

5.4. Professional development of teachers at multicultural ECESs

Teachers working in multicultural bilingual ECESs must comply with a number of obligatory requirements. By way of example, we shall consider an ECES in which education is conducted in both the Russian language and the language of the country:

- Knowledge of Russian as a native language and a perfect knowledge of the language of the country/region of residence;
- Specialised pedagogical training, obtained and/or recognised in the country of residence (including knowledge of psychology, physiology, pedagogy, methodology in relation to pre-school education and upbringing);
- Regular professional development in their specialised field and in the latest methods of teaching a language, and retraining in Russia and in the country of permanent residence (master classes only in Russian as a foreign language are not acceptable as further training for teachers working with bilinguals);
- A knowledge of the educational system and programmes in the country of permanent residence.
- The requirements and methods of the standard systems of education in both the country of permanent residence and in the country of origin must be taken into account in preparing lessons (both the positive experience of colleagues as well as the “alleviation” of disadvantages – for example, children in German kindergartens do not learn anything by heart, whereas the Russian school places great emphasis on the need for pupils to train their memory as much as possible and to accumulate “linguistic luggage”);
- The teacher should have a thorough knowledge of the subject he or she teaches, be familiar with the existing manuals and training materials, both printed and online, in order to select and adapt (or to formulate) the material which will provide an individual approach to each child and to the group as a whole;
- An extensive knowledge of the history, culture and traditions of the Russian people and of the people of the country/area of permanent residence; methods which enable the teacher to apply this knowledge in classes (elements of regional geography, area studies);
- A knowledge of the (basic) distinctive national characteristics of an individual for whom the Russian language is native and another native language; to be able to account for these features in preparing and conducting a lesson.
- A constant, methodically well-founded and healthy interaction with parents (it is they who bear the onus of REGULARLY maintaining the native language in their children); a knowledge of the “language history” of the family (from where they have arrived in the country), which is responsible for the children's errors in speech, etc

Based on all the above information, and taking account of the fact that the ideal pre-school is a collective of like-minded professionals who complement and, if

necessary, can replace one another, structured as a network rather than a pyramid, we are able to make the following recommendations:

The process of professional development and retraining must take account of:

- national educational standards and ECES programmes in the host country and the primary school curriculum (for ensuring the continuity of education),
- knowledge of the legal and educational systems of the host country, including types of support for migrant / regional languages,
- the nature and history of the community and the number of its members in pre-school groups,
- the particular features of (school) upbringing and education of children in the community as compared with the culture of the host country,
- CES type (family, private, public, multicultural or monocultural with a multicultural group),
- Basics of compilation of programmes, hourly plans, etc.

Taking all these points into consideration, the following subjects must be studied as part of a programme for further training:

1. Introduction to regional geography and area studies (of the host country and especially of the main countries of origin of children's families),
2. Pedagogy (main differences between the approaches to education, training and upbringing in the country of residence and the country of origin of the main communities represented at the pre-school),
3. Introduction to ethnography (ethno-pedagogy),
4. Introduction to sociology (social pedagogy and ethno-sociology),
5. Introduction to psychology (age psychology and ethno-psychology),
6. Linguistics (introduction to phonetics, morphology and syntax for the children's two native languages, or general introduction),
7. Fundamentals of speech therapy,
8. Fundamentals of teaching and learning foreign and other native/non-native languages in the pre-school years principles of bilingual education,
9. Fundamentals of analysing and interpreting a literary text,
10. Technology: drawing, modelling and national crafts,
11. Coreography (dance) and sport (including national games),
12. Early musical development (it is desirable that every teacher has competence in playing a musical instrument),
13. Introduction to world culture,
14. Introduction to alternative pedagogy (the Montessori and Waldorf systems, curative education system),
15. Information and communication technologies in the education process at the pre-school.

The most effective way is to organise retraining and professional development as a dual work-based training programme for pre-school staff, with personalised structuring of training programmes for employees of multicultural pre-schools, taking into account the location (Moscow, St. Petersburg, national regions of the RF; and other countries).

Work model of the bilingual (multicultural) ECES (group or institution as a whole): two languages – two cultures – one world is presented:

The bilingual programme of the “Nezabudka” (“Forget-me-not”) Kindergarten. Die bilinguale Konzeption im Kindergarten Nezabudka. – Frankfurt am Main: Im Selbstverlag, 2011 (<http://www.nezabudka.de/>)

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To determine how the training and development programme for ECES teachers should be implemented in each individual case, it is recommended that teachers first undergo a self-appraisal or test, a sample of which is presented below. To each cluster of questions there is a corresponding unit of the training course; in this way each teacher can study in depth those units of which he or she needs to acquire more thorough knowledge, and in less detail those in which he or she has adequate competency.

I) Self-Appraisal Sheet:

Rate your level of knowledge in each section of the teacher competences

1. Knowledge of contemporary issues relating to the subject's educational content 1 _ 2 _ 3 _ 4 _ 5
2. Learning new forms and methods of training and development in a professional communication environment 1 _ 2 _ 3 _ 4 _ 5
3. Learning modern teaching techniques, including techniques of active and interactive teaching 1 _ 2 _ 3 _ 4 _ 5
4. Acquiring new skills in using modern techniques of active and interactive teaching in the teaching process 1 _ 2 _ 3 _ 4 _ 5
5. Improving knowledge of the methods of teaching the subject 1 _ 2 _ 3 _ 4 _ 5
6. Development of organisational skills to handle the education process with respect to the LAN 1 _ 2 _ 3 _ 4 _ 5
7. Improving skill in modern Russian language and literature in a multicultural environment 1 _ 2 _ 3 _ 4 _ 5
8. Developing skills in organising extra-curricular activities for pupils in a multicultural environment 1 _ 2 _ 3 _ 4 _ 5

BILIUM – Bilingualism Upgrade Module (Part II)

9. Awareness of the problems of intercultural communication 1__2__3__4__5
10. Awareness of the problems of bilingual education 1__2__3__4__5
11. Developing skills in interpersonal interaction with all members of the educational process forming tolerant behaviour 1__2__3__4__5
12. Expanding knowledge of psychology 1__2__3__4__5
13. Expanding knowledge of sociology 1__2__3__4__5
14. Expanding knowledge of linguistics 1__2__3__4__5
15. Expanding knowledge of cultural studies 1__2__3__4__5
16. Other (please state) 1__2__3__4__5

II) Evaluate what problems exist in your professional activity:

1. Low motivation of pupils to study 1__2__3__4__5
2. Your professional growth and self-realisation as a teacher 1__2__3__4__5
3. Job satisfaction as a result of achieved respect from colleagues, pupils, parents, certificates of merit, diplomas, etc. 1__2__3__4__5
4. Your career advancement at the educational institution 1__2__3__4__5
5. Higher skills category, salary increase 1__2__3__4__5
6. Using in your educational activity acquired knowledge of the subject and methods of teaching 1__2__3__4__5
7. The application of skills in the use of modern teaching techniques 1__2__3__4__5
8. Building up effective interaction with pupils, colleagues, parents, administration 1__2__3__4__5
9. Other (please state) 1__2__3__4__5

**III) Test your proficiency in working with bilingual children in a multicultural environment. Mark/tick/leave the correct option only.
(Example of national Russian bilingualism)**

1. What are the age-related psychological characteristics of the pupils in your group (of monolinguals and bilinguals)?
2. What points do parents of pre-school bilinguals need to pay special attention to, bearing in mind that bilingualism with Russian and your regional language is still in formation. Mark the degree of importance (from 1 to 3):
 - a) the child's behaviour in the community and at home
 - b) compliance with the language rules of the regional and other native/non-native language
 - c) the child's ability to handle media tools (TV, PC, etc.)
3. Number in descending order of importance extra-linguistic factors that influence the display of natural bilingualism in your area:
 - sex and age of the bilingual
 - social standing of parents – speakers of that language
 - status of the second native language in the area
4. Which of the societies has in practice no direct influence on the bilingual pre-school child and is not the primary society:
 - a) O1, Society 1 – the closest environment (family and friends);
 - b) O2, Society 2 – remote environment (kindergarten)
 - c) O3, Society 3 (if any real contact is present) – distant society (society of the country of origin of the first generation of immigrants)
 - d) O4, Society 4 – media society (Media)
5. Which is the preferred way to compare languages, recommended for corrective courses for bilingual pre-school children:
 - a) linguistic (juxtaposition of grammatical structures)
 - b) semantic (comparison of meanings, definitions, concepts)
 - b) linguo-cultural (juxtaposition of language phenomena through culture)
6. Which way of comparing cultures is not appropriate in a corrective course for bilingual pre-school children:
 - a) opposing cultures when treating the same concept (phenomenon)
 - b) parallel consideration of certain aspects of the phenomenon in both cultures
 - c) successive consideration of the phenomenon as a whole in both cultures
7. What do you understand by the term “Russophone” (or person speaking another language):
 - a) a person who only comprehends Russian speech
 - b) a person who speaks Russian in a non-Russian language environment
 - c) a person whose understanding of what has been said is different from that of every one else (implication)

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9. The most relevant type of intercultural communication in ECESs with respect to topics of communication is:
 - a) professional
 - b) private
 - c) educational:
10. Number in descending order of importance to ECESs the types of cross-cultural communication relative to the functions and use of the language:
 - a) informative
 - b) ideological
 - c) play & games
 - d) emotional
11. Give examples of differences in the interpretation of non-verbal means of communication in relation to cross-cultural communication. Which are those most often used by your pupils, and under what circumstances?
12. What is the basic condition for the success of cross-cultural communication in the process of upbringing and education in bilingual and mixed groups (pre-school children):
 - a) the teacher – a natural bilingual him/herself and speaks both native languages of the child
 - b) the teacher takes children's bilingualism into account when introducing and checking the material
 - c) the teacher introduces the information in both native languages of the bilingual
13. The structure of cross-cultural competence is:
 - a) general culturology and culture-specific knowledge.
 - b) practical communication skills.
 - c) cross-cultural and psychological susceptibility.
14. What do you understand by the term “dialogue of cultures?”
15. The basic strategy of parents to maintain native languages in pre-school children is:
 - a) reading aloud, games and media – in two languages
 - b) festivity days in two languages
 - c) consistent communication with children in two languages
16. The most important teaching strategy for maintaining balance of languages in pre-school children (for pre-school teachers):
 - a) in lessons conducted in one language to use examples from the other language in order to “balance” the languages and cultures

