

Summaries

Tracey Burns

The Importance of Effective Teacher Education for Diversity (33–46)

Increasingly multicultural societies have an impact on education and student achievement. Educational challenges posed by family background, socioeconomic context and migration status are not only strongly linked to student performance, they determine student performance over and above the school's influence. Schools and education systems must therefore seek to overcome such inequalities and at the same time harness the benefits that students and teachers from diverse backgrounds bring to classrooms. A successful school system treats diversity as a source of potential growth rather than an inherent hindrance to student performance. It uses the strength and flexibility of its teachers to draw out this potential, and provides them with the appropriate support and guidance to accomplish this task.

Educating Teachers for Diversity explores the concepts underlying diversity in various contexts and the challenges involved in creating an evidence base that could guide policy makers on this topic. It looks at the need to better articulate the links between initial and in-service teacher education and the necessity of addressing current gaps in our knowledge. Such gaps include how to attract and retain more diverse student teachers and how best to educate the teacher educators themselves. It also examines classroom practices and principles in a number of country contexts.

Diversity is an asset for educators and societies in general and efforts should be made to make the most of this rich resource. This approach contrasts with the view that diversity is a problem that needs to be avoided, or, if this is not possible, “solved”.

Axinja Hachfeld

Teacher Competences in the Context of Linguistic and Cultural Diversity in the Classroom – Which Role do Diagnostic Competences and Beliefs Play? (47–65)

With regard to the poor performance of students with immigrant background and the increasing linguistic and cultural diversity in the German educational system, the professional competence of teachers and the corresponding teacher training has been the focus of academic research. Teachers are the central players in creating lessons; but which requirements do teachers have to meet in order to create lessons in a way that they offer an op-

portunity of comprehensible learning to all students (Kunter et al., 2011)? In this context the question arises which influence teachers may have on the educational disadvantage of students with immigrant background and which specific competences they require or should require for teaching in linguistically and culturally heterogeneous classes. The present contribution aims at answering this question in two parts. The first part discusses diagnostic competences in the context of linguistic and cultural diversity and emphasizes that teachers of all fields have to be sensitized for the interplay of the students' linguistic background on the one hand and linguistic demands of teaching material on the other hand. The second part deals with a topic that dominated the media during fall 2010: The initiative of the German Federal Government to win more teachers with immigrant background. Based on empirical data the differences between prospective teachers with and without immigrant background shall be demonstrated regarding their perception of linguistic and cultural diversity as enrichment and resource and their subjectively perceived competence to teach students with immigrant background. Implications for the resulting teacher training shall be further discussed.

Jochen Rehbein

Multilingual Education in Modern Societies – Towards an Updating of the „Memorandum on Mother-tongue Teaching in the Federal Republic of Germany“ of 1985 (66–93)

Contrary to the nation state ideology, education needs to be multilingual nowadays; as democratic education, it encompasses all languages of modern societies, especially those of persons with a migrant family history, including their spoken varieties. This claim is based on 15 arguments in favour of multilingualism, summarized at the outset of the paper (§1). The historically disrupted ties to the „Memorandum on mother-tongue teaching in the Federal Republic“, dating from 1985, are resumed with the following extensions: 1. multilingual education is to be embedded into the concept of a society which is multilingual as a whole; 2. interaction between family languages and instructional languages is to be taken into consideration; 3. schooling is at least a three-lingual process; 4. a multilingual programme worth the name must range from crèche to secondary school age; 5. monolingual majority children should be included as well; 6. the languages of instruction should not be compartmentalized against each other in separate independent streams of teaching and learning, but taken as a common 'resource'; (§2). The validity of these suggestions is evident when one looks at

statistics, which show a steadily growing number of school beginners with migrant history (§3). The paper presents an abstract 3-language-programme for multilingual education (§4), which is extended to the idea of integrating the multilingual everyday life of children and youngsters, their creative linguistic languageing and the intercultural communication they practice outside formal educational frames; i.e. the abstract multilingual programme is to be contextualized according to the conditions of social communities, i.e. the surrounding of multilingual schools (§5). The model of multilingual education extended so far is embedded, then, into a socio-political concept to develop the multilingual potential of the society as a whole, i.e. a development which involves all institutions of a society. This multilingual development is described by means of the HELIX-modell of multilingualism, a metaphor taken from neurophysiology, in order to grasp the over-all processes towards multilingualism by modern immigrant societies, one of which is, by fact and by argument, the Federal Republic of Germany (§6).

