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**EU ERASMUS RASSP-Modul 10:**

# **THE WORK OF TEACHERS**

*(Complete Version)*

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## **INTRODUCTION**

### **THE USE OF "CENTRIFUGAL FORCE" FOR MULTICULTURAL CLASSROOMS**

The image of a school whose starting point is the centrifugal force instead of the usual centripetal force was created by Steiner-Khamsi<sup>1</sup>. It refers to a school which meets the demands of linguistic, social and cultural diversity and opens up for minority discourses and particular interests, no longer adapting pupils to a presumed universality. To pursue the question how the first steps of this image might be put into classroom practice is the central motive of the module "The work of teachers with regard to the respective topics".

On the level of classroom practice (Part A and B) teachers have to meet the individual needs and learning conditions of pupils with heterogeneous social and cultural backgrounds, to ensure school quality and equality of opportunity for all students. These demands challenge curriculum development and the development of materials and learning resources. They also represent a great challenge with regard to the personal interaction- and communication competence of teachers and to the methods that are used. The general difficulty that exists in encountering the so called "Other" is that this encounter is influenced by various stereotypes, assumptions, impressions and fantasies, which arise from one's own culture. Therefore the thorough discussion about possible projections and the affective assessment of classroom situations should not be left out nor should the differentiation between individual and cultural variances. Furthermore, attempts to impart knowledge concerning cultural diversity is often influenced by simplifications, generalisations and essentialism. Simplifying educational knowledge on cultural diversity can lead to stereotypes and forms of cultural racism and discrimination itself. In general, the role of the teacher should be regarded as the one of a researcher, who is able of selecting from a pool of tools and methods the one which seems to be most suitable to overcome learning obstacles and if necessary to adapt these methods to the individual needs of pupils.

But school adaptation to the challenge of diversity is not confined to the classroom. School quality and equal opportunities in multicultural schools require continuous efforts of school development at all levels of the school system. Apart from governmental and administrative policies, the individual school became a more important issue for multicultural education dur-

ing the last 15 years (Part C). Ethnographic studies show that the implementation of multicultural and antiracist education in schools is a lengthy and often difficult process, especially because it irritates routinized and well tried structures, practices and convictions. To implement multicultural policies and put it into action successfully staff involvement and in-service teacher training need a lot of attention, as well as the continuous evaluation of these processes and their outcomes. Support and participation of parents, communities and other institutions in the local surroundings of school can play an important role within whole school change.

Intercultural education can not be offered as a static method or imposed on somebody, this would be a contradiction in itself. The intercultural competences that enable teachers to react flexibly to the needs of the pupil must be considered as the most important part of the work of teachers in heterogeneous classrooms. With this background as a kind of first starting point, the following objectives arise with regard to the initial and in-service training of teachers. The aims of this module are to develop through the respective exercises a sensitisation of teachers for their professional work with students and parents with different social, linguistic and cultural backgrounds. It offers suggestions and some tools that function as a point of orientation in the process of developing own methods for classroom practice and school development.

As a first introduction for teacher education and in-service training we chose:

- (A) Intercultural Interaction and Communication Competence
- (B) Teaching-Styles and Strategies in Multicultural Classrooms
- (C) Co-operation and participation, with an emphasis on home-school links

The structure of this module offers at first a brief general introduction to each topic, followed by working papers that can be used in the work with students and finally some additional comments for the lecturer with regard to leading questions, methods and difficulties.

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<sup>1</sup> Steiner-Khamsi, G.: Transnationalität und kulturelle Staatsbürgerschaft. In: Jahrbuch der Pädagogik 1996. Pädagogik in der multikulturellen Gesellschaft. Berlin 1996.

## **PART A: INTERCULTURAL INTERACTION AND COMMUNICATION COMPETENCE**

It is widely known that the use of a common language is in no way a guarantee for an optimal understanding. Even in intra-cultural contacts communication obstacles arise for various reasons, which communication psychology tries to explicate through different models. In this framework Intercultural Communication can be regarded as yet another or may be even a special barrier for successful communication.

“Offensichtlich bedeutet Kommunikation mehr als Sprechen. Kommunikation schließt all das mit ein, was ein Gespräch zwischen zwei oder mehr Menschen strukturiert, und diese Strukturen sind teil unserer Sozialisation von Kindesbeinen an.... Wir reagieren, wenn diese Regeln verletzt werden, aber unsere Reaktion konzentriert sich gewöhnlich nicht auf die soziolinguistische Ursache des Problems. Statt dessen reagieren wir auf die Person, die die Regel bricht, oder die Gruppe oder Institution, die sie repräsentiert. Bei Schulkindern nehmen wir diese Reaktion oft als Schweigen oder Unruhe wahr, oder sie äußert sich in anderen Verhaltensweisen, die wir im Unterricht als unangemessen ansehen. Solches Verhalten ist oft ein Symptom für eine innere Verwirrung, nicht für Lernschwierigkeiten oder Disziplinlosigkeit.”<sup>2</sup>

The very basis of teaching is communication, in the relationship between teachers and pupils, as well as among the pupils. Communication disturbances in the relationship between a teacher, who belongs to the dominant culture, and a pupil of ethnic minority origin can be based on different cultural communication styles but at the same time issues of status and power, individual problems or racism might have had an impact or caused this disturbance. Therefore, the specific causal disturbances should be the starting point of any discussion as the attempt to impose static models of cross-cultural communication research can sometimes hide the core problem. These models should just be regarded as a kind of tool, in order to clarify one's own thinking and to open up the perspective for differences, because the perception of differences is the main necessary premise for the work of teachers in heterogenous classrooms.

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<sup>2</sup> Translation: “Obviously communication means more than speaking. Communication includes everything that structures the talk between two or more persons and this structures are part of our socialisation from childhood on. ... If these rules are not obeyed we react but usually our reaction doesn't focus the sociolinguistic causes of the problem. In spite of this we react with regard to the person who breaks rule or the group, or the institution that it represents. With regard to pupils we perceive this reaction very often as silence or noise, or it is expressed through another behaviour that is regarded as inadequate in a classroom. This behaviour is very often a symptom of inner irritations and not of learning obstacles or lack of discipline.” (Gage, N.L./Berliner, D.C.: Pädagogische Psychologie, Weinheim 1996, 175f)

**Activity: Communication obstacles – what’s the problem?**

Please discuss the presented communication situations in a group of two with regard to the following aspects:

- aim of the teacher
- which assumptions can be identified
- how would the teacher interpret the situation
- the feelings of the teacher
- the feelings of Rehana and Zareeda
- effect of the situation on the rest of the pupils
- what had been achieved /not achieved – why?
- alternatives

**Material:**

Ethnographical study in four inner-city schools by Cecile Wright in 1988/89<sup>3</sup>.

