



European Core Curriculum for a Mainstreamed Second Language Teacher Education –

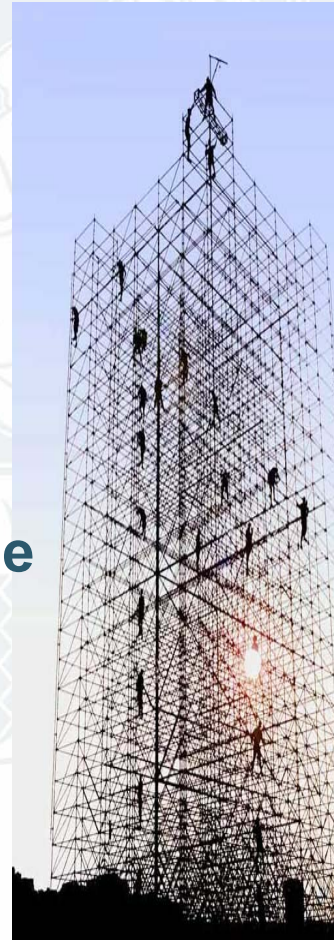
Presenting the Curriculum for Inclusive Academic Language Teaching

Hans-Joachim Roth

Joana Duarte

Outline

- 1. EUCIM-TE – the short and the long stories**
- 2. On the way to inclusive academic language teaching**
- 3. The Modules and their Competences**
 - Language and language acquisition in the context of schooling
 - Methodology in inclusive academic language learning and teaching
 - School organisation to facilitate inclusive academic language teaching
- 4. What next?**



EUCIM-TE – the short story and a long history

Short = our project

Long = situation of
students with
migration background



Lifetime of the project („short story“)

- Start: 1st of December 2008
- End: 30th of November 2010



Consortium

- **9 partners from 8 member states:**

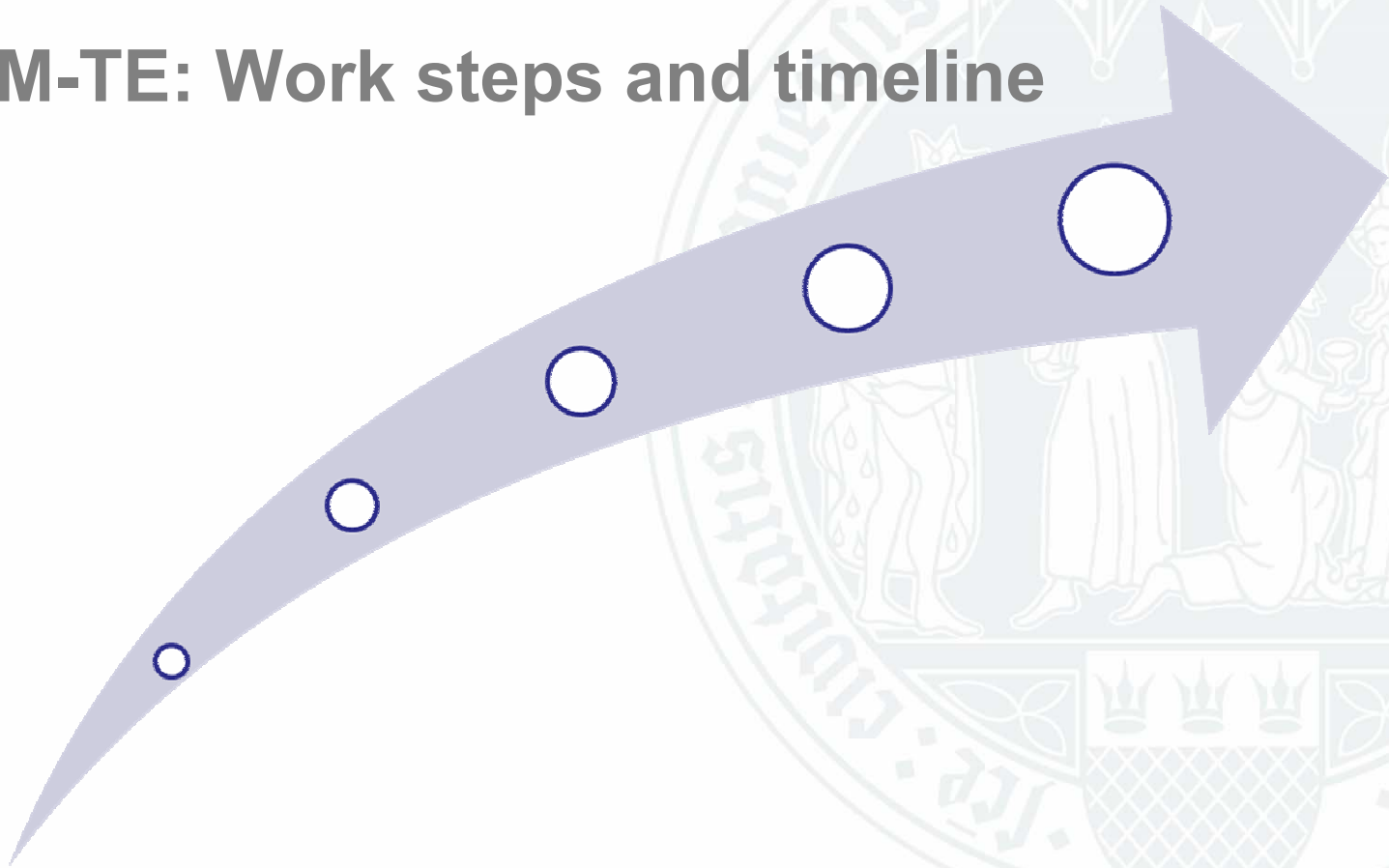
- **Germany:** Cologne University & RAA/Essen
- **Bulgaria:** Sofia University
- **Luxembourg:** Luxembourg University
- **Portugal:** University of Minho/Braga
- **Netherlands:** Tilburg University
- **Sweden:** Mälardalen University
- **UK:** King's College/London
- **Slovenia:** National Institute of Education