*Hans-Joachim Roth with Christiane Bainski,
Anja Brandenburger and Joana Duarte*

Inclusive Academic Language Training – The European Core Curriculum for a Constant Promotion of Academic Language Training (EUCIM-TE) (93–114)

EUCIM-TE is a multilateral Comenius-project. The project focuses on the qualification requirements of teachers and has developed through the changes in political ambitions for the second language acquisition of students with migrant history: instead of an approach including a specific, additional second language instruction, the project aims at “inclusive” instruction which does not only include linguistic subjects but in particular content-specific subjects. The focus here lies on the specific “academic language” of the school. Inclusive instruction of the second language requires changes in the curriculum of teacher training as well as in the organization of schools. Currently, not a single member of the EU member states has a curriculum which takes those requirements into account. The project thus aims at developing a competence-based, European core curriculum for teacher training and further teacher training as well as its national and regional adaptation. This contribution will present the European core curriculum developed by the consortium, the “philosophy” and its logical competence in extracts.

Information on the long version including a detailed reference on the situation in North-Rhine Westphalia are at the beginning of the article.

Andrea Young

Teacher Training within the Context of Linguistic Competences of Pupils with Migrant Background – The French Context (117–129)

Investigating the situation of pupils from migrant backgrounds in France is mired in difficulties for the researcher. The first obstacle is ascertaining the number of pupils for whom learning at school takes place through a second language. The concept of “minority” is unacceptable for many citizens of the *République française*. Collecting personal data on characteristics such as ethnicity is considered sensitive and considered illegal (article 8). The only statistics compiled about pupils for whom French may be a second language refer to the nationality of pupils and more recently whether or not they are newly arrived in France. However, even these statistics are flawed as the new arrival statistics do not include children attending nursery school and the nationality figures, which are only currently available for secondary school pupils, do not necessarily equate with the number of children who speak a language other than French at home. Numbers are therefore approximate and the full scale of the phenomenon cannot be fully appreciated for the moment.

Concerning current official policy on provision for recently arrived pupils to France, the most recent ministerial directives date from 2002 and are contained in a specific circular. Whilst policy currently advocates integration into “ordinary” classes as quickly as possible with support offered in the form of French as Second Language additional lessons with a specialized teacher, in practice this support is not always available. Furthermore, this document, although undoubtedly read by those directly involved in supporting these children, would probably not be read by ordinary class teachers.

Most teachers have received little or no training in issues related to teaching children for whom the language of instruction is not their home language. Some believe that in order to respect Republican values of equality children should not be singled out for special treatment, confusing the notions of equity with uniformity, whilst others are instinctively aware of these children’s needs, yet nevertheless ill equipped to answer them.

This presentation will explore the latest available data, present recent national reports, their findings and recommendations and explore some of the ways in which university education departments are attempting to prepare students to meet some of the challenges posed by multilingual classrooms in France today.

Jean Conteh

Language Diversity and “English as an Additional Language” (EAL) in the United Kingdom – Issues for Teacher Education (130–137)

The progress of devolution in recent years means that there are currently four different statutory education authorities in the UK: England, Scotland, Wales and Northern Ireland. Provision across the four is broadly similar and it is normal in terms of education to think of the UK as a whole socio-cultural unit. In this brief review of education and teacher training within the context of the linguistic competences of pupils with migrant backgrounds in the UK, references to policy and practice are all made to the context in England. In this information contribution facts and figures are provided to sketch the national picture, then some illuminative detail from one multilingual city.

