in Swedish and Arabic, has advantages and gives deeper knowledge of subjects, improves cooperation between parents and between schools. Pupils, which are taught in two languages, expand their vocabulary slowly. But their knowledge of Swedish and Arabic is much deeper, comparing with knowledge of those who learn only in Swedish.
Dagens Nyheter Article 2	Internet publishing	Rubric: Politic Published 02.02.2009	OLSSON, K. V. /TT: FP kritiseras för nytt språkutspel – In: DN.se. http://www.dn.se/nyheter/politik/fp-kritiseras-for-nytt-sprakutspel (14.10.2012).	FP kritiseras för nytt språkutspel/ Liberal People's Party is criticized for new language measures	“Folkpartiet vill avbryta de försök som pågår i grundskolan med ämnesundervisning på andra språk än svenska. Reaktionen från oppositionen — och det egna ungdomsförbundet — är mycket hård”.	Liberal People's Party (Folkpartiet) comes out against initiatives concerning school teaching in pupils' mother tongues. This provokes protest in their opposition. In several communes which attract immigrants children may get an opportunity of learning Mathematics in Arabic.
Dagens Nyheter Article 3	Internet publishing	Rubric: Sverige Published 30.11.2010	SR:s EKOT.: Barn med annat modersmål missgynnas. - In: DN.se. http://www.dn.se/nyheter/sverige/barn-med-annat-modersmal-missgynnas (14.10.2012).	Barn med annat modersmål missgynnas/Children with a different mother tongue are neglected	“Undervisningen av barn med annat modersmål än svenska har stora brister visar Skolinspektionens kontroll av 42 skolor och förskolor”. “Barnen får för dålig undervisning i svenska som andraspråk och i förskolorna borde mer göras för att stödja barnens modersmålsutveckling, rapporterar SR:s Ekot”.	The school inspection has checked 42 schools and kindergartens and found out that many of them do not support mother tongues teaching. Moreover, ‘Swedish as a second language’ teaching gives a bad quality of knowledge to pupils. Kindergartens must improve this situation as children with an immigrant background often finish secondary school without a diploma, comparing with children, born in Sweden.
Dagens Nyheter Article 4	Internet publishing	Rubric: Debate Published 16.09.2010	TÖRNOVIST, H.: Modersmål måste få högre status i skolan – In: DN.se. http://www.dn.se/debatt/stockholmsdebatt/modersmal-maste-fa-hogre-status-i-skolan (14.10.2012).	Modersmål måste få högre status i skolan/ Mother tongue must get a higher status at school	“Centerpartiet menar att flerspråkighet är en resurs och en framtidig kompetensfördel på en global och inhemsk arbetsmarknad. Att ha med sig ett språk från uppväxten och att få svenskan på köpet som andraspråk är en stor fördel, skriver Helen Törnqvist (C)”. “I svenska grundskolan var i fjol 173.147 elever berättigade till modersmålsundervisning” “Föräldrarna uppfattar att modersmålslära snokar i det privata eller sysslar med politisk verksamhet. I Stockholm måste vi öka antalet modersmålsstudierande elever och höja statusen för modersmålsämnet generellt. Några åtgärder skulle kunna vara: 1. Upprätta riktlinjer för modersmålsundervisningen. 2. Sprida positiva exempel på hur en statushöjning av ämnet kan ske. 3. Informera föräldrar och övriga lärare om fördelarna med att läsa modersmål. 4. Uppmärksamma den skola som har högst	Centre Party (Centerpartiet) comes out for taking multilingualism as a resource of successful development of society. It is important for the Swedish authority in the international market and for economic development of the country. 173 147 pupils of secondary school speak another language (not Swedish). 53% of these children learn this subject at school, according to the data of the Swedish Ministry of Education. 67% live in Stockholm and 87% attend extra classes. The Swedish communes must provide holding classes at a mother tongue if 5 or more applications about pupils' wish to learn their mother tongue are presented by their parents, according to the law. The point of the party's initiative is that it offers to hold mother tongue classes even if only one application is received. For

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
					andel deltagande modersmåls elever av antal berättigade. 5. Språkcentrum får utse den skola som har bäst bemötande av modersmålsläre".	some reasons parents want their children to learn their mother tongue as a heritage of their ancestors. At the same time, there are reasons for misunderstanding, for example, some parents think that a child born in Sweden should not learn his parents' mother tongue. There are a number of reasons which make it difficult for children to get classes of their mother tongue. For example, it is an inconvenient school timetable or the situation when parents do not know that a mark for this discipline will go to their child's diploma and it is important for entering any gymnasium. Many parents consider this subject to be unserious and not demanding proper performance from their child. There are those who avoid it out of the contact with a mother tongue teacher, as they think that this contact can invade their private life and do harm their family. Besides, there is not so much information about a law ground of this subject teaching. Due to this issue, the party suggest increasing the number of teachers, improving their conditions, timetables and experience exchange, and clarifying the importance of this subject to such pupils' parents.
Dagens Nyheter Article 5	Internet publishing	Rubric: Sverige Published 29.11.2011	GRANESTRAND, L.: Färre utlandsfödda på gymnasiet. - In: DN.se. http://www.dn.se/nyheter/sverige/farre-utlandsfodda-pa-gymnasiet (14.10.2012).	Färre utlandsfödda på gymnasiet/ A few immigrant in gymnasiums	"Mer än var tredje utrikes född elev klarar inte grundskolan. Gapet till svenskfödda ökar starkt visar siffror DN tagit fram med hjälp av Skolverket. Nästan fyra av tio barn som kommer från ett annat land har nu för dåliga betyg i nian för att få börja gymnasiet. På åtta år har andelen utrikesfödda bland de obehöriga ökat från 24 till 37 procent". "En tredje orsak kan vara att fler skolor i landet har en miljö där färre och färre av eleverna pratar svenska och att det påverkar språk- och kunskapsutvecklingen". "För många med utländsk bakgrund som lever i socialt utsatta områden kan det vara guld värt att få möjlighet att välja skola". "För dem blir det en integrationsstrategi, en öppning i den höga muren som de upplever omringar områdena där de bor. Samtidigt ger möjligheten att välja skola föräldrar och elever som bor i innerstaden möjlighet att lämna skolor som fått en högre andel barn med utländsk bakgrund". "I stort tror jag att det har större betydelse vilken utbildning och studietradition dina föräldrar har än vilket språk dina klasskamrater pratar". "Några positiva inslag finns i statistiken. Elever som är födda i Sverige men med två föräldrar födda i utlandet är i nästan lika stor grad behöriga till gymnasiet som svenskfödda".	The tendency when one of four pupils with non-Swedish origin does not get secondary school diploma is apparent. Bad performance and not catching up with a school curriculum is typical for four of ten pupils who study at ninth form and have an immigrant background. The number of children not born in Sweden has increased from 24 to 37% for the last 8 years. The reasons for that are connected with different factors: changing of migration countries, the increased number of children that didn't attend school before migrating to Sweden and their being older than their immigrant classmates who migrated to Sweden earlier. That fact that more and more schools where children speak Swedish less often than their mother tongue are being started can also be another reason. The high level of the school and Swedish language environment are preferred by most of parents, both Swedes and immigrants. Jenny Kallstenius (PhD in sociology) studies the meaning of the Law to choose a school freely and its influence on segregation. Basing on the results of one year's research she concludes that schools promote segregation and protect from it at the same time. For immigrants that live in areas with low SES choosing a school can give some tips, while Swedish parents change their children's school, if the number of immigrants at precious schools arises. Among basic reasons for choosing a school in another area the most popular is willing to learn 'the proper Swedish language'. Luisella Galina Hammar from the Ministry of Education thinks that a professional teacher should compensate that situation when Swedish is not spoken properly, it is his job. In most of cases a level of parent's educa-

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
						tion and a cultural meaning of educational traditions in a family play a significant role. Vårgårda commune (Västergötland) is a good example of this fact. In 2005 it was decided there that in kindergartens the level of children that do not speak Swedish must not exceed 30%, because many parents are afraid that their children will not manage to master Swedish properly. At that moment the number of children that did not speak Swedish reached 70%. Currently, there are less than 50% of such children in the commune's kindergartens. The Ministry of Education believes that the number of unsatisfactory results in immigrants' school performance is going to keep on increasing and that crisis-preventing measures are necessary. Nevertheless, a positive tendency can be noticed, because immigrants' children born in Sweden have as good performance at school as ethnical Swedes do. This tendency is also typical for those children who migrated to Sweden at preschool age.
Dagens Nyheter Article 8	Internet publishing	Rubric: Sverige Published 08.04.2011	TT: Romer nekas hemspråk i skolan. – In: DN.se. http://www.dn.se/nyheter/sverige/romer-nekas-hemsprak-i-skolan (14.09.2012).	Romer nekas hemspråk i skolan/Romani people are refused to be taught their mother tongue at school	"Bara ett fåtal romer får möjlighet till modersmålsundervisning i skolan trots att de har laglig rätt till det".	The Council of the European Union criticized Sweden in favour of protection of ethnic minorities. In particular, only a small number of Romani people have an opportunity to learn their mother tongue at school, despite the fact that they have a right to do that.
Dagens Nyheter Article 9	Internet publishing	Rubric: Debate Publicerad 24.05.2012	MALMBERG, B. ANDERSSON, E. / ÖSTH, J.: Timbros position i skolpolitiken är ohållbar. – In: DN.se. http://www.dn.se/debatt/timbros-position-i-skolpolitiken-ar-ohallbar (14.09.2012).	Timbros position i skolpolitiken är ohållbar/ Timbro position in school politics is not stable	"Det är inte invandrarbarnen som i första hand lämnar invandrartäta områden för att söka sig till bättre skolor. Det är istället barn till föräldrar med svensk bakgrund, hög utbildning och säker inkomst som lämnar skolorna i de utsatta områdena".	School segregation is a very actual question for Sweden. Politicians are trying to show that the right to choose a school freely is not a reason for a segregation problem but its solution. However the results of scientific research show the opposite side. The situation when arrogant parents-immigrants change their children's school for more prestigious one is mythical. Ethnic Swedes of the middle class change their children's schools for schools in other areas as soon as the number of children-immigrants begins to increase.
Dagens Nyheter Article 10	Internet publishing	Rubric: Förstasidan Publicerad 11.02.2012	SMÅLANDSPOSTEN: Mångkultur i ny lärarutbildning. – In: DN.se. http://www.dn.se/nyheter/sverige/mangkultur-i-ny-lararutbildning (14.10.2012).	Mångkultur i ny lärarutbildning Multicultural in a new teacher-training.	"En ny lärarutbildning med inriktning mot arbete i mångkulturella skolor kan bli verklighet. Det är Linnéuniversitetet som arbetar med förslaget som syftar till att ge bättre förutsättningar i skolan för elever med invandrarbakgrund".	A new pedagogic specialty focused on work at multicultural schools has appeared. Linnaeus University is working on this area to increase academic performance of children with immigrant backgrounds. First students will be enrolled for this area in the summer of 2013.
Svenska Dagbladet (Stockholm) Type: daily newspaper, morning newspaper; Language: Swedish; Format: compact Headquarters: Mäster Samuelsgatan 56, Stockholm Official website: www.svd.se 1.1 millions readers a week	Publishe Internet publishing	Review 2009-2012	Circulation: everyday 192 000 ex., Sundays 197 100 ex. (2010) according to NE. Owner: Schibsted is a Norwegian media conglomerate with operations in 20 countries, the most important being Norway and Sweden. Schibsted's present activities related to media products and rights in the field of newspapers, television, film, publishing, multimedia and mobile services. In Sweden, Schibsted Sverige was established in 2009, a collaboration which embraces all the activities in the Aftonblad and SvD groups www.schibsted.com Political alignment: Independent Moderate (liberal conservative) Editor-in-chief: Lena K. Samuelsson			Tvåspråkighet: 13, Tvåspråkig/Bilingual: 21, Flerspråkig: 7, Modersmål: 200, Modersmålsundervisning: 15, Invandrarbakgrund: 135, Invandrarbarn: 12, Etniskt ursprung: 30, Minoritetsspråk: 30, Integration: 388
Svenska Dagbladet Article 1	Internet publishing	Rubric: Debate Published:	KNAPE, A.: Bättre skola för nyanlända kräver gemensamt ansvar. – In: Svenska Dagbladet.	Bättre skola för nyanlända kräver gemensamt ansvar/	"Kommunerna vet inte på förhand hur många de nya eleverna blir eller när de kommer. Kommunerna vet	Every year thousands of refugees' children come to Sweden. The communes should take this fact as a

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
		17.06.2010	http://www.skl.se/press/debattartiklar/debattartiklar/2010/bättre_skola_for_nyanlanda_kraver_gemensamt_ansvar_(20.11.12).	Better school for newcomers requires shared responsibility	inte heller vilka åldrar eleverna är i eller vilka språk- och ämneskunskaper de har". "Ge kommunerna större möjligheter till flexibla lösningar, så att de lättare kan möta elevernas specifika behov och förutsättningar. Det kan exempelvis handla om flexibel skolstart för alla elever, att timplanen avskaffas samt att kommunerna känner sig fria att använda förberedelseklassen som utbildningsform". "Se till att det finns utbildade modersmåls lärare. Utan bra lärare kan kommunerna varken erbjuda tillräcklig modersmålsundervisning eller ge studiehjälp på modersmålet".	challenge to help immigrants and refugees in various ways as newcomers do not know the language and are not ready to start work activity. The communes are often not aware of what kinds of pupils are coming, of their age, of what kind of help should be provided for them beforehand for successful adaptation and socialization. In their reports the communes and county councils show 10 positive examples of how they manage these tasks. Summing them up, the authors point the following aspects: if the municipalities are given more opportunities for flexible decisions, they will get better acquainted with certain needs and circumstances of students. This can include, for example, flexible timetables, varying time of start of classes, studying curriculum, and the usage of preparing class. The level of mother tongues teachers' preparation plays a great role. It's impossible to provide adequate teaching of a language or to offer classes in a mother tongue without proper teachers. The Government should also increase compensations to complete this task in its best. Pays for people of school age who are searching for accommodation and have a residence permit are often very low or absent. It's high time the Government took the whole responsibility to cover the costs of these tasks.
Svenska Dagbladet Article 2	Internet publishing	Rubric: Opinion Published: 08.11.2012	ROMSON, Å., KAPLAN, M.: Vi missar fördelarna som invandringen ger. - In: SvD.se http://www.svd.se/opinion/brannpunkt/vi-missar-fordelarna-som-invandringen-ger_7653844.svd (21.11.2012).	Vi missar fördelarna som invandringen ger/We miss the benefits of immigration	"Därmed drabbas familjer med utländsk bakgrund i högre utsträckning även av den växande trångboddheten och barnfattigdomen. Ofta är det familjer som bor i miljonprogrammen och som tvingas se sina skolor, närcentrum och bostäder förfalla". "Gruppen utlandsfödda utmålas ibland som lågutbildad och används som slagträ i debatten om den höga arbetslösheten. Men faktum är att andelen utlandsfödda svenskar med en eftergymnasial utbildning på minst tre år var 14 procent 2006, och 2011 hade andelen ökat till 17 procent. Motsvarande siffror för inrikes födda är lägre: från 11 till 13 procent". "I kontrast till detta är andelen för utlandsfödda med arbete som överensstämmer med sin högskoleutbildning 68 procent, medan motsvarande siffra för inrikes födda är 91 procent. Glappet mellan 68 och 91 procent motsvarar cirka 50 000 högutbildade utlandsfödda svenskar. Detta samtidigt som flera branscher i Sverige har behov av arbetskraft med rätt kompetens".	Education for immigrants in Sweden should be improved. The communes are responsible for completing this task but the Government should take part in solving this problem more actively, as well. According to the authors of another article, there are benefits of immigration that were missed. They point that migration is not a problem, it is an opportunity. "The challenge is that many foreign-born Swedish do not get the jobs that they are qualified to. This means the loss of opportunities for society and the individual". It is written by Asa Romson and Mehmet Kaplan (Green Party). They continue, that "in contrast, there are 68 percent of the born-outside Sweden who have jobs that they are qualified to and 91 percent of native Swedes with the same situation. The gap between 68 and 91 percent is 50,000 potentially highly skilled Swedes, just when Sweden needs specialists". The authors propose a decision: Improving teaching in Swedish: Unfortunately, SFI (Swedish for immigrants) as school form doesn't suit the task to integrate immigrants into society. It is necessary to strengthen mother languages teaching and support since a pupil-newcomer which has just begun to learn Swedish has difficulties with learning both Swedish and Mathematics. If teaching positions of mother languages are hardened, opportunities for teaching regular school subjects can be improved. It will influence student's performance in a proper way and give an opportunity to graduate from school.

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
Svenska Dagbladet Article 3	Internet publishing	Rubric: Polotic direct Published: 29.05.2012	OLSSON, L.: Björklund: slakt av modersmålsundervisning. –In: SvD.se http://blog.svd.se/politikdirekt/2012/05/bjorklund-slakt-av-modersmalsundervisning/ (21.11.2012).	Björklund: slakt av modersmålsundervisning/ Björklund: slaughter of mother tongue education	"Legitimationskrav även för modersmåls lärare skulle innebära en "slakt" av hela undervisningen – precis som Sverigedemokraterna vill. Det säger utbildningsminister Jan Björklund till SvD, efter att ha blivit överkörd i riksdagen". "Det skulle slå sönder och förstöra hela den svenska modersmålsundervisningen. Det innebär en slakt. Förmodligen är det just det som Sverigedemokraterna är ute efter, men jag är förvånad över att de rödgröna är beredda att medverka till det".	"Identification requirements for mother tongue teachers would be a "slaughter" of the entire teaching - just like the Swedish Democrats want". It says by Education Minister Jan Björklund (Liberal People's Party) to Svenska Dagbladet (29.05.2012). "It would smash and destroy all the Swedish language teaching. That means a slaughter. It is probably just what the Sweden Democrats are looking for, but I am surprised that the red-green are willing to contribute to it". We have a very narrow recruitment base for mother tongue teachers. They can be recruited among adult immigrants who have a certain level of education from their home countries
Svenska Dagbladet Article 4	Internet publishing	Rubric: Opinion Published: 26.05.2012	HADDAD, R.: Modersmålsundervisningen är hotad. – In: SvD.se http://www.svd.se/opinion/brannpunkt/modersmalsundervisningen-ar-hotad-7231671.svd (21.11.2012).	Modersmålsundervisningen är hotad/ Mother tongue education is threatened	"När SD nu gör gemensak sak med de rödgröna i frågan om modersmålsundervisningen, innebär det att krav ställs på lärarlegitimation. Men konsekvensen riskerar att bli att det inte går att alls få fram lärare i minoritetsspråken. Det skriver Roger Haddad (FP), utbildningsutskottet". "I ärendet fanns också yrkanden från de rödgröna partierna som vill tvinga fram ett beslut att lärarlegitimationskravet också ska inkludera modersmåls lärarna. Folkpartiet är en stark anhängare av behörighetskrav och lärarlegitimation, men vi anser att det fortfarande är motiverat att undanta yrkeslärare och modersmåls lärare från detta krav eftersom många saknar en lärarexamen".	When SD does things with the red-green on the question of mother tongue education, this means that the teachers should have certification. But the consequence might be that you can not really get the teachers in minority languages. It writes by Roger Haddad (FP), Education Committee. One can say that the SD might shoot down mother tongue education. People's Party says that teachers with the right training should teach students. However, there are many teachers who have not the right training. It is difficult to find people who teach minority subjects in Romani Chib. It will be serious consequences of this decision.
Sydsvenskan (Malmö) Type: daily newspaper; Language: Swedish; Format: compact Headquarters: Krusegatan 19 Malmö Official website www.sydsvenskan.se 69 352 readers a day	Publishe Internet publishing	Review 2009-2012	Circulation: everyday 115 600 ex., Sundays 122 500 ex. (2010) according to NE. Owner: Bonnier AB, Bonnier AB (also the Bonnier Group) is a privately held Swedish media group of 175 companies operating in 17 countries. It is controlled by the Bonnier family. Political alignment: independent liberal. Editor-in-chief Daniel Sandström			Tvåspråkighet: 14, Tvåspråkig/Bilingual: 32, Flerspråkig: 15, Modersmålsundervisning: 48, Invandrarbakgrund: 176, Invandrarbarn: 26, Etniskt ursprung: 65, Minoritetsspråk: 21, Integration: 852
Sydsvenska Article 1	Internet publishing	Rubric: Opinion Published 20.02.2010	PERTOFT, M./ FERNQVIST, E.: Flera mål i skolan. – In: Sydsvenskan.se http://www.sydsvenskan.se/opinion/aktuella-fragor/flera-mal-i-skolan/ (27.11.2012).	Flera mål i skolan/ Multiple targets in school	"Varje elev har rätt till optimala möjligheter att utvecklas och nå kunskapsmålen. Det är skolans uppgift". "Därför är det bra att Malmö kommun aktivt har arbetat med att ge dessa elever bättre förutsättningar i skolan. I Malmö får många barn modersmålsstöd även i förskolan". "Något som Miljöpartiet anser att alla barn i landet med ett annat modersmål än svenska skall ha rätt till". "Elever med annat modersmål än svenska behöver extra resurser för att snabbare lära sig mer i skolan. Det är missvisande att resultatet från förberedelseklasser för nyanlända räknas in i den allmänna betygsstatistiken". "Denna detalj glöms ofta bort i debatten, men det slår igenom i resultatet för bland annat kommuner som Malmö".	It is an important political signal that resources are dedicated to courses in mother tongue language. The municipality of Malmö wants to prioritize pupils' mother tongue language development. But more is needed. Malmö has to meet the increasing number of native students with more resources. In order to increase resources, we should require a wide range of legislative changes. There should be a legal right for children who need to have language support in school, and it must be worthwhile to develop their skills in their native language. Courses in language must, therefore, be an asset for the college, and students who have participated in such teaching, should not be disadvantaged in the admissions process. We want to extend the mother tongue languages so that it offered throughout the student's time in primary and secondary schools.
Sydsvenska Article 2	Internet publishing	Rubric: Malmö Published: 09.02.2012	JADERUP, E. E.: Språksatsning ska ge lyft. – In: Sydsvenskan.se http://www.sydsvenskan.se/malmo/spraksatsning-ska-ge-lyft/ (27.11.2012).	Språksatsning ska ge lyft/ Language venture will provide the lifting	"Malmö rödgröna majoritet vill höja de svaga skolresultaten med en satsning på språk. Nu finns en plan för hur det ska gå till". "Segregationen blir tydlig på somrarna när niondeklassarnas avgångsbetyg sammanställs. Gymnasiebehörighet i Rosengård: 43,7 procent. Limhamn-Bunkeflo: 91,1 procent". "Efter valet	Malmö's red-green majority The Social Democrats (S), the Left Party (V) and Green Party (MP) want to raise the weak school results with a focus on language. Now there is a plan for how it's done. Segregation becomes clear according to the "100% of school performance": Rosengård: 43.7 percent.

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					2010 lanserade den rödgröna majoriteten ett nytt grepp för att höja betygen och öka likvärdigheten genom en satsning på språk. Nu finns ett färdigt förslag som ska upp i kommunstyrelsen".	Limhamn-Bunkeflo: 91.1 percent. However, language initiative is largely designed and implemented in preschools and schools. It will reach students at kindergartens, primary and secondary schools across Malmo, even private schools. Key areas for language initiatives: 1. Language development in subject teaching: All teachers are responsible for students understanding of the scientific language of the subject. 2. Multilingual subject teaching: Support of native language teachers or tutoring in the mother tongue. 3. Formative assessment: Continuous monitoring in addition to final ratings and reviews. The Red-Green language initiative: In the budget for 2012 chose the red-green majority to suspend 24 million previously invested to raise the grades of the schools where the results are lowest and instead invest 30 million on language development.
Sydsvenska Article 3	Internet publishing	Rubric: Aktuella ämnet Published: 23.05.2011	JAMMEH, H., GEDIN, J., ÖFVERBECK, M./STJERNFELDT, K.: Språksatsning gynnar elevers utveckling. -In: Sydsvenskan.se http://www.sydsvenskan.se/ingen-sektion/spraksatsning-gynnar-elevers-utveckling/ (27.11.2012).	Språksatsning gynnar elevers utveckling/ Language venture promotes pupils' progress	"Precis som Emma Widman, Liberala ungdomsförbundets ordförande i Malmö (18.5), tycker vi att det är självklart att svenska ska värderas högt i skolan. Skolans uppgift är att skapa maximala förutsättningar och utvecklingsmöjligheter för alla elever, och språket är en viktig nyckel till lärande. Därför väljer S, V och MP i kommunledningen att bland annat göra en offensiv satsning på språk och språkutveckling i Malmö skolor. I Malmö talar 140 språk och nästan 50 procent av eleverna i grundskolan talar, förutom svenska, minst ett annat språk med någon av sina föräldrar. Rätt hanterat är flerspråkigheten en enorm tillgång för många Malmöungdomar och för staden som helhet, inte minst med tanke på den framtida och globala arbetsmarknaden".	"Excellent knowledge of a native language strengthens and helps to improve a second language, as various research shows", and therefore: Representatives of the three parties agree that a language is a key to young people's successful life. The politicians decided to invest in developing and strengthening of the Swedish language teaching as well as teaching in native languages at Malmö's schools. The politicians believe that the best conditions at schools should be provided so that pupils can develop and improve their knowledge of Swedish as well as their native languages. (...) Three years ago the Ministry of Education of Sweden presented data according to which pupils that learn their native language at school have better performance comparing with others, without relation to their family or social-economic conditions
Sydsvenska Article 4	Internet publishing	Rubric: Barn & Familj Published 25.03.2009	SYDSVENSKAN: Barn lär sig de språk de behöver. Sydsvenskan.se. http://www.sydsvenskan.se/inpa-livet/barn-famili/barn-lar-sig-de-sprak-de-behovet/ (27.11.2012).	Barn lär sig de språk de behöver/ Children learn the language they need	"Stina: Stämmer det att barn som växer upp i en tvåspråkig familj börjar prata senare? Eva-Kristina Salameh: Nej, även om barnet har flera språk runt sig börjar de som de flesta barn tala vid 1-årsåldern, och komma igång på allvar i 2-årsåldern". "Olle: Det är ju under förskoletiden som barn lägger grunden för sin språkliga utveckling och det är ju därför viktigt att stödja båda språken under denna tiden. Vilka rättigheter finns det för tvåspråkiga förskolebarn att få stöd i sitt andra språk? Vad kan man göra om kommunen inte vill ge modersmålsstöd till förskolebarn för att det inte finns resurser (även om det finns både underlag och lärare)? Eva-Kristina Salameh: I officiella dokument finns rätten till modersmålsstöd, men denna rätt kan villkoras - t ex att det måste finnas ett visst antal barn med detta språk, att det måste finnas modersmåls lärare inom kommunen etc. Andelen förskolebarn som får modersmålsstöd har sjunkit från ca 60% under 70-80-talet till 11% nu. Det du kan göra är att ihärdigt påtala behovet, inte minst om det finns underlag och lärare".	How many languages can penetrate the head while on a little kid? It was one of several issues that the speech therapist Eva-Kristina Salameh had as she chatted with Sydsvenskans readers of children's multilingualism. Stina: Is it true that a child who grows up in bilingual family starts talking later? Eva-Kristina Salameh: No, even if the children have multiple languages around them, they start as most children speak at one age, and get started in earnest in two years of age. Lisa: How do you think about two very different dialects of the same language, this can confuse the child and impair learning? Eva-Kristina Salameh: No, the majority of the world's children are multilingual, and two dialects of the same language work in the same way as two different languages. Olle: It's time for preschool children lay the foundation for their language development and it is therefore important to support both languages during this time. What rights are there for bilingual preschool children to receive support in their second language? What can you do if the municipality does not want to provide native

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
						support for preschool children? Eva-Kristina Salameh: In official documents there are right to native language support, but this right can be conditional - for example, that it must be a certain number of children with this language, it must be language teachers in the municipality, etc. The proportion of preschool children who receive native language support has dropped from about 60% in the 70-80s to 11% nowadays. What you can do – you can call attention to the need for persistent, especially if there is documentation and teachers.
Dagen (Stockholm) Type: daily newspaper, morning newspaper; Language: Swedish; Format: tabloid Headquarters: Kungsholmstorg 5, Stockholm Official website www.dagen.se 52 000 readers a day	Publishes Internet publishing	Review 2009-2012	Circulation: 18,600 (in 2008), Owner: Swedmedia AB is one Swedish christian media concern. Swedmedia AB owns by the Pentecostal movement in Sweden (by Dagensgruppen AB), Norwegian media house Our Country, Evangelical Free Church, Swedish Alliance Mission and Swedish Baptist Union. Political alignment: The newspaper is a public opinion place for a Christian value conservatism on moral issues and represents themselves as politically independent on Christian principles. Editor-in-chief: Daniel Grahn.			Tvåspråkighet: 9, Tvåspråkig/ Bilingual: 7, Flerspråkig: 4, Modersmålsundervisning: 2, Invandrarbakgrund: 42, Invandrarbarn: 6, Etniskt ursprung: 478, Minoritetsspråk: 5, Integration: 125
Dagen Article 1	Internet publishing	Rubric: News Published: 29.04.2011	DAGEN.: Tvåspråkiga presterar inte bättre. –In: Dagen.se. http://www.dagen.se/nyheter/tvasprakiga-presterar-inte-battre/ (27.11.2012).	Tvåspråkiga presterar inte bättre/Bilingual performs no better	"Tvåspråkighet behöver inte ge fördelar vid inlärnin av språk. Tvåspråkiga gymnasieelever presterar något sämre i språktester än enspråkiga. Det visar en avhandling vid Göteborgs universitet där man följt och jämfört två grupper, elever med utländsk bakgrund och elever med svensk bakgrund, som båda fick studera tyska". "Föräldrar till dem med utländsk bakgrund hade något lägre utbildning, men eleverna var i gengäld mer positiva till utländska språk, visar studien".	Bilingualism does not provide benefits for language learning. Students of bilingual schools perform slightly worse in language tests than monolingual schools' ones. It has been shown in the results of the study, which was made at Gothenburg university. Two groups were followed and compared: students with an immigrant background and students with Swedish background, both learning German. The study shows that parents of those with foreign backgrounds had slightly lower education, but students in turn have a better year for learning foreign languages.
Dagen Article 2	Internet publishing	Rubric: News Published: 20.03.2011	DAGEN.: Svenska kyrkan stärker minoritetsspråken. –In: Dagen.se. http://www.dagen.se/nyheter/svenska-kyrkan-starke-minoritetsspraken/ (27.11.2012).	Svenska kyrkan stärker minoritetsspråken/ Swedish Church strengthens minority languages	"Svenska kyrkan kan bidra till att statusen för minoritetsspråken höjs. Det tror departementssekreteraren Kaisa Syrjänen Schaal vid Arbetsmarknadsdepartementet. Vid ett forum för flerspråkigt arbete i Sundsvall i helgen framhöll hon kyrkans roll som kulturbärare, heter det i ett pressmeddelande".	There are 5 recognized minority languages in Sweden: Finnish, Torne Valley Finnish, Sami, Romani Chib and Yiddish. Finnish is used in a relatively large group of Swedish Finns. Kaisa Syrjänen Schaal said that the "the translation of the ecclesiastical books, hymnal, and worship arrangements, contributes to enriching of the languages in the public space". The National Forum also discussed a policy program, "Multilingual church." According to the program, the Swedish Church embraces their multilingualism with existing resources by taking the advantage of employees' language skills and cultural background.
Dagen Article 3	Internet publishing	Rubric: News Published: 11.05.2010	DOYLE, K.: Alexandra Pascalidou: Rinkeby behöver inte fler moskéer. –In: Dagen.se. http://www.dagen.se/nyheter/alexandra-pascalidou-rinkeby-behoover-inte-fler-moskeer/ (27.11.2012).	Alexandra Pascalidou: Rinkeby behöver inte fler moskéer/ Alexandra Pascalidou: Rinkeby do not need more mosques	"Det behövs inte fler moskéer i Rinkeby. Det behövs en samlingsplats där svenskfödda och invandrare kan mötas". "Alexandra Pascalidou talade om hur det är att vara invandrare i Sverige och speciellt i Rinkeby. Hon framhöll vikten av att invandrare får möta svensk kultur, svensk tradition och lära sig svenska språket ordentligt, om de ska förstå vilket land de kommit till".	What is an immigrant to be like in Sweden and especially in Rinkeby? Alexandra Pascalidou discussed this question. She emphasized importance of Swedish culture, Swedish traditions, and the Swedish language for immigrants if they want to understand what country they come to. More schools in Rinkeby and more mosques, in addition to those that already presented may affect an introduction of Sweden for immigrants and their children negatively; in particular, the introduction may take more time. Alexandra's dream is that

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						Rinkeby will not be only a gathering place for immigrants, but also a place where in-Sweden-born people, from different social classes, may live.
Sverige Radio, SR Sveriges Radio AB (SR) – Swedish Radio Ltd – is Sweden's national publicly funded radio broadcaster.	Type: Public broadcasting	Review 2009-2012	Four radio channels are available nationwide on FM and via the internet. P1: "the spoken channel" ; P2: classical music, folk, jazz and world music; P3: popular music and comedy targeted at a younger audience; P4: popular music, entertainment and sport, chiefly targeted at an older audience; the network is made up of 25 local stations, each of which carries a mix of local and national programming.			SR International – Radio Sweden SR International is an international and multicultural channel of Sveriges Radio and offers broadcasting in 13 languages: Albanian (Radio Suedia), Arabic Bosnian (Radio Švedska), Croatian (Radio Švedska), English (Radio Sweden), German (Radio Schweden), Kurdish (Radio Zayele), Persian, Romani, Russian (Радио Швеция), Serbian (Радио Шведска, Radio Švedska), Somali, Syriac. Broadcasting in the minority languages Sámi and Finnish have dedicated channels.
Sverige Radio Program 1	Radio	Rubric: Medicin & hälsa Published: 06.02.2012	KAVAK, B.: Vanligare med selektiv mutism bland tvåspråkiga. –In: Sverigeradio.se. http://sverigesradio.se/sida/artikel.aspx?programid=3993&artikel=4950379 (27.11.2012).	Vanligare med selektiv mutism bland tvåspråkiga/ More common with selective mutism among bilingual	"Selektiv mutism är en psykologisk diagnos där barn är helt normala i en del miljöer, medan de är helt låsta och tysta i andra. Undersökningar visar att sju av 1 000 barn kan ha SM. Vanligast är det bland tvåspråkiga invandrarbarn där antalet drabbade är 3 till 4 gånger högre". "Undersökningar visar att sju av 1 000 barn kan ha selektiv mutism, men vanligast är det bland tvåspråkiga invandrarbarn där antalet drabbade är 3-4 gånger högre".	Studies show that seven out of 1000 children may have selective mutism. It is most common among bilingual immigrant children where the number of cases is 3-4 times higher. A child may behave himself normally in a particular environment, but he/she may be sullen and closed in another environment. This phenomenon is called 'selective mutism' by psychologists. Children's psychologist January Ringler made research on the diagnosis. Selective mutism is a problem that affects children of preschool age. They talk quite freely in certain environments, especially at home, and then they are closed and do not talk at all, or only with certain people in other situations or in other places, usually in kindergarten or at school. Many of the symptoms that occur in selective mutism match with even autism, but there is a big difference dissenting. The big difference is that children that have selective mutism behave so very differently in different environments.
Sverige Radio Program 2	Radio	Rubric: Vetenskap & Miljö Published: 10.07.2009	VETENSKAPSRADIO.: Flerspråkiga barn snabbare i inläring. –In: Sverigeradio.se. http://sverigesradio.se/sida/artikel.aspx?programid=406&artikel=2959288 (27.11.2012).	Flerspråkiga barn snabbare i inläring/ Multilingual children more quickly in learning	"Spädbarn som lever i en flerspråkig miljö kan bli bättre på att hantera olika språkregler jämfört med andra spädbarn. Den slutsatsen drar italienska forskare efter att ha testat barn inför olika språkkombinationer".	Infants who are grown in multilingual environments can be better at dealing with different language rules compared to other infants. Italian researchers drew the conclusion after testing children for various language combinations. The findings are published in the journal "Science". For a long time it has been discussed that multilingual children would fall behind in learning, but the results of this research are opposite. It shows how sensitive and plastic the brain of infants is. Children who live in a systematic flow of words adapt more quickly according to Ulla Sundberg's opinion (she is a professor of phonetics at Stockholm University).
Sverige Radio Program 3	Radio	Rubric: SR International på svenska Published: 03.09.2009	HULDT, C./ MOHAMED, K.: Svårt att upptäcka dyslexi hos flerspråkiga barn. –In: Sverigeradio.se. http://sverigesradio.se/sida/artikel.aspx?programid=3993&artikel=3075288 (27.11.2012).	Svårt att upptäcka dyslexi hos flerspråkiga barn/ Difficult to detect dyslexia among multilingual children	"För bara några tiotal år sedan ansågs man som litet "dum" om man hade svårt för att läsa och skriva. Idag är det annorlunda - kunskaperna om läs- och skrivsvårigheter har ökat och i skolan försöker man spåra barn med särskilda svårigheter så tidigt som möjligt, för att kunna hjälpa dem i tid. Men en stor grupp barn riskerar att hamna utanför - flerspråkiga barn och unga med ett annat modersmål än svenska. Deras läs- och skrivproblem upptäcks inte alltid eftersom man misstär dem för problem med svenskinläringen.	Just a few decades ago it was considered to be small "foolishness" if one had some difficulties in reading and writing. Today it is different; skills in reading and writing have increased. Schools try to track children with special difficulties as early as possible in order to help them in time. But there is a large group of children at risk of dropping out: these are multilingual children and young people with a mother tongue other than Swedish. Their problems in reading and writing are not always

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
					Dessutom saknas ofta det nödvändiga stödet hemifrån, när de ska lära sig läsa och skriva på svenska".	detected, because teachers may confuse these problems with learning Swedish. Moreover, the lack of support at home occurs really often when children learn to read and write in Swedish. NGO Code Buckling is created in order to raise awareness of multilingual children among parents. There is a brochure and a CD developed with basic facts about dyslexia and tips for parents on how to encourage children's language development. The material is translated into five of the largest immigrant languages in Sweden - Somali, Arabic, Persian, Kurdish and English. Now it is offered to the municipalities for distribution to parents.
Sverige Radio Program 4	Radio	Rubric: SVT Sápmi Published: 14.12.2010	AHLEN, A-M.: Samisktalande barn blir intelligentare. -In: Sverigesradio.se. http://sverigesradio.se/sida/artikel.aspx?programid=2327&artikel=4240431 (27.11.2012).	Samisktalande barn blir intelligentare/Sami-speaking children become more intelligent	"Hjärnan mår bra av att vara flerspråkig. Det säger David Marsh som forskar om utbildning och språk i Finland. Han uppmanar samiska föräldrar att tidigt lära barnen både samiska och något annat språk. Ju tidigare vi lär oss flera språk desto bättre förutsättningar får vi i livet".	The brain thrives on being multilingual. According to David Marsh's pieces of research on education and language in Finland among Sami parents and children who start study both Sami and other languages at early age it was indicated that the earlier we learn several languages the better conditions we get in life. Those who are multilingual are better in problem resolution, especially by consuming problem. Multilinguals are better in filtering out irrelevant information and they are also better at playing video games than those who can speak only one language. The brain becomes more flexible, because of the ability to think in multiple languages. Thinking in several languages is beneficial, because it creates energy in the brain. Multilingualism is good for the brain just like much exercising is good for the body. David Marsh says that scientists hypothesized this in the theory before, but now they have empirical research that confirms it. Therefore, he encourages parents to let their children become multilingual from childhood. Parents should ensure that children also might use multiple languages when they learn school subjects. It is not just about getting the teaching of the language itself, but the important thing is to use the language and learn other subjects by using it. In this way it becomes an intellectual stimulus to be a multilingual child in everything they learn.
Sverige Radio Program 5	Radio	Rubric: Lektion Published: 11.05.2012	MASSA MEDIA.: 14. Lektioner: Tvåskräkighet. -In: Sverigesradio.se. http://sverigesradio.se/sida/artikel.aspx?programid=1319&artikel=5104699 (27.11.2012).	14. Lektioner: Tvåskräkighet/ 14th Lessons: Tvåskräkighet	"Johanna Koljonen talar både finska och svenska sedan barnsben. Med mamma, i skolan, i musikskolan och i olika föreningar använde hon svenska medan det blev finska med pappa, kusinerna och med kompisarna på gården. Men bara för att man talar ett språk flytande betyder det inte att man kan grammatiken. Den lilla bristen betyder ändå inte att man är så kallat "halvspråkig", vilket man ansåg ännu på 1970-talet med en del tråkiga följder".	Johanna Koljonen speaks both Finnish and Swedish since her childhood. She used Swedish with her mother, at school, and at music school as well as in various associations. However, it was Finnish that she spoke with her dad, cousins and friends in the yard. But just because one can speak a language fluently does not mean that one masters this language's grammar. Although a little shortage does not mean that one is the so-called "semi-lingual" how it was considered even in the 1970s, which caused some sad consequences.
Sveriges Television SVT Sweden's Television Official website: http://www.svt.se/	Broadcast television	Review 2009-2012	Availability: National Owner: Förvaltningsstiftelsen för Sveriges Radio, Sveriges Television and Sveriges Television, is a national television broadcaster based in Sweden, funded by a compulsory fee to be paid by all television owners. Chairman of the			

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
Sveriges Television Program 1	Tv-program	Rubric: News, Vetenskap Published: 25.10.2010	board: Göran Johnsson SVT.: Tvåspråkighet kan skydda mot alzheimers. - In: SVT.se. http://www.svt.se/nyheter/vetenskap/tvasprakighet-kan-skydda-mot-alzheimers (27.11.2012).	Tvåspråkighet kan skydda mot alzheimers/ Bilingualism may protect against Alzheimer's	"Kunskapsprisets hederspris går till Jared Diamond Långe trodde man att det var en nackdel för barn att växa upp med flera språk, men idag vet man att det är precis tvärtom".	For a long time it has been thought that children who were grown with multiple languages might have disadvantages. Today we know that it is just in the opposite way. Professor Jared Diamond has compiled the latest research on bilingualism. Several studies show that children who learn additional languages at the same time become more flexible. Children may adapt themselves to changes of conditions easier. It can be explained by the functions of the brain. It is constantly working to associate multiple languages simultaneously. This function keeps the brain in shape and can prevent age-related diseases such as Alzheimer's in the older age.
Sveriges Television Sveriges Television Program 2	Tv-program	Rubric: UR contemporaries Published: 23.05.2012	UR PLAY.: UR Samtiden - Språkforum 2012: När språket blir lönsamt - om flerspråkighet. -In: urplay.se. http://urplay.se/171620 (27.11.2012).	Språkforum 2012 När språket blir lönsamt - om flerspråkighet/ Language Forum 2012 When language becomes profitable - on multilingualism	"För företag är det livsviktigt att personalen talar en rad språk, säger Ingela Bel Habib, språkforskare och språkkonsult. När engelskan tappar sin ställning som världsspråk blir det plötsligt en tillgång att ha arabiska eller turkiska som sitt ena modersmål. Ämnesord: Flerspråkighet"	It is a vital point that the staff should speak a number of languages in order to have success in business, according to Ingela Bel Habib. She is a linguist and language consultant. She thinks that when English is losing its position as the world's most widespread language, there suddenly appears an asset to have Arabic or Turkish as a native one. Subject: Multilingualism
Sveriges Television Sveriges Television Program 3	Tv-program	Rubric: UR Samtiden - Grav språkstörning Published: 24.04.2012	UR PLAY.: UR Samtiden - Grav språkstörning: Flerspråkiga elever med språkstörning. -In: urplay.se. http://urplay.se/170448 (27.11.2012).	Flerspråkiga elever med språkstörning/ Multilingual students with language disorders	"Ylva Dalsenius och Jenny Ohlsson beskriver den praktiska vardagen i sitt arbete på Kryddgårdsskolan i Rosengård i Malmö, en miljö där eleverna talar flera olika språk, och hur de arbetar med elever som har språkstörning".	Ylva Dalsenius and Jenny Ohlsson describe practical everyday situations in their work at Kryddgårdsvägen school in Rosengård in Malmö. There is an environment where students speak several different languages. Teachers tell how they work with students who have language disorders.
Språktidningen Headquarters: Drottninggatan 108 Stockholm Official website: www.spraktidningen.se 70 000 readers (Orvesto 2011)	Publishe Internet publishing	Review 2009-2012	Upplaga är på 22 200 exemplar (TS 2009) 6 000 prenumer, Language Magazine writes about everything related to the languages. Owner: Språktidningen i Sverige AB, Styrelseledamot Hadenius, Patric Oscar Lennart, Företagsform Aktiebolag. Chefredaktör och ansvarig utgivare Patrik Hadenius Chefredaktör patrik@spraktidningen.se			Tvåspråkighet: 14, Flerspråkig: 3, Modersmål: 15, Modersmålsundervisning: 4, Invandrabakgrund: 2, Etniskt ursprung: 1, Minoritetsspråk: 40, Integration: 5
Språktidningen	Published & Internet publishing	Rubric: Fact Published: 02.09.2012	SPRÅKTIDNINGEN.: Tvåspråkiga är tjockskalligare. - In: spraktidningen.se. http://spraktidningen.se/artiklar/2012/02/tvasprakiga-ar-tjockskalligare (13.01.13).	Tvåspråkiga är tjockskalligare/ Bilingual can do more	«Talar du två språk? Då kan din hjärnbark vara tjockare än hos den som bara behärskar ett». «Denise Klein vid McGill university i Montreal, Kanada och andra forskare har med magnetkamera undersökt hjärnan hos omkring 70 tvåspråkiga personer». «Resultaten, som än så länge är preliminära, tyder på att de som lär sig ett andraspråk sent får tjockare hjärnbark i de delar som har hand om språk, jämfört med enspråkiga».	A brain researcher Denise Klein at McGill University in Montreal, Canada, and other researchers have investigated with MRI brain of about 70 bilingual people. It was a group among them that learned both languages at the same time, before the age of three. Others had acquired their second language later, when they have already mastered their mother tongue. The results, so far are preliminary suggests that people who were learning a second language late have the thicker cortex in the parts that deal with language, compared to monolinguals.
Språktidningen	Published & Internet publishing	Rubric: Fact Published: 02.11.2009	SPRÅKTIDNINGEN.: Smartare med välutvecklat förstaspråk. - In: spraktidningen.se. http://spraktidningen.se/artiklar/2009/02/smartare-med-valutvecklat-forstasprak (13.01.2013).	Smartare med välutvecklat förstaspråk/ Smarter with well-developed first language	«De elever som deltar i modersmålsundervisning får bättre betyg än andra elever - i alla skolämnen. Det visar en undersökning som Skolverket presenterade i november förra året. När det gäller studieresultat överträffar eleverna på modersmålskurserna både eleverna som avstår från modersmålsundervisning och eleverna med svenska som modersmål».	The students that participating in the mother tongue education have better grades than other students in all school subjects. According to a survey by the National Agency, announced in November last year, with regards to academic performance, students on mother tongue language courses surpassed both students who refrain from language teaching and students with Swedish as their mother tongue. Linguists have long believed

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
						that it is important for all training that you have a well-developed first language, and several studies suggested that bilingual children have more frequent brain and can decide cognitive tasks better. In December it was also presented a government report on new teacher education, which among other things, recommended using more resources to the training of teachers in the native language. However, the Minister for Education Jan Björklund has no plans to uproot the tarnished language teaching. He thinks that it is important that students learn Swedish properly, for the purpose of integration.
Språktidningen	Published & Internet publishing	Rubric: Fact Published: 06/08/2011	SPRÅKTIDNINGEN: Mångspråkighet kan hålla liv i det förflutna. -In: spraktidningen.se. http://spraktidningen.se/artiklar/2011/06/mangsprakighet-kan-halla-liv-i-det-forflutna (13.01.2013).	Mångspråkighet kan hålla liv i det förflutna/ Multilingualism helps keep life in the past	«Den som talar många språk kan också ha bättre minne. En person som talar två språk löper 80 procent högre risk att drabbas av störningar i vissa tankeprocesser än den som talar fyra språk eller mer. Det gäller de processer som hjälper till att hantera information och kunskap, visar en undersökning utförd av neurologer vid forskningsinstitutet CRP-Santé i Luxemburg». «Forskarna studerade 230 kvinnor och män som talade mellan två och sju språk. Resultaten var entydiga: ju större språkkunskaper, desto lägre risk för minnessvårigheter».	Those who speak many languages may also have better memory. A person who speaks two languages is at 80 percent higher risk of disruptions in certain thought processes than the one who speaks four languages or more. This applies to the processes that help to manage information and knowledge, according to a survey conducted by neurologists at the Research Institute CRP-Santé in Luxembourg. Researchers studied 230 men and women who spoke from 2 to 7 languages. The results were unequivocal: the greater language proficiency, the lower the risk of memory loss.
Språktidningen	Published & Internet publishing	Rubric: Published: 06.03.2010	GISBY, C.: Bebisen testar all världens ljud. -In: spraktidningen.se. http://spraktidningen.se/artiklar/2010/06/behisen-testar-all-varldens-liud (13.01.13).	Bebisen testar all världens ljud/ Babies is testing all the world sound	«Som nyfödd var du beredd att lära dig alla språk. Först prövade du arabiska. Om det var rätt fick du bekräftelse av din omgivning - om inte prövade du vidare». «Jag minns en pojke på sju månader som hade en svensk mamma och en arabisk pappa. När han var med sin mamma bestod jollret av svenska språkljud och när han var med sin pappa bestod det av arabiska språkljud. Han kunde särskilja de två språken. Han visste också vilket språk han skulle använda med vem, säger Karin Junefelt, docent i nordiska språk vid Stockholms universitet, som har forskat mycket om barns tidiga språkutveckling». «Det har även Francisco Lacerda gjort. Han finns på samma universitet, där han är professor i fonetik med inriktning på spädbarnets språkvärld. Tvåspråkighet är mycket intressant, säger han. Barn som växer upp med två språk förväxlar dem sällan. Automatiskt skiftar de i stället mellan de olika språken beroende på vem de talar med. För mig är det ett kraftfullt bevis på hur mycket språket betyder socialt sett, detta att du anpassar dig efter din samtalspartner». «Fråga vilken skolpolitiker som helst och han eller hon kommer att betona hur viktigt det är att barn lär sig läsa i skolan». «Men vill man att barn ska läsa bra i skolan ska man satsa stort redan i förskolan. Ett väl utvecklat talspråk är grunden för skriftspråkutvecklingen».	As a newborn we were willing to learn any language. First tried we to speak Arabic. If it was right did we could get confirmation of our surroundings - unless we tried on. «I remember a boy of seven months who had a Swedish mother and an Arab father. When he was with his mother was jolter sounds as Swedish language and when he was with his father, he sounds as Arabic. He could distinguish the two languages. He also knew what language he would use to anyone», said Karin Junefelt who is Associate Professor of Scandinavian Languages at Stockholm University, and who has a lot research about children's early language development. According to her college, Francisco Lacerda, who is professor of phonetics, focusing on infant language world, bilingualism is very interesting phenomena. Children who grow up with two languages confuse them often. They distinguish languages automatically, depending on whom they are talking to. It is a powerful testament to how much language means socially, that you adapt yourself by your interlocutor. Karin Junefelt wants to emphasize how important the first two years of young human lives are for their continued language development.
						Young children need communication face to face, because they develop their linguistic ability. It has to be clear for parents and the society, that this is very important in the planning of early childhood education. Today, there is not enough adults at kindergarten who can do this in relation to the number of children, and that's why there's no time to communicate with each child face to face. The

Name	Type of Media	Number and year	The owners, circulation & reference	The name of article/ 5 the most interesting	Quotes	Overview
						<p>communication face to face is so important for young children because they initially can only express themselves by body language with facial expressions and gestures. We perceive language by hearing and by sight. When children and adults meet each other face to face, the children access to the adults' lip movements. Blind children, who do not have access to visual information, may have problems with what is called the visible phonemes, i.e. phonemes displayed by lip movements. Blind children may also have difficulty with different vowels expressed by lip rounding. According to Karin Junefelt, any school polititions will emphasize how important it is that children learn to read in school. And, if want the children to read well in school, we should better prepared them during preschool. A well-developed spoken language is the basis of written language development.</p>

Table 7. Law and legislation concerning bilingualism (multilingualism) in the UK

The authorities	Name of the law & reference	Period of validity	Quotes	Brief content of the law
Department for Education				<p>The main aims of government policy for children learning English as an additional language (EAL) are:</p> <ul style="list-style-type: none"> •To raise the attainment and aspirations of children with EAL, to narrow the attainment gap between learners of EAL and their peers and to increase their rate of progress, •To promote rapid language acquisition and include learners of EAL in mainstream education as quickly as possible, •To raise awareness and understanding among policy makers, schools, local authorities and others of the barriers to achievement faced by learners of EAL, including refugees, new arrivals and asylum seekers. <p>Local authorities have a legal duty to ensure that education is available for all children of compulsory school age that is appropriate to their age, ability, aptitudes and any special educational needs they may have. This duty applies irrespective of a child's immigration status, country of origin or rights of residence in a particular area.</p>
Department for Education			<p>Article 3 of Directive 77/486/EEC states: "Member states shall, in accordance with their national circumstances and legal systems, and in cooperation with States of origin, take appropriate measures to promote, in coordination with normal education, teaching of the mother tongue and culture of the country of origin for the children of migrant workers from other Member States."</p>	<p>Although the Department for Education recognises the benefits of maintaining ethnic minority linguistic and cultural traditions, their view is that responsibility for maintaining the mother tongue rests with the ethnic minority communities themselves, and that English should be the medium of instruction in schools.</p>
Department for Education	The Governors' Guide to the Law	May 2012 (revised Sept 2012, version not yet available)		<p>The guide requires primary schools to ensure "that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability."</p> <p>http://media.education.gov.uk/assets/files/pdf/g/governors%20guide%20may%202012.pdf (19.11.12)</p> <p>§ 13, Section 7 – The Early Years Foundation Stage and the School Curriculum</p>
Department for Education	'Skills for Life' strategy	From 2001	<p>... a report on how to "tackle the vast basic skills problem in this country"</p>	<p>An initiative to make free training in literacy, language and numeracy available to all adults, to fill a serious gap in basic functional skills – which 20% of adults were found to be lacking. It also aims to raise the quality of teaching in literacy, numeracy and ESOL (English for Speakers of Other Languages).</p> <p>https://www.education.gov.uk/publications/standard/publicationDetail/Page1/SFLTQG</p>
	The International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families	In force since 2003	<p>Article 45: 1. 'Members of the families of migrant workers shall ... enjoy equality of treatment with nationals of that State in relation to: a. access to educational institutions and services ... b. access to vocational guidance and training institutions ...</p> <p>2. States of employment shall pursue a policy, where appropriate in collaboration with the States of origin, aimed at facilitating the integration of migrant workers in the local school system, particularly in respect of teaching them the local language.</p> <p>3. States of employment shall endeavour to facilitate for the children of migrant workers the teaching of their mother tongue and culture and, in</p>	<p>Articles 43 and 45 recognise the right to education, including vocational education and training.</p> <p>Article 45 stipulates that the education policies of the adoptive country must be conducive to the integration of migrant children and especially to teaching them the language of the country. It also states that the adoptive country should make attempts to provide teaching of the mother tongue and culture to migrant children.</p>

The authorities	Name of the law & reference	Period of validity	Quotes	Brief content of the law
			<p>this regard, States of origin shall collaborate whenever appropriate.</p> <p>4. States of employment may provide special themes of education in the mother tongue of children of migrant workers, if necessary in collaboration with the State of origin.'</p>	
Department for Education	Consultation on the draft Order making modern foreign languages statutory for Key Stage 2*	16 Nov – 16 Dec 2012	<p>“The majority of respondents were of the opinion that all children benefited from learning a language and that it offered them huge opportunities... and would build confidence. They also suggested that children enjoyed learning about different cultures and countries, and that this in turn could promote community cohesion and cultural awareness.”</p>	<p>A public consultation on the government’s proposal to make languages compulsory subjects in maintained primary schools from September 2014. Respondents included primary and secondary school staff, university students, local authorities, organisations representing school teachers and other organisations. The vast majority of respondents were in agreement with this. In view of this and other factors, the government has confirmed its intention to implement this proposal, and is now seeking views on a new proposal to make primary schools teach one or more of French, German, Italian, Spanish and Mandarin, or a classical language (Latin or Ancient Greek). Schools would be free to teach other languages in addition, if they wished.</p> <p>Overall, respondents believed that young children had a natural disposition for learning languages and are more comfortable switching between languages, that effective language lessons are more likely to be scheduled, taught and made part of the wider curriculum if they were made compulsory, that this would improve attainment in secondary schools and provide children with a more global outlook and enhanced career prospects. The most popular languages are most likely to be French, Spanish and German.</p> <p>The main areas for consideration are the lack of relevant staff skills, the need for government funding to provide training and resources and also the need for close liaison and cooperation between primary and secondary schools.</p> <p>https://media.education.gov.uk/assets/files/pdf/m/mfl%20compulsory%20at%20ks2%20consultation%20report.pdf (25.11.12)</p>
Department for Education	The National Curriculum: Modern Foreign Languages	From 2008		<p>It is no longer a statutory requirement for schools to offer one of the official EU languages. Schools now have greater flexibility in deciding which languages to offer at Key Stage 3 (i.e. in secondary schools). Many factors need to be considered, such as resources, future vocation, local and regional needs (i.e. for certain community languages), personal preference and aspirations.</p> <p>https://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/languages (12..11.12)</p> <p>However, a review of the National Curriculum was launched in January 2011, which will determine which other subjects (history, geography, modern languages, art and design, music, citizenship, design and technology and ICT) should remain in the NC in the future, in addition to the core subjects of English, mathematics, science and physical education (which will remain compulsory).</p> <p>http://media.education.gov.uk/assets/files/pdf/g/governors%20guide%20may%202012.pdf (19.11.12)</p> <p>§ 13, Section 7 – The Early Years Foundation Stage and the School Curriculum</p>
Department for Education	National Occupational Standards for Supporting Teaching and Learning: Supporting Bilingual Pupils			<p>A set of standards for supporting teachers and learning support staff, working with bilingual children.</p> <p>https://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl/units-for-particular-jobs/supporting-bilingual-pupils (09.11.12)</p>
Department for Education	The English Baccalaureate	From 2010		<p>A performance measure to gauge the number of pupils attaining grade C or above in core academic subjects; English, mathematics, history or geography, the sciences and a foreign language. It was introduced in response to 1) the high number of pupils taking non-academic qualifications, e.g. vocational qualifications, which are not all that useful for progressing to higher education or for seeking employment, and 2) the decline in the interest for and the opportunity to take core subjects such as foreign languages, history and geography. A survey carried out in the summer of 2012 showed that half of those pupils due to take GCSE exams in 2014 took a combination of subjects leading to an English Baccalaureate. The take-up of history, geography and foreign languages indicates the EB is reversing the long-term trend of decline in those subjects.</p> <p>There are proposals to implement English Baccalaureate Certificates to replace the existing GCSE exam, and to reduce competition between examination awarding organisations.</p> <p>http://www.education.gov.uk/schools/teachingandlearning/qualifications/englishbac/a0075975/the-english-baccalaureate 19.11.12</p>

* Key Stage 2 refers to primary school education, i.e. between the ages of 6 and 10. Children attend secondary schools (Stage 3) between the ages of 11 and 16.