This case-study is taken from a primary class (age: 5-6). Student characteristics: Afro-Caribbean: 12; Asian: 5; Mixed: 3, White 153. There is no teacher of ethnic minority origin in the staff.

In the framework a session of ‘story time` and language work the teacher asks single children to speak and read. In this respective case the teacher asked a girl, who recently arrived from Pakistan and has been less than one term in the class.

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<sup>3</sup> C. Wright: Early Education. Multiracial primary school classrooms. In: Gill, D./Mayor, B./Blair, M. (eds): Racism and Education. Structures and Strategies. OU 1992, 5-41

**Case:**

Teacher: *(to Asian girl)* Right, let's see what you can do. *(Teacher opens a book, pointing to a picture)* This is a flower, say flower.

*Rehana nods nervously, appears a little confused.*

Teacher: This is a flower. After me, FLOWER.

Pupil doesn't respond.

Teacher: *(calls for assistance from one of the Asian pupils.)*

Zareeda, would you come here a minute. *(Zareeda walks over to the teacher's desk)* What is the URDU word for 'flower'? *(Zareeda fidgets nervously.)* tell her in Urdu that this is a flower.

*Zareeda looks very embarrassed, refuses to speak. A few children gather around the teacher's desk. Zareeda hides her face from the children who have gathered around the teacher's desk.*

Teacher: Come on Zareeda, what is the Urdu word?

*Zareeda refuses to co-operate with the teacher, stands at the teacher's desk with head lowered, looking quite distraught.*

Teacher: Zareeda, if you're embarrassed, whisper the word to me.  
*Zareeda does not respond.*

Teacher: *(visibly irritated)* Well, Zareeda, you're supposed to be helping, that's not the attitude in this school, we help our friends. You're supposed to be helping me to teach Rehana English... *(To the Asian girls)* Go and sit down, both of you... I'll go next door and see if one of those other Asian children can help me.  
*(teacher leaves the room)*

*The incident has attracted the attention of the whole class. Whilst the teacher is interacting with the Asian girls, the white children are overheard making disparaging remarks about 'Pakis'.*

### **Comments for the lecturer**

In the discussion and evaluation of this example of difficult communication processes, the following aspects should be considered:

- Categorisation of pupils in order to reduce complexities. In the described case the category: "Asian (especially Pakistani) pupils = poor language knowledge, poor intellectual and social competences", is used as the main explanation for the failure of the communication. Further results of this study are that teachers even though they might be committed to ideas of equal opportunities due to their self-assessment show significant and subtle differences in their way of behaviour towards pupils of another ethnic origin. The image of Asian pupils leads in this case to a simplifying of language, very often connected with impatient behaviour, when the pupils show no reaction and can end up in total ignorance of the respective pupils. Very often simple teaching materials are used, which are definitely below the intellectual capacities of the pupils. In contrast to this, Afro-Caribbean pupils, for example are in general perceived as being disturbing with regard to the lessons and this premise very much influences the interaction between teachers and pupils. These results are equivalent to a current non published study of the University of Cologne with regard to the perception of Muslim pupils. In this case the category : "macho, aggressive " forms the interaction. Therefore, these results stress a more sensitive and not prefabricated acting in classroom interaction. Critical reflection of possible reasons that includes the person of the teacher as such must be considered as the main premise for the work of teachers.
- The behaviour of pupils is culturally influenced. The extent of differences between what is supposed to be normal in family and in school determine the irritations that might arise. In the study, Asian pupils appear more passive and shy, which is to a certain extent a cultural characteristic but can be increased through an environment which is in many respects threatening because of racism. To put in this framework a focus on certain pupils in front of the class must necessarily make these pupils feel uneasy and in the worst case lead to their refusal of co-operation.
- Fundamental conflicts: family – school. Incompatible differences can exist between the expectations of the family and the demands of the school, that lead to a split which pupils cannot cope with on their own and that must have an impact on the interaction.
- The image of the problematic migrant child. This image can be imparted to the rest of the class through interactions like the described one and thus for them it can be a proof that cultural diversity is a fundamental problem.



**Activity: The Intercultural Classroom – Working Paper**

Communication-Styles in cross-cultural perspective

**Verbal Dimension<sup>4</sup>**

<b>Context independent:</b> Meaning is conveyed through explicit statements made directly to the people involved, with little reliance on contextual factors such as situation and timing.	<b>Context dependant:</b> Meaning is conveyed by suggestions, implications, non-verbal behaviour and other contextual cues.
<b>Linear:</b> Discussion is conducted in a straight line, developing causal connections among subpoints towards an end point, stated explicitly.	<b>Circular:</b> Discussion is conducted in a circular movement, developing context around the main point, which is often left unstated.
<b>Detached:</b> Issues are discussed with calmness and objectivity, conveying the speaker's ability to weigh all the factors impersonally.	<b>Attached:</b> Issues are discussed with feeling and emotion, conveying the speaker's personal stake in the issue and the outcome.
<b>Intellectual Confrontation:</b> Disagreement with ideas is stated directly, with the assumption that only the idea, not the relationship is being attacked.	<b>Relational Confrontation:</b> relational issues and problems are confronted directly, while intellectual disagreement is handled more subtly and indirectly.
<b>Abstract:</b> Issues are best understood through theories, principles and data, with emphasis on the general rather the specific.	<b>Concrete:</b> Issues are best understood through stories, metaphors, allegories and examples, with the emphasis on the specific rather than the general.
<b>Non-verbal Dimension</b>	
<b>A lot of body contact</b>	<b>Less body contact</b>
<b>Less personal space</b>	<b>Personal space, distance valued</b>
<b>Distinctive gestures/mimic expressions</b>	<b>Less use of gestures/mimic expressions</b>
<b>Direct eye to eye contact</b>	<b>Avoiding direct eye to eye contact</b>
<b>Paraverbale Dimensions<sup>5</sup></b>	
<b>Intonation</b>	
<b>Pitch modulation</b>	
<b>Emphasis</b>	
<b>Accent</b>	
<b>Volume</b>	