Sabine Wilmes

Migrant Languages in the Italian Educational System – A Chance Taken? (138–147)

For two reasons the perspective on Italy is an interesting one. On the one hand, for a long time the country was a traditional emigration country and therefore it is only very lately that as a European nation, it has become an important immigration country. Thus, the question arises how Italy transfers the experiences of traditional immigration countries such as Germany, Austria, Great Britain or France to its own migration policy. – Another interesting perspective is the one how Italy deals with autochthone minorities. In the Italian ordinance there are four minorities which are under a special legal treatment: the German minority in South Tirol; the French-speaking minority in the Aosta Valley, the Slovenian-speaking minority in Gorizia, Udine and Trieste and the Ladin speech community in the Dolomites. In particular the German-speaking minority in South Tirol is very often taken as a role model. So, does Italy, due to its autochthone minorities, already have models which can be transferred to allochthonous minorities? Do the Italian Minority school models offer new perspectives for the inclusion of new minorities?

Maaïke Hajer

Teacher Training and Migrant Education in the Dutch Multicultural Society – The Example of the Netherlands (148–155)

A recent OECD-report on migrant education in the Netherlands mentioned as a strong point the focus on the preparation of student teachers in different subjects for work in multicultural schools. In this presentation Maaïke Hajer will illustrate the way in which subject teachers' language awareness and competences can be raised and how far training institutes have come in this process within the national educational policy.

Teacher training focuses on the development of legally based descriptions of the teachers' professional competences. Dealing with diversity can be considered as one dimension of these professional tasks. Pedagogical-didactic aspects that have to be in focus are the interpersonal relationship between teacher and students in ethnically mixed classrooms and the way in which language development can be integrated in content areas like mathematics, geography and science. Specialists, connected to different 'centres of expertise', cooperate in the development of this content-based language instruction or rather 'language-oriented content instruction.' There is a growing recognition at all levels of education of the fact that content teachers play a crucial role in opening the world of their discipline through language. Language teachers do have a specific task of their own, but especially for advanced second language learners mainstream teachers will have to take their responsibility.

In the Dutch context, there is a tendency towards centralization of the educational system, even at the level of teacher training. For all school types descriptions of the required language levels have been outlined, and all schools have to account for the way in which they guide their students into a more academic language use. At a national level descriptions of the required knowledge of (content) teachers have been published of which language development is one aspect. A discussion is ongoing about the specific language skills that teachers themselves would need.

This introduction to the Dutch national context will be illustrated with practical examples of the ways in which (teams of) teachers actually manage to integrate language development into the content area of their teaching.

İnci Dirim & Elisabeth Furch

Teacher Training for Instruction in Heterogeneous Mother Tongue Classes in Austria (156–163)

This contribution first of all reveals current data on the educational participation of students with migrant background in Austria. It becomes apparent that the detrimental situation of this particular group of students compared to students without migrant background differs only slightly from the problematic situation in Germany. This part will also deal with the results of the latest PISA study. The account will give an overview of the educational system in Austria. The second part introduces the Three-Pillar-Model of the Austrian educational system dealing with linguistic and cultural diversity due to migration. The model involves the features “Intercultural Learning”, “German as a Second Language”, and “Mother Tongue Instruction”. Furthermore, the account will deal briefly with affirmative actions and statutory provisions for the integration of students with migrant background. In order to present the preparation of prospective teachers during their initial training for the situation described above, some explanations of teacher training in Austria, which is offered at different institutions as well as with different degrees and is frequently discussed, will follow. – Finally, the requirements for research and training will be identified. At this point we want to refer to studies such as the Language Education Policy Profile (LEPP) by the Council of Europe (2009) and the study by Furch (Migration and school reality, a study in the primary sector, 2009) which reveal the merits and demerits in Austria with regard to multilingualism.

Tore Otterup

Multilingual Development and Teacher Training in a Multicultural Society – The Swedish example (164–172)

Although Sweden has had two indigenous languages in the country (Saami and Tornedalfinnish) since long before Swedish was established as a national language it has had a tradition of monolingualism for many centuries. It is only in the four or five last decades that Sweden has become a multilingual nation. Today 14 percent of the total population of 9 million people has a foreign background and a little less than 200 different mother tongues are represented in the country. In Swedish primary and secondary schools today an average of 16 percent of the pupils has a foreign background and in the bigger cities, like Stockholm, Gothenburg and Malmö, one third of the pupils are multilingual. In certain areas of these cities as many as 95-100% of the pupils speak other mother tongues than Swedish. This situation of

course should necessarily have an influence on teacher training in the country, preparing the teacher students for educating second language children.