Table 8. List of universities in the UK & research on bilingualism

University/ Institute and Depart- ment	Contact	Research/Project Details:- Source of Finance, Partners, Subjects, Dates, Abstract, Link(s) to Internet	Publications
University of Exeter	Dr Gabriela Meier G.S.Meier@exeter.ac.uk	<p>The Wix Project Dr Gabriela Meier, May 2012 Funded by the Esmée Fairbairn Foundation, this is an in-depth study of a recent initiative of the Wix Primary School in London to implement a bilingual stream at the school in cooperation with the École de Wix (a French primary school run by the Lycée Charles de Gaulle, which leases space in the premises of Wix Primary School). Tuition of all subjects is in two languages in one class, by a WPS teacher one half of the week and an EdW teacher the other half, and uses a <u>two-way immersion</u> model of teaching (i.e. two languages are used to teach children who may have either language as their first). In this way, the language is modelled not only by staff but also by classroom peers (children). Research, carried out in May and June 2011, consisted of 27 interviews with staff and parent representatives, 23 interviews with children, 146 parent questionnaires (return rate 25%), 34 staff questionnaires (return rate 55.7%) as well as 158 children's letters.</p> <p><u>Main Findings:</u> The bilingual stream has an integrative function, creating meaningful links between an English state school and a French international school, it normalises bilingualism (English and French) at school, supports social integration and leads to school improvement. The school has earned a reputation of being innovative and successful, and attracts a greater number of pupils (= increased revenue) and better teachers, who want to stay at the school. Above all, there is greater academic achievement (even in mathematics) and there is anecdotal evidence that bilingual children are more imaginative and creative.</p> <p>For further details of the project: www.exeter.ac.uk/news/research/title_195715_en.html For further information on the 2-way immersion model: www.blpsp.org.uk/?p=130 The Bilingual Immersion Education Network: www.bien.org.uk Contains other useful reference material, e.g. on running bilingual immersion programmes.</p>	The Wix Story: Summary Report May 2012
Goldsmiths College, University of London	Charmian Kenner c.kenner@gold.ac.uk	<p>Children's Understanding of Text in a Multilingual Nursery In "Language and Education" Charmian Kenner A one-year research project involving thirty 3- and 4-year-old children in a London nursery class, in which children were able to read and work with a wide range of everyday literacy materials brought in from their homes, i.e. materials that were closely linked to their home lives and backgrounds, including materials in their home language (in the case of bilingual children). This was in addition to the narratives and storybooks, which commonly form the sole basis for literacy teaching in primary schools in Britain. Children were also encouraged to discuss and talk about these in other languages.</p> <p>Although narrative is important in teaching children literacy, it can be argued that other types of text are also necessary. The aim was to investigate children's understanding of genre and script in their response to play activities involving the materials used in their home environment, and also what understandings were displayed by bilingual children and how these are linked in with their culture and social experience. These understandings could be observed from their interactions and writings.</p> <ul style="list-style-type: none"> •Children were very enthusiastic about writing as part of social interaction, both at the nursery and at home. •The children used the everyday literacy materials and settings to emulate adult practices of writing and reading. •Understandings about language genre had come about as a result of social interaction around texts. Bilingual children were able to understand the meaning of texts in their home languages and the purposes for which they could be used. •Script learning is a social process and an integral part of learning about text. Children were able to connect symbolic forms to their meanings. •Several bilingual children recognised their home language script as being visually different from English, and associated scripts with the contexts in which they were used. •By providing a wider range of home literacy materials, children are able to use and develop the intuitions and deductions they already have in order to understand written language. <p>http://dx.doi.org/10.1080/09500789908666756</p>	
London Educational Research Unit (LERU) (at the Institute of Education)		<p>'Multilingual Learners in London', part of the London Digest series, provides details of research findings on key issues relating to education in London, published by LERU at the Institute of Education. LERU works with partners such as the London Challenge, the Government Office for London, the Greater London Authority as well as local authorities, research-active schools and other academics, to develop and share knowledge on education in London. www.ioe.ac.uk www.leru.org.uk The following 8 research studies are extracted from this publication:</p>	London Digest
Goldsmiths College, University of London (UoL)	c.kenner@gold.ac.uk	<p>1) Developing Bilingual Learning Strategies in Mainstream and Community Contexts Charmian Kenner, Eve Gregory and Mahera Ruby Funded by the Economic and Social Research Council (ESRC) and based in 2 primary schools in inner-city London, the project examines how second and third generation British Bangladeshi children (years 2, 4 & 6) learn bilingually in after-school community language classes and investigates the benefits of using Sylheti/Bengali alongside English at mainstream school. Subjects under study were language, literacy and mathematics. With the help of community class teachers, primary teachers and bilingual assistants, the research team devised bilingual activities that children could do in mainstream school to link with the curriculum. Analysis is still in progress but initial findings are:</p>	

University/ Institute and Department	Contact	Research/Project Details:- Source of Finance, Partners, Subjects, Dates, Abstract, Link(s) to Internet	Publications
		<ul style="list-style-type: none"> •children found it difficult to use Sylheti/Bengali in the classroom; •children felt it was important to use their first language for learning and felt it was part of their identity; •working in both languages can enhance children's learning; •2nd & 3rd generation children still have bilingual skills but risk losing them without sufficient support to develop their mother tongue; •in addition to community language classes, children need to do academic work bilingually in mainstream schools in order fully to develop skills in both languages. <p>gold.ac.uk/media/bilingual learning full report.pdf http://news.bbc.co.uk/1/hi/education/6447427.stm</p>	
Goldsmiths College, UoL	A.Souza@ioe.ac.uk	<p>2) Language and Identity in a Community Language School Ana Souza This PhD research study was conducted between 1999 and 2006 and partially funded by the School of Education, University of Southampton, the Sir Richard Stapley Educational Trust and the President's Fund Edinburgh Association of Women Graduates. It focused on mixed-heritage children attending a Brazilian Portuguese community language school in London. The children were asked: 1) what factors influence language choices and 2) what role the language plays in perception of ethnic identity. Key findings: •Identity and the way children wanted to be perceived by classmates and teachers affected their choice of language use; •Children's backgrounds and lives are important in understanding the reasons for and meanings of these choices and the identities they intend to portray in different interactions; •This information can then enable teachers to reinforce positive factors of the children's identities, and thus contribute to the full development of multilingual and multicultural learners.</p> <p><u>Further information:</u> Souza A.B.B. (2005) 'Language and Identity in Brazilian Portuguese Schools' in: www.multiverse.ac.uk/attachments/4512edad-4a33-4cf7-9186-a749a9a87857.pdf Souza A.B.B. (2007) 'Language and Identity in a Community Language School' in: Community Language Bulletin, issue 20:6, London, CILT www.cilt.org.uk/keep_in_touch/newsletters/ldoc.ashx?docid=ab9add37-196b-4727-bf9a-cc2e7ebhc766&version=-1 Souza A.B.B. (2003) 'Children see language as a feature of their ethnicity' in: www.naldic.org.uk/docs/BRB5.doc This article first appeared in Community Languages Bulletin, issue 20 (2007), London: CILT, and is published with permission of CfBT Education Trust</p>	See under 'further information'
Institute of Education and Goldsmiths College, UoL	c.kenner@gold.ac.uk	<p>3) Becoming Biliterate: London six-year-olds learning different writing systems Charmian Kenner, Gunther Kress, Hayat Al-Khatib, Gwen Kwok, Roy Kam and Kuan-Chin Tsai A study funded by the ESRC of six bilingual six-year-olds learning more than one writing system simultaneously. They were observed over a period of one year at home, at community language school and primary school. Data was collected through observation, interviews and peer-teaching sessions in which children taught classmates about writing in Chinese, Arabic or Spanish. The object was to explore: how children think writing operates as a system of representation in the languages they are learning; what comparison the children make between the two systems; and whether the children go through sequential changes in their ideas about writing, each characterised by a particular hypothesis about the symbol-meaning relationship, or whether they hold a variety of hypotheses at any one time. Key findings: •The children demonstrated they were aware of particular principles underlying their different writing systems; •The children were developing 'embodied knowledges' regarding the act of writing; •These bilingual children were living in 'simultaneous' worlds constructed and expressed through their uses of language and literacy. •The children produced individual interpretations of pedagogical input from teachers and family.</p> <p><u>Further details:</u> www.esrcsocietytoday.ac.uk (project title: Signs of Difference)</p>	C Kenner (2004) Becoming Biliterate: Young Children Learning Different Writing Systems Stoke-on-Trent: Trentham Books
London, Institute of Education	D.Mehmedbegovic@ioe.ac.uk	<p>4) Leading Increasingly Linguistically Diverse London Schools Educate, Special Issue, October 2008 Vol 8, No 2, The Journal of Doctoral Research in Education, IOE, London Dina Mehmedbegovic Abstract from the paper: "Engaging with bilingual parents, students and teachers with little awareness of the benefits of bilingualism has initiated a search for factors resulting in the low value attached to certain types of bilingualism. Working on the hypothesis that prevalent practice is influenced more by attitudes to bilingualism rather than relevant research and pedagogical theory, this research focuses on attitudes. This small-scale qualitative study conducted with a group of London headteachers provides an insight into the attitudes to bilingualism and how they impact on policy and practice in schools with significant proportions of multilingual learners. It also raises the question if schools which claim to support multilingual students in realising their full potential can achieve that without including home languages as an integral part of learning." Key findings: •While all interviewees agreed that people have a right to use the language of their choosing at home and in family and community settings, there are opposing views with regard to exercising this right at school. •All interviewees regarded first languages as a valuable resource to have outside school, but did not recognise the benefits of first languages being used for second</p>	

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		<p>language acquisition.</p> <ul style="list-style-type: none"> •There was a commonly held view, not only amongst educationalists but also children and parents, that children will not achieve the best exam results if first languages are encouraged. •The general approach to school policy with regard to English as an additional language (EAL) is based on the belief that insufficient skills in English are an obstacle to learning, rather than the acknowledgement that the child is still in the stages of learning a second language. <p>The study makes a well-structured argument that an awareness or appreciation of the benefits of multilingualism and language diversity should be present in the mainstream curriculum in much the same way that there is awareness and respect for different religions and cultures.</p> <p>www.educatejournal.org/index.php/educate/article/view/174</p>	
University of Birmingham, University of East London, Birkbeck College (UoL), King's College (UoL)	a.creese@bham.ac.uk	<p>5) Investigating Multilingualism in Complementary Schools in Four Communities Angela Creese (PI), Arvind Bhatt, Adrian Blackledge, Shahela Hamid, Vally Lytra, Peter Martin, Li Wei, Chao-Jung Wu, Dilek Yağcıoğlu-Ali Funded by the ESRC, this project is the first comparative investigation of complementary schools in Britain in 4 ethno-linguistic groups: Turkish (in London), Bangladeshi, Chinese and Gujarati (in Birmingham, Manchester and Leicester). Students and teachers from all four communities were observed and recorded between March 2006 and August 2007. The aim of the research was to investigate what roles complementary schools played in the community, in what way they enhance performance and what effect they may have on students' multilingual and multicultural identities.</p> <ul style="list-style-type: none"> •The 2 Turkish complementary schools were found to be vibrant centres for education, promoting achievements in young Turkish speaking people, contrary to their mainstream counterparts. •Children are proud of their multilingualism. They demonstrate a range of competencies in different languages, which play an important role in the development of their multilingual/multicultural identities. <p><u>Further information:</u> www.esrcsocietytoday.ac.uk/ESRCInfoCentre/minisite/multilingualism/index.html</p>	
Middlesex University	L.Robertson@mdx.ac.uk	<p>6) The Role of Community Groups and Community Language Schools in Initial Teacher Education (ITE) Dr Leena Helavaara Robertson Funded by Multiverse and the Training and Development Agency (TDA), this research project examined the ways in which good relationships between institutions, such as teacher training universities, and different communities can be promoted. Final year primary ITE students were linked with community language schools (CLS) in London. The project was carried out following the Race Relations Amendment Act (2002). Key findings:</p> <ul style="list-style-type: none"> •Students gained new insights into and respect for minority ethnic communities; •Students valued opportunities to meet and collaborate with CLS teachers and parents, and were keen to develop further links with different communities. They had previously perceived minority ethnic communities as separate and lacking the knowledge and understanding of mainstream schools. These views had been created and maintained by the mainstream schools during their teaching experiences; •Students must change their own perspective if they are to develop respect for and understanding of different and diverse communities in mainstream schools; •Visits to CLSs can provide invaluable opportunities for this. <p>As a result of this research, teaching materials and resources were developed for the use of teacher training providers, student and school teachers and mentors. The full report and resources are available at: www.multiverse.ac.uk</p>	
University of East London	r.m.sneddon@uel.ac.uk	<p>7) Language and Literacy: Children's Experiences in Multilingual Environments Raymonde Sneddon This study investigates the language use and literacy practices of 36 children (aged 3, 7 and 11) from a Gujarati and Urdu-speaking Muslim community in London, and specifically asks whether the learning of first languages in the family setting and the use of a local cultural and religious community centre impact on the children's educational achievement. Key findings:</p> <ul style="list-style-type: none"> •Children using the culture and leisure facilities of a community centre maintain greater linguistic skills in Gujarati, and are more creative story tellers (in both Gujarati and English) than children without these opportunities; •Support for Gujarati in the home is oral rather than literacy-based and does not have a significant direct impact on children's achievement in literacy; •Support for literacy in English is related to books and does have a positive impact; •Overall, by age 11, children are performing above the norms for monolingual English-speaking children of a similar background, are fluent speakers of a dialect of Gujarati and are becoming literate in Urdu for religious purposes. <p>The text is available on www.multilingual-matters.net/heb/003/0265/heb0030265.pdf ; International Journal of Bilingual Education and Bilingualism, Vol. 3:4, pp265-382</p>	
University of East London	r.m.sneddon@uel.ac.uk	<p>8) Magda and Albana: Learning to Read with Dual Language Books Raymonde Sneddon This project explored how dual language books might be used to support bilingual pupils at school. Two women used dual Albanian/English story books, provided by the local authority, to teach their six-year old daughters to read in Albanian. Of particular interest was how the mothers and the daughters used both texts to transfer skills from one language to another, to negotiate meaning in both languages and to compare reading strategies. Key findings:</p>	Language and Education

University/ Institute and Department	Contact	Research/Project Details:- Source of Finance, Partners, Subjects, Dates, Abstract, Link(s) to Internet	Publications
		<ul style="list-style-type: none"> •As well as being able to read in Albanian, the girls were among the best in their class at reading English; •They were developing fluency in Albanian and using it more in the home; •By becoming closely involved in the daughters' schooling, the mothers improved their own literacy skills in English; <p>By providing support and resources, the teacher enabled the parents to help their children to become additive bilinguals at a time when they were beginning to lose the active use of their first language.</p>	
University of East London	r.m.sneddon@uel.ac.uk	<p>Telling the Story of the Computer Geek – Becoming Authors and Translators Raymonde Sneddon</p> <p>The 'sequel' to the above study on dual language books, this blog describes how the two Albanian girls not only developed their skills in reading and speaking in both languages, but also improved their writing skills by composing dual language books themselves by means of translating. In this case, they translated from the original (English) text into their home language. The benefits of this strategy are:</p> <ul style="list-style-type: none"> •Children can explore and analyse the similarities and differences between their languages; •Metalinguistic skills and critical literacy are developed by the different syntactic structures and the different range of meanings of equivalent words in different languages; •Skills in the English language (or the language of the adoptive country) are also developed. <p>The blog also suggests that "it is only fairly recently that the language skills of young children of migrant origin have begun to be considered as a resource rather than a problem and the benefits of bilingualism recognised". It is against this background that the above study has been carried out.</p> <p>uel.ac.uk/cass/staff/raymondesneddon</p>	
Department for Education	www.education.gov.uk	<p>Raising the Achievements of Bilingual Learners in Primary Schools Tom Benton and Kerensa White,</p> <p>The Primary National Strategy (PNS) in partnership with the Ethnic Minority Achievement Unit within the DFE</p> <p>This was a research and pilot project in 21 schools across seven local authorities carried out between 2004 and 2006, with the aim of enhancing the competence and skills of mainstream primary school teachers in meeting the needs of bilingual pupils and to close the attainment gap between bilingual pupils and those whose first language is English. It also examined local authority management arrangements and school improvement interventions for this purpose.</p> <p>Main key findings:</p> <ul style="list-style-type: none"> •Schools involved in the EAL (English as an additional language) programme made better progress in English results than similar schools not involved in the programme. •There were no significant results in the progress made in mathematics and science in comparison with non-programme schools. <p><u>More information:</u> DCSF-RR006.pdf https://www.education.gov.uk/publications/standard/publicationDetail/Page1/RB758</p>	
Department for Education	www.education.gov.uk	<p>Writing English as an Additional Language at Key Stage 2 Lynne Cameron and Sharon Besser, 2004</p> <p>This project was commissioned by the DFE to investigate the writing of pupils using English as an additional language and who are 'advanced learners', i.e. who have spent at least five years in UK schools. The research seeks to demonstrate that advanced bilingual pupils have a sufficiently high standard of English to achieve their potential at school and to ensure that they are not disadvantaged by continuing difficulties with English.</p> <p>The project analyses the key features of language according to level of ability in English and provides information and guidance on the teaching of bilingual primary and secondary pupils.</p> <p><u>More information:</u> www.dfes.gov.uk</p>	
University of Manchester School of Languages, Linguistics and Cultures	a.donakey@ex.ac.uk	<p>Language Planning and Policy in Manchester Andrea Donakey</p> <p>In response to increasing multilingualism in the UK, local authorities are providing translation and interpreting services as well as public information services and library resources in other languages for those who speak little or no English, in addition to supplementary education in other (community) languages. This in-depth study explores the extent of such services in Greater Manchester, one of the most linguistically diverse parts of the country with ethnic minorities comprising 19% of the population, and the criteria for providing these services.</p> <p>The City Council provides and funds a comprehensive and well-coordinated system of language support services, <u>supplementary schools</u> and <u>'language colleges'</u>, i.e. secondary schools with enhanced subject (language) status, achieved through outstanding performance and innovation, and entitled to receive extra funding. Supplementary schools are set up chiefly by speakers of community languages and fill a gap left by the inability of mainstream schools to offer teaching of community languages (perhaps due to their high number).</p> <p>But there are limitations: Public information and other material is only published in the most widely spoken languages, owing to economic and practical constraints (although translations can be requested in any language); not all community languages are taught in schools, and foreign languages are not compulsory subjects within the National Curriculum (in spite of the government's 'National Language Strategy', which aims to improve foreign language teaching and learning); there is the argument that providing such services may discourage non-English speakers from learning English, thus impeding their full integration in the community and limiting their prospects for employment. The government's recent (prior to 2007) policy to end the provision of free English tuition (ESOL) may also deter people from learning English.</p> <p>There also appears to be a 'hierarchy' of foreign language teaching, with European languages (e.g. French, German, Spanish) enjoying a higher status than community languages (e.g. Urdu, Arabic).</p>	

University/ Institute and Department	Contact	Research/Project Details:- Source of Finance, Partners, Subjects, Dates, Abstract, Link(s) to Internet	Publications
		But the study concludes that Manchester "presents a leading example of community language services in a multilingual, multicultural, modern urban environment". <u>Full document:</u> http://mlm.humanities.manchester.ac.uk/reports/Donakey%202007_Language%20planning%20and%20policy%20in%20Manchester.pdf	
University of Birmingham, School of Education, MOSAIC	a.creese@bham.ac.uk	Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching? Angela Creese, Adrian Blackledge This study reports on research that questions the traditional methods of bilingual pedagogy, in which the first and second languages are kept separate in the classroom and children are not encouraged to <u>code-switch</u> (i.e. jump from one language to another). It argues in favour of using two or more languages alongside each other in teaching bilingual children, and describes <u>the interdependence of skills and knowledge across languages</u> . This project focuses on two case studies – Gujarati and Chinese – from a larger project studying complementary schools in the UK- Investigating Multilingualism in Complementary Schools in Four Communities <u>Full document:</u> http://www.education.leeds.ac.uk/assets/docs/simpson/creese_blackledge_mli_paper.pdf	
University of Birmingham	a.creese@bham.ac.uk	Separate and Flexible Bilingualism in Complementary Schools From the paper "Multilingualism: A Critical Perspective", Advances in Sociolinguistics Series Angela Creese, Adrian Blackledge Two distinct sets of beliefs and practices relating to bilingualism are described in this paper. Proponents of " <u>separate bilingualism</u> ", usually teaching staff, argue for language separation in schools, whilst, on the other hand, young people and other teachers practise what the authors term a " <u>flexible bilingualism</u> ", relying on diverse sets of linguistic resources. Here, "flexible bilingualism" corresponds to the terms "translanguaging" (Garcia, 2007) and "heteroglossia" (Bailey, 2007). The authors maintain there are links between these two different beliefs and conflicting political, pedagogical and sociolinguistic discourse on language. In practising separate bilingualism in schools, teachers organise and utilise their resources to counter the hegemony of other accounts of nation, history, culture and language. However, this can result in over-simplifications. linguistlist.org/issues/22/22-50.html	
NTNU Trondheim, Norway Partner UK universities: Aston, East Anglia	Professor Mila Vulchanova, Project Coordinator mila.vulchanova@ntnu.no	Lan Percept – Language and Perception A project led by the Norwegian University of Science and Technology (NTNU), with partner universities in the UK, Germany, the Netherlands, Denmark and Spain, involving 15 PhD and post-doctorate sub-projects, to study how people of different ages and with different deficits map language to what they perceive. The aim is to understand the interaction between two central cognitive systems: <u>language and perception</u> , and to develop new tools and software to help educational and health practitioners. The training programme works across 3 areas: 1) language-perception interactions in healthy participants – basic research investigates theories of language and perception, 2) language-perception interactions in atypical populations – applied research identifies underlying mechanisms for different kinds of atypical behaviours, 3) advanced technologies for language and perception research combines the above to identify the interaction between language and perception among typical and atypical populations. Research is on-going and the first results are expected to be reported during 2014 on the website: http://www.ntnu.edu/lanpercept	
CEIP Cerbín (primary school) Plaza Cabovila 5 Cam- po (Huesca) Spain Partner UK school: Martin Primary School, London	José Luis Mateos Moreno cpcampo@aragon.es	Dime Quién Eres Y Te Diré Quién Soy ("Tell me who you are and I'll tell you who I am") Comenius Multilateral Partnerships: 9 schools from several European countries (Spain, UK, France, Portugal, Finland, Belgium, Lithuania). A project enabling pupils from diverse social and geographical backgrounds to promote linguistic and inter-cultural understanding by sharing cultures, opinions and ideas through an on-line newspaper, encouraging them to respond to global issues as active European citizens. By developing a sense of their own identity through exploring similarities and differences amongst themselves, they will be able to develop their language skills in a meaningful context, face-to-face and through a wide range of multi-media. They will also be able to aid community cohesion within each school and motivate each other to communicate freely in English and another European language. All pupils will be actively involved in some way: design of the ICT platform, choice of activities, decisions about how to implement them, the monitoring process and evaluating the impact and success of the project. As a result, the children will have developed confidence in using ICT, innovative ways of sharing work and presentation and communication skills. http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-ES1-COM06-20505	The Way (on-line news- paper)
Southwark Local Edu- cation Authori- ty(London)	Vicky Grammatik-opoulou v.grammatikopoulou@gold.ac.uk	Meeting the Challenge of the Multicultural Classroom (Intercultural Education) Comenius Regio Partnership. Partners: UK and Portugal Education authorities in two highly multicultural areas of Europe (S.E. London and the Algarve in Portugal) are seeking better ways of integrating pupils with different cultures, and raising achievement. This project enables these regions to share experience and best practice, and to seek solutions for: 1) how best to manage the range of nationalities in the classroom, 2) teacher training, to promote understanding and global citizenship, 3) teaching the development of language(s) as a tool for inclusion. Collaboration has already produced strategies the two organisations can share, and links will be maintained by study visits, job shadowing, joint conferences and a Comenius course to be offered after the project finishes. http://www.europeansharedtreasure.eu/detail.php?id_project_base=2011-1-GB1-COM13-10859 www.mcmc-regio.com	
CEIP Miquel Martí i Pol Sabadell, Spain	José Antonio Pérez Morales a8055889 @xtec.cat	Teaching Content through a Foreign Language Comenius Multilateral Partnerships. Partners: Spain, Romania, Finland, Hungary, UK, Turkey. The intention with this project is to improve the teaching of foreign languages in schools by improving activities in the classroom, creating communicative situations and	Links to drama plays (on site)

University/ Institute and Department	Contact	Research/Project Details:- Source of Finance, Partners, Subjects, Dates, Abstract, Link(s) to Internet	Publications
		ensuring the active participation of the pupils. This will enable a broadening of pupils' experiences from different subjects and cultures, and language learning to improve. The partners wish to up-date their skills with new teaching methods that involve content and language. The project is also a good opportunity for the pupils to learn about other cultures and share their own, by using foreign languages. http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-ES1-COM06-10623	
The Learning Trust 1 Reading Lane London E8	John Bald info@learningtrust.co.uk	Bilingual Learning in Schools and Libraries Comenius Regio Partnership. Partners: UK, Spain. Results/Benefits of the project include: <ul style="list-style-type: none"> •Teachers have an expanded knowledge of Spanish, of the use of books in Spanish schools and the value of teaching the spoken and written language together in the early stages; •Knowledge of the language has been improved by correspondence (by letter and email), which has also helped cooperation and friendship between teachers. Spanish teachers have developed an interest in new technology and the detail of managing classes; •Specialised sections for English and Spanish in respective libraries have provided a focal point for parents and pupils and encourage them to read more in the other language; •Dual language books have been of particular value; •Children have grown in confidence. http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-GB1-COM13-03487 www.learningtrust.co.uk	
Institute of Education, University of London		The Multilingual Classroom (Bilingual Learners MA) Examines key studies of research and practice in diverse (multicultural) classrooms of urban schools. Although focused on London, the course also looks at national and international level at how diversity is dealt with in the 21 st century, in particular when learners are taught in a language other than their first. Wider social structures are taken into account when examining the impact on educational opportunity for minority ethnic and bilingual pupils. The main emphasis is how bilingual pupils can make maximum use of resources and develop new skills and knowledge. Course students develop their understanding of the linguistic and cultural resources and needs of minority ethnic and bilingual learners and how these can be best supported. Students also have the opportunity to: <ul style="list-style-type: none"> •Acquire theoretical and practical knowledge about bilingualism; •Investigate good practice in multilingual teaching; •Gain an in-depth knowledge of multicultural and multilingual communities; •Analyse and carry out research in multilingual classrooms. For: teachers, administrators and researchers working in the field of English as an additional language, or who teach bilingual pupils in multilingual schools. http://www.ioe.ac.uk/study/MMALIE_14.html	
Institute of Education, University of London		TESOL (Teaching of English to Speakers of Other Languages) Course students improve their understanding of key issues and concepts relating to TESOL and perspectives on TESOL theory, policy and practice. They also have the opportunity of carrying out small-scale research projects. For: practising teachers of English as a second or foreign language (ESL, EFL, ESOL). http://www.ioe.ac.uk/study/PMM9_TES9ID.html	
The Marlow Language Centre Ltd.	info@marlowlanguagecentre.co.uk	GCSE, AS/A2, IGCSE, GCE, PRE-U, IELTS in Modern Languages, including French, Russian, German, Spanish, Italian The Centre teaches children from age 4, adults (individuals and corporate clients) to communicate effectively in a foreign language for pleasure, national examinations, business, relocation abroad, One-to-one sessions in modern languages including Russian, tutorial and group courses are offered. www.marlowlanguagecentre.com	

Clarification of certain terms used, as understood and used by the partners in UK.

"First language" refers to a person's "mother tongue", i.e. the language in which he/she is the most fluent or expressive, having learnt it from birth or early childhood. This is usually, but not necessarily, the main language spoken in the home environment. The term is commonly used as distinct from a "second language", i.e. one that is learnt later and where native or near-native fluency is not present.

"Bilingualism" refers to the phenomenon of speaking or using two languages to native or near-native standard, typically the language of the home and the official language of the country of residence. There may be differences, for example, in the level of expressiveness or in writing the languages, but a native or near-native fluency is implied. "Multilingualism" naturally refers to the knowledge or presence of more than two languages.

List of Recommended Further Reading

Colin Baker (2011): Foundations of Bilingual Education and Bilingualism, 5th Edition. Clevedon: Multilingual Matters.

A comprehensive and modern introduction to bilingual education, bilingualism and multilingualism. The book covers a wide range of material including individual and societal concepts in minority and majority languages, childhood developmental perspectives, general bilingual educational issues, political and ideological perspectives, identity and personality, globalisation and assimilation.

Colin Baker and Sylvia Prys Jones (1998): The Encyclopaedia of Bilingualism and Bilingual Education. Clevedon: Multilingual Matters.

This is a comprehensive book that deals with bilingualism on two levels: the sociological and the psychological, just as learning a second language can be viewed as the acquisition of a new culture and the embracing of a new personal identity. It contains a lot of information about the status and history of languages in the nations of the world and in particular on the roles languages play in education, on learners and their characteristics.

- Colin Baker (2007): *A Parents' and Teachers' Guide to Bilingualism*. Clevedon: Multilingual Matters.
Gives advice on rearing children bilingually in the home, bilingualism in the education system, language development matters, reading and writing and dealing with under-achievement.
- Colin Baker (2006): *Key Issues in Bilingualism and Bilingual Education*. Clevedon: Multilingual Matters.
- Colin Baker and Anne Sienkewicz (2006): *The Care and Education of Young Bilinguals: an Introduction*. Clevedon: Multilingual Matters.
- Tej K. Bhatia and William C. Ritchie (2006): *The Handbook of Bilingualism*. Blackwell Publishing.
This handbook includes research into multilingualism, both theoretical and practical, including the bilingual brain, bilingual education and literacy and the state of bilingualism in certain regions of the world. The contributors represent such diverse fields as linguistic theory, neurolinguistics, psycholinguistics, sociolinguistics, speech and hearing, experimental and developmental psychology, sociology and anthropology.
- Ellen Bialystok (2001): *Attention and Inhibition in Bilingual Children*. Cambridge University Press.
An in-depth study into the process of learning another language, including psychological processes (cognition, lexicon, syntax, phonology and awareness of sounds), reading, intelligence and the social context of bilingualism.
- Ellen Bialystok (2001): *Bilingualism in Development*. Cambridge University Press.
- H. Douglas Brown (1994): *Principles of Language Learning and Teaching*. Englewood Cliffs Pearson.
A comprehensive and up-to-date analysis of the theoretical foundations of foreign and second language teaching.
- Jean Conteh, Peter Martin, Leena Helavaara Robertson (2007): *Multilingual Learning: Stories from Schools and Communities in Britain*. Trentham Books.
With its stories of individual learners and teachers in a wide range of contexts, this book offers radical new thinking about mainstream and community education in Britain. It argues for theoretical frameworks and a model of pedagogy and terminology that properly reflect the ways in which children's achievements in mainstream school are fed by all their learning experiences in different contexts, and in all the languages in their repertoire. The editors, all experienced teachers and researchers in community settings, present an overview of the current situation and propose theoretical and pedagogical frameworks to move discussion forward. Individual case studies bring to life how it feels to be a teacher or learner in such contexts. The contributors are Olga Barradas, Arvind Bhatt, Nirmala Bhojani, Christine Callender, Yangguang Chen, Angela Creese, and Raymonde Sneddon. The concluding chapter by Jill Bourne draws the themes together and opens out the possibilities for the future. Multilingual Learning is for researchers, teachers, and teacher-educators, and indicates the possibilities for positive links between mainstream school and community learning contexts, and for future research, policy and practice.
- Vivian Cook (2008): *Second Language Learning and Language Teaching*. Taylor & Francis Ltd.
A comprehensive textbook for student teachers of modern languages, TESOL (teaching English as a secondary or other language), revised to reflect recent developments in language teaching and learning.
- Angela Creese and Adrian Blackledge (2011): *Bilingual Books – Biliterate Children*. Kahena.
Based on current research into multiliteracy, personal identity and issues in translation, this study examines the benefits of biliteracy and demonstrates how children work simultaneously in two languages to work out meanings in unfamiliar text and explore the differences between their languages.
- Manjula Datta (2000): *Bilinguality and Literacy*. London, Continuum.
With plentiful case studies and examples of children's work, this study shows how children's 'bilinguality' provides opportunities for the development of literacy throughout the curriculum.
- Viv Edwards (2009): *Learning to be Literate: Multilingual Perspectives*. Channel View Publications.
This textbook introduces students to language in education policy, theory and practice in a multilingual world. It brings together research on literacy and multilingualism from a variety of settings: the learning of English in migrant destinations, immersion and bilingual education, and the maintenance of heritage languages. Designed to be accessible to students from a wide range of disciplines, the book explores multilingualism as a global phenomenon at both the individual and societal level, and literacy learning in a wide variety of contexts, and uses both these discussions to explore the theoretical and policy issues which are behind current educational practice, and points to possible ways forward. Students are introduced to examples of innovative and best practice from a range of international contexts and discussion points and suggested activities encourage them to build on their own experiences as language learners. This is an ideal introductory text for students on courses where a critical understanding on language in education is necessary, as well as being a useful summary of the field and its future directions for researchers, practitioners and policy makers.
- Ofelia Garcia (2011): *Bilingual Education in the 21st Century*. Wiley Blackwell.
Provides an overview of bilingual education theories and practices throughout the world. Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century.
- Ofelia Garcia, Tove Skutnabb-Kangas, Maria E Torres-Guzman (2006): *Imagining Multilingual Schools: Languages in Education and Globalization (Multilingual Matters)*. Cromwell Press Ltd.
Presenting visions of a multilingual school, this book examines the pedagogical socio-educational and socio-political issues that impact on their development and success.
- Annick De Hower (1990): *The Acquisition of Two Languages from Birth: a case study: Cambridge Studies in Linguistics*. Cambridge University Press.
This study deals with the question of how children exposed to two languages simultaneously from birth learn to speak those two languages.
- Annick De Hower (2009): *An Introduction to Bilingual Development*. MM Textbooks.
- Annick De Hower: *Bilingual First Language Acquisition*. Channel View Publications.
- Annick De Hower: *Two at a Time: an exploration of how children acquire two languages from birth*.
- G. Extra and K. Yağmur: *Urban Multilingualism in Europe: Immigrant Minority Languages at Home and School (Multilingual Matters)*. Clevedon, UK.
An in-depth study of the languages used by different generations of migrant communities throughout Europe.
- François Grosjean (2008): *Studying Bilinguals*. Oxford.

This book examines the definition and characterization of the bilingual person, the perception and production of spoken language by bilinguals.

K. Hall (2002): *Teaching and Researching Language and Culture*. Essex, Pearson Education.

E. Harding-Esch, P. Riley (2003): *The Bilingual Family: a handbook for parents*. Cambridge University Press.

A guide for parents raising bilingual children, the book draws from research on bilingualism and the development of the bilingual child.

Charmian Kenner (2004): *Becoming Biliterate: young children learning different writing systems*. Trentham Books.

Charmian Kenner, Tina Hickey (2008): *Multilingual Europe: diversity and learning*. Trentham Books.

A collection of international case studies, of use for students of language learning and teaching, teaching staff, researchers and policy makers, highlighting ways of creating multilingual learning communities that promote language expertise, intercultural understanding and educational achievement.

Edited by Marilyn Martin-Jones, Adrian Blackledge and Angela Creese (2012): *The Routledge Handbook of Multilingualism*. Oxford, Routledge.

Carol Myers-Scotton (2005): *Multiple Voices: an introduction to bilingualism*. Wiley.

A comprehensive overview of all major features of bilingualism, including grammatical, cognitive and social aspects. It deals with bilingualism as a socio-political phenomenon, language policy and bilingual education.

Joanna Nijakowska (2010): *Dyslexia in the Foreign Language Classroom*. Clevedon.

Edited by D.K. Oller and R. E. Eilers (2002): *Language and Literacy in Bilingual Children*. Clevedon.

Johanne Paradis and Fred Genesee (1996): *Syntactic Acquisition in Bilingual Children – Autonomous or Interdependent? Studies in Second Language Acquisition, Volume 18/Issue 01/March 1996*. Cambridge University Press.

A study investigating the potential interference between the grammars of French-English bilingual children aged 2-3, to determine whether their grammars develop autonomously or interdependently. Results indicate that bilingual children show no evidence of transfer, acceleration or delay in acquisition, and support the hypothesis that their grammars are acquired autonomously.

Virginie Raguenaud (2009): *Bilingual by Choice: raising kids in two (or more!) languages*. Nicholas Brealey Publishing.

A guide for parents on how to raise children bilingually, especially in a monolingual community.

J.C. Richards, T. Rodgers (2001): *Approaches and Methods in Language Teaching*, second edition. Cambridge University Press.

Dealing with major trends in language teaching, alternative methods and approaches (including 'total physical response', 'the silent way' and 'community language learning') and current communicative approaches (including 'communicative language teaching' and the 'natural approach').

Suzanne Romaine (1995): *Bilingualism*. Wiley.

Widely recognised as the most authoritative introduction to bilingualism.

M. Schwartz (2010): *Family Language Policy: core issues of an emerging field*.

Editor: Li Wei (2010): *Applied Linguistics Review*.

A review of current literature on the maintenance and loss of minority languages, addressing the three core areas of ideology, management and practice, and examining research into factors that influence family language policy, how parents and children cope with the minority-majority language reality and the ways in which parents conduct their language policy at home.

Kate Trott, Sushie Dobbinson, Patrick Griffiths (2004): *The Child Language Reader*. London, Routledge.

This book provides an introduction to the most important research in child language acquisition and development, organised into thematic sections. It includes articles written by international authors, and covers a number of language development areas including phonology, semantics, sociolinguistics, methodology and bilingualism, a substantial section on methodology offering practical insight into the design of child language research, and statistical analysis.

Editor: Li Wei (2004): *The Bilingualism Reader*, London, Routledge.

A selection of the most important research papers on bilingualism.

Table 9. Brief summary of media publications in the UK

Name	Type of Media	Number and Year	The Owners and Circulation	Name of the article	Quotes	Overview
The Guardian	Printed and online leading daily newspaper		Average daily circulation - 215,998			The subject of multilingualism tends to be divided into 2 general strands: 1) the teaching of modern foreign languages at school, which tends to be viewed in a critical light, i.e. that much still needs to be done to address an overall decline, poor performance and other problems; and 2) the prevalence and rich variety of multilingualism in migrant communities (e.g. Asian, Oriental, African), which is generally regarded as something very positive and worth developing further. Interestingly, the proportion of pupils taking exams in modern foreign languages (such as French, German or Spanish) is lowest amongst speakers of community languages. Although the government appears to endorse and encourage the development of both types of language teaching (community languages in supplementary schools and modern languages in main-stream schools), general media coverage points to an ever-decreasing funding from central government in this area.
The Guardian		6 June 2002		Teachers call for multilingual testing	"There's nowhere in the state system that acknowledges that great achievement by these children." Tim Benson, member of the national council of the National Association of Head Teachers	At an annual conference, head teachers proposed that children whose mother tongue is not English should be able to take national tests in their own language (in addition to English). This would enable children conversant or fluent in several languages to demonstrate their capabilities more fairly. Head teachers called for Asian and African languages to be given the same status as European languages (e.g. French, German). http://www.guardian.co.uk/education/2002/jun/06/schools.uk1?INTCMP=SRCH (Oct 2012)
The Guardian		18 December 2007		Schools can only benefit from bilingual pupils	"As head teacher of a multicultural primary school, I see linguistic and cultural diversity as one of our greatest strengths."	The head teacher of a multicultural primary school in East London speaks very positively of the multilingual composition of his school and is convinced that a multilingual environment brings definite benefits to everyone, including monolingual children, who can learn a lot. At the school 70% of children speak English as a second language and 42 different languages are spoken. The head teacher recognises the following advantages: the children's skills in their first language are readily transferred into their acquisition of English, children are keen to learn in general, a culturally inclusive curriculum promotes equality of access, and parents are supportive and keen to promote education within the household. http://www.guardian.co.uk/education/mortarboard/2007/dec/18/schoolscanonlybenefitfrom?INTCMP=SRCH
The Guardian		9 November 2011		Donors need multilingual understanding	"Evidence of education failure among children denied teaching in their first languages should inform a new approach to development aid."	There is strong pressure on poorer and developing nations to educate their children in international languages (notably English) from an early age. Efforts to do so are failing for reasons such as lack of materials, too few lessons and the poor standard of English of the teaching staff. But just as importantly, a different teaching method is needed: the child needs to be taught in the language he/she is already familiar with, and second or third languages should be introduced gradually, in a communicative way. This can be done from an early age as long as the process remains consistent. Teachers need to understand that encouraging children to talk and write in the first language is the key to improving their second language. High-quality, realistically graded teaching materials relevant to children's lives are needed in both international and local languages. http://www.guardian.co.uk/education/2011/nov/08/education-aid-language-failure?INTCMP=SRCH (19.11.12)
The Independent	Printed and online national daily paper (spread-sheet)		Owned by Alexander Lebedev since 2010. Average daily circulation in 2012 - 83,619			Like the Guardian, the Independent's reporting on modern language learning (and teaching) in schools is generally negative and deals with the reasons behind the failings, poor performance and general decline in interest in language learning. Very little is written in recognition or praise of the benefits of the multilingual skills of people from minority backgrounds, which is quite frequently reported in the Guardian.
The Independent		22 August 2012		Treat a foreign language as a tool for life, not an A-level to be failed		There are several reasons for the overall decline in foreign languages being taught in English schools: they are difficult to learn and often viewed as superfluous, owing to the global dominance of English. Also, there is a difference in the attainment levels, or rather the ease of attaining standards in other languages, between pupils learning a language from scratch and those from families speaking the language. The writer suggests having separate examinations for the two groups. More importantly, she suggests languages should be taught and graded as a skill rather than a subject, e.g. grades could be 'basic, reading, fluent or bilingual' rather than a graded GCSE or A-level. A similar system is already in use e.g. in the Cambridge Certificate in ESL. http://www.independent.co.uk/voices/commentators/mary-dejevsky/mary-dejevsky-treat-a-foreign-language-as-a-tool-for-life-not-an-a-level-to-be-failed-8069909.html?origin=internalSearch 19.11.12
The Independent		13 June 2012		Britain's Children left behind in languages by the time they're three		According to a study into the teaching of languages throughout the world by language experts Teresa Tinsley and Therese Comfort for the education trust CfBT, the age at which children start to learn a second language has been lowered in eleven countries in the past decade, with two - Spain and Belgium - introducing a foreign language for children aged 3. Although the study coincides with the government's decision to lower this age to 7 in English primary schools in 2014, England - along with many other English-speaking countries - still lags far behind other countries in teaching other languages in terms of the time spent in the classroom. http://www.independent.co.uk/news/education/education-news/britains-children-left-behind-in-languages-by-the-time-theyre-three-7844893.html?origin=internalSearch 9.11.12
The Independent		25 August 2012		The Insularity of our National Curriculum		A critical and rather negative view of the situation regarding the teaching of foreign languages in UK schools. Although more pupils are studying new languages such as Mandarin, Polish and Portuguese (which have not been offered before), the general interest in foreign languages and the opportunity to learn them are still declining. The writer blames this decline on the policy (of

Name	Type of Media	Number and Year	The Owners and Circulation	Name of the article	Quotes	Overview
						the last government) of making foreign languages optional subjects after age 14. Another result of this has been a widening of the gap between state schools, with a very low number of pupils taking exams in modern languages, and independent schools, where numbers have been maintained. This is in spite of the government's own acknowledgement that the multicultural population of Britain has a high number of bilingual people whose skills are under-recognised and under-used. http://www.independent.co.uk/voices/editorials/leading-article-the-insularity-of-our-national-curriculum-2061013.html?origin=internalSearch 19.11.12
The Independent		12 Nov. 2011		Glasgow University could scrap language courses because of budget cuts		Can Britain afford to deprive its students of the linguistic skills that would make them internationally competitive? There are proposals to scrap courses in most modern languages currently taught at Glasgow University, leaving only French and Spanish. The university justifies these cuts in terms of financial necessity and strategic importance. But the article questions the wisdom of this strategy, arguing that learning other languages is essential for multiculturalism to work effectively and to improve young people's job prospects and mobility. Although spending cuts are a common response to government funding deficits, the article argues that it can be more expensive to rebuild from scratch a language department that has been closed than to keep it running. http://www.independent.co.uk/news/education/higher/glasgow-university-could-scrap-language-courses-because-of-budget-cuts-2270634.html?origin=internalSearch
The Times	Daily national newspaper.	6 Jan. 2012	Published by Times Newspapers (along with The Sunday Times), a subsidiary of News International, owned by the News Corporation Group, headed by Rupert Murdoch.	Multiculturalism		In response to a letter published on 5 Jan 12, in which the reader believed multiculturalism in Britain has led to segregation, the writer of this letter argues that "the alternative is not necessarily any more desirable". To support this argument he makes reference to the integration policy in France, where immigrants are obliged to assimilate French culture and "forget their roots", adopting a singular national identity.
The Times		25 Aug 2012		Language Teaching? Could do much better		In a letter to the editor, the reader asks why the UK lags behind other countries in teaching foreign languages in schools – even though schoolchildren throughout the country speak a large number of languages (the reader quotes 360), many of which are taught in community language schools. http://www.thetimes.co.uk/tto/opinion/letters/article3518155.ece
The Times		25 May 2012		Restore languages for all in schools	"We would all do well to remember that only speaking English is a distinct disadvantage in a global labour market"	Another letter to the editor, in which the reader makes a clear argument for learning other languages, which has obvious advantages in business and the labour market. Employers clearly want to recruit people with skills in foreign languages - if they were to make a case for this, educationists might do more to improve or increase language teaching in schools. http://www.thetimes.co.uk/tto/opinion/letters/article3037912.ece This basic message is reiterated in the following article:
The Times		7 Feb 2012		Britons abandon language study By Suna Erdem	"The British have always been bad at foreign languages but it's getting worse – and we're missing out badly as a result"	The author states it is to the country's own detriment that it remains predominantly monolingual, and cites as an example the experience of a small UK company who found they were unable to chase payment for goods delivered to a French client as neither party could communicate in the other's language. http://www.thetimes.co.uk/tto/life/article3311269.ece
The Times		14 June 2012		Unwise Barrier		A reader is opposed to the recent policy requiring new, non-EU migrants to undergo an English language test on the grounds that this would deny entry to those who could bring positive economic and social gains. For similar reasons, he is also strongly against the suggestion to abolish multilingual communications and signage – the financial savings would be minimal at a cost of marginalising ethnic groups. http://www.thetimes.co.uk/tto/opinion/letters/article2553502.ece
The Times		21 Feb 2006		British pupils must learn other languages, like Mandarin, or risk losing out on jobs to multilingual workers from abroad, a report by the British Council says. The requirement that all secondary school pupils study a modern language up to GCSE level was dropped in September 2004." http://www.thetimes.co.uk/tto/business/industries/publicsector/article1838283.ece
The Financial Times	A leading organisation for business news and information. Daily national newspaper, also on-line.	19 Feb 2011	Owned by Pearson PLC. Average daily readership is 2.2 million worldwide.	Bilingualism delays dementia, say experts. By Clive Cookson	"The belief was that people who could speak two or more languages had difficulty using either."	A new study proves that a knowledge of two languages brings clear benefits to a child's development, guards against dementia in older life and is beneficial in many other respects. This is contrary to traditional beliefs (at least in North America, where the article originates) that bilingualism was somehow a "cognitive handicap". http://www.ft.com/cms/s/0/68198be8-3bc4-11e0-a96d-00144feabdc0.html#axzz2FcxG02eW
The Financial Times		6 July 2009		A Touchstone of Cultural Difference.	"Fluency in Welsh ... has become an advantage in public life that is of questionable value to tax-	Whilst the other Celtic languages of the UK (Cornish, Breton, Gaelic) are practically extinct, or are becoming so, recent legislation has given new life to the Welsh language, which now has equal status in Wales with English. Welsh is now a compulsory subject in the country's state schools and around 40% of children between age 3 and 15 speak the language. Only a minority of adults, how-

Name	Type of Media	Number and Year	The Owners and Circulation	Name of the article	Quotes	Overview
				By Jonathan Guthrie	payers.”	<p>ever, know any Welsh at all. But this has not been without its costs. Critics say that the expensive translation of official documents into Welsh is not justified by its usefulness. The Welsh Assembly (i.e. the Welsh national government) even proposes to make bilingual services or operations compulsory in the public sector if they provide a utility service (such as gas or electricity). http://www.ft.com/cms/s/0/ceb3fe94-69cd-11de-bc9f-00144feabdc0.html#axzz2FcxG02eW</p>

Table 10. Law and legislation concerning bilingualism (multilingualism) in Switzerland

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
Confederation	Federal Constitution of the Swiss Confederation, http://www.admin.ch/org/polit/00083/index.html?lang=en	April 18, 1999	Switzerland	<p>Art. 8. Rechtsgleichheit 2. Niemand darf diskriminiert werden, namentlich nicht wegen der Herkunft, der Rasse, des Geschlechts, des Alters, der Sprache, der sozialen Stellung, der Lebensform, der religiösen, weltanschaulichen oder politischen Überzeugung oder wegen einer körperlichen, geistigen oder psychischen Behinderung.</p> <p>Art. 18. Sprachenfreiheit Die Sprachenfreiheit ist gewährleistet.</p> <p>Art. 31. Freiheitsentzug 2. Jede Person, der die Freiheit entzogen wird, hat Anspruch darauf, unverzüglich und in einer ihr verständlichen Sprache über die Gründe des Freiheitsentzugs und über ihre Rechte unterrichtet zu werden. Sie muss die Möglichkeit haben, ihre Rechte geltend zu machen. Sie hat insbesondere das Recht, ihre nächsten Angehörigen benachrichtigen zu lassen.</p> <p>Art. 70. Sprachen</p> <p>1. Die Amtssprachen des Bundes sind Deutsch, Französisch und Italienisch. Im Verkehr mit Personen rätoromanischer Sprache ist auch das Rätoromanische Amtssprache des Bundes.</p> <p>2. Die Kantone bestimmen ihre Amtssprachen. Um das Einvernehmen zwischen den Sprachgemeinschaften zu wahren, achten sie auf die herkömmliche sprachliche Zusammensetzung der Gebiete und nehmen Rücksicht auf die angestammten sprachlichen Minderheiten.</p> <p>3. Bund und Kantone fördern die Verständigung und den Austausch zwischen den Sprachgemeinschaften.</p> <p>4. Der Bund unterstützt die mehrsprachigen Kantone bei der Erfüllung ihrer besonderen Aufgaben.</p> <p>5. Der Bund unterstützt Massnahmen der Kantone Graubünden und Tessin zur Erhaltung und Förderung der rätoromanischen und der italienischen Sprache.</p>	<p>Art. 8. Equality before the law 2. No one may be discriminated against, in particular on grounds of origin, race, gender, age, language, social position, way of life, religious, ideological, or political convictions, or because of a physical, mental or psychological disability.</p> <p>Art. 18. Freedom to use any language. The freedom to use any language is guaranteed.</p> <p>Art. 31. Deprivation of liberty 2. Anyone deprived of their liberty has the right to be notified without delay and in a language they can understand of the reasons for their detention and of their rights. They must be given the opportunity to exercise their rights, in particular, the right to have their next-of-kin informed.</p> <p>Art. 70. Languages</p> <p>1. The official languages of the Confederation shall be German, French and Italian. Romansh shall also be an official language of the Confederation when communicating with persons who speak Romansh.</p> <p>2. The Cantons shall decide on their official languages. In order to preserve harmony between linguistic communities, the Cantons shall respect the traditional territorial distribution of languages and take account of indigenous linguistic minorities.</p> <p>3. The Confederation and the Cantons shall encourage understanding and exchange between the linguistic communities.</p> <p>4. The Confederation shall support the plurilingual Cantons in the fulfilment of their special duties.</p> <p>5. The Confederation shall support measures by the Cantons of Graubünden and Ticino to preserve and promote the Romansh and the Italian languages.</p>
Confederation	441.1 Bundesgesetz über die Landessprachen und die Verständigung zwischen den Sprachgemeinschaften (Sprachengesetz, SpG), http://www.admin.ch/ch/d/sr/441_1/index.html	vom 5. Oktober 2007 (Stand am 1. Januar 2010)	Switzerland	<p>Art. 5 Amtssprachen</p> <p>1. Die Amtssprachen des Bundes sind Deutsch, Französisch und Italienisch. Rätoromanisch ist Amtssprache im Verkehr mit Personen dieser Sprache. 2. Die Bundesbehörden verwenden die Amtssprachen in ihren Standardformen.</p> <p>Art. 6 Wahl der Sprache</p> <p>1. Wer sich an eine Bundesbehörde wendet, kann dies in der Amtssprache eigener Wahl tun.</p> <p>2. Die Bundesbehörden antworten in der Amtssprache, in der sie angegangen werden. Sie können sich mit den Personen, die an sie gelangen, auf eine andere Amtssprache einigen.</p> <p>3. Personen rätoromanischer Sprache können sich in deren Idiomen oder in Rumantsch grischun an die Bundesbehörden wenden. Diese antworten in Rumantsch grischun.</p> <p>4. Der Bundesrat kann die freie Wahl der Amtssprachen einschränken für den Verkehr mit Behörden, deren Tätigkeit regional begrenzt ist.</p> <p>5. Im Verkehr mit Personen, die keine Amtssprache beherrschen, verwenden die Bundesbehörden nach Möglichkeit eine Sprache, welche diese Personen verstehen.</p> <p>6. Die besonderen Bestimmungen der Bundesrechtspflege sind vorbehalten.</p> <p>Art. 15 Unterricht</p> <p>1. Bund und Kantone sorgen im Rahmen ihrer Zuständigkeit dafür, dass die Unterrichtssprache, namentlich ihre Standardform, auf allen Unterrichtsstufen besonders gepflegt wird.</p> <p>2. Sie fördern im Rahmen ihrer Zuständigkeit die Mehrsprachigkeit der Lernenden und Lehrenden.</p> <p>3. Sie setzen sich im Rahmen ihrer Zuständigkeit für einen Fremdsprachenunterricht ein, der gewährleistet, dass die Schülerinnen und Schüler am Ende der obligatorischen Schulzeit über Kompetenzen in mindestens einer zweiten Landessprache und einer weiteren Fremdsprache verfügen. Der Unterricht in den Landessprachen trägt den kulturellen Aspekten eines mehrsprachigen Landes Rechnung.</p> <p>Art. 16 Weitere Massnahmen zur Sprachförderung</p> <p>Der Bund kann den Kantonen Finanzhilfen gewähren für:</p>	<p>Art. 5 Official languages</p> <p>1. The official languages of the Confederation are German, French and Italian. Romansh is the official language in dealing with people who use this language. 2. The federal authorities use the official languages in their standard form.</p> <p>Art. 6 Choice of language</p> <p>1. Whoever contacts a federal agency can do so in the official language of their choice.</p> <p>2. The Federal agency must reply in the official language in which they are addressed. It is, however, possible to use a different official language, by agreement.</p> <p>3. Romansh speakers can contact the federal authorities in their dialect or in Rumantsch Grischun. Their reply must be in Rumantsch Grischun.</p> <p>4. The Bundesrat can restrict the free choice of the official languages in dealings with authorities whose activities are limited to specific regions.</p> <p>5. In all dealings with persons who speak an official language, the federal authorities are to use a language that people understand, whenever possible.</p> <p>6. The special provisions of the federal judiciary are excepted.</p> <p>Art. 15 Teaching</p> <p>1. It shall be the responsibility of the Confederation and the Cantons to ensure that the language of instruction, including its standard form, is especially maintained at all levels.</p> <p>2. It shall be their responsibility to promote the multilingualism of students and teachers.</p> <p>3. It shall be their responsibility to be committed to the teaching of foreign languages, which ensures that the students have expertise in at least a second national language and a foreign language by the end of their compulsory education. The teaching of the national languages shall take into account the cultural aspects of a multilingual country.</p> <p>Art. 16 Further measures for language promotion</p> <p>The federal government can provide financial support to the cantons for:</p> <p>a. the design of the basic requirements for teaching a second or third language;</p> <p>b. the promotion of the knowledge of other language speakers in the local lan-</p>

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
				a. die Gestaltung der Grundvoraussetzungen für den Unterricht einer zweiten und dritten Landessprache; b. die Förderung der Kenntnisse Anderssprachiger in der lokalen Landessprache; c. die Förderung der Kenntnisse Anderssprachiger in ihrer Erstsprache.	guage; c. the promotion of other language speakers in their heritage language.
The Swiss Conference of Cantonal Ministers of Education (EDK), Schweizerische Konferenz der kantonalen Erziehungsdirektoren	EDK-Empfehlungen zur Schulung der fremdsprachigen Kinder zum HSK-Unterricht, http://www.edk.ch/dyn/19191.php	vom 24. Oktober 1991	Switzerland	Es besteht ein grundsätzliches Recht für Kinder mit Migrationshintergrund, ihre Herkunftssprache (Erstsprache) und ihre Herkunftskultur zu pflegen. Die Förderung der Erstsprache wird bereits im Frühbereich unterstützt. Eltern mit Migrationshintergrund werden von den Behörden über die Bildungsangebote informiert. Die Einrichtungen (insbesondere Schulräume) und Schulmaterial (Infrastruktur) werden durch die Schulgemeinden kostenlos zur Verfügung gestellt. Die HSK-Kurse werden im Umfang von mindestens zwei Wochenlektionen unterstützt und wenn möglich in die Unterrichtszeit eingebaut. Der Besuch und allenfalls die Benotung des HSK-Unterrichts wird im Schulzeugnis aufgeführt. Bei der Beurteilung der schulischen Leistungen sowie bei Promotions- und Selektionsentscheiden werden die Fremdsprachigkeit und die im HSK-Unterricht erworbene Erstsprachenkompetenz berücksichtigt. Die Zusammenarbeit zwischen Lehrpersonen der Regelschulen und des HSK-Unterrichts wird gefördert.	It is a fundamental right for children with migrant backgrounds to maintain their heritage language (first language) and their culture of origin. The promotion of the first language in early childhood will be supported. Parents with migrant backgrounds will be informed of educational opportunities by the authorities. The facilities (especially classrooms) and school materials (infrastructure) are to be provided by the school communities free of charge. HSK courses to the extent of at least two lessons a week will be supported and if possible incorporated into the instruction time. The attendance and if necessary the grade for the HSK instruction will be listed in the school report. In assessing the academic performance as well as promotion and selection decisions, the multilingualism and the language competency acquired in HSK lessons will be considered. Cooperation between teachers of regular schools and HSK instruction is encouraged.

Table 11. List of universities in Switzerland & research on bilingualism

Canton	University & Department	Contact Person	Law & Project	Course	Publications	Conferences
Bern	University of Bern	Prof. Rolf Becker Abteilung Bildungssoziologie Institut für Erziehungswissenschaft Universität Bern Muesmattstrasse 27 CH-3000 Bern 9 Tel. +41 (0)31 631 53 51 Fax +41 (0)31 631 53 52 rolf.becker@edu.unibe.ch	SNF 2009-2011 Project Title: 'Determinants of Educational Success of Migrants in Switzerland' Project Partners: No Study Outcomes: After analysing the different factors influencing the educational prospects of migrant children (family, religion, school, social environment), the researchers make recommendations on how to make the transition from primary to secondary school more effective in order to achieve equal opportunities for migrant children compared with non-migrant children.		Becker, Rolf und Frank Schubert, 2011: Die Rolle von primären und sekundären Herkunftseffekten für Bildungschancen von Migranten im deutschen Schulsystem. Erscheint in: Rolf Becker (Hg.): Integration durch Bildung. Wiesbaden: VS Verlag für Sozialwissenschaften. Becker, Rolf und Michael Beck, 2011: Migration, Sprachförderung und soziale Integration. Erscheint in: Rolf Becker (Hg.): Integration durch Bildung. Wiesbaden: VS Verlag für Sozialwissenschaften. Beck, Michael, Franziska Jäpel und Rolf Becker, 2010: Determinanten des Bildungserfolgs von Migranten im Schweizer Bildungssystem. In: Gudrun Quenzel und Klaus Hurrelmann (Hg.): Bildungsverlierer – Neue Ungleichheiten. Wiesbaden: VS Verlag für Sozialwissenschaften. Becker, Rolf, 2006: Bildung – Bildungschancen von Migranten in Deutschland. S. 473-481 in: Statistisches Bundesamt (Hg.), Datenreport 2006. Zahlen und Fakten über die Bundesrepublik Deutschland. Bonn: Bundeszentrale für politische Bildung. Becker, Rolf, und Patricia Tremel, 2006: Auswirkungen vorschulischer Kinderbetreuung auf die Bildungschancen von Migrantenkindern. Soziale Welt 57 (4): 397-418. Becker, Rolf, 2006: Warum gehören die Schulkinder von Migranten zu den Verlierern der Bildungsexpansion? S. 135-142 in: Albert Tanner, Hans Badertscher, Rita Holzer, Andreas Schindler und Ursula Streckeisen (Hg.), Heterogenität und Ungleichheit und Differenz in Schule und Kindergarten. Zürich: Seismo. Becker, Rolf, und Frank Schubert, 2006: Soziale Ungleichheit von Lesekompetenzen. Eine Matching-Analyse im Längsschnitt mit Querschnittsdaten von PIRLS 2001 und PISA 2000. Kölner Zeitschrift für Soziologie und Sozialpsychologie 58 (2): 253-284. Becker, Rolf und Wolfgang Lauterbach, 2004: Vom Nutzen vorschulischer Kinderbetreuung für Bildungschancen. S. 127-159 in: Rolf Becker und Wolfgang Lauterbach (Hg.), Bildung als Privileg? Erklärungen und empirische Befunde zu den Ursachen von Bildungsungleichheiten. Wiesbaden: VS Verlag für Sozialwissenschaften.	
		Prof. Dr. Bruno Moretti Inst. für italienische Sprache und Literatur Universität Bern +41 31 631 80 09 bruno.moretti@rom.unibe.ch	NFP 56 2003-2008 Project Title: Italienisch als Zweitsprache: Ein Mindestlehrplan als Grundlage Project partners: Prof. Dr. Eddo Rigotti Facoltà di scienze della Comunicazione Università della Svizzera italiana, Lugano +41 58 666 46 25 eddo.rigotti@lu.unisi.ch Study Outcomes: The researchers have established a curriculum for Italian as a heritage language in Switzerland. http://www.italianosubito.ch/		Francesca Antonini, Claudia Bersani, Sabine Christopher Guerra, Bruno Moretti «Competenze differenziate: un curriculum minimo d'italiano», in: Babylonia 2, 2009, 35–38. Francesca Antonini, Claudia Bersani, Sabine Christopher Guerra, Bruno Moretti «Un curriculum minimo per un primo contatto con l'italiano», in: Education et sociétés plurilingues (in corso di stampa). Luca Bernasconi, Sabine Christopher Guerra, Doris Lucini, Bruno Moretti, Francesca Pettenati «Per una nuova posizione dell'italiano nel quadrilinguismo elvetico. Strumenti e strategie per l'elaborazione di un curriculum minimo di italiano», in: Bulletin VALS-ASLA, 2009, 103–117 Luca Bernasconi, Sabine Christopher Guerra, Doris Lucini, Francesca Pettenati «Strumenti e strategie per l'elaborazione di un curriculum minimo di italiano», in: Bruno Moretti, Linguisti in contatto, Bellinzona 2009, 185–196. Bruno Moretti «Due proposte per creare « valore aggiunto » con il plurilinguismo (e per il plurilinguismo)», relazione presentata alla Giornata delle lingue dell'Amministrazione federale, Berna 2006.	