<sup>4</sup> Comp.: M.J. Bennett: Intercultural Communication for Practitioners, 1993

<sup>5</sup> The paraverbal dimensions influence to a great extent the affective perception of what has been said. Transferring the Volume, Intonation and pitch from one language to another might let things sound aggressiv, blaming and even threatening or the opposite like indifferent and not interested. It is important to be aware of the congruence with the information that has been transported in the message. Furthermore it seems to be important to be aware of the different perception of various accents, as it is closely connected with the respective culture and the internalised images about it.

**The Intercultural Classroom:**

Please try to categorise the communication-styles of the respective persons of the video<sup>6</sup> with regard to the provided table. Check the non-verbal and para-verbal dimensions with regard to how they personally affect you.

**Teacher(USA):**

**Katja (Russia):**

**Simon (S. Africa):**

**Esteban (El Salvador):**

**Ming (China):**

**Mariko (Japan):**

**Charlie (USA):**

**Amy (USA):**

**Joanna (USA):**

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<sup>6</sup> The video can be ordered from: Intercultural Press, Inc., PO BOX 700, Yarmouth, Maine 04096, USA, FAX: (207)846-5181, Ph.: (207)846-5168

### **Comments for the lecturer**

- Before watching the video, try to find together students' own examples with regard to the communication-styles table. The issue of the affecting perception should not be left out.
- The video-analysis should work with the table of communication-styles as well as a discussions about the affect that each of the persons in the video had on the students.
- The students could be asked to work on advice for the teacher in the video, with regard to the question how he might improve the classroom situation. It should be discussed what kind of counter-arguments he might have against changes and what arguments could convince him to change his teaching style.
- In order to show the limits and difficulties of these kind of polarising and simplifying models of the classical cross-cultural communication research, where certain characteristics should always be regarded as a tendency which might have various forms of variances and deviations it could be helpful to finish this exercise by reading a text that is dealing with the communication- and interaction-styles of ones own culture<sup>7</sup>.

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<sup>7</sup> See: reading-list "Understanding Cultural Differences"

### ACTIVITY 3: CO-CULTURAL COMMUNICATION STRATEGIES

The co-cultural communication theory is situated within the following premises:

1. In each society, a hierarchy exists that privileges certain groups of people; in the United States these groups include men, European Americans, heterosexuals, the able-bodied, and middle and upper class.
2. On the basis of these varying levels of privilege, dominant group members occupy positions of power that they use – consciously or unconsciously – to create and maintain communication systems that reflect, reinforce and promote their fields of experience.
3. Directly and/or indirectly, these dominant communication structures impede the progress of those persons whose lived experience are not reflected in the public communicative systems.
4. Although representing a widely diverse array of lived experiences, co-cultural group members -including women, people of colour, gays, lesbians, bisexuals, people with disabilities, and those from a lower socio-economic status – will share a similar societal position that renders them marginalised and underrepresented within dominant structures.
5. To confront dominant structures and achieve any measure of "success", co-cultural group members strategically adopt certain communication behaviours when functioning within the confines of public communicative structures.

**Table 1.1.** gives an overview with regard to the identified behaviour of co-cultural group Members

**Table 5.1.** refers to influential factors in the process of selecting the behaviour

**Table 5.2.** summarises 9 communicative stances where the described behaviour and the dynamic of the influential factors converge

#### Activity:

Please formulate, based on your own experience, an example referring to these 9 stances. Please reflect the influential factors that might have led to the respective behaviour and try to find intervening strategies in order to improve the communicative behaviour or in case of successful communication, how could it be transferred to other situations? How would you describe in general forms of successful communication?

**Activity 3: Comments for the lecturer**

- The so called Co-Cultural theory analyses the communicative behaviour of marginalised groups with regard to the dominant culture. The notion Co-Culture has been chosen in order to avoid the negative connotations of notions like sub- or minority culture. The theory presents a phenomenological framework for understanding the intricate relationship between culture, power and communication. The theory offers 25 Co-cultural communication strategies and a model of 6 factors that influence strategy selection. The added tables offer students a first insight into the theory.
  
- This part should be regarded in its connection with the next chapter about the topic of the importance of integrating the world and experiences of the pupils into the learning process.
  
- The book of Mark P. Orbe (see references) offers many brief examples with regard to the mentioned communicative stances.

**Reading-list Part A:**

- BANNING, H.: Wichtige Kulturelle Unterschiede. In: BANNING, H.: Bessere Kommunikation mit Migranten. Ein Lehr- und Trainingsbuch Weinheim 1995, 36-48
- CASRNIR, F.L.: Foundations for the Study of Intercultural Communication based on a Third-Culture Model. In: International Journal of Intercultural Relations, Vol. 23, No.1, 1999, pp. 91-116
- HALL, E.T./HALL, M.R.: Understanding Cultural Differences. Yarmouth 1990, daraus: The Germans, Communication Style, German Psychology, 49-55 with regard to other cultures see eventually: STORTI, C.: Cross-Cultural Dialogues. 1994 ; special chapter on Great Britain and Mediterranean. The Inter-Act Series published by "Intercultural Press" volumes on Greece and Spain. Or something less academic but ironic and humorous not explicitly on communication: "We Europeans" by R. HILL. Brussels 1997

**Recommended Literature Part A:**

- AMT FÜR MULTIKULTURELLE ANGELEGENHEITEN: begegnen – verstehen – handeln. Handbuch für interkulturelles Kommunikationstraining. Frankfurt 1993
- BANNING, H.: Bessere Kommunikation mit Migranten. Ein Lehr- und Trainingsbuch Weinheim 1995
- HALL, E.T./HALL, M.R.: Understanding Cultural Differences. Yarmouth 1990
- MALETZKE, G.: Interkulturelle Kommunikation. Zur Interaktion zwischen Menschen verschiedener Kulturen Opladen 1996
- LOSCHKE, H.: Interkulturelle Kommunikation. Sammlung praktischer Spiele und Übungen.
- ORBE, M.P.: Constructing Co-Cultural Theory. An Explication of Culture, Power and Communication. London 1998

## **PART B**

### **TEACHING-STYLES AND STRATEGIES IN MULTICULTURAL CLASSROOMS**

The difference between the family culture and the school culture has significant impact on the achievements of pupils. Research studies have shown that the integration of pupils into the school environment works better when both of the cultures that meet in school, family and school culture, are rather similar. Therefore, equal opportunities can be just achieved, if one takes the primary socialisation that has taken place in the respective families into consideration and an orientation solely at the level of culture and value-system of the dominant culture is avoided. The aim of this part of the module is to sensitise for these issues.

