

Plurilingualism in school language education:
Team teaching as a tool for fostering program coherence
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This OER consists of two units.

Unit 1 comprise the documents related to a lesson which was delivered as a part of the study program *Primary school teacher with German as foreign language*. The lesson was planned and implemented using collaborative teaching approach in order to enhance program coherence. Namely, the study program *Primary school teacher with German as foreign language* ensures two qualifications: a qualification of a classroom teacher (Grades 1-4 in primary school) and a qualification of a teacher of German as a foreign language in compulsory education (Grades 1-8 in primary school). Because of this, coherence of the study program is of the essence. In order to enhance coherence of the program content that focuses on mother language teaching (Croatian) and foreign language teaching (German), a collaborative teaching approach was implemented within the course *Plurilingualism in school language education*. Two university instructors were engaged in course implementation – a specialist in German language, foreign language teaching methodology and intercultural learning, and a specialist in Croatian language and mother tongue learning and teaching.

In the frame of the project ConnEcTEd we offer as an OER:

- outline of an exemplar course lesson
- lesson plan designed in a digital tool intended for planning collaborative lessons
- materials for student activities used in the lesson.

The aforementioned documents serve as an example of collaborative teaching at the university level which, in our opinion, fosters program coherence. Even though provided documents might be useful (and used) in other study programs and to other instructors, they are context bound and to some level specific to the specific study program.

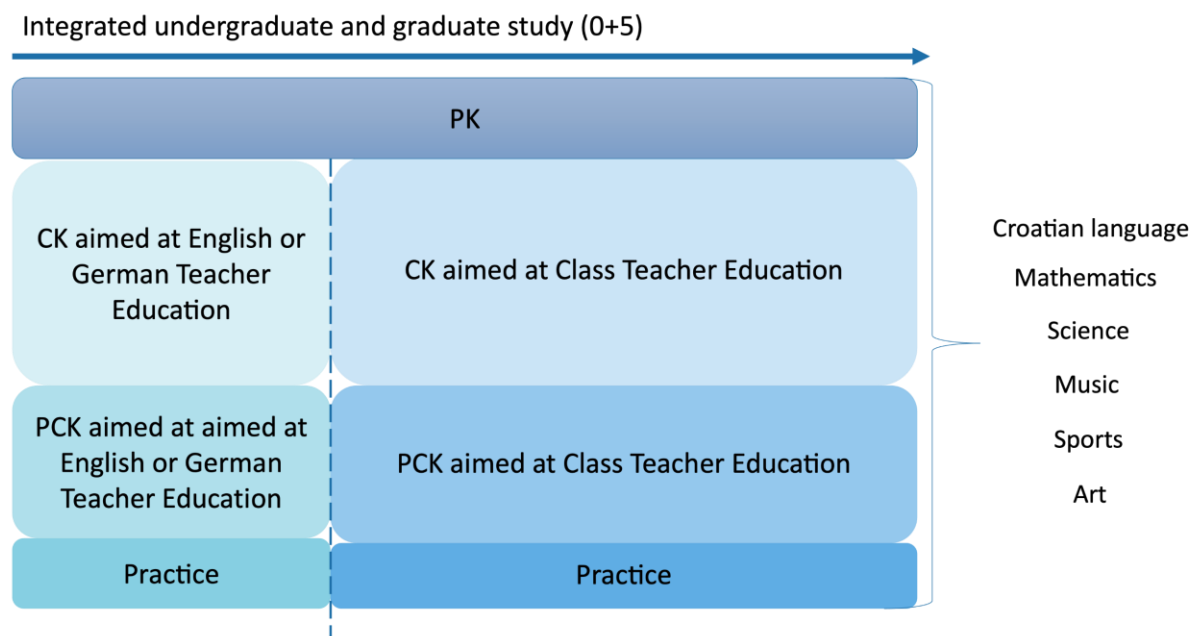
For that reason and based on the believe that collaborative teaching fosters program coherence, the University of Zagreb project team has created a second unit.

Unit 2 consists of documents and tools that are oriented to a wider professional community (school teachers and university instructors). The main goal of the second unit is to provide support to teachers in implementation of collaborative teaching. The elements of the second unit are created in the digital program H5P. The program is free and open technology widely used for creation of OERs. H5P enables creation, share, use and modification of a wide variety of HTML5 content. Created content can easily be implemented to various platforms such as: Moodle, WordPress, Canvas, Brightspace, Blackboard, Drupal etc. The second unit consists of:

- interactive presentation of collaborative teaching theoretical background
- guidelines for implementation of collaborative teaching
- digital tool for creating collaborative teaching lesson plan
- checklist as an assessment tool of the quality of planned collaborative teaching

Context information

The study program for *Class and German Teacher Education* is an integrated undergraduate and graduate study that encompasses content knowledge, pedagogical content knowledge, pedagogical knowledge as well as practical education in both domains – class teacher education and German or English teacher education.