- b) activities and meetings, maintain the ECES web site, etc. in two languages
 - c) openly discuss socio-cultural “templates” (Caucasian hospitality, Tatar pertinacity)
17. Dialogue of cultures in the society regarded as distant (example of ECES):
- a) One child – one culture/one language
 - b) One teacher – one culture/one language
 - c) The need for language/human-intermediary
18. Note the key factors of discomfort that hinder successful cross-cultural communication at pre-school age (at ECES and at home)
- a) the first generation is not familiar with the norms of intercultural interaction
 - b) the child is unfamiliar with the norms of intercultural interaction with representatives of a different culture
 - c) reluctance of the first generation to engage in dialogue on an equal footing with representatives of other cultures
 - d) the child does not know the language of the representative of a different culture
19. Which of the words below are linguistic units with a national-cultural component:
- a) snow
 - b) shovel
 - c) the Snow Maiden
 - d) snowman
 - e) snowdrop
20. What are the main functions of language units with a national-cultural component in the study of a language as another native/non-native (LNN AND LAAN) in pre-school children (number in descending order of importance)
- source of material in speech therapy
 - source of extra-linguistic information
 - means of generating positive motivation to study the language through culture
 - source of material for creating multifunctional tasks
 - source of material for playing techniques
 - source of vocabulary and grammatical structures
 - catalysts for creative imaginative thinking
 - material for training logic and memory
21. Determine (number) the sequence of analysing Russian and the other native / non-native languages in preparing corrective exercises for pre-school children with regards to graphics (writing in block letters):
- writing from left to right / from right-to left; grapheme positions in relation to the line and each other;
 - presence / absence of letters similar in writing which denote sounds existing in the other language; denote sounds that do not exist in the other language;
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- presence / absence of differences between handwritten and typewritten prints;
 - presence of upper and lower case letters
22. Determine (number) the sequence of analysing Russian and the other native / non-native languages in preparing corrective exercises for pre-school children with regards to phonetics:
- presence of letter combinations and letters that need to be read differently when in a certain position (ться, чт, его)
 - method of forming the sound (consonant)
 - significant / insignificant differences in graphics and phonetics
 - type and motivation of the stress
 - qualitative / quantitative reduction
 - assimilation depending on whether the sound is voiceless/ sonorous / hard / soft
 - place of the formation of the sound (consonant)
23. Determine (number) the sequence of analysing Russian and the other native / non-native languages in preparing corrective exercises for pre-school children with regards to morphemics (word and form formation)
- Formation of words from morphemes;
 - Variability of the meaning / form of the word depending on its morpheme sequence; presence / absence of certain morphemes
 - Presence / absence of compound words and their features
 - What is meant by the “form of the word” / “a new word”;
 - Main techniques of word formation
 - Meanings of prefixes / suffixes
24. Determine (number) the sequence of analysing Russian and the other native / non-native languages in preparing corrective exercises for pre-school children with regards to morphology
- Aspect-temporal paradigm of the verb; special verb forms
 - Transition of one part of speech to another (substantivisation, etc.)
 - Degrees of comparison of adjectives and their use in speech
 - Country and culture-related particularities of the use of pronouns (I-we, my, your... , свой; -self)
 - Imperative and subjunctive forms – variability and cultural aspects of use in speech
 - Parts of speech; forms of words and independent parts of speech
 - One grammatical form in the meaning of another (interchangeability in the language and its cultural studies aspect)
 - Adjective and adverb in juxtaposition
 - The categories of gender of nouns (including common gender nouns and names of professions – with their cultural studies components)
25. Determine (number) the sequence of analysing Russian and the other native/non-native languages in preparing corrective exercises for pre-school children on the level of vocabulary
- Presence of synonyms / antonyms / homonyms

- Different styles of the language, and the speech and vocabulary peculiar to them
 - Obsolete words and neologisms and related cultural phenomena
 - The presence in one of the languages of words borrowed from the other and the degree of preservation of their original meaning (including “translator's false friends”)
 - Inter-language occasionalisms
 - The presence of polysemantic words
26. Determine (number) the sequence of analysing Russian and the other native / non-native languages in preparing corrective exercises for preschool children based on syntax
- Types and motivation (including of cultural studies) of intonation structures
 - Word order in a sentence (fixed / free)
 - Patterns of word relations in a sentence (coordination, government, adjoining)
 - Simple and compound sentences
 - Impersonal sentences / generalised personal sentences and their culturo-logical components
 - Parts of speech and their functions in a sentence
27. Which component of regional geography as a science is of greatest interest to educators who work with natural bilingual pre-school children:
- a) language area studies
 - b) tourist area studies
 - c) general area studies
28. What level of ethno-sociology is linked to multilingualism
- a) theoretical
 - b) empirical
 - c) macro-level
 - d) micro-level
 - e) sectoral ethnosociology.
 - f) applied ethnosociology.
29. What aspect of sociolinguistics is of greatest importance to pre-school teachers of LNN and LAAN?
- a) community languages as a historical category
 - b) social aspects of multilingualism
 - c) social differentiation of the language
 - d) the relationship between the language and social structures
30. Arrange the basic requirements for educators of natural bilinguals abroad in descending order of importance:
- specialised education (primary school teacher, philologist, teacher of RAF);
 - constant interaction with parents; awareness of the “language” history of the family, which is responsible for errors in the child's speech;

- knowledge of the educational system and programmes on languages (native and foreign) in the country of permanent residence and in the RF;
 - taking into account the requirements and methods of a regular system of education when preparing lessons at Sunday schools and schools with extended hours;
 - fundamental knowledge of the subject taught, teaching methods, related disciplines and available manuals and training materials, both in printed form and online, for the selection and refinement (or creation) of lesson material, providing for an individual approach to each pupil and the class as a whole;
 - regular SPECIAL further training in the profession and the most recent methods of language teaching (RAN, RAF) in Russia and in the country of permanent residence;
 - knowledge of Russian as a native language and perfect command of the language of the country of residence;
 - knowledge of the history, culture and traditions of the Russian people and methods of using them in lessons;
 - knowledge of the main characteristics of the national personality of a speaker of Russian as native and as second native, and taking these differences into account in preparing for the lesson.
31. What are the key criteria for selecting games (educational) materials for work in mixed (bilingual but not multilingual) groups?
- a) translation of the material into the second language
 - b) country / culture component
 - c) multi-functionality of the materials
 - d) complete description of games / tasks
 - e) prevalence of visual components
32. What types of language games would you not recommend for work with bilingual pre-school children and why?
- a) translation games
 - b) description games
 - c) games for presenting the concept by non-verbal means
 - d) guessing games
 - e) games for visualising the concept
33. What types of games and exercises designed to develop fine motor skills are also important for mastering the language by the pre-school child as LAN (LAAN) and have a country studies component?
34. What are the positive results of early learning (up to 5 years of age) of the second language as another native / non-native?
- a) accelerates psychomotor reactions
 - b) improves the quality of processing incoming information
 - c) intensive development of the sensory apparatus
35. What is the critical age period for learning another (non-native) language, after which there is a significantly reduced probability that the phonetic system of the foreign language will be learned to a high standard, language

- constructs will be mastered naturally, and that perception of the foreign culture will be ingenuous?
- a) 5–7 years
 - b) 8–11 years
 - c) 12–14 years
36. What has a greater influence on the speech development of the child?
- a) The age of the child
 - b) The child's linguistic abilities
 - b) The age at which second language acquisition begins
37. When do bilingual children begin to speak compared with their monolingual peers?
- a) Bilingual children begin to speak earlier than monolinguals.
 - b) Bilingual children begin to speak later than monolinguals.
 - c) No differences have been observed.
38. How would you describe the principle “one parent / adult –one language”?
- a) Adults alternate communication time for each language during a day (half-day for one language, the second half-day for the other, or alternating days).
 - b) Only one parent / adult speaks with the child in one of the two languages.
 - c) Use of the languages varies depending on the location (the “home” language and the language in which the child is addressed outside the home are most often selected
39. Which aspects of the child's personality does natural bilingualism influence positively? Delete as applicable.
- a) creativity
 - b) tolerance
 - c) manageability
40. In which case is the process of teaching pre-school children a foreign language more effective?
(In choosing your answer, rely on your knowledge of psychological laws of teaching a second language.)
- a) If the adult is focused on controlling the correctness of the child's speech.
 - b) If the adult is focused on actively communicating with the child.
 - c) If the adult is focused on studying grammatical material together.
41. What mental processes are involved in the effective acquisition of a second language (as non-native and as the other native)?
- A) perception and comprehension
 - B) memorising
 - C) imagination
42. What is the most appropriate way to begin teaching the language as non-native (to reach the level of the other native language) at the early pre-school age? (In choosing your answer, rely on your knowledge of the psychological rules of the process of teaching a second language.)