Cage and Berliner<sup>8</sup> describe in their summary of the evaluation of US-American research studies the results of different concepts of childhood and development between white and black American citizens. In contrary to white children black children have to organise their learning process themselves and are less directed by adults before school starts. They develop great abilities to find out their own structures and to put things into context. In school, however, the opposite is demanded e.g. to react correctly and to take things out of the context. The ability to contextualise becomes important at a much later point, when very often the attitude of black children towards school has changed into the negative. In the beginning, the abilities of white children, who learned from their parents to focus notions, definitions and analytical thinking is demanded. The studies have shown that children of black communities have difficulties in identifying letters and sounds of single words or identifying single words in a entire sentence, which results in literacy obstacles. The culture of the school presents a structured and linear world, where time is cut into clear pieces and spaces for individual freedom are clearly defined, which does not at all correspond to the experiences of most black children.

“Unsere kognitiven Fähigkeiten entstehen also nicht in einem Vakuum. Wir eignen sie uns in einem Lernprozeß an, damit wir in unserer Kultur Funktionsfähig werden. ... Wenn Sie mit Schülern aus einer anderer Kultur als der ihren arbeiten, hüten Sie sich vor der Annahme, daß den Schülern, die Ihren Leistungserwartungen nicht entsprechen, bestimmte Fähigkeiten fehlen. Was Sie da vorfinden, kann auch als Ergebnis des Systems sein, nach dessen Vorgaben Ihre Schüler funktionieren; es muß nicht ein Mangel an kognitiven Fähigkeiten an sich sein.”<sup>9</sup>

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<sup>8</sup> Comp.: Cage/Berliner: Pädagogische Psychologie, Weinheim 1996

<sup>9</sup> Cage/Berliner: Ibid. p.177-178, Translation: Our cognitive abilities don't arise out of a vacuum. They are part of a learning process, which aim is to make us functioning in our culture. When you are working with pupils from another culture you shouldn't assume that those pupils who don't correspond to your demands with regard to achievements, have a lack of

One approach that takes into consideration the relevant interactions between pupils and the teaching strategy used is called "Aptitude-Treatment-Interaction". In Germany, this approach is integrated in the discussion about individualising and differentiating the teaching and methods of open education. These approaches refer to a teaching method that takes into account the individual abilities of a child. In this respect Isabell Diehm<sup>10</sup> is right in asking the question, whether the principle of individualising is as valid for migrant children. The danger is, as well with regard to this module, to perceive migrant children always against the background of their ethnic origin and missing the point of regarding their individuality at the same time. However, being aware of this difficulty might help to find solutions somewhere in the middle, because the non-consideration of cultural differences between ethnic groups would mean as well just a half and therefore counterproductive solution.

With regard to the discussion about linguistic and cultural plurality and its impact on teaching the following activities are selected as a starting point:

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abilities. What you need to see is a result of a system to which these pupils correspond in their functioning ; it needn't to be a lack of cognitive abilities.

<sup>10</sup> Comp.: Diehm, I.: Gilt das Prinzip der Individualisierung auch für die Arbeit mit Migrantenkindern? Eine Anfrage an die Grundschulpädagogik. In: Die Grundschulzeitschrift 106/1997



### **Activity: The Importance of the pupils` world of everyday life**

#### Preparatory texts from the reading list:

1. "Culturally relevant teaching: the key to making Multicultural Education work"
  2. "Relationship between home, community and school: Multicultural Considerations and research issues in early childhood"
- Discuss the following interviews with regard to the attitude towards school that is expressed.
  - The selected pupils are relatively high achieving in school, which leads Mac an Ghail to the thesis that these pupils have a certain form of adapting- or survival strategy in order to cope with the system and not to fail like those children that have attracted attention through their behaviour or have totally left the system.
  - Which teaching approaches would be important for both groups, the drop-outs as well as the so called succeeding ones?
  - Which criteria would you use for the selection of teaching material?
  - Review the results of your discussion in the light of the article by Gloria Ladson-Billings.

Aisha (12.Grade)

"I would change all the textbooks in not only history (but also) in other subjects like science and math when they attribute everything to the Greeks. You know the Pythagorean theorem which build the pyramids a thousand years before the Greeks were even around. And then in science when you look through the science textbook and it's all these white people invented everything, and even one science teacher said, 'Every civilisation has contributed to science except African.'"<sup>11</sup>

22 year old apprentices:

Translation: Yes, history I was interested in many things. I was as well interested in Turkish history. Actually I was very much interested in it. But we never did it. No teacher ever made a reference to Turkey, in history lessons.<sup>12</sup>

Black college student:

"With me like I go into school and I listen to the teacher and I put down just what they want. Christopher Columbus discovered America, I'll put it down, right. ... More European stuff; France equality, liberty and fraternity, we'll put it all down. At the same time they had colonies, enslaving people. I'll put down that it was the mark of a new age, the Age of Enlightenment. It wasn't, but I'll put it down for them, so that they can't tell them that black people are not stupid."<sup>13</sup>

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<sup>11</sup> Die, G.J.S./ James I.M.: Ibid.,p100

<sup>12</sup> Comp.:Hocker, R./Heidari, M.: Der Islam und junge muslimische Migranten in Deutschland. In: Interkulturelles Lernen. Arbeitshilfen zur politischen Bildung. 1998, p.350