The course ***Plurilingualism in school language education***, which is the mandatory course in the study program for *Class and German Teacher Education* at the Faculty of Teacher Education, University of Zagreb, was recognized as a suitable course within which targeted parts of the program could be linked more strongly in order to:

- increase the effectiveness of the program that provides students with a double qualification (classroom teacher and German language teacher)
- increase students' awareness of the coherence between different segments of the study program
- increase students' awareness of the connections and relations between mother tongue and foreign language teaching
- improve the culture of cooperation and team teaching among university teaching staff.

Course goals:

- become acquainted with the terminology related to plurilingualism in school language education
- gain knowledge about plurilingualism and multilingualism in the context of migrations and the European integration process
- gain knowledge about organisational models for the development of students' plurilingual competence in school language education
- gain knowledge about concepts for the development of students' plurilingual competence in school language education

Thematic unit: Terminology related to plurilingualism

Duration	90 minutes
Thematic unit	Terminology related to plurilingualism
Goal	Understand terminology related to plurilingualism in school language education in the German and Croatian educational context
Methods	Team teaching
Materials	<p>Elsner D. (2020) Fremdsprachen. In: Gogolin I., Hansen A., McMonagle S., Rauch D. (eds) Handbuch Mehrsprachigkeit und Bildung. Springer VS, Wiesbaden. https://doi.org/10.1007/978-3-658-20285-9_5 </p> <p>Guadatiello, A. & Schuler, R. (2020). Anregungen zu Deutsch als Zweitsprache im Unterricht. Begrifflichkeiten, Zielsetzung, didaktische und methodische Grundüberlegungen. Landeshauptstadt München, Sozialreferat, Stelle für interkulturelle Arbeit https://www.muenchen.info/soz/pub/pdf/579_anregungen_zu_Deutsch_als_fremdsprache_im_Unterricht.pdf </p>
Course outline	<ol style="list-style-type: none"> 1. Students analyze in groups descriptions of language knowledge of children living in Croatia. Based on the analysis, the teachers explain in collaboration different types of multilingualism (<i>everyday multilingualism, foreign language multilingualism, vertical multilingualism, horizontal multilingualism</i>) (Slides 2, 3 and 4 in the Power Point). 2. Students read the text from Elsner (2020) and get acquainted with the terms: first language (<i>Erstsprache, L1</i>), second language (<i>Zweitsprache, L2</i>), foreign language (<i>Fremdsprache</i>) (Slides 5 and 6 in the Power Point). 3. Information on terminology in Croatian language is presented: Croatian translation equivalents of German terminology (<i>materinski jezik/prvi jezik (J1), drugi jezik (J2), strani jezik (J2)</i>) and additional terminology relevant to Croatian L2 context: <i>ini jezik (other language), nasljedni jezik (heritage language)</i> (Slides 7 and 8 in the Power Point). 4. Students get descriptions of language biographies of imaginary pupils and a copy of the chapter “Begrifflichkeiten” from Guadatiello & Schuler (2020). In the text they should find the information why the presented imaginary pupils are called “simultaneous bilinguals”,

	<p>“covert simultaneous bilinguals”, “sequential bilinguals” and “late bilinguals”. Afterwards students are requested to give their own examples of language biographies for the defined types of bilingualism/multilingualism (Slides 9 – 15 in the Power Point).</p> <ol style="list-style-type: none"> 5. Students are presented with language biographies of immigrant students in Croatia (Slides 15 – 18). 6. Based on the presented language biographies, social and affectional factors of second language acquisition are discussed. 7. Students assignment: to write their own language biographies.
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Emphasis on coherence

The described lesson and the accompanied Power Point Presentation is used in a course of the study program *Primary school teacher with German as foreign language*. The lesson is planned and implemented using collaborative teaching approach in order to enhance program coherence. Namely, the study program *Primary school teacher with German as foreign language* ensures two qualifications: a qualification of a classroom teacher (Grades 1-4 in primary school) and a qualification of a teacher of German as a foreign language in compulsory education (Grades 1-8 in primary school). Because of it, coherence of the study program is of the essence. In order to enhance coherence of the program content that focuses on mother language teaching (Croatian) and foreign language teaching (German), a collaborative teaching approach was implemented within the course *Plurilingualism in school language education*. Two university instructors are engaged in course implementation – a specialist in German language, foreign language teaching methodology and intercultural learning, and a specialist in Croatian language and mother tongue learning and teaching.