- a) making coherent monologue statements
 - b) mastering dialogue speech
 - c) learning vocabulary and grammar
43. What helps bilingual children faster than their peers to sort out information, distinguishing between the main and the secondary items?
- a) switching mechanism of information codes
 - b) a more advanced communicative function
 - c) a high level of creativity
44. What principles of “general psychology” underlie the methods of teaching the language as non-native / second native? Delete as appropriate.
- a) the unity of consciousness and activity
 - b) the development of the individual in the activity
 - c) determinism.
45. What section of a psychology course can help teachers to teach the second language to children with problems in their sensory development?
- a) age psychology
 - b) special psychology
 - c) differential psychology
46. The fundamentals of teaching a language as non-native include:
- a) general didactic principles, psychological and pedagogical principles, linguistic principles
 - b) didactic principles, psychological principles, pedagogical principles, linguistic principles
 - c) linguistic principles, phonetic principles, psychological and pedagogical principles
47. The psychological characteristics of the LAAN lesson that should be considered in planning the lesson:
- a) a phase of optimum performance gives way to a phase of effort
 - b) a phase of pronounced fatigue gives way to a phase of effort
 - c) a phase of optimum performance is followed by a phase of pronounced fatigue
48. Russian as non-native is learned at an educational institution:
- a) a little faster in learning the rules of the native language (migrant children from non-Russian-speaking families and other regions)
 - b) a little lagging behind in learning the norms of the native language (migrant children from non-Russian-speaking families and other regions)
 - c) with simultaneous mastering of the norms of the native language (migrant children from non-Russian-speaking families and other regions)
49. What language is used to teach RAAN?
- a) the mother tongue with elements of the Russian language
 - b) the Russian language with a maximum visual component
 - c) mainly the Russian language

50. The method of mastering LAAN
 - a) is associated with socialisation at the age of migration
 - b) is associated with socialisation at an early age
 - c) is not normally associated with socialisation at an early age
51. The objects of learning are:
 - a) language, speech, speech activity, culture
 - b) knowledge, abilities, skills
 - c) language, speech activity, socio-cultural knowledge, cross-cultural communication
52. What is cross-cultural communication?
 - a) communication between people with different cultures (personal contacts between people, more rarely – indirect forms of communication (such as letter writing) and communication by mass media)
 - b) exchange of information between people
 - c) the process of creating messages and their transfer by the press, radio, television that suggest communication of people by technical means
53. What is the result of education?
 - a) speech
 - b) cross-cultural communication
 - c) communicative competence
54. The components of communicative competence are:
 - a) communicative, targeted, discursive, language, regulatory
 - b) linguistic, discursive, pragmatic, strategic, socio-cultural
 - c) linguistic, discursive, targeted, strategic, cultural
55. What is the foremost activity that has to be taken into account when teaching pre-schoolchildren LAN?
 - a) training
 - b) playing activity
 - c) communicative
56. Main types of LAN lessons are:
 - a) preparatory lessons, speech lessons, “information transfer”, lessons of interaction
 - b) lessons in reading, writing, speech development, literacy lessons
 - b) lessons-talks, theatre lessons, talking (speech) lessons, literacy lessons
57. Teaching materials must be updated to reflect changes in:
 - a) language and cultural realities
 - b) language realities
 - c) cultural realities
58. Audio-visual aids for teaching LAN include:
 - a) the blackboard, pictures, slides, posters, slide projectors, overhead projector
 - b) animated cartoons, feature films, documentaries
 - c) tape recorder, CD-player, a language lab, radio

59. Types of knowledge in teaching LAAN:
- phonetic, grammatical, lexical
 - vocabulary, cultural, grammatical
 - phonetic, lexical, grammatical, cultural
60. Types of speech activity include:
- speaking, reading, writing
 - audial (listening comprehension), speaking, reading, writing, arithmetic
 - audial, speaking, reading, writing
61. (Example question on a particular language combination.) Purely linguistic difficulties in learning Russian as another native / non-native language, common to any non-Russian child include:
- the category of gender, category of the animate / inanimate and the preposition-case system
 - the category of gender, the prepositional-case and aspect-tense systems
 - the gender category, proper names common nouns and prepositional-case system
62. What is the unit of teaching speech activity?
- the phrase
 - the text
 - the word
63. In teaching children to compose a text-narrative, it is important firstly to teach them:
- to structure the text correctly and select appropriate words that accurately describe the object, to use comparisons, epithets, metaphors
 - to talk consistently about what has happened or will happen, without jumping from one event to another
 - to clearly formulate the thesis, select arguments and make conclusions
64. In teaching children to compose a text-description, it is important firstly to teach them:
- to structure the text correctly and select appropriate words that accurately describe the object, to use comparisons, epithets, metaphors
 - to teach them to talk consistently about what has happened or will happen, without jumping from one event to another
 - to clearly formulate the thesis, select arguments and make conclusions
65. Complete the list: the main types of listening comprehension are: listening to spoken language in real time mode, listening to recorded spoken language, listening to training spoken language in real time mode, listening to recorded training language, listening to artistic speech, listening to...
- songs, folk songs, etc. predominantly in the regional language
 - dialogues of pupils and their analyses
 - films
66. The most difficult thing for bilingual pupils is to
- distinguish between vowels and consonants
 - distinguish between hard and soft consonants, between voiceless and voiced consonants
 - recognise vowels

67. What exercises should be used in teaching listening?
- a) memorising letters, reading aloud, grammar exercises, division of the word into the root, prefix, suffix, ending, retelling the story read
 - b) exercises developing writing techniques, analysis of the sentence by the parts, exercises to develop logical thinking, editing by the children of their written work
 - c) phonetic, lexical, grammatical exercises, training auditory memory, attention, ability to predict the text
68. What is the importance of listening in learning writing skills?
- a) it is important that the child hears the sounds well and distinguishes between them
 - b) it is important that the child hears the words well and understands them
 - c) it is important that the child hears the words well and pronounces them
69. Continue the list: speaking involves the ability to pronounce sounds correctly, use the correct intonation; the ability to correctly use words and their forms in speaking; agree-refuse, request-forbid, report, inform; the ability to retell what has happened, describe events, objects, speak coherently;
- a) ability to listen
 - b) ability to conduct a dialogue, ask questions
 - c) ability to read and write
70. What factors hinder the teaching of speech?
- a) physiological, psycho-educational, social
 - b) medical and psychological
 - c) psycho-educational only
71. What are the most effective exercises in teaching speech at pre-school age?
- a) exercises for the development of fine motor skills
 - b) role-playing games
 - c) drawing, painting (pictorial) activity
72. Which of the communicative-speech situations is most adequate at pre-school age?
- a) role-playing game “Shopping”
 - b) dialogue “In the taxi”
 - c) work game “Building a house”
73. The ability to read in the other native language...
- a) complicates the process of teaching to read in the other native/non-native language
 - b) does not affect the process of teaching to read in the other native/non-native language
 - c) accelerates the process of teaching to read in the other native/non-native language

74. What exercises should be used in teaching to read?
- memorising letters, reading aloud, developing attention, the ability to predict
 - memorising word spelling in accordance with the rules of spelling, grammar exercises, editing by the children of their written works
 - training auditory memory, attention, written dictations
75. What letters present special difficulties in reading for bilingual children?
- letters that have the same spelling and pronunciation in the languages
 - letters that have the same spelling but different pronunciation in the languages
 - letters that have no similarities in the languages
76. Learning the rules of which of the following groups presents the greatest difficulties for children?
- hyphenation
 - spelling parts of the word
 - use of upper-case and lower-case letters
77. Exercises used in teaching to write are aimed at developing
- attention, ability to predict, ability to retell the passage read
 - writing technique, memorising word spelling in accordance with the rules of spelling, analysis of compositions, ability of children to edit their written work
 - knowledge of grammar, auditory memory, attention
78. What sounds of the language being learned as the other native/non-native are the most difficult to teach?
- vowels
 - sonorous consonants
 - labial
 - vibrating
 - sibilant
79. The “Horse” exercise (making a “click-click” sound with your tongue, pronouncing “ts”) is used to teach the correct position of the tongue for pronouncing the sounds...
- [s]
 - [ts]
 - [r]
80. In which case is it necessary to seek the qualified help of a speech therapist?
- a 4-year old child does not pronounce a sound, skips it in words
 - a 4-year old child replaces a sound in one language by another sound in the same or the other native / non-native language (sh – s, r – l)
 - a 4-year old child distorts the pronunciation of a sound (influenced or not influenced by the other language)
81. Select the correct sequence of teaching methods to teach pronunciation
- preparatory exercises, teaching the sound, refining pronunciation, differentiation

- b) preparatory exercises, teaching the sound, differentiation, refining pronunciation
 - c) teaching the sound, refining pronunciation, preparatory exercises, differentiation
82. The basic principle of teaching a child of pre-school age (3–6 years) two languages is:
- a) one parent – one language
 - b) one situation (environment) – one language
 - c) one time slot (day) – one language
83. What methodological techniques are used for presenting grammatical material to children of pre-school age?
- a) exercises are based on the assumption that the children are familiar with basic grammatical concepts
 - b) exercises are performed as a game, without explanation
84. What aspects need to be considered in analysing errors made by children learning RAN when speaking Russian
- a) psychological and linguistic
 - b) psycholinguistic
 - c) psychological, psycholinguistic and linguistic
85. The 'closed family' culture among migrants has:
- a) a positive influence on the linguistic integration of the child
 - b) a negative influence on the linguistic integration of the child
 - c) has no influence on the linguistic integration of the child
86. Is it sufficient for a migrant child to achieve success in mastering the Russian language by immersing him/her in a Russian language environment?
- a) yes, children quickly learn from other children
 - b) no, a special system of psycho-pedagogical assistance for the child is needed
 - c) no, a special system of psycho-pedagogical assistance for the child is needed along with the involvement of parents in the integration process
87. Organising joint games that do not require much talking is part of the specifics of teaching Russian to children speaking other languages...
- a) at primary school
 - b) at pre-school
 - c) in the family
88. The main instrument for semanticisation and learning new words in a child's community is
- a) visualisation
 - b) listening
 - c) playing
89. The diagnostics of the bilingual child's speech development is aimed at:
- a) differentiating between errors in under-developed bilingualism (interference) and errors due to the under-development of various aspects of speech (pathological)