- **8 Consortium meetings, 1 in each country**

- **Co-operation forms**



EUCIM-TE: Work steps and timeline



Start:
Dec 2008

End:
Dec 2010



EUCIM-TE: Work steps and timeline



Needs Analysis in each participating country

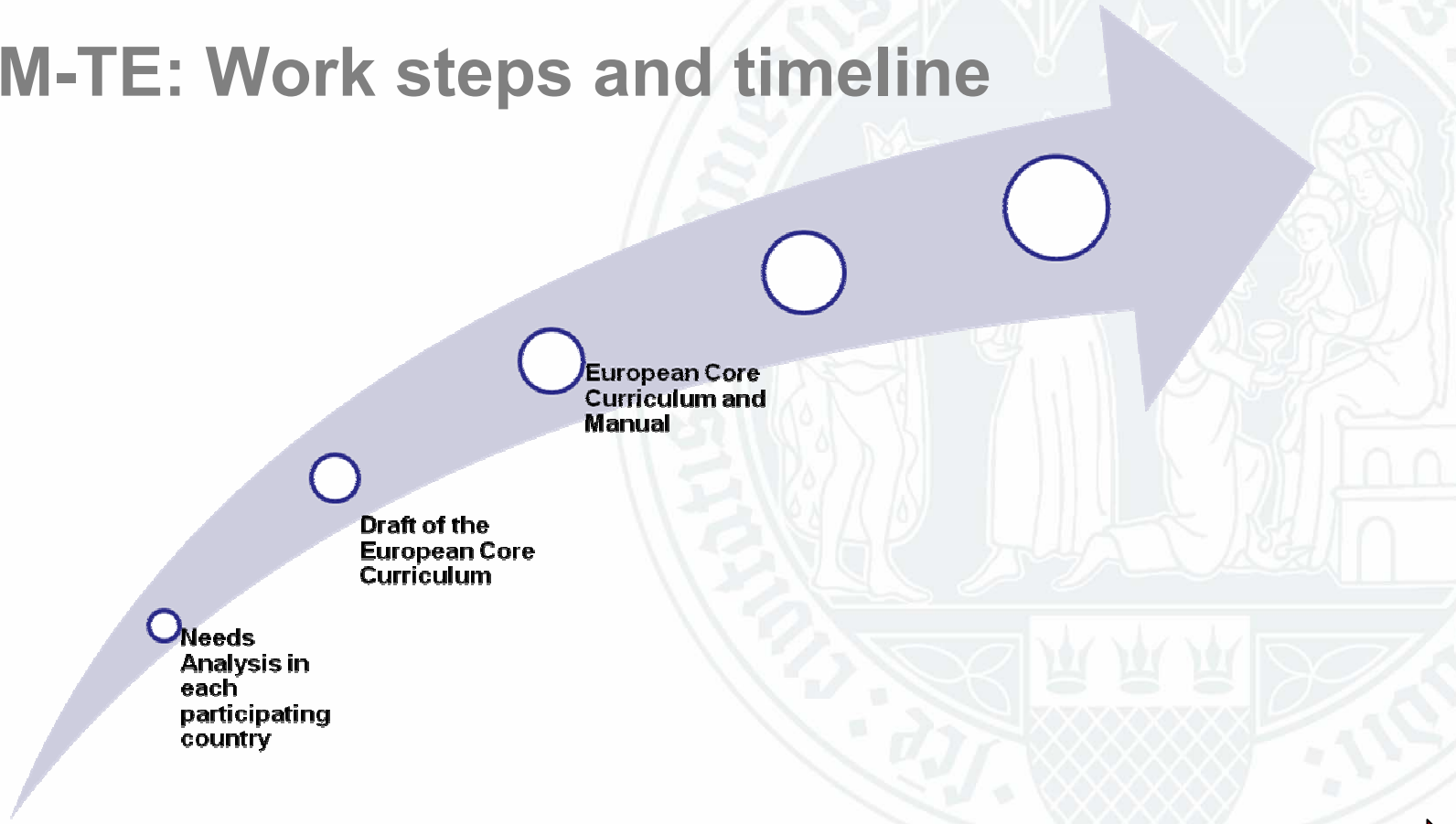
Start:
Dec 2008

Feb 2009