Some measures in this direction have also been taken in as much as Swedish as a second language, a special subject for those pupils who do not have Swedish as their mother tongue, can be studied as a subject by teacher students and mother tongue teachers are also trained at some universities. But in the general teacher education for teachers in all other subjects the multilingual perspective is still missing to a certain degree, even in the new teacher education, which started in the autumn of 2011.

Tore Otterup

Multilingual and Multicultural Schools in Sweden – Rhetoric and Reality (175–182)

As Tore Otterup has reported in his previous article, the Swedish government and the Swedish school authorities have implemented a number of measures in order to improve the school situation of pupils who have Swedish as their second language, measures such as mother tongue instruction, study support in the mother tongue and Swedish as a second language. Although almost forty years have passed since these measures were put into action, their implementation is still deficient in many of Sweden's schools. Neither instruction in the mother tongue nor Swedish as a second language are offered, although schools are required by law to do so. – Perhaps the talk of a multilingual and multicultural Swedish school is more rhetoric than reality?

Julia Festman

Students with a Migrant Background – What do they Bring Along and What Do we All get Out of It? (183–191)

Linguistic skills of all varieties: In many cases students with a migrant background have grown up with a different language than German and are more proficient in this language during primary education. Many are balanced bilinguals to a different extent, meaning that some are equally proficient in using both languages whereas others are more proficient in speaking the language they use with their family than in speaking German. Others in turn rarely speak the language used with the family but prefer German and use it more proficiently. By the choice of a language much of the “background” already comes to the fore: the parents' language policy (which language is used at home, how proficiently should the language be mastered), the environment's language policy (how tolerant is it towards the family language)

and the own language policy (which language does the student want to use on which occasion, which language makes the student feel more comfortable, which language does she or he prefer).

Cognitive skills: Early bilingualism with a frequent switch between the two languages may result in a cognitive advantage, meaning that many of the executive skills have developed better or earlier. Code switching enables the training of action control. This improvement is possible when the second language is acquired at a later stage. The present contribution will focus on an overview of the research with a group of ethnic Germans living in Russia, which was conducted within the context of a D(eutsche) F(orschungs) G(emeinschafts)-project in Magdeburg. There will be a particular focus on the data revealing the close relationship between multilingualism and cognitive skills and suggesting the possible use of more than one language of instruction.

Different cultural backgrounds already have an influence on students at infant age or during primary education: Children make different learning experiences with regard to reading and writing cultures as well as to argumentation and discussion cultures.

Students with a migrant background bring much along with them which can enrich lessons as well as school communities in a linguistic and cultural manner. – However, they have to be allowed to.

Melanie Beese

Linguistic and Content-specific Learning in Science Lessons – The Central Role of the Subject Teacher (192–197)

I can only expect those competences from my students which I have taught them – this obvious principle of didactics is often disregarded by teachers during their training.

Modern educational standards and curricula of natural science subjects have established the “promotion of the German language in all subjects” as well as content-specific and linguistic learning objectives. The necessary linguistic and didactical principles, the special characteristics of scientific terms and methods of combining linguistic and content-specific learning are conveyed to prospective teachers in exceptional cases only. – Natural science with its clearly outlined repertoire of continuously returning linguistic structures, expressions and strictly structured texts offers a particular potential for language promotion. It is not until teacher training changes accordingly that (as studies from the Anglophone area suggest), a systematic and sus-

tainable development of science-oriented school terminology can succeed in class.