- b) detecting errors in under-developed bilingualism (interference)
 - c) detecting errors due to under-development of various aspects of speech
90. It is recommended that a survey of bilingual children is carried out
- a) in the language of the environment
 - b) in the language of the family
 - c) in both languages
91. During examination of the child (teacher of the native language is not present), it is recommended that the speech therapist uses the indirect assistance of the child's parents for:
- a) translation of the therapist's questions and the child's answers
 - b) answers to the speech therapist's questions (to determine the correct answers)
 - c) translation of the child's answers
92. The factors that determine the need for speech therapist care at the child's pre-school age are:
- a) wrong pronunciation of sounds found in both the native language and Russian
 - b) absence of the sound R at the age of up to 5 years
 - c) replacement of hard for soft sounds at the age of up to 4 years
93. Is the influence of the child's native language (not Russian) taken into account in assessing his / her readiness for school?
- a) yes, it is taken into account; where possible he / she receives the necessary psycho-pedagogical help even before starting school
 - b) no, it is not taken into account; the child's readiness for school is determined independently from the influence of the native language
94. Should children who do not speak Russian as the native language be prevented from socialising with other children in their native language?
- a) none of the child's attempts to make contact should be discouraged
 - b) communication in a native language should be limited for the benefit of learning Russian more successfully
95. The specific challenges and mistakes of bilinguals:
- a) wrong pronunciation
 - b) poor vocabulary
 - b) phonetic and grammatical mistakes
96. Which letters of Russian can be confused by bilingual children because they sound alike, or look alike if the sounds are different?
- a) PBH
 - b) AO
 - c) MKT
97. Theatrical activity at pre-school
- a) can be considered as integrated activity
 - b) can be partially considered as integrated activity
 - c) cannot be considered an integrated activity

98. What is the role of finger games at integrated classes of children speaking other languages in all age groups of the pre-school:
- development of fine motor skills
 - development of fine motor skills and speech coordination with movement
 - development of fine motor skills and speech coordination with movement, activation of the motor, auditory and speech organs
99. Methods used in integrated lessons at the pre-school:
- trial-and-error, logical
 - creative, differentiated
 - single-step method, method of contrast(ing), “apprentice” method”
100. Is it appropriate to make up separate groups at the pre-school for children for whom Russian is not native?
- yes, it is more convenient for teaching the children Russian
 - no, the children learn Russian faster in a mixed group as the language of the environment

Keys for self-checking

№ 1–10: –; 3–1–2; 3–1–2; d; c; a; b; c; c; 3–4–1–2;

№ 11–20: –; b; –; –; c; a; b; a + c; spade and snow maiden;
8–1–2–4–7–6–3–5;

№ 21–30: 1–3–2–4; 7–5–1–2–3–6–4; 3–4–5–1–2–6;
5–9–7–3–6–1–10–8–2; 2–6–5–1–4–3; 6–2–3–4–5–1;
a; c–f; b; 1–8–4–5–3–9–2–7–6;

№ 31–40: a, b, e; a, c, e; –; b; b; c; b; b; c; b;

№ 41–50: a; b; a; c; b; a; a; b; b; a;

№ 51–60: a; a; c; b; b; c; a; b; c; c;

№ 61–70: b; b; b; a; a; b; c; a; b; a;

№ 71–80: b; a; c; a; b; b; b; the answer depends on the language combination; c; b;

№ 81–90: a; b; b; c; b; c; b; a; a; c;

№ 91–100: c; a; a; a; c; a; a; c; b; b.

REQUIREMENTS FOR THE TRAINING PROGRAMME

Types of teaching activities	Number of hours of auditory work
Lectures	minimum 3 on each of 5 modules
Practical classes/seminars	minimum 3 on each of 5 modules
On-going control (testing)	minimum 1 test and 1 practical assignment on each of 5 modules
Final control	At the discretion of the leading organisation, taking account of the specifics of the staff
Total number of hours	minimum 12 on each module

Programme Content (modules)

1. Introduction (invariable part)

Typology of migrants. Structures of communities. Migration zones in the country of residence of pupils.

The structure of the multicultural (bilingual) ECES (pre-school) as compared with the monolingual ECES. The principles of staff selection and assigning responsibilities. Ways of funding a bilingual ECES, including the community, national and international projects. Principles of forming groups of pupils. The major differences between multicultural (bilingual) ECESs and primary schools with 1 to 6 year-old pupils with regard to the organisation and content of the educational process.

Age-related physiological, psychological and other characteristics of children (from 1 to 6 years). The diary (comparative) of development of monolingual and bilingual children.

Module 1. Linguo-cultural and socio-cultural components of teaching language as non-native (another native) to bilingual pre-school children

1.1. Language as non-native and another native in Europe and world-wide

The notion of language and the interaction of languages and cultures in the multilingual world. Issues of multilingual education. Consideration of programmes and standards of pre-school (early school) education in the country of residence and the county of origin of the pupil.

Multilingualism in the kindergarten. Ethnically oriented approach to teaching the language as non-native (another native) and education of the bilingual individual in childhood. Creating a natural environment for the development of bilingualism (taking account of the extra-linguistic component).

Characteristics of (natural) bilingualism in children (1–6 year-olds).

The notions “language as non-native” and “language as another native”; “language as foreign” and “language as another Slavonic language” (including for example the Russian and Slovenian languages; other combinations are possible). The notion of communication competence and its components. Assessment of bilinguals' communication competence at pre-school (elementary school) age. Questionnaires to assess the presence and level of natural bilingualism in children.

1.2. Language and culture

Intercultural communication and competence. Dialogue of cultures in the society, educational institution and family. Basic laws of mastering another native (non-native) language in a natural environment.

Families and groups of languages throughout the world and on the territory of pupils' host country. The native (state) language.

The community language and culture in the formation of the socio-lingual and cultural space in the country and throughout the world. Linguistic self-identification of the individual and the national individual.

The main features of languages in the language group to which bilingual children belong, as compared with the official language of the country of residence, at the levels of phonetics, morphemics, morphology and syntax.

The relationship of linguistic peculiarities to historical and cultural heritage (nationally marked units of the language).

1.3. Integration of humanities as the basis for interrelated study of language and culture

Regional geography and language(s) studies (culture studies), ethno-sociology and socio-linguistics – introduction and basic concepts as applied to the multicultural environment.

Language from the perspective of linguo-cultural studies (according to Prof. Holger Kusse).

Characteristics of a natural bilingual. Extra-linguistic factors influencing the formation and development of bilingualism. Impact (levelling or increasing) on extra-linguistic factors.

1.4. (Another) native language and national cultural components in learning and teaching the language as non-native and as another native (in a foreign language environment)

Socio-cultural conditions of language contact and bilingualism.

Methods for identifying characteristics and comparing languages and cultures when formulating correctional playing activities for bilingual children.

Analysis of existing educational and play materials for 1–6 year-old bilinguals in terms of linguo-cultural studies and socio-cultural components.

1.5. European experience in teaching bilingual pre-school children languages (non-native, another native and foreign)

Parents' strategies for maintaining the native language in natural bilinguals. Centres of supplementary education in communities around the world, their types, structures, competences, etc.

Culture-based projects for teaching the language as non-native (another native). Original projects of educational and cultural centres in European Union countries with the pre-school component incorporated into the project structure.

Teaching in Tandem as an independent method of teaching languages by two partners in a cultural dialogue (for teaching staff and parents)

Module 2. Psychological and ethno-psychological bases of teaching bilingual pre-school children the language as non-native (another native)

2.1. Psychological specifics of learning the second language in childhood.

Psychological characteristics of pre-school (primary school) bilinguals. Taking the age differences of bilinguals into account in teaching them the language as non-native (another native). Difficulties for bilinguals in learning different aspects of the non-native (other native) language. The reasons for these difficulties (including the extra-linguistic and linguistic factors of the environment and the personality of the pupil).

2.2. The role of ethno-psychological knowledge in the process of upbringing and educating bilingual children

Ethnic psychology as a science. The role and importance of ethno-psychological knowledge in teaching bilinguals the non-native (other native) language.

The need to preserve the bi- (inter-) national picture of the world in the bilingual's mind. Modes of transfer of ethno-cultural experience, and the need to take into account the bilingual's ethno-psychological characteristics in the process of education.

The causes and characteristics of the formation of the national mentality (the influence of geographical environment and natural conditions, forms and methods of educating children, customs, norms and laws of human behaviour, religion, historical conditions).

Ethno-psychological characteristics of children from different ethnic groups. The myth of the “perfect child” and parental strategies of education within different cultures. Their outward manifestation in other cultural environments.

Module 3. Methodological aspects of teaching bilingual pre-school children language as non-native (another native)

3.1. Common methodological issues of teaching language as non-native and another native at pre-school (early school) age

Language as native, non-native and another native: general didactic, psychological-educational and linguistic principles of teaching. Approaches to teaching children language as native, non-native and another native at an early age: common and different.

The content of language teaching as non-native, and another native. The object of teaching: language, speech, speech activity, culture. The object of learning: knowledge, abilities, skills; background and socio-cultural knowledge,

intercultural communication. Teaching results: communication competence and its components in pre-school children.

Methods and techniques of teaching language to bilingual pre-school children. The organisational forms of language teaching at kindergarten.

Means of language teaching at pre-school age. Information and communication technologies in teaching bilingual children language as non-native and another native.