<sup>13</sup> Mac an Ghail,M.: Coming of Age in 1980s England. Reconceptualizing Black Student's Schooling Experience. In Racism and Atracis, Ibid. p.42

**Comments for the lecturer:**

- The excerpts from the interviews make, in a very simple but insistent way, clear what P. Bourdieu expresses through the notion of cultural capital. This topic could be worked on further in a seminar paper by a small group of students. The manifestations of culture present a form of symbolic power that define hierarchies referring to values. Intercultural approaches appear to be always a challenge with regard to the perspective as well as with regard to the issue which manifestations of culture should be imparted. These topics directly tackle the inner core of each society.
- Selecting criteria for the teaching material should consider, in addition to a multiperspective approach, the necessity of dialogue and conflict orientation. Purely additive approaches should be regarded as problematic, as simply adding some authors or themes to the curriculum does not say anything about the reasons for leaving them for a long time. Thus an analysis of how the own society constituted itself is prevented.
- One could examine some teaching material of the region on the basis of a designed checklist with regard to the everyday life orientation of the material. This could as well be a topic for self-study in a group.

### **Activity 5: Language as a key**

#### Preparatory text:

- Dr. R. de Cillia: Spracherwerb in der Migration
- English text will be selected later on

#### Questions with regard to the Video: Languages for Learning:

- How are different languages valued in the school and which is the resulting effect with regard to the teaching situation.
- What are the effects, due to the video, of bilingual/multilingual approaches in school? Could you think of any disadvantages/difficulties?
- Describe the impact that follows with regard to the assessment of pupils?

#### Consequences for future teaching strategies in multilingual classes:

- How would you describe the importance of mother tongue on balance of the result of the video and the text?
- Could you think of any possibilities for integrating mother tongue in ordinary school teaching?

### **Activity 5: Comments**

The following aspects should be focussed in the discussion:

- The Difference between a, due to the text of Dr. Cillia, real early bilingualism and other forms of bi- resp. Multilingualism of migrant children.
- Reference to activity 4 should be made, which intercultural approaches could be integrated into the ordinary curricular?
- The different social status respectively the assumed usability of various languages.
- The counter arguments of parents of the dominant culture as well as of some migrant communities who might fear disadvantages for the children through changed teaching approaches.
- One seminar paper could deal with the case study of Gogolin (see list of further studies) or develop own concepts of teaching strategies.

**Activity 6: Literacy: Ant with a /k/?**

Activity 6.1.

Please try to find out the basis of the picture "Two languages – one writing" below, that was painted by a Turkish child just starting school, basic difficulties of multilingualism with respect to literacy.

Explanations: Sun in German means Sonne. Man means Mann. Please regard the spelling of these two words in the picture. Even though you might not speak either German or Turkish, what could you imagine causes the wrong spelling, please characterise the mistakes.

## **The concept "Reading through Writing" – writing-orientated teaching for beginners**

### Activity 6.2.

Look at the teaching situation below, which has been taken out of a BLK<sup>14</sup>-Study, what differences can you identify with regard to approaches of teaching beginners that favour approaches of writing by focussing the articulation. Could you imagine possible advantages of this new approach for migrant children?

Take into account as well the added articulation tables<sup>15</sup> of the method "Reading through writing" for the alphabetisation of German resp. Turkish pupils. Differences in the use of Turkish and German letters are at a later point worked at in common lessons.

Explanation: This method supports a way where children can very independently use the writing, even though they will not be able to read everything they have been written in the beginning. Parents are asked not to practice reading with their children. The main hypothesis behind this method is that writing has an effect on cognitive structures and can make pupils hear and become aware of differences how words are written.

Translation: The situation is located in a class of beginners, that started school two month ago. The teachers writes "Donnerstag", which means Thursday at the board. After the children found the <D> like the symbol Domino in their sound-table she : "You just manage to write it, when you listen carefully and think about it."

Child: O.O like *Opa* (Grandpa)

Writing on the Board

Child: *Ofen* (heater)

Do

Teacher: Does it sound like *Ofen*? Oo: is it correct?

Child: No

Children: *Ordner-O* ( file)

Teacher: O like *Ordner*

Child: N. like *Nuß* (nut)

Don

Teacher: We take the small letter right... This was a thin <o> and after such a thin <o> what follows? I guess you have to think a bit more... *Donn:-er*

After the children have heard and mentioned more letters,  
the teacher writes:

Don er

Teacher: There are two <n>, which press the <o> very much.

The teacher adds the second <n>

Donner

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<sup>14</sup> The National and Länder Commission of Germany, in this framework a lot of pilot projects and studies in schools are launched.

<sup>15</sup> This material is in use in the "School in the Rothestraße" in Hamburg, the first primary schools in Hamburg that started the alphabetisation of Turkish children in their mother tongue.

Activity 6.3.

Discuss the following quotation:

***“ Kinder, denen die Schrift bis zur Schule noch fremd geblieben ist, können dann besser Zugänge zur Schrift finden, wenn die Entfaltung ihrer Persönlichkeit im Medium der Schrift angeregt wird.”<sup>16</sup>***

Translation: Children to whom writing is still something strange when entering school, can more easily find a way to writing when the development of their personality is supported through the medium of writing.”

This quotation expresses one result of the BLK-study that had examined different methods to open the way to literacy for children who have had difficulties in reading and writing. In this framework reading as well as reading something to the children has had the least success.

Two examples of the material that had been produced in the ”School of the Rothestraße” in the first year , the first part of the second year respectively is presented in the following. Those material is meant to stimulate ideas for the creation of own methods, that take into account the described orientation and could be used in primary school. This topic should be regarded in relation to activity 4 and the issue of the importance of the everyday life of the pupils.