Sep 2009

End:
Dec 2010



EUCIM-TE: Work steps and timeline



Start:
Dec 2008

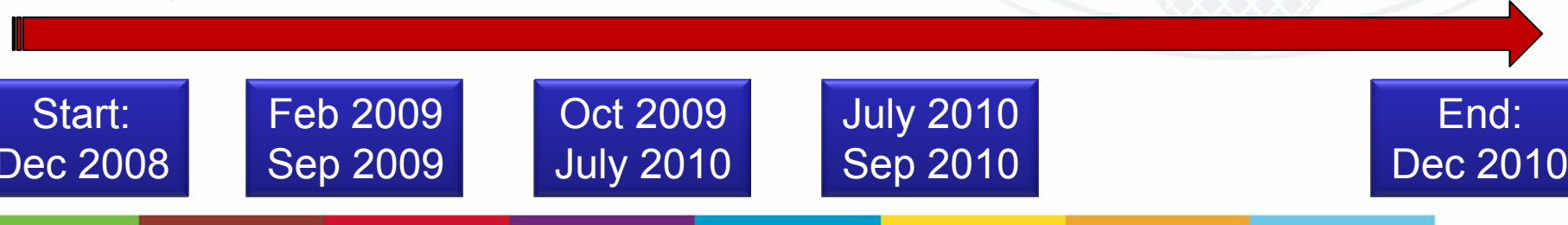
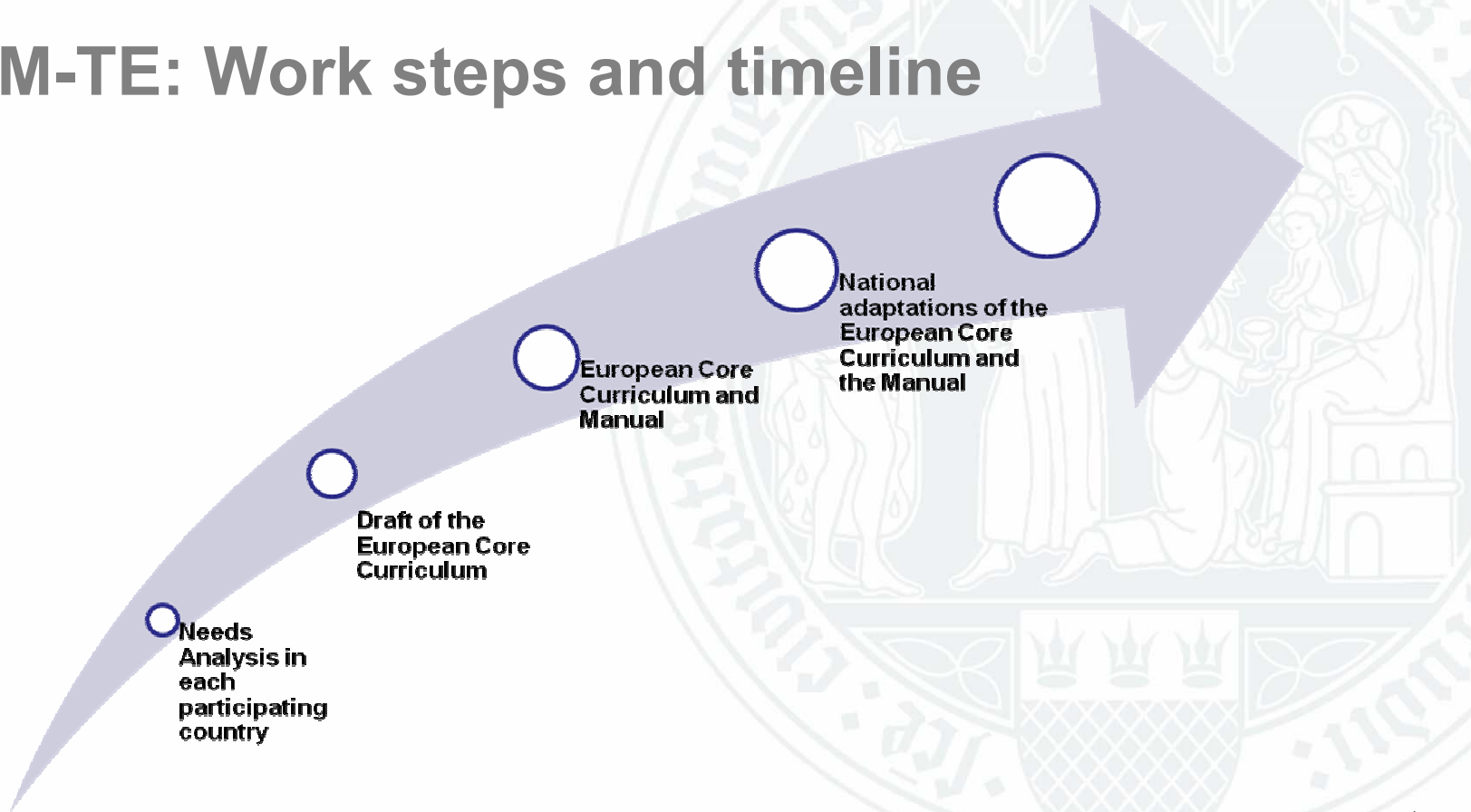
Feb 2009
Sep 2009

Oct 2009
July 2010

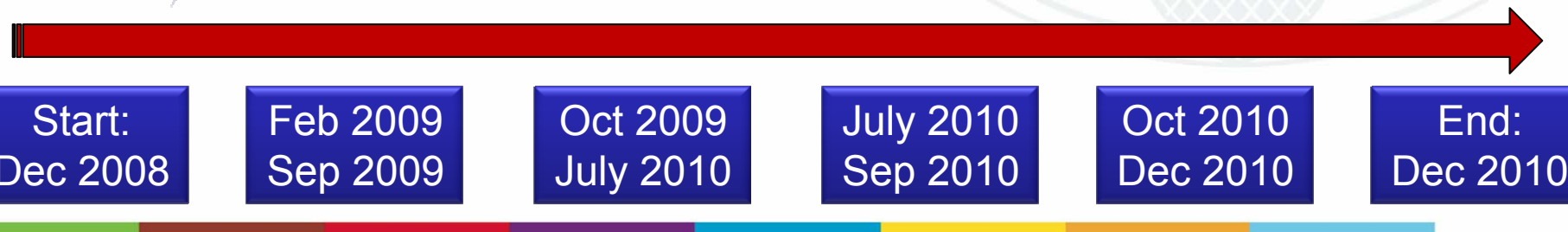
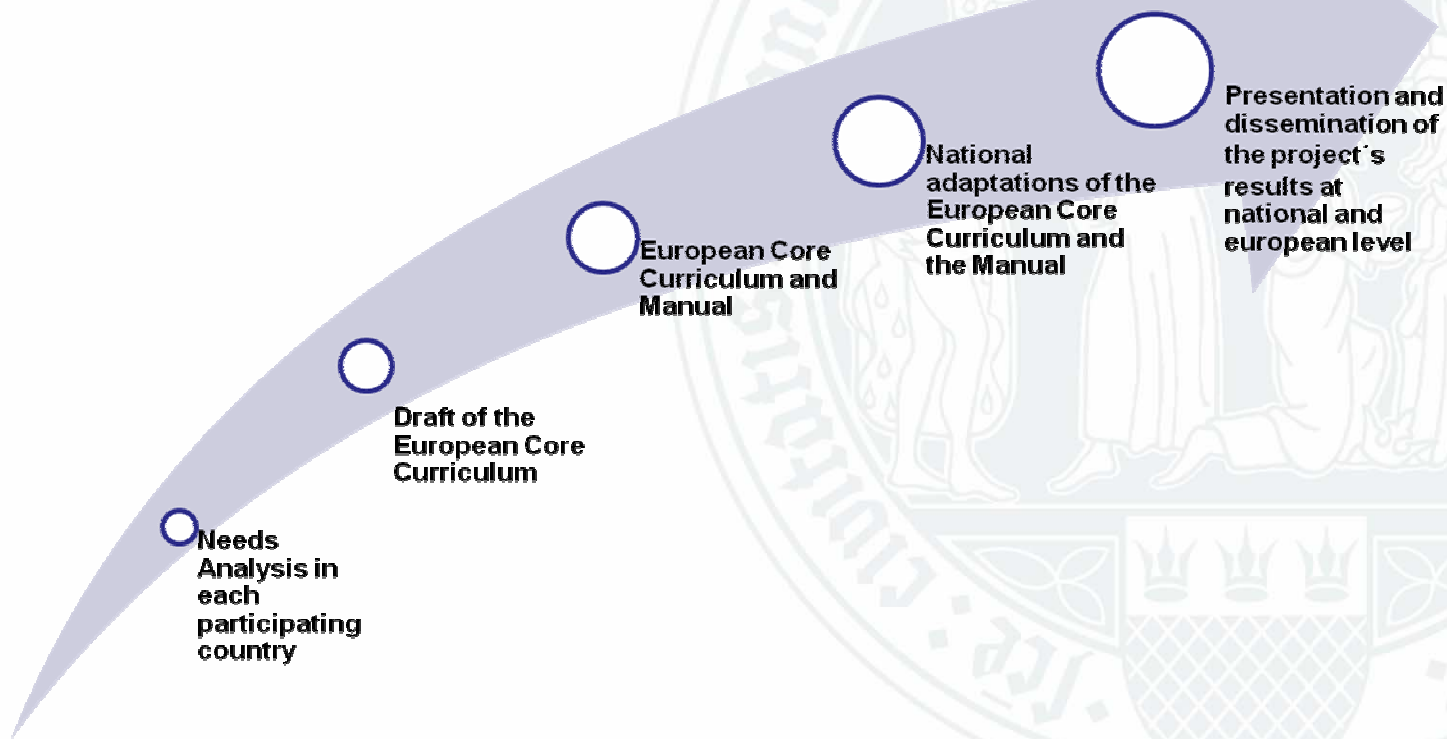
End:
Dec 2010