3.2. Methods of speech development in early childhood education systems with multiethnic composition of children's groups

Types of language activities: listening, speaking, reading, writing. Text as a unit of training speaking activity. The selection of texts for training pre-school children in the target group (taking into account the age-related characteristics of development and culture of the country of residence). Texts on regional geography (cultural studies) as the dominant idea. Adapting texts.

Training in listening. Methodical techniques and exercises for training in listening.

Training in speaking. Factors that impede training in speaking and factors determining success in training bilingual children to speak.

Development of speech of bilingual pre-school children. Communicative-speech situations and their use in the classroom with bilingual pre-school children. Preparing bilingual pre-school children to read and write.

3.3. Linguistic aspects of teaching bilingual pre-school children language as non-native (another native)

Problems of language integration. Those among us who speak other languages.

Phonetic exercises in teaching bilingual children language. Pronunciation training and speech therapy exercises. Enriching the vocabulary of bilinguals and scope of themes in each of the languages. Correcting grammatical structures in bilinguals' speech. The need for and ways to overcome interference; training pre-school bilinguals in code-switching at all levels in class.

Module 4. Interdisciplinary links in teaching bilingual pre-school children language as non-native (another native)

4.1. Integrated classes in training bilingual pre-school children (younger school children) (1–6 year-olds)

Methodology of an integrated lesson. The integrated lesson in a multilingual group in the kindergarten (primary school).

Language as non-native (another native) and speech development based on the acquaintance with the world around; mathematics, logic; creative activities at the pre-school (ECES). Elements of the Waldorf and Montessori pedagogy in working with bilingual children. Original methods of working with bilinguals in the country of residence and worldwide. Theatre pedagogy (“The Lifelong Theatre”).

4.2. Relationship of teaching language as non-native (another native) with speech therapy and psychiatry at an early age

Logopaedic support of bilingual children of pre-school age in the course of the education process. Differentiation of errors due to under-developed bilingualism (interference) and errors due to the under-development of various speech components (pathological).

Using the methods of corrective speech therapy in order to overcome speech, language and communication difficulties in bilingual pre-school children.

Hyperactivity as a medical and pedagogic diagnosis. Inadequate pedagogic attention to a bilingual child and its consequences. Information overload, shortage and distortion of information and their consequences.

4.3. Analytical review of modern IT

Learning games and tests. Virtual interactive whiteboards. Electronic publications.

Didactic capabilities of Web 2.0. Organisation of creative activities for pre-school children in middle and senior groups through internet services. The use of video materials (including proportioning of ethno-cultural and language activities through video series when a native speaker is not available among the children). Principles of selection and use of animation in working with pre-school children.

Module 5. The interaction of the bilingual ECES (primary school) and society with parents of bilingual children

Organisation of educational and training activities through internet resources. Teachers design and create an information environment for parents by means of blogs and website constructs.

1:1 – the principle of cooperation, producing a win-win situation for all concerned. Family pedagogy and the ethno-cultural tandem “family-ECES” in a multicultural society. Norms and culture of interaction with the “alien” as well as the “other” or “ours”. Intercultural competence of the teaching staff and the Community. Closed and open Community structures. “Capsules” of the society brought-in and subjectivised in the Community, and the subjectivisation of the image of the country of origin in the society of the country of residence.

Topical and individual consultations at ECES (school). Systematic character of open lessons. “I am learning the language – my mother too”. The child as a mirror and thread to the family and society; the family as an echo of the child.

Ways and methods of using parents' competence (the Community) with the aim of developing the activity of the bilingual institution (including self-education of the staff, international education and upbringing of pre-school children). International Day of Languages and Family as a way of balancing the languages and cultures.

Presentations and hand-outs for parents. Parents' clubs in the bilingual ECES (school).

Possible forms of monitoring (including standards and requirements to be met by such courses in countries of residence of the teaching staff)

Test of knowledge (individual and group)

Task for creativity (including projects)

Presentation

Testing

Form and content of the final certification

Final certification of participants in the programme is by way of a project defence.

Examples of project topics:

1. Corrective course of teaching bilingual pre-school children the national or official language of the country of residence through play activities (developing a methodology for teaching any one aspect of the language).
2. Workbook with a plan for teaching bilingual pre-school children to read and write.
3. Collection of texts (devise an audio course) for listening with tasks and exercises for pre-school bilinguals.
4. Topical communicative-speech situations with characteristic regional realities used in teaching non-native (another native) language to bilingual pre-school children.
5. The implementation of an integrated approach to teaching the language as non-native (another native) to bilingual pre-school children. (Devise a multimedia manual for teaching bilingual pre-school children).
6. Dialogue of cultures in teaching the language as non-native (another native) to bilingual pre-school children. Elaboration of teaching systems.
7. System of integrated lessons for multiethnic group in the kindergarten.
8. Implementation of the ethnically oriented approach to teaching the language as non-native (another native) in an early childhood education system with multi-ethnic composition of children group.

Teaching tools

- Specialised scientific literature
- Educational-methodical literature
- Methodical manuals and practical work on teaching language as non-native (another native)
- Electronic lecture presentations
- Visual aids (charts, tables, illustrations)
- Dictionaries, encyclopaedias and reference books
- Electronic libraries
- Internet resources (online resources)
- Video and audio materials, integrated interactive training courses
- Multimedia instruments (training devices for work on vocabulary and grammar)
- Testing 8

Programme content (country-related component varies among the countries participating in the BILIUM project)

SWEDEN: Multicultural Teaching: Preparing Music (Arts, Drama, PE) Teachers for Multicultural Challenges

Introduction

The establishment of the ideal of human cultural diversity is being encouraged by global changes taking place all over the world. Different kinds of social and demographic mobility, including those caused by the mass flow of refugees and migrants, occur here and there. The European Union has brought together various countries and peoples that have different languages, cultures and religions. Thus, the major part of mankind live in conditions of multi-ethnicity and multi-culture. Initiative, the ability to look at things from a creative perspective and to find extraordinary solutions, choose a professional path for oneself, and readiness for life-long studying are without doubt the most important features of the personality. The main tasks of the modern system of working with children are recognising every pupil's aptitudes, educating the personality to be ready for life in a high-tech and quickly changing world where people need to be able to set and achieve serious objectives on their own, quickly adapting to new challenges.

Language as a tool for involvement in social relations

Modern social studies state that man is a cross-point of many cultures, thus, he can be mono- or poly-ethnic. By means of language man constructs a social reality, which is the reality of generally valid senses and meanings created by interaction, exchange and discourse. Gergen (1994)²⁴ suggests a relation language concept, which means replacing the semantic structure of a language by the degree of involvement of an individual or group in relations. The language is seen as a tool for coordinating an individual's actions in the context of the course of events. Language determines the so-called coordinates of life in society and fulfils this life with essential components. Thus, an activity important for man, for example a creative activity, is a source of language enrichment and a motive to study and use it actively. In other words, a child cannot be prepared for intercultural interaction unless he or she discovers similarities and differences from 'others' through his or her life experience. The usual transferring of knowledge of cultural and ethnic diversity in the world is not enough.

Music as a way of promoting multilingualism and cultural diversity

The formation of a multicultural personality is a difficult and long-term process, which starts in early childhood. Clearly, music and language have similarities: they both have linear and logical structures and use syntax or specific sequences of notes or language pieces to influence the meaning or semantics of the message relayed. There is an opinion that music and language are common processes in the mind and depend on the same brain systems (Brown, Martinez & Parsons, 2006;

²⁴ Gergen, K. J. (1994). Realities and relationships: Soundings in social construction-ism. Cambridge, MA: Harvard University Press.

Patel, 2012)^{25, 26}, Music and language require equally complex, higher-order thinking processes and skills including attention, categorisation and memory.

Learning music and aesthetics is one of the elements of the general system of a child's education. Dance, as an expression of music in movement, is an important method of education. It is the largest and most accessible basis of choreographic education for children and young people, it is the 'foundation' on which the whole 'building' of the spiritual culture of a modern, harmonically developed person will be raised. It is necessary for children to acquire information about the dances of different peoples and periods, as every people has its own dances in which its mentality, history, habits and character are reflected.

Musical development is indispensable for the general development of a child: the emotional world takes shape, ideation is improved, and the child becomes sensible to beauty in arts and life. The art of music is regarded as the spiritual world of children, which is why their educational aptitudes are so high. It begins with activities like dancing, singing, listening to music and playing instruments in the family context. “Parents and teachers who provide music in their child's life are creating the most powerful route to the child's successful involvement in the art” (Reid, 2001, p. 24)²⁷.

Moreover, the results of contemporary research suggest that multicultural music teaching has a significant effect on classroom learning outcomes among children of primary school age. Abril (2006)²⁸ pointed out: “Interactive dialogues surrounding sociocultural or musical concepts resulted in a greater number of students articulating their knowledge about these respective topics”. The evidence confirms that formal elements of music might be used as a framework for learning. Other authors emphasise the impact of the integration of the Arts (dance, music, theatre and the visual arts) on the performance of language, mathematics, science and social studies (Vitulli, Santoli, & Fresne, 2013)²⁹; the importance of cultural understanding through singing multicultural songs (Ilari, Chen-Hafteck & Crawford, 2013)³⁰. These results suggest that involvement in structure activities has significant outcomes, and the Arts are natural facilitators for young people's

²⁵ Brown S., Martinez M.J., Parsons L.M. (2006). Music and language side by side in the brain: a PET study of the generation of melodies and sentences. *Eur J Neurosci*, 23(10), 2791–803.

²⁶ Patel, A., D. (2012). Language, music, and the brain: A resource-sharing framework. In: P. Rebuschat, M. Rohrmeier, J. Hawkins, & I. Cross (Eds.), *Language and Music as Cognitive Systems* (pp. 204–223). Oxford: Oxford University Press.

²⁷ Reid, S. (2001). *How to develop your child's musical gifts and talents*. New York, NY: Contemporary Books.

