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Textbook Analysis of the Primary Education in Georgia from Gender Perspective

Abstract:

For many reasons textbooks are almost the only resource used for school education in Georgia. Consequently those materials which are developed for the school students have great importance not only for learning of the particular subject but for the formation of the world perception of the child through education. While primary education is the decisive period for students cognitive formation an influence of the textbooks in their gender socialisation is particularly significant. This paper explores the textbooks of all subjects taught in primary education stage in Georgia and analyses it from the gender perspective. The textbook analysis shows while based on neutral education policy towards the gender sensitiveness, gender stereotypes and bias is reinforced through the key educational resource. The analysis shows an imminent need for reforming of textbook approval role and instructions and development of gender sensitive textbook material which is based on clear understanding of benefits of gender equality.

Key words: primary education, textbooks, gender socialization, gender stereotypes and bias

Introduction

According to the scholars the "... sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different educations" (Sadker, 1994). In this case "different" education doesn't mean the students experience different approaches which are based on deep understanding of those particularities which the students may have from the perspective of gender differences. The authors of this conclusion argue that female students receive less quality education in comparison to the bays. Even if the international assessments as well as numerous of the researches prove that female students at a primary education have better academic outcomes than their male counterparts the differences which are observed in the classroom doesn't contribute to progress of female students potential constantly. "In fact, upon entering school, girls perform equal to or better than boys on nearly every measure of achievement, but by the time they graduate high school or college, they have fallen behind" (Sadker, 1994).

While talking about the different education of students which is based on gender it's important to determine which aspects of education are more decisive in formed inequity. The school is one of the key socialization institutions for young generation, where perception and construction of gender roles begins as early as at primary school. (Gorgadze, 2015) Gender based socialization is also reinforced at school. "Because classrooms are microcosms of society, mirroring its strengths and ills alike, it follows that the normal socialization patterns of young children that often lead to

distorted perceptions of gender roles are reflected in the classrooms." (Marshall, 1997) while talking about the gender socialization, one should underline that gender bias isn't a general trend observed at the schools but is the complexity of the details which create cohesive interaction with students through learning materials, teachers' interaction, curriculum and classroom processes. This type of gender bias is part of the hidden curriculum of lessons taught implicitly to students through the everyday functioning of their classroom.

As mentioned gender bias is acquired implicitly through the education resources which are used in the classroom. "Using texts that omit contributions of women tokenise the experiences of women, or stereotype gender roles, further compounds gender bias in schools' curriculum. While research shows that the use of gender-equitable materials allows students to have more gender-balanced knowledge, to develop more flexible attitudes towards gender roles, and to imitate role behaviours contained in the materials" (Klein, 1985) schools continue to use gender-biased texts.

According to the researches the texts offered in the school textbooks are designed so that they fit the existing guidelines on gender and race equity for textbook nonetheless at the same time "show subtle language bias, neglect of scholarship on women, omission of women as developers of history and initiators of events, and absence of women from accounts of technological developments". (Bailey, 1992)

In Georgia the textbook is considered to be key learning-teaching resource used by the teachers. Accordingly the textbooks don't provide students only with subject related information but have broader goal; the textbooks contain those massages which form students' socialisation patters. Gender socialization is one of the important aspects of this implicit process. So the question what changes can be made to create a more equitable learning environment for all children require thoughtful study of those patterns which are embodied in the textbooks. Even if it has a great importance to education teachers for recognising gender-biased tendencies and providing strategies for altering their classroom instruction behaviour, the balanced textbooks are the implacable instrument supporting teachers to do so.

The development of teachers for gender sensitive instruction doesn't solely imply changing of their attitudes and expectation towards the students based on sex differences but also means teachers' good understanding of and awareness on those aspects which conceptualize the textbooks from the gender-sensitive or biased perspectives. Accordingly those six attributes which are considered as important for development of gender equitable curriculum should be well – reflected in the textbooks. Namely, the textbooks should be "inclusive, accurate, affirmative, representative, and integrated, weaving together the experiences, needs, and interests of both males and females". (Bailey, 1992) Moreover, the gender-fair textbook entails existence of refined aspects which are translated in the content of the texts, supporting illustrations, complimentary materials and are reflected in qualitative and quantitative features of the learning materials. "We need to look at the stories we are telling our students and children. Far too many of

our classroom examples, storybooks, and texts describe a world in which boys and men are bright, curious, brave, inventive, and powerful, but girls and women are silent, passive, and invisible." (McCormick, 1995)

Country background

The textbook approval rule is based is an on the basis of the Minister's Order. In the past years the order was re-issued several times and the changes reflected in the different versions of the textbook approval included contextual and procedure related amendments. The textbook approval rule which is still in force is dated of February 25 2011 №30/n and indicates that the book will not be assessed if it contains discriminative and/or discrediting elements in terms of sex. The procedure on classification does not explain though what signs or elements can be considered discriminative or discreditable in the book. None of the components in the assessment criteria annex includes article that would oblige the author or publisher to consider that the book is developed for both female and male students and all the preconditions that have impact on the assessment must be considered in the gender context as well. Based on inadequate readiness of authors and publishing houses, vagueness of the procedure of classification and neutral nature of the curriculum from the gender point of view, protection of gender balance and gender correctness became impossible considering the given explanations.