Canton	University & Department	Contact Person	Law & Project	Course	Publications	Conferences
					<p>http://www.bk.admin.ch/dienstleistungen/kurse/02060/index.html?lang=it</p> <p>Bruno Moretti «Stato e tendenze della lingua italiana in Svizzera», in: Guido Bellatti Ceccoli, Franco Pierno, Italofonie. Risvolti identitari e culturali della lingua italiana nei piccoli Stati e nelle realtà territoriali esigue, 2008, 85-96.</p> <p>Bruno Moretti «Applicare la linguistica », in: Andrea Rocci, (ed.), Changing Societies: Methodological Challenges for Applied Linguistics, 2009.</p> <p>Bruno Moretti «La riduzione di una lingua obiettivo», in: Roberta Grassi (ed.), Interazione didattica e apprendimento linguistico (in preparazione).</p> <p>Bruno Moretti, Sabine Christopher Guerra «Strumenti e strategie di un curriculum minimo d'italiano», in: Cultura e Comunicazione (in corso di stampa).</p> <p>Francesca Antonini, Claudia Bersani, Sabine Christopher Guerra, Bruno Moretti «Competenze differenziate: un curriculum minimo d'italiano», in: Babylonia 2, 2009, 35-38.</p> <p>Francesca Antonini, Claudia Bersani, Sabine Christopher Guerra, Bruno Moretti «Un curriculum minimo per un primo contatto con l'italiano», in: Education et sociétés plurilingues (in corso di stampa).</p> <p>Luca Bernasconi, Sabine Christopher Guerra, Doris Lucini, Bruno Moretti, Francesca Pettenati «Per una nuova posizione dell'italiano nel quadrilinguismo elvetico. Strumenti e strategie per l'elaborazione di un curriculum minimo di italiano», in: Bulletin VALS-ASLA, 2009, 103-117</p> <p>Luca Bernasconi, Sabine Christopher Guerra, Doris Lucini, Francesca Pettenati «Strumenti e strategie per l'elaborazione di un curriculum minimo di italiano», in: Bruno Moretti, Linguisti in contatto, Bellinzona 2009, 185-196.</p> <p>Bruno Moretti «Due proposte per creare < valore aggiunto > con il plurilinguismo (e per il plurilinguismo)», relazione presentata alla Giornata delle lingue dell'Amministrazione federale, Berna 2006.</p> <p>http://www.bk.admin.ch/dienstleistungen/kurse/02060/index.html?lang=it</p> <p>Bruno Moretti «Stato e tendenze della lingua italiana in Svizzera», in: Guido Bellatti Ceccoli, Franco Pierno, Italofonie. Risvolti identitari e culturali della lingua italiana nei piccoli Stati e nelle realtà territoriali esigue, 2008, 85-96.</p> <p>Bruno Moretti «Applicare la linguistica », in: Andrea Rocci, (ed.), Changing Societies: Methodological Challenges for Applied Linguistics, 2009.</p> <p>Bruno Moretti «La riduzione di una lingua obiettivo», in: Roberta Grassi (ed.), Interazione didattica e apprendimento linguistico (in preparazione).</p> <p>Bruno Moretti, Sabine Christopher Guerra «Strumenti e strategie di un curriculum minimo d'italiano», in: Cultura e Comunicazione (in corso di stampa).</p>	
		<p>Prof. Dr. Iwar Werlen Institut für Sprachwissenschaft Universität Bern +41 31 631 80 04 iwar.werlen@isw.unibe.ch</p>	<p>NFP 56 2003-2008 Project Title: Welche Bedingungen fördern oder hemmen die Mehrsprachigkeit? Project partners:</p>		<p>Cristina Galeandro, Edo Poggia, Gé Stoks, Kathya Tamagni Bernasconi «Assessing linguistic competence through self-assessment», in: Andrea Rocci, (ed.), Changing Societies: Methodological Challenges for Applied Linguistics, 2009.</p> <p>Edo Poggia, Cristina Galeandro, Gé Stoks, Kathya Tamagni Bernasconi</p>	

Canton	University & Department	Contact Person	Law & Project	Course	Publications	Conferences
			<p>None</p> <p>Study Outcomes: The study analyses the current situation of the language awareness of the Swiss population: 4 official languages (German, French, Italian and Romansh), English and a heritage language (if any). It examines the factors that influence language awareness and points out where there might be room for improvement. http://www.isw.unibe.ch/content/forschung/archiv_projekte/sprachkompetenzen/index_ger.html</p>		<p>«Acquisition et gestion des compétences en langues secondes», in: Babylonia 2, 2009, 64–71.</p> <p>Edo Poglia, Cristina Galeandro, Gé Stoks, Kathya Tamagni Bernasconi, Barbara Ciccone, Emanuele Berger «Competenze plurilingui e identità», in: USU-SUPSI, 2009.</p> <p>Kathya Tamagni Bernasconi, Cristina Galeandro, Gé Stoks, Edo Poglia «Come e dove s'imparano le lingue in Ticino», in: Scuola ticinese 295, 2009.</p> <p>Georges Lüdi, Iwar Werlen «Vielsprachigkeit der Schweiz als Chance?», in: Christian Suter et al. (Hrsg.), Sozialbericht 2008: Die Schweiz vermessen und verglichen, Zürich 2009, 114–137.</p> <p>(französische Übersetzung des Aufsatzes «Le multilinguisme de la Suisse: estil un atout?», in: Christian Suter et al. (éd.), Rapport social 2008. La Suisse mesurée et comparée, Zurich 2009, 114–137).</p> <p>Iwar Werlen «Englisch als Fremdsprache bei Erwachsenen in der Schweiz», in: Sandro M. Moraldo (Hrsg.), Sprachkontakt und Mehrsprachigkeit. Zur Anglizismendiskussion in Deutschland, Österreich, der Schweiz und Italien, Heidelberg 2008, 193–214.</p> <p>Iwar Werlen «Wer lernt in der Schweiz warum und wie welche Fremdsprachen? Ergebnisse des Projektes linguadult.ch», in: Andrea Rocci et al. (éd.), «Sociétés en mutation – le défi méthodologique de la linguistique appliquée. Actes du colloque de la VALS-ASLA 2008 (Lugano 7–9 février 2008)», in: Bulletin VALS-ASLA, tome spécial 1, 2010, 47–64.</p> <p>Iwar Werlen, Lukas Rosenberger, Jachin Baumgartner «Warum welche Sprachen lernen? Erste Ergebnisse des Projektes «Sprachkompetenzen der erwachsenen Bevölkerung in der Schweiz» zu Motivation und Sprachenwahl beim Fremdsprachenlernen», in: Andrea Abel, Mathias Stuflesser, Magdalena Putz (Hrsg.), Mehrsprachigkeit in Europa: Erfahrungen, Bedürfnisse, Gute Praxis. Tagungsband. – Plurilinguismo in Europa: esperienze, esigenze, buone pratiche. Atti del convegno. – Multilingualism across Europe: Findings, Needs, Best Practices. Proceedings. 24.–26. 08. 2006, Bolzano/Bozen 2006, 219–232.</p>	
		<p>Dr. Jörg Künzli Universität Bern, Institut für öffentliches Recht, Bern Tel: +41 31 631 48 21 joerg.kuenzli@oefre.unibe.ch</p>	<p>NFP 56 2003-2008 Project Title: Zum Umgang mit den neuen Sprachminderheiten Project partners: Dr. Alberto Achermann Advokatur / Consulting, Bern Tel: +41 31 332 52 19 alberto.achermann@bluewin.ch Study Outcomes: The study analyses the current situation of language minorities in Switzerland and makes some recommendations for how to improve the situation. For example, hospitals should prepare written explanations in multiple languages and have an interpreter service; English should be made a semi-official language of the country.</p>		<p>Alberto Achermann «Integrationsverpflichtungen», in: Alberto Achermann et al., Jahrbuch für Migrationsrecht 2006/2007, Bern 2007.</p> <p>Alberto Achermann, Jörg Künzli «Ein Recht auf Übersetzung», in: Janine Dahinden, Alexander Bischoff, Dolmetschen, Vermitteln, Schlichten – Integration der Diversität? Zürich 2009.</p> <p>Alberto Achermann, Jörg Künzli Sprachenrecht im Zuwanderungsstaat, Bern 2009.</p>	
Basel	University of Basel	<p>Prof. Walter Leimgruber Seminar für Kulturwissenschaft und Europäische Ethnologie Universität Basel Spalenvorstadt 2</p>	<p>SNF 2011-2013 Project title: 'Adolescents' Identity Management in Transnational Lifeworlds - Audio-visual and narrative Self-representations'</p>		<p>Oester Kathrin, Brunner Bernadette, Performance Ethnografie. Jugendliche Selbstrepräsentationen im Kontext von Jean Rouchs parizipativem Forschungsstil, in Tsantsa, 17(2012).</p>	

Canton	University & Department	Contact Person	Law & Project	Course	Publications	Conferences
		Postfach CH-4003 Basel Tel: +41 (0)61 267 12 40 walter.leimgruber-at-unibas.ch	Project partners: No Study Outcomes: Researchers compare the problems of identification of young people with and without migrant backgrounds. The study aims to provide internal perspectives on the self-identification of young migrant people currently living in Switzerland.			
		Prof. Dr. Georges Lüdi Institut d'études françaises et francophones Université de Bâle Maiengasse 51 CH-4056 Basel +41 (0)61 267 12 60 Georges.Luedi@unibas.ch	SNF 2008-2011 Project title: 'Multilingualism in social and vocational settings' Project partners: Prof. Iwar Werlen Institut für Sprachwissenschaft Universität Bern Länggassstrasse 49 CH-3000 Bern 9 Prof. Bruno Moretti Institut f. Italienische Sprache & Literatur Philosophisch-historische Fakultät Universität Bern Länggassstrasse 49 Postfach CH-3000 Bern 9 Study Outcomes: The researchers investigate female migrants from Russia and the Dominican Republic who have moved to Switzerland because of marriage, focusing on how they learn a language, how they maintain their heritage language and how they pass it to their children.		Barth Lukas Abraham (2010), Les convergences et les divergences entre le « dire » et le « faire » : la confrontation de la gestion des langues d'une entreprise avec les représentations sociales de ses employés et leurs pratiques, in Lüdi Georges (ed.), Le plurilinguisme au travail entre la philosophie de l'entreprise, les représentations des acteurs e, Institut für Französische Sprach- und Literaturwissenschaft, Basel, 53-85.	
		Prof. Dr. Georg Kreis Europa Institut Universität Basel Gellertstrasse 27 CH-4020 Basel georg.kreis@unibas.ch	SNF 2006-2008 Project title: 'Use and Language Competences in Multilingual Armed Forces: Management of Multilingualism in the Swiss and Belgian Armies' Project partners: Prof. Dr. Georges Lüdi Institut für Franz. Sprach- und Literaturwissenschaft Universität Basel +41 61 267 12 60 Georges.Luedi@unibas.ch Study Outcomes: This project analyses the multilingual situation in the Swiss Army using internal (e.g. Swiss dialects, Swiss with migrant perspectives) and external perspectives (e.g. use of English with NATO partners). The current situation in Switzerland is compared with Belgium. Suggestions for improvement are given to the Swiss Army in order to be more competitive. http://www.nfp56.ch/d_portraet_resultate.cfm?Projects.Command=resultate&pid=10		Bernhard Altermatt «Der Umgang der Schweizer Armee mit der Mehrsprachigkeit. Proportionalität und Territorialität: Ein historischer Überblick mit Standortbestimmung», in: Schriftenreihe der Eidgenössischen Militärbibliothek EMB und des Historischen Dienstes 15, Bern 2004. Bernhard Altermatt «L'armée et les langues : une partie de la culture suisse. La diversité des langues au sein de l'armée suisse», in: Civitas, Revue de société et politique 9 (10), Schwyz 2006, 20–23. Bernhard Altermatt «Föderal-territoriale Sprachenpolitik in der Schweiz: Ein Zielkonflikt zwischen Sprachfrieden und Minderheitenschutz?», in: Georges Lüdi, et al. (Hrsg.), Sprachenvielfalt und Kulturfrieden: Sprachminderheit, Einsprachigkeit, Mehrsprachigkeit, Fribourg-Freiburg, Stuttgart 2008, 297–323. Bernhard Altermatt «La notion de paix des langues dans les débats sur la politique linguistique Suisse: un obstacle à la protection des minorités?», in: Jean-François Bergier, Francis Python, François Walter et al., Clio dans tous ses états. Recueil en hommage à Georges Andrey, Penthes 2009, 657–674. Bernhard Altermatt, Monika Heiniger «Sprachgebrauch und Sprachkompetenz in mehrsprachigen Streitkräften», Beitrag im Rahmen der NFP56-Tagung in Lugano. Università della Svizzera italiana 2008.	

Canton	University & Department	Contact Person	Law & Project	Course	Publications	Conferences
					<p>Bernhard Altermatt, Monika Heiniger «Wie funktioniert Mehrsprachigkeit beim Militär?», in: Do you speak Swiss? Eine Veranstaltungsreihe des Nationalen Forschungsprogramms 56, Politik-Forum Käfigturm, Bern 2008.</p> <p>Bernhard Altermatt, Monika Heiniger «Sprachgebrauch und Umgang mit Mehrsprachigkeit in der Schweizer Armee am Beispiel einer mehrsprachigen Brigade», Schlussbericht des Forschungsprojektes im Rahmen des NFP 56 (Publikation in französischer Sprache in Vorbereitung, Englische und italienische Übersetzung in Vorbereitung. In Zusammenarbeit mit der Universität Basel, der Eidg. Militärbibliothek Bern und der Hochschule für Wirtschaft Freiburg).</p> <p>Monika Heiniger «La communication dans les forces armées plurilingues», in: Contacts et confrontations. Actes des Journées Humanités, école doctorale des humanités, Université de Haute-Alsace 2007.</p> <p>Georg Kreis «Kein fossé in den Kriegsjahren 1939–1945», in: Georg Kreis, Vorgeschichten zur Gegenwart. Ausgewählte Aufsätze 1, 2005, 428–445.</p> <p>Georg Kreis «Leben in einer multikulturellen Gesellschaft», in: Georg Kreis, Kein Volk von Schafen – Rassismus und Antirassismus in der Schweiz, Zürich 2007, 12–41.</p> <p>Georg Kreis «Multikulturalismus – Stunde der Abrechnung», in: Astrid Epiney et al., Die Herausforderungen von Grenzen. Festschrift für Roland Bieber, Baden-Baden 2007, 58–65.</p> <p>Georg Kreis «Prinzipien und Praxis der Multikulturalität in der heutigen Schweiz», in: Georges Lüdi et al. (Hrsg.), Sprachenvielfalt und Kulturfrieden: Sprachminderheit, Einsprachigkeit, Mehrsprachigkeit, Fribourg-Freiburg, Stuttgart 2008, 339–355.</p> <p>Georges Lüdi «Le parler plurilingue : une catégorie étique ou émique?», in: Laurent Gajo et al., Langues en contexte et en contact. Hommage à Cecilia Serra. Cahiers de l'ILSL 23, 2007, 55–63.</p> <p>Georges Lüdi «Objectif: des compétences plurilingues mobilisables comme ressource pour gérer des situations de communication plurielles», in: Danièle Moore, Véronique Castellotti, (éd.), La compétence plurilingue: regards francophones, Bern 2007, 207–219.</p> <p>Georges Lüdi «The Swiss model of plurilingual communication», in: Jan D. Ten Thije, Ludger Zeevaert (eds.), Receptive Multilingualism. Linguistic analyses, language policies and didactic concepts, Amsterdam/Philadelphia 2007, 159–178.</p> <p>Georges Lüdi et al. (Hrsg.) Sprachenvielfalt und Kulturfrieden: Sprachminderheit, Einsprachigkeit, Mehrsprachigkeit, Fribourg-Freiburg, Stuttgart 2008.</p>	

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					Georges Lüdi «Aspekte der Mehrsprachigkeit in der Schweizer Armee», in: Bruno Nestler (Hrsg.), Mehr Sicherheit durch Mehrsprachigkeit. Sammelband der Vorträge zum sprachwissenschaftlichen Symposium der Landesverteidigungsakademie 2009, Wien 2010, 94–110.	
Zürich	University of Zürich	PD Dr. Urs Moser Institut für Bildungsevaluation Assoziiertes Institut der Universität Zürich +41 43 268 39 61 Urs.Moser@ibe.uzh.ch	NFP 56 2003-2008 Project Title: Wie kann die Sprachkompetenz von Migrantenkindern vor Schuleintritt gefördert werden? Project partners: Prof. Dr. Iwar Werlen Institut für Sprachwissenschaft Universität Bern +41 31 631 80 05 iwar.werlen@isw.unibe.ch Study Outcomes: Many children with migrant backgrounds are often disadvantaged. The researchers developed a plan for how to improve this situation: 1) HSK lessons; 2) family involvement; 3) coordination between institutions offering HSK lessons, schools and families.		Nicole Bayer Entwicklung der Sprachkompetenzen in der Erst- und Zweitsprache von Migrantenkindern, Dissertation, Universität Zürich 2010. Nicole Bayer, Urs Moser «Lernen Kinder besser Deutsch, wenn sie ihre Muttersprache beherrschen?», in: terra cognita. Schweizer Zeitschrift für Integration und Migration 16, 2010 (im Druck). Urs Moser, Nicole Bayer, Verena Tunger Entwicklung der Sprachkompetenzen in der Erstund Zweitsprache von Migrantenkindern, Universität Zürich, Institut für Bildungsevaluation, 2008. Urs Moser, Nicole Bayer, Verena Tunger «Entwicklung der Sprachkompetenzen in der Erstund Zweitsprache von Migrantenkindern», in: Babylonia 2, 2009, 8–13. Urs Moser, Nicole Bayer, Verena Tunger «Erstsprachförderung bei Migrantenkindern in Kindergärten: Wirkungen auf phonologische Bewusstheit, Wortschatz sowie Buchstabenkenntnis und erstes Lesen in der Erst- und Zweitsprache», in: Zeitschrift für Erziehungswissenschaften (im Druck). Urs Moser, Nicole Bayer, Verena Tunger «Sprachliche Kompetenzen bei Kindern mit Migrationshintergrund beim Schuleintritt», in: Zeitschrift für Pädagogik (in Vorbereitung). Iwar Werlen «Warum welche Sprachen lernen? Erste Ergebnisse des Projektes Sprachkompetenzen der erwachsenen Bevölkerung in der Schweiz zu Motivation und Sprachenwahl beim Fremdsprachenlernen», in: Andrea Abel et al. (Hrsg.): Mehrsprachigkeit in Europa: Erfahrungen, Bedürfnisse, Gute Praxis. Tagungsband. Plurilinguismo in Europa: esperienze, esigenze, buone pratiche. Atti del convegno. Multilingualism across Europe: Findings, Needs, Best Practices, Bozen 2006, 219–232. Iwar Werlen «Wer spricht warum Hochdeutsch und Schweizerdeutsch als Fremdsprachen in der Schweiz?», in: Monika Claluna, Peter Studer, Deutsch im Gespräch, Stallikon 2007, 31–45. Iwar Werlen «Englisch als Fremdsprache bei Erwachsenen in der Schweiz», in: Sandro M. Moraldo (Hrsg.): Sprachkontakt und Mehrsprachigkeit. Zur Anglizismendiskussion in Deutschland, Österreich, der Schweiz und Italien, Heidelberg 2008, 193–214.	
		Dr. Renata Coray Romanisches Seminar, Universität Zürich +41 44 388 70 54 coray@rom.unizh.ch	NFP 56 2003-2008 Project Title: Die Bedeutung des Rätoromanischen für die romanischsprachige Bevölkerung Project partners: Study Outcomes: Only 35,095 people in Switzerland speak Romansh (0.48%) as their first language. The study analyses the language awareness and the identity of heritage speakers.		Renata Coray «Biographies langagières – les Romanches et l'allemand. Récits-témoignages d'un rapport ambigu», in: Aline Gohard-Radenkovic, Lilyane Rachédi (éd.), Récits de vie, récits de langues et mobilités. Nouveaux territoires intimes, nouveaux passages vers l'altérité, Paris 2009, 35–49. Renata Coray «Rätoromanische Sprachbiographien (NFP 56)», in: Bulletin SAGW 2010, 29. Renata Coray, Barbara Strebel «Biographies langagières rhéto-romanes. Une recherche en cours», in: Maria Iliescu, Heidi Sillerrunggaldier, Paul Danler, Actes du XXVe CILPR, VII, Berlin 2009, 11–20. Renata Coray, Barbara Strebel «Biografias linguisticas rumantschas»,	

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	ETH Zürich	Dr. Henrik Saalbach Institut für Verhaltenswissenschaften ETH Zürich Universitätsstrasse 41 CH-8092 Zürich	SNF 2008-2011 Project title: 'Bilingual Education and Knowledge Representation: The Case of Mathematics' Project partners: Dr. Roland H. Grabner Institut für Verhaltenswissenschaften ETH Zürich Universitätsstrasse 41 CH-8092 Zürich Study Outcomes: This project explores the neurocognitive basis of bilingual learning and asks whether and to what extent these programmes tend to generate 'cognitive costs'. Researchers investigate whether the representation of learned information in the brain depends on the language in which learning took place, as well as what difficulties arise when the language of learning and the language of application are not the same, and whether these potential difficulties depend on the types of information. http://www.ifvll.ethz.ch/research/Bilingualism		Grabner, R.H., Saalbach, H. & Eckstein, D. (in press). Language switching costs in bilingual mathematics learning. <i>Mind, Brain and Education</i> . Saalbach, H., Imai, M., & Schalk, L. (in press). Grammatical gender and inferences about biological properties in German-speaking children. <i>Cognitive Science</i> . Saalbach, H. & Imai, M. (2012). The Relation between Linguistic Categories and Cognition: The Case of Numeral Classifiers. <i>Language and Cognitive Processes</i> , 27 (3), 381-428. Saalbach, H. & Schalk, L. (2011). Preschoolers' novel noun extensions: Shape in spite of knowing better. <i>Frontiers in Psychology</i> , 2. doi: 10.3389/fpsyg.2011.00317. Kempert, S., Saalbach, H., Hardy, I. (2011). Cognitive benefits and costs of bilingualism in elementary school students: The case of mathematical word problems. <i>Journal of Educational Psychology</i> , 103(3), 547-561. Saalbach, H. & Kempert, S. (in press). Bilingualism and Learning. In N. Seel (Ed.): <i>Encyclopedia of the Sciences of Learning</i> . Springer. Saalbach, H. & Schalk, L. (2011). Fragen stellen hilft: Die Aktivierung von Vorwissen fördert die Nutzung kategorialer Beziehungen in Wortlernaufgaben bei jungen Kindern. In F. Vogt, M. Leuchter, A. Tettenborn, E. Wannack, U. Hottinger & M. Jäger (Hrsg.): <i>Entwicklung und Lernen junger Kinder</i> . Münster: Waxmann.	
	Zürcher Fachhochschule	Prof. Sylvia Manchen Spörri Institut für Sprache in Beruf und Bildung Zürcher Hochschule für Angewandte Wissenschaften Theaterstrasse 15c Postfach CH-8401 Winterthur	SNF 2010-2012 Project title: Language diversity in working processes Project partners: Frau Prof. Christiane Hohenstein Inst. für Sprache in Beruf u. Bildung ISBB Angewandte Linguistik ZHAW Theaterstrasse 15c CH-8401 Winterthur Study Outcomes: Based on analyses of internal written documentation and verbal discussions, recommendations are given on how to advance the communication skills of heterogenic working teams. These working teams are usually composed of people who use English as a foreign language and German as a second or a foreign language.		Manchen Spoerri Sylvia & Hohenstein Christiane (2012), Linguistic Diversity in Cooperative Work Processes of Task-Oriented Teams. Hohenstein Christiane & Manchen Spoerri Sylvia (2012), Englisch als Lingua Franca in Unternehmen. Herausforderungen und Chancen von Sprachdiversität in interkulturellen Arbeitsteams, in <i>Berufsbildung in Wissenschaft und Praxis</i> , 41(2), 32-36. Studer Patrick & Hohenstein Christiane (2011), Linguistic diversity in business contexts: a functional linguistic perspective.	
	Pädagogische Hochschule Zürich	Prof. Daniel Stotz Pädagogische Hochschule Zürich Lagerstrasse 5 CH-8090 Zürich +41 43 305 64 42 daniel.stotz@phzh.ch	SNF 2005-2008 Project title: 'Multilingualism, identities and language learning in Swiss communities and classrooms' Project partners: Schools in Appenzell Innerrhoden und Zürich Study Outcomes: The researchers investigate how second and foreign language learning influences the identity of children and teenagers in Switzerland, especially those from migrant backgrounds. http://www.nfp56.ch/d_projekt.cfm?Projects.Command=details&get=8&kati=1		Sandra Hutterli, Daniel Stotz, Daniela Zappatore Do you parlez andere lingue? Fremdsprachen lernen in der Schule, Zürich 2008. Daniel Stotz «Breaching the peace: Struggles around multilingualism in Switzerland», in: <i>Language Policy</i> 5, 2006, 247-265. Daniel Stotz «Fremdsprachenlernen und Identität: Wandel in der schulischen Landschaft», in: <i>Babylonia</i> 1, 2007, 73-74. Daniel Stotz «Language learning and medium of instruction: understanding contemporary discourses and practices in Swiss schools and classrooms», in: Miriam Locher, Juerg Straessler (eds.), <i>Standards and Norms in the English Language</i> , Berlin 2008, 255-280. Daniel Stotz «Die Ausgestaltung einer Reform: Innensichten auf die	

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					<p>Einführung von Englisch inDeutschschweizer Primar- und Sekundarschulen», in: Babylonia 2, 2009, 25–31.</p> <p>Daniel Stotz «Wandel im schulischen Sprachenlernen: wie kommt die Reform an?», in:</p> <p>Franziska Bitter Bättig, Albert Tanner (Hrsg.), Sprachen lernen – Lernen durch Sprache, Zürich 2010, 13–331.</p> <p>Daniel Stotz, Marie-Nicole Bossart, Patrik Fischli «Schulisches Sprachenlernen im Wechselspiel von Gesellschaft und Identität», in: Bulletin VALS ASLA 89, 2009, 41–59.</p>	
Freiburg	University of Freiburg	<p>Prof. Raphael Berthele Mehrsprachigkeitsforschung und Fremdsprachendidaktik Universität Freiburg Rue du Criblet 13 CH-1700 Fribourg</p>	<p>SNF 2010-2014 Project title: Multilingualism through the Lifespan Project partners: Prof. Raphael Berthele Mehrsprachigkeitsforschung und Fremdsprachendidaktik Universität Freiburg Rue du Criblet 13 CH-1700 Fribourg Prof. Iwar Werlen Institut für Sprachwissenschaft Universität Bern Länggassstrasse 49 CH-3000 Bern 9 Professeur Didier Maillat Département d'anglais et de slavistique Université de Fribourg Avenue de l'Europe 20 CH-1700 Fribourg Prof. Bruno Moretti Institut f. Italienische Sprache & Literatur Philosophisch-historische Fakultät Universität Bern Länggassstrasse 49 Postfach CH-3000 Bern 9 Study Outcomes: The study analyses how the competences responsible for learning languages are changing over time.</p>		<p>Vanhove Jan, Kaiser Irmtraud (2012), Second-language acquisition research on critical period effects: caveats and statistical fallacies, in Social science research network, 1-32.</p> <p>Kaiser Irmtraud, Peyer Elisabeth (2011), Grammatikalische Schwierigkeiten beim Lesen in Deutsch als Fremdsprache: eine empirische Untersuchung, Schneider Verlag Hohengehren, Baltmannsweiler.</p> <p>Peyer Elisabeth, Kaiser Irmtraud (2010), Subjektive und objektive Messgrößen zur Erforschung des fremdsprachlichen Leseverstehens: Selbsteinschätzung und Testergebnisse im Vergleich, in Zeitschrift für Fremdsprachenforschung, 21(1), 79-105.</p> <p>Peyer Elisabeth, Kaiser Irmtraud (2010), Von Humpfhörnern und Flundodilen: Pseudo-Lexikonartikel zum Testen der rezeptiven Schwierigkeit grammatischer Strukturen, in Bulletin VALS/ASLA, 91, 47-66.</p> <p>Peyer Elisabeth, Kaiser Irmtraud, Berthele Raphael (2010), The multilingual reader: Advantages in understanding and decoding German sentence structure when reading German as an L3, in International Journal of Multilingualism, 7(3), 225-239.</p> <p>Kaiser Irmtraud, Peyer Elisabeth, Berthele Raphael (2010), Das Verständnis grammatischer Strukturen beim Lesen in Deutsch als Fremdsprache: Ergebnisse einer empirischen Untersuchung, in Zeitschrift für Germanistische Linguistik, 38(2), 171-202.</p> <p>Peyer Elisabeth, Kaiser Irmtraud, Berthele Raphael (2006), Psycholinguistische Grundlagen einer rezeptiven Grammatik des Deutschen, in Abel Andrea, Stuflesser Mathias, Putz Magdalena (ed.), Mehrsprachigkeit in Europa: Erfahrungen, Bedürfnisse, Gute Praxis. Tagungsband. - Plurilinguismo in, 309-320.</p>	
		<p>Jean-Marie Annoni Département de Medicine Université de Fribourg Boulevard de Pérolles 90 CH-1700 Fribourg</p>	<p>SNF 2012-2014 Project title: 'Differences in reading strategies across languages in bilinguals: eye movements, ERP analysis and clinical implications' Project partners: Professeur Marina Laganaro Faculté de Psychologie et des Sciences de l'Education Université de Genève Boulevard du Pont-d'Arve 40 CH-1211 Genève 4 Prof. René Müri Inselspital Universitätsspital Bern CH-3010 Bern</p>			

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			<p>Dr. Thomas Nyffeler Labor für Perzeption und Okulomotorik Universitätsklinik für Neurologie Inselspital, Universität Bern Freiburgstrasse 10 CH-3010 Bern</p> <p>Study Outcomes: The project tests the hypothesis of different patterns of reading in L1 and L2. The researchers test equally proficient as well as less-proficient bilingual subjects and aphasics mastering an opaque and a transparent language.</p>			
			<p>SNF 2007-2011 Project title: 'Investigation of language control and semantic processing mechanisms in the bilingual brain using fMRI, rTMS, electro-corticography and ERP' Project partners: François Lazeyras Service de Radiologie Hôpitaux Universitaires de Genève Rue Gabrielle-Perret-Gentil 4 CH-1211 Genève 14 Madame Hannelore Lee-Jahnke Ecole de traduction et d'interprétation Université de Genève Uni Mail Boulevard du Pont-d'Arve 40 CH-1211 Genève 4</p> <p>Study Outcomes: The aim of the project is to shed light on some of the questions of language control/selection mechanisms in the bilingual brain and specify the role of different brain regions that participate in such processes in bilinguals.</p>		<p>Mishra N. K., Russmann H., Granziera C., Maeder P., Annoni J. M. (2011), Mutism and Amnesia following High-Voltage Electrical Injury: Psychogenic Symptomatology Triggered by Organic Dysfunction?, in Eur Neurol, 66(4), 229-234.</p> <p>Tschirren M., Laganaro M., Michel P., Martory M. D., Di Pietro M., Abutalebi J., Annoni J. M. (2011), Language and syntactic impairment following stroke in late bilingual aphasics, in Brain Lang, 119(3), 238-242.</p> <p>Annoni J. M., Colombo F. (2011), [Return to work after brain lesions: cognitive and behavioral factors], in Rev Med Suisse, 7(293), 944-947.</p> <p>Abouafia-Brakha T., Christe B., Martory M. D., Annoni J. M. (2011), Theory of mind tasks and executive functions: a systematic review of group studies in neurology, in J Neuropsychol, 5(Pt 1), 39-55.</p> <p>Rochat L., Beni C., Billieux J., Azouvi P., Annoni J. M., Van der Linden M. (2010), Assessment of impulsivity after moderate to severe traumatic brain injury, in Neuropsychol Rehabil, 20(5), 778-797.</p> <p>Khateb A., Pegna A. J., Landis T., Mouthon M. S., Annoni J. M. (2010), On the origin of the N400 effects: an ERP waveform and source localization analysis in three matching tasks, in Brain Topogr, 23(3), 311-320.</p> <p>Brioschi A, Gramigna S, Werth E, Staub F, Ruffieux C, Bassetti C, Schluep M, Annoni JM. (2009), Effect of modafinil on subjective fatigue in multiple sclerosis and stroke patients., in Eur Neurol., 62(4), 243-249.</p> <p>Khateb A., Simon S. R., Dieguez S., Lazeyras F., Momjian-Mayor I., Blanke O., Landis T., Pegna A. J., Annoni J. M. (2009), Seeing the phantom: a functional magnetic resonance imaging study of a supernumerary phantom limb, in Ann Neurol, 65(6), 698-705.</p> <p>Genetti M, Khateb A, Heinzer S, Michel CM, Pegna AJ. (2009), Temporal dynamics of awareness for facial identity revealed with ERP, in Brain Cogn., 69(2), 296-305.</p> <p>Pegna AJ, Landis T, Khateb A (2008), Electrophysiological evidence for early non-conscious processing of fearful facial expressions, in Int J Psychophysiol., 70(2), 127-136.</p> <p>Annoni JM, Staub F, Bogousslavsky J, Brioschi A (2008), Frequency, characterisation and therapies of fatigue after stroke, in Neurol Sci., Suppl 2, S244-S246.</p>	
		<p>Prof. Dr. Helen Christen, Departement für Germanistik Universität Freiburg +41 26 300 78 85 helen.christen@unifr.ch</p>	<p>NFP 56 2003-2008 Project Title: Wann sprechen Deutschschweizer Hochdeutsch – und wie gut? Project partners: No Study Outcomes: The researchers investigated the situations in which people in German-speaking Switzerland choose to use a dialect (first language) or standard German (second language) and what factors influence this decision.</p>		<p>Helen Christen «Gesprochene Standardsprache im Deutschschweizer Alltag: ein Projekt (auch) zur Sprachkompetenz in einem diglossischen Umfeld», in: Germanistik in der Schweiz 4, 2007, 14 Seiten (=Online-Publikation).</p> <p>Helen Christen «Sprachliche Vielfalt im Alltag – neue Zugänge», in: Lioba Keller-Drescher, Bernhard Tschofen (Hrsg.), Dialekt und regionale Kulturforschung. Traditionen und Perspektiven einer Alltagssprachforschung in Südwestdeutschland, Tübingen 2009, 125–150.</p> <p>Helen Christen, Manuela Guntern, Ingrid Hove, Marina Petkova Hochdeutsch in aller Munde. Eine empirische Untersuchung zur</p>	

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					<p>gesprochenen Standardsprache in der Deutschschweiz. Unter Mitarbeit von Mirjeta Reçi, Stuttgart 2010 (=Beihefte zur Zeitschrift für Dialektologie und Linguistik 140).</p> <p>Manuela Guntern «Gesprochenes Schweizerhochdeutsch. Die Sprachsituation in der deutschsprachigen Schweiz», in: Andrea Ender, Proceedings der 39. Studentischen Tagung Sprachwissenschaft (StuTS) in Bern, Bern 2008.</p> <p>Manuela Guntern «Hochdeutsch, Dialekt und die Qual der Wahl in der deutschsprachigen Schweiz. Ergebnisse aus dem Forschungsprojekt «Gesprochene Standardsprache im DeutschschweizerAlltag», in: Irmeli Helin (Hrsg.), Linguistik und Übersetzung in Kouvola. Vorträge der 17. Jahrestagung der Gesellschaft für Sprache und Sprachen, Helsinki 2009 (=Beiträge zu Sprache und Sprachen 7), 343 – 355.</p> <p>Ingrid Hove «Gesprochene Standardsprache im Deutschschweizer Alltag», in: Helen Christen et al., Sprechen, Schreiben, Hören, Wien 2008, 83 – 100.</p> <p>Ingrid Hove «Zur Unterscheidung des Schweizerdeutschen und der (Schweizerischen Standardsprache), in: Helen Christen et al., Sprechen, Schreiben, Hören, Wien 2008, 63– 81.</p>	
		<p>Prof. Dr. Damir Skenderovic Seminar für Zeitgeschichte, Universität Fribourg +41 26 300 79 39 damir.skenderovic@unifr.ch</p>	<p>NFP 56 2003-2008 Project Title: Welche Positionen nehmen Parteien in sprachenpolitischen Debatten in der Schweiz ein? Project partners: Dr. Christina Späti Seminar für Zeitgeschichte, Universität Fribourg +41 26 300 79 35 christina.spaeti@unifr.ch Study Outcomes: This study analyses the position of Swiss political parties diachronically and synchronically in terms of their diversity of languages.</p>		<p>Damir Skenderovic «Language and Migration in Switzerland: The Return of Assimilation», in: Damir Skenderovic, Christina Späti (eds.), Language and Identity Politics: A Cross-Atlantic Perspective, Oxford, New York 2011 (in preparation).</p> <p>Damir Skenderovic «Sprache in der Migrationsgesellschaft: Akteure und Debatten in Deutschland und der Schweiz seit den 1960er-Jahren» (in Vorbereitung).</p> <p>Damir Skenderovic, Christina Späti «Identitätspolitik in der vielsprachigen Schweiz», in: terra cognita 13, 2008, 32–35.</p> <p>Damir Skenderovic, Christina Späti (eds.) Language and Identity Politics: A Cross-Atlantic Perspective, Oxford, New York 2011 (in preparation).</p> <p>Damir Skenderovic, Christina Späti «Language and the Rise of Identity Politics: An Introduction», in: Damir Skenderovic, Christina Späti, (eds.), Language and Identity Politics: A Cross-Atlantic Perspective, Oxford, New York 2011 (in preparation).</p> <p>Damir Skenderovic, Christina Späti «Dialect as Identity Marker in Switzerland: The Power of Language Ideology», in: Nationalism and Ethnic Politics (in preparation).</p> <p>Christina Späti «Language Policies, Multilingualism and Identity Politics: The Case of Switzerland», in: Damir Skenderovic, Christina Späti, (eds.), Language and Identity Politics: A Cross-Atlantic Perspective, Oxford, New York 2011 (in preparation).</p> <p>Christina Späti Sprache und kollektive Identität. Sprachenpolitische Debatten in der Schweiz und Kanada 1960–2007 (Habilitation in Vorbereitung).</p>	
	<p>Université de Neuchâtel</p>	<p>Herr Prof. Anton Näf Institut de langue et littérature allemandes Faculté des lettres et sciences humaines Université de Neuchâtel Espace Louis-Agassiz 1 CH-2001 Neuchâtel</p>	<p>SNF 2005-2009 Project title: ‘The bilingual baccalauréat/Maturität (school leaving certificate) in Switzerland - Evaluation of the opportunities and risks of an educational policy innovation’ Project partners: Study Outcomes: The researchers investigate the opportunities and risks of bilingual school education in Switzerland (German/English in the German-speaking part and immersion and French/German in the French-speaking part).</p>		<p>Daniel Elmiger Die zweisprachige Maturität in der Schweiz. Die variantenreiche Umsetzung einer bildungspolitischen Innovation. Mit einer Einführung von Anton Näf, Staatssekretariat für Bildung und Forschung (SBF), Bern 2008.</p> <p>Daniel Elmiger La maturité bilingue en Suisse. La mise en oeuvre variée d’une innovation de la politique éducative. Avec un avant-propos d’Anton Näf, Secrétariat d’Etat à l’éducation et à la recherche (SER), Berne 2008.</p> <p>Daniel Elmiger «Pratiques langagières dans l’enseignement bilingue: entre représentations personnelles et pratiques observables en classe», in: Bulletin VALS-</p>	

Canton	University & Department	Contact Person	Law & Project	Course	Publications	Conferences
					<p>ASLA 89, 2009, 147–163.</p> <p>Daniel Elmiger, Anton Näf «Die zweisprachige Maturität. Ein vielversprechendes Experimentierfeld», in: <i>Babylonia</i> 2, 2009, 57–61.</p> <p>Daniel Elmiger, Anton Näf, Natacha Renaud Oudot, Gabriela Stefan Die zweisprachige Matura. Bern (im Druck).</p> <p>Anton Näf «Sprachkompetenzen messen in Schule und Wissenschaft – Reflexionen anlässlich der Lancierung eines Forschungsprojekts», in: <i>Bulletin VALS-ASLA</i> 89, 2009, 169–192.</p> <p>Anton Näf «Die zweisprachige Maturität – Eine Zwischenbilanz», in: <i>Gymnasium Helveticum</i> 3, 2009, 6–9.</p> <p>Anton Näf «La maturité bilingue – bilan intermédiaire», in: <i>Gymnasium Helveticum</i> 3, 2009, 12–15.</p> <p>Anton Näf «Language follows function – Zum Rückgriff auf die L 1 im bilingualen Unterricht auf der Sekundarstufe II», in: Franziska Bitter Bättig, Albert Tanner (Hrsg.), <i>Sprachen lernen – Lernen durch Sprachen</i>, Zürich 2010, 143–160.</p> <p>Anton Näf, Daniel Elmiger Schlussbericht. Die zweisprachige Maturität in der Schweiz – Evaluation der Chancen und Risiken einer bildungspolitischen Innovation. Institut de langue et littérature allemandes, Neuchâtel 2008.</p> <p>Anton Näf, Daniel Elmiger Rapport final. La maturité bilingue en Suisse: évaluation des chances et des risques d'une innovation de la politique de l'éducation. Institut de langue et littérature allemandes, Neuchâtel 2008.</p> <p>Natacha Renaud Oudot «Projet pilote à l'École secondaire du Bas-Lac à Marin», in: <i>Enjeux pédagogiques</i>. <i>Bulletin de la Haute école pédagogique de Berne, du Jura et de Neuchâtel</i> 11, 2009, 33–34.</p>	
Tessin	University of Lugano	<p>Prof. Dr. Edo Poggia Istituto Comunicazione e Formazione Università della Svizzera Italiana, Lugano +41 91 912 47 74 edo.poggia@unisi.ch</p>	<p>NFP 56 2003-2008 Project Title: Welchen Einfluss haben Fremdsprachenkenntnisse auf die Berufswahl und kulturelle Identität bei Italienischschweizern? Project partners: Emanuele Berger Ufficio studi e ricerche del Dipartimento dell'istruzione e della cultura, Bellinzona +41 91 814 34 73 emanuele.berger@ti.ch Study Outcomes: The researchers analysed the influence of French, German and English on the language and cultural identity of Italian-speaking Swiss.</p>		<p>Cristina Galeandro, Edo Poggia, Gé Stoks, Kathya Tamagni Bernasconi «Assessing linguistic competence through self-assessment», in: Andrea Rocci, (ed.), <i>Changing Societies: Methodological Challenges for Applied Linguistics</i>, 2009.</p> <p>Edo Poggia, Cristina Galeandro, Gé Stoks, Kathya Tamagni Bernasconi «Acquisition et gestion des compétences en langues secondes», in: <i>Babylonia</i> 2, 2009, 64–71.</p> <p>Edo Poggia, Cristina Galeandro, Gé Stoks, Kathya Tamagni Bernasconi, Barbara Ciccone, Emanuele Berger «Competenze plurilingui e identità», in: <i>USU-SUPSI</i>, 2009.</p> <p>Kathya Tamagni Bernasconi, Cristina Galeandro, Gé Stoks, Edo Poggia «Come e dove s'imparano le lingue in Ticino», in: <i>Scuola ticinese</i> 295, 2009.</p> <p>Georges Lüdi, Iwar Werlen «Vielsprachigkeit der Schweiz als Chance?», in: Christian Suter et al. (Hrsg.), <i>Sozialbericht 2008: Die Schweiz vermessen und verglichen</i>, Zürich 2009, 114–137. (französische Übersetzung des Aufsatzes «Le multilinguisme de la Suisse: estil un atout?», in: Christian Suter et al. (éd.), <i>Rapport social</i></p>	

Canton	University & Department	Contact Person	Law & Project	Course	Publications	Conferences
					<p>2008. La Suisse mesurée et comparée, Zurich 2009, 114–137).</p> <p>Iwar Werlen «Englisch als Fremdsprache bei Erwachsenen in der Schweiz», in: Sandro M. Moraldo (Hrsg.), Sprachkontakt und Mehrsprachigkeit. Zur Anglizismendiskussion in Deutschland, Österreich, der Schweiz und Italien, Heidelberg 2008, 193–214.</p> <p>Iwar Werlen «Wer lernt in der Schweiz warum und wie welche Fremdsprachen? Ergebnisse des Projektes linguadult.ch», in: Andrea Rocci et al. (éd), «Sociétés en mutation – le défi méthodologique de la linguistique appliquée. Actes du colloque de la VALS-ASLA 2008 (Lugano 7–9 février 2008)», in: Bulletin VALS-ASLA, tome spécial 1, 2010, 47–64.</p> <p>Iwar Werlen, Lukas Rosenberger, Jachin Baumgartner «Warum welche Sprachen lernen? Erste Ergebnisse des Projektes <Sprachkompetenzen der erwachsenen Bevölkerung in der Schweiz> zu Motivation und Sprachenwahl beim Fremdsprachenlernen», in: Andrea Abel, Mathias Stuflesser, Magdalena Putz (Hrsg.), Mehrsprachigkeit in Europa: Erfahrungen, Bedürfnisse, Gute Praxis. Tagungsband. – Plurilinguismo in Europa: esperienze, esigenze, buone pratiche. Atti del convegno. – Multilingualism across Europe: Findings, Needs, Best Practices. Proceedings. 24.–26. 08. 2006, Bolzano/Bozen 2006, 219–232.</p>	
	Fachhochschule Nordschweiz	<p>Prof. Dr. Daniel Kübler Institut Sozialplanung und Stadtentwicklung, Fachhochschule Nordwestschweiz +41 61 337 27 56 Daniel.Kuebler@fhnw.ch</p>	<p>NFP 56 2003-2008 Project Title: Project partners: Prof. Dr. Ioannis Papadopoulos Institut d'études politiques et internationales, Université de Lausanne +41 21 692 31 43 ioannis.papadopoulos@unil.ch Dr. Oscar Mazzoleni Osservatorio della vita politica, Ufficio di statistica, Bellinzona +41 91 814 64 26 Oscar.Mazzoleni@unil.ch Study Outcomes: The study describes the current situation of the usage of state languages at the federal level, including its problems and prospects, and makes a comparison with the similar situation in Canada.</p>		<p>Daniel Kübler La langue originale des actes législatifs, Fichier français à Berne, Côtayer – cohabiter, 2009.</p> <p>Daniel Kübler, Stéphanie Andrey, «L'italiano a Berna. Rappresentatività e uso delle lingue nell'amministrazione federale», in: Dati 4, 2008, 93–106.</p>	
Geneva	University of Geneva	<p>Prof. Dr. Sandro Cattacin Département de Sociologie Université de Genève +41 22 379 83 02 sandro.cattacin@unige.ch</p>	<p>NFP 56 2003-2008 Project Title: Welche Dynamik bringt Mehrsprachigkeit in der Schweiz? Project partners: Study Outcomes: This study analyses the peculiarities in the usage of the four Swiss state languages from internal and external perspectives.</p>		<p>Stefano Losa «Le stéréotype comme révélateur identitaire. Analyse d'un discours oral en interaction: le cas d'un entretien sociolinguistique», in: Henri Boyer, «Stéréotypage, stéréotypes: fonctionnements ordinaires et mises en scène, 2», in: Actes du Colloque International de Montpellier, Paris 2007, 155–167.</p> <p>Stefano Losa «Sauvegarde des langues, entre communication et folklorisation», in: Le Temps 21, juin 2007, 17.</p>	

Table 12. Brief summary of media publications in Switzerland

Name	Type of Media	Number and year	The owners & Circulation	The name of article/ 5 the most interesting	Name of authors	Quotes	Overview
20 Minuten	Paper and Internet	Review 2009-2012	Circulation: 699.612 (2011), Frequency: 1 issue per day, Owners: Tamedia AG	«Buchstart» startet im Kanton Baselland 03.09.2009 http://www.20min.ch/print/story/28547477 accessed 15 January 2013	sda	... «Buchstart» gibt es in fast allen Ländern Europas und seit 2008 auch in der Schweiz. Lanciert haben die Aktion hierzulande die Stiftung Bibliomedia Schweiz und das Schweizerische Institut für Kinder- und Jugendmedien. Die vom Bund getragenen Organisationen werden zudem von Sponsoren unterstützt. Ursprünglich stammt die Idee aus England: Die Autorin Wendy Cooling startete 1992 das erste Projekt in Manchester. Heute wird die Organisation mit staatlichen Mitteln finanziert, jedes Neugeborene in Grossbritannien erhält ein Buchpaket, und Tausende Kinder besuchen «Bookstart»-Spielgruppen und -Veranstaltungen... ...In der Schweiz ist (...) das Baselbiet der erste Kanton, der «Buchstart» flächendeckend umsetzt...	The first PISA study (2000) shows that young people in Switzerland have difficulty reading. There are many reasons for this, one of which is the competency of children and young people from migrant backgrounds. Many new projects are intended to help to develop the reading skills of Swiss children and young people both with and without migrant backgrounds.
20 Minuten				Ostermundigen macht Ernst mit Integration 23.03.2009 http://www.20min.ch/print/story/28315385 accessed 15 January 2013.	sda	Die Gemeinde Ostermundigen startet als erste Gemeinde im Kanton ein Pilotprojekt mit Integrationsvereinbarungen... In den Vereinbarungen werden klare Ziele formuliert, die die Gemeinde in Sachen Integration erwartet. Dazu gehören unter anderem die Akzeptanz hier gültiger gesellschaftlicher Normen und der Spracherwerb... Wer die Vereinbarung erfüllt, erhält schneller eine Aufenthaltsbewilligung ohne Auflagen, wer nicht kooperiert wird verworfen, schlimmstenfalls kann die Bewilligung auch widerrufen werden. ... Das neue Instrument ist allerdings nur auf eine relativ kleine Gruppe von Ausländerinnen und Ausländern anwendbar. Ausgenommen sind Personen mit einem Rechtsanspruch auf Aufenthalt in der Schweiz. Das sind namentlich Personen aus dem EU/EFTA-Raum, Personen mit C-Bewilligung oder ausländische Familienangehörige von Schweizerinnen und Schweizer. Ebenso ausgenommen ist der ganze Asylbereich...	The Municipality of Ostermundigen (Canton of Bern) is starting a pilot project on integration agreements. The administration would support migrants in their application for resident status if they accept local social norms and learn a local language; otherwise this status might be cancelled. Migrants who are foreigners from EU-EFTA states as well as family members of Swiss people do not participate in this project. Asylum seekers are also excluded.
20 Minuten				Gemeinsam für eine bessere Integration 10.05.2011 http://www.20min.ch/schweiz/news/story/19761155 accessed 15 January 2013	sda	Zwei Tage vor der 2. Nationalen Integrationskonferenz in Solothurn haben sich der Bund, die Kantone und die Gemeinden zu einer gemeinsamen Integrationspolitik bekannt. Sprachförderung: Der Bund stellt die Gelder zur Verfügung und legt Standards für Sprachkurse fest. Die Kantone stellen mit den Gemeinden und Städten sicher, dass Sprachkurse angeboten werden. Die Gemeinden informieren die Bevölkerung über das Kursangebot, und die Kurse selber werden in der Regel von privaten Organisationen durchgeführt. Vier Prinzipien der Integrationspolitik: Chancengleichheit: Dabei gehe es um Gerechtigkeit für Ausländer und für Schweizer. Vielfalt der Migranten: ... Alleine im Kanton Basel-Stadt haben wir 160 Nationen ... Potenziale nutzen ... Eigenverantwortung einfordern ...	Local, regional and federal authorities are developing a joint policy on integration, encompassing equal opportunities, diversity, potential benefits and calls for personal responsibility. Language learning is also very important.
20 Minuten				Kanton will Zweisprachigkeit fördern 23.03.2011 http://www.20min.ch/schweiz/bern/story/Kanton-will-Zweisprachigkeit-foerdern-17562839 accessed 15 January 2013	sda	Die Zweisprachigkeit ist einer der Vorzüge des Kantons Freiburg. Es sei deshalb sinnvoll, wenn der Kanton Gemeinden finanziell unterstützt, die sich für die Zweisprachigkeit einsetzen... Die finanzielle Unterstützung solle auch Gemeinden zukommen, die nicht offiziell zweisprachig sind, aber sich dennoch entsprechend engagieren...	Freiburg is a canton where two languages – French and German – are used. The cantonal administration will provide financial support to municipalities that apply both languages.
20 Minuten				Migranten sind ein «Segen für die Schweiz» 28.04.2012 http://www.20min.ch/schweiz/news/story/Migranten-sind-ein--Segen-fuer-die-Schweiz--10276818 accessed 15 January 2013	sda	Rossier, der dem BSV (Bundesamt für Sozialversicherungen) während acht Jahren vorstand, spricht sich ... gegen eine Limitierung der Einwanderung aus. Solche Massnahmen seien das «beste Mittel», um der AHV zu schaden. Von der Migration würden nicht nur die Sozialversicherungen profitieren, sondern auch Spitäler und Universitäten. Angesichts der alternden Bevölkerung sei die gute finanzielle Lage des Schweizer Sozialsystems auf einen einzigen Faktor zurückzuführen: Die starke Immigration seit dem Beginn der Neunzigerjahre.	Switzerland benefits from its migrants, particularly in its hospitals, universities as well as its social insurance system.
Blick am Abend	Paper and Internet	Review 2009-2012	Circulation: 284.604 (2011) Frequency: 1 issue	Migranten sollen gleich behandelt werden 20.01.2012 http://www.blick.ch/news/schweiz/	sda	«Die Ungleichbehandlung von Kanton zu Kanton ist vor allem in jenen Fällen stossend, die die persönliche Situation eines Migranten betreffen», sagte EKM-Präsident Francis Matthey vor den Medien in Bern. Nicht in jedem Kanton sei es	Migrants are treated differently in different cantons. There are various sets of rules for obtaining Swiss nationality and for bringing family

Name	Type of Media	Number and year	The owners & Circulation	The name of article/ 5 the most interesting	Name of authors	Quotes	Overview
			per day Owners: Riniger AG	migranten-sollen-gleich-behandelt-werden-id1668053.html accessed 15 January 2013		gleich einfach, die Familie nachträglich in die Schweiz zu holen oder sich einbürgern zu lassen, kritisierte Matthey. Zur Einbürgerungspraxis in den Gemeinden will die EKM in nächster Zeit eine separate Studie in Auftrag geben. Auch die Kriterien, ab wann ein Migrant als «integriert» gilt, seien nicht überall gleich. «Zudem erhalten die vorläufig Aufgenommenen nicht in allen Kantonen gleich viel Sozialhilfe», sagte EKM-Geschäftsführerin Simone Prodolliet. Die EKM fordere deshalb, dass die Sozialhilfe-Beiträge für die vorläufig Aufgenommenen in allen Kantonen nach den Richtlinien der Schweizerischen Konferenz für Sozialhilfe (SKOS) berechnet werden. Die Ursachen für die Ungleichbehandlung der Migranten sind vielfältig, wie die Forscher in der Studie festhalten. Grundsätzlich richte sich die Verwaltungspraxis der Kantone nach der politischen Befindlichkeit des Stimmvolkes: «Je liberaler die Stimmbürger in Ausländerfragen abstimmen, desto liberaler ist auch die Praxis der Verwaltung», sagte Prodolliet. Zudem seien urbanere und lateinische Kantone weniger streng mit Ausländern als ländliche. Dies zeige sich unter anderem bei den Einbürgerungen. Die Kantone Genf, Neuenburg, Zürich, Bern, Waadt und Appenzell Ausserrhoden liegen an der Spitze der Einbürgerungsstatistik. Die EKM will die Erkenntnisse der Studie in die Vernehmlassung zur Revision des Ausländergesetzes einfließen lassen.	members into Switzerland. This situation needs to be better coordinated.
Blick am Abend				Fremd – und an der Seele krank 22.07.2012 http://www.blick.ch/news/schweiz/fremd-und-an-der-seele-krank-id1970823.html accessed 15 January 2013	Britta Kraus	Kriegsfolgen, Perspektivlosigkeit, Selbstfindungsprobleme: Weil viele Ausländer in der Schweiz mit sich selbst nicht mehr klarkommen, gehen sie zum Psychiater – und zwar immer häufiger. «Die Zahl der Migranten, die wegen psychischer Probleme Hilfe suchen, hat sich in den vergangenen zehn Jahren verdoppelt», sagt Hans Kurt, langjähriger Präsident der Schweizerischen Gesellschaft für Psychiatrie und Psychotherapie (SGPP). Sie leiden an Depressionen, Psychosen, Angst- und Schmerzstörungen oder den Folgen eines Traumas, also besonders schockierender Erlebnisse. Derzeit leben rund 1,8 Millionen Ausländer in der Schweiz. 2011 bezogen 55000 von ihnen IV-Renten wegen psychischer Leiden. Insgesamt gibt es hier 238 000 IV-Rentner. 2011 wurden Türken (Neuberentungsquote: 5,8 Prozent) und Menschen aus den Staaten Ex-Jugoslawiens (4,8 Prozent) im Verhältnis häufiger verrentet als Schweizer (3,1 Prozent). Hauptursache: psychische Krankheiten.	Many migrants have psychiatric disorders. Many of them receive a disability pension; migrants from Turkey receive a pension of 5.8%, while people from the former Yugoslavia get 4.8%, and Swiss nationals 3.1%.
NZZ	Paper and Internet	Review 2009-2012	Circulation: 132.670 (2011) Frequency: 5 issues per week Owners: NZZ Mediengruppe	Dialekt und Hochdeutsch nicht gegeneinander ausspielen Weshalb gerade im Kindergarten beide Sprachformen Raum finden sollen 29.06.2011 http://www.nzz.ch/aktuell/startseite/dialekt-und-hochdeutsch-nicht-gegeneinander-ausspielen-1.11095072 accessed 15 January 2013	Annelies Häcki Buhofer	In vielen Kantonen wurde und wird über die Rolle von Hochdeutsch und Mundart im Kindergarten gestritten. Dabei haben auch auf dieser Stufe beide Formen ihre Daseinsberechtigung. Die Gleichwertigkeit der Sprachformen Hochdeutsch und Schweizerdeutsch bei unterschiedlichen Funktionen entspricht der Sprachsituation der Deutschschweiz, in der mehrheitlich, aber nicht nur Hochdeutsch geschrieben und mehrheitlich, aber nicht ausschliesslich Schweizerdeutsch gesprochen wird. Kinder verbringen zwei bis vier Stunden ihres Wochentags im Kindergarten. Sollen sie sprachlich gefördert werden, sei es im Schweizerdeutschen oder im Hochdeutschen oder in einer anderen Herkunftssprache, ist der ungesteuerte Spracherwerb auch ausserhalb des Kindergartens durch anregende Situationen zu ergänzen.	It is important to use standard German as well as dialects in kindergartens. This conforms to the current situation in daily life. Children spend only four hours per day in their kindergartens; the rest of the day they can speak standard German, dialects or even heritage languages.
NZZ				Muttersprache braucht Wertschätzung. Kinder von Einwanderern sind sprachlich mehrfach gefordert 21.02.2012 http://www.nzz.ch/aktuell/schweiz/spracherwerb-muttersprache-schule-cornelia-frigerio-sayilir-1.15201211 accessed 15 January 2013	Andres Wysling	Deutsch und Dialekt, dazu noch Englisch und Französisch, und zu Hause die Sprache der Familie – die Kinder von Einwanderern erlernen mehrere Sprachen nebeneinander. Das ist nicht zwangsläufig eine Überforderung, sagt die Logopädin Cornelia Frigerio Sayilir. Die Erstsprache spielt auf jeden Fall eine wichtige Rolle, und sie braucht entsprechend Wertschätzung. Für das Kind ist sie ein Teil seiner Persönlichkeit. Zudem ist sie eine Ressource, etwas, was das Kind besitzt und benützen kann. Die Erstsprache muss gepflegt werden. Und wenn ein Kind sich in seiner ersten Sprache gut zurechtfindet, ist das ein Vorteil für den Erwerb einer zweiten Sprache – es kann auf seinen Spracherfahrungen aufbauen. Spracherwerbsstörungen gibt es bei 5-10 Prozent der Kinder, unabhängig von ein- oder Mehrsprachigkeit.	It would be an enrichment and not an excessive demand for children to speak standard German, a dialect, English, French and a heritage language. The maintenance of a heritage language is important for the identity and for learning other languages. Between 5% and 10% of children have developmental speech and language disorders, regardless of whether they are monolingual or bilingual.
NZZ				Die Euro-Krise wird auch in Zürcher Schulen spürbar 19.10.2012	Thomas Ribli	Mehrere tausend Zürcher Schulkinder mit ausländischen Wurzeln besuchen Kurse in heimatlicher Sprache und Kultur. Während zwei bis vier Wochenstunden erweitern	Many schoolchildren and young people undergo tuition in Heritage Language and Culture (HSK-