²⁸ Abril, C., R. (2006). Learning Outcomes of Two Approaches to Multicultural Music Education. *International Journal of Music Education*.vol. 24 no.1 30–42. doi: 10.1177/0255761406063103

²⁹ Vitulli, P., Santoli, S. P., & Fresne, J. (2013). Arts in education: Professional development integrating the arts and collaborating with schools and community. *International Journal of Pedagogies and Learning*, Vol. 8, No. 1, Apr 2013: 45–52.

³⁰ Ilari, B., Chen-Hafteck, L., & Crawford, L. (2013). *International Journal of Music Education* May 2013 vol. 31 no. 2 202-216. doi: 10.1177/0255761413487281

healthy development. However, researchers note that there is a need to train teachers to use these approaches more effectively in order to meet the challenges of global changes.

Conclusion

The cultural and leisure aspects of mainstream childhood education (music, arts, drama, PE) in a multicultural environment encourage the establishment of relations in terms of goodwill, mutual help and cooperation, the formation of a collective and the creation of a peaceful and non-violent atmosphere in it. This increases efficiency and widens opportunities for young people's positive development since it allows children's leisure to be interestingly and informatively arranged and promotes a healthy way of life. Thanks to structural engagement in musical classes, inter-group contacts operate under more favourable conditions; there is a generalisation of positive experiences of such kinds of contacts, which, in its turn, sustains the formation of a positive identity, culture synthesis and the integration of peers.

It is difficult to overestimate the problem of children's education in a multicultural society: this is why it is necessary to create a programme of cultural synthesis in the context of further training for pedagogues in all kinds of educational establishments to support the processes of integration and cultural dialogue

<i>Programme Content (variable part)</i>	<i>Number of hours</i>			<i>Types of Control</i>
	<i>Total</i>	<i>Lectures</i>	<i>Practical</i>	
1.2. EEF (Sweden) We are interested in the further training of our pedagogues and parents in aspect 1.2 for the following reasons. Firstly, there is greater language and cultural diversity in our local community because of the increasing number of immigrants. Migration itself is a major change in the socio-cultural environment. This change affects all perspectives of socio-cultural development. Dialogue between different cultures is the most appropriate way to ensure peaceful interaction and knowledge exchange. Secondly, adaptation to Swedish society is achieved through acquisition of the official language of the country, therefore proficiency in Swedish is crucial for new Swedes to adapt successfully to society.	7	4	3	Series of seminars, tutoring and coaching for individuals, teams and groups. The examination task in Module 1 can be presented and examined both in oral and written forms, as well as by project work, individual written assignments, and graded oral literature seminars
1.4. EEF (Sweden) We are interested in the further training of our pedagogues and parents in aspect 1.4 for a number of reasons. Firstly, the nature of our activity is leisure management. The form and methods of the educational process are aimed at the acquisition of special creative abilities and know-how. Engagement in creative work has an intellectual impact on children and also develops particular practical skills that can be acquired only within the framework of supplementary education. In our activity we can purposefully include particular elements of playing, based on these methods. (e.g. methods for identifying characteristics and comparing languages and cultures when formulating correctional playing activities for bilingual children).	7	3	4	Series of seminars, tutoring and coaching for individuals, teams and groups. The examination task in Module 1 can be presented and examined both in oral and written forms, as well as by doing a project work, individual written assignments, and graded oral literature seminars.

BILIUM – Bilingualism Upgrade Module (Part II)

<p>1.5. EFF (Sweden) We are interested in the further training of our pedagogues and parents in aspect 1.5 for a score of reasons. Firstly, we see the family as a primary social institution. For a child the family is both a habitat and educational environment. This is due to the fact that children receive basic information about the world and about themselves from their parents. In addition, parents have a unique opportunity to influence their children because of their physical, emotional and social dependence on them. Human beings go through socialisation and realise their interests in the family. The family is one of the ways of building a social life and creating a natural environment for the growth and well-being of all its members. Within the framework of our activity we proceed from the principle of dialogue between pedagogues and pupils' parents at our school. The teachers guide and tutor the children, the children are supported by their parents, and the parents have the opportunity of giving feedback to the teachers and vice versa. Thus, the family is an essential element of a successful educational process in terms of educational process maintenance, motivation of children and influence on political decisions in the local multicultural commune.</p>	7	4	3	<p>Series of seminars, tutoring and coaching for individuals, teams and groups. The examination task in Module 1 can be presented and examined both in oral and written forms, as well as by doing a project work, individual written assignments, and graded oral literature seminars</p>
<p>2.1. EFF (Sweden) We are interested in the further training of our pedagogues and parents in aspect 2.1 as we consider it to be important to maintain an interest in creative self-expression among children of a different cultural background. The knowledge of the psychological features of children connected with their cultural background, age peculiarities and gender difference can have a positive impact on those methods and means that can be chosen by teachers in order to complete their pedagogic tasks.</p>	7	4	3	<p>Series of seminars, tutoring and coaching for individuals, teams and groups. The examination task in Module 2 can be presented and examined both in oral and written forms, as well as by doing a project work, individual written assignments, and graded oral literature seminars. Rating scale</p>
<p>4.1 EFF (Sweden) We are interested in the further training of our pedagogues and parents in aspect 4.1 by virtue of the specific nature of our work – we work with the self-realisation of children. The method of theatrical pedagogics, public performance and participation in creative collective activity are amongst our priorities in the local multicultural community.</p>	7	4	3	<p>Series of seminars, tutoring and coaching for individuals, teams and groups. The examination task in Module 4 can be presented and examined both in oral and written forms, as well as by doing a project work, individual written assignments, and graded oral literature seminars.</p>
<p>5. EFF (Sweden) We are interested in the further training of our pedagogues and parents in Module 5 as the aim of our organisation, an association of parents, children and teachers, is to secure opportunities for providing supplementary education in the multicultural community. We consider the enrichment of a child's environment with elements of different cultures through language, music and dance to be one of the top-priority tasks of a family upbringing. The development of creativity by a process of different kinds of collective and individual activity; the contribution to the intellectual development of children by means of language and culture.</p>	7	4	3	<p>Series of seminars, tutoring and coaching for individuals, teams and groups. The examination task in Module 5 can be presented and examined both in oral and written forms, as well as by doing a project work, individual written assignments, and graded oral literature seminars.</p>

BILIUM – Bilingualism Upgrade Module (Part II)

Total	42	24	18	Professional development consists of independent courses incl. advanced level for teachers who already have a teaching degree and work at different types of schools, and are interested in learning in order to improve their skills and competences. Rating scale: The grades are Fail (U), Pass (G), Pass with Distinction (VG), or according to a seven-point scale (in descending order) A, B, C, D, E, Fx and F. To pass the course requires a minimum grade of E.
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Adaptation of the BILIUM 1 Module to the Spanish Educational System

1. Introduction

Spain, as a country with four official languages, has always been a perfect example of a multicultural and multilingual society. Spanish, Catalan and Galician are languages of Latin origin, whereas the typology of Basque, which is very different in its structure from the Latin languages, has not been determined. The territory in which Catalan is spoken is larger than that for Galician and Basque and includes the North-West territory of Spain, Valencia, the Balearic Islands, Andorra and some parts of Northern France. Basque is the language of the Basque country and Navarra. Galician is spoken in the North-East of Spain. Apart from these main languages there are several other languages used by smaller communities: Valencian, Aragonese, Andalusian, Extremaduran. These languages developed at different stages over time and finally, in 1978, it was declared in the Constitution that Spanish, Catalan, Galician and Basque are the official languages of the state and must be protected as part of the Spanish national heritage.

According to the Spanish educational system, children have the option of attending pre-school (the “infant” or popularly known as “pre-school” stage) from birth until 6 years of age. The first stage of pre-school education (0–3 years) is payable, whereas the second stage is non-compulsory and free for all students, and is regarded as an integral part of the education system with infant classes at almost every primary school. In 2008 the average enrolment rate of children under three years of age in formal childcare was 38 percent, and the proportion of children aged three to five years old in pre-school education was 98 percent. At the present time there is full attendance (100 percent) by children at pre-school³¹.

Every bilingual autonomous community has its own laws and regulations. For example, from 1978 the Catalan and Spanish languages are obligatory with an equal number of hours in all timetables. The Catalanian government recently

³¹ <http://www.oecd.org/els/family/oecdfamilydatabase.htm#structure>

proposed recommendations for pre-school educational institutions in Catalonia. According to them, the language of learning and communication should be Catalan. This action came as no surprise because practically all public kindergartens have Catalan-speaking staff. In addition, if parents want their child to learn any other language, the community has a large number of private bilingual kindergartens with English, German, French and Italian as the language of instruction³². However, in spite of the success of bilingual immersion programmes in Catalonia, which were adopted from Canada, there are still debates about the quality of language teaching.

The trilingual programme implemented in the Valencian community on the basis of pre-school (children from 3 years old), primary and secondary education has already revealed benefits. The programme's purpose is to ensure equal competence in three languages (Valencian, Spanish and English) without any particular language domination. However, this programme requires great economical and human resources, which are very difficult to secure in a period of crisis³³.

In the Basque autonomous community only 50% of the population speak the Basque language, and this number has risen in the last decade as a result of the introduction of Basque schools – ikastolas. These schools have different education programmes and each parent can choose between teaching in: Spanish L1 with Basque L2, bilingual Spanish and Basque, Basque L1 and Spanish L2.

The situation in Galicia is different from that of the above-mentioned autonomous communities. This language has always been used in families and regarded as a language for informal communication. Hence, the local authorities did not take any measures to promote it. In 1983 the law of Linguistic Normalisation introduced various measures to support the Galician language in the educational system of the region; instruction at all educational stages should be done in both languages of the autonomous community, although some subjects should only be taught in Galician.