Magdalena Michalak

Professionalization for Linguistic Diversity in the Classroom – Teacher Training at German Universities (198–203)

Study results have shown so far that linguistic diversity in the classroom remains a challenge for teachers. The insecure approach to diversity indicates insufficient concepts in teacher training. Therefore, standards in teacher training have to be expanded with specific teacher competences: A sensitization for and a competent analysis of diversity can only be realized through embedding linguistics and its didactics into training. This does not exclusively apply for teachers of German but for teachers of all subjects. Subject teachers in particular do commonly not feel responsible for the language promotion of their students, yet they have unconscious expectations of their students regarding their language performance. Probably, subject teachers are not aware of this aspect since their own “knowledge of language” is implicit due to a non-linguistic training and seems therefore to be taken for granted. It follows from this that an additional linguistic and language-didactical qualification, especially for teachers who are not trained in teaching German, is necessary.

Mehmet-Ali Akıncı

Learning and Teaching Immigrant Languages in France: The Case of Turkish (204–212)

The contribution analyses Turkish language learning and teaching in French educational systems on the basis of 9 parameters established by Broeder & Extra (1998, 107). These parameters are 1) Target groups: To whom this teaching mainly addressed? 2) Arguments: What are the arguments which justify this teaching? 3) Objectives: What are they? 4) Evaluation: How is it done? 5) Enrolment: What are the percentages of pupils? 6) Curricular status: What's the status of Turkish language? 7) Funding: Who finances this teaching? 8) Teaching materials: Who are the authors and what are their teaching contents? 9) Teachers qualifications: How and by whom are they chosen, qualified and evaluated?

Andrea Young

Teacher Training within the Context of Linguistic Competences of Pupils with Migrant Background – Raising Teacher Language Awareness (213–218)

In the light of the evidence presented in the contribution on the French context (p. 117–129), this article will discuss a variety of different options open to teacher educators wishing to prepare teachers to respond effectively to classes of children from mixed linguistic and cultural backgrounds. Creating new spaces in which students can openly discuss beliefs about bilingualism, migration and identity, where they can share personal experiences and analyse pedagogical approaches in the light of research findings and examples of good practice is an important challenge facing university education departments around the globe today as they seek to transform education practices to meet the evolving needs of their increasingly diverse populations.

Sabine Wilmes

School Models of Autochthone Minorities and Ways of Their Implementation into Multilingual Schools of Majority Societies (219–226)

Current educational policy is discussed with regard to the acquisition of a functional multilingualism. The starting point of the discussion is the project *LinguaINCLUSION* which, together with partner institutions in countries having totally different experiences with migration such as Italy, Sweden, Germany, Austria and Hungary, aims at creating a model of teacher training and further teacher training in dealing with linguistic and cultural diversity in the classroom. In this context another interesting question is in how far educational policy of autochthone minority governments which are genuinely multilingual can be transferred to the migration situation.

Jean Conteh

Current Issues and Debates in Teacher Education in England – Formal and Informal Factors (227–231)

Following from the information provided about the situation in education generally and teacher education specifically in the UK, this contribution provides a brief report on some current initiatives, and their potential for the future of teacher education for diversity. The author argues that they entail the need for a new, much more holistic and theoretically informed approach to teacher education and professional development than has previously been practised in England. She gives an indicative overview of some current re-

search, related to home and community learning, that offers potential for thinking about theories of learning to address the diversity/inclusion tensions in the education system in the UK. It is suggested that such understandings need to be integrated much more fully into teacher education and development in order to develop professional knowledge and understandings of ways to promote and enhance the learning of pupils from migrant backgrounds in schools in the UK.

Maaïke Hajer

Including Language Aspects in the Training of Content Teachers – Some Experiences from the Netherlands (232–239)

Maaïke Hajer will characterize the practice-oriented research on teachers' competences in multilingual classes, carried out at Utrecht University of Applied Science. In particular the cooperation between linguists and researchers of disciplines like mathematics, biology and science will be illuminated. Several case studies as well as design research led to the insight that teacher training of subject teachers should focus on

- a good understanding of language characteristics of the subject and the knowledge structures that are in the core of the subject (like classification in biology, interpreting historical sources in history),
- the integration of language development in subject teaching, using as key elements highly contextualized language, opportunities for language production (writing and talking about the subject content) and scaffolding and feedback on students' language use,
- (students') teachers' skills and behavior should get as much attention as their cognitions (beliefs and attitudes about language and learning).