Name	Type of Media	Number and year	The owners & Circulation	The name of article/ 5 the most interesting	Name of authors	Quotes	Overview
				http://www.nzz.ch/aktuell/zuerich/sadt_region/die-euro-krise-wird-auch-in-zuercher-schulen-spuerbar-1.17699708 accessed 15 January 2013		sie dort die Kenntnisse ihrer Erstsprache und lernen ihr Herkunftsland mit seiner Geografie und Geschichte, seiner Literatur und seinen Traditionen besser kennen. Die Kurse sind beliebt und leisten nach Ansicht von Fachleuten einen wichtigen Beitrag zur Integration und zur Chancengleichheit. Doch bei einigen Kursen stand wenige Tage vor Beginn dieses Schuljahrs noch nicht fest, ob sie überhaupt stattfinden würden. Denn das Angebot wird entweder von den Botschaften der Herkunftsländer oder von privaten Trägerschaften organisiert und finanziert. Und im Zug von Sparmassnahmen der Regierungen wegen der Euro-Krise waren die Kurse für die italienischen, portugiesischen und griechischen Kinder in Bedrängnis geraten. Die Gewerkschaft VPOD hat deshalb eine Petition zur Rettung der Kurse lanciert. Diese verlangt, dass der Kanton als Überbrückungsmassnahme die Kosten übernimmt, wenn die Unterstützung der Heimatländer die Weiterführung der Kurse verunmöglicht.	Unterricht) in Zurich. This is crucial for their identity. Moreover HSK-Unterricht promotes equal opportunities and improves integration in Switzerland. Because of the euro crisis, however, there have been some challenges in financing the institutions providing HSK-Unterricht in the 2012-13 school year. Italian, Portuguese and Greek have the worst situations. Cantonal authorities are trying to solve this problem.
Tages Anzeiger	Paper and Internet	Review 2009-2012	Circulation: 188.602 Frequency: 5 issues per week Owners: Tamedia AG	Der Arbeitsmarkt benachteiligt auch hoch qualifizierte Migranten 08.11.2012 http://www.tagesanzeiger.ch/wirtschaft/unternehmen-und-konjunktur/Der-Arbeitsmarkt-benachteiligt-auch-hoch-qualifizierte-Migranten/story/18741636 accessed 15 January 2013	fko/sda	Hochqualifizierte Personen mit Migrationshintergrund werden auf dem Schweizer Arbeitsmarkt teilweise diskriminiert. Zu diesem Schluss kommt eine Studie der Universität Basel. Die Eidgenössische Kommission gegen Rassismus (EKR) fordert Massnahmen dagegen. Am meisten benachteiligt sind Personen aus der Türkei, aus Südosteuropa und aus Portugal, wie die Autoren der Studie und die EKR vor den Medien darlegten. Betroffen sind auch jene, die ihr Studium in der Schweiz abgeschlossen haben. Damit liege ein wichtiges Potenzial brach, sagte Soziologe Ueli Mäder.	Highly qualified people from migrant backgrounds are partially discriminated against on the Swiss job market – even those with degrees from Swiss universities. People from Turkey, south-eastern Europe and Portugal are especially disadvantaged.
Tages Anzeiger				Die Schweiz nimmt am meisten Migranten auf 28.06.2012 http://www.tagesanzeiger.ch/leben/gesellschaft/Die-Schweiz-nimmt-am-meisten-Migranten-auf/story/29798666 accessed 15 January 2013	ses/mrs/sda	Die Schweiz hatte in den vergangenen Jahren die höchste Pro-Kopf-Migration aus dem OECD-Raum. Die Einwanderer kommen dabei grösstenteils aus der EU: Relativ zu den Migrationsflüssen aus Nicht-EU-Ländern hatte die Personenfreizügigkeit aus der erweiterten EU eine grössere Bedeutung als in anderen Mitgliedsländern. Drei von fünf Einwanderern aus dem EU/EFTA-Raum kamen im Jahr 2010 als Arbeitsmigranten in die Schweiz, während der Hauptgrund für die Einwanderer aus Entwicklungsländern der Familiennachzug war. Besonders viele Einwanderer, die in die Schweiz kommen, haben einen Hochschulabschluss. Insgesamt waren dies im vergangenen Jahrzehnt nach Schätzungen der OECD fast 250'000 Personen – also rund jeder zweite Migrant. Dies ist einer der höchsten Anteile in der OECD. In der Schweiz arbeiten diese Menschen vor allem in den stark wachsenden Branchen. Dies weist darauf hin, dass die Migration den Strukturwandel im Arbeitsmarkt unterstütze, schreibt die OECD.	Switzerland has the most migrants of all the OECD countries. The majority of those come from the EU. Nearly one out of every two migrants has a university degree, and most of them work in strongly growing sectors.
Handelszeitung	Paper and Internet	Review 2009-2012	Circulation: 40.822 Frequency: 1 issue per week Owners: Axel Springer (Schweiz)	Mitarbeiter des Monats: Migrant 21.04.2011 http://www.handelszeitung.ch/unternehmen/mitarbeiter-des-monats-migrant accessed 15 January 2013	Thomas Pfister, Pirmin Schilliger	Andreas Oertli, Partner beim Führungsberatungsbüro Heidrick & Struggles, stimmt zu: «Viele ausländische Arbeitnehmer sind eher bereit, Kompromisse einzugehen. Einerseits wegen der Standortattraktivität der Schweiz, andererseits auch in Unkenntnis der lokalen Gegebenheiten.» Ähnlich argumentiert Norbert Thom, Professor für Organisation und Personal an der Uni Bern: «Qualifizierte Auswanderer sind risikobereiter. Sie haben sich auf besondere Herausforderungen eingestellt. Dies ist karriereförderlich.» Die Vorzüge der Migranten besingen selbst Unternehmer aus den Reihen der SVP – obwohl die Partei die Einwanderung besonders scharf bekämpft und die Personenfreizügigkeit mit der Europäischen Union aufkünden will.	Employees from migrant backgrounds are the best employees in both hard and soft skills. The advantages of migrants are recognised even by some SVP members. The SVP is a Swiss conservative party, which criticises immigration and opposes freedom of movement and residence within the EU.
Handelszeitung				Schweizer Bevölkerung: 10 Millionen bis 2031 08.11.2012 http://www.handelszeitung.ch/konjunktur/schweiz/schweizer-bevoelkerung-10-millionen-bis-2031 accessed 15 January 2013	Volker Strohm	Die Diskussion um das Bevölkerungswachstum in der Schweiz erhält durch eine UBS-Studie neue Nahrung. Sie sieht durch die Immigration eine steigende Wirtschaftskraft und eine Linderung der Probleme der Altersvorsorge. «Extrapoliert man das Bevölkerungswachstum der letzten fünf Jahre, so wird die Schweiz im Jahr 2031 die 10-Millionen-Grenze überschreiten.» «Die aktuelle Zuwanderung zeichnet sich durch ein hohes Bildungsniveau und einen hohen Grad an Erwerbstätigkeit aus, wodurch die Schweizer Wirtschaft nachhaltig gestärkt wird.»	Current migration trends are characterized by high educational levels and a high rate of employment. This helps to sustain the Swiss economy.
Nasha gazeta	Internet Review	Review 2009-2012	Owners: NS Connections SA	Как научить детей русскому языку вдали от дома? / Comment apprendre le russe aux enfants à	Olga Sarmanova	Статус HSK (heimatlich Sprache und Kultur - родной язык и культура) дает право на аттестацию по русскому языку и возможность предоставления помещений. Подобный статус дается одной национальной школе на кантон,	There are no written procedures for how an institution might obtain HSK status. If there is only one school providing heritage language

Name	Type of Media	Number and year	The owners & Circulation	The name of article/ 5 the most interesting	Name of authors	Quotes	Overview
				l'étranger? 15.10.2010 http://www.nashagazeta.ch/news/10576 accessed 15 January 2013		механизм его выдачи до конца не проработан, в итоге получается, что там, где всего одна школа - проблем особых нет, а где много, приходится объединяться, что выходит не всегда.	lessons in a canton, it usually gets this status very smoothly. If there are a number of schools offering HSK lessons in a canton, they should unite, which is not always easy for all concerned.
Nasha gazeta				Интегрироваться в Швейцарии, изучая русский язык: нонсенс или реальность? / How to assimilate in Switzerland and study Russian 20.02.2012 http://www.nashagazeta.ch/news/12991 accessed 15 January 2013	Svetlana Vindisch	Есть ли сегодня у него, Великого и Могучего, будущее вне России? Возможно ли сохранить и передать следующим поколениям истинный интерес к русской истории и культуре? Именно это считают своей главной задачей русские школы Швейцарии, число которых в последние годы растет – с помощью, порой, и швейцарских властей. Это может вызвать недоумение - ведь для них важна интеграция мигрантов, а значит, изучение местных языков, а вопрос изучения детьми приезжих родного языка является делом личным. Но оказывается, изучение родного языка напрямую связано с успешной последующей интеграцией в швейцарское общество. Дело в том, что в ходе научных исследований швейцарские ученые доказали, что планомерное изучение и применение родного языка детьми из двуязычных семей, так называемыми детьми-билингвами, способствует развитию интеллекта и улучшению способностей к изучению иностранных языков в принципе, что облегчает в дальнейшем овладение вторым, третьим языками. Таким образом, получается двусторонне выгодный процесс: с одной стороны, дети изучают и сохраняют свой родной язык, с другой - это помогает им в изучении иностранного языка, то есть, способствует интеграции в новой стране. Для этих целей была разработана специальная программа, по которой работают все школы родного языка в Швейцарии, включая русские: программа HSK (Heimatlicher Sprache und Kultur/ Родной язык и культура.)	Schools offering Russian as an HSK benefit from the current state policy and its level of support. HSK lessons help Russian children and young people to build their own identities and learn new languages, enabling them to integrate quickly into society.
Wir Eltern Für Mütter und Väter in der Schweiz	Paper and Internet	Review 2009-2012	Circulation: 58.000 Frequency: 1 issue per month Owners: AZ Medien	Keine Angst vor Kauderwelsch http://www.wireltern.ch/artikel/kein-e-angst-vor-kauderwelsch-561/ accessed 15 January 2013	Redaktion	Diese Tipps stärken zweisprachige Kinder: • Eltern sind die Experten für ihre Muttersprache. In bilingualen Familien sollten sie diese daher konsequent mit ihrem Kind sprechen – ein Prinzip, das sich One-Parent-One-Language nennt (OPOL). • Zweisprachige Kinder bevorzugen oft die Landessprache. Bleiben Sie trotzdem beim OPOL. Passives Lernen ist besser als gar keines. • Um eine zweite Sprache zu stützen, muss man sie für die Kinder attraktiv machen, z.B. durch Reisen, Bücher, Hörspiele, Theaterbesuche, Filme, Musik und dem Kontakt mit Freunden und Familie. Gerade kleine Kinder motiviert es auch, wenn Sie ihnen sagen, wie froh es sie macht, Ihre Sprache zu hören. • Bilinguale Kindergärten und Schulen sind ideal für eine bilinguale Erziehung. Privat finanziert sind sie teuer, gerade auf Gymnasialstufe gibt es aber auch öffentliche Angebote. Eine fremdsprachige Nachmittagsbetreuung, die manche Schulen und Privatorganisationen anbieten, kann eine Unterstützung sein. • Ab dem Kindergartenalter gibt es in der Schweiz an den öffentlichen Schulen für zweisprachige Kinder Kurse in heimatlicher Sprache und Kultur (HSK). Es gibt sie in allen Kantonen, aber nicht in allen Sprachen. Organisiert werden sie von den Botschaften der Herkunftsländer und von privaten Organisationen. Informationen gibt es bei den Volksschulämtern.	This article gives recommendations for parents raising bilingual children. One of the strategies given is One-Parent-One-Language (OPOL). The heritage language should be made 'attractive' and include travelling, books and contact with people. There are also many advantages to attending a bilingual kindergarten as well as the HSK lessons offered in many Swiss cantons.
Wir Eltern				Zweisprachig von Anfang an http://www.wireltern.ch/artikel/zweisprachig-von-anfang-an-225/ accessed 15 January 2013	Regina Kesselring.	Die Erziehungswissenschaftlerin Anja Leist-Villis erklärt, worauf Eltern achten müssen, wenn ihr Kind zweisprachig aufwächst. Bei sehr kleinen Kindern ist das in der Tat hilfreich, wenn sie die Sprachen einer Person zuordnen können: Mama Deutsch, Papa Spanisch. Es ist aber keine Voraussetzung, damit ein Kind zweisprachig wird. Wichtig ist, dass Eltern sich mit dem Thema Zweisprachigkeit auseinandersetzen, auch mit Vorurteilen, die das Umfeld eventuell hat.	The researcher Anja Leist-Villis explains how parents can better manage the bilingualism of their children.
NZZ am Sonntag	Paper and Internet	Review 2009-2012	Circulation: 130.837 (2012) Frequency: 1 issue per week Owners: NZZ Mediengruppe	Patchwork-Schulklassen im Dreiländereck St. Johann in Basel – ein Schulmodell mit Vorbildfunktion 18.03.2009 http://www.nzz.ch/aktuell/startseite	Katja Baigger	Wie Integration von einheimischen und ausländischen Kindern gelingen kann, zeigt das Modell der Schule St. Johann in Basel. Hier besuchen seit 15 Jahren Schüler unterschiedlichster Herkunft und Begabung gemeinsam in Regelklassen den Unterricht. Ein Pfeiler des Konzepts ist die Einbindung der Kurse für heimatliche Sprache und Kultur (HSK), die zuvor an Konsulaten angeboten worden waren, in den	The St. Johann school in Basel is a good model of integration. One of the reasons for this success is the fact that HSK lessons are integrated into the school curriculum.

Name	Type of Media	Number and year	The owners & Circulation	The name of article/ 5 the most interesting	Name of authors	Quotes	Overview
				/patchwork-schulklassen-im-dreilaendereck-1.2216374 accessed 15 January 2013		Stundenplan.	
NZZ am Sonntag				Kulturgut Dialekt 02.05.2011 http://www.nzz.ch/aktuell/startseite/kulturgut-dialekt-1.10444841 accessed 15 January 2013	Viktor Schobinger	Zürich und Basel stimmen über den Dialektgebrauch im Kindergarten ab. Unabhängig von der Abstimmungsvorlage stellt sich die Frage, wie wir uns künftig verständigen sollen. In der Deutschschweiz musste man Standarddeutsch (Schriftdeutsch) bisher in der Schule lernen. Genau das ist unsere Stärke: Aus den Unterschieden der beiden Sprachen lernen wir beide besser kennen. Unterschiede bei den Verbformen, Unterschiede bei den Substantivpluralen, Unterschiede in der Wortstellung, Unterschiede bei Wörtern, schöne Helvetismen und bei uns ungebräuchliche Teutonismen. Die Bildungsdirektion des Kantons Zürich kennt natürlich den Vorteil, in mehreren Sprachen zu Hause zu sein. Darum empfiehlt sie zugezogenen kleinen Kurden, Türken, Spaniern, Portugiesen den Besuch des von ihr angebotenen Unterrichts in «heimatlicher Sprache und Kultur (HSK)». Sie begründet das damit, dass wer seine Muttersprache gut beherrsche, leichter Deutsch lerne. Für Schweizerlein gilt das nicht. Da versaut der Dialektgebrauch angeblich das Lernen des Hochdeutschen.	Following a referendum, the use of dialects in kindergartens is no longer allowed in some cantons. However, dialects are very important for the identity of Swiss people living in the German-speaking part of the country. If the state supports HSK lessons for the maintenance of a first language, then the state should also support dialects.
NZZ am Sonntag				«Die öffentlichen Schulen sollten die Kurse übernehmen» 28.10.2012 http://www.nzz.ch/aktuell/schweiz/die-oeffentlichen-schulen-sollten-die-kurse-uebernehmen-1.17729470 accessed 15 January 2013	Daniel Friedli	Der Präsident der Migrationskommission fordert, dass der Staat Migranten in ihrer Muttersprache unterrichtet. Er wünscht sich mehr Lehrer ausländischer Herkunft Walter Leimgruber warnt vor dem Aus des Sprachunterrichts für Ausländer. Er verlangt, dass die Schulen das Angebotübernehmen und es für alle zugänglich machen. Integration heisst nicht, dass man die eigene Kultur aufgibt. Vielmehr erleichtert die Verankerung in der eigenen Kultur den Schritt in eine zweite. Allein im Kanton Zürich besuchen mehr als 10 000 Kinder Unterricht in heimatlicher Sprache und Kultur (HSK), im Rest des Landes kommen noch Tausende dazu. Sie alle haben ausländische Wurzeln, und ihren Eltern ist es wichtig, dass diese nicht vergessen gehen. Das Angebot der Kurse reicht von Italienisch bis Amharisch, je nach Land und Sprache werden sie von privaten Vereinen getragen oder gleich vom Staat. Italien, Portugal und Griechenland etwa finanzieren die Kurse über ihre Botschaften und Konsulate.	More than 10,000 children and young people attend HSK lessons in the Zurich canton. The maintenance of a heritage language and culture is very important for their successful integration in Switzerland. The president of the Swiss Migrant Commission suggests integrating HSK lessons into schools and employing more teachers from migrant backgrounds.

Table 13. Law and legislation concerning bilingualism (multilingualism) in France

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law	
Parlement	Constitution Française, article 2 http://www.assemblee-nationale.fr/connaissance/constitution.asp	1992	France	« La langue de la République est le français... »	La révision constitutionnelle du 25 juin 1992 a ajouté l'alinéa qui institue le français comme langue officielle de la République. La politique linguistique de la France repose donc sur le monolinguisme d'État.	The constitutional revision of the 25th June 1992 added a paragraph that confirms French as the official language of the Republic. The language policy of France is, therefore, based on State monolingualism.
Parlement	La loi n° 94-665 du 4 août 1994 relative à l'emploi de la langue française (Loi Toubon), art.1 http://www.legifrance.gouv.fr/affichTexte.do;jsessionid=92F9B6EBB8F0E6505A9AFB6CF0AB9DF0.tpjo07v_3?cidTexte=JORFTEXT000000349929&dateTexte=20120711	1994	France	«Langue de la République en vertu de la Constitution, la langue française est un élément fondamental de la personnalité et du patrimoine de la France. Elle est la langue de l'enseignement, du travail, des échanges et des services publics.»	Une loi française destinée à protéger le patrimoine linguistique français	A French law intended to protect French linguistic heritage.
Conseil constitutionnel	Décision n° 99-412 DC du 15 juin 1999 relative à la conformité de la Charte européenne des langues régionales ou minoritaires à la Constitution (1992) qui consacre «le droit imprescriptible de pratiquer une langue régionale dans la vie privée et publique». http://www.conseil-constitutionnel.fr/conseil-constitutionnel/francais/les-decisions/1999/99-412-dc/decision-n-99-412-dc-du-15-juin-1999.11825.html	1999	France	Il aurait donc fallu procéder à une modification de la Constitution pour procéder à la ratification de l'ensemble de ce traité international, non seulement en modifiant l'article 2, mais aussi en modifiant son article premier, car cette Charte porte également atteinte, selon le Conseil constitutionnel, « aux principes d'indivisibilité de la République, d'égalité devant la loi et d'unicité du peuple français ».	Cette révision n'a jamais eu lieu, au vu du caractère fondamental de ces dispositions constitutionnelles! La France a signé 39 articles de la Charte européenne des langues régionales ou minoritaires sur les 98 que comporte le texte, mais sans les ratifier. Le processus de ratification s'est interrompu en juin 1999 quand le Conseil Constitutionnel, saisi par Jacques Chirac, alors président de la République, a pris sa décision.	This revision has never taken place, given the fundamental character of these constitutional provisions! France has signed 39 articles of the European Charter on regional or minority languages on 98 included in the text, but without ratifying them.
Parlement	Constitution Française, article 75-1 http://www.assemblee-nationale.fr/connaissance/constitution.asp	2008	France	« Les langues régionales appartiennent au patrimoine de la France.»	La révision constitutionnelle no 2008-724 du 23 juillet 2008 de modernisation des institutions de la Ve République a finalement inscrit une reconnaissance des langues régionales à l'article 75-1 de la Constitution et non à l'article 2.	Constitutional revision N. 2008-724 of the 23rd July 2008 on the modernisation of the institutions of the 5th Republic finally registered a recognition of the regional languages in Article 75-1 of the Constitution but not in Article 2.
Conseil constitutionnel	Décision n° 2011-130 QPC du 20 mai 2011 relative à la conformité de dispositions du Code d'éducation relatives à l'enseignement des langues et cultures régionales http://www.conseil-constitutionnel.fr/conseil-constitutionnel/root/bank/download/2011130QPCccc_130qpc.pdf	2011	France	«L'enseignement d'une langue régionale dans le temps scolaire n'est pas contraire au principe d'égalité dès lors qu'il ne revêt pas un caractère obligatoire» En revanche, l'usage d'une langue autre que le français ne peut être imposé aux élèves des établissements de l'enseignement public, ni dans la vie de l'établissement, ni dans l'enseignement des disciplines autres que celles de la langue considérée.»	Il n'existe donc aucun droit constitutionnel à un enseignement des langues régionales au profit des élèves. La révision constitutionnelle du 23 juillet 2008 n'a rien changé sur ce point.	There is hence no constitutional law for teaching regional languages to the advantage of the pupils. The constitutional revision of the 23rd July 2008 has changed nothing in this respect.
Le ministère de la Culture et de la Communication, Délégation Générale à la langue française et aux	Le corpus juridique des langues de France http://www.culture.gouv.fr/culture/dglf/lgfrance/legislationLDF.pdf	2005-2012	France		«La France a toujours refusé de donner, à travers des textes internationaux, une place spécifique aux langues de France dans la sphère publique et a toujours refusé de reconnaître l'existence de groupes de locuteurs au sein du peuple français. Ainsi, lorsqu'elle ratifie de tels textes, elle émet toujours des réserves sur les dispositions ayant trait aux langues afin de leur ôter toute force exécutoire... Ainsi, si les discriminations fondées sur la langue sont interdites en France, par contre le système constitutionnel français	"France has always refused to give, in international texts, a specific place to the languages of France in the public domain and has always refused to admit the existence of groups of speakers among the French people. So, when ratifying such texts, France always expresses reservations on provi-

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law	
langues de France					empêche de reconnaître aux langues régionales une place à part entière dans la sphère publique.»	sions relating to languages, in order to remove from them any enforceable power... Hence, if discrimination based on language is forbidden in France, the French constitutional system, on the contrary, actually prevents regional languages from being given a full place in the public domain."
Le ministère de la Culture et de la Communication, Délégation Générale à la langue française et aux langues de France	Migration et plurilinguisme en France http://www.dglflf.culture.gouv.fr/publications/Cahier_Observatoire/Cahiers_Obs2.pdf	2008	France		«Une première inconnue se pose pour l'étude - en France - des pratiques linguistiques dans ce domaine : on dénombre à première vue peu d'études qui les décrivent. Il en est de même pour la recherche en psycholinguistique. De même, nous ne savons pas si les aspects internes relevant de la maîtrise des langues en présence (phonologie, morphologie, syntaxe, lexique) ont été analysés et pour quelles langues. Dans le contexte de cette ignorance relative, la recherche dispose néanmoins d'un certain nombre d'orientations, réunies ici pour la première fois.»	Contrary to the idea that the second language should entirely displace the migrant's original language, we now have the notion of a plurilingual repertoire, which may prove to be a useful asset in numerous social circumstances. But the practice of the migrant's plurilingualism is little documented in France, whether it be through linguistics or psycholinguistics. The present issue is thus intended to collect the information currently available on the subject and to provide the researcher with a few guidelines.
Le ministère de la Culture et de la Communication, Délégation Générale à la langue française et aux langues de France	DIVERSITÉ DES LANGUES ET PLURILINGUISME, CULTURE ET RECHERCHE, N° 124 / HIVER 2010-2011 http://www.culture.gouv.fr/culture/editions/r-cr_124.htm	2010-2011	France	«La doctrine de l'unité linguistique, inaugurée par l'abbé Grégoire au moment de la Révolution française, demande sans doute aujourd'hui à être revisitée afin de tirer parti de la richesse culturelle et sociale que représente la diversité linguistique.» Laurent Sébastien Fournier	La recherche sur le plurilinguisme et ses modalités connaît en conséquence un fort développement. Le ministère de la Culture et de la Communication, chargé avec d'autres départements ministériels de la politique linguistique de la France, encourage des recherches dans ce domaine, avec plusieurs objectifs : assurer la sauvegarde de notre patrimoine linguistique, enrichir les connaissances sur les pratiques linguistiques réelles, et développer les technologies de la langue pour les usages numériques. Le dossier de ce numéro de "Culture et recherche", conçu avec la Délégation générale à la langue française et aux langues de France, fait état des recherches et des débats en cours sur la coexistence et le métissage des langues.	Research on multilingualism and its modalities is consequently aware of a strong development. The Ministry of Culture and Communication, charged along with other ministerial departments with the language policy of France, encourages research on multilingualism, with several objectives: to ensure the maintenance of our linguistic heritage, to enhance knowledge on actual linguistic practices, and to develop language technologies for digital use.

Sheet 2: Langues regionales

La Charte européenne des langues régionales ou minoritaires établit que : « Au sens de la présente Charte par l'expression « langues régionales ou minoritaires », on entend les langues pratiquées traditionnellement [...] elle n'inclut ni les dialectes de la (des) langue(s) officielle(s) de l'État ni les langues des migrants. »	Les langues régionales ou minoritaires de France sont un ensemble de langues parlées sur le territoire français, autres que la langue française. Les variétés régionales du français ainsi que les langues issues de l'immigration ne sont pas considérées comme des langues régionales. Les langues régionales sont les langues des minorités linguistiques historiques de France métropolitaine ou d'outre-mer. En France métropolitaine, les langues régionales restent parlées significativement sur le pourtour du territoire : alsacien, basque, breton, catalan, corse, flamand, francoprovençal, occitan	Les langues régionales ont fait l'objet d'une première reconnaissance en France en 1951 avec la loi Deixonne qui introduit le basque, le breton, le catalan et l'occitan dans l'enseignement. D'autres langues suivront : le corse en 1974, le tahitien en 1981, quatre langues mélanésiennes (l'ajié, le drehu, le nengone et le paicf) en 1992, le gallo, le francique et l'alsacien en 1992. Les langues régionales peuvent également être choisies comme langues vivantes au baccalauréat, soit comme langues vivantes 2 ou 3, soit comme matière à option.
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Table 14. List of universities in France & research on bilingualism

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
Université de Bourgogne, Centre de Recherche et d'Etude en Droit et Science Politique (CREDESPO)	Valérie Lanier, docteur en science politique, credespo@u-bourgogne.fr ; http://credespo.u-bourgogne.fr/equipe/sciences-politiques/126-lanier-valerie.html	Thèmes de recherche : éducation interculturelle, migrations, accueil des enfants d'immigrés dans les écoles françaises : éducation entre culture familiale et culture du pays d'arrivée.	Receiving immigrant children and immigrants' children in french schools : education between family culture and host country culture.			
Université de Brest, CREAD - centre de recherche sur l'éducation, les apprentissages et la didactique	Clarisse Cadiou-Sanson, docteur en psychologie, directrice de thèse Pascale Planche pascale.planche@univ-brest.fr	thèse soutenue en 2010 : L'influence du bilinguisme précoce sur le développement et le fonctionnement cognitif de l'enfant				
Université de Brest	Catherine ADAM, doctorante adamcatherine.fle@gmail.com	Thèse en cours : Bilinguisme scolaire breton-français du jeune enfant : les représentations parentales et leurs influences. Page personnelle : http://deskamp-divyehz.skol-brech.over-blog.com/pages/une-these-sur-le-bilinguisme-scolaire-des-enfants-4516315.html				
Université de Brest, Département de Psychologie, CREAD	Pascale Planche, Professeur de Psychologie cognitive du développement pascale.planche@univ-brest.fr	Bilinguisme précoce, influence du bilinguisme sur les modalités de traitement de l'information des enfants.			Les enfants à haut potentiel : caractéristiques cognitives et développementales. En quoi sont-ils vraiment différents ? Editions Tkinagan, 2008.	
Université de Grenoble, Laboratoire de linguistique et didactique des langues étrangères et maternelles (LIDILEM)	Yanka Bezinska, doctorante sciences du langage, yanabez@yahoo.fr	Acquisition des constructions causatives en français et en bulgare chez des enfants monolingues, bilingues et des apprenants en L2 français.	The acquisition of a complex phenomenon from a cross-linguistic perspective implying two languages: Bulgarian and French.			
Université de Grenoble, Laboratoire de linguistique et didactique des langues étrangères et maternelles (LIDILEM)	<u>Marinette Matthey, directrice de l'équipe de recherche LIDILEM, Marinette.Matthey@u-grenoble3.fr</u>	Thèmes de recherches : Sociolinguistique et acquisition du langage, didactique de langues. Programme "Transmission intergénérationnelle du bi/plurilinguisme et développement de compétences plurilingues". Ce programme étudie les contextes dans lesquels les langues minoritaires parviennent à se maintenir dans la transmission intergénérationnelle. Sont étudiées les situations informelles de transmission des langues de la migration dans différentes régions européennes, mais aussi celle du français dans les pays du Maghreb. http://lidilem.u-grenoble3.fr/spip.php?article33			Capirci, O., Colletta, J. - M., Cristilli, C., Demir, Ö. E., Guidetti, M., & Levine, S. (2010). L'incidence de la culture et de la langue dans les récits parlés et les gestes d'enfants français, italiens et américains âgés de 6 et 10 ans. (J. - M. Colletta, A. Millet, & C. Pellenq, Éd.) Lidil. Revue De Linguistique Et De Didactique Des Langues, Multimodalité de la communication chez l'enfant(42), 139-158. Consulté de http://lidil.revues.org/index3078.html	
Université de Lorraine	Saffroy, Aurélie, docteur en langue, littérature, civilisation, directrice de thèse Marie Miranda Marie.Miranda@univ-lorraine.fr	Bilinguisme castillan, thèse soutenue en 2011. Environnement social et compétence bilingue dans la région du Baix Ebre (Tarragona)	Social Environment and Bilingual Skills in the Baix Ebre (Tarragona, Spain) Region). This thesis is about the universality of conflicts and interactions between languages from primitive societies to more modern nations.			

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
Université Lyon 3 Jean Moulin, Centre de recherche linguistique	OULD CHEIKH Mohamed, docteur en langues, directeur de thèse Floréal SANAGUSTIN floreal.sanagustin@ens-lsh.fr	La didactique des langues et le bilinguisme : l'exemple du système éducatif mauritanien. Thèse soutenue en 2007. http://www.univ-lyon3.fr/fr/recherche/parutions-et-theses/theses/theses-soutenues/theses07/ould-cheikh-mohamed-177258.kjsp?RH=INS-RECHtheses07 ,				
Université du Maine	Michel Candelier, professeur des universités ; président de l'Association "Education et diversité linguistique et culturelle" (EDiLiC) ; mcandelier@wanadoo.fr, http://www.edilic.org	Eveil aux langues, plurilinguisme à l'école. Coordinateur de plusieurs projets européens dont Projet Evlang- l'éveil aux langues à l'école primaire, Projet Janua-Linguarum - La Porte des Langues - L'introduction de l'éveil aux langues dans le curriculum. http://www.edilic.org/fr/fr_index.php?xtref=http://www.google.fr/url?sa=t&rct=j&q=\$esrc=s\$source=web\$cd=17\$ved=0CF4QFjAGOAo\$&url=http%3A%2F%2Fwww.edilic.org%2F\$ei=EvN2UZ2NH4iYtQaRv4H4Aw\$usg=AFQjCNHM8blq8y4Zqpv2UKOZz8vBvFjMQ\$&sig2=q2j5L0CfMUXI2TiuAdx1aw\$bvm=bv.45580626,d.Yms		Master en didactique de plurilinguisme et politiques linguistiques à distance et en présentiel http://masterdidact.univ-lemans.fr/page1_b1.html ; http://masterdidact.univ-lemans.fr/page2_b1.html ; http://masterdidact.univ-lemans.fr/page2_b2.html	Candelier, M. (2006b). Cohésion sociale, compétence plurilingue et pluriculturelle: quelles didactiques? Les Langues Modernes, 4, 35-45. Candelier, M. (2006a). L'éveil aux langues - une proposition originale pour la gestion du plurilinguisme en milieu scolaire - Contribution au Rapport mondial de l'UNESCO "Construire des sociétés du savoir". In: D. Cunningham, R. Freudenstein & C. Odé (eds), Language Teaching: A Worldwide Perspective - Celebrating 75 Years of FIPLV, 145-180. Belgrave: FIPLV. [ISBN: 973-7742-29-X].	
Université du Maine et École doctorale Cognition, éducation, interactions, Nantes	Livia Goletto, doctorante en Sciences du langage livia.goletto@gmail.com	Thèmes : plurilinguisme, éveil aux langues. Plurilinguisme et plurilittéracie en formation continue ou impact d'une formation au plurilinguisme sur les pratiques pédagogiques relatives à l'enseignement de la langue écrite au cycle 2 selon que les enseignants sont ou non spécialistes de langues. Projet : Réfléchir à une formation des enseignants au plurilinguisme c'est traiter de l'intérêt d'une approche plurilingue et pluriculturelle en éducation qui pose la question du rôle des langues - au pluriel - dans la communication au sein des classes et dans la construction des savoirs.				
Université Montpellier 3, laboratoire Dipralang EA 739	Jérémi Sauvage, maître de conférence, chercheur au laboratoire Dipralang EA 739. Il dirige la collection « Enfance & Langages » chez l'Harmattan. http://recherche.univ-montp3.fr/dipralang/telecharger/SAUVAGE.pdf jeremi.sauvage@univ-montp3.fr	La construction identitaire à l'école : Perspectives linguistiques et plurielles. L'enseignement des langues vivantes à l'école primaire.			L'enseignement des langues vivantes étrangères à l'école : Impacts sur le développement de la langue maternelle. Corblin, Colette ; Sauvage, Jérémie et Collectif. L'Harmattan, 2010 http://www.decryptages-	

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
					<p>acadomia.fr/regarddexpert/article/r/interview-de-jeremi-sauvage; http://www.decryptages-acadomia.fr/regarddexpert/article/r/interview-de-colette-corblin ; LA CONSTRUCTION IDENTITAIRE À L'ÉCOLE http://www.editions-harmattan.fr/index.asp?nav-ig=catalogue&obj=livre&no=37732</p>	
Université de Montpellier, laboratoire Dipralang	Nathalie Auger , Professeur des universités en Sciences du langage, http://recherche.univ-montp3.fr/dipralang/telecharger/AUGER.pdf , nathalie.auger@univ-montp3.fr	Didactique du plurilinguisme, Sociolinguistique. Bilinguisme chez le jeune enfant en famille et à l'école. Programme "Comparons nos langues" (2000-2005) : analyses et propositions didactiques pour les élèves allophones en France. Distinction Union européenne, intégration du projet dans le programme européen Marille (L'enseignement majoritaire des langues comme base pour l'enseignement plurilingue développé au CELV/ECML), reconnaissance du projet dans le rapport annuel 2009 des Inspections Générales de l'Education nationale et de l'Enseignement Supérieur et de la Recherche.			« Elèves Nouvellement Arrivés en France. Réalités et perspectives en classe » (éditions des Archives Contemporaines, 2010) ; « Immigration, Ecole et didactique du français » (ouvrage collectif, éditions Didier, 2008) ; « Comparons nos langues » (CD-ROM, CRDP de l'académie de Montpellier, 2005)	Communication au Colloque le 21 juin 2013 Bilinguisme chez le jeune enfant Université Paris Descartes. http://www.psychologie.parisdescartes.fr/Actualites/Colloque-Bilinguisme-chez-le-Jeune-Enfant
Université de Montpellier	Catherine Colin, docteur en sciences du langage, directrice de thèse Michele Verdelhan, michele.verdelhan@univ-montp3.fr	Thèse de doctorat en Sciences du langage soutenue en dec 2012. Construction du bi-plurilinguisme en français langue de scolarisation : apprentissage d'une L2 en enseignement bilingue précoce. Alors que l'efficacité et l'intérêt des dispositifs d'enseignement bilingue précoce ont été largement démontrés, peu d'études se sont penchées en détail sur les processus à l'oeuvre dans l'acquisition précoce d'une langue étrangère. Cette étude vise à analyser le développement de la compétence en L2 chez de jeunes enfants, dans un contexte où l'école est la seule source d'exposition à celle-ci.	Developing bi-plurilingual skills in French as a schooling language : L2 learning in early bilingual education. While the benefits of early bilingual education programs are widely praised and acknowledged, relatively little is known about the processes involved in child second language acquisition. The aim of this research is to investigate L2 development in young children while school is their only source of exposure to the L2. Relying on corpora collected in two French-American kindergarten and primary schools in California, this work focuses on how French is acquired by English-speaking children from 5 to 7 through immersion education.			
Université/ Académie de Montpellier	Marc-André Jullian, conseiller pédagogique/langue occitane, marc-andre.jullian@ac-montpellier.fr	projet Comenius Régio "Des contes dans nos langues : du bilinguisme au plurilinguisme" ; Objectifs : développer la transversalité des curricula et des compétences de base ; promouvoir la dimension européenne et internationale des établissements scolaires ; servir de soutien au bi-plurilinguisme et au dialogue interculturel et favoriser l'utilisation des TICE et du multimédia en tant qu'outils de partage et de collaboration. http://francparler-oif.org/didactique/les-entretiens/2407-des-contes-dans-nos-langues-du-bilinguisme-au-plurilinguisme.html				
Université de Nancy 2, Ecole Doctorale Temps, Langage et Société, Laboratoire InterPsy, E.A. 4432	Mélissa ARNETON, Docteur en psychologie, arneton@unistra.fr	BILINGUISME ET APPRENTISSAGE DES MATHÉMATIQUES : ETUDES A LA MARTINIQUE. Sa thèse part du constat selon lequel les élèves domiens	Bilingualism and mathematics learning : studies in Martinique. In this thesis, we try to explain why French overseas pupils have got, for many years,		Arneton, M., Cognitive bilingualism and social bilingualism, two	

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		obtiennent, depuis plusieurs années déjà, des résultats inférieurs à ceux des élèves métropolitains aux évaluations nationales; le plus étonnant est que les écarts observés sont plus importants en mathématiques qu'en français.	inferior performances to their mainland French school fellows at national academic evaluations. The most surprising is that the observed differences are stronger in mathematics than in French.		dimensions of a same fact: The case of French – Creole bilingual children. VIIème Workshop on Bilingualism. Neurolinguistic and Psycholinguistic Perspectives, organisé par le laboratoire « Parole et Langage » UMR 6057 (CNRS - Aix-Marseille Université), 12 – 14 septembre 2011.	
Université de Nantes, ED 268 - Langage et langues : description, théorisation, transmission	François-Salsano, Dora Dora.francois@univ-nantes.fr	Plurilinguisme, éveil aux langues			Découvrir le plurilinguisme dès l'école maternelle. L'Harmattan, DL 2009. Cet ouvrage est issu de sa thèse, soutenue en 2007 à Nantes, dans le cadre des travaux du Centre de Recherche sur les Identités Nationales et l'Interculturalité (CRINI).	
Université de Nantes, CRINI, Centre de Recherche sur les Identités Nationales et l'Interculturalité	Catrin Bellay Peterson, doctorante http://univ-nantes.academia.edu/CatrinBellay/CurriculumVitae , catrin.bellay@orange.fr	thèse en cours : « Le rôle des contes, comptines, chansons et de la télévision pour enfants dans l'acquisition de deux langues et de deux cultures. Une étude de cas de bilinguisme familial franco-anglais et de biculturalité breton-gallois », sous la direction de Andy Arleo. Soutenance prévue pour l'automne 2013. La thèse abordera les questions d'identité, d'interculturalité, et de la perception de l'altérité dans le cadre d'une étude de cas, et d'un point de vue de la construction d'identités bilingues et biculturelles chez les jeunes enfants dans un milieu de bilinguisme familial.	Simultaneous Bilingual		Bellay, C. (submitted 15/10/12; under peer revision). Musical, Audio-visual, Poetic, and Narrative Input in bilingual first language acquisition. In Justyna A. Robinson and Monika Reif, (eds.) Proceedings of the LAUD Symposium 2012. Cognition, culture and codes: Current perspectives on multilingualism. Boston/ Berlin: Gruyter Mouton. Bellay, C. 2013. Bilingual children's reuse of phrases encountered in storybook reading: the effect of rich definition, parental reuse and parent-initiated reuse.	Dec 2012, Mother tongue and father tongue: language transmission in mixed families. Université d'Angers, France., Oct 2012 : How can parents help their children to maintain two languages while living in a monolingual community? With Café Bilingue Nantes as part of Questions de Parents 2012 programme of public conferences and workshops organised by the city of Nantes.
Université de Nantes	RACHIDI Amal, Amal.Rachidi@univ-nantes.fr	Le bilinguisme familial: un avantage pour le développement langagier et l'adaptation scolaire. La valorisation du bilinguisme franco-arabe : un avantage pour la réussite scolaire ? Cette recherche	The valorization of french-Arabic bilingualism : an advantage for academic success ?			

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
		a pour objectif d'analyser les effets de la valorisation du bilinguisme franco-arabe sur les performances scolaires, les performances langagières et la perception de soi en langue arabe. Pour ce faire, 179 enfants scolarisés en classes de CP et de CE1 ont été évalués à l'aide de cinq indicateurs de la réussite scolaire : la conscience phonologique, la lecture, la compréhension en lecture pour la classe de CE1, la résolution de problèmes arithmétiques et l'évaluation des comportements et des compétences scolaires par les enseignants.				
Université de Nantes, Unité de Formation et de Recherche de Médecine et des Techniques Médicales	Flora Lefebvre, orthophoniste, mail absent	Mémoire d' orthophonie soutenue en 2008. Orthophonie et bilinguisme : élaboration d'un livret d'information à l'usage des orthophonistes. Dans une société mondialisée, où les populations sont amenées de plus en plus à se déplacer, et a fortiori se mélanger, la norme monolingue largement ancrée en France, ne correspond plus à la réalité. De ce fait, les orthophonistes sont amenés à repenser certaines de leurs pratiques thérapeutiques en prenant en compte le bilinguisme et la biculturalité.			Orthophonie et bilinguisme élaboration d'un livret d'information à l'usage des orthophonistes, http://archive.bu.univ-nantes.fr/pollux/show.action?id=ef41af8e-1d89-49eb-9a5b-0603e9a5d8f5	
Université Paris 3 Sorbonne Nouvelle	Ina Chabotska, doctorante, ina_chabotska@yahoo.fr	Thèse en cours en didactique. Le rôle du plurilinguisme dans l'apprentissage des langues étrangères au Bélarus. Dans le cadre de notre recherche doctorale, nous analyserons et ferons la synthèse des données théoriques sur l'acquisition des langues étrangères, nous vérifierons s'il existe des travaux consacrés à ce sujet au bélarus et si ce sujet est traité de la même manière. nous envisageons de réaliser des entretiens avec les apprenants biélorusses plurilingues et dans l'étude des transferts négatifs entre les langues étudiées nous nous concentrerons sur le plan phonologique.	Role of plurilinguism in learning language other than belarusian. In our PHD researchs, we analyse and confront theoretical datas about the learning of foreign languages, check if there already exist some work based on this subject in Belarus and if they used the same approach or not. We will also organize some meetings with multilingual Belarusian learners, and we will focus on the phonological aspect in the study of the negative impact between the different studied languages (Russian, Belarusian, French and English).			
Université Paris 3 Sorbonne Nouvelle EA 2288 - Didactique des langues, des textes et des cultures (DILTEC)	Danièle Moore, enseignante-chercheur, http://www.univ-paris3.fr/mme-moore-daniele-29753.kjsp?RH=1180965642044 dmoore@sfu.ca	Recherches en sociolinguistique, en didactique des langues et en acquisition couvrent l'étude des plurilinguismes sociaux, l'analyse des interactions de classe, le développement plurilittératié et l'acquisition des langues tierces, dans différents contextes de contacts de langues et de cultures. Les travaux les plus récents incluent l'investigation de la transmission intergénérationnelle des langues dans un Programme de revitalisation des langues autochtones en Colombie-Britannique (Canada), du développement plurilittératié chez les jeunes enfants, et de l'inclusion sociale et scolaire d'enfants vulnérables et de leurs familles dans le système scolaire et la communauté. http://www.univ-paris3.fr/mme-moore-daniele-29753.kjsp	Mrs Danièle Moore's research in sociolinguistics, didactics and in the acquisition of languages covers the study of social multilingualisms, the analysis of class interaction, multilateral development and the acquisition of third languages, in different contexts of language and culture contact. Her most recent studies include the investigation of the intergenerational transmission of languages in a Programme of revitalisation of native languages in British Columbia (Canada), of multilateral development in young children, and the social and school inclusion of vulnerable children and their families in the school system and the community. http://www.univ-paris3.fr/mme-moore-daniele-29753.kjsp	Disciplines enseignées par D.Moore : Didactique des langues et du plurilinguisme, sociolinguistique éducationnelle. Enseignement à distance à Paris 3 : Plurilinguisme et comparaison des langues, http://www.univ-paris3.fr/d7m11-plurilinguisme-et-comparaison-des-langues-24241.kjsp?RH=1180965642044	Plurilinguismes et école, paru à Paris aux Éditions Didier (Collection LAL, 2006). Plusieurs études de référence pour le Conseil de l'Europe, notamment Compétence plurilingue et pluriculturelle (avec Daniel Coste et Geneviève Zarate, 1997 et 2009) et Valoriser, mobiliser et développer les répertoires plurilingues et pluriculturels pour une meilleure intégration scolaire (avec Véronique Castellotti, 2010). Elle est éditeur en chef (pour le français) de la revue en-ligne Child Health	

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					and Education/Santé et Éducation de l'Enfance (www.childhealthandeducation.com)	
Université Paris 3 Sorbonne Nouvelle	Emilie Kasazian, doctorante, directeur de recherche Jean Claude Beacco, Jean-Claude.Beacco@univ-paris3.fr	Thèse en didactique en cours : Pratiques métalinguistiques plurilingues en enseignement monolingue. Le sujet de thèse pose en filigrane la question de la légitimité des enseignements de langues cloisonnés et suggère le passage d'une didactique des langues étrangères à une didactique du plurilinguisme. Ce sujet de thèse intègre le groupe d'études GRAC.				
Université Paris V avec l'appui du conseil scientifique du Café bilingue, centre de formation	<u>Direction scientifique Ranka Bijeljac-Babic, MC-HDR, Université de Poitiers, Laboratoire Psychologie de la Perception (CNRS-Paris Descartes) : Ranka.Bijeljac-Babic@parisdescartes.fr</u> <u>Direction pédagogique Frédéric Isele, MC-HDR, Institut de Psychologie-Paris Descartes, frederic.isele@parisdescartes.fr</u>			PREMIER DIPLÔME UNIVERSITAIRE (DU) Bilinguisme chez l'enfant : développement, éducation et intégration. Perspectives théoriques, pratiques et cliniques http://www.cafebilingue.com/professionnels/dipl%C3%B4me-universitaire/ PROGRAMME : Contextes et enjeux du bilinguisme, Approche historique et interculturelle du bilinguisme, Politique linguistique en France et en Europe, Acquisition du langage chez l'enfant bilingue, Dimensions psychosociales et éducatives, Développement du langage oral et du langage écrit en contexte plurilingue...		
Université Paris V	Aude Laloi, doctorante, directrice de thèse Marie-Thérèse Le Normand, marie-therese.le-normand@parisdescartes.fr	Thèse en psychologie en cours : Trouble spécifique du langage oral et fonctions exécutives dans le contexte de bilinguisme. Projet de thèse s'intéresse au trouble spécifique du langage (TSL) chez les enfants bilingues successifs, c'est-à-dire apprenant une seconde langue vers l'âge de 3-4 ans. Ma recherche vise à mesurer l'impact du TSL d'une part et l'impact du bilinguisme d'autre part chez les enfants bilingues présentant un TSL. Cette problématique	SLI and executive functioning in the context of bilingualism. Specific language impairment (SLI) is a developmental disorder in which children exhibit severe difficulties with the acquisition of language, while all other domains seem to develop normally. In the past ten years, there has been a growing interest for research on SLI in successive bilingual children. (i.e. children learning a second language - L2 - around age 3 when entering school). One main goal in this new			

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		est abordée en comparant les performances langagières et non-langagières d'enfants monolingues francophones sains et monolingues francophones avec TSL avec des enfants bilingues sains et bilingues avec TSL apprenant le français en seconde langue. Ce type de recherche a des implications cliniques et devrait notamment contribuer à un meilleur dépistage du TSL chez les enfants bilingues.	fieldof research is to disentangle the effects of having SLI and being bilingual in the same child. This type of research has great clinical implications by providing better assessment and remediation tools for bilingual children with SLI.			
Université Paris V	Nora Mokrani, doctorante, psychologue praticien, Cabinet privé de psychologie Rue de Rémusat 14 75016 Paris 06 33 95 64 25	Thèse en psychologie en cours. Grandir entre deux mondes, deux langues, deux cultures, une tâche complexe pour l'enfant de migrant : des troubles du langage oral au mutisme extra familial. l'équipe thérapeutique est amenée souvent à aborder la question du bilinguisme, et de l'état d'être du sujet bilingue. les questions se posaient autour de la langue maternelle, de la transmission de celle-ci. les interrogations portaient sur le rôle des parents car le langage implique un processus de transmission culturelle et identitaire qui influe sur la construction de la parentalité.				
Université Paris 8 Descartes	Irina Polutnik, ateliers.teremok@gmail.com	Thèse en stand-by. Le développement du bilinguisme franco-russe chez les enfants bilingues vivants en france : une approche sociolinguistique.				
Université Paris 8 Descartes, CePeDe	Deprez, Christine, chercheur en sociolinguistique, christinedeprez@wanadoo.fr	Thèmes de recherche : Bilinguisme, langues en contact, langues et migration, politiques linguistiques et éducatives, récits de déplacement. Programme de recherche: MIPRIMO - La migration prise aux mots.	Research fields: Bilingualism, languages in contact, languages and migration, language and educational policies, stories of displacement. Research programme (s): MIPRIMO - Migration taken at its word.		Les enfants bilingues : langues et familles. Didier, 1994 Pratiques langagières des enfants d'immigrés dans leurs familles http://www2.cndp.fr/revueVEI/83/MigFo83-11.htm Le plurilinguisme des enfants à Paris http://www.persee.fr/web/revues/home/pr escript/article/remi_0765-0752_1989_num_5_2_1019 ; Revue Européenne des Migrations Internationales (REMI), vol. 5, n° 2 (1989)	
Université Paris 8 Descartes	Ranka BIJELJAC-BABIC; Maître de conférences à l'Université de Poitiers, membre du laboratoire Psychologie de la perception, CNRS-Paris Descartes. ranka.bijeljac-babic@parisdescartes.fr	Recherches en psycholinguistique sur l'acquisition du langage chez l'enfant monolingue et bilingue. La majorité des bébés sont susceptibles d'apprendre plusieurs langues. J'essaie de comprendre comment les enfants bilingues de naissance acquièrent leurs deux langues. Actuellement, j'étudie chez des nourrissons, monolingues et bilingues, leurs capacités à percevoir et à produire l'accentuation des mots de langues différentes.	Research in psycholinguistics on language acquisition in the monolingual and bilingual child. The majority of babies have a predisposition to learn several languages. Mme Bijeljac-Babic tries to understand how children who are bilingual from birth acquire their two languages. She is currently studying the capacity of new-born babies, monolingual and bilingual, to perceive and to accentuate words of different languages.		Acquisition de la phonologie et bilinguisme précoce. In M. Fayol & M. Kail (Eds.) Acquisition du langage. L'émergence du langage vol 1., Paris, 2000, PUF (p. 161-192); Le début du langage chez l'enfant monolingue et le bilingue précoce. "Espaces Discursifs", sous la dir. de Thierry	

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
					Bulot, 2005	
Université Paris 8 Descartes	Tatiana Aleksandrova, doctorante, aleksandrova@hotmail.fr	Thèse en cours : Influences interlinguistiques dans la production de quasi-bilingues russes/français. Bilinguisme chez des adultes.				
Université Paris 8 Descartes, Laboratoire de Psychologie et Neurosciences Cognitives, Unité Mixte 8289 CNRS	Couëtoux-Jungman, Francine; psychologue clinicienne, f.couetoux@laposte.net	Bilinguisme, plurilinguisme et petite enfance. Intérêt de la prise en compte du contexte linguistique de l'enfant dans l'évaluation et le soin des difficultés de développement précoce	Bilingualism, multilingualism and early childhood. Interest in recognising the linguistic context of the child in evaluating and resolving difficulties in early development.		Claire Extramania «Du bilinguisme familial chez les enfants - Entretien avec Francine Couëtoux-Jungman, psychologue clinicienne» // Revue Hommes et migrations. Article issu du N°1288, novembre-décembre 2010 2010: Langues et migrations. - http://www.hommes-et-migrations.fr/index.php?id=6241	
l'Université de Paris X Nanterre	Lionel Toti, doctorant, directeur de thèse Catherine Le Cunff clecunff@u-paris10.fr	Thèse en cours. Le bilinguisme : la langue de la maison et la langue de l'école des enfants ivoiriens scolarisés en France. Notre travail se déroulera en deux phases : la première étape consistera à mettre en place une observation comparative entre des enfants français issus de l'immigration de trois origines ouest-africaines par rapport à leur utilisation de la langue d'origine dans le contexte familial d'une part puis dans le contexte scolaire d'autre part. La deuxième étape utilisera les résultats obtenus afin de proposer la mise en place d'un programme linguistique scolaire adapté aux difficultés et aux lacunes observées dans la première partie afin de valoriser la langue d'origine au sein du contexte scolaire français.				
l'Université de Paris X Nanterre	Maria Kihlstedt, maître de conférences en psycholinguistique au Département des Sciences du langage et membre du laboratoire UMR 7114 CNRS MoDyCo. Tél : +33-1-40977327, 42406648 maria.kihlstedt@u-paris10.fr	Sa spécialité de recherche concerne l'acquisition du langage et des langues et notamment le bilinguisme infantin. Elle est l'une des initiateurs du réseau franco-suédois de linguistique qui existe depuis 2005.			Le bilinguisme est-il un atout ?, Sciences humaines 3 2013, http://www.scienceshumaines.com/le-bilinguisme-est-il-un-atout_fr_30215.html	
Universite de Provence	Véronique Rey, membre du Laboratoire Parole et Langage, rey@lpl.univ-aix.fr Cécile Van Den Avenne, membre de l'Institut d'Etudes Créoles et Francophones, etudcreo@newsup.univ-mrs.fr.	Langue et identité en situation migratoire: identité ethnique, identité linguistique. Le plurilinguisme des migrants originaires d'Afrique subsaharienne en France.	Language and identity in a migratory context: ethnic identity, linguistic identity. The multilingualism of migrants from Sub-Saharan Africa to France.		<u>Véronique Rey</u> http://sites.univ-provence.fr/~wclio-af/numero/4/thematique/rey/index.html	Colloque "La didactique de l'enseignement bilingue" les 3 et 4 avril 2012. La recherche apporte un soutien indispensable aux politiques menées en faveur du bilinguisme. Le 20ème anniversaire de l'enseignement

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
						bilingue en Alsace sera l'occasion de faire avancer la réflexion sur ce type d'enseignement et d'apprentissage. http://iufm.unistra.fr/lavie-scientifique/manifestations-scientifiques/la-didactique-de-lenseignement-bilingue/#c40351
Universite de Provence, laboratoire Paroles et langage	Niklas-Salminen, Aïno , maitre de conférence en linguistique aino.niklas-salminen@wanadoo.fr; http://ufr-lacs.univ-provence.fr/lettres-arts/?q=enseignant/57 ,	Le bilinguisme chez l'enfant: étude d'un cas de bilinguisme précoce simultané franco-finnois. http://aune.lpl.univ-aix.fr/~fulltext/3989.pdf	Bilingualism: a case study of early simultaneous French-Finnish bilingualism. http://aune.lpl.univ-aix.fr/~fulltext/3989.pdf		Niklas-Salminen, Aïno, Le bilinguisme chez l'enfant: étude d'un cas de bilinguisme précoce simultané franco-finnois. Publications de l'Université de Provence, 2011 ,	
Université de Rouen	Clara Mortamet, maitre de conférence, docteur en sciences du langage, rédactrice en chef de la revue en ligne Glottopol, http://www.univ-rouen.fr/dyalang/glottopol/ , clara.mortamet@univ-rouen.fr, http://www.univ-rouen.fr/8192/0/fiche_annuaire/	Politiques linguistiques et éducatives, plurilinguisme en France			Situations de plurilinguisme en France : transmission, acquisition et usages des langues, http://www.univ-rouen.fr/dyalang/glottopol/numero_5.html , Leconte Fabienne et Mortamet Clara, 2008, « La construction des identités plurilingues d'adolescents nouvellement arrivés en France » dans Martinez Pierre, Moore Danielle, Spaëth Valérie (dirs), Plurilinguismes et enseignement , Riveneuve éditions, Paris.	
Université de Rouen, laboratoire Dyalang FRE .	Fabienne Leconte, maitre de conférences en sociolinguistique, http://www.univ-rouen.fr/10495/0/fiche_annuaire/ , fabienne.leconte@univ-rouen.fr	Thèmes de recherches : la situation sociolinguistique des familles migrantes, l'acquisition du langage dans des situations plurilingues et pluriculturelles. 2012-2014 Direction du projet de recherche Familles et société : migration, plurilinguisme, genre en Normandie et ailleurs, financement Grand Réseau de Recherche (Pres normand). 2010-2011 PALIS Plurilinguisme, acculturation linguistique en français et insertion sociale des personnes.			LECONTE F., 2011, Appropriation des langues et constructions des identités en contextes plurilingues et pluriculturels, Université de Rouen, R. Delamotte-Legrand directrice. LECONTE F. 2012, « Une socialisation langagière plurilingue : les enfants de migrants	

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
					face aux récits », dans Delamotte R. et Akinci M-A. (dirs), Récits d'enfants : développement, genre, contexte, Rouen, PURH, pp. 287-306.	
Université de Rouen, groupe de recherche MixClasis de l'Institut Homme et Société	Mehmet-Ali Akinci, professeur des universités, page personnelle : http://www.ddl.ish-lyon.cnrs.fr/Annuaire/Index.asp?Langue=FR&Page=Mehmet-Ali%20AKINCI , mehmet-ali.akinci1@univ-rouen.fr	Acquisition du langage, Plurilinguisme, Bilittéracie ; Bilinguisme turc-français ; développement tardif du langage (bilittéracie, connecteurs, orthographe) et de la trajectoire dynamique de la langue première / langue seconde ; recherche sociologique sur les couples mixtes avec enfant. 2010 - 2013 Responsable du projet de recherche MULTILIT "Développement des compétences orales et écrites en L1, L2 et L3 des enfants et adolescents plurilingues issus de la communauté turque en France et Allemagne". 2012 - 2015 Partenaire du projet de recherche MIXCLASIS "Mixité conjugale. Cultures, Langues, Scolarisation et Identités sociales".	Bilingualism french-turkish. Aspects of language acquisition and disorders in Turkish-French bilingual children	Intervient en Licence 1 Sciences du Langage : "Acquisition et développement du langage chez l'enfant", Master II Recherche Sciences du Langage : "Acquisition / Apprentissage", http://www.univ-rouen.fr/10179/0/fiche_annuaire/	Akinci, M.A., De Ruiter, J. & Sanagustin, F., 2004, "Le plurilinguisme à Lyon : le statut des langues à la maison et à l'école.", Paris, L'Harmattan, 196 p., Espaces Discursifs, 2-7475-5918-1 ; Akinci, M.A., 2010, "Des pratiques langagières aux activités bilittéraciques : le cas des jeunes bilingues issus de l'immigration turque en France", in L'enseignement des Langues vivantes étrangères à l'école. Impacts sur le développement de la langue maternelle, Corblin, C. & Sauvage, J. (eds), Enfance & Langages, Paris, L'Harmattan, pp. 115-144. (pdf)	Colloque/conférence. Akinci, M.A., 2012, "Literacy development in migrant context: The case of Turkish of bilingual children and teenagers in France ", proc. of Literacy in Language Contact. Writing systems, writing and the acquisition of writing within the context of multilingualism, University of Kassel, Kassel, Allemagne, 20-22 janvier 2012 ; Akinci, M.A., 2012, "L'école et les enfants issus de familles immigrées : Quelle didactique pour un enseignement des langues d'origine ? ", proc. of La didactique de l'enseignement bilingue. Colloque international à l'occasion du 20ème anniversaire de l'enseignement bilingue en Alsace. , IUFM d'Alsace - Université de Strasbourg, Strasbourg, , 03-04 avril 2012. Akinci, M.A., 2010, "Développement précoce des langues chez les enfants : le bilinguisme comme 'remède' ", actes de Colloque national Le développement de l'accueil bilingue dans le domaine de la petite enfance, Institut des Etudes Occitanes/Institut d'Estudis Occitans -

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
						Ostal d'Occitania , IUFM de Privas, Privas, 26-27 novembre 2010
Université de Rennes	Alexandra Filhon, maitre de conférence en sociologie, http://perso.univ-rennes2.fr/alexandra.filhon , alexandra.filhon@univ-rennes2.fr	Domaines de recherche : Transmission familiale des langues en France, - Plurilinguisme. Doctorat de sociologie, sous la direction de Catherine Rollet, université de Versailles-St-Quentin-en-Yvelines. Transmission familiale des langues arabe et berbère en France. Langues, cultures et identités des migrants d'Afrique du Nord et de leurs enfants.			Filhon A., 2009, Langues d'ici et d'ailleurs. Transmettre l'arabe et le berbère en France, Ined, Collection les Cahiers de l'Ined n°163. Filhon A., 2009, « Plurilinguisme et hiérarchie sociale entre les langues en France », in Guérin-Pace F., Samuel O., Ville I. (coord.), Enquête d'appartenances: l'enquête Histoire de vie sur la construction des identités, Ined, chapitre 8, pp. 167-180. Filhon A., 2011, « Transmettre sa langue, ne pas renier ses origines », Diversité, n°164, avril, pp.104-109.	
Université de St-Etienne, UFR d'Arts, Lettres, Langues	Rispaill, Marie-Noelle; Professeur des universités, Responsable du groupe de recherches CEDICLEC, marielle.rispaill@univ-st-etienne.fr	Thèmes de recherche : Plurilinguisme, didactique de l'oral, pratiques langagières, sociolinguistique, immigration, langues minorées. Spécialité : Sociodidactique, pratiques langagières et interactions verbales, situations plurilingues école. Sociolinguistique. http://portail.univ-st-etienne.fr/bienvenue/utilitaires/mme-rispaill-marie-noelle-184946.kjsp	Research topics: Multilingualism, didactics of the oral examination, linguistic practices, sociolinguistics, immigration, minority languages. Speciality: Sociodidactics, linguistic practices and verbal interactions, multilingual situations at school. Sociolinguistics. http://portail.univ-st-etienne.fr/bienvenue/utilitaires/mme-rispaill-marie-noelle-184946.kjsp		Langues maternelles : contacts, variations et enseignement, 2005 2007, Dabène M. et Rispaill M., « La sociodidactique : naissance et développement d'un courant au sein de la didactique du français en France », in Lettre de l'AIRDF, éd. AIRDF, Namur. 2008, Rispaill M., « Evolution des conceptions de l'oral en FLS et FLE », in Français dans le monde, coll. Recherches et applications, n° 43, Bouchard R. et Cortier C. (dir.) « Quel oral enseigner, cinquante ans après le Français fondamental ? », Paris. 2008, Rispaill M., « Si je vous parle chansons, est-ce que je fais de la sociolinguistique ? », in Moussirou-Mouyama A., Les Boites Noires de	