Understanding the importance of bilingual education and multicultural integration, the Ministry of Education and Science, in cooperation with the British Council, introduced the Bilingual Education Project (BEP) in Spanish state schools in 1996. The bilingual programme was implemented in the monolingual areas of Spain. 82 state schools (including pre-school children from 3 years of age) and 42 institutions of secondary education participate in the programme. The project seeks mainly to “promote the acquisition and learning of both languages through an integrated content-based curriculum and to encourage awareness of the diversity of both cultures”. The amount of curricular time is equivalent to 40% of lessons in English each week and includes subjects in English such as science, history and geography³⁴.

³² http://www.dialogolibre.com/noticias/2012-12-14/La-Generalidad-oficializa-el-catalan-en-las-guarderias-696#.Uz8qXPl_smg

³³ http://ccaa.elpais.com/ccaa/2013/01/09/valencia/1357761543_539059.html

³⁴ Alan Dobson, María Dolores Pérez Murillo, Richard Johnstone. Bilingual education project Spain, Evaluation Report, 2010

Nowadays around 42 percent of the country's population live in areas where two languages exist simultaneously and are taught in the educational institutions: Spanish with Catalan or Basque or Galician³⁵. Taking a look at Spanish history, it is obvious that language was an instrument of national formation used by the country's rulers. During the Franco dictatorship (1939–1975) all languages spoken in Spain, except Spanish, were regarded as dialects and their teaching and even speaking were prohibited, and their usage was punished. Nowadays the autonomous communities are free to choose their own plan of language development. Still, the existing challenge of bilingual communities is how to preserve their autonomy language in the context of Spanish language dominance.

The political acts aimed at promoting Spanish in bilingual regions of Spain (adding subjects and hours to the curriculum, etc.) have led to various debates. However, studies have shown that there is no ground for anxiety amongst Spanish language protagonists. The level of Spanish in bilingual communities is rather high and is not inferior to community language mastery. In some aspects (depending on the writing and reading) the knowledge of Spanish is even more prevalent than community language skills. In addition, migrants living in bilingual regions of Spain do not see the necessity of learning community languages as they can survive perfectly with a knowledge of Spanish³⁶. As the area of local language usage is limited by its territory, the question of language preservation, promotion and protection is still of importance in the Spanish autonomous communities.

For various reasons, Spain has always been an attractive place for migrants from Morocco, Romania and Bulgaria and a large number of European people also live there – Italians, British, Germans. The main languages of migrants accordingly are Arabic, Romanian, English, German, French and the languages of other not so numerous groups³⁷. Interestingly, the migration of Russian-speaking people has increased significantly in Spain over the past 5 years. According to the Spanish National Statistics Institute (Instituto Nacional de Estadística), the Russian population in Spain in 2011 was 52,832. This compares with only 10,047 Russian people living in Spain in 2001. These figures only represent official statistics and do not take account of illegal immigrants, children born in Spain of Russian-speaking parents or adopted from Russia and other Russian-speaking nationalities³⁸. The above-mentioned facts clearly indicate that Spain, with its historically motivated bilingualism and high percentage of migrants from all over the world, is a diverse, multicultural and multilingual country. The Spanish culture and Spanish language are equal for all the country but there are unique traditions and languages typical for particular regions.

³⁵ www.apac.es/publications/documents/Raluy_Vallbona.doc

³⁶ *Montrul Silvana*. El bilingüismo en el mundo hispanohablante, John Wiley & Sons, Inc, 2013

³⁷ http://es.wikipedia.org/wiki/Idiomas_de_Espa%C3%B1a

³⁸ <http://www.espanarusa.com/article.sdf/es/articles/86824>

2. Bilingual pre-school children's acquisition of vocabulary through play activities.

The use of play activities in the language acquisition process in pre-school education is not an innovative methodology. The idea derives from communicative approaches to language teaching and learning used in classrooms since the 1970s³⁹. In addition, psychologists have proved that children and their playing activity are inseparable, as games are the child's tools for world investigation. The process of playing represents an unconscious act that does not require any efforts and as a result can be applicable to all activities regardless of the level of knowledge⁴⁰. Moreover, games are included in all immersive learning programmes written for pre-school children as they develop creative and positive thinking and lead to highly motivated activity. Bilingual children of 3–6 years of age are highly attuned to new word acquisition. At this age they not only imprint the information but also the difference between their language lexicons is not so distinct. The sizes of vocabularies during the pre-school age can vary but the gap between 3 and 6 years of age is significant; at the age of 2–3 years the active vocabulary is around 500 words and at the age of 6 it consists of 4,000 words⁴¹. This fact clearly highlights the importance of lexical development in both languages at this age. Unfortunately, children often receive a reduced input in one of their languages, and it is usually their parents who do not provide this input. Children need exposure to a rich and diverse vocabulary in order to build up their lexicons. Psychologists have proved that while playing every child in the group feels equal to the others, even a student with poor language knowledge feels comfortable during the class. The features of playing such as easiness and openness, where it is permitted to make mistakes, make this type of learning universal for all groups of pupils, including those with language impairments. However, in order to attain positive results, playing in lessons should be regulated and the playing process should be controlled.

There are many different types of play and children can be involved in more than one type at any time. Communicational or language games, competition or collaboration, physical or creative – the type of games depends on the learning purposes. In second language acquisition M.F. Stronin has devised grammatical, lexical, phonetic and orthographic games that promote the mastering of different language skills, and creative games that help to further improve the acquired skills. Games aimed at vocabulary acquisition are highly popular in second language learning practices. The number of possible variations is quite amazing, and there are different purposes: new vocabulary introduction, practising, reviewing⁴².

³⁹ *Bente Meyer*. Game-Based Language Learning for Pre-School Children: A Design Perspective Department, Electronic Journal of e-Learning Volume 11 Issue 1, 2013

⁴⁰ <http://dob.1september.ru/articlef.php?ID=200500510>

⁴¹ *Balikhina T.* Methodology of teaching Russian as a second language, Peoples' Friendship University of Russia Publishing House, Moscow, 2007, 12-13

⁴² Possible types of vocabulary play activities often used by teachers in the classroom can be found here http://www.camtesol.org/Download/LEiA_Vol4_Iss1_2013/LEiA_V4_I1_A6_Le_Play_Activities_for_Primary_English_Learners.pdf. or <http://www.teacher.pl/artykuly-metodyczne/the-role-of-games-in-teaching-children/>.

The important aspect for such games, as far as the pre-school environment is concerned, is the visualisation of the learning material. Pictures, toys and videos are not only a motivational part of the learning process but also an essential support to a child in memorising words.

In addition, the success of the game-based approach for vocabulary acquisition depends not only on a student's abilities and characteristics but also on whether the tutor has properly planned for the games activities. The main stages include: 1) preparation and organisation of games activities based on assessment information of children's vocabularies and the aims and learning goals, 2) explanation of the game, helping all children to be players, interaction support, helping children to deal with difficulties, game process control, 3) play review, interpretation of the results, collecting the assessment information of the vocabulary for future play use (what aspects are the easiest, the most difficult)⁴³.

Learning vocabulary through playing can be fun and enjoyable for both adults and children. Moreover, playing activities are highly productive in language learning by pre-school children as they are coherent with children's cognitive, emotional, and physical abilities at that age. ECES teachers can use game-based activities not only for learning vocabulary but also for developing other language skills. By helping children to take part in different types of language games, and by providing a well-resourced playing environment in the classroom, teachers can greatly enrich the learning opportunities that play provides.

As mentioned above, playing games is an important childhood activity. In Spain a child's right to play is assured by the Royal Decree 1630 of the 29th December 2006 (Real Decreto 1630/2006, 29 de diciembre)⁴⁴. Playing is described as a fundamental and highly important activity that is obligatory in pre-school education. Different types of playing activities are widely used in all Spanish pre-school institutions. The difference between monolingual and bilingual kindergartens is that the latter have educators speaking both languages. The playing activities – one-to-one games or group games, puppet theatre, storytelling and others - are held in different languages and the hours of the language immersion are divided half and half. The private bilingual kindergartens in Spain provide more complex, and a greater variety of, games for language learning, including the following: flash cards and vocabulary; storytelling; oral activities; nursery rhymes and folk songs; puppet shows, traditional games⁴⁵. It is obvious that children find it easier to learn language in a natural manner, so playing is a perfect tool for language immersion. Bilingual pre-school education is inseparable from playing activities, which are used in kindergartens everywhere as a perfect tool for L1 or L2 language learning.