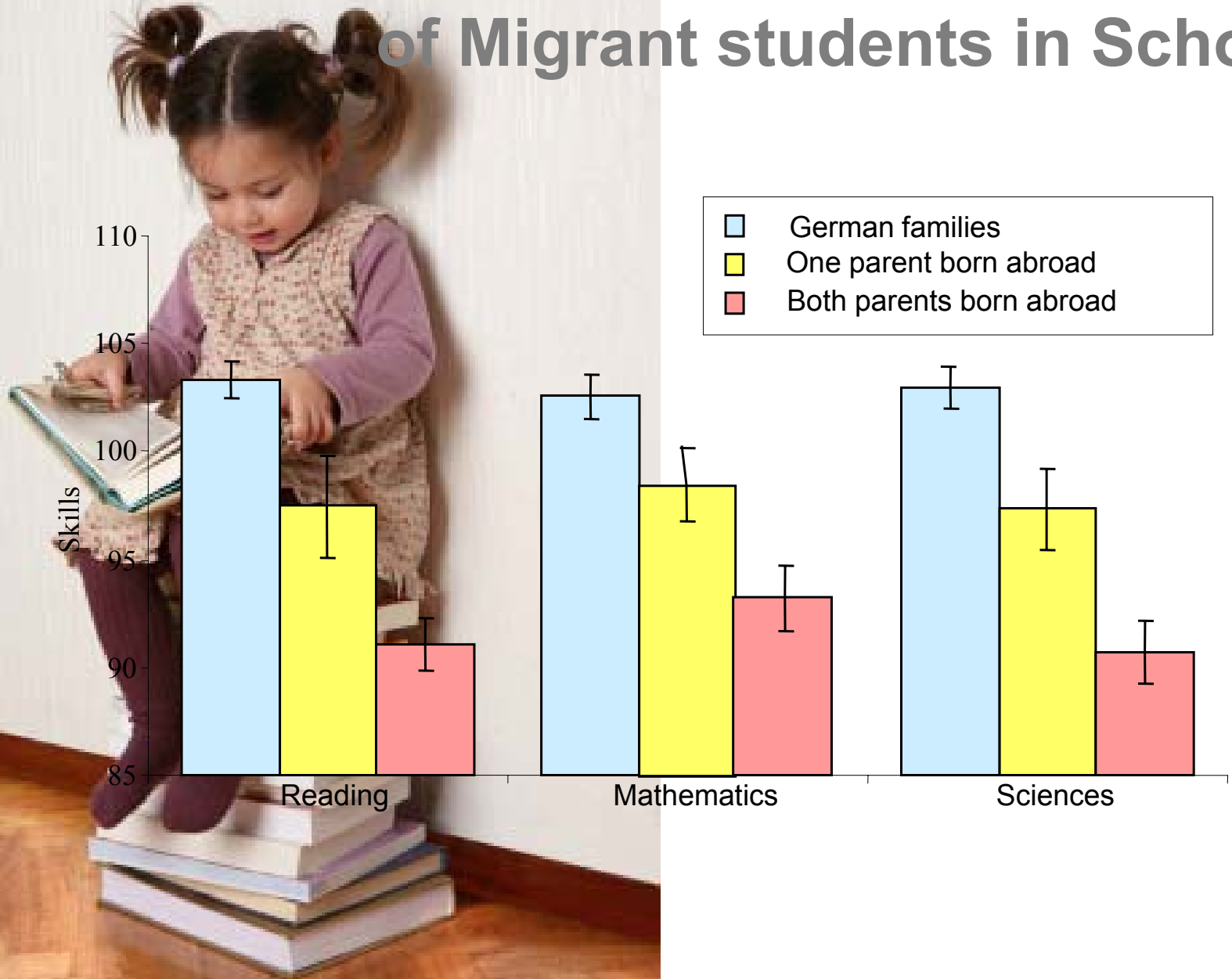
EUCIM-TE: Work steps and timeline



EUCIM-TE: Work steps and timeline



The Long History of the Underachievement of Migrant students in School



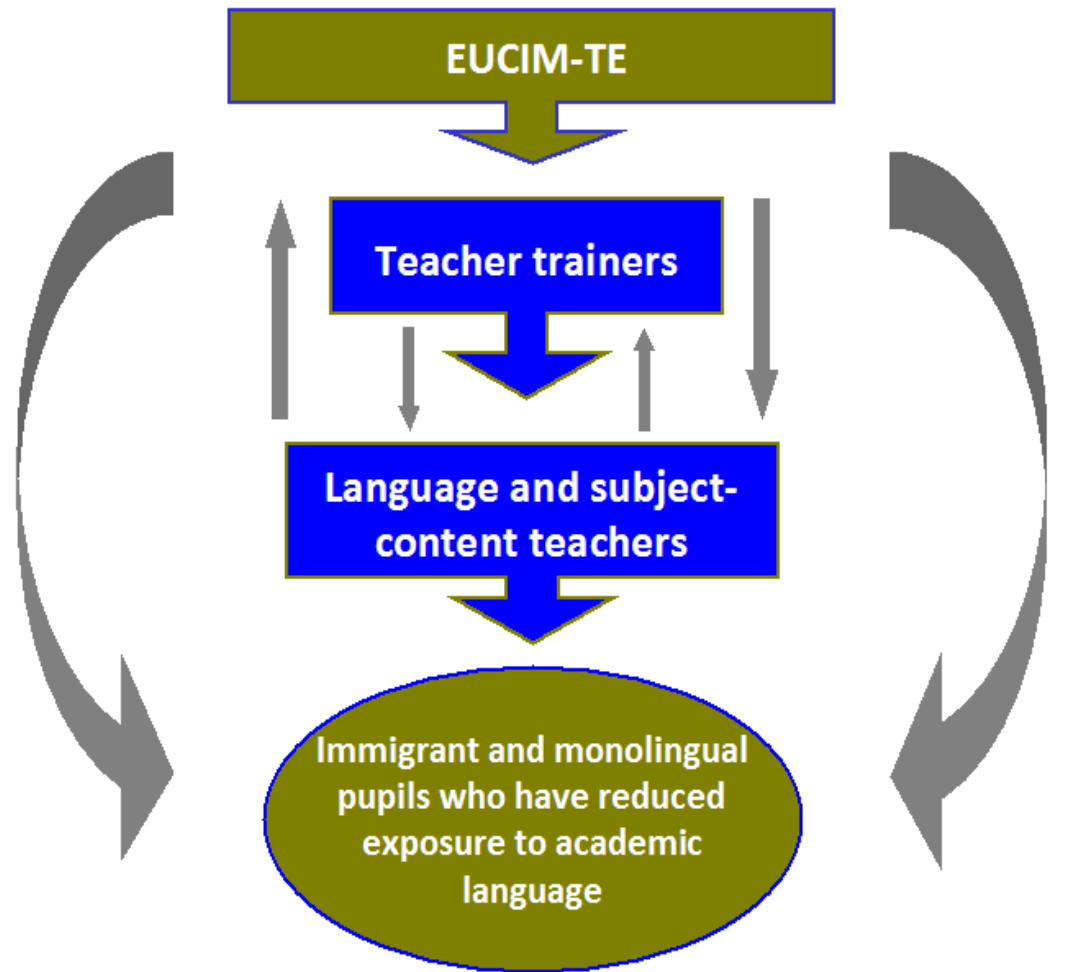


Leading Ideas

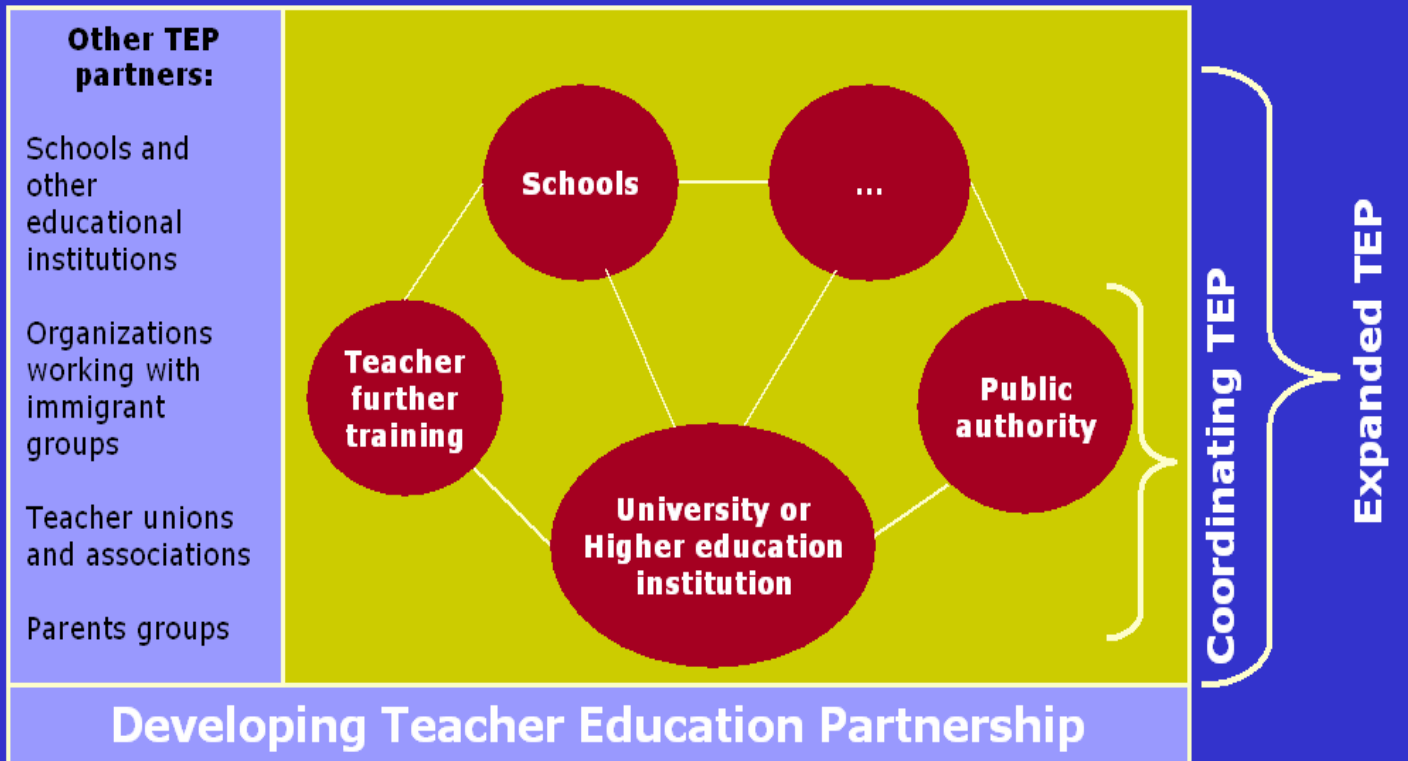
- **Common curriculum at a European level**
- **National or regional versions / adaptations**
- **Contribution to the integration of families with migration background**
- **Contribution to general improvement of school outcomes**
- **New national or regional organisational structures**
- **Cooperation throughout all levels of an educational system (higher education institutions, schools, kindergartens, further education, administration).**