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
					<p>Louis-Jean Calvet, éd. Ecriture (Belfond), Paris. 2008, Rispaïl M., « Quelle implication et quelle intervention pour quels enseignants-chercheurs dans l'enseignement des langues au Maghreb ? Le cas de l'EDAF en Algérie », in Pierozak I. (dir.), Intervenir : appliquer, s'impliquer ? Réseau français de sociolinguistique, L'Harmattan, Paris. 2009, Rispaïl M., « Il y a frontière et frontière... », in Les mots de l'espace: entre expression et appropriation, Berchoud M. (dir.), éd. L'Harmattan, Paris. 2009, Clerc S. et Rispaïl M., « Former aux langues et aux cultures des autres ? », in ELA n° 151, dir. Baurens M. et Martino G., Langues-cultures à l'école primaire : quelle diversité pour quelle cohérence ?, Didier Erudition / Klincksieck, Paris.</p>	
<p>Université de Strasbourg, Groupe d'Etude sur le Plurilinguisme Européen (GEPE)</p>	<p>Dominique Huck chercheur responsable de l'équipe GEPE. Dominique.Huck@unistra.fr http://ilpa.misha.fr/GEPE.htm http://www.cahiersdugepe.fr/index.php</p>	<p>Thèmes de recherches : dialectologie, de la sociolinguistique et des politiques linguistiques, en particulier dans le domaine éducatif. Les langues des enfants "issus de l'immigration" dans le champ éducatif français</p>	<p>The languages of children "coming from immigration" in the French educational field</p>	<p>Master Langues et interculturelité - Plurilinguisme européen et interculturelité, http://www.unistra.fr/index.php?id=10050</p>	<p>Dominique HUCK, Les Cahiers du GEPE, N°4/2012; http://www.cahiersdugepe.fr/index.php?id=2055, Dominique HUCK, Les langues des enfants « issus de l'immigration » dans le champ éducatif français Jacqueline BILLIEZ Plurilinguismes des descendants de migrants et école : évolution des recherches et des actions didactiques</p> <p>Stéphanie GALLIGANI Regards croisés sur les enfants venus</p>	

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
					d'ailleurs et scolarisés en France Jeanne GONAC'H De l'effet des pratiques de la langue d'origine en famille sur la compétence dans la langue du pays d'installation	
Université de Strasbourg, GEPE	Geiger-Jaillet Anemone; http://lilpa.u-strasbg.fr/geigerjaillet_anemone_fiche.htm , anemone.geiger-jaillet@iufm.unistra.fr	Apprentissage et enseignement (précoce) des langues sous les aspects de bilinguisme et de plurilinguisme (familial et social); Type d'enseignement scolaire dans le contexte alsacien, en France et dans le monde; Politiques linguistiques éducatives: enseignement en et aux langues dans un environnement plurilingue (à l'exemple de la région du Rhin supérieur); Langues, contacts, conflits le long de frontières linguistiques: l'exemple des élèves et enseignants transfrontaliers	Training and (early) education in languages on aspects of bilingualism and of (family and social) multilingualism; type of school education in the context of Alsace, in France and in the world; educational language policies: teaching of languages and in languages in a multilingual environment (such as the region of the Upper Rhine); languages, contacts, conflicts along linguistic boundaries: the example of cross-border teachers and pupils.		Anémone Geiger-Jaillet , Le bilinguisme pour grandir : Naître bilingue ou le devenir par l'école ; L'Harmattan, 2005	
Université de Strasbourg; Institut Universitaire de Formation des Maîtres (IUFM) , GEPE (groupe d'études sur le plurilinguisme européen)	Hélot, Christine; professeur des Universités en anglais ; spécialiste confirmé de bilinguisme d'enfant, christine.helot@alsace.iufm.fr ; http://www.alsace.iufm.fr/web.iufm/web/ressourc/pages_formateurs/christine_helot/tout.php site officiel de C.Helot : http://christinehelot.u-strasbg.fr site GEPE http://lilpa.u-strasbg.fr/GEPE.htm , christine.helot@unistra.fr	Bilinguisme et plurilinguisme en contextes familial et scolaire, diversité linguistique et culturelle , écologie des classes multilingues, interculturalité et formation des enseignants. Responsable du groupe de recherche PLURIEL (Plurilinguisme, Dialogue Interculturel et Enseignement des Langues) à l'IUFM d'Alsace. Participé à de nombreux projets européens (Conseil de l'Europe, Commission Européenne, Centre Européen pour les Langues Vivantes). http://christinehelot.u-strasbg.fr/?page_id=67	Research studies in the field of sociolinguistics at school, and many articles on bilingualism and multilingualism have been published. Christine Hélot is responsible for the PLURAL research group (Multilingualism, Intercultural Dialogue and Language Education) at the IUFM of Alsace. She has participated in different european projects.		Hélot, C. & Rubio, M. N. (eds.) (à paraître septembre 2013): Petite enfance et plurilinguisme. Toulouse : Éditions Erès ; Hélot, C. et Ó Laoire, M. (eds.) (2011): Language Policy for the Multilingual Classroom: Pedagogy of the Possible. Clevedon: Multilingual Matters Ehrhart, S., Hélot, C. et Le Nevez, A. (eds.) (2010): Plurilinguisme et Formation des enseignants : une approche critique/ Plurilingualism and Teacher Education : A critical approach. Frankfurt : Peter Lang	<u>De nombreuses communications et conférences</u> http://christinehelot.u-strasbg.fr/?page_id=54 .
Université de Tours, Sociolinguistique et didactique des langues (SODILANG)	Castellotti, Véronique, enseignante-chercheur, veronique.castellotti@univ-tours.fr	Thèmes de recherche: Didactique des langues, plurilinguisme et compétence plurilingue, appropriation des langues et contextualisation, éducation plurilingue, notamment en situation de migration, représentations des langues et de leur apprentissage, formation des enseignants.	Research topics: Didactics of languages, multilingualism and multilingual competence, acquisition of languages and contextualisation, multilingual education, especially in a migration context, representations of languages and language learning, teacher training.		La Langue maternelle en classe de langue étrangère. CLE International, 2010; Les plurilinguismes, Cahiers de l'ACEDLE volume 7, numéro 1; 2010 « Notions en Questions », http://acedle.org/spip.php?rubrique194 , Sous la direction de Véronique Castellotti et Emmanuelle Huver "Insertion scolaire et insertion sociale des nouveaux arrivants",	

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
					Glottopol, N°11, janvier 2008 http://www.univ-rouen.fr/dyalang/glottopol/numero_11.html	
Université de Toulouse le Mirail	Isabelle Duguine, docteur en Sciences du langage, isabelle.duguine@univ-pau.fr	Le développement du langage oral chez l'enfant bilingue basque-français en contexte d'acquisition simultanée vs. successive des langues. Thèse soutenue en avril 2013. Cette recherche apporte des éléments de réflexion non seulement dans l'approche du bilinguisme précoce mais plus généralement dans le débat opposant l'universalité des processus acquisitionnels à l'impact éventuel des propriétés spécifiques des langues sur l'acquisition.	Study realised in the Basque Country with French-Basque bilingual children			
Association D'une langue à l'autre.	http://www.dunelanguaealautre.org/	Objectif : aider les familles bilingues et les professionnels intervenant en milieu multiculturel dans la prise en compte et la transmission des langues et cultures d'origine.		http://www.dunelanguaealautre.org/les-professionnels/les-formations-a-l-interculturel/	http://www.dunelanguaealautre.org/publications/	8 mai 2013: conférence-débat « Du bilinguisme en famille eu plurilinguisme en Europe » organisée en partenariat avec la Ville de Montreuil animée par Gwenn Guyader
Café bilingue : Centre d'animation et de formation pour l'éducation bilingue et plurilingue en France	Barbara Abdelilah-Bauer, sociolinguiste et psychosociologue, http://www.bilinguisme-conseil.com/ , contact@cafebilingue.com	Objectifs : Faire acquérir les connaissances théoriques et pratiques du bilinguisme/ plurilinguisme et de l'éducation bilingue, en famille ou à l'école. Élaborer des outils, et les expérimenter sur le terrain, afin d'intervenir de manière efficace auprès des enfants issus d'un environnement plurilingue et pluriculturel et de leurs parents. Faire connaître les enjeux du plurilinguisme et de la diversité culturelle à un public d'experts.		Formations d'une demi-journée à deux jours, des conférences et séminaires permettent d'acquérir non seulement des connaissances théoriques spécifiques du domaine concerné, mais aussi d'élaborer des outils pour une meilleure approche psycho-socio-pédagogique de l'enfant et de sa famille. Les intervenants sont des chercheurs et praticiens expérimentés, membres de l'équipe pédagogique ou du conseil scientifiques, ou des experts invités.	B. Abdelilah- Bauer, Guide à l'usage des parents d'enfants bilingues, La Découverte, 2012, B. Abdelilah- Bauer, Le défi des enfants bilingues. Grandir et vivre en parlant plusieurs langues, La Découverte, (2006) nouvelle édition augmentée, novembre 2008, B. Abdelilah- Bauer, Zweisprachig aufwachsen. Chance und Herausforderung für Kinder, Eltern und Erzieher, C. H. Beck, 2008	
ADEB, Association pour le Développement de l'Enseignement Bi/plurilingue	http://www.adeb.asso.fr/index.php ; adresse 5 rue de la Huchette 75005 PARIS, jeanduverger@sfr.fr	Objectifs : promouvoir l'enseignement bilingue (mais aussi plurilingue) dans les systèmes éducatifs		Organise des colloques, séminaires, tables rondes, stages de formation		

University & Department	Contact person	Research & Project in french	Research & Project in english	Course	Publications	Conferences
				d'enseignants.		

Remarques :

Trois autres personnes incontournables dans ce domaine de recherche : Claude Hagège, Gilbert Dalgalian et Louise Dabène.

Table 15. Brief summary of media publications in France

Name	Type of Media	Number and year	Name of the author	Name of the most interesting articles	Quotes	Overview	
Le Figaro	Quotidien national privé	07.01.2013 http://sante.lefigaro.fr/actualite/2013/01/07/19664-langue-maternelle-sapprend-in-utero	Marc Mennessier	La langue maternelle s'apprend in utero.	«Cette étude passionnante illustre une nouvelle fois l'extraordinaire plasticité cérébrale des très jeunes bébés», souligne Francine Couëtoux-Jungman, psychologue clinicienne l'hôpital de La Pitié-Salpêtrière à Paris. Une occasion, pour cette spécialiste de l'enfance, d'attirer l'attention sur les cas de plus en plus nombreux d'enfants qui grandissent en percevant plusieurs langues. «Même si le bilinguisme a un effet stimulant, il n'est pas sans poser certains problèmes, poursuit-elle. Par exemple, de plus en plus de parents d'origine étrangère sont tentés d'abandonner leur langue maternelle pour favoriser l'intégration de leur progéniture. Avec le risque, s'ils maîtrisent mal la langue du pays d'accueil, que leur enfant parle un jargon que personne ne comprend.»	Une étude américano-suédoise, parue dans la revue médicale Acta Pædiatrica, révèle en effet que les bébés sont capables de faire la différence entre la langue de leur mère et une langue étrangère quelques heures seulement après leur naissance. Cette observation étonnante suggère que l'enfant s'imprègne de sa future langue maternelle in utero.	An American-Swedish study, published in the medical magazine Acta Pædiatrica, reveals that babies are actually capable of differentiating between their mother's language and a foreign language only a few hours after birth. This amazing observation suggests that the child is immersed in his future mother tongue in utero.
RFI	Radio France International	17.09.2012 http://www.rfi.fr/emission/20120917-comment-elever-enfant-le-bilinguisme	Emission présentée par Yvan Amar	Comment élever un enfant dans le bilinguisme ?		Ce qui paraît facile et « naturel » pour des parents qui parlent des langues différentes ne l'est pas tant que ça : une telle éducation requiert une réflexion et une stratégie particulières. Quelles erreurs éviter ? Comment s'adapter à la situation ? Comment passer d'une langue à l'autre et transmettre une compétence pour comprendre et parler ? Rencontre avec Barbara Abdelilah-Bauer, auteure du Guide à l'usage des parents d'enfants bilingues (Ed. de la Découverte).	What appears easy and "natural" for parents who speak different languages is not necessarily so: such an education requires particular reflection and strategy. What errors to avoid? How to adapt to the situation? How to pass from one language to the other and to transmit a competence for understanding and speaking? Meeting with Barbara Abdelilah-Bauer, author of the Guide for parents of bilingual children.
RTL	Radio privé	02/10/2012 http://www.rtl.fr/emission/on-est-fait-pour-s-entendre/ecouter/on-est-fait-pour-s-entendre-du-02-oct-2012-les-enfants-bilingues-avec-barbara-abdelilah-bauer-psycosociologue-7753090184	Emission présentée par Flavie Flament	Les enfants bilingues. On est fait pour s'entendre. Avec Barbara Abdelilah-Bauer est l'auteur de l'ouvrage « Guide à l'usage des parents d'enfants bilingues »	"Il faut combattre les idées reçues, trouver les moyens pour maintenir la langue faible, aider l'enfant à construire son identité à partir de deux langues et de deux cultures. http://www.bilinguisme-conseil.com/le-bilinguisme/	Barbara Abdelilah-Bauer, psychosociologue, mère de trois enfants plurilingues, répond aux questions concernant le bilinguisme d'enfants dans le monde actuel, elle insiste sur la nécessité d'apprentissage et de soutien aux langues étrangères et régionales. Dans les années 60 en France le bilinguisme était nié au point de l'interdire. Aujourd'hui la situation est bien évoluée mais beaucoup de problèmes et des préjugés persistent. En France il y a très peu d'écoles bilingues et les parents sont persuadés que l'enfant bilingue serait en retard dans son développement et que son cerveau serait surchargé. La France est en retard dans le domaine du développement du bilinguisme par rapport aux autres pays européens même l'Union Européenne a recommandé la connaissance des trois langues et approuve que "que le multilinguisme est l'ouverture d'esprit et la richesse de l'humanité (chaque langue est un morceau de l'humanité).	Barbara Abdelilah-Bauer, psychosociologist and mother of three multilingual children, answers numerous questions from radio listeners and the compère on the different options of bi- and multilingualism existing in children in modern society, on the advantages of studying and support for foreign and regional languages. In the 1960's bilingualism was not encouraged in France even to the point of denial. The situation has now changed a little, but there are still many problems and, more importantly, prejudices on the part of both the state (in France there are very few bilingual educational institutions) and French parents (who are afraid that their bilingual child will lag behind in his development and that his brain will be overloaded). In its understanding of the importance of multilingualism France lags behind other countries, whilst the European Union has officially recommended the knowledge of three languages, and it has long been recognised that "multilingualism opens up the mind and enriches humanity (every language is a piece of humanity)".
La Libération	Quotidien national privé	04.02.2011 http://www.liberation.fr/vous/01012317857-le-double-langage-des-francais	FÉRIEL ALOUTI	Le double langage des Français.	Promouvoir l'apprentissage des langues et défendre le bilinguisme devient donc de plus en plus tendance.	Difficile à croire, mais la France est devenue polyglotte. Pourtant, ce qui devrait être considéré comme une richesse n'est pas toujours vécu comme tel.	It is difficult to believe, but France has become polyglot. However, what should be considered a wealth is not always judged as such.
Hommes et migrations	Revue française de référence sur	N°1288 novembre-décembre 2010 http://www.hommes-et-		Le dossier	"À côté de l'accès à la langue du pays d'accueil, la reconnaissance des langues des migrants détermine la bonne gestion du plurilinguisme : cela concerne la valorisation	Ce dossier explore les réalités de la pluralité linguistique, qu'elle soit pratiquée dans les familles immigrées ou bien encouragée à	This file explores the realities of linguistic multiplicity. This multiplicity is practised in immigrant families or encouraged through educational curricula, social

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	les dynamiques migratoires	migrations.fr/index.php?/numeros/6200-langues-et-migrations			du bilinguisme au cours de la petite enfance du point de vue d'une psychologue clinicienne, la médiation linguistique pour permettre aux migrants l'accès aux services"	travers des programmes d'enseignement, des actions sociales et culturelles, et dans les créations littéraires. La dimension comparative permet de comprendre comment se combinent les usages des langues dans plusieurs contextes géographiques, en Europe et aussi au Québec. Ce dossier est coordonné par la Délégation générale à la langue de France (ministère de la Culture et de la Communication), avec la participation de l'Observatoire des pratiques linguistiques.	and cultural actions, and in literature. The comparative dimension allows an understanding of how language usage is combined in several geographical contexts, in Europe and also in Quebec. This file is coordinated by the General Delegation of the Language of France (Ministry of Culture and Communication), with the cooperation of the Observatory of Linguistic Practices.
TV5	TV national, privé	26.03.2010 http://www.tv5.org/cms/chaîne-francophone/lf/Tous-les-dossiers-et-les-publications-LF/Dictionnaires-et-francophonie/Les-videos/p-11651-Alain-Rey-Langue-maternelle-et-identite.htm	Alain Rey, Conseiller éditorial des Éditions Le Robert : Le dictionnaire culturel	Langue maternelle et identité.	"L'identité langagière est dans la langue maternelle à tous les niveaux fondamentaux des réactions affectives ou sentimentales ... en revanche, quand il s'agit de raisonnements abstraits, de gestion, d'administration ... là, une autre langue peut prendre le relai".	L'homme est capable à parler et écrire en plusieurs langues mais dans les moments de détresse il appelle au secours dans sa langue maternelle. Pourtant sa langue maternelle peut ne pas être la première langue, comme on le voit dans les familles africaines. On peut utiliser des différentes langues dans les situations distinctes mais c'est la langue maternelle qui définit notre identité langagière. Il y a beaucoup de langues dans le monde et leur nombre diminue chaque année. Toute l'histoire de l'humanité nous amène vers unification langagière. Il est très honorable de soutenir les langues menacées mais leur disparition est inévitable.	A person can freely speak and write in several languages, but at the moment of danger he usually calls for aid in his native language. However, the native language is not necessarily the main language, as is often the case in African families. Different languages can be used in different situations, but it is the native language that defines language identity. There are many different languages in the world, but their number is steadily declining. The entire history of mankind is leading to linguistic unification. It is a very noble thing to be engaged in the support of languages under threat. It is, however, pointless; the number of languages in the world will inevitably decrease.
Le Monde	Quotidien national privé	07.11.2009 http://www.lemonde.fr/planete/article/2009/11/07/les-bebes-crient-dans-leur-langue-maternelle_1264250_3244.html		Les bébés crient dans leur langue maternelle. Avec AFP		En imitant leur mère, les bébés de tous pays chercheraient à établir un premier contact avec elle. Selon les scientifiques, cette sensibilité précoce pour les mélodies linguistiques les aideraient par la suite à acquérir leur langue maternelle, bien que l'origine de cette faculté soit, selon les chercheurs, antérieure à l'apparition des langues parlées telles que nous les connaissons aujourd'hui.	By imitating their mother, babies in all countries are, as it were, trying to establish their first contact with her. According to scientists, this early predisposition to linguistic melodies will help them later to acquire their mother tongue, although this faculty, according to the researchers, appears before spoken languages.
Le Figaro	Quotidien national privé	22.05.2008 http://www.lefigaro.fr/politique/2008/05/22/01002-20080522ARTFIG00595-les-langues-regionales-inscrites-dans-la-constitution.php		Les langues régionales inscrites dans la Constitution	«Les langues régionales appartiennent au patrimoine» de la Nation, prévoit l'amendement présenté par le président UMP de la commission des Lois, Jean-Luc Warsmann et qui complètera l'article 1 de la Constitution."	Le combat pour les langues régionales de France a été effectué depuis longtemps. Enfin les langues régionales sont reconnues et inscrites dans la Constitution, ce qui a été considéré comme un pas en avant important.	The battle for the regional languages of France has been fought for a long time. Regional languages have finally been recognised and set down in the Constitution, which is considered to be an important step forward.
Le Courrier de l'UNESCO	Edition de l'UNESCO	01.02.2008 http://www.aplv-languesmodernes.org/spip.php?article1564 "Langues et immigration : le bilinguisme est un atout" par Ranka Bijeljic-Babić, paru dans le Courrier de l'Unesco		Langues et immigration : le bilinguisme est un atout	"Priver l'enfant immigré de sa langue maternelle, c'est créer une situation de conflit entre le modèle familial et le modèle social, c'est bafouer son identité. Si sa langue et sa culture étaient respectées par le système scolaire, il développerait une meilleure estime de lui-même et des autres."	Les politiques actuelles des pays occidentaux introduisent des tests de langue et de culture pour les candidats à l'immigration. Cela ne paraît pas absurde. Seulement, à l'arrivée, on essaie « d'effacer » de leur tête la langue maternelle pour peu qu'elle soit considérée comme une langue « mineure ». Cependant, les vingt dernières années de recherche en psycholinguistique et sociolinguistique ont montré que les enfants bilingues montrent une plus grande rapidité et flexibilité dans certains apprentissages, développent de meilleures capacités de communication. En plus, les immigrants apportent leurs propres contributions linguistiques, en utilisant les mélanges	The current policies of Western countries are to introduce tests in language and culture for immigration applicants. Although there are good reasons for this, they also attempt "to erase" the mother tongue from their head as soon as they arrive if it is considered to be a "minority" language. However, the last twenty years of psycholinguistic and sociolinguistic research have shown that bilingual children display a greater speed and flexibility in certain areas of education, and develop a better capacity for communication. In addition, immigrants make their own linguistic contributions, by mixing languages against a background of immigration and globalisation.

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						des langues face à l'immigration et à la mondialisation.	
Libération	Quotidien national privé	06.02.2002 http://archive.wikiwix.com/cache/?url=http://www.liberation.fr/tribune/0101402185-la-republique-a-plus-d-une-langue&title=%C2%AB%C2%A0La%20R%C3%A9publique%20a%20plus%20d'une%20langue!%C2%A0%C2%BB		La République a plus d'une langue!	"La France refuse de ratifier la charte européenne des langues régionales, parce que «le droit de pratiquer une langue régionale ou minoritaire dans la vie privée et publique» y est considéré comme «imprescriptible»."	Cette article a été écrit après l'arrêt du Conseil d'Etat suspendant l'intégration des écoles Diwan, qui pratiquent la pédagogie par immersion en langue bretonne et défend la pratique réelle des langues dites «régionales». Les siècles de politique culturelle visant à l'éradication des langues et dialectes portent enfin leurs fruits: plus aucun enfant ou presque n'a pour langue maternelle une langue régionale. Pour sauver la langue comme langue vive de communication spontanée, il faut soutenir les écoles qui pratiquent l'immersion où la langue continue à se transmettre et à pratiquer. Leur reconnaissance publique serait le début d'une reconnaissance laïque et républicaine de la diversité des cultures de France.	This article was written after the Decision of the Council of State to suspend the integration of Diwan schools, which practise the pedagogy of immersion in the Breton language and defend the real practice of languages said to be "regional". Centuries of cultural policy aimed at the eradication of languages and dialects are finally bearing fruit: no child, or almost, any longer has a regional language as his mother tongue. To save the language as a living language of spontaneous communication, it is necessary to support those schools that practise immersion, where the language continues to be passed on and practised. Their public recognition would be the beginning of a republican and secular recognition of the diversity of the cultures of France.
RFI	Radio France International	01.02.2001 http://www.rfi.fr/lfr/articles/072/article_325.asp	Diane Casadebaig	Le Français, langue seconde et les publics migrants.	"En effet, il est bon de rappeler que c'est d'abord l'acquisition de la langue du pays d'accueil qui sera le déclencheur de cette lente évolution qu'est l'intégration et tant sur le plan psychologique que pratique. "	Depuis un moment en France existe une nécessité d'une nouvelle méthode d'apprentissage pour les nouveaux migrants, qui ne comprennent ni la langue, ni la culture dans lesquelles ils projettent de s'intégrer. Il ne s'agit plus de l'enseignement « traditionnel » du "français langue étrangère", mais du "français langue seconde". Le Conseil de l'Europe ainsi que les Universités de Paris VIII et Paris III cherchent à élaborer de nouvelles méthodes pour l'enseignement du français langue seconde afin que celui-ci s'adapte mieux aux besoins des migrants. Ces nouvelles méthodes pour un public migrant impliquent une didactique spécifique difficile à définir car la diversité des situations empêche de mieux appréhender les stratégies d'apprentissage. L'absence totale de manuel et de supports pédagogiques dans ce domaine ne facilite évidemment pas les choses.	France has for some time now been in need of a new method for the education of new migrants, who understand neither the language nor the culture in which they plan to become integrated. It is no longer a question of the "traditional" teaching of "French as a foreign language", but of teaching "French as a second language". The Council of Europe, as well as the Universities of Paris VIII and Paris III, are trying to develop new methods for teaching French as a second language, so that it better suits the needs of migrants. These new methods for migrants presuppose a specific didactics that is hard to define, because the diversity of situations makes it difficult to apprehend what strategies for teaching would be better. The complete lack of textbooks and pedagogic support in this domain does not, of course, make things any easier.
Ouest-France	quotidien régional	le 3 mars 2013 https://docs.google.com/file/d/0B2j7obS80JrgRnZ5ODFuSjdQem8/edit	Aude Soulaïne	Tentons le baby-sitting en langue étrangère!	"Le bilinguisme est un long parcours qui s'entretient."	Le bilinguisme dès le plus jeune âge est encore peu répandu en France. L'expérience, pourvu qu'elle soit régulière, est pourtant bénéfique à l'enfant. Témoignages... Interview avec Anna Stevanato, linguiste et fondatrice de l'association Dulala, D'une langue à l'autre.	Bilingualism from an early age is not yet widespread in France. Practice is, however, advantageous for the child, provided that it is regular. Stories, interview with Anna Stevanato, linguist and founder of the Dulala Association. From one language to another.
Ouest-France et France 3	quotidien régional	http://www.ouest-france.fr/actu/actuLocale_-France-3-en-reportage-dans-une-classe-bilingue-de-CE2-CM-22228-avd-20130321-64793014_actuLocale.Htm	auteur non indiqué	France 3 en reportage dans une classe bilingue de CE2-CM - Plouñevéz-Moëdec	"Les élèves croyaient rêver en voyant arriver dans leur classe cette équipe venue de Rennes pour leur consacrer un reportage. "	Une équipe de France 3 Ouest a investi la classe CE2-CM bilingue (français-breton) à Plouñevéz-Moëdec en Bretagne. Devant ce groupe de professionnels de l'audiovisuel, les élèves ont participé à une séquence de poésie et de musique.	A team of France 3 West have established the bilingual class CE2-CM (French - Breton) in Plouñevéz-Moëdec in Brittany. The pupils gave a performance of poetry and music to this group of professionals.
Libération	quotidien national	le 30 octobre 2009 http://www.liberation.fr/vous/0101600167-en-france-le-bilinguisme-est-courant	CATHERINE COROLLER	En France, le bilinguisme est courant.	"Monolingues ou polyglottes, les Français ? Si la mondialisation pousse à l'apprentissage de l'anglais, certaines langues régionales résistent. Quid des langues d'immigration ?"	Interview. Français, qui êtes-vous ? . Alexandra Filhon, maître de conférences en sociologie à l'université Paris-X-Nanterre, analyse la question de la transmission des langues dans la famille. La France se perçoit toujours comme un pays monolingue, cette situation peut-elle	Interview. Frenchman, who are you?. Alexandra Filhon, master of conferences in sociology at the University of Paris-X-Nanterre, analyses the question of the transmission of languages within the family. France has always been perceived as a monolingual country; can this situation change? In the 60's and

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						changer ? Dans les années 60-70, le discours officiel tenu aux parents par des acteurs sociaux et certains enseignants était que parler en famille une autre langue que le français pouvait nuire aux enfants, bien que les linguistes ont montré que le plurilinguisme ne peut être néfaste au développement intellectuel de l'enfant. Nous en sommes sortis, mais pas complètement.	70's the official rhetoric given to parents was that a language other than French could be harmful to children, even though linguists had shown that multilingualism is not detrimental to the intellectual development of a child. We have moved on from this, but not completely.
ARTE	TV	07/12/12 http://www.arte.tv/fr/francealle-magne-une-ecole-bilingue-a-paris/7112464,CmC=7112440.html	Reportage signé Nathalie Daiber et Bjorn Kathöfer	France/Allemagne : une école bilingue à Paris	"L'éducation biculturelle est quelque chose de précieux..."	La France et l'Allemagne s'apprêtent à fêter les 50 ans du traité de l'Élysée, qui a scellé le rapprochement des deux peuples en 1963. Visite dans une école parisienne où une partie de l'enseignement se fait en allemand. Interview avec les enseignants et parents.	France and Germany are preparing to celebrate 50 years of the Treaty of the Élysée Palace, which sealed the rapprochement of both peoples in 1963. We went to a Parisian school where part of the education is given in German. Signed report by Nathalie Daiber and Bjorn Kathöfer.
France 5	TV, émission "Les Maternelles", France5.fr	<u>Emission du 31/01/2013</u> http://les-maternelles.france5.fr/?page=emission&id_rubrique=4674	Magali Massa et Lise David	Grandir avec une double culture ?	"Chaque année, en France, plus d'un mariage sur dix est mixte. On ne parlera jamais assez de la richesse de ce mélange." Du côté des enfants, c'est "tout bénéf", puisqu'ils peuvent souvent parler deux langues, être à l'aise dans deux pays et cultures différentes. Pourtant, de temps en temps, du côté des parents, ça n'est pas toujours simple !"	Pouvoir se prévaloir d'une double culture, parler plusieurs langues, avoir d'autres ouvertures sur le monde, c'est un incontestablement atout dans la vie. Pourtant bon nombre de questions se posent aux parents qui veulent transmettre une double appartenance à leurs enfants. Quel prénom donner ? Quelle langue privilégier ? Quelles traditions proposer ou parfois même imposer ? Spécialiste invité : Dr Jonathan Ahovi, pédopsychiatre et praticien hospitalier de l'unité de psychopathologie de l'enfant et de l'adolescent à l'hôpital Louis Pasteur à Bâle.	To be able to boast a dual culture, to speak several languages, to have other openings on the world, is irrefutably one of life's trump cards. There are, however, so many questions for parents who want their children to enjoy dual "belonging". What name to give? What language to favour? What traditions to offer or sometimes even to impose? Invited specialist: Dr Jonathan Ahovi, child psychiatrist and hospital practitioner in the Child and Adolescent Psychopathology Unit at the Louis Pastor Hospital in Basel.
France info	radio	<u>19 Octobre 2012</u> http://www.franceinfo.fr/economie/initiative-france-info/le-bilinguisme-a-l-ecole-un-atout-pour-les-enfants-773401-2012-10-19	Lucie Montchovi	Le bilinguisme à l'école, un atout pour les enfants	"Apprendre une langue étrangère dès le plus jeune âge séduit de plus en plus de parents. Et pourtant le bilinguisme est aussi peu considéré dans les programmes scolaires en France."	Parler une langue étrangère est un atout pas suffisamment valorisé en France. C'est en tout cas le constat effectué par Anna Stevanato. Cette linguiste italienne, polyglotte devenue prof en banlieue parisienne s'arrache les cheveux devant une telle diversité de langues étrangères toujours aussi peu exploitées. Expérience d'ateliers linguistiques ouverts sur toutes les langues du monde.	Speaking a foreign language is an asset not promoted sufficiently in France. At any rate, according to this official report compiled by Anna Stevanato. This Italian polyglot, a teacher in the Parisian suburbs, is perplexed at the large number of diverse foreign languages which are still under-exploited. Practice in open language workshops in all languages of the world.
RFI, radio france international	radio	25 January 2012 http://www.english.rfi.fr/france/2012/02/23/frances-bilingual-playgroups	Alison Hird	France's bilingual playgroups	"Etre bilingue favorise le développement des aptitudes cognitives..."	En France, environ un enfant sur quatre grandit dans un environnement bi- ou multilingue. Pendant que les linguistes s'accordent sur de nombreux bienfaits du bilinguisme, toutes les langues n'ont pas encore la même valeur. L'association française Dulala est persuadée que le bilinguisme est un réel plus et facilite l'apprentissage et le maintien de la langue maternelle.	Around one in four of France's children grows up in a bilingual or multilingual environment. While linguists agree that this has numerous benefits, not all languages are equally valued. The French non-profit organisation Dulala believes bilingualism is a real plus and offers support in learning and maintaining a child's mother tongue.
Les vendredis intellos	web magazine	<u>le 23 février 2012</u> http://lesvendredisintellos.com/2012/02/23/retour-sur-bilinguisme-multilinguisme-et-education-guest/	responsable des publications Mme Déjantée	Retour sur.... Bilinguisme, Multilinguisme et Education	"Tout débat autour des langues est un débat autour des cultures, et à ce titre profondément philosophique, et surtout fondamentalement politique. "	Le bi-ou multi-linguisme suscite souvent craintes et réticences auprès des professionnels de l'éducation qui n'y sont en France que peu préparés, ainsi qu'auprès des parents concernés pour des raisons professionnelles ou familiales à un contexte de multiculturalisme. Rencontre avec Bruno della Chiesa, enseignant à Harvard mais avant tout passionné des langues et de la diversité culturelle.	Bilingualism or multilingualism provokes fears and reservations in education professionals, who are not very well prepared, as well as in parents concerned, for professional or family reasons, about the phenomenon of multiculturalism. Meeting with Bruno della Chiesa, teacher at Harvard but above all passionate about languages and cultural diversity.

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Le Huffington Post France	web magazine	07/02/2013 http://www.huffingtonpost.fr/francois-grosjean/conseils-enfant-bilingue_b_2630401.html	François Grosjean	Le bilinguisme planifié chez l'enfant: questions à se poser	"Il est important d'établir un "projet linguistique" dans lequel les parents envisagent le parcours que l'enfant suivra pour devenir et ensuite rester bilingue."	Permettre à un enfant de devenir bilingue est une manière de lui donner un atout linguistique et culturel supplémentaire dans la vie sans parler des avantages cognitifs qui sont maintenant bien établis. Une planification réfléchie de l'acquisition et du maintien des langues de son enfant devrait empêcher d'éventuelles déceptions et aboutir à un bilinguisme stable et réussi.	To allow to a child to become bilingual is a way of giving him an additional linguistic and cultural trump card in life, to say nothing of the cognitive advantages established even now. Careful planning of the acquisition and of the maintaining of one's child's languages should prevent any disappointment and lead to a stable and successful bilingualism.
Le Huffington Post France	web magazine	02/11/2012 http://www.huffingtonpost.fr/francois-grosjean/elever-enfant-bilingue_b_2050379.html	François Grosjean	Né pour être bilingue: lettre à mon premier petit-enfant	"Sois fier de tes racines linguistiques et culturelles et apprécie tes langues et tes cultures. De mon côté, je ne cesserai de m'émerveiller devant ton bilinguisme et ton biculturalisme et je serai toujours là, soit en personne soit par mes écrits, pour t'aider, dans la mesure du possible, à affronter les défis qui seront les tiens..."	Lettre ouverte à un enfant bilingue	Open letter to a bilingual child
Figaro	Quotidien national privé	le 22/05/2012 http://sante.lefigaro.fr/actualite/2012/05/22/18239-bilinguisme-stimulant-pour-cerveau-enfants	Damien Mascret	Le bilinguisme, un stimulant pour le cerveau des enfants	"Il ne faudrait pas exagérer aujourd'hui les vertus du bilinguisme, comme on a hier brandi la menace d'un handicap majeur pour l'enfant.»	les neuropsychologues sont d'accord: Le bilinguisme augmente les performances du système cognitif des fonctions exécutives. Ce système est responsable de tous les processus impliquant l'attention, la sélection, l'inhibition, le changement, etc. Crucial pour toutes les pensées complexes. En France, une personne sur quatre a reçu au moins une autre langue dans son jeune âge au foyer parental et, dans le monde, le plurilinguisme est majoritaire. Une hiérarchie sociale entre les langues s'impose généralement (l'anglais est souvent la mieux valorisée) et en France, la seule langue officielle est le français.	Neuropsychologists agree: bilingualism improves the performance of the cognitive system in executive functions. This system is responsible for all processes involving attention, selection, inhibition, change, etc., and is crucial for all complex thoughts. In France, one person in four has acquired at least one other language in their youth in the parental home, and the majority of people throughout the world are multilingual. A social hierarchy of languages is generally perceived (English is the most favoured) and in France the only official language is French.
l'Ecole bilingue franco-anglaise Greenfield	ressources du website de l'école	3/10/2012 http://www.greenfield.fr/bilinguisme-precoce-avantage-ou-handicap/	Nicole Denni-Krichel Présidente de la Fédération Nationale des Orthophonistes	Bilinguisme précoce, avantage ou handicap ?	"Le bilinguisme, de nos jours, est encore souvent mal compris et regardé avec scepticisme"	En France, comme dans la plupart des pays d'Europe, de nombreux enfants dont la langue familiale est une autre langue que celle du pays où ils vivent, sont vus en consultation orthophonique. Actuellement près de 60% de la population mondiale est bilingue. Pourtant, malgré cela le bilinguisme précoce n'est pas considéré comme un phénomène normal, mais comme une exception.	In France, as in most European countries, many children whose family language is a language other than that of the country they live in can be seen in speech therapy consultations. Currently about 60 % of the world's population are bilingual. However, child bilingualism is not considered to be a normal phenomenon, but an exception.
CNRS, centre national de la recherche scientifique	website, service presse	15/02/2013 http://www2.cnrs.fr/presse/communiquede/2997.htm	collectif de chercheurs	Les bébés bilingues connaissent la grammaire dès 7 mois	"Les études ont montré que les bébés utilisent la hauteur et la durée des sons pour distinguer deux langues dont les structures grammaticales sont très différentes..."	A 7 mois, les bébés évoluant dans un milieu bilingue sont capables d'apprendre rapidement la grammaire de leurs deux langues maternelles. Cette capacité vient d'être mise en évidence par des scientifiques du Laboratoire de Psychologie de la Perception (Université Paris Descartes/CNRS/ENS) et de l'Université de British Columbia.	At 7 months, babies growing up in a bilingual environment are capable of learning the grammar of their two mother languages rapidly. This capacity has just been reiterated by scientists at the Laboratory of Psychology of Perception (University of Paris Descartes / National Centre for Scientific Research / ENS) and of the University of British Columbia.
Futur sciences, revue de popularisation scientifique en ligne	web magazine	24/05/2013 http://www.futura-sciences.com/magazines/sante/infos/actu/d/biologie-bilingues-passent-ils-langue-autre-46597/#xtor=RSS-B	Agnès Roux	Comment les bilingues passent-ils d'une langue à l'autre ?	"Les personnes ayant été baignées tôt dans un univers multilingue peuvent facilement jongler d'une langue à l'autre sans s'emmêler les pinceaux. Il est fascinant d'observer de jeunes individus naviguer parfaitement entre deux langues, sans hésitation et avec une maîtrise parfaite de l'accent."	Les personnes bilingues peuvent facilement jongler entre deux langues. Une étude montre qu'elles seraient capables de distinguer deux systèmes de sons différents et de les manipuler en fonction de leur interlocuteur. Depuis de nombreuses années, les scientifiques se demandent comment le cerveau effectue les transitions linguistiques avec tant d'aisance. Sur ce sujet, deux courants de pensée s'affrontent. Les uns pensent que les bilingues possèdent une « case » cérébrale	Bilingual people can easily switch between two languages. A study shows that they are capable of differentiating between two different sound systems and of manipulating them according to their interlocutor. Scientists have been deliberating for many years on how the brain performs linguistic transitions with so much ease. There are currently two conflicting strands of thought on this subject. Some people believe that bilinguals have a cerebral "compartment" for each language. Others suggest, on the contrary, that both languages are blended and that bilinguals

Name	Type of Media	Number and year	Name of the author	Name of the most interesting articles	Quotes	Overview	
						pour chaque langage. Les autres suggèrent, au contraire, que les deux langues sont mélangées et que les bilingues s'ajustent à chacune d'elles en rééquilibrant les sonorités.	adapt to each of them by readjusting to the sounds.
Conseil général de Bretagne	website, service presse	http://www.cg29.fr/Le-Conseil-general-et-vous/Enfance-Famille/Toutes-les-actualites/Archives/Le-bilinguisme-precocoe/Interview-de-Pascale-Planche	non indiqué	Bilinguisme précoce	"e bilinguisme impose la coexistence de deux perceptions et de deux interprétations du monde. L'enfant bilingue intègre précocement l'idée qu'un système linguistique est arbitraire, qu'un même objet peut être désigné par des mots différents dans chaque langue, qu'une même réalité peut être approchée d'une manière différente dans chaque langue."	Interview avec Pascale Planche est Professeure en Psychologie du Développement à l'Université de Bretagne Occidentale. La plupart des travaux universitaires ont mis en exergue la flexibilité cognitive et les atouts conférés par le bilinguisme précoce. Ce ne fut pas toujours le cas au cours du siècle passé. Il y a eu une évolution à partir des années 1960' et l'apparition de la psychologie cognitive, où l'on a travaillé sur la résolution de problèmes et le traitement de l'information.	Interview with Pascale Planche, teacher of developmental psychology of the University of Western Brittany. Most university studies have highlighted the cognitive flexibility and the assets of child bilingualism. This was not always the case in the course of the last century. There has been an evolution since the 1960's and the appearance of cognitive psychology, when work has been done on the resolution of problems and the treatment of information.
France inter	radio nationale	22/05/2013 http://www.franceinter.fr/emission-la-chronique-de-marcel-rufo-bilinguisme-a-luniversite-et-chez-les-nourrissons	Patrick Cohen	Bilinguisme à l'Université et chez les nourrissons	"Les parents doutent encore du bienfait du bilinguisme..."	Rubrique de Marcel Rufo. Un point sur les actualités politiques en France et les bienfaits du bilinguisme chez les jeunes enfants (intelligence verbale, flexibilité...) Exemples des pays multilingues.	Rubric of Marcel Rufo. A point on the political news in France and the beneficial effects of bilingualism in young children (verbal intelligence, flexibility) Examples from multilingual countries.
Fran Bleu Alsace	radio régionale	22/04/2013 http://www.francebleu.fr/societe/bilinguisme/charles-buttner-reve-de-bilinguisme-en-alsace-503036	non indiqué	Rêve de bilinguisme en Alsace	"Pour les enfants c'est une véritable chance d'être confronté à plusieurs langues."	Le président du Conseil général du Haut-Rhin souhaite rendre obligatoire l'enseignement de l'allemand dès la maternelle.	The head of government of the Haut-Rhin wants to make the teaching of German compulsory from nursery school.

Table 16. Law and legislation concerning bilingualism (multilingualism) in Austria

Source	Publication	Contact
Federal Chancellor of the Republic of Austria (www.austria.gv.at), 15.04.2004	Report of the Republic of Austria pursuant to Article 25, Section 1 of the Framework Convention for the Protection of National Minorities (http://www.austria.gv.at/2004/4/15/minderheiten_dt.pdf). The Austrian government will continue its consistent policy of protecting its ethnic groups and the rights of minorities in the future. It will endeavour to fulfil the recommendations of the advisory boards of the Federal Government and the National Assembly made in 1997 in the form of the "Memorandum of Austrian Ethnic Groups". This report shows how these measures have been implemented in recent years and what achievements have been made towards some important requirements of this memorandum. The Federal Government will work in close collaboration with the communities to seek the most extensive implementation of the memorandum.	Federal Chancellery - Bundeskanzleramt, Ballhausplatz 2, 1014 Vienna, Austria, Phone: +43 1 531 15-0, e-mail: post@bka.gv.at
Federal Law Gazette, 20.07.2000	Regulation No. 229 of the Federal Government governing the courts, administrative authorities and other departments where the Hungarian language is also admitted in addition to the German language as an official language (Official Language Ordinance Hungarian) (http://www.bundeskanzleramt.at/2004/4/15/amtssprache_ungarisch.pdf)	Federal Chancellery - Bundeskanzleramt, Ballhausplatz 2, 1014 Vienna, Austria, Phone: +43 1 531 15-0, e-mail: post@bka.gv.at
The Utility Value of Bilingual Law Texts for Court Interpreters by Bernardini Andrea (http://www.fodok.at/fodokat/details/237614)	The Utility Value of Bilingual Law Texts for Court Interpreters. Chapter 1 discusses the status, history, training and responsibilities of court interpreters in Austria and Italy (South Tyrol/Alto Adige). Chapter 2 considers the history and language of law (development of the major codes and the historically grown language of lawyers, particularly in Austria, but also in Germany, France and Italy). Chapter 3 illustrates the special historical, political and linguistic situation of South Tyrol, in particular with respect to the use of the German legal language for Italian laws (with due regard to the fact that "German" comprises as many legal languages as there are legal systems, i.e. the German, Austrian and Swiss systems). Chapter 4 provides an analysis of the text of the German translation of the Codice Civile, which is commonly used in South Tyrol. For its corpus, Articles 2472-2497 bis were selected, which deal with provisions governing the società a responsabilità limitata (limited liability company). The arguments are based on parallel texts (Italian version of the Austrian law governing limited liability companies, Imperial Law Gazette / Bollettino delle Leggi dell'Impero of 1906; translation of the Codice Civile, 1965, out of print; Italian translation of the Austrian law governing limited liability companies, 1994; Swiss law on obligations and relevant EU directives). Chapter 5 analyses the process of acquiring translatorial competence, since existing translations furnish proof that sound technical knowledge and excellent linguistic capability (bilingualism) are not sufficient to produce an adequate translation. Translators themselves were questioned on their work (introduction). The conclusion: A court translator translating legal texts for use in Austria should use translations made for bilingual South Tyrol solely as a reference or source of information, but not as a basis for terminology or syntax.	Dr. Andrea Bernardini, 1160 Wien, Maderspergerstr. 1/909, Telefon: +43-1-985 0 919, Mobil: +43-664 4217695, Fax: +43-1 985 0 919, E-Mail: bernardini@aon.at
Publications of the VSI AKADEMINI LEIDYBA (http://www.leidykla.eu/fileadmin/Kalbotyra_3/59_3/192-201.pdf)	Functional bilingualism on the border between Austria and Slovenia by Alja Lipavic Ostir, Sabina Jurkas. For more than a thousand years, the Slovene and German-speaking population have lived together in the language contact regions of Styria, Carinthia and Carniola. In spite of the fact that the political situation for German-Slovene language contacts deteriorated in the 20th century, contacts have been maintained the whole time, among other things through commuters looking for jobs in Austria. The use of different languages and varieties at work, at home, within families and in their environment is discussed in this contribution, which represents the first step in the research of the language use of Slovene commuters in Austria and the presence of different varieties of the German and Slovene languages, as well as the use of typically Austrian vocabulary (Austriazismus). The research is based on a survey of and interviews with three groups of speakers: commuters with Slovene as L1 working in Graz (A), employees from Graz with German as L1 (B) and employees from Maribor with Slovene as L1 (C). The results of the research show that the commuters use the Graz dialect mostly passively and partly actively. The informants from group A use certain Austrian words which they had not learned in Slovene schools within the educational framework of learning German. These commuters are a perfect example of functional bilingualism because they associate the domain 'work' with German, the domain 'family' mainly with Slovene. The interviews with group B showed how often the dialect is used at work as well as in contacts with commuters from Slovenia. Interviews with the participants from group C and the survey showed that these participants used some Austrian words (Austriazismus). Their knowledge of German can be interpreted as a result of learning German and as a result of the language contacts on the border between the two countries.	VSI AKADEMINI LEIDYBA, Tauro g. 5, LT-03106 Vilnius, e-mail: info@leidykla.eu
ORF - Österreichischer Rundfunk	German is a criterion for school readiness. Children with language problems should go to pre-school classes in Vienna now. The enrolment for primary schools starts mid-January - and for the first time ever adequate German language skills will be a criterion for school readiness. If a child has problems with the language, he will be encouraged to enter a pre-school class first. This should make children both "language proficient" and "ready for school", as School Board President, Susanne Brandsteidl (Socialist Party - SPOE), says. Secretary of State, Sebastian Kurz (People's Party - OeVP), states: "This is a right and sensible step. I believe that it makes sense to learn the language first, before we enter the regular school system." He further wants German to be enshrined in law as a criterion for school readiness. The Compulsory Education Act is currently based on motoric, cognitive and social components. Knowledge of the language must be another criterion as well. Minister for Education, Claudia Schmied (SPOE), announced her own model for language development too. She was originally supposed to present her programme in January but this has now been postponed to the spring. (07.01.2013) (http://wien.orf.at/news/stories/256602/)	
Arbeiterkammer - Chamber of Labour	Migrants: Multilingualism unused. People with a migration background living in Vienna speak on average three languages. This is a result of a recent study of the Chamber of Labour (AK-Arbeiterkammer). This potential is, however, neither estimated nor used. Migrants are often measured only by their knowledge of German. At the same time their language skills on average are more extensive than those of the citizens of Vienna, according to the results of the current study of 2,300 Viennese workers from eleven regions of origin. (25.09.2012) (http://wien.orf.at/news/stories/2551415/)	Kammer für Arbeiter und Angestellte Wien, Prinz-Eugen-Straße 20-22, 1040 Wien, Telefon: +43 1 501 65-0, Web: www.arbeiterkammer.at
Arbeiterkammer - Chamber of Labour	Migrants are highly disadvantaged at work. According to a study by the Chamber of Labour (AK-Arbeiterkammer), migrants are clearly disadvantaged in the labour market. One third of migrant workers are employed far below their actual education level. The comparison confirms: only eleven percent of workers of non-migrant background are employed under their actual education level. They are significantly more highly rewarded in comparison with those with a migration background. (24.01.2012) (http://wien.orf.at/news/stories/2518247/)	Kammer für Arbeiter und Angestellte Wien, Prinz-Eugen-Straße 20-22, 1040 Wien, Telefon: +43 1 501 65-0, Web: www.arbeiterkammer.at
Stadt Wien - Municipality of Vienna	Vienna makes migrants fit for the labour market. A language and education plan for migrants, developed by the City of Vienna, is currently offering around 1,600 people opportunities for learning. Apart from learning basic skills in German, there are other courses like mathematics	Mrs. Sandra Frauenberger, Executive City Councillor for Integration, Women's Issues,

Source	Publication	Contact
	and computer use on offer as well - for up to 1,200 hours per person. Special attention in the courses will be given to the different circumstances and needs of the migrants. There will be 300 to 430 units of instruction per level offered here. E.g. an illiterate woman will need up to 1,200 lessons until she is fit for the labour market. The city of Vienna will fund this programme with approx. 5 million euros. These courses are at the same time free for the participants.	Consumer Protection and Personnel, E-Mail: sandra.frauenberger@wien.gv.at, Magistrat der Stadt Wien, Rathaus, A-1082 Wien, Web: www.wien.gv.at
Austrian Parliament; Österreichischer Gehörlosenbund/ Austrian Federation for the Deaf	Comments on the Draft Agreement between the federal and provincial governments pursuant to Article 15a on mandatory language support in institutional childcare facilities. There is an urgent need for an agreement between the federal and provincial governments to create a unified Federal Framework Act for Bilingualism (German and Austrian Sign Language/OEGS) for deaf children at elementary school. Bilingualism should not be a privilege! Sign language is a human right and our mother tongue! Sign language is an important means of our communication, to promote our knowledge. Deaf children have the right of access to early childhood care and education in bilingual learning environments with German and ASL as two equal languages. As a positive example, we would like to present a kindergarten in the Gussenbauergasse in the 9th Viennese district, which has a bilingual approach: the children are addressed both in German and in ASL. The hearing and deaf educators and assistants have fluency in ASL. The federal and state governments will be encouraged to adopt this exemplary model all over Austria. (http://www.parlament.gv.at/PAKT/VHG/XXIV/ME/ME_00336_25/imfname_239985.pdf)	Österreichischer Gehörlosenbund/ Austrian Federation for the Deaf, Waldgasse 13/2, 1100 Wien, E-Mail: info@oeglb.at, Web: www.oeglb.at
Bundesministerium für Wirtschaft, Familie und Jugend/Federal Ministry of Economy, Family and Youth	Modul für das letzte Jahr in elementaren Bildungseinrichtungen. Artikel 3.3. Sprache und Sprechen/Module for the final year at elementary schools. Article 3.3. Language and Speech. The process of the acquisition of German as a second language is influenced by several factors, i.e. learning motivation, family background, language development in their first language, age of the child at the beginning of his regular contact with the second language, learning environment and learning conditions. Under favourable circumstances, e.g. the richness and quality of languages on offer, many children need about one year of language acquisition in German as a second language to be able to form simple structures, in which the conjugated verb is positioned properly. A successful language acquisition means a continuous growth and refinement of the vocabulary as well as the increasing use of articles and prepositions. This finally leads to the ability to combine substantive relationships using more complex sentence structure. (Schneider, Wanka & Rössl (2009)) (http://www.bmwfj.gv.at/Familie/Kinderbetreuung/gratiskindergarten/Documents/bmwfj-Modul-Web.pdf)	Federal Ministry of Economy, Family and Youth, A-1011 Vienna, Stubenring 1 Tel: +43-1-71100-0
Bundesministerium für Unterricht, Kunst und Kultur/Federal Ministry for Education, the Arts and Culture	Language and language education policies: Austria's present situation & topical issues. In an amendment to legal provisions regarding nationality and citizenship (of 1998), knowledge of the German language was stipulated for the first time for persons applying for Austrian nationality: in it, and phrased in a very general way, applicants are presumed to have 'a knowledge ... commensurate with their circumstances in life.' As from 1st January, 2003, the granting of a more extended leave of residence in Austria was made conditional upon applicants' ability to prove that they had knowledge of the German language. In the year 2005, an amendment to Fremdenrecht – legal provisions governing the rights of foreign citizens – resulted in legal provisions that govern foreigners' right of abode in Austria to this day. In it, would-be immigrants need to enter into a so-called 'integration agreement' (Integrationsvereinbarung), which includes (among other matters) a requirement for applicants to attend an 'integration course' in German language, of 300 teaching units' duration, to acquire a knowledge of the German language corresponding to Level A2 in the Common European Framework of Reference for Languages (CEFR). This so-called integration agreement needs to be fulfilled within a period of five years, from the granting, or the extension, of the right to reside in Austria. Finally, in another amendment to nationality and citizenship law dating from 2005, it was stipulated that, as from 1st January, 2006, for applicants to be granted Austrian nationality, they need to fulfill the conditions of the 'integration agreement', and pass a written examination, to prove that they have a basic knowledge of this country's democratic structure, as well as of its history, and of the history of their Austrian Land of residence. The right of residence and the right to become an Austrian national, are therefore conditional upon successfully passing an examination in German language skills. (Cf. De Cillia, Rudolf und Ruth Wodak (2006). Ist Österreich ein deutsches Land? Bd. 16 der Reihe Österreich – Zweite Republik. Innsbruck: Studienverlag.) (http://tinyurl.com/bnqd8pt)	BMUKK - Federal Ministry for Education, the Arts and Culture Minoritenplatz 5 1014 Vienna T +43 (0)1 53 120-0 F +43 (0)1 53 120-3099 ministerium@bmukk.gv.at
Bundesministerium für Arbeit, Soziales und Konsumentenschutz/Federal Ministry of Labour, Social Affairs and Consumer Protection	Labour market absorbs migrant workers. A year after opening its labour market to eight central and eastern European countries, around 26,000 workers have arrived in Austria, broadly in line with the numbers expected. Most are from Hungary, Poland and Slovakia, around 40% being cross-border commuters. A further 1,500 highly qualified workers from Bulgaria, Romania and countries outside the European Economic Area have gained permission to live and work permanently in Austria under the Red-White-Red card scheme. Austria absorbs migrant workers well. Austria appears to have coped well after opening its labour market to workers from eight new central and eastern European Member States on 1 May 2011, according to data from the Federal Economic Chamber (WKÖ). By the end of March 2012, more than 26,800 employees (less than 1% of dependent employees in Austria) from these countries had arrived to work in Austria according to data provided by the Federal Ministry of Labour, Social Affairs and Consumer Protection (BMASK). This figure corresponds to predictions made by the Austrian Institute of Economic Research (WIFO) and the Public Employment Service (AMS) (AT11050111). The New Austrians Media Service (Medien-Servicestelle Neue Österreicher/innen) reported that around 40% of the new workers are cross-border commuters. Most of the workers are from Hungary (12,156), followed by Poland (5,286) and Slovakia (5,078), and are employed in tourism, construction and the service sectors. The tourism sector has particularly benefited from the influx of workers, according to the Institute for Advanced Studies (IHS). Tourism not only has the largest number of newcomers from the eight new Member States, but the employment of Austrians in the sector has also increased. The opening of the labour market, it appears, has not led to a replacement of workers, but has acted as a stimulus for growth. A large number of immigrants who arrived after the opening of the labour market stayed for only a few months, according to a study by the WIFO. In the first eight months, around 58,000 migrants from the eight new Member States registered for employment in Austria. More than half of those unregistered again within a relatively short time. (http://www.eurofound.europa.eu/eiro/2012/05/articles/at1205011.htm)	1) Federal Ministry of Labour, Social Affairs and Consumer Protection, Stubenring 1 1010 Vienna, phone: +43-1-711 00 - 0, e-mail: post@bmask.gv.at; 2) European Foundation for the Improvement of Living and Working Conditions, Wyattville Road, Loughlinstown, Dublin 18, Ireland, Research Information Officer: Camilla Galli da Bino (phone/fax): +353 1 2043125/+353 1 2822533

Table 17. List of universities in Austria & research on bilingualism

University	Department	Contact	Research & Project/Contract: financial source, partners, dates, objects, abstract, internet links	Publications	Courses
University of Vienna (www.univie.ac.at)	Institute of Linguistics	Academic Advisor: Associate Professor, Mag. Dr. Rudolf de Cillia, Institut für Sprachwissenschaft Berggasse 11 A-1090 Wien Telefon: +43 1 4277 - 417 25 Fax: +43 1 4277 - 9417 Email: rudolf.de-cillia@univie.ac.at		Claudia Lo Hufnagl. Deutsch als-Zweitspracheförderung in Qualifizierungsmaßnahmen aus Sicht von Berater/inne/n und Fachtrainer/inne/n in einer Wiener Qualifizierungsmaßnahme/German as a Second Language learning support from the perspective of consultants and specialist trainers in a Viennese qualification scheme (2012). "Diploma thesis. Abstract by the author: This thesis discusses German as a Second Language learning support within the context of vocational qualification trainings in Austria. The connection of language and content learning, its possibilities and the conditions of success are at the centre of the investigation. Language learning support is conceived as a type of educational support that is oriented towards the development of specific competences and directed at a clearly defined target group. It is at the same time relevant for all groups and learners. Language learning support of this kind may generally foster the development of (con)textual competence especially for learning German for qualification and vocation. Even though this kind of language learning support is not new, it has not been very well established within vocational education in Austria. Consequently, spaces for linguistic practice remain systematically neglected, although, in theory, they exist in all kinds of educational work. The present synthesis of problems describes the potentials of, and the demands for, language learning support in vocationally qualifying training courses in the interest of a comprehensive and sustainable development of the learners' communicative competence. The aim of this thesis is to signpost how these content-specific spaces could be used, to provide a selection of concrete measures of support for teachers of non-linguistic subject matters, and to consider these within the context of vocational education in Austria. The first theoretical approaches that are presented are those concerned with communicative competence and the dynamics of Second Language Acquisition. These provide the essential information for language learning support and describe influencing factors that can at the same time be didactically manipulated and are rooted in individual and social circumstances. In addition, relevant and structurally based conditions for integrated language learning support within vocationally oriented adult education in Austria, as well as existing models of language learning support, are presented. An integral part of the problem synthesis are empirical interviews with trainers as actors and experts in the field. Their statements provide the basis for an assessment of the transferability of theories and existing programmes to the Austrian context. They also serve to establish possible practices within this context. The interviews were semi-structured, using guiding questions. They were transcribed using the conventions of the conversation analysis transcription convention (GAT) and subsequently analysed and interpreted in a multi-tier procedure, following the documentary method of conversation analysis. The results of this analysis document language learning support from the perspective of a Vienna-based qualification training, yet show its limits at the same time. The trainers are lacking qualifications for language learning support, they lack knowledge about basic opportunities for language learning support and basic qualifications for the creation of specific and sensitive spaces of language learning support, as well as knowledge about methods, supporting materials and possibilities of professional networking. The conclusions contain a demand for more sensitisation of all responsible players in the field, as well as structural strengthening, basic training and continual professional development of trainers. The naturally developed competence of the trainers and their specific knowledge of the demands of their subject matter suggest that they could be potential creators of language sensitive spaces for education, which could, in turn, be extremely valuable for language learning support: this would serve the interests of everybody involved in vocationally oriented adult education with the ultimate goal of high quality and autonomy-oriented courses in adult education and the strengthening of human resources in the business location of Austria."	
University of Vienna	Faculty of German Studies	Academic Advisor: Professor Dr. Inci Dirim (Mrs.), Institut für Germanistik Universitätsring 1 A-1010 Wien Telefon: +43 1 4277 42160 Fax: +43 1 4277 42150 Sekretariat: +43 1 4277 42108 (Jens Döll) E-Mail: inci.dirim@univie.ac.at		Patrycja Brenska. Bilingualismus in einer polnisch-österreichischen Familie/Bilingualism in a Polish-Austrian family (2011). "Diploma thesis (Master of Arts). Abstract by the author: This study attempts to summarise the use of language in a bilingual family, represented by a 5-year-old girl. In addition, the linguistic development of a 7-year-old boy will be surveyed. The following question is key: In what ways and to what extent do the parents influence the use of languages - German and Polish - in the family in different situations (playing, eating, bathing)? How present are both languages in the family - is there a clear separation of them? Is the child aware of his bilingualism? How does the Polish-German-speaking child handle his two languages - is he able to differentiate between these two language systems? Can the child communicate equally in both languages? The work is divided into two parts: the theoretical framework for the development of bilingualism is presented first. There is an overview of the forms of bilingualism and the related aspects of language use here. The second part refers to the actual case study. This involves language interaction within the investigated	