⁴³ www.ncca.biz/aistear/pdfs/guidelines_eng/play_eng.pdf

⁴⁴ <http://www.ipaspain.org/objetivos.htm>

⁴⁵ <http://www.eumed.net/rev/ced/03/fbg.htm>

BILIUM – Bilingualism Upgrade Module (Part II)

<i>Programme Content (variable part)</i>	<i>Number of hours</i>			<i>Types of Control</i>
	<i>Total</i>	<i>Lectures</i>	<i>Practical</i>	
1.1. EEF (Spain). Training in aspect 1.1 is obligatory for teaching staff and parents, owing to a lack of theoretical knowledge about such concepts as multilingualism and natural bilingualism, especially in the pre-school environment. Assessment of bilinguals as one of the most difficult tasks is also part of the course.	6	3	3	Tests, individual project work, seminar sessions, individual written assignments.
1.2. EEF (Spain). Training in aspect 1.2 is obligatory in order to understand the formation of the socio-lingual and cultural space in the historically formed multilingual tradition of Spain. It is important for obtaining knowledge about the particularities of the linguistic self-identification of the individual and the national individual in bilingual Spain, which has three official bilingual communities. The main features of the languages in the language group to which bilingual children belong (especially Basque) are studied in this module.	6	3	3	Tests, individual project work, seminar sessions, individual written assignments
1.3. EEF (Spain). Language learning is always connected with culture; both concepts never exist separately. Thus, knowledge of regional geography and culture studies is obligatory for successful language teaching. The module is useful for mixed language families as an instrument of communicational improvement.	6	3	3	Tests, individual project work, seminar sessions, individual written assignments.
2.2. EEF (Spain). Many pedagogues underestimate the role of mentality and the child's ethno-psychological characteristics. However, with this information, the educational process can be much easier and more successful	6	3	3	Tests, individual project work, seminar sessions, individual written assignments.
3.2. EEF (Spain). As is widely known, bilinguals often have difficulties with writing and reading modality in one of the languages. The course offers explanations of language activities in the context of bilingualism with a cultural component.	6	3	3	Tests, individual project work, seminar sessions, individual written assignments.
4.1. EEF (Spain). Language impairments that bilingual children have are more complex if they occur in both languages. Teachers should be aware of the particular errors of bilinguals and be able to use methods of corrective speech therapy in order to overcome speech, language and communication difficulties in bilingual pre-school children.	6	3	3	Tests, individual project work, seminar sessions, individual written assignments.
4.3. EEF (Spain). In an age of new technologies and the internet it is very important to be acquainted with and to integrate the informational technologies in the classroom.	6	2	4	Tests, individual project work, seminar sessions, individual written assignments.

Adaptation of the BILIUM 1 Module to the Austrian Educational System

The main target of the BILIUM 1 Module is to work out a programme for training ECES teachers as qualified intercultural staff (IKM – Interkulturelle MitarbeiterInnen). To adapt this programme to the Austrian educational system, primarily the ECES sector, is the aim of the BILIUM 2 Module. Further targets are: the active promotion of meetings, contacts and discussions between parents; raising awareness of individual, family or social problem areas; assistance and support for child-centred education and development issues.

The IKM study is aimed in particular at children of immigrant background as well as those with language and learning disabilities – to assist them in everyday pre-school life. It has not yet been possible to attain the target of combining ECESs (e.g. in Lower Austria since 1992) and IKM (started 2009) even though the IKM have learned the fundamentals of intercultural education from 1,600 units. The only reasons are the lack of official recognition and – the lack of money.

The latter is one of the main problems of the Austrian educational system at present: for the Teachers' Union the cuts in education (57 million euros in 2014 and 60 million euros in 2015) are tantamount to “a declaration of the bankruptcy of the Austrian education policy”. In particular there is an urgent need for 2 teachers (German, Maths and English) to be present in the classroom, e.g. in New Secondary Schools (NMS – Neue Mittelschule). The so-called “NMS light” (with only 1 teacher in the classroom) is thus categorically rejected.

To solve the problem of having a second teacher in the classroom, it is intended to initiate a project during the school year 2015/16 – the BAKIP21 Project, a training programme lasting 5 terms for registered job seekers with a 100 % job guarantee for graduated assistant teachers. But many of the problems with this kind of education have not yet been solved: lack of official recognition of the IKM and hence the absence of a common teaching standard; different groups of children from migrant families without the common basic knowledge needed for school; the problem of parents narrowing the horizons of their children by allowing contact with their ethnic group only.

As far as the adaptation of the BILIUM Module 1 is concerned, there is the problem of the detailed definition of the terms “school entrance” and “school readiness”. This refers to the lack of alternative methods for school entrance if the child is not yet ready to start school (e.g. an additional year). The Municipality of Vienna is trying to solve this problem by initiating the project Free Tutoring in Schools (Nachhilfe), with German and foreign languages as the main focus. This project is planned to start in the autumn of 2014.

“Education does not mean employment” – not even working in intercultural education at a pre-school. In this respect the majority of IKM graduates are sharply critical of the policy because they believed they were studying for an inviolable and unique ECES position which has now turned out to be legally useless. Thus the IKM project seems at any rate to be – despite a positive response – at an end.

**Adaptation of the BILIUM 1 Module to the Swiss Educational System:
Institutions in Switzerland providing training for pre-school and primary
school teachers**

In Switzerland, university study is not required for pre-school teachers – just vocational training (Berufsausbildung). These study courses are usually dual, i.e. students are employed at one organisation at the same time that they are enrolled at a school. It is also possible to enrol for Berufsausbildung at a school (Berufslehre). In 2013, 85.6 % of students receiving vocational training were enrolled in this dual system⁴⁶. More than 90 % of all students complete this course of studies. There are currently about 250 job postings currently listed on the market in Switzerland.

Depending on a person's educational background, one can study to be a pre-school teacher (Kindererzieher/in HF) at various institutions (see List 1). The learning process lasts 2–3 years full-time, or 3–4 years part-time. A combination of theory and practice is crucial for vocational training: students usually have classes only one day a week, with professional practice the rest of the week (at least 50 %); the remaining time is devoted to self-study⁴⁷.

A person can also study to be a pre-school and primary school teacher at pedagogical colleges (see List 2). Potential students might get a 'Bachelor of Arts in Pre-Primary and Primary Education' or a 'Bachelor of Arts in Primary Education'. The course of study lasts at least 6 semesters and students have to get 180 ECTS.

The Swiss government supports migrant children and youth in the study of their heritage languages (= HSK-Unterricht, Unterricht in heimatlicher Sprache und Kultur, LCO-Cours, les cours de langue et de culture d'origine, LCO-corsi, corsi di lingua e di cultura dei paesi d'origine, Engl.: Teaching heritage language and culture). The further education of teachers offering HSK lessons is defined by each canton.

The curricula of all of the listed institutions include topics on language acquisition and intercultural competence. Therefore, the results of the 'BILIUM' project can be offered to all interested parties.

Courses for pre-school and primary school teachers are offered by the Eidgenössisches Hochschulinstitut für Berufsbildung⁴⁸. Courses for middle school teachers are offered by the Schweizerische Zentralstelle für die Weiterbildung der Mittelschullehrpersonen⁴⁹. The programmes for the courses are developed according to the needs and demands of the teachers.

⁴⁶ Data for all cantons except Ticino is provided in 'Berufsbildung in der Schweiz 2014 – Fakten und Zahlen,' <http://www.sbfi.admin.ch/dokumentation/00335/00400/?lang=de> accessed 20 April 2014.

⁴⁷ <http://www.berufsberatung.ch/dyn/1199.aspx?data=education&id=7720> accessed 20 April 2014.

⁴⁸ <http://www.ehb-schweiz.ch/> accessed 20 April 2014.

⁴⁹ <https://www.wbz-cps.ch/> accessed 20 April 2014.

List 1: Berufsausbildung⁵⁰

Agogis, Winterthur

<http://www.agogis.ch/>

BFF Bern

<http://www.bffbern.ch/de/>

BFS Basel

<http://www.bfsbs.ch/>

Curaviva hfk, Zug

<http://www.curaviva.ch/Bildung/hfk-Zug/P4pIP/>

List 2: Pedagogical Colleges

Pädagogische Hochschule der Fachhochschule Nordwestschweiz, Basel

<http://www.fhnw.ch/ph/startseite>

Bachelor of Arts in Pre-Primary and Primary Education

Bachelor of Arts in Primary Education

Pädagogische Hochschule Bern

<http://www.phbern.ch/>

Bachelor of Arts in Pre-Primary and Primary Education

Pädagogische Hochschule Freiburg

<http://www.phfr.ch/>

Bachelor of Arts in Pre-Primary and Primary Education

Pädagogische Hochschule Graubünden

<http://www.phgr.ch/>

Bachelor of Arts in Pre-Primary Education

Bachelor of Arts in Primary Education

Pädagogische Hochschule Schaffhausen

<http://www.phsh.ch/>

Bachelor of Arts in Pre-Primary Education

Bachelor of Arts in Primary Education

Pädagogische Hochschule St. Gallen

<http://www.phsg.ch/>

Bachelor of Arts in Pre-Primary and/or Primary Education

Pädagogische Hochschule Thurgau, Kreuzlingen

<http://www.phtg.ch/>

Bachelor of Arts in Pre-Primary Education

Bachelor of Arts in Primary Education

Pädagogische Hochschule Wallis

<http://www.hepvs.ch/>

Bachelor of Arts in Pre-Primary and Primary Education

⁵⁰ <http://www.berufsberatung.ch/dyn/1199.aspx?data=education&id=7720>
accessed 20 April 2014.

Pädagogische Hochschule Luzern

<http://www.phlu.ch>

Bachelor of Arts in Primary Education

Bachelor of Arts Pre-Primary and Primary Education

Pädagogische Hochschule Schwyz

<http://www.phsz.ch/>

Bachelor of Arts in Pre-Primary and Primary Education

Pädagogische Hochschule Zug

<http://www.zg.ch/behoerden/direktion-fur-bildung-und-kultur/phzg>

Bachelor of Arts in Pre-Primary and Primary Education

Pädagogische Hochschule Zürich

<http://www.phzh.ch/>

Bachelor of Arts in Primary Education

Bachelor of Arts Pre-Primary and Primary Education

**Haute Ecole Pédagogique Berne-Jura-Neuchâtel, Bienne, Porrentruy,
La Chaux-de-Fonds**

<http://www.hep-bejune.ch/>

Bachelor of Arts in Pre-Primary and Primary Education

Scuola universitaria professionale (SUPSI)

<http://www.supsi.ch/dfa/>

Bachelor of Arts in Pre-Primary Education

Bachelor of Arts in Primary Education

Haute Ecole Pédagogique du Canton de Vaud, Lausanne

<http://www.hepl.ch/cms/accueil.html>

Bachelor of Arts in Pre-Primary and Primary Education

Université de Genève/IUFE

<http://www.unige.ch/iufe/institut.html>

Bachelor of Arts in Pre-Primary and Primary Education