Materials (on paper, video and webbased publications) were designed to implement these findings in teacher training. Studies on the effectivity of interventions are ongoing and preliminary results can be presented. One major issue is the need for a close cooperation between content and language specialists at both the schoollevel, in teacher training and in research.

Aysun Aydemir

Considering Formal and Informal Factors in Teacher Training (240–247)

“A balanced bilingualism has a positive influence on the cognitive development of the child. Language functions as a key to education and integration.” Starting from this thesis it is necessary to sensitize parents with a migrant background in the field of the “language development” of their children since the active participation has a positive effect on the language development of

their children. At this point, it is important to encounter parents at locations they frequent anyway or where they can be easily encountered. Those places are nursery schools, family centers, schools and self-organizations of migrants. Therefore, these locations play a central role regarding language promotion.

Many principals as well as teachers often complain about parents with a migrant background being difficult to encounter. However, sometimes other intercultural or culturally sensitive approaches are required for the activation and participation of parents with a migrant background. Some “Good Practice Examples” will be presented here in order to reach prospective teachers a “tool” to take along.

Stephan Rösselet

The Situation of Students with Migrant Background at School in Switzerland and Measures for their Promotion – Results from a Delphi-interview (248-255)

Since the publication of the PISA study the present unequal distribution of educational opportunities of different social groups in Switzerland is again in the focus of discussion in terms of educational policy. In order to explain the poor academic achievement of students with migrant background, current educational research refers to the work of Boudon (1974) with its distinction of primary and secondary effects and the Rational Choice Theory offering interpretative approaches in terms of structural and individual theory.

In spite of the increasing knowledge about the complex interplay of different reasons for present educational disparities, about the educational expansion or structural and didactical measures at school, the success rate at school of students with migrant background could not be adjusted to that of monolingual, native students.

The transition from primary to the lower secondary stage turns out to be particularly important with regard to social selectivity of the educational system.

Within the context of a study at the Pedagogical College Bern the evaluation of the effectiveness and feasibility of different measures was gathered from expert judgements. For this purpose 128 measures out of six contexts (1) lesson, (2) institutional structure, (3) cooperation with parents, (4) diagnostics, selection and transitions, (5) school networks and cooperation between schools and teachers and (6) educational policy were formulated. 176 experts from science, educational administration and schools from Switzer-

land, Germany and Austria assessed the effectiveness and the feasibility of measures and explained their statements.

Three groups of measures turned out to be particularly important: (1) Measures in lessons such as the strengthening of the individualization, the promotion of literacy and cooperative learning. (2) Improvements on the institutional level such as the realization of an integrative school system which promotes first and second language competences or the reformation of the selective system. (3) A shift from assimilative, monolingual school models to integrative and multilingual ones.

Bernd Baasner & Sabine Husmann

The Getting Started Programme (SHP) of the Bayer Group – Training for Training (259–267)

Since 1988 Bayer has conveyed professional key qualifications to deprived young people by a one-year-starter programme. Equalizing school deficits and promoting team and social competences are in the focus of this project. This special programme offers young people who did not gain an apprenticeship on the first attempt the opportunity to qualify for a scientific or technical apprenticeship afterwards and thus become a part of the working world and society. – This programme does not only provide support in working off deficits but further in developing individual initiative, motivation and endurance and thus strengthening the self-confidence of young people with and without migrant background.

Inan Arslan

Competences of Teachers Holding Integration Posts – A Concept for the Application and Realization of an Integration Post at Lippe Kolleg Lünen (268–275)

In the current discussion of integration und educational success of migrants the ministry for school and further training in North-Rhine Westphalia emphasizes that there are currently more than 3000 integration posts aiming at increasing academic success of young people with migrant background. – The applying schools and their teachers are responsible for the development and realization with regard to contents. – The contribution introduces a concept for the application and realization of an integration post from real life. – The central questions in this context are:

- Which social and subject-specific competences are necessary for successful integration work?