Research Methodology

The research is based on deep analysis of the textbooks. In particular, out of 69 approved textbooks in primary school, 17 books have been selected through the stratified random selection principle and analysed. Stratification was made based on the three parameters: (a) all the subjects of primary school; (b) all the grades (I-VI grades); (c) all the publishing houses whose products are approved for the usage in primary education level.

At the same time the textbook approval rule was learn from the light of gender equality. The document analysis includes the examination of rule for approval and annexes where the details about the specific requirements stated through rule are explained.

Quantitative and qualitative methods were used for implementation of gender analysis of the textbooks. Quantitative indicators of representatives of female and male have been analysed in illustrations. Number of characters by gender in the education materials has also been analysed with quantitative method.

Qualitative method was used for analysis of the illustrations, texts and tasks. Several types of indicators have been elaborated for qualitative analysis: (a) characters and characteristics of men and women; (b) activity; (c) roles (social, political, cultural, etc.) (d) function; (by qualitative patterns and positioning of the heroes in fiction).

Also, analysis of each book was conducted in terms of the given information on gender equality: how well is the education material discussed in terms of gender and how well does it contribute to acquisition of theoretical knowledge by students re gender issues and elaboration/enhancement of positive attitudes towards gender equality.

Main findings

Quantitative and qualitative analysis of the books prove that the textbooks of primary school contribute to establishment and enhancement of stereotypes on gender roles, more specifically:

- Big part of books don't reflect the gender equality issues;
- Don't enhance positive attitudes of students on gender equality;
- Learning material in books include the stereotypes related to gender roles and functions in large quantities;

- Don't incorporate gender sensitive vision at the primary grades of the school.
- Description of the used methods and criteria for analysis of textbooks

General analysis of books

The research shows that majority of authors are women and constitute 74%, as for the illustrations – the research revealed that in 55% of the illustrations only men are reflected, number of women - is 23%, while the rest 22% falls at the representatives of both sex.

Table: Gender correlation of authors and illustrations in the analysed books

	Illustrations			Illustrations %		
	Man	Woman	Both	Man	Woman	Both
Book I	17	7	0	70%	30%	0%
Book II	18	12	11	44.%	29%	27%
Book III	59	7	19	70%	8%	22%
Book IV	45	3	9	79%	5%	16%
Book V-VIII	104	63	44	49%	30%	21%
Book IX	28	9	33	40%	13%	47%
Book X	48	7	28	58%	8%	34%
Book XI	45	48	23	39%	41%	20%
Book XII	87	35	35	54%	24%	22%
Book XIII	68	29	35	52%	21%	27%
Book XIV	55	34	28	47%	29%	24%
Book XV	90	32	18	64%	23%	13%
Book XVI	58	25	9	63%	27%	10%
Book XVII	92	93	55	40%	40%	20%
Total	814	414	347	55%	23%	22%

Below is given the analysis by the subject/subject matter in following the above described quantitative-qualitative parameters. The analysis proves the findings and conclusions revealed in illustrations and content aspects.

Subject group Georgian language and literature

In total, 4 books have been analysed in this subject group that don't greatly differ from each other by correlation of illustrations, gender distribution of authors and content indicators, gender balance and correct

representation. For example, in total, 90 works are presented in the first book, out of which 73 works belong to 38 men authors, which is 81% of the total number. 13 works belong to 7 women authors (14.5%), while 4 is folk creation (4.5%). The materials given in the books are mostly built on the information re activity, adventures, emotions and attitudes of men heroes/characters. Accordingly, it intensifies among students perception of men as a dominant gender. Small number of women heroes we meet in the books, as a rule, are of secondary/minor character. Tasks and exercises attached to texts and poems also inadequately include type of information or activity to neutralize the sharply masculine content of the given material. The grammar part is of masculine inclination. We meet some attempts of the authors to achieve gender balance through materials divided into rubrics. Though, the attempts are fragmental and similar "shift" of works intensifies the content and vision enriched with masculine inclination even more.

In total, Georgian language books are distinguished by extremely incorrect and unbalanced format and content from the gender perspective.

Subject matter of Social Sciences (Our Homeland)

The decorations of the both discussed books mostly reflect illustrations of men's portraits or their activities. As for the historical characters, despite the prevalence of men, women from different epoch with historical or religious background and workload are presented: e.g. Saint Nino (Enlightener of Georgia), Queen Nana (first Christian Queen), Sidonia daughter of Abiathar (like-minded person of Saint Nino), mother of King Parnavaz, Queen Tamar, Rusudan (aunt of Queen Tamar), Elene Akhvlediani, Medea – Daughter of Jason (from the Greek myth on Argonauts).