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				<p>bilingual family. The analysis presented is based on the qualitative methods of data collection, observation and interview guide. The four aspects: "one person - one language", separation of languages - language mixing, language dominance - weak vs. strong language, as well as the linguistic awareness of the child are given here to illustrate the language use of the 5-year-old bilingual girl. Multilingual families are not new, but rather a natural phenomenon which we meet over and over again. It is also natural that children grow up in different cultures and learn two languages at the same time. The completed study has confirmed previous assumptions that bilingual education is a recommended method of language learning. And if there are such excellent circumstances for language acquisition in the family already, namely, if the parents have two different native languages, they should pass on their languages to their children."</p>	
University of Vienna	Faculty of Psychology	<p>Academic Advisor: Associate Professor, Dr. Ursula Kastner-Koller, stv. Vorsitzende des Arbeitskreises für Gleichbehandlungsfragen Institut für Angewandte Psychologie: Gesundheit, Entwicklung und Förderung Zimmer: 01.13 1010 Wien, Liebiggasse 5 T: +43-1-4277-47261, E-Mail: ursula.kastner-koller@univie.ac.at</p>		<p>Regina Santner-Klammer. Die Wirksamkeit eines Sprachförderprogramms bei Vorschulkindern unter besonderer Berücksichtigung von Migrantenkindern/The effectiveness of a language development programme in pre-school children with special reference to migrant children (2012). Diploma thesis. Abstract by the author. The present study investigates the effects of a programme for the promotion of German as a foreign language for pre-school children with an immigrant background (n=30), based on the "Wiener Entwicklungstest WET" (Kastner-Koller & Deimann, 2002). The educational biographies Children with German as a Native Language and Children with an Immigrant Background reveal major disparities. The German language skills are directly linked to a set of sociocultural and sociopsychological criteria. The families' educational level proved to have the strongest impact on the general cognitive skills and the infantile language competencies. The results of this study also clearly underline the importance of a continuous and focused language promotion programme. After interruption or termination of the language promotion programme the children's criteria fall back to below average values. The results of the study further imply that the implementation of a specific German as a foreign language promotion programme at kindergarten is not useful. Language development and language promotion cannot be regarded as isolated processes. It is up to the educational institutions to provide the best possible learning conditions. The full command of German is a crucial condition for the integration and educational success of children with native languages other than German.</p>	
University of Vienna (www.univie.ac.at)	Institute of Linguistics	<p>Academic advisor: associate professor, Mag. Dr. Rudolf de Cillia, Institut für Sprachwissenschaft Berggasse 11 A-1090 Wien Telefon: +43 1 4277 - 417 25 Fax: +43 1 4277 - 9417 Email: rudolf.de-cillia@univie.ac.at</p>		<p>Julia Broneder. Mehrsprachigkeit und Sprachunterricht: Zwei sprachdidaktische Ansätze zur Förderung von Mehrsprachigkeit – Éveil-aux-langues und Interkomprehension/Multilingualism and language learning: Two approaches of language teaching to promoting multilingualism - Éveil-aux-langues and intercomprehension" (2011). "Diploma thesis. Abstract by the author: This thesis discusses the complexity of multilingualism in relation to the language policies of the EU and the Council of Europe. Based on this discussion, this thesis presents two methodological approaches that focus on teaching foreign languages and cultures. Moreover, these approaches can be introduced in language teaching to promote multilingualism. The first of these projects is called the Éveil-aux-langues Project and the other one is called intercomprehension. In the Éveil-aux-langues Project children are confronted with foreign languages in order to raise their awareness of multilingualism and foreign cultures. Of interest in this context are two German-speaking sub-projects, which can be used in primary and secondary school: KIESEL – Kinder entdecken Sprachen (Children Discover Languages) and Janua Linguarum – das Tor zu Sprachen (the Gateway to Languages). The second project/approach is called intercomprehension. This approach was the basis for the EuroComProject, the most famous intercomprehension project. The EuroComProject focuses on the relationships between individual languages but also language families. It is the aim of the EuroComProject to secure a faster acquisition of the foreign language concerning the receptive skills. The second project – intercomprehension – will be introduced on the basis of the most famous intercomprehension project, the EuroComProject. The EuroComProject uses relationships between the languages of a language family and it allows the learners to work with elaborate methods to acquire a new language in a short time, at least in the receptive skills. The aim of this thesis is to show which approaches should be used in the Austrian language education system to enhance multilingualism. The increase in language awareness allows the children to develop a respectful attitude towards other languages and cultures. In addition, it is suggested that a heightened language awareness increases the motivation of children to learn a new language in a non-educational setting. Giving children an awareness of language helps them to develop a respectful attitude towards other languages and cultures. Furthermore, their motivation to learn a new language after or outside the school institution will increase. As a result, the projects discussed in this thesis help to develop a sustainable basis for lifelong language learning. Hence, these projects comply with the request of the Council of Europe to enhance the language skills of the European</p>	

University	Department	Contact	Research & Project/Contract: financial source, partners, dates, objects, abstract, internet links	Publications	Courses
				population. This shows that the projects discussed in this thesis provide a solid basis for the knowledge of languages in the European population to be increased by lifelong (language) learning."	
Medical University of Innsbruck (www.i-med.ac.at)		Coordinator: Dr. Wolfgang Rieneck Medizinische Universität Innsbruck Christoph-Probst-Platz 1, Innrain 52 A - 6020 Innsbruck Tel.: +43 (0)512/9003-70072 E-Mail: wolfram.rieneck@i-med.ac.at (Dr)	Objective: Bilingual infants have to deal with two languages at the same time. Some previous studies showed delayed processing in bilinguals due to the higher cognitive load they are faced with. However, other studies show that they master this challenging task with a fascinating ease and at the same pace as monolingual infants. In order to get a clearer insight into language learning processing mechanisms in mono- and bilingual infants, we will adopt a statistical learning paradigm, in which 6- and 18-month old infants listen to phonotactically legal and illegal pseudowords presented in combination with different pseudo-objects. Phonotactics is a prelexical cue relevant for segmentation and lexical access and thus plays a crucial role during word learning. Legal phonotactic rules will correspond to German, whereas illegal rules will correspond to the Slovak language. Monolingual infants will have German as their native language and bilingual infants will be confronted from birth with German and Italian. Thus, the experimental material reflects the processing of the native language compared to a foreign language rule.	FP7-People Project, Subprogramme Area: Marie-Curie Action: "Intra-European fellowships for career development": INFANTBILINGUALBRAIN - Language learning in monolingual and bilingual infants: Evidence from electrophysiological and optical signals	
			In order to be able to differentiate fine-grained language learning mechanisms we will simultaneously adopt two neuro-scientific methods: the electroencephalography (EEG) and the functional near-infrared spectroscopy (fNIRS) methods. The former allows for an exquisite temporal resolution, aimed at identifying temporal characteristics of rapid processing mechanisms, and the latter will focus on topographic issues, especially on lateralization. The research questions of the present study focus on whether bilinguals are more flexible learners than monolinguals, displaying superior learning abilities with respect to a new language, or whether a word-object associative learning context provides a more laborious learning setting and thus leads to delayed and		

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			differential processing mechanisms, both on a temporal level as well as with respect to recruitment of differential brain areas.		
University of Vienna (www.univie.ac.at)	Faculty of Philological and Cultural Studies and the Centre for Translation Studies	Univ. Prof. Dr. Herbert Schendl, Institut für Anglistik und Amerikanistik Universität Wien Universitätscampus Altes AKH, Hof 8, Spitalgasse, 2-4 A-1090 Wien, Austria Telephone: +4314277 424 31 Fax: +4314277 94 24 E-mail: herbert.schendl@univie.ac.at		Schekulin, Claudio (2009) Bilingualism, code choice, and identity. Abstract by the author: "This study attempts to establish patterns of code choice in informal conversations among students at the upper-secondary level of Vienna Bilingual Schooling, a German-English bilingual program within the mainstream Austrian educational system. An introductory section presents concepts, models and theories within the fields of bilingualism research, code choice, and linguistic identity. In the empirical study itself, quantitative data is collected by means of a questionnaire survey, and analyzed using multivariate analysis (multiple logistic regression). The results of this statistical procedure are discussed in light of some qualitative data. This qualitative data comes from a qualitative section on the questionnaires, as well as from observation and interviews. The empirical study demonstrates that within the limited context of informal interactions at Vienna Bilingual Schooling, conversational partners generally arrive at a uniform code (overt accommodation), which is primarily determined by the social attributes of the participants. The home language backgrounds of speaker and addressee are the factors most predictive of code choice, followed by the educational language background of the speaker. Because of the strength of the first two variables and the numerical dominance of German language backgrounds, the predominant language in informal conversations is German. A secondary analysis on the use of mixed codes establishes that gender constellation is another salient factor in this context, with intra-gender conversations slightly favoring mixed codes, and inter-gender conversations slightly disfavoring them. In the discussion of the results it is suggested that, in addition to the linguistic competence principle, social norms and issues of linguistic identity are important in the relationship between home language background and code choice. Network analysis is employed to show how linguistic preferences might vary at the individual level, but how an active negotiation of identity is nevertheless circumscribed by wider sociolinguistic norms. Finally, it is proposed that Vienna Bilingual Schooling is fairly well embedded in the expanding-circle context of Austrian society, generally replicating the central norm of territorial bilingualism in informal conversations. This is interpreted as a pointer towards the development of English in the expanding circle, where its increasing use within specific domains does generally not seem to correlate with a more widespread acceptance as a vernacular language."	
Die Wiener Volkshochschulen (www.vhs.at)		Lifelong Learning Programme (2007-2013)>LANGUAGES (KEY ACTIVITY 2)>Multilateral Projects, Die Wiener Volkshochschulen ltd. Hollergasse 22 1150 Vienna Telephone: +43 89174-0 Education hotline: +43 1 893 00 83 fax: +43 1 89174-991 email: info@vhs.at, Web: http://www.multilingualliving.com/	The "Multilingual Families" project is a project that aims to preserve the languages and cultures of the 47.3 million immigrants living in the European Union (9.4% of the EU population, Eurostat 2010) and of families where more than one language is spoken. These people represent a linguistic treasure for Europe and this must be preserved to enhance the linguistic and multicultural diversity in Europe. To preserve this treasure among the second generations, the children of immigrants and linguistically diverse parents, a continuous linguistic resource is crucial. Children who are bilingual are also a strong beacon to their monolingual peers, showing that bilingualism or multilingualism can be achieved. In addition, research shows that bilingual children gain cognitively (Sampath) (Swain & Cummins). The difficulty is to support and inform immigrants or bilingual parents on why and how to raise	Multilingual Families : Supporting multilingual families – a linguistic treasure for Europe	

University	Department	Contact	Research & Project/Contract: financial source, partners, dates, objects, abstract, internet links	Publications	Courses
			<p>their children bilingually in an informal setting. The "Multilingual Families" project will provide this support to parents in 3 ways by answering the questions: • Why – should we support children's learning and continuing use of the family language?; • What – can we do to support them?; • How – do we implement real language support so that they learn the family language and retain it? The project will go further and provide support materials to teachers and immigrant groups. It addresses all stakeholders that work with immigrants and bilingual parents, so that they can disseminate the project resources to immigrant and bilingual parents and support them by answering questions and obtaining materials. Finally, "Multilingual Families" will also create resources for children, to show them directly why having 2 or more languages is something to be proud of and the value this adds to their lives. The resources produced will be in 17 languages so as to allow for the widest possible dissemination.</p>		
University Vienna (www.univie.ac.at)	Institute of Linguistics	Institut für Sprachwissenschaft Sensengasse 3a 1090 Wien T: +43-1-4277-417 01 F: +43-1-4277-9 417			<p>Univ. Prof. Doz. Mag. Dr Brigitta Busch. Mehrsprachige Bildung in Österreich: Ein Fokus auf Curricula, Lehr- und Lernmaterialien/Multilingual Education in Austria: A focus on curriculum, teaching and learning materials. Taking as an example the German-Slovenian-speaking school system in Carinthia, this study traced the development of a bilingual primary school. Teaching and learning materials that were in use during different eras serve as a 'golden thread' and make it possible to draw conclusions on the actual teaching practice. From the design of the materials, it can also be seen how bilingualism is dealt with and how a 'secret' curriculum determines the distribution of roles between the two languages. It uses a multimodal text analysis method that includes different elements such as images and layout. In the last section the study reveals the current forms of bilingual education in schools with the Slovenian and German languages. Several models of instruction and pilot projects are discussed. The study deals with school forms such as the principle of "one day – one language" or "one person – one language" in primary education, as well as an attempt with three or four languages (of instruction) at secondary school.</p>
University Innsbruck		Universität Innsbruck, T +43 512 507-0, Sonja			<p>The Innsbruck Model of Foreign Language (IMoF) Teaching didactic is based on the research of a</p>

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(www.uibk.ac.at)		Bacher (Sonja.Bacher@uibk.ac.at),			multilingual approach. The members of the core team are working on the quality of the model, which they present for discussion at international conferences and in publications. Furthermore, this model gives student teachers the opportunity to write their thesis in the field of foreign language teaching.
CIFEM – Carinthian Institute for Ethnic Minorities; IRENI Institute for Research in Ethnic and National Issues		CIFEM: Europastr. 4, 9524 Villach-St. Magdalen, Tel. +434242214757-0; IRENI: Raimundg.6/13+14 A - 1020 Wien, albert.f.reiterer@univie.ac.at, http://homepage.uibk.ac.at/~c40285/english/index.html		Univ.Do. Albert F. Reiterer. THE SLOVENE LANGUAGE IN CARINTHIA – SYMBOLIC BILINGUALISM. Summary. Questions for the “colloquial language” have been included in every census in Austria since World War II, and in fact since the census of 1880 in Cisleithania. The most recent one, in 2001, resulted in about 12,600 Austrians (or 14,000 inhabitants of Carinthia) “confessing” – this is the term used most often – to speak Slovene. However, as all experts are well aware, the census term “colloquial language” is understood to mean something other than the indication of linguistic skills or everyday use of the language, that is, it signifies a readiness to identify ethnically (politically) with the Slovene minority. This is demonstrated best by comparing the figures of the census with those of an investigation looking exclusively into linguistic skills: a representative survey in annex to a micro-census and conducted by the author in September 1999 showed that around 60,000 people aged 15 years or over spoke or understood Slovene. The following presentation provides some of the results of this survey in more detail, and it gives some indication of the contexts in which Slovene in Carinthia is spoken, according to this investigation. It discusses the difference between the two numbers and asks what the significance is of ticking “Slovene” in the census questionnaire, as opposed to the everyday use or the ability to understand the minority language. According to the concept of symbolic ethnicity, coined by H. J. Gans (1979) and tested empirically by R. D. Alba (1990) for the USA, it is argued that bilingualism in Austria – not only in relation to the Slovenes, but to the Burgenland Croats and the Magyars too – always has more a symbolic and less a pragmatic value for the members of the respective linguistic minorities in the country. The term ‘symbolic bilingualism’ should be added to the term ‘symbolic ethnicity’. Supposedly, this loss of structural value, while an identitarian value is maintained, of the most widely used indicator for ethnic affiliation in Western and Central Europe is the course of post-modern ethnicity in Western Europe and in politically highly developed countries, at least, if those concerned are minority groups.	
University of Vienna (www.univie.ac.at)	Faculty of German Studies	University Professor for German as a Second Language at the Department of German Studies Klaus-Börge Boeckmann, Institut für Germanistik Universitätsring 1 A-1010 Wien Telefon: +43 1 4277 42160 Fax: +43 1 4277 42150, E-Mail: kbb@mine.at, http://marille.ecml.at/	MARILLE - Majority language in multilingual settings. Medium-term project (2009-2011). Project working languages: English and German. Thematic strand: Plurilingual education. Expected results and output: collection of strategies for change management in the field of plurilingual majority language teaching; illustrative case studies/examples of good practice from a variety of countries; conclusions on how to transfer good ideas to other contexts in order to improve majority language teaching with regard to plurilingualism. Target audience for the activities planned within the project: teachers working as multipliers in networks; teacher educators. Target audience for the project results: teachers; teacher educators; curriculum and learning materials developers. Sector of education focused on: lower and upper secondary school. Partners: The Department of German at the University of Vienna, the largest institution for	Handbook: To show how plurilingualism can be fostered in majority language teaching (for example, the teaching of Spanish in Spain or Polish in Poland) in secondary schools, this publication offers concrete examples for teacher development and strategies for change management. This resource book is complemented by video classroom examples soon to be available on this website. WHAT IS ITS ADDED VALUE? The publication provides tools for majority language teachers focused on recognizing, supporting and promoting plurilingualism. Reflective questions on how to implement plurilingualism in the majority language classroom.	

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			<p>training teachers of German as L1 and L2 for academically oriented secondary schools in Austria, is at present developing new curricula for all courses including teacher education and is also involved in the Austrian LEPP process, for both of which the results of this project are highly relevant. The School of Education at the University of Sheffield has a strong reputation for its work in teacher education, literacy, policy and inclusion. Its focus on diversity is reflected in its partnership with local schools and its unique PGCE (teacher training course) in Urdu, Chinese and Japanese. It is also involved in the first city-focused CoE Profile of language policy. Bi-/multilingualism is one of the main research areas of the Research Institute for Specialised Communication and Multilingualism of the EURAC (European Academy) in Bozen/Bolzano, a multilingual private non-profit institution with private and public funding. South Tyrol, with its three linguistic and cultural groups, offers a background of great interest for the study of language learning, a field that is greatly emphasized at EURAC. The University of Jyväskylä is the leading developer in Finland in the field of language learning, teaching, assessment and teacher education. It is also the first and only university in Finland that has a language policy for the whole university. The policy outlines the university as a multicultural and multilingual environment. The Language Policy Division of the Council of Europe (LPD) has recently initiated a number of activities in the field of languages of school education and we will base our activities on the results of these activities, coordinate our work with the LPD and cooperate closely with the experts involved in the LPD's activities.</p>		
University of Vienna (www.univie.ac.at)		Univ.-Prof. Dr. Johanna Laakso, Senior Lecturer, Mag. Márta Csire, Abteilung Finno-Ugristik, Universität Wien, Campus AAKH Hof 7, Spitalgasse 2-4, 1090 Wien, Telefon: +43 1 4277 DW 43012,		TEACHING THE HERITAGE LANGUAGE AS A FOREIGN LANGUAGE: ON THE QUESTIONS OF BILINGUALISM AND MINORITY LANGUAGE TEACHING IN AUSTRIA by Marta Csire and Johanna Laakso. Although Hungarians in Austria are an officially recognised ethnic minority, surprisingly little attention has been given to the specific problems in teaching Hungarian as a heritage language. This paper focuses on the situation of heritage-language students who study Hungarian as part of a university curriculum in Vienna, together with German speakers. These students have learnt colloquial varieties of Hungarian as a spoken language in their families but typically have no formal training in the standard written language. This leads to learners making errors, which are often due to a lack of language awareness: heritage-language students are unable to analyse their grammatical intuitions. It is also	

University	Department	Contact	Research & Project/Contract: financial source, partners, dates, objects, abstract, internet links	Publications	Courses
		e-mail: johanna.laakso@univie.ac.at, mar-ta.csire@univie.ac.at, Web: http://www.academia.edu/1131671/Teaching_the_heritage_language_as_a_foreign_language_On_the_questions_of_bilingualism_and_minority_language_teaching_in_Austria		obvious that heritage-language students do not benefit from traditional second-language teaching methods and material; furthermore, heterogeneous teaching groups create rather than solve problems. These issues, probably critical for an increasing group of multilingual speakers in many countries, call for more differentiated approaches to language planning and educational strategies.	
Zentrum für Physiologische Medizin, Institut für Physiologie (IN:spired; Developmental Physiology & Developmental Neuroscience), Medizinische Universität Graz, Österreich; Zentrum für Theoretisch-Klinische Medizin, Institut für Anatomie, Medizinische Universität Graz, Österreich; Center for Genetic Disorders of Cognition and Behavior, Kennedy Krieger Institute, Johns Hopkins University School of Medicine, Baltimore, USA).		Medizinische Universität Graz, Auenbruggerplatz 2, A-8036 Graz, Tel. 0043/316/385-0, e-mail: rektor@medunigraz.at, homepage: http://www.medunigraz.at		Bilingualismus: eine Herausforderung für das sich entwickelnde Gehirn/Bilingualism: A Challenge for the Developing Brain by K. D. Bartl-Pokorny, C. Theoharidou, M. Dreu, G. Vogrinec, F. Pokorny, V. B. Talisa, G. Feigl, C. Einspieler, P. B. Marschik Neurophysiological studies have demonstrated that first language (L1) and second language (L2) processing are not necessarily represented in different neural regions. However, factors such as language competence and age at onset of L2 acquisition can influence the representation of L2 in the "bilingual brain". Bilinguals who acquired a second language later in life were frequently reported as having different activation patterns for linguistic tasks as compared to bilinguals with an early age at onset of L2 acquisition. Furthermore, later acquisition of L2 has often been associated with a poorer language outcome. Previous neuroscientific research on bilinguals primarily addressed the language outcome of bilinguals in adolescence and adulthood, but there remains a significant gap in knowledge regarding the developmental trajectory of language capacities that has only recently started to be systematically addressed. The current longitudinal study presents an examination of 3 bilingual children with the same duration of bilingual language exposure but different ages at onset of L2 acquisition. Our observations indicate a relationship between the age at onset of acquisition and the grammatical competence of L2 later in life. However, lexicon and reading competence were not influenced by age at onset of L2 acquisition. Furthermore, the L2 system of the child who was the oldest at the onset of L2 acquisition displayed the most robustness after a temporary change in linguistic environment. To generalize these findings and detect general developmental trends in children acquiring 2 or more languages at a time, more interdisciplinary research on the developing "multilingual brain" is needed. (https://www.thieme-connect.de/ejournals/pdf/10.1055/s-0032-1312674.pdf)	
Federal Ministry for Education, Arts and Culture (http://www.bmukk.gv.at)		Bundesministerium für Unterricht, Kunst und Kultur, Referat für Migration und Schule, Minoritenplatz 5, 1014 Wien, Tel.: +43-1-53-120/2552, E-Mail: elfie.fleck@bmukk.gv.at , Web: http://www.schulemehrsprachig.at/	"Interculturality and Multilingualism - a chance not to be missed!" An initiative designed to advance multilingualism and intercultural learning at Austrian schools. Children and young people from all quarters of the world attend schools in Austria. In most school classes language and cultural diversity has long become the rule rather than the exception. Even though social coexistence in highly heterogeneous groups is occasionally conflict-laden, it also holds the chance for those concerned to broaden their horizon and to put their own world view in perspective. Against this background, "intercultural learning" was introduced as a		

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			<p>cross-curricular subject in the early 1990s. Even though teachers occasionally regard the plethora of cross-curricular subjects as a burden rather than a benefit, it must be considered an advantage that, thanks to the introduction of this pedagogical principle, cultural diversity in Austria's schools has become officially recognised. Making "intercultural learning" part of everyday school life, however, is conditional on purposeful initiatives. This is why for several years now, pupils/students and teachers have been supported in addressing language and cultural diversity within the framework of a school initiative entitled Interculturality and Multilingualism – a chance not to be missed! Under this project, which is supported by the Federal Ministry for Education, Arts and Culture, more than 4,600 pupils/students throughout Austria have tackled cultural and linguistic diversity in their own living environment, in the course of the past school year. At the closing event in the reception hall of the Ministry of Education, on Monday, 28 September 2009, Federal Minister Dr. Claudia Schmied and attending guests were given a taste of the enthusiasm and creativity with which the pupils/students involved had engaged with the topic. At this showcase event, ten of the 76 participating schools presented the fruits of their labours at specially set up "project islands". (http://www.bmukk.gv.at/medienpool/18886/aen_09_04_60.pdf)</p>		
Zweisprachiges Bundesgymnasium (ZBG) Oberwart		Zweisprachiges Bundesgymnasium Oberwart, Badgasse 7, A-7400 Oberwart, Tel. +43-3352 / 34024, e-mail: 109036@lsgld.gv.at, Web: www.bg-oberwart.at			<p>All students at ZBG are normal secondary education students; however, by attending, they not only receive an outstanding secondary education and become proficient German speakers, but will also be qualified to speak Croatian or Hungarian fluently in addition to their normal curriculum. This new approach puts our school into the driver's seat, paving the way into a new frontier of education. As a result of this additional fluency, ZBG students assimilate important characteristics (i.e. cultural understanding) that are vital to today's Europe. Thanks to this, our students are better prepared for the road ahead, whether it is in their academic or professional careers. Some of the advantages produced by a bilingual education include: increased capacity to engage in more languages; a foundation</p>

University	Department	Contact	Research & Project/Contract: financial source, partners, dates, objects, abstract, internet links	Publications	Courses
					<p>for ongoing education; more job opportunities; heightened creativity; greater understanding of other people and their cultures. With Austria's induction into the European Union and the ever-growing expansion of the EU towards the east, there is a major demand for future language acquisition. Our school suitably prepares its students based on this ever-growing expansion. ZBG educates its students in German, Croatian/Hungarian and English, as well as provides the options of French, Spanish, Italian and Latin. The comfortable and friendly environment induces the cooperation of the students, thus allowing them to become independent and self-reliant, preparing them for their futures. Increasing multidisciplinary education through small class sizes, workshops etc., students, parents and teachers encounter each other openly in conversation; further allowing the exchange and growth of ideas, methods, and communication to be developed. By graduation, a student will have obtained necessary technical skills, such as: effective communication between peers, critical and analytical thinking and how to function as part of a team. How does bilingual education work? From the beginning of enrolment in the first class, students acquire the necessary skills to complete their work in either Hungarian or Croatian in the following subjects: geography, biology, physics, chemistry, physiology, history, religion, physical education, art, music and vocational training. The students begin by studying important terminology in both languages so that there is a smooth transition between German and the ethnic language, which eventually brings about a complex understanding for the overall subject field.</p>
European Commission in Austria		<p>Europäische Kommission Vertretung in Österreich, Haus der Europäischen Union, Wipplingerstraße 35, A-1010 Wien, Tel: (+43 1) 516 18-0, Fax: (+43 1) 513 42 25 E-Mail: comm-rep-vie@ec.europa.eu http://ec.europa.eu/austria/eac-info@ec.europa.eu</p>	<p>The Euromosaic study. Endogamy plays no role in the urban environment. Maintaining the language is widespread within the family (as well as in the institutions), whereas contacts with the Czech Republic (mainly through kinship links) and contacts with recent Czech immigrants is very marginal. Among the Czech families of Vienna, particularly in the institutions, the use of Czech is considered to be taken for granted, or that it constitutes a sort of 'patriotic duty'. There is no variation in use by gender. Only a small number of Viennese Czechs have any religious affiliations, in contrast to the Slovak minority (mainly in relation to the Austrian Slovak Cultural Alliance Rakúsko-slovenský kultúrny spolok/Österreichisch-slowakischer Kulturverein), which pertains to Catholicism. If the Czech language</p>		

University	Department	Contact	Research & Project/Contract: financial source, partners, dates, objects, abstract, internet links	Publications	Courses
			was associated with connotations of low status under the Monarchy and during the inter-war period, this has receded today, even if the social prestige of Czech does not correspond to that of German.		

Table 18. Brief summary of media publications in Austria

Name	Type of Media	Number and year	Name of the most interesting articles	Overview	Contact
The German Way & More: Language & Culture in Germany, Austria, Switzerland	Website	7/2/09	Expat Issues: Bilingual Parenting (http://www.germanway.com/bilingfam1.html)	Expat Issues: Bilingual Parenting (A Guest Article by Nadine Lichtenberger). Introduction. Parents considering raising their children to be bilingual face many questions. What does research say with regard to bilingual children? Is one method better than another? Is learning two languages simultaneously too difficult or "confusing"? Will their peers see them as "different" and tease them? Is it ever too late or too early to begin? These were questions also faced by the author of the following article. Nadine Lichtenberger is an American who has lived in Linz, Austria since 1989 with her Austrian husband and their two children. Below she offers a personal account of her efforts to ensure that her children can communicate in the two languages spoken by their parents: English and German. Although there are some differences, the problems encountered in doing this in a German-speaking country largely mirror those in an English-speaking country. Nadine shares her personal concerns, methods, and resources used to help in the sometimes daunting task of raising truly bilingual children.	Nadine Lichtenberger, Übersetzungen, Johannes Kepler University, Linz, Schloss, EG, Zimmer 0004 Tel.: +43 732 2468 3017 Fax: +43 732 2468 9839, E-Mail: nadine.lichtenberger@jku.at, nadine_jkul@hotmail.com
Newspaper "Standard"	Daily newspaper	5/12/08	Auf Deutsch bin ich stärker (http://derstandard.at/3333784/Auf-Deutsch-bin-ich-staerker)	In German I am stronger (Auf Deutsch bin ich stärker). About the workshop of the FIBEL (Fraueninitiative Bikulturelle Ehen und Lebensgemeinschaften) association "Language and Communication in Bicultural Partnerships" with Psychotherapist Dr. Elisabeth Jupiter. A foreign language often offers a chance to process traumatic experiences more effectively, Jupiter knows this from years of experience as a psychotherapist. On the one hand, the immigrant is in a new emotional and cultural context. On the other hand, he can sometimes dissociate through the foreign language the experiences in another language. "Many things are easier but some are more difficult to express in one's own language," says Jupiter. Jupiter, therefore, provides the opportunity for people to speak in their therapy sessions in English, Italian, French and Spanish. "Especially when it is very emotional, the patients fall back into their native language," says Jupiter. One workshop participant knows from personal experience how a new language brings changes. She came to Austria in her thirties and now describes German as her "adult language." "I'm stronger in German and express things differently," she says.	Psychotherapist Dr. Elisabeth Jupiter, Wipplingerstraße 24-26/21a bzw. Tiefer Graben 23, Wien, Telefon: +43-1-9223414, Mobil: +43-664 -2523639. Web: www.psychotherapie.at/dr.jupiter , E-Mail: elisabeth.jupiter@chello.at
Studia Slavica	Magazine	6/29/09	The Croatian Language in Burgenland today (http://www.akademai.com/content/86213xk73855337u/)	The paper gives a survey of the situation of Burgenland Croatian today. The Croats of the former Western Hungarian lands originate mostly from the 16th century. Their present number is approximately 20,000 in Austria, and even smaller in Hungary and Slovakia. The Croats in Austria are bi-lingual in Croatian and German. Their literary language is a čakavian, an Ikavian-Ekavian variety of Croatian, which has been written since the 17th century. Efforts to standardize the language have recently resulted in dictionaries and a grammar. Language contacts between Burgenland Croatian on the one hand, and Standard Croatian, German, and Hungarian on the other, are described. Language policy is not very much in favour of the Croats. Nevertheless, they have achieved a greater presence in the mass media during recent years. The use of language of bi-lingual individuals differs according to age, sex and profession. Bi-lingual instruction is conducted in a small number of schools only.	EM. O. UNIV.-PROF. DR. GERHARD NEWEKLOWSKY, Institut für Slawistik Wien, Spitalgasse 2, Hof 3, A-1090 Wien bzw. Institut für Slawistik, Universität Klagenfurt, Universitätsstraße 65-67, 9020 Klagenfurt am Wörthersee Österreich, Telefon: +43 463 2700 2602, Fax: +43 463 2700 992602, E-Mail: slavic@uni-klu.ac.at
Mumsnet.com	Website	11/29/12	Bilingualism in Austria (http://www.mumsnet.com/Talk/language_bilingualism/a1625181-In-Austria-is-the-fact-that-I-speak-english-really-having-such-a-negative-effect-on-my-dd)	In Austria - is the fact that I speak English really having such a negative effect on my dd? (Thurs 29-Nov-12). We live in Austria, our children go to a local school. I speak (mostly) English to the children and although they understand, they answer in German. DH speaks German. DC speak German with each other..My DH and I speak a mixture of English and German to each other. Just spoken to dd's teacher..DD is struggling with German (as a school subject rather than with the language) at the moment. With the effect that she might not be able to make it into Gymnasium. To be honest, she is in the third year (has time to develop) and if she is not up to it, then that is all fine. BUT...the teacher said that perhaps this struggle was because of the two languages at home. DH thinks that she hears a lot of English at home, and it would help her if I spoke German more. However, my German is far from perfect and I think it would be detrimental if she heard my mistakes. Plus, the things that the teacher highlighted are nothing to do with her command of the German language, but that she has trouble writing stories, descriptions etc... Not sure what to do, hence my post.. all ideas appreciated... well, actually just reading my post through I think I should stick to English. But curious to hear other stories....	Studio 6, Deane House Studios, Greenwood Place, Highgate Road, London NW5 1LB
Association Multikulturell - Kids2Write	Project website	7/5/09	Kid2Write-Project (http://kids2write.eu/en/news.html)	Since November 2011 Verein Multikulturell in Austria has been working diligently on the development of games for children aged 6 to 10 years and for young people between 14 and 17 years. The games have been designed to be suitable for age-appropriate use both in schools as well as in leisure time. The goal of these new games is to support children and young people in their writing skills and bilingualism. Some prototypes have been produced and introduced in	Verein Multikulturell, Bruneckerstraße 2 d, 3. Stock, 6020 Innsbruck, Tel.: +43 512 56 29 29, Fax: +43 512 56 29 29 -20, E-Mail: office@migration.cc

Name	Type of Media	Number and year	Name of the most interesting articles	Overview	Contact
				some schools. Teachers and students are excited about the new concepts and will support Verein Multikulturell in the coming months in the testing and adaptation of the developed games. In collaboration with "Spielzeugschachtel" from Salzburg, the other Austrian Kids2Write partner, prototypes from all partner countries (Greece, Germany, Turkey, Romania and Austria) will be produced in an attractive and child-friendly manner and offered in a useful bilingual gamebox. Verein Multikulturell has also been working on writing games for youngsters as downloadable apps for smartphones. The concept of the meaningful use of the language of bilingual young people is at the forefront in improving their writing skills.	
Bundesinstitut BIFIE (Bundesinstitut für Bildungsforschung, Innovation und Entwicklung des österreichischen Schulwesens), Zentrum für Innovation und Qualitätsentwicklung (Wien)	Website	7/5/09	Spracherwerb in der Migration – Deutsch als Zweitsprache/Language acquisition in migration - German as L2 by Rudolf de Cillia	A school in this day and age should assume that individual multilingualism is both a norm and a key social resource. Thus it should develop differentiated pedagogical programmes. We are dealing with a school context with very complex language features (different languages have different functions for all the different stakeholders in the education process). German is the first as well as the native language for part of the pupils, but also the second, third, etc., standard, official, educational, national etc. language. On the other hand, we are also dealing with the first languages (languages of origin, family languages) of children with a native language other than German. Finally, with "foreign" languages (in which the lingua franca is English due to its popularity in our culture). To create ideal conditions for migration-related native languages, there is a need for an "integrated programme of language education" or a General Language Curriculum. Such a curriculum for Austria has just been developed on behalf of the Federal Ministry for Education, Arts and Culture (BMUKK) and is now available as a basis for discussion.	BIFIE, Alpenstraße 121, A-5020 Salzburg, Telefon: +43 / 662 / 62 00 88, Fax: +43 / 662 / 62 00 88 - 9000, E-Mail: zms.office@bifie.at
best:management e.U., Pädagogik-News	Website	7/1/09	Multilingualism between educational opportunity and educational risk by Gombos, Georg (2008) (Austrian Educational Journal, 158, 10-19.)	Actual status in Austria (see Gombos 2008, pp. 16ff): a) there is a "monolingual habitus", i.e. students learn primarily German – with English as a supplement, usually taught from elementary school; b) there are a limited number of languages of the recognised ethnic groups (1-9%); c) the distribution of non-German speakers is regionally determined and can reach 100% in the cities; d) there is a risk that children of migrants could be sent to special schools because of insufficient knowledge of German; e) Austrian schools move between pedagogy of migrants (migrants as a target group) and intercultural education (all children as a target group); f) the native language is underutilised – even if it could have a positive impact on the learning of the German language; g) students are normally judged for what they do not know rather than for what they contribute - "[...] the student should be considered a resource-rich person and not as a deficient being [...]" (Gombos, 2008, pp. 18). (http://paedagogik-news.stangl.eu/233/mehrsprachigkeit-chance-oder-risiko)	best:management e.U., Aßmayergasse 30/1/18, 1120 Wien Austria, Telefon: +43 (0)676 7057375, WWW: http://best.management.stangl.eu/
Newspaper "Die Presse" (www.diepresse.com)	Daily newspaper	01.02.2009	Bilingualism: When children speak different languages by JUTTA SOMMERBAUER	Bilingualität: Wenn Kinder mehrere Sprachen sprechen/Bilingualism: When children speak different languages by JUTTA SOMMERBAUER. One language one parent: parents should follow this principle. Because children must be able to identify their carers' own languages. This sounds simple, but it is often not so easy in practice: it is even more difficult in particular for those who represent the non-ambient language (the language that is not spoken locally) – e.g. when shopping, making visits to friends with a limited knowledge of the foreign language, or even if the partner has only a limited knowledge of the other's language. Anja Leist Villis, a doctor specialising in bilingualism and an initiator of the Internet portal Zweisprachigkeit.net , points out how important it is for parents to make "informed choices about their own linguistic behaviour" and thus find a practical approach to multilingualism. (http://diepresse.com/home/bildung/bildungallgemein/448857/Bilingualitaet_Wenn-Kinder-mehrere-Sprachen-sprechen)	SOMMERBAUER Jutta, Mag. MMSIC, "Die Presse" Digital GmbH & Co KG, Hainburger Straße 33, 1030 Wien, E-Mail: jutta.sommerbauer@diepresse.com , Tel: +43-1-51414-459; Dr. Anja Leist-Villis, Web: www.zweisprachigkeit.net , E-Mail: info@zweisprachigkeit.net
Newspaper "Die Presse",	Daily newspaper	5/22/12	More appreciation for multilingualism of immigrants by Ania Haar	Mehr Wertschätzung für Mehrsprachigkeit von Migranten/More appreciation for multilingualism of immigrants by Ania Haar. Die Presse: Immigration has turned the ideology of having only one language in Austria upside down. What must be considered in order to respond appropriately to the linguistic resources that immigrants and their children bring? University Professor Georg Gombos: Above all, the right attitude and appreciation of these resources. This is the central importance of education at kindergarten. That is one side. The other side is that you have to find specific local solutions. In metropolitan areas, where there are many children with foreign language backgrounds as well as in groups where different languages are represented, it is naturally difficult to promote both German and another language. But this is important for the language development of children. Basically, a respectful attitude towards all children is a central demand of kindergarten teachers. (http://diepresse.com/home/panorama/integration/760060/Mehr-Wertschaetzung-fuer-Mehrsprachigkeit-von-Migranten)	Ao.Univ.-Prof. Mag. Dr. Georg Gombos, Unstitut für Slawistik, Universität Klagenfurt, Universitätsstraße 65-67, 9020 Klagenfurt am Wörthersee Österreich, Telefon +43 463 2700 2602, Fax +43 463 2700 992602, E-Mail: slavic@uni-klu.ac.at ; HAAR Ania, "Die Presse" Digital GmbH & Co KG, Hainburger Straße 33, 1030 Wien, E-Mail: ania.haar@diepresse.com , Tel:

Name	Type of Media	Number and year	Name of the most interesting articles	Overview	Contact
					+43-1-51414; Dr. Anja Leist-Villis, Web: www.zweisp Sprachigkeit.net , E-Mail: info@zweisp Sprachigkeit.net
Newspaper "Die Presse"	Daily newspaper	4/10/12	/Bilingualism: Padagogy with "Sheriff" and "Tomatoes" by Iris Bonavida	Bilinguismus: Pädagogik mit „Sheriff“ und „Tomatoes“/Bilingualism: Padagogy with "Sheriff" and "Tomatoes" by Iris Bonavida. No top-down teaching: the children have a reference person both in German and English language instead. Thus they are trying to learn both languages playfully, without any classroom instruction. As a result, the children attain school readiness in both languages. Most parents send their children here because bilingualism is becoming increasingly important for the future. But in some cases, because they themselves have worked hard at learning a foreign language too. Their children will be different. There is almost no translation at the kindergarten as the children usually switch between the two languages instead. (http://diepresse.com/home/bildung/erziehung/747627/Bilinguismus_Paedagogik-mit-Sheriff-und-Tomatoes?from=simarchiv)	Iris Bonavida, Die Presse Digital GmbH & Co KG, Hainburger Straße 33, 1030 Wien, E-Mail: iris.bonavida@diepresse.com , Tel: +43-1-51414
Newspaper "Die Presse"	Daily newspaper	6/24/12	Migrants unlearn their L1 by MAGDALENA LIEDL	Migranten verlernen ihre Erstsprache/Migrants unlearn their L1 by MAGDALENA LIEDL. Approximately 207,000 children in Austria grow up with a first language other than German, most of them with Turkish or Serbian. Only 15 percent of these children received education in their native language last year. This means that only a fraction of them learned to read and write based on their first language. The problem is that many experts consider the mastery of the first language – both spoken and written – as a solid basis for other languages as well. This opinion – in public debate it is not without controversy – is also shared by Sabine Schmörlzer-Eibinger from the University of Graz: "When the basis is crumbling, any other language learning is at risk too." (http://diepresse.com/home/bildung/schule/1259471/Migranten-verlernen-ihre-Erstsprache?from=simarchiv)	Schmörlzer-Eibinger, Sabine, Ao.Univ.-Prof. Mag. Dr.phil., 8010 Graz, Mozartgasse 8/1, Institut für Germanistik, Tel. +43 (0)316 380 - 2636, E-Mail: sabine.schmoelzer@uni-graz.at ; Magdalena Liedl, Die Presse Digital GmbH & Co KG, Hainburger Straße 33, 1030 Wien, E-Mail: magdalena.liedl@diepresse.com , Tel: +43-1-51414
Russische Gratiszeitung in Österreich Dawai!	Weekly newspaper in Russian in Austria	Nr. 32/2012	Foreigners at the door. This year the Vienna Chamber of Commerce, along with the Institute for Social Research, studied the situation of migrants in the labour market.	Foreigners at the door. This year the Vienna Chamber of Commerce, along with the Institute for Social Research, studied the situation of migrants in the labour market. The target group consisted of 2,300 people, 2,000 of whom were immigrants (1st & 2nd generation from 11 countries of origin). It was found that the immigrants had to accept jobs far below their educational level (34% graduated persons in McJobs). This discrepancy was even more acute with regard to salary: 20% of Austrians earn approx. € 2,400 a month – against 5% of immigrants. Thus unemployment is a problem for foreigners: 45% of them, as opposed to 11% of Austrians, have become unemployed since 2000. The main problem with all these deficiencies is the difficulty to pass a recognition of foreign diplomas or secondary school certificates.	Russische Redaktion in Österreich © 2012. Alle Rechte vorbehalten. Herausgeber: AMB Technik und Handels GmbH, FB 307563z, UID ATU64665838. Adresse: Mayerhofgasse 1/10, 1040 Wien. Telefon: +43 (0)664 463 1819, Fax: +43 (0)1 2533 033 7405, E-Mail: office@dawai.at .

Table 19. Law and legislation concerning bilingualism (multilingualism) in the Netherlands

Name of the law or event / Year		Content NL	Content EN	Additional explanation NL	Additional explanation EN
Tweetalig onderwijs sinds 1989	Bilingual education since 1989	Tweetalig onderwijs (tto) bestaat in Nederland in Nederland komt ook drietalig onderwijs voor. Op scholen in Friesland wordt zowel in Nederlands als in het Fries en het Engels les gegeven.	Bilingual Education (TTO) exists in the Netherlands. Trilingual education is also found. In schools in Friesland lessons are given in Dutch and Frisian as well as in English.	Op het TTO wordt bij een gedeelte van de niet-talenvakken een andere taal dan de moedertaal als instructie- en communicatietaal gebruikt. Voorbeelden van deze vakken zijn geschiedenis, biologie en wiskunde. TTO is dus vooral een afgeleide van het taalbeleid van de Europese Unie. Doel is dat de vaardigheid in die taal vergroot wordt via het gebruik op andere terreinen dan de taal zelf en daardoor beter internationaal - Europees - te kunnen functioneren Grote taalgebieden in de wereld met belangrijke economische betekenis komen daarvoor in aanmerking als Russisch, Chinees of Arabisch. Praktisch gezien leveren die dan echter niet de voordelen op die het Europese Platform biedt als kenniscentrum en subsidieverstrekker; dus geen deskundige ondersteuning en geen financiering.	In bilingual education (TTO) a language other than the mother tongue is used as the language of instruction and communication in some non-language subjects. Examples of these subjects are history, biology and mathematics. TTO is mainly derived from the language policy of the European Union. The aim is that proficiency in that language is improved through using it in subjects other than the language itself, so that it can function better on an international - European - level. The main world languages of major economic significance are perceived as Russian, Chinese and Arabic. Practically speaking, however, they do not bring the benefits that the European Platform provides in terms of knowledge and subsidising, so they do not receive expert support or funding.
In 1994 oprichting van het landelijk netwerk tweetalig onderwijs	In 1994 establishment of the national network of bilingual education	in opdracht van het Ministerie van OCW in Nederland hebben het Europees Platform en de scholen het landelijk netwerk tweetalig onderwijs opgericht.	Commissioned by the Ministry of Education in the Netherlands, the European Platform and the bilingual schools have established the national network of bilingual education.		
Na vier jaar tto-onderwijs komen scholen in aanmerking voor een keurmerk van het Europees Platform.	After four years of bilingual education schools are eligible for a certification mark of the European Platform.	Dat keurmerk is gebaseerd op de tto-Standaard, die het Europees Platform in samenwerking met het landelijk netwerk van tto-scholen heeft ontwikkeld. Er bestaat en zowel en standaard voor het vmbo als voor het vwo.	This certificate is based on the bilingual education standard, which the European Platform has developed in collaboration with the national network of bilingual schools. There is a standard for secondary education: for VMBO as well as for VWO.		
de Wet op het Primair Onderwijs.	the Law on Primary Education.	Daarin wordt Nederlands als taal genoemd, die op school wordt gehanteerd voor het geven van de lessen.	This law establishes the Dutch language as the basic language for teaching at school.		
artikel 9 WPO - Het kader voor het primair onderwijs, -de VVE (Voor en Vroegschoolse Educatie)	Article 9 WPO - The Framework for Primary Education, - The VVE (For Early Childhood Education)	Bij de (taal)vakken die kunnen worden gegeven (in de bovenbouw) : Engels, Duits en Frans	The (language) courses that can be given (in the final years of the comprehensive system): English, German and French.		
artikel 85 WPO. Het kader voor het primair onderwijs	Article 85 WPO. The Framework for Primary Education	het bestaan van internationale afdelingen van of binnen scholen, artikel 85 WPO. Maar dan gaat het om kinderen of ouders die kort in Nederland zijn en dus ook voorbereid worden op een verblijf daarna in het buitenland.	The existence of international departments or schools within Article 85 WPO. But this applies to children or parents who are only in the Netherlands for a short time and hence are preparing to travel abroad afterwards.		
In het verleden hadden andere talen, dan die expliciet genoemd worden in Artikel 9 WPO (Engels, Duits, en Frans) een plaats in het Primair Onderwijs. Dat gebeurde onder de noemer van eerst het OETC (tot 1995) en later OALT. In 2004 kwam daaraan een einde.	In the past languages other than those explicitly mentioned in Article 9 WPO (English, German and French) were included in Primary Education. This happened under the heading of the first OETC (until 1995) and later OALT. In 2004 this came to an end.	Dit onderwijs was gericht op doelgroepen waarvan de ouders een andere culturele achtergrond hadden en hanteerde de thuistaal als tweede taal naast het Nederlands. In de wet staat echter nog steeds dat: " voor de opvang in en de aansluiting bij het Nederlandse onderwijs van leerlingen met een niet-Nederlandse culturele achtergrond kan de taal van het land van oorsprong mede als voertaal bij het onderwijs worden gebruikt, overeenkomstig een door het bevoegd gezag vastgestelde gedragscode."	This education was aimed at groups whose parents had a different cultural background and used the home language as a second language besides Dutch. The law still states that "for pupils with a non-Dutch cultural background to be accepted into the the Dutch educational system, the language of the country of origin may also be used as an official language in education, in accordance with the code of conduct established by the competent authority."		
het Earlybird-programma	Early Bird Programme	De introductie van Engels als tweede taal op peuterspeelzalen en kinderdagverblijven heeft	English as a second language has, however, been gradually introduced into kindergar-		

		<p>echter wel in het kielzog van de experimenten in het basisonderwijs zich stap voor stap voltrokken. In Rotterdam wordt op 13 plaatsen het Earlybird-programma uitgevoerd in voorschoolse situaties. Ook in Hoogland is een KDV gestart met dit programma.</p>	<p>tens and nurseries as a result of experiments in primary education. The Early Bird Programme has been implemented in 13 preschool environments in Rotterdam. In Hoogland a KDV has been started within this programme.</p>		
Vroeg vreemdetalenonderwijs	Early Language Learning	<p>Vroeg vreemdetalenonderwijs betekent dat leerlingen een vreemde taal leren op een zeer jonge leeftijd, meestal al vanaf groep 1. De Onderwijsraad heeft in 2008 al sterk gepleit voor deze vroege 'onderdompeling', naast het geven van de vakken Engels, Duits en Frans in groep 5-8. Het gaat daarbij meestal om de talen Engels, Duits, Frans en Spaans. Het Europees Platform is door het Ministerie van Onderwijs, Cultuur en Wetenschap aangesteld om internationalisering in het basisonderwijs en voortgezet onderwijs te coördineren en te bevorderen. De doelstelling is dat men een andere internationale taal al vanaf zeer jonge leeftijd leert spreken.</p>	<p>Early Language Learning means that students learn a foreign language at a very young age, usually from group 1 (4.5 years, first year at school). In 2008 the Education Council strongly lobbied for this early 'immersion', in addition to the subjects English, German and French in group 5-8. These are usually English, German, French and Spanish. The European Platform has been established by the Ministry of Education, Culture and Science to coordinate and promote internationalisation in primary and secondary education. The objective is to learn to speak another foreign language from a very young age.</p>		
Wet op het Voortgezet Onderwijs (WVO); Artikel 6a. Taal	Secondary Education Law (WVO); Article 6a. language	<p>Het onderwijs wordt gegeven en de examens worden afgenomen in het Nederlands. In afwijking van de eerste volzin kan een andere taal worden gebezigd:</p> <ul style="list-style-type: none"> • a. wanneer het onderwijs met betrekking tot die taal betreft, of • b. indien de specifieke aard, de inrichting of de kwaliteit van het onderwijs dan wel de herkomst van de deelnemers daartoe noodzaakt, overeenkomstig een door het bevoegd gezag vastgestelde gedragscode. 	<p>Teaching and the examinations are conducted in Dutch. Another language may, however, be used:</p> <ul style="list-style-type: none"> • a. when the teaching relates to the language in question, or • b. if this required by the specific nature, design or quality of the education, or the origin of the participants, in accordance with a code of conduct adopted by the competent authority. 		
De Wet Educatie Beroepsonderwijs (art 7.4.3.4).	The Law on Vocational Education) Article 7.4.3.4	<p>onderwijs wordt gegeven in het Nederlands, en voor een taal, als vak, in die taal. volwassenen onderwijs ten behoeve van Educatie (o.a. NT2) wel plaats mag vinden in een thuistaal</p>	<p>Education is provided in Dutch and a language as a subject in that language. Adult education for Educatie (including NT2) may be given in a native language instead</p>		
de Wet Educatie Beroepsonderwijs, art.6a.b WVO Art.9 WPO	the Law on Vocational Education, art.6a.b WVO Art.9 WPO	<p>De Wet Educatie Beroepsonderwijs geeft indirect informatie over de vakken Turks en Arabisch door te verwijzen naar de vaststelling van examens. Artikel 6 WVO kent eenzelfde ontsnappingsclausule (art.6a.b) als Art.9 WPO maar slechts weinigen leggen een relatie tussen tto en het artikel dat uitspraken doet over taal in het voortgezet onderwijs.</p>	<p>The Law on Vocational Education provides indirect information about courses in Turkish and Arabic, with a reference to the determination of exams. Article 6 WVO has the same escape clause (art.6a.b) as Art.9 WPO but few people establish a relationship between TTO and statements in the article concerning language in secondary education.</p>		
Overheidsbasiseisen TTO	Basic Government Requirements in TTO	<p>Naast de opdracht aan het Europees Platform heeft de overheid een aantal basiseisen voor een TTO-school vastgesteld:</p> <ul style="list-style-type: none"> • maximaal vijftig procent van de lessen mag in een vreemde taal worden gegeven; • TTO is kostenneutraal; • TTO mag niet ten koste gaan van het Nederlands. 	<p>In addition to the task of creating the European Platform, the Government has stipulated a number of basic requirements for bilingual education:</p> <ul style="list-style-type: none"> • up to fifty percent of the courses may be given in a foreign language; • TTO is cost neutral; • TTO should not come at the expense of Dutch. 		
Divers taalaanbod	Diverse Range of Languages	<p>Om er voor te zorgen dat het taalaanbod zo divers mogelijk is moeten alle scholen in het TTO-curriculum tenminste één vak opnemen uit de volgende drie groepen:</p> <ul style="list-style-type: none"> • Sociaal-maatschappelijke vakken; • Natuurwetenschappelijke vakken; 	<p>In order to ensure that the language selection is as diverse as possible, all schools in the bilingual curriculum include at least one course from the following three groups:</p> <ul style="list-style-type: none"> • Socio-political subjects; • Natural science courses; 		

		• Creatieve vakken en bewegingsonderwijs.	• Creative subjects and physical education.		
Handvest met zich meebrengt, zijn door Rijk en de provincie Fryslân verder uitgewerkt in de Bestuursafpraak Friese Taal en Cultuur 2001-2010 (2001)	In accordance with the Charter, the Frisian Language and Culture are further developed by the Government and the Province of Fryslân in the Covenant of 2001-2010 (2001)	Hierin zijn onder andere afspraken gemaakt om de positie van het Fries in het primair en voortgezet onderwijs te versterken. Onderdeel van die overeenkomst is dat de inspectie regelmatig verslag uitbrengt van de stand van zaken rond het twee- of meertalig onderwijs in de provincie Fryslân.	The document includes an agreement to strengthen the position of Frisian in primary and secondary education. Part of this agreement is that the inspection regularly reports on the state of affairs in bilingual or multilingual education in the Province of Friesland.		
				afkortingen VVE -Voor en Vroegschoolse Educatie VVO -voortgezet wetenschappelijk onderwijs TTO -tweetalig onderwijs Vvto - vroeg vreemdetalenonderwijs OCW -(ministerie) van onderwijs, cultuur en wetenschap BOOR -Bestuur Openbaar Onderwijs Rotterdam PO - het Primair Onderwijs WPO -de Wet op het Primair Onderwijs OETC -Onderwijs in Eigen Taal en Cultuur Rotterdam OALT -Onderwijs in Allochtone Levende Talen OKE -Ontwikkelingskansen door Kwaliteit en Educatie, 2010. KDV -kinderdagverblijf WVO -de Wet op het Voortgezet Onderwijs het EarlyBird - het programma voor Engels op, vóór en na de basisschool NT2-Nederlands als tweede taal	Abbreviations VVE - pre-school and early school education VVO - secondary science education TTO - bilingual education VVTO - early foreign language learning OCW - (Ministry) of Education, Culture and Science BOOR - Management Public Education Rotterdam PO - primary education WPO - the Law on Primary Education OETC - education in native language and culture OALT - education in living migrant languages OKE - development opportunities through quality and education, 2010. KDV - day care centre WVO - the Law on Secondary Education Early Bird - the programme for English at, before and after primary school NT2 - Dutch as a second language

Table 20. List of universities in the Netherlands & research on bilingualism

Title - link? Www.	Researcher - Kontakt? @	Description / Aims	Partners, financing?	Date	Notes - publication?
Multilingual Early Language Transmission (MELT)	I.Bangma MSc Dr. A.M.J. Riemersma	•To identify best practice in language immersion methodology • to increase the skills of early years practitioners • to provide young children with a strong educational foundation, enabling them to go on and continue to progress with their multilingual skills • to provide information to parents on multilingualism • to strengthen language communities and promote cultural and linguistic diversity.	a partnership between four language communities: - Breton in Brittany, - the Frisian language in Friesland, - the Swedish language community in Finland, - the Welsh language in Wales.	November 2009 - October 2011	Research paper : www.mercator-research.eu/fileadmin/mercator/research_projects_files/melt/MELT_research_paper.pdf
Language Processing: Interaction Between Bilingualism and SLI	A. Laloi (University of Amsterdam), PhD project Supervisors: Dr. A. Baker, dr. J. de Jong, dr. M. Le Normand	The goal of PhD-project is to fill the gap in bilingual SLI research by investigating the cognitive sub-processes underlying language processing in bilingual children with SLI. Using tasks tapping language-specific and domain-general processing, performances of SLI bilinguals will be compared with those of typically-developing bilinguals and SLI monolinguals. It is expected to uncover the relation of bilingualism, SLI and their interaction with the cognitive sub-processes underlying language processing, hereby allowing a more accurate interpretation of the linguistic outputs of SLI bilinguals.		Jan 2008 – 2012	
Identifying Specific Language Impairment in Monolingual and Bilingual Children: Executive Functions and Linguistic Processing	Dr. T. Yarbay Duman (University of Amsterdam), Principle Investigator	The aim is to reveal a distinguishing characteristic that can identify SLI both in monolinguals and bilinguals. Previous research shows that children with SLI suffer from linguistic impairments and, unlike typically developing bilinguals (TDB), bilingual children with SLI (BISLI) perform poorly on cognitive abilities controlling and regulating other abilities and behavior, namely the executive functions (EF). This project explores the existence of a causal link between EF and linguistic impairments by measuring both specific EF performance and the processing of linguistic structures that require the use of the same EF, and investigating the correlation between the two.		Jan 2011 – Dec 2013	
The Bilingual Proficiency of Moroccan Arabic Speakers in The Netherlands and Germany	Prof. dr. C.L.J. de Bot (University of Groningen), Principle Investigator	The goal of this investigation is to assess the proficiency of these speakers in both L1 and L2 not in isolation but on the assumption that bilingual competence is one large holistic system. It will be investigated if there is a correlation (positive or negative) between an individual's proficiency in both language systems that is, if evidence for L1 attrition correlates with success in L2 acquisition. It will be assessed in what way the use of either language in daily life affects overall proficiency, and to what degree prestige of the speech community and individual attitudes towards both L1 and L2 play a role.		Jan 2007 – Jul 2012	
The Age Effect in Bilingual Development: Grammatical Gender in Second Language Acquisition and First Language Attrition	Prof. dr. M.S. Schmid (University of Groningen), Principle Investigator	This project will compare processing and production of grammatical gender in Dutch and German as L2 (Polish and Turkish learners) and as L1 (attriters in an English-speaking setting), and investigate the differential impact of age of acquisition/attrition among these groups. Grammatical processing will be assessed by means of neuroimaging techniques (ERPs) and eyetracking, production data will be based on free speech.		2010 – 2015	
Early Language Learning in Europe (Project ELLiE)	Drs. E. Krikhaar (Radbout University of Nijmegen), Principle Investigator	The research focuses on three central issues: the processes of policy implementation; the factors contributing most effectively to the success of ELL; the linguistic and non-linguistic outcomes of ELL. Priority strands of investigation threaded throughout this research are the significance of the teacher's role in ELL and the particular impact of digital media on learning.		Since Dec 2007	
Traces of contact: Language contact studies and historical linguistics	Prof. dr. P. Muysken (Radbout Universiteit Nijmegen)	This project aims to establish criteria by which results from language contact studies can be used to strengthen the field of historical linguistics. New methods from structural phylogenetics are employed, and the same linguistic variables (TMA and evidentiality marking, argument realization) will be studied in the various projects. In the various projects, use will be made from a shared questionnaire, so that comparable data can be gathered. By applying the scenario model at various levels of aggregation, a more principled link between language contact studies and historical linguistics can be established.		Jan 2009 – Dec 2013	
Telecollaboration for Intercultural Language Acquisition (TILA)		The TILA project seeks: 1. to innovate and enrich language teaching programmes at secondary schools and make them more motivating and effective by stimulating telecollaboration for intercultural awareness with peers of other cultures; 2. to empower teacher training programmes for developing ICT literacy skills and organisational, pedagogical and intercultural competences of	Consortium partners: The Netherlands - Utrecht University, - Berlage Lyceum (Amsterdam) - 3DLES. UK - University of Roehampton - Secondary school. Germany - Steinbeis Transfer Center Language Learning Media -	January 2013 – 2015	

Title - link? Www.	Researcher - Kontakt? @	Description / Aims	Partners, financing?	Date	Notes -
		(student) teachers for telecollaboration, by promoting experiential learning in task development, implementation and evaluation; 3. to study the possible added value telecollaboration might have in language learning for intercultural understanding of younger learners. TILA aims to offer actual practice and hands-on experiences in telecollaboration activities. It promotes professional development by addressing digital, intercultural, pedagogical and organisational concerns for the successful integration of telecollaboration practices in language education. The target languages of the project are English, French, German and Spanish.	Gymnasium Saarburg, Spain - Universidad de Valencia - IES Clot del Moro. France - Université de Paris 3 - Collège La Cerisaie Czech Republic - Palacky University. Associate partners: 32 institutions from the Netherlands, UK, Germany, France, Spain, Poland, Portugal and Italy.		
Foreign Languages in Primary School Project (FLiPP)	Dr. S. Unsworth (Universiteit Utrecht) Prof. dr. C.L.J. de Bot (Universiteit Groningen) L. Persson (Universiteit Utrecht) S. Reitsma (Universiteit Groningen)	FLiPP aims to answer the following questions: 1. What are the effects of introducing English earlier in the curriculum (i.e., in kindergarten or 'groep 1' instead of grade 5 or 'groep 7') 2. How important is the teacher's proficiency level in English? How many hours a week are necessary to ensure that pupils learn English successfully?		Jan 2009 – Dec 2012	
The Early Child Bilingualism Project	Dr. S. Unsworth (UtrechtUniversity) Prof. A.C.J. Hulk (University of Amsterdam) Dr. L.M.E.A Cornips (Meertens Institute Amsterdam) Dr. E. Argyri (University of Edinburgh) Prof. A. Sorace (University of Edinburgh) Prof. I. Tsimpli (Aristotle University of Thessaloniki)	What is the optimal age at which exposure to a second language should take place? Does an early start necessarily guarantee success? How early is early enough? How much input is needed for language acquisition to take place successfully? These are the central questions in the Early Child Bilingualism project currently being –carried.	Meertens Institute in collaboration with: Utrecht University, University of Amsterdam, University of Edinburgh the University of Thessaloniki.	2008 – 20012	
Transitions and Multilingualism Project (TRAM)	Prof. dr. M. Everaert (Utrecht University) Dr. S. Baauw (Utrecht University) Dr. E. Le Pichon-Vorstman (Utrecht University) T. Kratochvilova (Utrecht University)	The training course developed under TRAM will support the development of teaching skills needed by teachers working with children in transition phases. To assure the course contents meet the qualification needs in theory and practice, the training course is based on a comprehensive needs analysis, a good practice analyse, a transnational reviewed piloting and the cooperation with pilot kindergartens and primary schools. The project also aims to support the acquisition of several languages at pre-primary and primary school level. It focuses on multilingual children supporting them in transition phases so that their skills in several languages are maintained and even reinforced through support of experienced teachers. Moreover, it intends to make monolingual children learn from their multilingual classmates.		Oct 2009 – Sep 2012	
A Toolkit for Transnational Communication in Europe	Dr. J.D. ten Thije (Utrecht University) Dr. A.M. Backus (Tilburg University) Dr. L.K. Marác (University of Amsterdam) Prof. Dr. J. Swanenberg (Tilburg University) K.C.P Juffermans (Tilburg University) Dr. V.D. Mamadouh (University of Amsterdam) D. Bahtina (Utrecht university)	The planned toolkit will comprise a diagnostic, evaluative and recommending component on the basis of which the future users can decide what communicative mode appears to be most appropriate under the given circumstances. The development of the toolkit architecture will take into consideration reference criteria such as communicative efficiency and the EU's fundamental principles and values like democracy, equality, human rights, social cohesion and economic welfare.		Sep 2010 – Aug 2013	
Cross-Linguistic Bilingual Influence on Perceptual Reorganization in Early Infancy	L. Liu (Utrecht University) Supervisor: R.W.J. Kager	This project focuses on the study of perceptual reorganization (PR) occurring in the second half of the first year and intends to answer the following research questions: 1. Is PR affected by early bilingual exposure? If so, what is the nature of this influence? 2. Is PR reversible when first exposure to L2 starts before a certain threshold age? What is this "critical period"? Does this threshold age depend on the type of contrast or language? 3. How language specific is PR reversibility? What factors are the potential influences (age or degree of exposure)?		Sep 2010 – Aug 2013	
Discourse Coherence in Bilingualism and SLI	Project leader: Dr. E. Tribushinina (Utrecht University)	This project aims to fill the gap by providing insights into separate effects of bilingualism and SLI in the domain of referential and relational discourse coherence. To this end, we collect and analyze language comprehension and production data from bilingual Russian-Dutch and Russian-German children, and compare them to monolingual (Dutch, German, Russian) children with and without SLI.		Jan 2012 – Dec 2015	
Language Rich Europe	The steering committee driving Language Rich Europe comprises of experts in language policy and practice from across Europe. Juan Pedro de Basterrechea, Fundraising and Sales Director, Instituto Cervantes Guus Extra, Chair of Language and Minorities, Tilburg University Mário Filipe, Vice-President, Instituto Camões Martin Hope, Director Benelux and EU Office, British Council Thomas Huddleston, Policy	This project provides a commentary on current language policies and practices in participating countries/regions, based on research conducted by our partner network of experts and researchers. It captures good practice and brings stakeholders together face-to-face and on-line to learn from each other. Throughout 2012 our network members will participate in a series of over 80 interactive events across Europe to discuss the key findings and this will result in concrete recommendations to policy makers at national and European level.	Austria: EDUCULT, Denken und Handeln im Kulturbereich Belgium: Migration Policy Group, EUNIC in Brussels, Danish Cultural Institute and Universiteit Gent / Ghent University Bosnia and Herzegovina: University of Sarajevo, Faculty of Philosophy Bulgaria: Sofia University, Faculty of Classical and Modern Philologies Denmark: Danish Language Council Estonia: National Examinations and Qualifications Centre France: European Observatory for Plurilingualism Germany: University of Hamburg, LIMA – Linguistic Diversity Management in	2013	Publications available to download www.language-rich.eu/materials-media.html

Title - link? Www.	Researcher - Kontakt? @	Description / Aims	Partners, financing?	Date	Notes -
	<p>Analyst, Migration Policy Group Tony Jones, Senior Adviser, English Language Innovation, British Council Elidir King, Director Languages Company Xavier North, Delegate-general for the French language and languages of France Joe Sheils, Former Head of the Department of Language Education and Policy, Council of Europe Wolf von Siebert, Project Management, Language and Integration, Goethe Institute Liliana Szczuka-Dorna, Head of Department of Modern Languages, Poznan University of Technology</p>		<p>Urban Areas and Goethe Institut Greece: South East European Research Centre Hungary: Research Institute for Linguistics, Research Centre for Multilingualism Italy: Università per Stranieri di Siena, LEND Lithuania: Lithuanian Social Research Centre, Institute of Labour and Social Research, State Commission on the Lithuanian Language Netherlands: Tilburg University - Babylon, Centre for Studies of the Multicultural Society, Fryske Akademy Poland: Institute for Quality in Education Portugal: ILTEC - Institute of Theoretical and Computational Linguistics, Instituto Camões Romania: Centre Education 2000+, EuroEd Foundation Spain: Instituto Cervantes, Universidad Nebrija, Department of Culture, University of Barcelona Switzerland: University Of Fribourg, Institute of Multilingualism Ukraine: Institute of Social and Political Psychology United Kingdom: The Languages Company, Welsh Language Board Associate Partners Council of Europe, European Centre for Modern Languages Poliglotti4.eu</p>		

Table 21. Brief summary of media publications in the Netherlands

Name	Type of Media	Number and year	The owners & Circulation	Content	Overview
The power of more language	Single magazine about language and multilingualism	Sept 2012, 44 pages, only in Dutch	Independent research institute in the field of multicultural issues «FORUM»	- Future is multilingual - Ethnicity plays no role anymore - About education in the second language - Give children time to build their 'hardware' - Parents about development: Kamile - One afternoon vocabulary is insufficient - Extra attention to talented, smart disadvantaged children - Pupils are better off with methodical approach - Table of 10 to prevent delay of language development - Additional resources for language development - Parents about development: Betty - Schools should not underestimate their own role in language development of children - Language development delay: How do manage they that? - It all starts at home, literally and figuratively - Parents about development: Alder - Column: Everyone is entitled to success - Holy belief in multilingualism - We first put aside all methods - Parents about development: Khadija - The struggle against illiteracy	Multilingualism is a permanent and unavoidable feature of our education system. With new immigration influxes, such as from Central and Eastern Europe, the phenomenon will only increase. Unfortunately, multilingualism does not receive the attention it deserves. But language policy that disregards multilingualism reduces the opportunities in education of children of a non-Dutch background. Schools must adapt their teaching to these children. This requires scientific knowledge about the effectiveness of interventions (by the Dutch state) and methodologies. This single magazine contains inspiring contributions by scientists, educators and parents.
Pavlov	Popular-science television programme	29 Nov. 2012 (in Dutch)	Netherlands Public Broadcasting		Victoria is one of the most versatile young actresses in the Netherlands. At the age of 13 she came from the Ukraine to the Netherlands. Did she benefit from this? And what is linguistic talent, anyway? Twelve years ago, she debuted in GTST and since then she has played numerous roles in TV series and movies. Yet she learned the language in which she acts only in later life. At the gymnasium she excelled in Latin. And now she also speaks fluent English, German and French. Is she just smart or does she have an extraordinary talent for languages? Is she another person in another language? What happens in her brain when she speaks so many languages?