Translation:

Rhymes and Poems  
of the class 2d

*(the poems will be translated  
later on!)*

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<sup>16</sup> BLK-pilot project, Ibid. p.64

### Activity 6: Comments

- As an introduction into the topic the added tables could be shown in order to give a hint to some results of the BLK-study and to question some general typical opinions. In this study the development of spelling and writing in 20 classes, which means of 400 children of which 30% were multilingual, has been examined. The average achievement of multilingual children was hardly less than the one of the others, but it could be stated (see table) that achievements in the middle range were much less and a kind of polarity existed either the children had very high achievements or extremely low. Thus a greater amount of multilingual pupils have very rudimentary knowledge referring to the structure of writing. This specific group is the focus of the activity, as one central result of the study was the first years in school decide about long-term difficulties in writing.
- The added picture makes very clear how multilingual pupils mix language structures. The word 'Sonne' (sun) in the picture shows that for the German word Turkish *grapheme* and *phoneme* correspondences are used. Instead of writing an <S> the pupil wrote an <Z> which is the Turkish letter for a sounding /S/ and to the word "Mann" (man) he added an <i> due to the Turkish word structure, which follows the rule of vocal harmony.
- Another example is expressed in the title of the activity: "Ant with <K>", this was a question of a girl who unconsciously thought of the Turkish word for ant when writing "Ameise" (Ant). Other typical mistakes are the adding of vowels in order to avoid an accumulation of consonants, another rule of the Turkish as well as the Arab language, e.g. the German word "Blume" (flower) is written as "Bulume".
- You should try to find, together with the students, similar examples with regard to the main minority languages in your country, in order to get a first insight into typical mistakes that can arise out of the mother tongue background.
- It is important to stress the result that the central problem of those multilingual pupils that have had difficulties in writing has been the lack of cognitive schemes that enables them to differentiate structurally between the respective languages. Thus, especially for these groups' languages, literacy is a problem as long as it is understood as a language analytical task. On this background one activity presents a method of learning to write and read



which takes into account these difficulties, by learning reading primarily through writing. Furthermore alphabetisation in the mother tongue needs to be discussed. For the method "Reading through writing" writing is the main and direct orientation. The study proved that multilingual children who learned with this method presented at the end of the third grade 30% higher achievements than the compared group who have been taught with the more common method of focussing on the writing of articulations.

- Arguments for an orientation at the written (due to Hüttis-Graff and the study):
  - Pupils learn to hear a word differently
  - The writing influences the abstract themes of sounds
  - The writing supports the construction of a cognitive scheme with regard to the structure of the language
  - For beginner lessons it is an extremely self-determinate method
  
- The possibility of making an alphabetisation in the mother tongue should be discussed as well. The "School of the Rothestraße", where 28% of the pupils are of non-German origin and 75% of these are of Turkish origin uses the same method of "Reading through writing" for Turkish and German pupils and use this method to make the bridge to the German language.
  
- A team of students could work on further results of this or similar studies.

### **Part B: Reading-list:**

- BLOCH, M./ SWADENER, B.B.: "Relationship between home, community and school: Multicultural Considerations and research issues in early childhood
- DE CILLIA, R.: Spracherwerb in der Migration: Wien 1998
- SEFA DIE, G.J./JAMES, I.M.: Becoming Black': African-Candian youth and the politics of negotiating racial and racialised identities. In: race ethnicity and education, Vol.1, No.1, 1998
- HALLER, HANS-DIETER: zur Frage der kulturellen Dimension von Identität in der Lernstilforschung. Untersuchungen über Kultureinstellungen unter didaktischer Perspektive. In: HOFFMANN, D./ NEUNER, G.: Auf der Suche nach Identität. Weinheim 1997
- LADSON-BILLINGS: "Culturally relevant teaching: the key to making Multicultural Education work" .
- MAK, A.S.; WESTWOOD, M.J.; ISHIYAMA, F.I.; BARKER, M.C.: Optimising conditions for learning sociocultural competences for success. In: International Journal of Intercultural Relations, Vol. 23, No.1, 1999

### **Part B: Recommended Literature**

- BEHÖRDE FÜR SCHULE, JUGEND UND BERUFSBILDUNG (HRSG.) Abschlußbericht des BLK-Modellversuches: Elementare Schriftkultur als Prävention von Lese-/Rechtschreibschwierigkeiten und Analphabetismus bei Grundschulkindern. Hamburg 1996
- GOGOLIN, I.: Großstadt-Grundschule. Eine Fallstudie über sprachliche und kulturelle Pluralität als Bedingung der Grundschularbeit. Münster 1997
- KOHNEN, BRIGITTE: Akkulturation und kognitive Kompetenz. Ein Beitrag zu einem grundlagentheoretischen Perspektivenwechsel in der sozialisationstheoretischen Migrationsforschung. Münster 1998

## **PART C**

### **CO-OPERATION AND PARTICIPATION**

Classroom practice may be regarded as the heart of multicultural education. But school quality and students' success is not only a pedagogical question. On the one hand it is restricted by *political and administrative general conditions* (e.g. political status and participation of minorities) and characteristics of the *school system* (especially forms of selectivity, e.g. differentiated secondary schools or segregated schools for special needs). On the other hand it depends from the organizational climate of the individual *school house* (e.g. staff consensus on educational convictions, staff co-operation, head competence and staff professional commitment<sup>17</sup>) as well as from the surrounding community (e.g. the social composition of the pupils and the school district). Against the background of mutual dependency of internal and external determinants for student learning *co-operations* (e.g. co-operation of staff, between school and parents or between school and local institutions) are recognized to be a vital element in effective schooling. *Whole-school-change* became a more important issue for multicultural education during the last 15 years. Empirical studies show that the implementation of multicultural and antiracist education in schools is a lengthy and often difficult process, especially because it irritates routinized and well tried structures, practices and convictions (e.g. Epstein 1993; Gillborn 1995). To implement multicultural policies and put them into action successfully staff involvement and in-service teacher training need a lot of attention, as well as the continuous evaluation of these processes and their outcomes. Support and participation of parents, communities and other institutions in the local surroundings of school can play an important role within whole school change. In this module the focus centres on the relationship between schools and parents.

#### **Participation of minority parents and communities**

Parents and school are considered as the main factors in children's socialization. The crucial role of parents for the intellectual development of their children is sufficiently known from the 1960s. Insofar as differences in achievement can be traced back to learning conditions in the family and in schools, the relationship is estimated as 2:1 (compare Krumm 1996). This does not mean that children learn little in schools. But it means that in good schools as well as in bad ones those pupils learn more, who are directly or indirectly supported by their parents

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<sup>17</sup> Steffen, U./Bargel, T. (1993): Erkundungen zur Qualität von Schule. Neuwied.

and those pupils perform worse, who do not find stimulation, encouragement and support at home.