Target groups



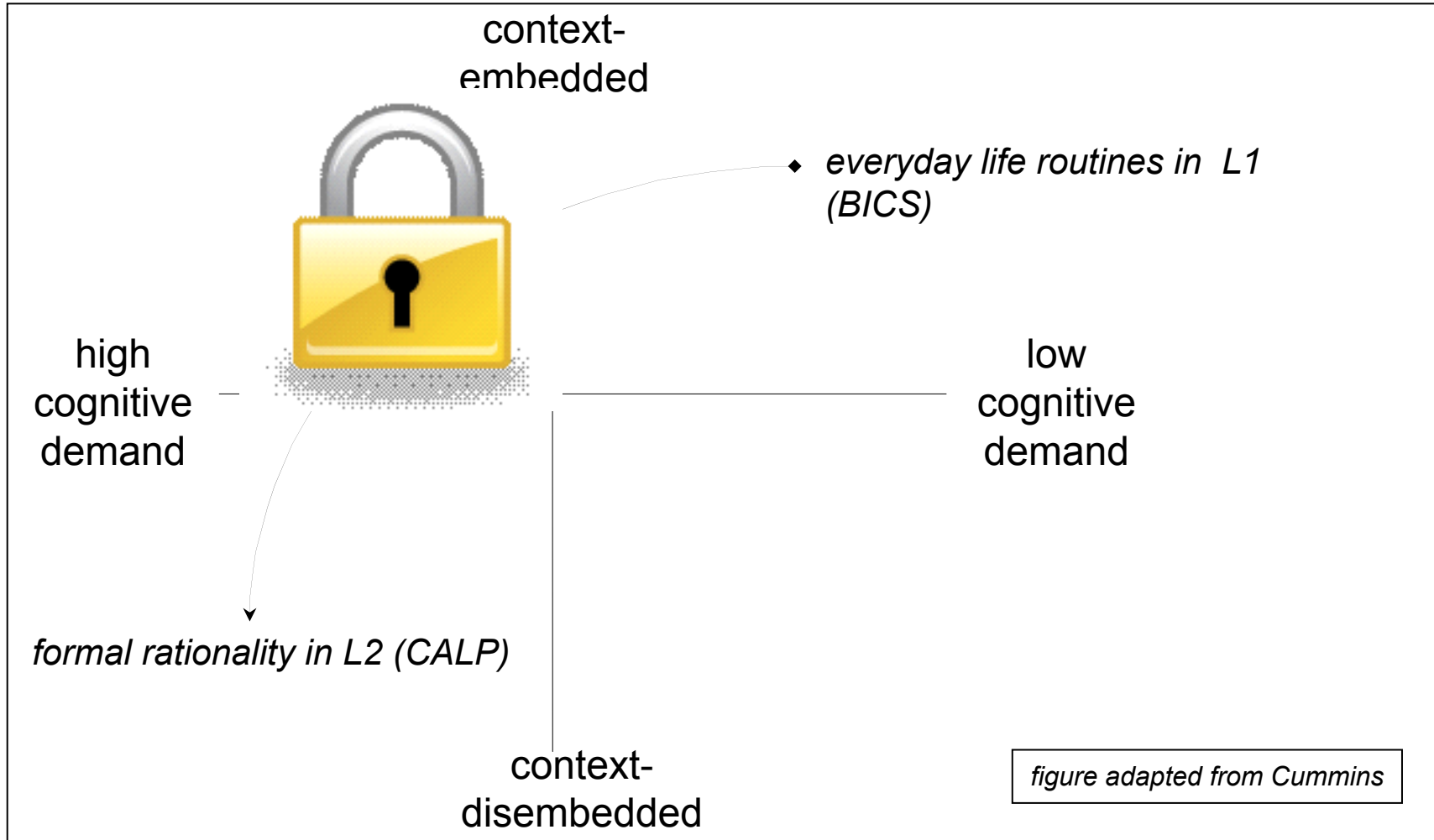
New curricula need new structures within educational systems – Teacher Education Partnerships (TEPs)



The European Core Curriculum

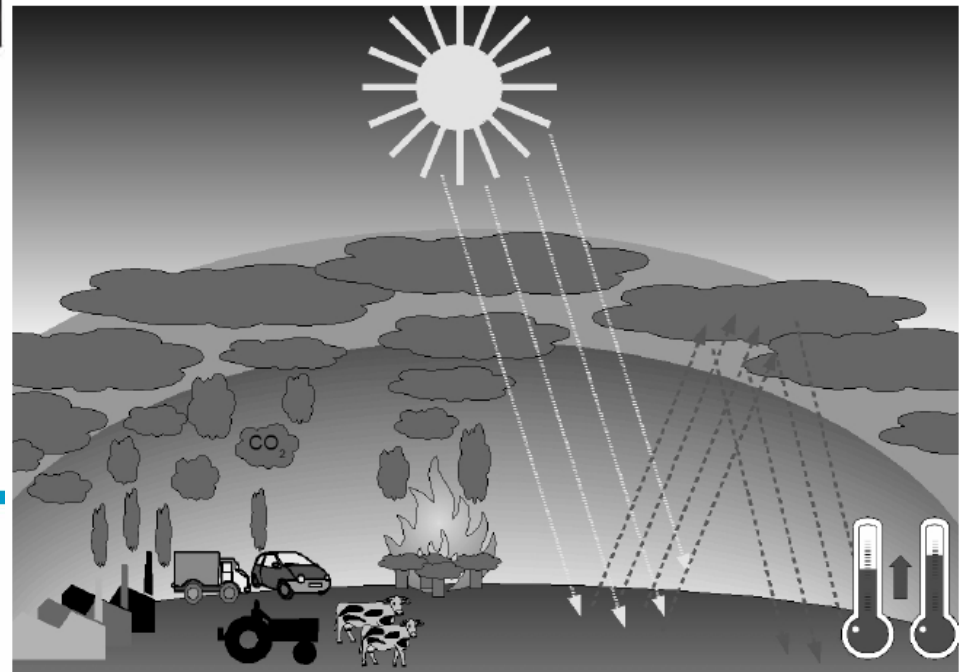
ON THE WAY TO INCLUSIVE ACADEMIC LANGUAGE TEACHING

Language Domains





Two examples



Ibrahim

Die Autos stoßen viel CO² das schadet unserer schuttsplate und die kann kaput gen und dann kriegen wir keine Sauerstof mehr

The cars [ex]pel a lot of Co2 that harms our protection coat [layer] and she can be broken and then we will get no more oxygen



Igor

The greenhouse gas generated by us, through cars and other polluting things, reaches the atmosphere and cannot escape from there into outer space. Now if the rays of the sun reach earth these are held by the greenhouse gases in the atmosphere and thus cannot escape, this is how the atmosphere warms up. And this is how our climate changes. The term Greenhouse effect exists because this principle is used in greenhouses the rays of the sun reach earth and the heat cannot escape. The results of this are the changes in temperature and changes of the living spaces which contribute to the extinction of many animals species.