- At which point and how could such competences be integrated into teacher training?
- How effective is integration work at schools?
- Who, next to teachers, has to participate in integration work in schools and beyond?
- On which levels do evaluation and informative exchange of integration work take place?

Claudia Benholz

ProDaZ. German as a Second Language in all Subjects – A Model Project of the University of Duisburg-Essen and Stiftung Mercator (276–286)

Teacher training has to change in order to react to changing societal needs. A central aspect is the increased consideration of the linguistic component in academic learning. Future teachers should possess competences for promoting language skills of multilingual students in subject-specific lessons.

Those 6 Credit Points which are provided by the regulations on teacher training in North-Rhine Westphalia (NRW) are insufficient in taking this aspect into account. The model project ProDaZ (running from 01.01.2010 – 31.12.2016) will be introduced in this contribution. The project is carried out at the University of Duisburg-Essen and promoted by the Stiftung Mercator.

There are three key areas: (1) development of a concept for teacher training with interdisciplinary seminars on subject-specific and language learning in the context of multilingualism (2) extension of theory–practice projects at the University of Duisburg-Essen in cooperation with numerous schools in the region. (3) Development of a competence center at the University of Duisburg-Essen for German as a Second Language, language diagnostics and language promotion.

The project considers itself as an impulse for research, teaching and instruction. The current development status and further planning are presented for all three key areas.

Meinolf Mertens

Teaching with Own Texts – Creative Work Sheets for Language Learning (287–303)

No matter if in integrative courses, at school, in special instruction or at university, the same situation occurs repeatedly: exercises in texts books are insufficient in practicing and consolidating vocabulary and particular grammatical phenomena or the texts students have to work with are so de-

motivating that they are not able to enjoy learning from the beginning on. Newcomers or learners who are subject to uncontrolled language acquisition of different intensity are often over- or unchallenged with those texts. The necessary internal differentiation is not carried out for various reasons.

Young teachers in particular who do not have great routine in teaching often feel insecure or simply overchallenged in developing own teaching material. Using the example of German, the contribution shows how also “beginners” can easily create meaningful and creative exercises with the help of the computer.

Those exercises on grammar, lexis, orthography, syntax, reading skills or on creative writing can be created in different styles (gap texts, c-tests, cloze-tests, word order exercises, word and sentence combinations, cross word puzzle etc.) and be practiced with printed work sheets – or similar to Hot Potatoes – interactively at the computer.

Edwin Stiller & Antonietta P. Zeoli

The Network “Teachers with Immigrant History” in North-Rhine Westphalia (304–311)

Postmodern societies are immigration societies, whose defining characteristic is their “superdiversity” (Vertovec 2009). Their heterogeneity is defined not only by ethnic origin but also by language diversity, gender, and religious and cultural contexts; social situations and environments are also key factors. The world of pedagogics is also directing its attention to the debate around the subject of upbringing and education that has super-diversity at its core (cf. Gogolin & Meyer 2011).

Schools, on the other hand, are still largely guided by a monolingual habitus, and their staff does not reflect this super-diversity in any way, shape or form.

Thus it is that, whereas children and young people from immigrant backgrounds make up, on average, 40 per cent of school student bodies, in the teaching profession, teachers from such backgrounds represent a mere 1 to 4.7 per cent of the total (based on available estimates).

The project “Lehrkräfte mit Zuwanderungsgeschichte” (“Teachers from immigrant backgrounds”), initiated and led by the Ministry of Schools and Higher Education of the state of North-Rhine Westphalia is setting about to change all this by significantly increasing the proportion of teachers from immigrant backgrounds. The “Netzwerk der Lehrkräfte mit Zuwanderungsgeschichte” (“network of teachers from immigrant backgrounds”), founded in 2007, now has in its ranks more than 400 teachers from immigrant

backgrounds in all types of schools and all parts of the state. The network aims to unlock potential amongst immigrants and to make such potential visible; it offers mentoring projects to accompany training and is attempting by means of staff development measures to bring teachers from immigrant backgrounds into management and leadership positions.