It seems to be clear that children might be confronted in their development with serious difficulties, if their home and school, as central learning surroundings, are at variance. One popular approach to explain the under-achievement of migrant children holds the thesis that the educational culture of the school does not correspond with the culture which is lived in minority families. The variance between cultural backgrounds and school is regarded as the cause for the low performance of minority pupils. This thesis (theory of cultural compatibility, in the German speaking countries: "Passungs-These") is controversial. The problem of variance is often regarded in a deficit perspective as a result of lacking competence and abilities of the members of minorities while the school remains uncriticized (compare: Bender-Szymanski/Hesse 1987). Parting from this deficit-thesis it is fair to assume that the co-operation of school and parents have great importance in the learning and performing of minority pupils. Findings within the school-quality-research confirm this thesis (e.g. Mortimore e.a. 1988; compare Tizard e.a. 1982).

Ruesch (1999, 90f) differentiates at least six central forms of co-operation between schools and parents:

1. providing information and parents education
2. individual educational advice
3. deliberate assistance and cooperation of parents within the school
4. support of the childrens home-work by the parents
5. participation and engagement in school-bodies
6. coordination of different institutions in the local community

**Proposal for a seminar-paper 1: Resistance and problems of whole school change**

*Literature:*

Bagley, C.A. (1992): In-Service Provision and Teacher Resistance to Whole-School Change.  
In: Gill, D./Mayor, B./Blair, M. (eds): Racism and Education. Structures and Strategies.  
London, pp 226-247.

**Comments for the lecturer:**

Though the recommended text might reflect some specific problems of British antiracism in education of the eighties, it also imparts a picture about general problems of the development and implementation of multicultural or antiracist policies in schools. In the seminar paper and the discussion, the irritations, resistance and conflicts should be worked out, which might arise through the attempt of effective school change with reference to cultural diversity.

The following questions should be treated:

- Why is it important for successful multicultural education to address and to involve the whole school?
- Describe the attempts in both schools, to convince the teachers that a school policy is necessary and to involve them in the policy development. How does it work?
- Why does the planned policy lead to conflicts with interests and to fears and reservations?
- What might be the problems of the presented concepts?
- Develop alternatives.

**Proposal for a seminar-paper 2: School-parents-relationship and pupils achievement**

*Literature:*

- Krumm, V. (1996): Schulleistung - auch eine Leistung der Eltern. Die heimliche und offene Zusammenarbeit von Eltern und Lehrern und wie sie verbessert werden kann. In: W. Specht/J. Thonhauser (Hg.): Schulqualität: Entwicklungen, Befunde, Perspektiven. Innsbruck, pp 256-290.
- Mortimore, P. (1991): The Nature and Findings of Research on School Effectiveness in the Primary Sector. In: Riddel, S./Brown, S. (eds): School Effectiveness Research: It's Messages for school improvement. Edingburg, pp 9-19.
- Tizard, J./Schofield, W./Hewison, J. (1982): Symposium: Reading-Collaboration Between Teachers and Parents in Assisting Children's Reading. In: British Journal of Educational Psychology, 52(1), pp 1-15.

**Comments for the lecturer:**

- Compare the role of parents for their childrens' education during different historical periods to that of students today. Identify and discuss changes that have occurred and changes you would like to see occur in parent involvement.
  
- Consider the statement: Regardless of the circumstances a student experiences at home, teachers have a responsibility to help them perform at their highest level at school. Do you agree? Why or why not?

**Proposal for a seminar-paper 3: Concepts and problems of home-school-links**

*Literature:*

- McGee Banks, C. (1989): Parents and Teachers: Partners in Multicultural Education. In: J. A. Banks/C. A. McGee Banks (eds): Multicultural Education: Issues and Perspectives. Boston, pp 305-322
- Pugh, G./De'Ath, E. (1989): Working Towards Partnership in the Early Years. London.
- Vincent, C. (1995): School, Community and Ethnic Minority Parents. In: S. Tomlinson/M. Craft (eds): Ethnic Relations and Schooling. Policy and Practice in the 1990s. London, pp 174-190

**Comments for the lecturer:**

Because the concepts as well as the problems of home-school-links are treated in detail and underpinned with a lot of empirical evidence and practice experiences this subject should be treated in team-work and take two seminar-lessons.

Discuss the following questions:

- Consider this statement: All parents want their children to succeed in school. Do you agree with the statement? Why or why not?
- Why might minority parents encounter school with disillusionment and suspicion?
- Which role might lack of political participation of minorities play with reference to the engagement of minority parents in school?
- Why could it be difficult for teachers to get into contact with minority parents?
- Which role might teacher knowledge on the social and cultural background of the children play?
- Discuss the problem of racism and paternalism in home-school-links.
- Work out different levels of parent participation in school.

### **Activity 7: Introduction in the field of home-school-links - Working-paper**

Text:

“A few days after Ms. Jones, a high school science teacher, completed a unit on the origin of the earth, Mr. Evans, one of her student’s parents, paid her a visit, Mr. Evens was very polite, but he did not conceal his concern about the unit. “Miss Jones, I know you are a science teacher and naturally you have a scientific perspective on the origin of the earth. I understand your point of view, but I’m not sure you understand mine,” he said. Then he opened a bible and began to read from the book of Genesis. He ended the meeting by giving Ms. Jones a book and saying, “This book will probably explain better than I did what I’m trying to teach my children.” The meeting was short and cordial, but it had a tremendous impact on Ms. Jones. She considered herself a good teacher who cared about her students. The last thing she wanted to do was put her students in the middle of a tug-of-war between home and school. Over the next few weeks, Ms. Jones received several notes and calls from parents complimenting her on the unit and telling her how much their children enjoyed going to the planetarium and having a guest speaker of the university. Even though Ms. Jones had every reason to believe the unit was a tremendous success, she could not forget the visit from Mr. Evans. She also knew that similar concerns would surface with some other units she planned to teach.