Main



of the project

Develop a core curriculum for teacher education, addressing new qualifications for all teachers dealing with students with a migrant background during language- and content-based instruction on a European level.



**Shift from “compartmentalised” to
“mainstreamed” second language teaching**

Leung, 2009



Inclusion – Integration

Principles

- **curriculum as a conversational process**
- **acknowledging multilingualism and bilingual education**
- **making meaning**
- inclusion and language across the curriculum
- multimodality
- scientific validity



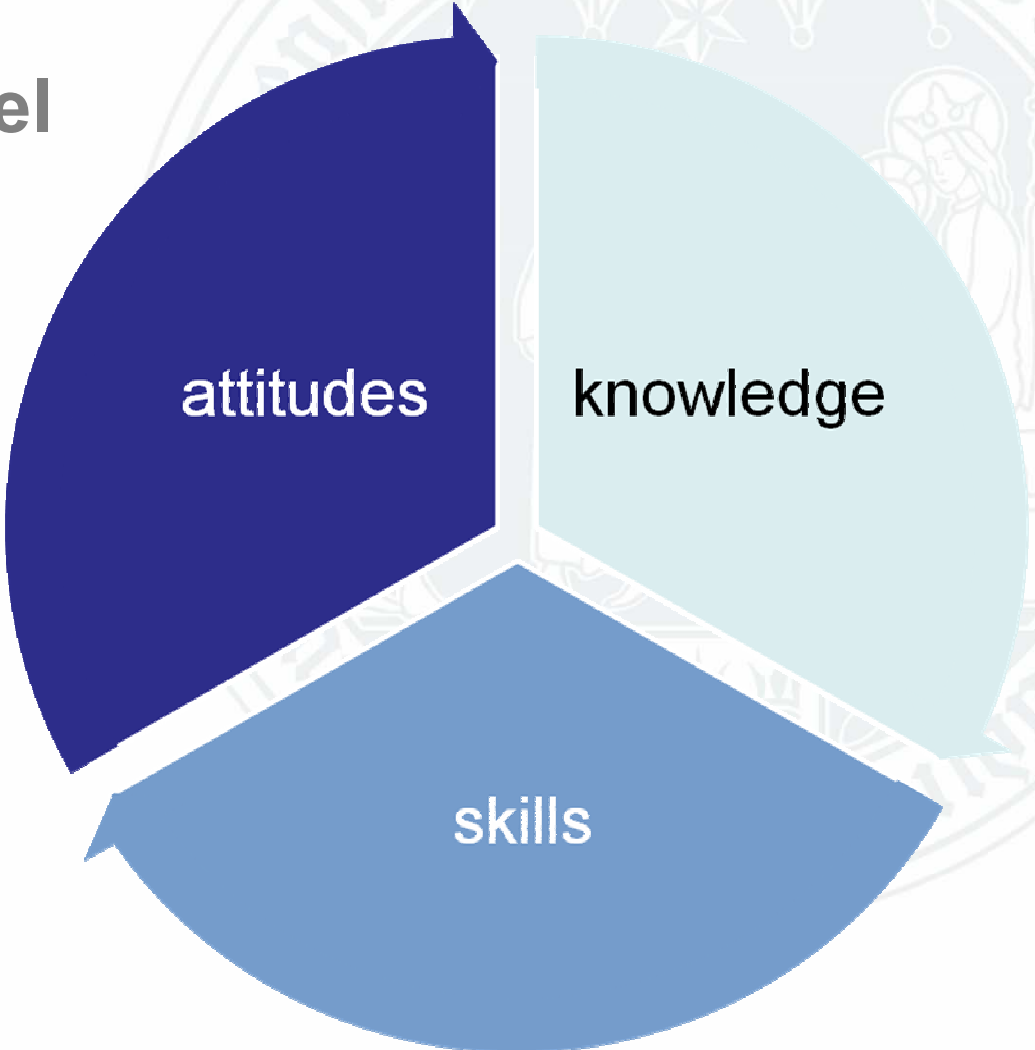
The EUCIM-TE Modules



Teach
Learn

1. Language and language acquisition in the context of schooling
2. Methodology in inclusive academic language learning and teaching
3. School organisation to facilitate inclusive academic language teaching

Competences' model





Module 3:

School organisation to facilitate IALT

- Collaborative networking
- Planning in heterogeneous school settings
- Language assessment in contexts of language (and cultural) diversity
- Counselling in multilingual and multicultural environments

(i) the competences framework





Module 3:

School organisation to facilitate IALT

- cultural empathy and open attitude to interact with diverse actors: students, teachers, parents, and other educators
- awareness of the own teaching performance
- readiness to cooperate in planning, evaluation, counselling and supporting
- IALT as an important part of the schools' philosophy
- reviewing the own teaching as embedded in the whole school context and the surrounding community
- language learning as development of students' competences and democratic participation

(ii) attitudes





Module 3:

School organisation to facilitate IALT

- knowledge of successful conditions, methods and strategies of communication, cooperation, and implementation of innovative elements in the areas of language planning and language education policy, parental participation and language-based further training
- knowledge of prevalent and valid language-diagnostic methods and tools

(iii) knowledge





Module 3:

School organisation to facilitate IALT

- to select the appropriate communicative repertoire given to the cultural background of the other actors
- to work on a *school language plan* as a central axis in a school's language curriculum
- to organise, evaluate and counsel the cooperation of language and subject teachers
- to select the appropriate methods of formative and summative language assessment and language diagnostics