Table 22. Law and legislation concerning bilingualism (multilingualism) in Spain

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
Constitución Española de 1978. Spanish Constitution of 1978	BOE 311/1978, de 29 de diciembre de 1978 Ref Boletín: 78/31229	From 29.12.1978	Spain	Artículo 3 1. El castellano es la lengua española oficial del Estado. Todos los españoles tienen el deber de conocerla y el derecho a usarla. 2. Las demás lenguas españolas serán también oficiales en las respectivas Comunidades Autónomas de acuerdo con sus Estatutos. 3. La riqueza de las distintas modalidades lingüísticas de España es un patrimonio cultural que será objeto de especial respeto y protección	Article 3 1. Castilian is the official State language of Spain. All Spaniards have a duty to know it and the right to use it. 2. The other Spanish languages shall also be official in the respective autonomous regions in accordance with their Statutes. 3. The richness of the various linguistic forms of Spain forms part of its cultural heritage, which shall be the object of special respect and protection
Parlamento español Spanish Parliament	Ley Orgánica 2/2009, de 11 de diciembre, de reforma de la Ley Orgánica 4/2000, de 11 de enero, sobre derechos y libertades de los extranjeros en España y su integración social. Organic Act 2/2009, of 11 December, reforming the organic Act 4/2000, of 11 January, on rights and freedoms of foreigners in Spain and their social integration.	From 11.12.2009	Spain	Artículo 2.ter. Integración de los inmigrantes 1. Los poderes públicos promoverán la plena integración de los extranjeros en la sociedad española, en un marco de convivencia de identidades y culturas diversas sin más límite que el respeto a la Constitución y la Ley. 2. Las Administraciones Públicas incorporarán el objetivo de la integración entre inmigrantes y sociedad receptora, con carácter transversal a todas las políticas y servicios públicos, promoviendo la participación económica, social, cultural y política de las personas inmigrantes, en los términos previstos en la Constitución, en los Estatutos de Autonomía y en las demás leyes, en condiciones de igualdad de trato. Especialmente, procurarán, mediante acciones formativas, el conocimiento y respeto de los valores constitucionales y estatutarios de España, de los valores de la Unión Europea, así como de los derechos humanos, las libertades públicas, la democracia, la tolerancia y la igualdad entre mujeres y hombres, y desarrollarán medidas específicas para favorecer la incorporación al sistema educativo, garantizando en todo caso la escolarización en la edad obligatoria, el aprendizaje del conjunto de lenguas oficiales, y el acceso al empleo como factores esenciales de integración.	Article 2.ter. Integration of immigrants 1. Public authorities shall promote the full integration of foreigners into Spanish society, in a framework of coexistence of identities and cultures with the sole limitation of respect for the Constitution and laws. 2. Public administrations will incorporate the objective of integrating immigrants into the host society, with comprehensive policies and public services, promoting the economic, social, cultural and political participation of immigrants, in the terms provided for by the Constitution, the Statutes of Autonomy, and other laws, in conditions of equality of treatment. In particular they shall, through training programmes, ensure knowledge and respect for the constitutional and statutory values of Spain, of the values of the European Union, as well as human rights, civil liberties, democracy, tolerance and equality between women and men, and shall develop specific measures to promote incorporation into the education system, ensuring that official languages are learnt at the age of compulsory schooling, and access to employment as essential integration factors.
Parlamento español Spanish Parliament	Ley Orgánica 6/2006, de 19 de julio, de reforma del Estatuto de Autonomía de Cataluña . In English: Organic Act 6/2006, of July the 19, reforming catalonian Statute of autonomy	From 20.07.2006	Catalonia	Artículo 6. La lengua propia y las lenguas oficiales 1. La lengua propia de Cataluña es el catalán. Como tal, el catalán es la lengua de uso normal de las Administraciones públicas y de los medios de comunicación públicos de Cataluña, y es también la lengua normalmente utilizada como vehicular y de aprendizaje en la enseñanza. 2. El catalán es la lengua oficial de Cataluña. También lo es el castellano, que es la lengua oficial del Estado español. Todas las personas tienen derecho a utilizar las dos lenguas oficiales y los ciudadanos de Cataluña el derecho y el deber de conocerlas. Los poderes públicos de Cataluña deben establecer las medidas necesarias para facilitar el ejercicio de estos derechos y el cumplimiento de este deber. De acuerdo con lo dispuesto en el art. 32, no puede haber discriminación por el uso de una u otra lengua . 3. La Generalitat y el Estado deben emprender las acciones necesarias para el reconocimiento de la oficialidad del catalán en la Unión Europea y la presencia y la utilización del catalán en los organismos internacionales y en los tratados internacionales de contenido cultural o lingüístico. 4. La Generalitat debe promover la comunicación y la cooperación con las demás comunidades y los demás territorios que comparten patrimonio lingüístico con Cataluña. A tales efectos, la Generalitat y el Estado, según proceda, pueden suscribir convenios, tratados y otros mecanismos de colaboración para la promoción y la difusión exterior del catalán. 5. La lengua occitana, denominada aranés en Arán, es la lengua propia de este territorio y es oficial en Cataluña, de acuerdo con lo establecido por el presente Estatuto y las leyes de normalización lingüística.	Article 6. Own language and official languages 1. The language of Catalonia is Catalan. As such, Catalan is the language of normal use of public administrations and the public media in Catalonia, and is also the language normally used at school for teaching and learning. 2. Catalan is the official language of Catalonia. So is Spanish, which is the official language of the Spanish State. All persons have the right to use the two official languages, and the citizens of Catalonia the right and the duty to know them. The public authorities of Catalonia must establish measures to facilitate the exercise of these rights and the fulfilment of this duty. In accordance with article 32, there can be no discrimination by the use of either language. 3. The Generalitat and the State must take whatever action is necessary for the recognition of Catalan as an official language within the European Union and the presence and use of Catalan in international organisations and in international treaties with cultural or linguistic content. 4. The Government should promote communication and cooperation with other regions and other territories that share linguistic heritage with Catalonia. For this purpose, the Generalitat and the State can sign agreements, treaties and other mechanisms of collaboration, as appropriate, for the promotion and external dissemination of Catalan. 5. The Occitan language, known as Aranese in Aran, is the region's own language and is official in Catalonia, in accordance with this Statute and the laws of linguistic normalisation.
Parlamento español Spanish Parliament	Ley Orgánica 6/2006, de 19 de julio, de reforma del Estatuto de Autonomía de Cataluña . Organic Act 6/2006, of July the 19, reforming catalonian Statute of autonomy	From 20.07.2006	Catalonia	Art. 35 1. Todas las personas tienen derecho a recibir la enseñanza en catalán, de acuerdo con lo establecido por el presente Estatuto . El catalán debe utilizarse normalmente como lengua vehicular y de aprendizaje en la enseñanza universitaria y en la no universitaria . 2. Los alumnos tienen derecho a recibir la enseñanza en catalán en la enseñanza no universitaria . Tienen también el derecho y el deber de conocer con suficiencia oral y escrita el catalán y el castellano al finalizar la enseñanza obligatoria, sea cual sea su lengua habitual al incorporarse a la enseñanza. La enseñanza del catalán y el castellano debe tener una presencia adecuada en los planes de estudios.	Article 35 1. All persons are entitled to receive education in Catalan, in accordance with the provisions of the present Statute. Catalan should be used normally as a language of teaching and learning in non-university and university education. 2. Students have the right to receive education in Catalan in non-university education. They also have the right and the duty to know Catalan and Spanish with sufficient oral and written skills at the end of compulsory education, whatever their usual language. The teaching of Catalan and Spanish must have a relevant presence in all matters. 3. Students have the right not to be separated in centres or different class

The authorities	Name of the law & reference	Period of validity	Area of the law	Quotes	Brief content of the law
				<p>3. Los alumnos tienen derecho a no ser separados en centros ni en grupos de clase distintos por razón de su lengua habitual.</p> <p>4. Los alumnos que se incorporen más tarde de la edad correspondiente al sistema escolar de Cataluña gozan del derecho a recibir un apoyo lingüístico especial si la falta de comprensión les dificulta seguir con normalidad la enseñanza.</p> <p>5. El profesorado y el alumnado de los centros universitarios tienen derecho a expresarse, oralmente y por escrito, en la lengua oficial que elijan.</p>	<p>groups by reason of their usual language</p> <p>4. Students who join later than the start age established by the school system in Catalonia have the right to receive special linguistic support if lack of understanding makes it difficult for them to continue their education normally.</p> <p>5. High school students have the right to express themselves, orally and in writing, in the official language of their choice.</p>

Table 23. List of universities in Spain & research on bilingualism

University	Department	Contact person	Research & Project/Contract: Its financial source, partners, dates, objects, abstract, internet links	Publications	Education courses
Universitat de Barcelona	http://www.ub.edu/web/ub/en/recerca_innova-va-cio/recerca_a_la_UB/proiectes/fitxa/P/PI010144/informacioGeneral/index.html?		PLURILINGÜISMO SOCIAL Y EDUCACIÓN SECUNDARIA (NO OBLIGATORIA) Social multilingualism and the secondary education (not obligatory) Entity: Ministerio de Economía y Competitividad Program: Filología y Filosofía (FILO y FISO) Official code: FFI2012-39285-C02-01 Start date: 01/01/2013 Finishing date: 31/12/2015		
Universidad del País Vasco	http://www.ikasketak.ehu.es/p266-shmastct/eu/pls/entrada/plew0040.htm_asig_natu-ra_next?p_sesion=&p_cod_idioma=ING&p_en_p-or-tal=5&p_cod_centro=323&p_cod_plan=CPOLI202&p_anyoAcad=act&p_pestanya=&p_menu=guia&p_cod_asig=13196&p_ciclo=2&p_curso=4&p_vengo_de=asig_cursos				Linguistic Policy and Planning Degree subject: Graduate course in Political and Administrative Sciences Skills: Analyze and discover the interconnection between the linguistic and the policy. Determine how to regulate the type of the linguistic code which would be a normative and standardized one. Know the linguistic changes which will be enforced by governmental and educational institutions. Compare the different linguistic models of the modern societies. Deepen the bilingualism study and its teaching models. Particularize the adopted solutions of the different governments towards the language or the languages.
Universidad del País Vasco	Homepage: http://brainglot.uof.edu/index.php?option=com_frontpage&Itemid=1	The General Coordinator of the Programme is Prof. Núria Sebastian-Gallés	Bilingüismo y Neurociencia Cognitiva BRAINGLOT (CSD2007-00012), CONSOLIDER-INGENIO 2010 Objective: The aim of our research programme is to explore how human language is acquired and processed, and to determine the relationship between this highly complex phenomenon and other cognitive skills. A key objective of our research proposal is the introduction of comparable measures of multisensory integration in general, dealing with non-linguistic aspects of perception such as movement, time or spatial location. This will enable us to contextualise the results of the linguistic studies and investigate the specific features of language in the capacities for multisensory integration in bilingual speakers. In order to achieve this objective we will take a multidisciplinary approach involving the coordinated efforts of researchers from different disciplines: psychologists, linguists, philosophers, neuroscientists, information technologists and medical researchers. The different groups involved in the project cover all these scientific disciplines.		
Linguapax International IEC	http://www.linguapax.net/home/		Linguapax is a non-governmental organisation dedicated to the preservation and promotion of linguistic diversity world-wide. Linguapax emerged from a UNESCO experts meeting in 1987, which was followed up by a series of workshops and international meetings focusing on the promotion of plurilingual education. In the year 2001, coinciding with a growing awareness of the loss of the world's linguistic heritage, the UNESCO Center of Catalonia decided to continue the project and establish its headquarters in Barcelona. Since 2001 Linguapax has increased its influence and reinforced its international presence through its global network of linguists. In 2006, Linguapax established a network of organisations, from every part of the world involved in the safeguarding of linguistic diversity. These partners became regional Linguapax delegations, acting both autonomously and interactively, with the capacity to carry out specific projects suited to local needs and harmonising with the recent normative texts and declarations promoted by the main intergovernmental institutions.		

Table 24. Brief summary of media publications in Spain

Name	Type of Media	Number and year	The owners and circulation	Name of the most interesting article/s	Quotes	Overview
La Vanguardia	Printed and internet publishing					
La Vanguardia Article nr. 1		Rubric: Life 19/03/12	¿Por qué los bilingües son más inteligentes? http://www.lavanguardia.com/vida/20120319/54271734221/por-que-bilingues-mas-inteligentes.html (19/02/13)	¿Por qué los bilingües son más inteligentes? Why are bilinguals smarter?	“ el bilingüismo convierte a sus practicantes en personas más inteligentes, con profundos efectos en el cerebro, con mejoras en las habilidades cognitivas no relacionadas con el lenguaje y que incluso llegan a proteger contra la demencia en la vejez” “Los bilingües son más hábiles que los monolingües en la solución de ciertos tipos de rompecabezas mentales, como han demostrado diferentes estudios.” “Los bilingües tienen que cambiar de idioma a menudo -es posible que hablen con el padre en una lengua y con la madre en otro idioma”	Several studies have shown that speaking two languages has profound beneficial effects on the brain. Only several years ago scientists already believed that bilingualism makes people more intelligent, has profound effects on the brain, brings about improvements in cognitive skills not related to language and may even protect against dementia in aging. Bilinguals are better at solving certain types of mental puzzles than monolinguals, as various studies have shown. Also, the ability to speak two languages improves the executive function of the brain, such as planning, solving problems and performing other mental tasks in parallel. The key difference between bilinguals and monolinguals, according to the article, lies in a greater awareness of the changes in the environment. Bilinguals are able to switch languages immediately in order to talk to the father in one language and to the mother in another language.
La Vanguardia Article nr. 2		Rubric: Opinion 02/12/12	Topic: Cerebro y bilingüismo. http://www.lavanguardia.com/opinion/temas-de-debate/20121202/54356022551/cerebro-y-bilinguismo.html (19/02/13) Analysis: ANTONI RODRÍGUEZ-FORNELLS Un potencial de aprendizaje http://www.lavanguardia.com/opinion/temas-de-	Cerebro y bilingüismo. The brain and bilingualism Un potencial de aprendizaje Potential to learn. "Some guys have (almost) all the luck"	“Sería interesante entender en qué medida crecer en una sociedad bilingüe donde existen cambios frecuentes entre lenguas puede alterar la representación de ambos idiomas en el cerebro y cómo activamos los mecanismos de control cognitivo” “El bebé tiene que darse cuenta de que existen dos idiomas, entender que existen dos nombres asociados al mismo objeto... Este esfuerzo atencional del bebé se traduciría en un desarrollo más rápido de los procesos de control cognitivo, no específicos del lenguaje” “la especialización en determinados dominios mentales puede producir reservas cognitivas que serían como mecanismos que vamos atesorando a lo largo de la vida, debido a nuestras experiencias vitales, y que nos harían más resistentes a los procesos de envejecimiento o neurodegenerativos.” “Sería interesante entender en qué medida crecer en una sociedad bilingüe en la que existen cambios frecuentes entre lenguas puede alterar la representación de ambos idiomas en el cerebro y la forma en que activamos los mecanismos de control cognitivo” “Usar dos lenguas habitualmente confiere una mayor habilidad	Learning a second language, like other complex learning processes, involves structural and functional changes in the brain. The question raised by this topic is to understand how far growing up in a bilingual society, where there is frequent switching between languages, can alter the representation of two languages in the brain, and how to activate cognitive control mechanisms. During the last decades many efforts have been devoted to investigating bilingualism in the field of psychology and neuroscience. The consequences of bilingualism can be very positive when we speak about the changes at the level of brain plasticity. Basically, learning a second language, like other complex learning processes, involves structural and functional changes in the brain that affect communication between its parts. These changes occur both in a baby learning two languages simultaneously, and an adult, who has decided to learn a new language. Although the scientists still do not understand exactly how these effects occur, we do know that bilingualism affects the cerebral organization of language as the density of gray and white matter in certain brain areas. Using two languages usually confers a greater ability to focus attention and ignore irrelevant information. These benefits are present

Name	Type of Media	Number and year	The owners and circulation	Name of the most interesting article/s	Quotes	Overview
			debate/20121202/54356022551/cerebro-y-bilinguismo.html?page=1 (19/02/13) ALBERT COSTA "Some guys have (almost) all the luck" http://www.lavanguardia.com/opinion/temas-de-debate/20121202/54356022551/cerebro-y-bilinguismo.html?page=2 (19/02/13)		para focalizar la atención e ignorar información irrelevante." "los bilingües comparados con los monolingües parecen tener un vocabulario menos extenso en cada una de sus lenguas (si se suman los dos léxicos es más extenso), muestran una tasa de habla más lenta, y son más proclives a tener dificultades en encontrar la palabra deseada." "Son dos caras de una misma moneda, por un lado el bilingüismo confiere una ventaja en el aspecto atencional y por otro conlleva una desventaja en el procesamiento lingüístico. Pero que nadie se ponga nervioso, ambos efectos son relativamente pequeños y muchas otras actividades diarias podrían compensarlos"	throughout life, from infancy to old age; bilingualism might even help delay the onset of symptoms of neurodegenerative diseases. But, bilinguals compared to monolinguals seem to have a less extensive vocabulary in each of their languages (if you add the two lexicons is longer), show a slower rate of speech, and are more likely to have difficulty in finding the desired word . Although we still do not understand exactly how these effects occur, we do know that bilingualism affects the cerebral organization of language as the density of gray and white matter in certain brain areas. There are two sides of the same coin, first bilingualism confers an advantage in attentional aspect and the other carries a disadvantage in linguistic processing. But do not get nervous, both effects are relatively small and many other daily activities could compensate.
Ser padres	Printed and Internet publishing		Owners: GyJ España Ediciones, S.L.			Leader in its field and with 30 years of life, 'Parenting' is the main reference for men and women who want to have children. Backed by prestigious specialists, it provides comprehensive, reliable and positive information, something essential in a step involving a change in the priorities and spending habits of families.
Ser padres Article nr. 1		Rubric: Information, 1-2 years old, Education and development	Quiero que mi hijo sea bilingüe, y yo no lo soy. http://www.serpadres.es/1-2anos/educacion-y-desarrollo/aprender-idiomas-quiero-que-mi-hijo-sea-bilingue-y-yo-no-lo-soy.html (19/02/13)	Quiero que mi hijo sea bilingüe, y yo no lo soy. I want my child to be bilingual, when I am not.	"El aprendizaje de la <u>lengua materna</u> es un proceso natural: el <u>bebé</u> observa, escucha, entrena sus articulaciones para poder emitir sonidos, imita los sonidos de los padres, repite <u>palabras</u> , las utiliza con una intención y poco a poco las combina entre sí creando pequeñas frases." "El niño debe tener contacto con el idioma varias veces al día y en situaciones diversas que, en lo posible, incluyan todas o algunas de las principales actividades del día." "Es muy importante que el modelo que se les muestra sea el correcto, el educador ha de ser nativo."	Linguist and speech therapist Farrés Luis, Director of The British School of Barcelona, gives some tips on how to get a child to be bilingual. Learning the language is a natural process for the baby: he sees, hears, trains his muscles to make sounds, imitates the sounds of his parents, repeats words, uses them with a purpose and gradually combines them to create small phrases. To ensure that a language is learned naturally, is spoken fluently and without an accent, learning should start as soon as possible and in the most natural way. What parents can do is to offer every opportunity at home to help the child to grasp the language as soon as possible. Here are some ideas: Play songs in English. Accustom the child always to watch movies and cartoons in the original. The child should have contact with the language several times a day and in different situations, including, if possible, all or some of the main activities of the day. Thus they become familiar with all the expressions and, just as they

Name	Type of Media	Number and year	The owners and circulation	Name of the most interesting article/s	Quotes	Overview
						<p>learn from their parents, they also learn by listening, testing and imitating their educators.</p> <p>It is very important that the model shows them is correct, the educator has to be native.</p> <p>It is advisable to interfere with writings models early. No written reference must introduce consolidated until the oral, no baby begins to speak the language of their parents with written references.</p>

Table 25. Law and legislation concerning bilingualism (multilingualism) in Italy

Документы (акты, законы или законопроекты и пр.)	Ведомства и даты принятия и срока действия	Источник	Точная цитата на языке оригинала и краткое содержание по-английски
La Costituzione della Repubblica Italiana	Data a Roma, addì 27 dicembre 1947 ENRICO DE NICOLA Controfirmano: Il Presidente dell'Assemblea Costituente UMBERTO TERRACINI Il Presidente del Consiglio dei Ministri ALCIDE DE GASPERI V:Il Guardasigilli GRASSI	Governo Italiano Presidenza del Consiglio dei Ministri http://www.governo.it/Governo/Costituzione/principi.html	Art. 6 La Repubblica tutela con apposite norme le minoranze linguistiche. Art. 6 Linguistic minorities are protected by the Republic through specially designed norms.
LEGGE 15 dicembre 1999, n.482 Norme in materia di tutela delle minoranze linguistiche storiche.	in vigore dal: 4-1-2000 La Camera dei deputati ed il Senato della Repubblica hanno approvato; IL PRESIDENTE DELLA REPUBBLICACIAMPI Закон вступил в силу 4,01,2000 Принят Палатой депутатов и Сенатом Итальянской Республики. Утвержден Президентом Итальянской Республики Чампи	Gazzetta Ufficiale n. 297 del 20-12-1999 http://gazzette.comune.jesi.an.it/297-99/1.htm	Art. 1. 1. La lingua ufficiale della Repubblica e' l'italiano. 2. La Repubblica, che valorizza il patrimonio linguistico e culturale della lingua italiana, promuove altresì la valorizzazione delle lingue e delle culture tutelate dalla presente legge. Art.1 1 The official language of the Republic is Italian. 2. The Republic protects and values the linguistic and cultural heritage of the Italian language, and also promotes the protection of other linguistic cultures protected by this law. Art. 2. 1. In attuazione dell'articolo 6 della Costituzione e in armonia con i principi generali stabiliti dagli organismi europei e internazionali, la Repubblica tutela la lingua e la cultura delle popolazioni albanesi, catalane, germaniche, greche, slovene e croate e di quelle parlanti il francese, il franco-provenzale, il friulano, il ladino, l'occitano e il sardo. Art. 2. 1. In accordance with Art. 6 of the Constitution of the Republic of Italy and in accordance with general European and international principles, the Republic protects the following languages and cultures: Albanian, Catalan, German, Greek, Slovenian and Croatian, French, Franco-Provençal, Friuli, Ladin, Occitan and Sardinian.
Indicazioni e raccomandazioni per l'integrazione di alunni con cittadinanza non Italiana	Ministero dell'Istruzione, dell'Università e della Ricerca Dipartimento per l'Istruzione Direzione Generale per gli Ordinamenti Scolastici e per l'Autonomia Scolastica MIURAOODGOS prot. n. 101/R.U.U Roma, 8 gennaio 2010 Il Direttore Generale Mario G. Dutto	http://hubmiur.pubblica.istruzione.it/web/istruzione/intercultural-normativa	In effetti l'elevata concentrazione nelle scuole e nelle classi di alunni con culture, condizioni, vissuti familiari e scolastici, situazioni di scolarizzazione e di apprendimento fortemente differenziati, impone il superamento di modelli e tecniche educative e formative tradizionali e l'adozione di metodologie, strumenti e contributi professionali adeguati alle nuove e diverse esigenze. il numero degli alunni con cittadinanza non italiana presenti in ciascuna classe non potrà superare di norma il 30% del totale degli iscritti7, quale esito di una equilibrata distribuzione degli allievi con cittadinanza non italiana tra istituti che insistono sullo stesso territorio; 2. il limite del 30% entra in vigore dall'anno scolastico 2010-2011 in modo graduale: viene infatti introdotto a partire dal primo anno della scuola dell'infanzia e dalle classi prime sia della scuola primaria, sia della scuola secondaria di I e di II grado. 3. il limite del 30% può essere innalzato8 - con determinazione del Direttore generale dell'Ufficio Scolastico Regionale - a fronte della presenza di alunni stranieri (come può frequentemente accadere nel caso di quelli nati in Italia9) già in possesso delle adeguate competenze linguistiche; The high concentration of foreign students in schools and classrooms require the implementation of teaching models in which it will be essential to consider both traditional and accepted methodology, as well as to adapt to new teaching needs and methods. The number of pupils with non-Italian citizenship in each class should not exceed 30% of the total number of students. This 30% ceiling will come into force in stages from the 2010-2011 academic year: it will be introduced in the first year of the primary and secondary school. The 30% ceiling may be revised by the Ministry of Education for the region if the proportion of migrants in the area is particularly large.
La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri	Ministero della pubblica istruzione Osservatorio nazionale per l'integrazione degli alunni stranieri e per l'educazione interculturale Ottobre 2007	L'Osservatorio è presieduto dal Sottosegretario di stato prof.ssa Letizia De Torre. Il Comitato scientifico è coordinato dalla prof.ssa Graziella Giovannini. http://www.requis.it/?pagina=3687	Il Ministero si è impegnato a sostenere le iniziative prese in autonomia dagli istituti scolastici ma nel contempo ha intrapreso un impegno straordinario per la formazione del personale, in particolare, dei dirigenti scolastici. L'Osservatorio nazionale per l'integrazione degli alunni stranieri e l'educazione interculturale, attivo presso il MPI da alcuni mesi ha messo a punto un documento dal titolo significativo: "la via italiana alla scuola interculturale". Adottare la prospettiva interculturale, la promozione del dialogo e del confronto tra culture, significa non limitarsi soltanto ad organizzare strategie di integrazione degli alunni immigrati o misure compensatorie di carattere speciale. The Ministry of Education of Italy has produced a document with a highly significant title: "the Italian route to integrated schools", intended to further the dialogue between different cultures, and is not restricted only to the integration of immigrant students.

<p>La legge sul bilinguismo e la cultura sarda</p>	<p>Sardegna. Il Consiglio Regionale ha approvato Il Presidente della Giunta Regionale promulga il 18 ottobre del 1997 è stata approvata la legge regionale n. 26 sulla promozione e valorizzazione della cultura e della lingua sarda. Entrata in vigore 1. La presente legge entra in vigore il 1° gennaio 1998. La presente legge sarà pubblicata nel Bollettino Ufficiale della Regione. Data a Cagliari, addì 15 ottobre 1997 Palomba</p>	<p>http://www.sardinia.net/poggio/bilinguismo.htm</p>	<p>La Regione Autonoma della Sardegna assume l'identità cultural del popolo sardo come bene primario da valorizzare e promuovere e individua nella sua evoluzione e nella sua crescita il presupposto fondamentale di ogni intervento volto ad attivare il progresso personale e sociale, i processi di sviluppo economico e di integrazione interna, l'edificazione di un'Europa fondata sulla diversità nelle culture regionali. A tal fine garantisce, tutela e valorizza la libera e multiforme espressione delle identità, dei bisogni, dei linguaggi e delle produzioni culturali in Sardegna, in conformità al principi ispiratori dello Statuto speciale. Art. 8 Consulte locali per la cultura e la lingua dei Sardi 1. I Comuni, anche associandosi, possono costituire Consulte locali per la cultura e la lingua dei Sardi, formate da persone competenti in materia, con il compito di assumere iniziative tese a favorire la conoscenza e la valorizzazione della cultura e della lingua sarda, anche nelle sue varianti locali, nonché di formulare osservazioni e proposte all'Assessorato regionale della pubblica istruzione, beni culturali, informazione, spettacolo e sport e presentare appositi programmi di attività. The autonomous region of Sardinia is a cultural and ethnic region of Sards, in need of support for the evolutionary growth of its population in order to stimulate the evolutionary processes in its cultural, economic and integrational development. A policy of this nature is a positive example of the multicultural European society. For this purpose the free and multifaceted manifestation of linguistic identity, culture and national production in Sardinia is guaranteed and protected. Art. 8 Local advisors on the culture and language of the Sards. 1. Local authorities, consisting of qualified personnel, have set themselves the task of supporting the various initiatives for studying and maintaining the language and culture of Sardinia, and promote regional social organisations, information portals, entertainment and sports societies, in accordance with the requirements of this programme. Art. 10 Censimento del repertorio linguistico dei Sardi 1. L'Amministrazione regionale realizza il censimento del repertorio linguistico dei Sardi, secondo un progetto che dovrà prevedere: a) la ricerca e la rilevazione in ciascuna comunità sarda del lessico ivi usato anche in collaborazione con le Consulte locali di cui all'articolo 8; b) l'informatizzazione; c) la pubblicazione dei risultati dalla ricerca, con particolare attenzione alla elaborazione dei dizionari generali della lingua sarda, nonché dell'atlante linguistico della Sardegna. Art. 10 The Sard Language 1. The regional government is working on the archiving of an inventory of the Sard language, in accordance with a plan involving: a) Scientific research in each Sard community identifying the national lexicology and studying the use of the corresponding terms in the language. b) Computerisation. c) Publication of the findings of the research, with particular emphasis on compiling common Sardinian dictionaries and a linguistic atlas of Sardinia.</p>
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LINGUA formazione degli insegnanti e l'educazione bilingue	Carmel Mary Coonan Università Ca 'Foscari Venezia, Italia 2008	COONAN Carmel Mary coonancm@unive.it ladils@unive.it http://lear.unive.it/handle/10278/1023	Il termine educazione bilingue è attualmente utilizzato in Italia per riferirsi a due situazioni ben distinte: l'insegnamento delle lingue straniere l'uso di una lingua, diversa dalla lingua nazionale italiana, come lingua veicolare per l'insegnamento di altre materie. Il termine educazione bilingue è specifico con riferimento al sistema scolastico bilingue in Valle d'Aosta. le scuole ladine della provincia di Bolzano parla di educazione plurilingue; Il termine Educazione linguistica (insegnamento della lingua) nelle scuole della zona Val di Fassa Trentino copre l'uso veicolare di ladino e italiano, che può essere sia prima o seconda lingua per gli alunni; L'introduzione cauto l'uso veicolare della lingua tedesca nelle scuole italiane in Alto Adige si chiamano immersione; l'uso veicolare di una lingua straniera moderna nei Linguistici Licei Europei / Licei Classici Europei è generalmente indicato nella nozione di formazione europea. Due sono le regioni in cui vi è un intento dichiarato di promuovere il bilinguismo - Valle D'Aosta e Trentino-Alto-Adige. Friuli-Venezia-Giulia troppo ha appena approvato una legge regionale (marzo 1996 n. 15) per la promozione della lingua friulana in tutti i settori della società e ha chiesto la creazione di un servizio volto a promuovere e tutelare il patrimonio linguistico di la zona. Non viene fatta menzione però del suo ruolo nelle scuole. 1. The term bilingual education is used nowadays in Italy to refer to two distinct situations: 2. The teaching of foreign languages and the use of a second language apart from Italian, as a target language for teaching other subjects. The term bilingual education is used specifically for the bilingual education system in Valle d'Aosta. The use of the Ladin language in schools in the Bolzano province implies a multi-lingual education; The term linguistics of education (language of instruction) in schools in the Val di Fassa Trentino region refers the Ladino language and Italian, which may be either the first or second language of pupils; The introduction of the Ladino language and German into Italian schools in South Tyrol is referred to as the "process of micro-immersion"; Contemporary foreign languages in European secondary schools/colleges in a European classical concept are usually known as the concept of European education. There are two regions of Italy where bilingualism is officially recognised – the Valle d'Aosta and Trentino-Alto-Adige. The region of Friuli-Venezia-Giulia has also approved a regional law (of March 1996, No. 15) for promoting the Friuli language in all sectors of society and has called for the creation of a base for the advancement and maintenance of the region's linguistic heritage.
Regolamento di attuazione della legge 15 dicembre 1999, n. 482, recante norme di tutela delle minoranze linguistiche storiche	Decreto Presidente Repubblica 2 maggio 2001, n. 345 (in GU 13 settembre 2001, n. 213)	The archive of the Ministry for Education http://archivio.pubblica.istruzione.it/normativa/2001/dpr345_01.shtml	Il presente regolamento disciplina altresì l'attuazione della legge alla minoranza linguistica slovena, con riferimento alle disposizioni della legge medesima che trovano ancora applicazione ai sensi dell'articolo 1, comma 2, della legge 23 febbraio 2001, n. 38, recante "Norme per la tutela della minoranza linguistica slovena dalla regione Friuli-Venezia Giulia". L'ambito territoriale e sub-comunale in cui si applicano le disposizioni di tutela di ciascuna minoranza linguistica storica previste dalla legge coincide con il territorio in cui la minoranza è storicamente radicata e in cui This resolution is to regulate the use of the Act of the 15 December 1999, No. 482, on linguistic minorities, with reference to the provisions of this law, which are used in respect to Article 1, paragraph 2 of the Act of the 23 February 2001, entitled "Provisions for the Protection of Linguistic Minorities in the Region of Friuli-Venezia-Giulia". Local authority services are obliged by law to respect the provisions for the protection of historical linguistic minorities, on which the minority has historically been formed and thrives and where the language is protected as a means of the expression of linguistic competence.
Emigrazione e bilinguismo. Realtà russofone a confronto	Carlo Ambrosi Università degli studi di Firenze Dipartimento di scienze linguistiche e lettere mperotto@tin.it telefono 085-4537855	http://www.fupress.net/index.php/ss/article/view/3380	All'interno del contingente migratorio la lingua russa, soggetta alla dispersione dei suoi parlanti, si è mantenuta faticosamente in linea con la norma di riferimento in un periodo in cui il concetto di kul'tura reči (cultura del linguaggio) anche in patria sembra talvolta vacillare. Anche la categoria linguistica è profondamente mutata: agli atteggiamenti puristi di mantenimento della lingua, tipici dei parlanti della prima ondata, si contrappongono oggi comportamenti linguistici più disinvolti (uso non marcato dell'enunciazione mistilingue come riconoscimento di una doppia identità), ma pur sempre atti a privilegiare l'esito positivo dello scambio comunicativo e a mantenere le regole base della comunicazione sotto il profilo della correttezza pragmatica. Research of Russian-speaking migrants currently living outside Russia and the so-called "post-Soviet territory" has found that within the Russian communities the Russian language is maintained according to a standard. As far as the use of Russian by young people is concerned, a so-called relaxing of linguistic behaviour (use of non-traditional expressions) can be observed, which has been influenced by the multilingual society. Today's Russian-speaking society is faced with the task of ensuring a successful communicative exchange of information and maintaining the basic forms and rules of communication.
EDUCAZIONE PLURILINGUE NELLA REALTÀ MULTICULTURALE	Martin Dodman - Docente presso la Libera Università di Bolzano, nella quale insegna sistemi scolastici comparati. В статье автор уделяет особое внимание рассмотрению канадской билингвальной системы и системы билингвального обучения Южного Тироля.	http://www.schule.provinz.bz.it/forum-schule-heute/heft4-00/dodman.htm	Qualsiasi riflessione sull'educazione plurilingue non può prescindere dal fatto che, a livello mondiale, le società multilingui e le persone plurilingui sono la norma e non l'eccezione. Dunque, l'idea che i giovani, mentre crescono, incontrino, imparino e usino più lingue non deve né sorprendere, né spaventare. L'Europa è forse l'ultimo continente in cui ciò stia diventando, gradualmente ma inesorabilmente, una realtà diffusa. Any reflection on multilingual education cannot ignore the fact that multilingualism is the norm and not the exception throughout the world. Young people are using several languages more and more in their everyday lives, which should not be surprising or shocking to society. Europe is probably the last continent where this process has been slow to manifest itself.

Table 26. List of universities in Italy & research on bilingualism

EUROPEAN PROJECTS No.1	
Name of Institution/Department in the language of the country	L'Università per Stranieri di Siena
Name and contact details of the project or research leader	Prof. Massimo Vedovelli
Name of the project in the original language	FIRB "Perdita, mantenimento e recupero dello spazio linguistico e culturale nella II e III generazione di emigrati italiani nel mondo: lingua, lingue, identità. La lingua e cultura italiana come valore e patrimonio per nuove professionalità nelle comunità emigrate"
Sources of funding	finanziato dal MIUR per gli anni 2009-2012. Il progetto FIRB ha già ottenuto il patrocinio della Commissione Nazionale per la Promozione della Cultura Italiana all'estero del MAE, del Consiglio Generale degli Italiani all'Estero della Regione Toscana, della Fondazione Sistema Toscana, della Confederazione Italiana Agricoltori Toscana e di altri istituzioni, enti e associazioni di emigrati italiani all'estero.
Universities participating in the project	Università per Stranieri di Siena Università degli Studi di Salerno Università degli Studi della Tuscia Università degli Studi di Udine Università della Calabria ELEA società di servizi formativi e consulenziali
Participants of the projects, dates and group under study (research subjects)	Questo questionario può essere compilato da tutti i giovani di origine italiana da 0 a 35 anni Young people of Italian origin aged from 0 to 35 years.
Basic contents and expected or achieved results of the project (in English)	The project is still on-going. Objectives: Research of the new structures of Italian multi-lingualism amongst the descendants of Italian emigration throughout the world. Marking out how contacts with the languages of the country of residence have evolved, how the multilingual space is configured, how stable the dialects are and their relations to Italian, and also the status of Italian (as a language of interpersonal relationships/self-identification). The selection and analysis of quantitative and qualitative indices for an electronic data base "The Italian Language 2000". Developing and implementing models for teaching Italian to people of Italian origin to reinstate the Italian language on the basis of a balanced multilingualism. Organising courses for higher qualifications for the descendants of Italian émigrés abroad, using linguistic and cultural heritage for the further development of the Italian language, culture and identification around the world.
Links	http://www.universoitaliano.it/ http://multi.doclearning.it/survey/index.php SITI DEI PARTNER DEL PROGETTO SITI DEI COLLABORATORI DEL PROGETTO

EUROPEAN PROJECTS N°2	
Name of Institution/Department in the language of the country	Università Cattolica del Sacro Cuore di Milano, Italy Per Fondazione Ismu, Settore educazione - Education Area Antonio Cuciniello, a.cuciniello@ismu.org Silvana Cantù, s.cantu@ismu.org
Name of the project in the original language 01/12/2008 - 30/11/2010	PLUSVALOR Promozione del plurilinguismo e valorizzazione della lingua d'origine (PLUringuism Strengthening VALorisation Of R http://www.ismu.org/progetto.php?ID=8&lang=ita
Sources of funding	Fondi europei, DG EAC, Lifelong Learning Sub-programmes - Multilateral Projects, Networks, Accompanying measures.
	Ec-pec Alapitvany, Ungheria; Fondazione Ismu, Italia;

Partners	Societatea Romana Pentru Educatie Permanenta, Romania; Stichting Katholieke Universiteit Brabant, Paesi Bassi.
Participants of the projects, dates and group under study (research subjects)	In Italia, Romania e Ungheria: alunni/studenti della scuola primaria e secondaria e adulti che frequentano i corsi di italiano, di arabo e di educazione interculturale; in Italia, Romania e Ungheria: insegnanti della scuola primaria e secondaria che frequentano i corsi di formazione; cittadini europei, attraverso le attività di sensibilizzazione sul tema dell'intercultura e dell'integrazione europea. 18 18-25 25-40 40-65 Pupils/students of primary and secondary schools in Italy, Romania and Hungary, also adults following courses in Italian and Arabic and also courses of intercultural development. School teachers following training courses for higher qualifications for citizens of the European Union, by means of completing activities relating to issues of intercultural communication and European integration. 18 18-25 25-40 40-65
Basic contents of the project	Encouraging multilingualism in the primary and secondary education system in partner countries, enhancing the role of the first native language of migrants (e.g. Arabic), in order to develop language skills on the basis of a European language portfolio; developing innovative methods for enhancing the role of the language of the country of origin in the context of migration processes; expanding the use of a general European system of mastering languages in all partner countries, for the subsequent certification and maintenance of multilingualism; developing models of civil societies in a new European context (Romania, Hungary), with the aim of reinforcing the social integration of migrant families.
Expected or achieved results of the project	The compilation of a booklet for each partner, with a subsequent analysis of the distribution of local educational establishments as an aid for teachers. The main themes of the booklet are: multilingualism, evaluating the language of origin, the relation between levels L1 and L2 in context: Booklet 1: Results of the research Booklet 2: Collected experience of thematic research. Research models and materials, based on CEFR relating to the teaching of Arabic, for raising level L1. 1 st Year: 22 courses of Arabic held in 10 schools, which over 160 participants/students attended. 2 nd Year: 20 Lingu courses, which over 200 participants/students attended. Developing a model for research activities in teaching and studying Italian at level L2 for migrants. Training courses in Italian at level L2 for migrants. Developing materials for teaching/studying Italian at level L2 and instruments for teaching citizenship, Working towards the compliance of the system of education of the country of residence with the Italian education system. Conducting training courses on the use of CEFR on the basis of the continuity of language and culture. Training (intercultural education) of "New Europeans" (Hungarians and Romanians). Dissemination of information (1 conference on questions of multilingualism, 1 seminar on intercultural education). Developing a web-site project, with free access to conference and convention materials. The principal result of the work is the experimental model for the development of multilingualism as a tool for social integration, based on the evaluation of the language of origin of migrant communities and the study of the language of the adoptive country, which is begun prior to migration.
Links	http://www.ismu.org/progetto.php?ID=8&lang=ita

EUROPEAN PROJECTS N°3

Name of Institution/Department in the language of the country	La Sapienza, l'Università di Roma
Name and contact details of the project or research leader	Facoltà di Psicologia 1, Cattedra di Psicologia del Linguaggio e della Comunicazione
Name of the project in the original language	Progetto di ricerca: BILINGUISMO 0-6
Sources of funding	EU
Universities participating in the project	--
Participants of the projects, dates and group under study (research subjects)	Nurseries and primary schools in Rome. Asili Nido e Scuole dell'Infanzia del Comune di Roma.

Basic contents of the project	The Bilinguismo 0-6 Project aims to implement tuition in English using psycholinguistic models of instruction. The project is based on the results of the latest research in the area of neurolinguistics. According to the findings of this research, studying a foreign language for up to three years involves the functioning of that structure of the brain which uses the native language of communication. Hence, the subsequent use of a second language will be carried out in so-called "automatic" mode without the structures of the brain using up any particular energy.
Expected or achieved results.	The skills of children participating in the project will be compared with the skills of Italian children of a similar age studying English in accordance with other models, and also bilingual children.
Links	http://www.hocus-lotus.edu/4_progetti_di_ricerca_dettagli.asp?ID=15

EUROPEAN PROJECTS N°4	
Name of Institution/Department in the language of the country	La Sapienza, l'Università di Roma
Name and contact details of the project or research leader	Prof.ssa Traute Taeschner Stanza 16 - IV Piano Facoltà di Psicologia - tel: 06.4442.7563 e-mail:traute.taeschner@uniroma1.it
Name of the project in the original language	Progetto di ricerca: Let's become a bilingual Family! - BILFAM
Sources of funding	Il progetto, co-finanziato dal Programma di Apprendimento Permanente Europeo LLP – Multilateral Projects
Partners	INGHILTERRA, SPAGNA, SLOVACCHIA, ROMANIA e l'ITALIA http://www.bilfam.eu/index.php?main=modules/cms/cms.php&cms=27&menu=3
Participants of the projects, dates and group under study (research subjects)	avrà la durata di 2 anni a partire dal 1 Dicembre 2010 There are a great many research findings on the methodology of learning foreign languages, but never before has any research experience of learning languages in a family setting been carried out. More and more parents want to play an active part in teaching their children a second or third language, and for this we have decided to try to develop suitable didactic activities and games to identify their effectiveness on the experience of European families. 125 families in 5 European countries are taking part in the study of a new language by participating in the adventures of two dinosaurs Hocus and Lotus. The families participating in the project will receive the necessary guidance, approved materials and activities for carrying out the assignments conjointly on-line via this site: www.bilfam.eu
Basic content of the project	The corresponding teaching/learning model has been developed by Professor Traute Taeschner of the University of Sapienza in Rome. The results of the research will tell us how the families participating in the project lived, what new communication experience was obtained over that period, what was learnt by parents and children and what benefits and value were achieved through this experience.
Expected or achieved results	On completion of the project, as a summary of findings, a compendium of project activities will be published in each participating country and also in other European countries.
Links	www.bilfam.eu http://www.bilfam.eu/index.php?main=content/italian/default_page.php&menu=1 http://www.hocus-lotus.edu/4_progetti_di_ricerca_dettagli.asp?ID=18

EUROPEAN PROJECTS N°5	
Name of Institution/Department in the language of the country	La Sapienza, l'Università di Roma
Name and contact details of the project or research leader	Prof.ssa Traute Taeschner traute.taeschner@uniroma1.it, Dott.ssa Danila Tagliatalata Psicologa, Psicoterapeuta, Docente a contratto dal 2006 c/o "Sapienza" di Roma - Facoltà di Psicologia1, Dott.ssa Sabine Pirchio sabine.pirchio@uniroma1.it Dott. Pasquale Rinaldi pasquale.rinaldi@istc.cnr.it
Name of the project in the original language	Progetto di ricerca: TIROCINIO - Università e Scuola insieme per sperimentare e ricercare.
Sources of funding	
Partners	INGHILTERRA, SPAGNA, SLOVACCHIA, ROMANIA e l'ITALIA http://www.bilfam.eu/index.php?main=modules/cms/cms.php&cms=27&menu=3
Participants of the projects, dates and group under study (research subjects)	2007/2008 15 studentesse in 9 Nidi/Scuole dell'Infanzia di 6 Municipi del Comune di Roma 8 scuole partecipanti per un totale di circa 700 bambini
Basic contents of the project	Students in the third year of the Bachelor of Science course in Psychology, studying the methodology of teaching and development of health in children and teen-agers, will have the opportunity to establish contact with several educational institutions in Rome and apply in practical sessions the knowledge they have acquired in using methodology related to communication and the strategy of realising bilingualism, with the aim of promoting rapid language learning in childhood.
Expected or achieved results of the project	Thanks to traineeships, we have successfully laid the foundation for further productive cooperation between the university of Sapienza and schools in Rome, and for the possible inclusion of older groups in the future.
Links	http://www.hocus-lotus.edu/4_progetti_di_ricerca_dettagli.asp?ID=14

EUROPEAN PROJECTS N°6

Name of Institution/Department in the language of the country	Università della Calabria
Name and contact details of the project or research leader	Carmen Argondizzo (c.argondizzo@unical.it) Coordination and Management
Name of the project in the original language	CMC_E Project wins the European Language Label 2010 The European Commission has awarded the European Label of Language Labels Award to the CMC_E Project Limassol, Cyprus 26-27-28 September 2012
Source of funding	Lifelong Learning Programme (LLP)
Partners	Italia: <u>Università della Calabria</u> Polonia: <u>Wyzsza Szkoła Informatyki, Zarządzania i Administracji</u> Mateusz Czepielewski (m.czepielewski@wsizia.edu.pl) Portogallo: <u>Instituto Politécnico de Castelo Branco</u> Isabel Réfega Figueiredo Silva (irefega@esa.ipcb.pt) <u>Technická Univerzita v Košiciach</u> Beáta Czéreová (beata.czereova@tuke.sk) Spagna: <u>Universidad de Santiago de Compostela</u> Ignacio M. Palacios Martinez (iafeans@usc.es) Gtran Bretagna: <u>London School of Economics and Political Science</u> Jim Pavitt (J.Pavitt@lse.ac.uk) Enterprise Partnership <u>GIAS - Gruppo Industriale Alimentari Surgelati</u> e-mail: info@giasspa.it
Participants of the projects, dates and group under study (research subjects)	Mobility students who wish to gain university experience abroad and thus need to master essential academic language skills. University leavers preparing to enter the labour market and therefore in need of acquiring professional language skills which will help them become more competitive. In-service workers who need to develop and reinforce their professional language competences in order to better fulfil their job responsibilities.
Basic contents of the project	CMC_E wants to: enable university students to improve the quality of their linguistic knowledge as required in trans-national higher education contexts, through the Content and Language Integrated Learning (CLIL) approach; contribute to the development of academic and professional language skills in six different languages; create a multilingual network and a culturally diverse environment in accordance with EU policies. promote intercultural communication and linguistic diversity; promote content-language learning and intercultural knowledge; contribute to the development of quality lifelong learning.
Expected or achieved results	CMC_E provides an online learning environment offering activities in different languages (English, Italian, Polish, Portuguese, Slovak and Spanish) specifically aimed at developing academic language skills required in trans-national higher education contexts as well as key professional language skills needed by university leavers and in-service workers. It aims to develop innovative ICT-based content. CMC_E Professional Module is made up of 5 Units which focus on the following topics: Training in the workplace Administration Business and Finance Marketing Technology and Environment. P1 - University of Calabria prepared a brochure on CMC_E in English and shared it with the Partners. The Brochure is available at P1 Language Centre and will be soon sent to Association of Categories (Chamber of Commerce).
Links	http://www.cmceproject.it/portale/dissemination.cfm http://www.cmceproject.it/portale/project.cfm http://www.cmceproject.it/portale/partners.cfm http://www.cmceproject.it/portale/mission.cfm

EUROPEAN PROJECTS N°7

Name of Institution/Department in the language of the country	CISCL - Interdepartmental Center for Cognitive Studies of Language Centro Interdipartimentale di Studi Cognitivi sul Linguaggio
Name and contact details of the project or research leader	Prof. A. Belletti michele.belletti4@unibo.it
Name of the project in the original language	La ricerca fondamentale sul linguaggio al servizio della lingua italiana: documentazione, acquisizione monolingue, bilingue e L2, e ideazione di prodotti multimediali. - progetto FIRB (2008)
Sources of funding	FIRB: Foreign Investment Review Board

Partners	Siena, Milano-Bicocca, Venezia studio presso l'unità di Padova-CNR in collaborazione con Siena) CISCL (Centro Interdipartimentale di Studi Cognitivi sul Linguaggio, www.ciscl.unisi.it)
Participants of the projects, dates and group under study (research subjects)	Università "Ca' Foscari", Venezia (Prof. Anna Cardinaletti) CNR, Padova (Prof. Cinzia Avesani) Università degli Studi di Milano Bicocca (Prof. M. Teresa Guasti) To broaden the evidence base of articles and publications of the Centre for Documentation of Siena CISCL, by creating a new special section devoted to research in the field of Italian and to organise a section on the practical use of Italian as a first or second native language. The project is being carried out in collaboration between different sub-sections (Siena, Milan-Bisossa, Venice). The development of digital media for managerial structures related to learning Italian at level L2, dedicated to concrete syntactic structures in collaboration with the University of Siena.
Basic contents of the project	Strengthening relations with Italian scientists abroad for the purpose of future cooperation. The activities of the different sub-sections will be constantly updated by holding annual meetings, to be organised by the project coordinator. Project activity offers: Publication in scientific journals of the research material by organisations participating in the project, participation in conferences, national and international seminars, annual meetings of project participants.
Expected or achieved results	Holding a Concluding Conference with a brief summary of the main results of the project for agreeing the various universally accessible data bases of organisation of the special section on the CISCL site.
Links	http://www.ciscl.unisi.it/ricerca.htm http://www.ciscl.unisi.it/progetti/firb.htm

EUROPEAN PROJECTS N°8

Name of Institution/Department in the language of the country	Università di Cagliari
Name and contact details of the project or research leader	docente dell'Ateneo cagliaritano, l'ordinario in Psicologia dello Sviluppo e dell'Educazione Marinella Paris visiting professor dell'Università di Cagliari - in collaborazione con la dottoressa Roberta Fadda, ricercatrice del Dipartimento di Pedagogia, Psicologia, Filosofia.
Name of the project in the original language	"Bilingualism in Sardinia and Scotland: Exploring the cognitive benefits of speaking a 'minority' language"
Sources of funding	Regione Sardegna
Partners	Università di Strathclyde-Glasgow (UK) Università di Cagliari (Italy)
Participants of the projects, dates and group under study (research subjects)	In Scotland and Sardinia 121 children aged 9 were tested, of whom 62 were bilingual. Research of primary school pupils, half of whom only speak English and the other half speak English and Gaelic was carried out in Scotland and also in Sardinia.
Basic contents of the project	In Sardinia primary school pupils speak Italian and the Sard language, but, as opposed their peers in Scotland, they only learn the spoken form of the language since there is as yet no state standard in the study of the Sard language in general educational schools in Sardinia. During the course of the research carried out in schools in Stornoway and Dorgali, children were asked to reproduce models of colour blocks, repeat orally a series of numbers read out to them, determine precisely certain words they were given and to solve orally a series of mathematical problems and exercises. The research showed that bilinguals scored highly compared with their monolingual peers. In particular, British children who speak Gaelic scored even more highly than their peers, children who speak both the Sard language and Italian.
Expected or achieved results	This difference may be explained by the fact that Gaelic is not only learnt at home but also in general education schools and, moreover, there is a huge literature in the public domain dealing with the different aspects of the language. Unlike Gaelic, the Sard language is not taught in schools, but is basically handed down by tradition orally and state standards for its study are at the present time totally lacking.
Links	http://www.unica.it/pub/7/show.jsp?id=19846&iso=22&is=7