She decided to discuss the incident with Barbara Woodson, a veteran teacher in her building. In talking with Barbara, she learned that several students in the school were members of a religious group that accepted the teachings of the Bible as literal. She also learned that some of her students were attending public school for the first time. They had attended church schools from kindergarten through eighth grade. Even though the parents wanted their children to make a smooth transition to their new school, they were very concerned about what their children were being taught.” (aus: McGee Banks 1989, 305)

Discuss the following questions in small groups:

- If you were Ms. Jones, how would you have responded to Mr. Evans? Discuss what your response would have communicated to Mr. Evans about each of the following:
  - a) Your views on parent involvement
  - b) The importance of parents and teachers working together
  - c) Your willingness to work with parents when you disagree
  - d) The importance of the school not alienating students from their parents and community.

### **Activity 7: Comments for the lecturer:**



Ms. Jones confronted a serious problem, one with which many teachers will have to grapple. On the surface, her problem seems straightforward. She must try to mediate religious concerns and scientific perspectives. Ms. Jones's problem deals with religion and education, but it has much broader implications. Education occurs within a social context that partly is shaped by parents. Her experience raises questions about the relationship between education and parents:

- What role should parent play in their children's education?
- Is it important to know how parents view what you teach?
- Can you be an effective teacher without knowing something about your students' home and community life?
- How important is it for teachers and parents to work together?
- Is it really necessary to try to work with parents who do not agree with you?
- Which parallels to the fictive case do you know?

**Activity 8: School-parents-links - different perspectives - Working-paper**

Actions:

- Interview a parent of a bilingual, ethnic minority, religious minority, or a low-income student to learn more about the parent's view on schools and the educational goals for his or her children. This information cannot be generalized to all members of these groups, but it can be an important departure point for learning more about diverse groups within our society.
  
- Interview a classroom teacher and an administrator to determine his or her perceptions of parent-community involvement.
  
- Write a brief paper on your personal view of the benefits and drawbacks of parent-community involvement.

### **Activity 9: Role-playing on home-school-links - Working-paper**

#### Actions:

- Form a group with two other members of your class or workshop. One person in the group will be a teacher, the other a parent, and the third an observer. The teacher and the parent will role play a teacher-parent conference.
  
- After role playing the conference, discuss how it felt to be a parent and a teacher?
  
- What can be done to make the parent and teacher feel more comfortable?
  
- Was the informatin shared at the conference helpful?
  
- The observer can share his or her view of how the parent and teacher interacted.

**Activity 10: Supporting-systems for multicultural education in the surroundings of the school - a seminar project - Working-paper**

Actions:

Carry out a small project in your class on the subject of possible supporting systems for multicultural schools in your local community. In your procedure follow the described steps:

- Discuss how multicultural schools can make use of co-operations with local administration, institutions, political groups and initiatives.
- Collect (brainstorming) which institutions in your local community might be relevant.
- Organize small working groups (2-4 students) and define the institutions or groups to address to.
- Contact these places by phone or pay them a visit. Gather information, how they deal with minorities, what their specializations are and which supply they make, which information and material they offer and how they work and co-operate with organizations in the local context.
- Collect the findings during the next seminar-lesson. Develop ideas or a concept for a concrete school for co-operations in the local context to support multicultural education.

### **Reading list part C:**

- MCGEE BANKS, C. (1989): Parents and Teachers: Partners in Multicultural Education. In: J. A. BANKS/C. A. MCGEE BANKS (eds): Multicultural Education: Issues and Perspectives. Boston u.a., 305-322.
- VINCENT, C. (1995): School, Community and Ethnic Minority Parents. In: S. TOMLINSON/M. CRAFT (eds): Ethnic Relations and Schooling. Policy and Practice in the 1990s. London u.a., 174-190.

### **Recommended literature part C:**

- BAGLEY, C.A. (1992): In-Service Provision and Teacher Resistance to Whole-School Change. In: GILL, D./MAYOR, B./BLAIR, M. (eds): Racism and Education. Structures and Strategies. London et. al., 226-247.
- BENDER-SZYMANSKI, D./HESSE, H.-G. (1987): Migrantenforschung: Eine kritische Analyse deutschsprachiger empirischer Untersuchungen aus psychologischer Sicht. Köln.
- EPSTEIN, D. (1993): Changing Classroom Practice. Stoke-on-Trent.
- GILLBORN, D. (1995): Racism and Antiracism in real schools. London.
- KRUMM, V. (1996): Schulleistung - auch eine Leistung der Eltern. Die heimliche und offene Zusammenarbeit von Eltern und Lehrern und wie sie verbessert werden kann. In: W. SPECHT/J. THONHAUSER (Hg.): Schulqualität: Entwicklungen, Befunde, Perspektiven. Innsbruck u.a.
- MORTIMORE, P. (1991): The Nature and Findings of Research on School Effectiveness in the Primary Sector. In: Riddell, S./Brown, S. (eds): School Effectiveness Research: It's Messages for school improvement. Edingburg, pp 9-19.
- MORTIMORE, P. (1994): Schuleffektivität: Ihre Herausforderungen für die Zukunft. In: BENNER, D./LENZEN, D. (Hg.): Bildung und Erziehung in Europa. Zeitschrift für Pädagogik, 32. Beiheft. Weinheim u.a., 117-134.
- MORTIMORE, P./SAMMONS, P./STOLL, L./LEWIS, D./ECOB, R. (1988): School Matters: the Junior Years. Wells.
- PUGH, G./DE'ATH, E. (1989): Working Towards Partnership in the Early Years. London.
- RÜESCH, P. (1999): Gute Schulen im multikulturellen Umfeld: Ergebnisse aus der Forschung zur Qualitätssicherung. Hrsg.: Bildungsdirektion des Kantons Zürich, Interkulturelle Pädagogik. Zürich.
- TIZARD, J./SCHOFIELD, W./HEWISON, J. (1982): Symposium: Reading-Collaboration Between Teachers and Parents in Assisting Children's Reading. In: British Journal of Educational Psychology, 52 (1), 1-15.
- TOMLINSON, S./ROSS, A. (1991): Teachers and Parents. London.

**Recommendations for assessments:**

Assesments should be based on preferably team- work, where certain issues could be deepened. Some hints in this respect have been already given in the coments. The team of students could work theoretically on one topic and produce a seminar papers or even create own teaching material or make some theme related recherche work in schools nearby.