(iv) skills



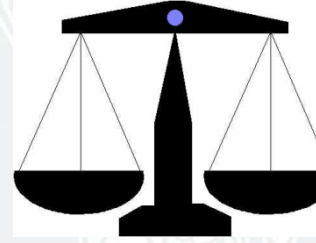
... as I can .
... in his plays William Shakespeare made an experiment and showed that people eat less while listening to music.
... "ons" which helps me to concentrate on my work. Some scientists made the following not unpleasant proposal: Let's improve your health by listening to music.
... hough but then, earnestly endeavouring to help me with this work, he made the porters blush. I do not know why she did this, but I to
... to the same shops where she was shown the door earlier and thus made the decision to die, on e will hardly find the strength to tack
... of human life to escape whenever problems occur, and having once made the first step out of the door the heat seemed to knock me
... ler to train my muscles, to get rid of the tiredness. But the minute I made the same experience and therefore understand him or they
... ble about my father, is probably thinking my father is crazy, or they made the experience that thinking things over and over again with
... depend on your teleology whether thinking will suffice. Well I have made this statement the main point of their ideology. Of course th
... ers of nationalist and other political right-wing parties seem to have made a choice from this assortment. When you prefer vegetarian food
... ith or without tomatoe and a leaf of salad. It's indeed very difficult to make a person commit a crime. After all, I think that listening to
... n they hear aggressive music, but I don't believe that it's enough to make a decision.
... " - for innocents who are sentenced to death. It is in their hands to make a relaxing shopping tour now and so he's getting furious se
... e nervous family father, who has worked hard all the week wants to make a diet you should be very careful because otherwise you ris
... o my mind it is stupid to slim down until you are emaciated. If you make a mess out of your house but also endanger the traffic and
... tralia - children, if unleashed, are dangerous. They tend not only to make a last attempt to get my stomache filled and went to the Dr
... ore or less tasty snacks and I still was not content. So I decided to make a diet and to lose weight while she told him that she was fo
... eed up. They talked together and he told her that he was forced to make a step forward in your career. General: If you want to realiz
... at your next date. It will be a flop. Profession: You are lucky. You'll make a mistake, and the person will be killed unjustly. Some pe
... ther crime, and the case must be clear. Even then the judges may make a brilliant career - be it in my own household. The reader n
... ere is some future in this kind of job. One houseman at least could make a decision... Lucky day: Sunday. Lucky number: 31." - "Lo
... number: 03." - "Love: You can't do two things at once. You have to make a hard judgement. For judges in America are elected, as fr
... on has already been pre-arranged by the mass media, the judges make a cup of tea or discuss the movie that you have watched.
... appreciated break during a movie. They give you time to go to the loo, make a good Wiener Schnitzel -, they roll off to a disco where the
... Italian cuisine - after all these rotten wobs don't even know how to make a living by producing or selling alcohol and tobacco. If alcoh
... of bikers that has completely averted and doing it self in the make a difference between heroin and cocaine on the one hand a
... they're thinking in. Such people have to understand that they have to make a sharp cut between science fiction as it is described in fil
... cally incorrect sentences into lines - it takes a philologist though to make a benefit a lot of companies cut down salaries, dismiss som
... certain period. Working conditions get harder and harder. In order to make a living by producing or selling alcohol and tobacco. If alcoh
... only part of culture and tradition, but also of industry. Many people make a difference between heroin and cocaine on the one hand a
... tobacco should be banned or whether they are wrong and we must make a nonviolent movement most effective by setting the particip
... t, they are the ultimate sources of power for the satyagrahi and will make a living with their work like any other worker. Artists are rar
... has never been the only aspiration of the artists. They are trying to make a contribution to the saving of the world. If anyone would se
... our children. That's why I think that everyone should do his best to make a career and to gather as much money and material goods
... m clearly prove. The uprising of notions that life's purpose is but to

What next?

The short and the long stories



EUCIM-TE – visions for the future (the short and the long stories)



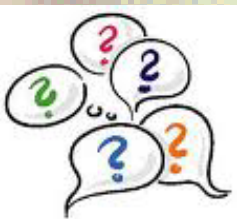
What will happen next (the short story):

- National adaptations and implementation (educators, pre- and in-service teacher training)
- National dissemination conferences with key stakeholders
- Counselling during implementation.

What EUCIM-TE aims at in the long run (the long story):

- Contribution to reduce educational inequality and increase social cohesion
- Adequate educator and teacher training to deal with all students
- Innovative educational cooperation forms.





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EUCIM-TE
 EUROPEAN CORE CURRICULUM FOR TEACHER EDUCATION AND FURTHER TRAINING:
 RAISE TEACHERS' COMPETENCIES TO TEACH IMMIGRANT MULTILINGUAL PUPILS

About EUCIM-TE

EUCIM-TE is a multilateral Comenius project co-funded by the European Commission, DG Education and Culture within the Lifelong Learning Programme. It started on 1 December 2008 and shall end on 30 November 2010.

Objectives

The project considers new qualification needs for teachers affected by policy shifts from a „compartmentalised“ concept of second languages (SL) teaching to immigrant pupils to an „inclusive education“ in which SL education is seen as an integral part of a generalised and common curriculum process, i.e. mainstreamed SL literacy education.

A mainstreamed SL literacy education demands changes in the teacher education curriculum. All teachers need qualifications regarding the work with ethnic and linguistic minority pupils. At present, none of the Member States have a general teacher education curriculum addressing these needs.

The objective of the project is to improve the pre- and in-service training of all teachers for their work with immigrant pupils by elaborating a competence-based European Core Curriculum for teacher education and national adaptations.

Outputs

The main outputs of EUCIM-TE will be:

- ▶ the European Core Curriculum, its national adaptations, the European manual and its national adaptations;
- ▶ Needs Analysis Reports on the countries involved.

The material will be published by various means including:

- ▶ print and web-based publications,
- ▶ a web-based databank including all relevant material produced in the participating countries and abroad, as well as the material produced by the project.



www.eucim-te.eu

Thank you Thank you Thank you
 Danke Xie xie Danke Xie xie Danke Xie xie
 Khawp khun Khawp khun Khawp khun
 Jum botie Jum botie Jum botie
 Mahalo Mahalo Mahalo
 Selamat Selamat Selamat
 Juspai raña Juspai raña Juspai raña
 Obrigada Obrigada Obrigada
 Spacibo Spacibo Spacibo
 Aritato Aritato Aritato