EUROPEAN PROJECTS N°9

Name of Institution/Department in the language of the country	Università Cattolica del Sacro Cuore di Milano, Italy.
Name and contact details of the project or research	Per Fondazione Ismu, Settore educazione – Education Area

leader	Antonio Cuciniello, a.cuciniello@ismu.org Silvana Cantù, s.cantu@ismu.org http://www.plusvalor.eu
Name of the project in the original language	PLUSVALOR - Promozione del plurilinguismo e valorizzazione della lingua d'origine (PLUringuism Strengthening VALorisation Of R
Sources of funding	Fondi europei, DG EAC, Lifelong Learning Sub-programmes – Multilateral Projects, Networks, Accompanying measures
Partners	Ec-pec Alapitvany, Ungheria; Fondazione Ismu, Italia; Societatea Romana Pentru Educatie Permanenta, Romania; Stichting Katholieke Universiteit Brabant, Paesi Bassi.
Participants of the projects, dates and group under study (research subjects) 01/12/2008 - 30/11/2010	In Italy, Romania and Hungary students of general education schools and adults attending courses of Italian and Arabic and also courses of international education. In Italy, Romania and Hungary teachers of general education schools attending teacher training courses and further training courses. Citizens of the European Union dealing with issues of integration.
Basic contents of the project	The promotion of bilingualism in the primary and secondary school system in partner countries, mainly through activities using migrants' native language (e.g. Arabic), in order to develop language skills within the framework of a European language portfolio; developing innovative methods for evaluating the language of origin in the context of migration, disseminate the use of a general map of European integration in all partner countries in order to promote the spread of the native language and to facilitate the strengthening of multilingualism.
Expected or achieved results	Developing models of civil education for adults subject to terms of migration and in a new European context (Romania, Hungary) and for the purpose of strengthening the social integration of migrant families, supporting the roles of parents in the context of migration. The chief result of the work is the experimental model of developing multilingualism as a tool for social integration, based on the evaluation of the language of origin of migrant communities and the study of the language of the adoptive country, which is begun prior to migration. The compilation of booklets for each partner for local educational establishments as an aid for teachers. The main themes are: multilingualism, evaluating the language of origin, the relation between levels L1 and L2: Booklet 1: The research Booklet 2: Collected experience of thematic research. 22 courses in Arabic held in 10 schools, involving more than 160 students/pupils. 20 courses of Arabic held in 10 schools, more than 200 students/pupils.
	Developing models of research activity on teaching and studying Italian as L2 for migrants. Training courses (intercultural education) of new Europeans (Hungarians and Romanians). Developing a project web-site with free access to the booklet and conference material
Links	http://www.ismu.org/progetto.php?ID=8&lang=ita

Table 27. Brief summary of media publications in Italy

Name of Publication, No. and Year of Issue, Owner, Circulation, Area of Distribution	Conclusion	Bibliography of Article: Name, No. and Date of Issue, Page, Name of Article	Main Content (in Eng.) plus Quotes in the original language
La Repubblica (Daily newspaper), Italy Owner: Gruppo Editoriale L'Espresso http://www.repubblica.it/scuola/2011/01/30/news/a_tre_anni_gi_pronti_per_l_inglese-11832327/	While the Ministry for Education in France has announced major investments in the teaching of languages from kindergarten stage, in Italy only an insignificant number of children study foreign languages, which are nowadays considered essential.	A tre anni già pronti per l'inglese (Ready for English at the age of three) "La loro mente è molto flessibile" (Their mind is very flexible) 30.01.2011 Vera Schiavazzi	Experts on bilingualism, such as Martin Dodman (University of Trento), state that "learning a second language involves the re-use of constructed intellectual models and mental patterns, which the child has developed as a result of a particular experience, and this helps him in any situation where there is a need to use these patterns and models". "studiare una seconda lingua significa riutilizzare gli schemi mentali che i bambini si sono già costruiti nell'aver affrontato determinate esperienze, e questo li facilita molto".
La Repubblica http://www.repubblica.it/scuola/2011/01/30/news/la_psicologa_non_stressateli_troppo-11833277/	The Inspector of the Ministry for Education represents Italy in a European Commission working group for the early learning of foreign languages.	"Non stressateli troppo hanno bisogno di libertà" (Don't stress them too much, they need their freedom) Vera Schiavazzi 30.01.2011	Private schools can currently offer the broadest package in the field of the development of bilingualism. Gisella Langé, Inspector of the Ministry of Education, representing Italy in a European Commission working group for the study of foreign languages at an early age: "Learning languages should start at an early age." "La lingua fin da piccoli sui banchi delle materne".
La Repubblica http://www.repubblica.it/scienze/2012/05/02/news/bilinguismo_cervello-34311161/	Recent research by scientists confirms that learning two or more languages from birth allows you to cope with different needs without any great exertion and prevents the deterioration (loss) of cognitive skills.	Bilinguismo, un'arma in più "Il cervello è più reattivo" (Bilingualism, an extra weapon "The brain is more reactive") 2 May 2012 Alessia Manfredi	Anyone learning two or more languages from birth initially encounters great difficulties in the frequency and clarity of the sound range, which influence the development of cognitive skills. Language development has a more positive influence on the general process of the development of a bilingual child than a monolingual child. According to the results of research by Canadian scientists working with a bilingual population, bilingualism can be said to defer the onset of Alzheimer's disease in elderly people by five years. No medication has as yet achieved a result like this.
CORRIERE DELLA SERA (Daily Newspaper) Italy RCS MediaGroup	Research presented by the Ministry of Education and the Migration Fund in the report "Schoolchildren with non-Italian Citizenship 2010-2011"	Immigrati, 711 mila alunni stranieri (8%) RAPPORTO MIUR-ISMU. TANTE LE DIFFICOLTÀ CHE INCONTRANO TRA I BANCHI 24 October 2011	In Italy's schools there are currently some 711,000 foreign schoolchildren, comprising 7.9% of the total number of students, from children in nurseries to students in higher years. This figure in total exceeds that of the 2009-2010 academic year by 37,454 people. "Questo il quadro tratteggiato nel rapporto «Alunni con cittadinanza non italiana 2010-2011» presentato a Milano dal Ministero dell'Istruzione e dalla fondazione Ismu (Iniziativa e Studi sulla Multietnicità): sono 711mila gli alunni stranieri in Italia, pari al 7,9% di tutti gli studenti, dalla scuola d'infanzia fino ai licei e agli istituti tecnici. In tutto, sono 37.454 in più rispetto all'anno scolastico precedente". http://www.corriere.it/cronache/11_ottobre_24/rapporto-ismu-studenti-stranieri_b141ab16-fe42-11e0-bb8b-fd7e32debc75.shtml
IL GIORNALE IT (Daily newspaper) Private Italy	School of General Education Diaz has adopted a programme of teaching in two languages from the first to eighth classes. At the end of their studies, pupils receive a European certificate.		In 2009 the Ministry of Education of Italy designated the School of General Education A Diaz, the second in Milan, as an experimental school with special bilingual status. Pupils study school subjects in two languages – Italian and English. It is not a college or a private school. The experiment is done in a state school and over 1,000 people are involved. "In un certo senso ho anticipato i tempi - spiega - Perché dieci anni fa quando la riforma Moratti era ancora lontana, ho inserito l'inglese o il francese fra le materie curricolari dalla prima in su. Come reclutavo i docenti? Grazie alla legge Bassanini sull'autonomia scolastica, li pagavo come "prestatori d'opera" con i fondi d'istituto. Poi è arrivata la riforma Moratti, gli insegnanti di lingua sono diventati quelli statali e io ho usato i soldi per ampliare la rosa degli esperti di musica". Così ha mantenuto continuità linguistica. "E quando nel 2007 è stato proposto il progetto europeo Bei, due lingue per tutto il ciclo di studi l'abbiamo colto al volo. Da noi c'era già la sensibilità, insomma". http://www.ilgiornale.it/news/ecco-scuola-statale-bilingue-tutte-materie-italiano-e.html
VITTERBO NEWS 24 (Daily on-line newspaper) Italy No. 332	The bilingual school "Il Serafino di Viterbo" aims to give every child the opportunity to learn Italian and English without too much trouble.	Arriva "Il Serafino", il progetto bilingue per la scuola dell'infanzia 05/10/2012	Thanks to the latest methodology and a public Association dealing with matters of contemporary pedagogics, A. PE. M., young children attending the "Il Serafino" nursery are becoming bilingual. «Tale metodo prevede – sempre nel rispetto della dimensione ludica dell'apprendimento del bambino – la presenza per il 50 per cento del tempo scuola, a fianco di quelli italiani, di insegnanti d'inglese madrelingua abilitati all'insegnamento della lingua inglese ad allievi stranieri. I docenti madrelingua oltre ad impartire delle vere e proprie mini lezioni in inglese, interagiscono con i bambini anche durante lo svolgimento ordinario delle attività ludiche». http://www.viterbonews24.it/news/arriva-il-serafino-il-progetto-bilingue-per-la-scuola-dellinfanzia_17923.htm
LA STAMPA IT Italy	Readiness to switch between languages helps flexibility of reasoning. Sardo-Scottish scientists demonstrate that bilinguals are the first to solve difficult tasks and exercises, and also have a creative approach to solving them.	Bambini bilingue più bravi a scuola ("Bilingual Children are the best at school") 09/08/2012 STUDIO SARDO-SCOZZESE	Scientists have discovered that bilingual children possess skills for selective attention, and are capable of identifying and concentrating their attention on important information, filtering out that which is not essential at the present moment. The necessary information appears as a result of so-called "code switching" in the thought process. «Il nostro studio ha scoperto che il bilinguismo può avere vantaggi dimostrabili, non solo nella lingua ma anche in aritmetica, nella risoluzione dei problemi e nello stimolare i bambini a pensare in modo creativo», ha commentato Fraser Lauchlan dell'Università di Strathclyde. http://www.lastampa.it/2012/08/09/cultura/scuola/bambini-bilingue-piu-bravi-a-scuola-3AajSdibBsJ4CXIWwCmZQM/pagina.html

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<p>MEDICO E BAMBINO Educational newspaper edited by specialists in pediatrics and therapy in collaboration with the Association of Pediatricians of Italy.</p>	<p>Le ricerche effettuate dimostrano che il bilinguismo precoce costituisce una esperienza significativa con degli effetti di rilievo sullo sviluppo del bambino. L'aspetto più significativo è che il bilinguismo, qualora reale e supportato dal contesto familiare e sociale, è una forza positiva che migliora lo sviluppo cognitivo e linguistico, migliora la capacità dei bambini di risolvere problemi e, cosa ancora più interessante, migliora lo sviluppo socio-cognitivo nel senso che facilita la comprensione delle differenze e delle altrui prospettive, incluse le difficoltà di linguaggio.</p>	<p>Bilinguismo precoce e impatto sullo sviluppo cognitivo e sociocognitivo SETTEMBRE - DICEMBRE 2010 - ANNO 2 - NUMERO 3 PGG 1-6 Giorgio Tamburlini</p>	<p>Early bilingualism and its influence on the development of cognitive skills of a member of civil society. Research of the York University in Canada (Elizabeth Peal and Wallace E Lambert 'The Relation of Bilingualism to Intelligence. Psychology Monographs 1962: vol 76:27') points to a general superiority in different areas of knowledge of bilinguals over monolinguals. This question has become even more relevant in today's world, where countries are a fusion of many nationalities and many languages. This process involves general education schools for which the dominating language of the adoptive country is not their mother tongue. In this situation, it is essential that parents, medical practitioners and pedagogues are aware of the different aspects of the problem of bilingualism and its practical consequences.</p> <ol style="list-style-type: none"> 1) is there a difference between the cognitive development of monolinguals and bilingual children? 2) is there a difference between monolinguals and bilingual children in their abilities to perceive and understand the communication needs of other members of society? 3) how can we explain these differences? 4) are there differences with regard to the emotional development of language? <p>«è evidente che i risultati di questi studi dimostrano che i genitori possono essere incoraggiati a parlare la loro madrelingua a scuola e nel contempo ad esporre i loro bambini alla lingua prevalente del paese ospitante. Tutto questo in un'ottica di valorizzazione non solo di entrambe le lingue ma anche delle identità culturali che le hanno generate».</p> <p>http://www.medicoebambino.com/?id=FP1009_10.html</p>
<p>TRECCANI.IT On-line encyclopaedia Italy</p>	<p>A livello di società, una comunità linguistica si dirà bilingue se i suoi componenti usano regolarmente, o hanno la possibilità di usare, più di una lingua interagendo fra loro. In questo senso le diverse tipologie di bilinguismo diventano un strumento per individuare comunità linguistiche diverse, a prescindere da criteri di tipo geografico, amministrativo o etnico</p>	<p>Bilinguismo e diglossia Silvia Dal Negro</p>	<p>The author of the article notices a difference between a balanced (i.e. equal competence in using two languages) and an imbalanced bilingualism, which is distinguished by the comprehension (or perception) of one of two languages, and also between a parallel bilingualism or near-parallel bilingualism and bilingualism with consequent language study. The article also looks at other aspects of diglossia and bilingualism. A livello di società, una comunità linguistica si dirà bilingue se i suoi componenti usano regolarmente, o hanno la possibilità di usare, più di una lingua interagendo fra loro. In questo senso le diverse tipologie di bilinguismo diventano un strumento per individuare comunità linguistiche diverse, a prescindere da criteri di tipo geografico, amministrativo o etnico. Così, all'interno di una più ampia comunità linguistica italiana, generalmente monolingue, che utilizza l'italiano per la comunicazione tra i suoi membri, possiamo riconoscere una serie di comunità bilingui caratterizzate dalla presenza di (almeno) due sistemi linguistici (o codici). Accanto all'italiano, infatti, vi può essere un dialetto italo-romanzo (ad es., il veneto), una lingua di minoranza di antico insediamento (ad es., l'albanese) o una lingua di minoranza di recente immigrazione (ad es., il rumeno).</p> <p>http://www.treccani.it/enciclopedia/bilinguismo-e-diglossia_(Enciclopedia_dell'Italiano)/</p>
<p>IL GIORNALE.IT (Daily newspaper) Private Italy</p>	<p>Sbagliato tutelare per legge l'idioma nazionale: non è un bostik col quale incollare lo Stato. Il Risorgimento ci obbligò a una parlata comune che la gente non sentiva affatto sua. Una lingua è una convenzione, è uno strumento di comunicazione che funziona finché serve come tale. Altrimenti viene modificata o abbandonata.</p>	<p>L'Italiano fu imposto: la storia è per i dialetti "Italian was imposed: dialects are history" <u>Gilberto Oneto</u> 16/12/2009</p>	<p>The Italian language has existed for a long time, but for no shorter period of time has it been a language of communication. According to the findings of Tullio De Mauro, only 5% of inhabitants outside Tuscany were familiar with and could express themselves in the literary Italian language. People were usually instructed in Latin and even French, which were more dominant in the written and spoken language of those who had received an education. Italian was only adopted as the national language after the unification of Italy. The greater part of Italians speak a dialect that is not Tuscan. We must recognise the cultural integrity and originality of the local dialects, which are a more widespread problem than that presented by Act 482. A trilingual language system would be more acceptable in the present circumstances: dialect, Italian and English (or French, Chinese or other). È normale che ci si affezioni a una lingua, come a un'abitudine, a un vestito. Sono perciò apprezzabili gli appelli in difesa dell'italiano, come quello lanciato da Lucio D'Arcangelo su Il Giornale, ma non si deve sconfinare nel dogmatismo ideologico. In Italia la lingua è troppo spesso associata all'idea di nazione, è considerata «cemento unitario», strumento politico, con un utilizzo piuttosto disinvolto della realtà storica: è stata evocata come elemento di comunanza fra i popoli della penisola per dare una giustificazione alla creazione di uno Stato unitario, ma è stata imposta all'uso comune solo grazie alla presenza dello Stato</p> <p>http://www.ilgiornale.it/news/l-italiano-fu-imposto-storia-i-dialetti.html</p>
<p>INTERNAZIONALE Private Italy</p>	<p>Il 21 giugno a Bruxelles la Commissione europea ha reso noti i risultati di due inchieste sulle lingue in Europa. Nel 2011 invece sono state indagate le competenze in lingue straniere di allievi quindicenni in sedici paesi (ma non in Italia).</p>	<p>Non passa lo straniero? <u>Tullio De Mauro</u> N° 956, 6 luglio 2012</p>	<p>The opinions of adults have a direct influence on the school education system. According to the results of public opinion surveys, 5,000 teachers and 2,500 school directors questioned in 2011, success in teaching depends on the motivation of students, which, in turn, depends on the cultural relations within the family and society. E.g. using the internet is a huge stimulus and motivator. The number of adults capable of communicating in a foreign language has dropped from 56 to 54%. Only 45 out of 100 young people surveyed has a good command of a first foreign language, and 25 of a second. In a few years' time, however, this figure will have fallen to a base level.</p>

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			<p>Il 21 giugno a Bruxelles la Commissione europea ha reso noti i risultati di due inchieste sulle lingue in Europa. Nella scorsa primavera Eurobarometro ha intervistato campioni di persone adulte dei 27 stati dell'Unione sui loro atteggiamenti verso le lingue straniere e sull'uso effettivo che ne fanno. Nel 2011 invece sono state indagate le competenze in lingue straniere di allievi quindicenni in sedici paesi (ma non in Italia). http://www.internazionale.it/opinioni/tullio-de-mauro/2012/07/12/non-passa-lo-straniero/</p>
<p>LIBERO Stampa Nazionale Daily paper, directed by Maurizio Belpietro</p>	<p>la minoranza linguistica da tutelare e' quella italiana nel regione di Alto Adige</p>	<p>Alto Adige: Rampelli (Pdl), altro che bilinguismo, rifiuta lingua italiana 05/09/2012</p>	<p>The constitutional principle of protection for linguistic minorities is a "sacred" principle, but amongst the linguistic minorities in the Southern Tyrol the right to the Italian language should also be protected. The past ten years have not brought about any success in maintaining and reinforcing the Italian language and cultural integration. As a result, Italian is practically totally ignored in this region. The protection of bilingualism presupposes a balance between these two languages, but this equilibrium is at the present moment all but completely absent. In Alto Adige la minoranza linguistica da tutelare e' quella italiana. Questi decenni di autonomia sono stati un fallimento sul fronte del mantenimento e della valorizzazione della lingua italiana e su quello dell'integrazione culturale, stando a oggettivi indicatori che in troppi fanno finta di ignorare". http://www.liberoquotidiano.it/news/politica/1070557/Alto-Adige--Rampelli--Pdl--altro-che-bilinguismo--rifiuta-lingua-italiana.html</p>
<p>INTERNAZIONALE Private Italy Giovanni De Mauro and the Director of Internazionale</p>	<p>Quanto vale una lingua? L'annosa questione della lingua da usare nei brevetti europei, un misto di esigenze economiche che orgogli nazionali ha spinto a cercare di monetizzare una risposta.</p>	<p>Lingue al mercato Tullio De Mauro N° 926, 2 dicembre 2011</p>	<p>How much is a language worth? According to John Lowerman, languages determine the market place. Nowadays, such languages are, first and foremost, English, Chinese, French, Arabic, Spanish, Russian, Portuguese, Japanese, Italian, German, Korean and Turkish. These languages are currently used for writing patents and scientific works, but also for conducting business. National pride evaluates language in monetary values. In schools in the United States Spanish is at the top of the list of foreign languages (surpassing all other languages by far). It is followed by French, German, Amerslan (a language of gestures for deaf people in the USA), Italian (the study of which is expanding), Japanese, Chinese, Arabic, Latin, Russian, Ancient Greek, Biblical Hebrew and Portuguese. L'annosa questione della lingua da usare nei brevetti europei, un misto di esigenze economiche e di orgogli nazionali, ha spinto a cercare di monetizzare una risposta. Ma per la lingua dei brevetti costi e profitti sono valori provvisori, varianti col mutare delle procedure dell'ufficio brevetti di Monaco e dell'Unione europea. Porta invece a valutazioni meno instabili un'indagine di Bloomberg, l'agenzia specializzata in ranking e informazioni finanziarie, che ha cercato di stabilire quale sia oggi nel mondo la lingua straniera più utile per affaristi e imprenditori. http://www.internazionale.it/opinioni/tullio-de-mauro/2011/12/06/lingue-al-mercato/</p>
<p>CORRIERE DELLA SERA</p>	<p>Una comparazione tra altoatesini e altri italiani dimostra che i primi sviluppano alcune aree critiche del cervello.</p>	<p>Sei nato bilingue? Sceglerei più velocemente 8 novembre 2011</p>	<p>Research shows that bilinguals, unlike monolinguals, start using the brain's active skills as soon as they are born. These cerebral skills, however, do not relate to the concrete use of language, and affect the capability of bilinguals to make the right decisions quickly. Quindi, il bilingue, a differenza del soggetto monolingue, userebbe maggiormente aree del cervello sin dalla nascita, con due conseguenze: un maggiore sviluppo anatomico e, a parità di difficoltà del compito, una minore necessità di coinvolgerle rispetto al soggetto monolingue, anche per decisioni che non riguardano il linguaggio. Il risultati di questo studio portano ulteriori evidenze a supporto dell'idea che imparare più di una lingua, il più precocemente possibile, possa conferire un vantaggio anche in termini di capacità che con il linguaggio non sono direttamente connesse. http://www.corriere.it/salute/11_novembre_08/bilinguismo-scelte-veloci-studio_0edf3024-0a17-11e1-8aac-d731b63fbb0f.shtml</p>
<p>MIGRANTO TORINO.IT Migrant Support Agency</p>	<p>Compared with last year, the number of foreign citizens has risen to 40 thousand. In nurseries the number of foreign children born on Italian territory is 80. There has been a real surge in the number of foreign students at professional schools and colleges.</p>	<p>October 2011</p>	<p>Sono le scuole elementari quelle in cui è concentrato il maggior numero di studenti stranieri, ma aumentano gli alunni immigrati alle scuole secondarie superiori, soprattutto negli istituti tecnici e professionali, dove si trovano l'80% degli studenti stranieri delle superiori. La nazionalità maggiormente presente è quella romena, seguita da quelle albanese, marocchina, cinese ed ecuadoregna. The greater part of foreign pupils are concentrated in Italian primary schools. In secondary schools and professional and technical institutes, the number of foreign students is around 80%. These are the most commonly found nationalities; Romanians, followed by Albanians, Moroccans, Chinese and Ecuadorians. http://www.migrantitorino.it/?p=17943</p>
<p>M NEWS.IT</p>	<p>Mentre ancora all'ARAN si cerca di riproporre lo sfruttamento intellettuale dei Lettori e Cel di madrelingua, la Conferenza dei Presidi delle Facoltà di Lingue e Letterature Straniere, allargata ai Presidi dei Corsi di Studio in Lingue presso le Facoltà di Lettere e Filosofia, denuncia l'emergenza Lingue Straniere in Italia e lancia un appello</p>	<p>Emergenza lingue straniere in Italia ("Foreign Language Emergency in Italy") 07/04/2008 Luigi Palamara Direttore Editoriale e Fondatore di MNews.IT</p>	<p>Italy ranks amongst those at the bottom of the list of European countries in terms of its citizens' competence at foreign languages. This has been shown by international research on the subject. Italy, in essence, ignores to a considerable degree the laws of the European Union that stipulate the need for at least two languages to be taught at school. Where foreign languages actually are taught in primary schools, this is exclusively English. And the results are very low, often almost entirely lacking. Teachers of foreign languages in the Italian education system do at least update formulas and methods of didactic/methodological works, but in the absence of language practice, necessary professionally, the language gets forgotten over time.</p>

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	<p>al mondo politico. The Department of Foreign Languages and Literature, the Ministry of Science and Education draw the attention of politicians and society to the extraordinary situation relating to foreign languages in Italy.</p>		<p>In many universities the teaching of foreign languages is limited only to English. This creates a situation in which the youth of today and our future leaders are not in a position to reach the highest levels of professional communication on the international arena. Italian legislation has not been able to resolve from a legal point of view the issue of teachers as agents of languages at universities, ignoring their contributions to the process of teaching/studying foreign languages. http://www.flcgil.it/universita/emergenza-lingue-straniere-in-italia.flc</p>
<p>TRECCANI.IT On-line encyclopaedia Italy http://www.treccani.it/scuola/osservatorio/intercultura/intervista_ongini.html</p>	<p>Breve viaggio nella normativa via via elaborata dal Ministero dell'Istruzione sui temi dell'accoglienza e dell'integrazione degli alunni stranieri.</p>	<p>20 anni di intercultura nelle scuole italiane ("20 years of intercultural schools in Italy") Intervista a Vinicio Ongini a cura di Sandro Baldi e Sabina Felici 12/02/2009</p>	<p>Il documento <u>La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri</u>, pubblicato nell'ottobre 2007, è stato redatto dall'<u>Osservatorio nazionale per l'integrazione degli alunni stranieri e per l'educazione interculturale</u>, istituito nel dicembre 2006 al Ministero della Pubblica Istruzione e coordinato dall'allora sottosegretario Letizia De Torre. Le azioni sono: 1) Pratiche di accoglienza e di inserimento nella scuola; 2) Italiano seconda lingua; 3) Valorizzazione del plurilinguismo; 4) Relazione con le famiglie straniere e orientamento; 5) Relazioni a scuola e nel tempo extrascolastico; 6) Interventi sulle discriminazioni e sui pregiudizi; 7) Prospettive interculturali nei saperi e nelle competenze; 8) L'autonomia e le reti tra istituzioni scolastiche, società civile e territorio; 9) Il ruolo dei dirigenti scolastici; 10) Il ruolo dei docenti e del personale non scolastico. The Italian method for integrated schools and the integration of foreign students is based on the following approaches:</p> <ol style="list-style-type: none"> 1. Receiving foreign students into the school, 2. Studying Italian as a second language, 3. Instilling the value of multilingualism, 4. Working in contact with families of foreign students, 5. Participation of foreign students in extra-curricular activities, 6. Non-tolerance of discrimination and biased opinion, 7. Joint working with local support services, 8. The functional support of administration and teaching staff in educational establishments.

Table 28. Law and legislation concerning bilingualism (multilingualism) in Denmark

The authorities	Name of the law & reference	Period of validity	Quotes	Brief content of the law
<p>Ministeriet for børn og undervisning The Government of the Kingdom of Denmark, Ministry of Education www.uvm.dk</p>	<p>Bekendtgørelse om folkeskolens modersmålsundervisning af børn fra medlemsstater i Den Europæiske Union, fra lande, som er omfattet af aftalen om Det Europæiske Økonomiske Samarbejdsråd, samt fra Færøerne og Grønland</p> <p>http://www.radikale.dk/nordjylland/upload/Modersmaalsundervisning-Kolding.pdf</p>	<p>I medfør af § 5, stk. 7, og § 30 a i lov om folkeskolen, jf. lovbekendtgørelse nr. 730 af 21. juli 2000, som ændret ved lov nr. 412 af 6. juni 2002</p>	<p>Modersmålsundervisning gives til et begrænset antal tosprogede elever i den undervisningspligtige alder. I henhold til et EU-direktiv 77/486 er Danmark forpligtet til at give modersmålsundervisning til tosprogede børn fra EU/EEA landene, såvel som til elever fra Færøerne og Grønland.</p>	<p>Native language teaching is offered to a limited number of students of school age. According to the EU Directive 77/486, Denmark is obliged to offer lessons in the native tongue to bilingual children from EU/EEA countries, the Faroe Islands and Greenland.</p>
	<p>Bekendtgørelse om folkeskolens modersmålsundervisning af børn fra medlemsstater i Den Europæiske Union, fra lande, som er omfattet af aftalen om Det Europæiske Økonomiske Samarbejdsråd, samt fra Færøerne og Grønland</p>	<p>lovbekendtgørelse nr. 730 af 21. juli 2000, som ændret ved lov nr. 412 af 6. juni 2002</p>	<p><i>Stk. 3.</i> Forældrene skal orienteres om de lokale muligheder for modersmålsundervisning.</p> <p>§ 3. Tilmeldes mindst 12 elever til modersmålsundervisning i et sprog, og kan der tilknyttes en kvalificeret lærer, jf. § 6, skal kommunalbestyrelsen oprette sådan undervisning. Undervisningen placeres så vidt muligt på elevens egen skole. Hvis dette ikke er muligt under hensyn til elevtallet eller af andre grunde, henvises eleverne til en anden skole i kommunen.</p> <p><i>Stk. 2.</i> Er elevtallet i kommunen under 12, jf. stk. 1, og træffer kommunalbestyrelsen beslutning om ikke at oprette undervisningen, skal kommunalbestyrelsen henvise eleverne til modersmålsundervisning i en anden kommune inden for amtet, hvis der her er oprettet undervisning i sproget. I kommuner inden for hovedstadsområdet henvises elever til andre kommuner inden for dette område.</p> <p>§ 4. Modersmålsundervisningen gives i særskilte timer på 1.-9. klassetrin. Undervisningen kan efter kommunalbestyrelsens beslutning tillige omfatte børnehaveklassen.</p> <p><i>Stk. 3.</i> Undervisningen omfatter 3-5 ugentlige timer. Timetallet kan dog nedsættes til 2, hvis holdet omfatter højst 3 klassetrin, og elevtallet højst er 8. Timetallet kan ligeledes fastsættes til 2, hvis kommunen har oprettet modersmålsundervisning uden at være forpligtet hertil i henhold til § 3, stk. 1.</p> <p>§ 6. Modersmålsundervisningen varetages af lærere, der har gennemført uddannelsen til lærer i folkeskolen, og som tillige har særlige forudsætninger for at undervise i det pågældende sprog. Undervisningen kan også varetages af lærere med læreruddannelse fra en medlemsstat i Den Europæiske Union eller fra lande, som er omfattet af aftalen om Det Europæiske Økonomiske Samarbejdsråd, henholdsvis fra Færøerne eller Grønland. Herudover kan undervisningen varetages af andre, der på anden måde har kvalificeret sig til opgaven. Lærerne skal beherske dansk i skrift og tale.</p>	<p>Parents should be informed about local possibilities regarding teaching of the native tongue.</p> <p>§3 If a minimum of 12 pupils can be enrolled to the native tongue course and a qualified teacher can be assigned, the commune should arrange such teaching. The teaching should take place at the pupils' own school, and if that is not possible they should be referred to another school in the commune.</p> <p>2. If there are fewer than 12 pupils and the commune cannot establish a group, they should send the pupils to another region or commune where teaching takes place.</p> <p>§4 Native tongue teaching covers 1- 9th grade but the local authorities can decide to offer the lessons to pre-school children. The teaching is about 3-5 hours a week, but it can be reduced to 2 hours a week.</p> <p>§6 Teaching should be implemented by trained teachers who are qualified to teach a particular language. The teachers can come from one of the EU countries, and they should be able to write and speak Danish. The teachers are obliged to follow additional, relevant courses if the commune offers such a supplementary programme.</p>

Table 29. List of universities in Denmark & research on bilingualism

Place	University & Department	Contact person	Research & Project	Courses	Publications	Conferences
Copenhagen	Copenhagen University: Institute for Nordic Studies and Linguistics; Nordic Research Institute, Institute for English, Roman and Germanic. Institute for psychology	Investigeter Martha Sif Karrebæk martha@hum.ku.dk	<p>2012. Native language education for linguistics, minority students in the super-diverse metropolis of Copenhagen.</p> <p>The project is to research language practices, including literacy in relation to native education in the capital. The project consists of five semi-projects which are based on native language classes such as Turkish, Arabic, Farsi and Polish. The research concerns what status and value native language education has for the individual participants (children, teachers and parents) and how native language education affects the individual's identity and vocabulary. Methodologically the project takes its point of departure in linguistic ethnography and language socialisation. Project title: Mother tongue education for linguistic minority children in the super-diverse metropolis of Copenhagen. Project leader: Martha Sif Karrebæk. Financial support: The Free Research Council, Council of Innovation and Research, The ministry of Innovation and Research for Education. http://andetsprogsforskning.ku.dk/forskning/mtesuper/</p>	<p>Copenhagen Studies in Bilingualism (undergraduate studies and masters studies) http://andetsprogsforskning.ku.dk/forskning/koebenhavnerstudier_i_tosprogethed/</p> <p>Includes two or more language skills: linguistic and cultural minority, skills in teaching two or more languages, Danish as a foreign and second language; educating teachers to teach immigrants and refugees; subjects are in line with content. Published in the series; http://andetsprogsforskning.ku.dk/forskning/koebenhavnerstudier_i_tosprogethed_/listejanuar2012.pdf_copy/; http://da.unipress.dk/bogserier/k%C3%B8benhavnvestudier-i-tosprogethed/?page=2&sort=&order=ascending</p>	<p>Jørgensen, J. N. 2008 Poly-Lingual Languageing Around and Among Children and Adolescents. In: International Journal of Multilingualism Vol.5:3, pp. 161-176.</p> <p>Jørgensen, JN 2008. Polylingual Languageing Around and Among Children and Adolescents. In: International Journal of Multilingualism , vol 5, nr. 3, pp. 161-176.</p>	<p>2012 The 11th Nordic Conference on Bilingualism in Copenhagen Arranged by: The University of Copenhagen Faculty of Humanities and the Danish University School of Education at Aarhus University. Main theme: The main theme of the conference will be bilingualism and globalization. The official languages of the conference will be the Scandinavian languages and English. For further information: http://hum.ku.dk/kalender/2012/juni/bilingualism/</p>
Roskilde	Roskilde University, Department of Culture and Identity www.ruc.dk	Karen Risager Professor Imerite Dr. Phil. risager@ruc.dk			<p>Risager, Karen. 2010. Lærereens interkulturelle kompetence. In: Sprogforum, Vol. 16, Nr. 49/50, 2010, pp. 53-60. (original language Danish)</p> <p>Risager, Karen. 2009 An example of a pluralistic language policy. In: Sprogforum, Nr. 46, 2009, pp. 34-39. (original language Danish)</p>	
	Roskilde University, Department of Psychology and Educational Studies	Education leader: Kirsten Larsen ktl@ruc.dk Jan Kampmann Professor jank@ruc.dk		<p>Two years education in 'Multiculturalism, education and learning'. The objective is to offer a qualification to those who work with or in multicultural institutions: learning institutions, day care centres etc.; Multicultural modules on each semester. Globalization, diversity etc.; multicultural organizations, aid agencies, hospitals, professional organizations etc., learning processes, ethnicity, language, identity and learning processes; Multicultural institutions – politics, management and didactics, Multiculturalism, change processes and intervention. Education leader: Kirsten Larsen http://www.ruc.dk/en/education/efter-og-videreuddannelser/masteruddannelse/mml/om-mml/</p>	<p>Kampmann, Jan. Globalization, education and multicultural pedagogy. In: Pedagogical collaboration with bilingual children.</p>	

Place	University & Department	Contact person	Research & Project	Courses	Publications	Conferences
					red. / Peter Mikkelsen. Frederikshavn : Dafolo, 2010. p. 143-164. (original language Danish)	
	Roskilde University, Department of Psychology and Educational Studies	Thomas Gits-Johansen Associate professor gitz@ruc.dk			Gitz-Johansen, Thomas. Monoculturalism and multiculturalism and its recognition. In: DSA-Guidelines: Danish as a secondary language and the intercultural school in practice. Ed. / Anne Froberg. Frederikshavn : Dafolo, 2012. s. 57-78. (original language Danish) Gitz-Johansen, Thomas; Horst, Christian. The education of ethnic minority children in Denmark : monocultural hegemony and counter positions. In: Intercultural Education, Vol. 21, Nr. 2, 2010, p. 137-151(original language Danish).	
	Roskilde University: Department of Psychology and Educational Studies 4000 Roskilde Denmark	Head of Department Anders Siig Andersen siig@ruc.dk	Gitz-Johansen, Thomas, The multicultural kindergarten in rural areas. (2007-2011). The project is financed by the programme of group learning and teacher education (PRAKSISFOU), Norway's Insurance Council. The multicultural kindergarten in rural areas: National survey questionnaire regarding minority children in kindergartens outside of cities. / Gitz-Johansen, Thomas; Andersen, Camilla Eline ; Engen, Thor Ola; Kristoffersen, Chamilla Strædet ; Skoug Obel, Lise ; Sand, Sigrun; Zachrisen, Berit. 2012 Thomas Gits-Johansen. The project's research: Research of multicultural practices in the kindergarten; Ideas with experience, reflections and ideas from the research project "The multicultural kindergarten in rural areas ". red. / Camilla Eline Andersen; Sigrun Sand. Oplandske Bokforlag, 2012. p. 15-22. This report presents results from a survey that was carried out in kindergartens in rural areas in Norway. The data from this survey provide knowledge of how kindergartens work with a diverse group of children, and thus function as a basis from which to critically plan future educational policies in the field of early childhood education in a multicultural society. For clarification, a multicultural kindergarten was defined in the survey as a kindergarten attended by children from linguistic and cultural minorities. The research investigated how kindergartens worked with children and families from linguistic and cultural minorities in their institutions, how they worked with linguistic minorities to learn Norwegian and to support home languages in formal and informal activities, how all the children are exposed to the fact that Norway is understood as a multicultural society.			
Aalborg	Aalborg University http://www.en.aau.dk/	Paolo Valero Professor paola@learning.a			Skovmose, Ole; Alrø, Helle; Valero, Paola. 2009 Interviewing Foregrounds: Students' Motives for Learning in a Multicultural Setting. / In:	2012 Refugee Children's everyday life - childhood travelling and in Denmark Aalborg Universitet http://flygtning.dk/fileadmin/uploads/pd

Place	University & Department	Contact person	Research & Project	Courses	Publications	Conferences
		au.dk http://person.profil.aau.dk/100401			<p>Social Interactions in Multicultural Settings. ed. / M. César; K. Kumpulainen. Rotterdam: Sense Publishers, 2009. p. 13-37.</p> <p>Blomhøj, Morten; Valero, Paola. 2008. Bringing focus to mathematics education in multicultural and multilingual settings. In: NOMAD Nordic studies in mathematics education, Vol. 13, No. 4, 2008, p. 1-6.</p> <p>Valero, Paola; Meaney, Tamsin; Alrø, Helle; Fairhall, Uenuku; Skovsmose, Ole; Trinick, Tony. 2008. School mathematical discourse in a learning landscape: broadening the perspective for understanding mathematics education in multicultural settings. Paper presented at ICME, 11th International Congress on Mathematics Education, Monterrey, Mexico.</p>	f/Saadan_hjaelper_vi_PDF/CUF_PDF/INVI TATION%20FORSA.pdf
Aalborg	Aalborg University NASUD - Typical and Atypical Language Development NASUD is affiliated to Cognitive Psychology Unit at the Department of Communication and Psychology.	kristine@hum.aau.dk http://person.profil.aau.dk/110234?lang=en http://www.nasud.aau.dk/			Sundahl Olsen, L. & Jensen de López, K. M. 2012 Bilingualism as a factor in the development of reading, writing and metacognitive skills. In : Akademisk kvarter . Special issue , p. 277-293 (original language Danish)	
Aarhus	Aarhus University http://www.au.dk/en/	Bergthóra Kristjansdóttir Associate professor bekr@dpu.dk			Kristjansdóttir, Bergthóra, Timm, Lene. Unheard voices – Language related minority parents and collaboration with the school, 2011. Publisher: ViaSysteme, 190 p. (original language Danish)	National Education under the break-up. Forskningsprojektet GLOBUS, ved Claus Haas, Christian Horst, Anne Holmen og Bergthóra Kristjansdóttir . DPU, Aarhus Universitet, 2400 København NV http://edu.au.dk/aktuelt/arrangement/artikel/national-uddannelse-under-opbrud/
Aarhus	Aarhus University http://www.au.dk/en/	Claus Haas, Associate professor haas@dpu.dk			Haas, Claus. 2011. The Danish society: a mono- or multi-cultural democracy? Publisher: Aarhus University, Sprogforum, vol. 52, p 64-73 (original language Danish)	2012 Flere sprog = værdifulde ressourcer! Organizer: Yes to Language, Aarhus Universitet og Dansk Industri Sted: Aarhus Universitet http://www.jatilsprog.dk/node/191
Aarhus	Aarhus University http://www.au.dk/en/	Christian Horst, Professor horst@dpu.dk	Access, Opportunities and Participation: Immigrants in formal and informal learning contexts in five Nordic countries. Horst, Christian Edvard, Petersen, Karen Bjerg, Lund, Karen, Kristiansdóttir, Bergthóra (Project participants. Department of Education - Department of Education, Aarhus. Periode 01/05/13 → 30/06/18 Country report 2012 – Denmark: Language Education and Linguistic Rights		Horst, Christian Edvard 2011. Education in cultural complex context. In: Values of cultural diversity as a factor of the development of modern schools. Mauric, Ursula and Bogatenkova, Natalia (ed.). Publisher: St. Petersburg Academy of In-Service Pedagogical Education, p. 23-31 Horst, Christian 2010. Integration and Equality. In: Meeting of the culture: defining the battlefield. Eric Tinor-Centi, Khuram Shehzad, Rasmus Kjær,	

Place	University & Department	Contact person	Research & Project	Courses	Publications	Conferences
					Rikke Mandurp (Ed.) Copenhagen, p.35-71 (original language Danish).	
Odense	Syddansk Universitet Center for Children's language http://www.sdu.dk/	Professor, center/leader, Dorthe Bleses bleses@sdu.dk			Højen, Anders, Bleses, Dorthe. 2012. What bilinguals have problems with Danish? A preliminary report on the language assessment of bilinguals E-print. Department of Language and Communication, Syddansk Universitet, s. 3-19. http://static.sdu.dk/mediafiles//B/6/5/%7BB65A05C9-F949-4E28-A87C-FBC96C8E6000%7DE-print_14_2012.pdf	2013 Professional development of teachers: getting the work to work in practice Syddansk Universitet i Odense http://www.sdu.dk/om_sdu/institutter_centre/c_boernesprog/sdus +Children's Language Conference

Table 30. Brief summary of media publications in Denmark

Name of media	Type of Media	Number and year	The owners & Circulation	The name of article/ translation	Quotes	Overview
Information	"Information.dk" is a Danish online newspaper published Monday to Saturday. Internet publishing for politics and culture.	31 Oct. 2007 http://www.information.dk/149320	"Information" is a newspaper with 116,000 daily readers. Despite being politically independent, it is often regarded as leftist. Lise Richter is a journalist and writer on research and education.	Manglende modersmåls-undervisning tynger indlæringen (Lack of mother tongue education is detrimental to learning)/Lise Richter	Ny evaluering anbefaler at satse mere på modersmåls-undervisningen. Regeringens afskaffelse af undervisningen i 2001 har haft katastrofale følger for de tosprogede børn, påpeger skolefolk. Rapporten anbefaler, at alle lærere med tosprogede elever i klassen får mere viden om dansk som andetsprog samt større fokus på modersmåls-undervisningen. At mestre sit modersmål er vigtigt, fordi det første talte sprog er det, som eleven skal bygge videre på igennem hele sin skoletid, forklarer professor Anne Holmen. "Al læring handler om at bygge videre på den viden, børnene allerede har. Det er en forudsætning for at lære dansk som andetsprog og engelsk for de dansksprogede børn," siger Anne Holmen. Hun kalder det helt 'uforståeligt', at modersmåls-undervisning ikke støttes mere fra politisk hold. Formanden for Danmarks Skolelederforening, Claus Hjortdal, mener, det har været svært at opretholde modersmålsundervisning på skoler, hvor børnene talte mange forskellige sprog, men han er ikke i tvivl om, at regeringens afskaffelse af den statslige støtte til undervisningen har sat sit præg på de tosprogede elevers indlæring. I Danmarks Lærerforening (DL) er der en øget bevidsthed om betydningen af modersmålsundervisningen. "Al erfaring viser helt entydigt, at det har stor betydning, at du også får undervisning i det sprog, som du er hjemme i. Jeg kan ikke forstå, hvorfor det danske samfund ikke ser det at pleje de tosprogedes modersmål som en ressource i stedet for en belastning," siger formand for DL, Anders Bondo Christensen.	In 2001, the subsidy for mother tongue teaching was abolished in Denmark as part of the new bourgeois government's first directive. The article gives an analysis of the negative results of this decision and argues for the importance of mother tongue teaching.
http://www.folkeskolen.dk	"Folkeskolen" is a Danish online newspaper for teachers.	12. dec 2008 http://www.folkeskolen.dk/55209/vi-behandler-tosprogede-elever-som-50ernes-sorter	Helle Lauritsen, John Villy Olsen, Jan Kaare are journalists of the magazine "Folkeskolen" ("School")	Vi behandler tosprogede elever som 50'ernes sorte. (We treat bilingual pupils as blacks in the 50s)/Helle Lauritsen, John Villy Olsen, Jan Kaare	Der er forskningsmæssig enighed om, at alle børn bør have mulighed for at bruge de resurser, de kommer med, og for at lære på baggrund af de erfaringer, de har i forvejen. I den danske folkeskole træder den læringsteori ud af kraft, når det gælder tosprogede børn. I forhold til dem tror man, at undervisningen kan ses uafhængigt af deres modersmål, og at de ikke har brug for den identitetsbekræftelse og perspektivudvidelse, som alle andre behøver. Tosprogede børn skal bare gå i skole og være sammen med danskere. Så kommer det danske sprog nok af sig selv, siger Bergthóra S. Kristjánsdóttir.	Politicians are primarily responsible for the discrimination bilingual students are exposed to at school - the law encourages to think in terms of black and white students - according to two researchers, Lene Timm and Bergthóra Kristjánsdóttir. They are convinced that, in the long term, it could pay - also financially - to focus on multilingual schools. The article refers to the book they released together in 2007 - "Bilingual education - evidence of ethnic inequality in schools", which on more than 273 pages sharply criticises Danish education policy over the last 30 years, and demonstrates how what they call structural discrimination by legislators and the Ministry of Education results in serious discrimination at school every day.
Weekendavisen	Weekendavisen is a highbrow newspaper containing in-depth analyses of society and politics as well as extensive coverage of literature and the fine arts. Perceived to be a continuation of the original Berlingske Tidende, Weekendavisen regards itself as the	23. april 2010, № 16 http://rucforsk.ruc.dk/site/da/publications/stop-russisk-mor-tal-dansk%28dac558df-3828-4ed9-b95cd30c6714c28d%29/export.html	Margarita Popova is researcher at Roskilde University, Ph.D. in the education and psychology	Stop russisk, mor, tal dansk! /Margarita Popova	I artiklen er fokus på den Russisk i Danmark og de mennesker, der har russisk som modersmål/første sprog og identitetsmæssigt kan betegnes som russere, og især - på deres efterkommere. Skoleloven af 1975 indførte undervisning i modersmålet for sproglige minoriteter i folkeskolen. Men de tosprogede bliver genstand for den assimilationspolitik, som for tiden præger dansk uddannelsespolitik. Fra 2001 er lovet ændret og statsstøtten fjernet. Det er altså den russisktalende befolkning i Danmark, der selv skal bevare det russiske sprog og kultur, således at deres børn kan blive to-sprogede og med en integreret to-kulturel identitet. Der er dannet frivillige foreninger for at formidle russisk sprog og den russiske kultur til børnene og de unge. Assimilationspolitik og en kløft mellem »dem« og »os« i danske samfund får alvorlige konsekvenser for børn og unge. »Stop russisk, mor, tal dansk!« Sådan siger et barn af dansk-russiske forældre, når hun følges i skole af sin russisktalende mor og udtrykker hermed den nedvurdering, hun mærker i dansksprogede sammenhænge af alt, hvad der ikke er »dansk«.	This article is concerned with Russian-speaking people in Denmark, and especially their descendants. The School Act of 1975 introduced the teaching of the mother tongue for linguistic minorities at state schools. But in 2001, after state funding was stopped for most native speakers including Russians, bilinguals became the subject of assimilation, which currently charac-

Name of media	Type of Media	Number and year	The owners & Circulation	The name of article/ translation	Quotes	Overview
	world's oldest newspaper, with Danish readers in 140 countries.					terises Danish education. The Russian language was also moved from its position of a rich common European heritage language to a minority language, as were the Russians themselves - to being just a part of "those who are different from us". The worst thing is that the gap between 'them' and 'us' had severe consequences for children. "Stop speaking Russian mum, speak Danish!" as a child of Danish-Russian parents says to his Russian-speaking mother to express the denigration, in Danish contexts, of everything that is not 'Danish'.
Politiken	Politiken is a Danish daily broadsheet newspaper. The paper is one of Denmark's leading newspapers in terms of both circulated copies and number of readers.	12. SEP. 2011 http://politiken.dk/debat/kroniker/EC1388983/den-monokulturelle-skole-er-foraeldet/	Berghóra Kristjánsdóttir is a researcher and lecturer at Aarhus University, Lene Timm is a researcher, independent expert and analyst. Berghóra Kristjánsdóttir and Lene Timm are authors of the excellent book "Uhørte stemmer" 2011 (Unheard voices) about discrimination and the lack of recognition of immigrant parents in cooperation with school, and about the necessity for a multicultural and global approach to schooling.	Den monokulturelle skole er forældet (The monocultural school is outdated)/Lene Timm, Berghóra Kristjánsdóttir	»Når nogle lærere kalder deres skole en sort skole i stedet for at tale om, at det er en skole med mange tosprogede elever, så kan man lige så godt tale om hvide og sorte elever. I realiteten er det også sådan, man gennem mange år uddannelsespolitisk har behandlet de tosprogede elever, især de muslimske elever«, siger Berghóra S. Kristjánsdóttir. Hun er lektor på Professionshøjskolen UCC og forsker på Danmarks Pædagogiske Universitetsskole (DPU), og Lene Timm arbejder i konsulentfirmaet Complexitet. I 2007 udgav de sammen bogen »Tvetunget uddannelsespolitik - dokumentation af etnisk ulighed i folkeskolen«, der over 273 sider hudfletter den danske uddannelsespolitik gennem de sidste 30 år, og som påviser, hvordan det, de kalder strukturel diskrimination fra lovgivernes og Undervisningsministeriets side, resulterer i alvorlig forskelsbehandling i skolens hverdag. »Den strukturelle diskrimination fremgår af flere paragraffer i folkeskoleloven. Når de efterleves i kommunerne, er resultatet en diskriminerende praksis. I Loven om modersmålsundervisning står der for eksempel, at det er gratis at blive undervist i sit modersmål, hvis man kommer fra landene i EU og EØS samt Grønland og Færøerne. Kommer man et andet sted fra, skal man enten selv betale eller undvære undervisningen. Det er diskriminerende og administreres også sådan i kommunerne«, siger Berghóra S. Kristjánsdóttir.	The article describes the difficulties that exist in the current Danish school system for certain groups of bilingual pupils and their parents - discrimination and rigid regulations that do not allow them to use the benefits of mother tongue education. The authors believe that children's multilingualism must be recognised and actively involved in teaching. They are convinced that Danish Primary Education is out of date and unable to accommodate the linguistic and cultural complexity that pupils currently represent. Many school administrators and teachers are actually willing to develop multicultural education in order to foster a global vision for the benefit of all children and young people in Denmark. Their challenge, though, in practice is that they must work within the framework of a school which currently discriminates against language minority students and does not see that they can exploit the linguistic and cultural complexity in teaching and in cooperation with parents.
Politiken	Politiken is a Danish daily broadsheet newspaper and	1. NOV. 2011 http://politiken.dk/	Jørgen Søndergaard, Chairman of the School Council, Grethe Andersen, Kirsten Birkving, Niels Egelund og	"Hvad er effekten af modersmålsundervisning?" (What is the	Det er velkendt, at folkeskolen har en særlig udfordring i forhold til undervisningen af tosprogede elever. De tosprogede elever opnår i gennemsnit klart ringere resultater end deres etnisk danske jævnaldrende, og en alt for stor gruppe af især tosprogede drenge forlader i dag folkeskolen med så mangelfulde faglige	The article examines the decrease in academic success that children of minority

Name of media	Type of Media	Number and year	The owners & Circulation	The name of article/translation	Quotes	Overview
	one of Denmark's leading newspapers in terms of both circulated copies and number of readers.	debat/analyse/ECE1436811/hvad-er-effekten-af-modersmaalsundervisning/	Simon Calmar Andersen members of the School Council Presidency.	effect of mother tongue education?)/Jørgen Søndergaard, Grethe Andersen, Kirsten Birkving, Niels Egelund, Simon Calmar Andersen	færdigheder, at det er tvivlsomt, om de kan gennemføre en ungdomsuddannelse. Selv om udfordringerne er veldokumenterede, er vores viden om, hvilke løsninger der for alvor kan løfte de tosprogede elever, sparsom. Debatten har i mange år været præget af ideologiske markeringer frem for viden. En af de undersøgelser drejer sig undervisningen af tosprogede i Danmark og Sverige, som Anvendt KommunalForskning (AKF) har gennemført. Undersøgelsen viser, at tosprogede elever i både Danmark og Sverige, der frivilligt deltager i modersmålsundervisning uden for skoletiden, i gennemsnit klarer sig lidt bedre end andre tosprogede elever, når vi sammenligner elevernes faglige resultater. Det gælder resultater både i læsning og i matematik. Det er nærliggende på den baggrund at stille spørgsmålet: Bør undersøgelsen give anledning til ændringer af politikken om modersmålsundervisning i Danmark?	background have compared with Danish children. In search of the solution that could raise minority children's accomplishments, the author (Chairman of the School Council) suggests that the Government should create a new thorough experimental study on whether the results of mother tongue teaching could benefit these children's learning.
Homepage of the Ministry of Children and Education	The Ministry's Vision: Danish educational institutions must offer programmes of high quality at all levels regardless of academic, personal or social backgrounds.	15.02.2012 http://uvm.dk/Aktuel/~UVM-DK/Content/News/Udd/Folke/2012/Feb/120215-Alle-boern-har-krav-paa-en-undervisning-deforstaar	Pernille Rosberg External educational consultant Ekstern pædagogisk konsulent	"Alle børn har krav på en undervisning, de forstår" (All children are entitled to an education they understand)/Pernille Rosberg	Alle børn har krav på en undervisning, de forstår Tosprogede skal have de bedste forudsætninger for at fortsætte i uddannelsessystemet efter grundskolen. Men det kræver, at de forstår grundskolens undervisning. Temadag satte fokus på tosprogede i undervisningen. Scenen udspringer sig ved Jens Normann Jørgensens oplæg til Tosprogs-Taskforcen og DR's temadag "Dansk som andetsprog – konkrete værktøjer", den 10. februar 2012. Tosprogs-Taskforcen arbejder for at kvalificere undervisningen af tosprogede elever i grundskolen, så deres faglighed styrkes, og Jens Normann Jørgensens oplæg var ét blandt mange oplæg og workshops, der satte fokus på værktøjerne til dette – nemlig arbejdet med at inddrage sproget som dimension i undervisningen.	Bilinguals should be given the best conditions to continue their education after primary school. This, according to Pernille Rosberg, pedagogic consultant, requires that they understand basic school education. She draws on experts' opinions and, among others, refers to Jens Normann Jørgensen's research in bilingualism at the University of Copenhagen. This research focuses on tools for strengthening the teaching of bilingual pupils and one of these tools is integrating children's primary language.
Politiken	Politiken is a Danish daily broadsheet newspaper and one of Denmark's leading newspapers in terms of both circulated copies and number of readers.	20.03.2012 http://politiken.dk/debat/laeserbrev/ECE1574775/tosproget/	Axel Hammerschmidt er active debater. Axel Hammerschmidt is active debates.	"Tosproget" (Bilingual)/Axel Hammerschmidt	Det virker som om det skulle være et handicap at være tosproget (eller være bilingual, som det hedder på engelsk) i den danske folkeskole. Det har en negativ klang. Men er det rigtigt? Der er meget der tyder på, at det faktisk er en fordel at være tosproget. Prøv at læse disse artikler fra New York Times: "The Bilingual Advantage" http://www.nytimes.com/2011/05/31/science/31conversation.html Og: "Why Bilinguals Are Smarter" http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html Det er et langt link, så for en sikkerheds skyld, kort link http://tinyurl.com/7ahhjcx Hvad kommer det negativ omdømme i Danmark af?	Very short article that refers to some English-language articles - from The New York Times, The Bilingual Advantage, "Why Bilinguals Are Smarter"... The question is, where does the negative standpoint in Denmark with regards to bilinguals come from?
http://sproget.dk	Danish information website www.sproget.dk about language.	28Aug. 2012 http://sproget.dk/nyheder/modersmaalsundervisning-i-skolen	sproget.dk is the result of the collaboration between the Ministry of Culture institutions of language and literature, Danish Language Council (DSN) and the Danish Language and Literature (DSL).	"Modersmålsundervisning i skolen" (Mother tongue education at schools)	Regeringspartierne overvejer muligheden for at genindføre modersmålsundervisningen. I 2002 fjernede den borgerlige regering og Dansk Folkeparti modersmålsundervisningen som kommunal pligt over for de borgere der ikke kom fra et EU-land. Se sproget.dk's tidligere nyhed fra den 21. november 2011 om en sammenligning af effekten af modersmålsundervisning i Sverige og Danmark.	Current government parties are now positive about finding a way to offer once again mother tongue education and answer the sceptical voices of people who are not convinced that it is worth the effort.
http://www.thomasharder.dk - Thomas Harder's homepage	homepage	25. oct 2012 konference speech http://www.thomasharder.dk/da/node/122	Thomas Harder is a Danish author, translator, journalist, author of the book "Mellem to sprog" ("Between two languages", 2010) which focuses on translation, interpretation, language policy and bilingualism as a resource rather than a problem and the fact that Denmark lacks respect for language as a "hard	"Sprogkunderskaber er værdifulde ressourcer" (Language skills are valuable resources)/Thomas Harder	Danmark er ramt af en sproglig forsnævring, som er et alvorligt problem for erhvervslivet og for det danske samfund som helhed. Det er et alvorligt problem, som man naturligvis skal gøre noget alvorligt ved, bl.a. ved at støtte dem (børn og unge med indvander- og flygtningebaggrund som ikke behersker dansk godt nok) i at vedligeholde og udvikle deres andet – eller, om man vil, første – sprog. Fordi det fremmer indlæringen af dansk, fordi det styrker deres intellektuelle udvikling og identitetsdannelse, og fordi sprogkunderskaber og det udsyn, der følger med dem, er en potentiel ressource for dansk erhvervsliv og for det danske samfund som helhed.	Danish society appreciates that people are able to look beyond their own culture and are trained to look at every issue from as many angles as possible and to think in ways other than the usual. Mother language knowledge promotes learning and is a poten-

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			asset" and major powers.			tial resource for Danish industry and Danish society as a whole.
Tv2' homepage	TV channel	25. jan 2013 http://www.tv2nord.dk/artikel/242156 .Politik--Undervisning-paa-modersmaal-til-debat-i-Aalborg	TV 2/DANMARK A/S er en dansk public service tv-station	"Undervisning på modersmål til debat i Aalborg" (Education in the mother tongue to be debated in Aalborg)/Malte Abildgaard Chrisiansen	Odense og København har allerede sagt ja til at forsøge med modersmålsundervisning. Og måske følger Aalborg også trop trods politisk uenighed i Aalborg Byråd. Aalborg er eneste nordjyske kommune, der kan deltage i Regeringens gratis forsøg, da det er et krav, at man skal have skoler med mere end 10 procent to-sprogede elever.	Now that Odense and Copenhagen have already agreed to try mother tongue education, Aalborg seems to be ready to be follow - despite political disagreements in Aalborg City Council.
KL's homepage	KL is Local Government Denmark (LGDK), an interest group and member of the Danish municipalities. Membership of LGDR is, but nevertheless all 98 municipalities are members.	25. jan 2013 http://www.kl.dk/Om-KL/Modersmalsundervisning-gor-comeback-i-folkeskolen-id118973/	KL is a Danish organization for the country's 98 municipalities. KL plays a key role as local representative at the annual negotiations with the government on local economic framework for the coming budget year. KL also acts as employer organization and negotiating party to the municipal employees' unions. The organization employs 430 people and has an annual budget of approx. 350 million. DKK (2010).		Regeringen vil bruge 30 mio. kr. på at få modersmålsundervisning tilbage i folkeskolen. Hul i hovedet, siger Dansk Folkeparti, mens Skolerådet kalder det "verdensklasse". "Vi har en stor udfordring, fordi børn med anden etnisk baggrund klarer sig markant dårligere i den danske folkeskole. Men vi mangler systematisk viden om, hvordan de bliver sprogligt og fagligt dygtigere. Vi skal væk fra at synes og tro. Med forsøgsprogrammet får vi rent faktisk at vide, om det virker eller ej," siger børne- og undervisningsminister Christine Antorini (S) til Berlingske. Forsøgsprogrammet, som regeringen vil bruge 30 mio. kr. på, vil forløbe på 200 skoler landet over og er rettet mod 1.-4. klasse. Regeringen har dog ikke planer om at gøre modersmålsundervisning obligatorisk.	The government will invest 30 million DKK to ensure bilingual students are better off using their mother tongue at school. So, to some extent, mother tongue education is being returned to schools after a ten year ban.
Videnskab.dk	Videnskab.dk is an online newspaper and among the Top 10 of the most cited specialty media in Denmark	25 05 2012 http://videnskab.dk/kultursamfund/tosprogede-tager-klogere-beslutninger	Hanne Østli Jakobsen is norsk journalist	"Tosprogede tager klogere beslutninger"/Hanne Østli Jakobsen	En artikel af en norsk journalist Hanne Østli Jakobsen baserer sig på nye undersøgelser af USA's forsker i neurologi og påpeger fordele af tosprogethed. Journalisten tager også opmærksomhed på, at at kunne tale to sprog er ret almindeligt i Skandinavien. Mange nordmænd, svenskere og danskere snakker ganske godt engelsk, og nogle endda et sprog mere.	This article is about the cognitive benefits of bilingualism, which can be useful "both in a bar and on the stock market." The author bases her conclusions on new research carried out in neurology in the USA: Foreign languages make you more rational. It does not matter when you learned your second language, with breast milk or in a language school - it is economically advantageous in further education"