Books are divided in rubrics and in some cases this is quite interesting and represents one of the methods to achieve gender balance. For example, the introduction of one of the books "What and when will you study from this book" explains the meaning of the history to the student: (history) knowledge helps us to better understand our country, who were our ancestors, who we are, what we can be proud of and what is out-dated and needs to buried with the past"; this enables the students to critically think about their own historical experience and existing traditions in the society, develop their critical thinking re the historically established roles and relationship models of women and men. Though, on the other hand, this chapter clearly underlines that different traditions and culture spread in Georgia are of masculine character. In some cases, traditions that include similar firm stereotypes are delivered to students in such a way that they don't discuss and evaluate them from the perspective of modern values. We meet multiple cases in the books when analysis of the given information from a right perspective depends only on the competences of the teacher. While teaching with this book, responsibility for the results is fully attributed to appropriate pedagogical approach.

Subject group, Georgian as a secondary language

Books from level 2 through 5 have been analysed in this regard. Thanks to the authors we can say that the correlation of authors, the

content and illustrations are more or less balanced. Woman in family and profession related activities are represented as an independent person and full-pledged partner of a man. Woman's gender roles and functions are diverse and non-stereotypical. Mother and father often watch TV, go to shops. Woman is not only a housewife, but she is also a doctor, teacher and policewoman; tailor Beso is a man, girls are engaged in sports. Girls and boys in illustrations and texts are not given in separate pictures, but they interact with each other and make friends.

Despite the fact that according to quantitative indicators, man and boy more often fall at the centre of the attention of the authors, we may say that the book is dominantly free of gender stereotypes and the woman, girl is not hidden, does not carry secondary/minor character.

Subject matter of aesthetics

The texts and additional materials in the visual and applied art books directed at development of art skills are provided in a similarly interesting way for both gender students. Positive is the fact that the reproductions reflect both gender and their lives in a balanced way. Reproduction illustrations are more or less balanced, though; the decorations of the book give gender segregation by professions and activities: boys play football, mother takes her girl with a balloon to the zoo, man is a painter, doctor, and woman is a teacher. As long as authors are free in choosing the illustrations, it should not be too difficult for them to develop a stereotype free gender roles while working on the gender sensitive book. We meet Saint Nino, Saint Marine, Queen

Tamar, Ekaterine Chavchavadze, and Queen Elisabeth in the texts. In one of the books, only once we see Elene Akhvlediani's illustration, though none of the texts mention this intelligent painter. The book consists of the part "This is all my country" that incorporates texts of historical character. It would be good if the book paid more attention at the folk fine and applied art that would have outlined the merit of women authors in development of traditional art and is a significant inheritance of cultural history actually.

Musical works of women composers (Meri Davitashvili, Rusudan Sebiskveradze, Inola Gurgulia, Ia Kargareteli) are used in the music manuals and training activities. Against this background, it is incorrect not to include their photo-portraits like those of the men composers – Grieg, Laghidze, Tsintsadze, Shuman, Beethoven, and Chaikovsky. It is worth noting that among all the studied music manuals, photos that reflect activities of both genders (24%) are comparatively higher in this book. Though, it less integrates the gender. There are lots of illustrations that establish stereotypical vision on gender roles: a boy is riding the bicycle, reading a book, is naughty, throws stones at the birds; a girl is with a butterfly catcher, or with kerchief on her head brings dinner to the men working in the cornfield, lulls her dolls to sleep, teaches them (no boy doll among them). In one of the texts the aim of which is to teach the song "Sun inside and sun outside" to students is followed by an ethnographic notifications regarding the birth of a son. If the authors want the future generation to know their own faulty traditions, then they should provide particular assessments to

similar content texts that should not be presented in a neutral form (only as a bare text). In another book, while talking about the Pandora box, emphasis is put on the incorrect behaviour of Pandora. The picture of a woman, who is guilty and spreads all the evil is even intensified with associations of the Eve in the Bible. Actually, the books designated for the 9-year-old children shall not display woman in this form. The connection of this myth to the music, the issue to be studied and the purpose of the lesson are absolutely vague.

Subject matter in mathematics

Based on the quantitative analysis, illustrations are more or less balanced, though qualitative analysis outlined unequal visions on the importance, opportunities and roles of gender. In the tasks and subsequent illustrations, the roles and functions of married and unmarried and young women are demarcated. Men work, calculate faster, mend the fence, go to concerts and travel. Women eat cakes, play with balloons and water flowers. Tasks, home-works and illustrations associated to the sports, where only boys are involved are in surplus in this book. In the tasks and illustrations, boys and girls are isolated from each other and exist independently.

Economic status, income, professional activity and position of man and woman are different. Even the gifts given by parents to children develop the segregated vision. Boys are given money and precious gifts; at the same time, girls are given money-wise insignificant, gender stereotype associated presents. Girls often lack money to buy books, while on the same page, a task tells about a man - doctor, he checks 1000 people, flies abroad, takes a loan in the amount of 8365 GEL from the bank (has high salary), buys furniture at the cost of 2697 GEL and 4125 GEL cost motorboat.

Analysis of the mathematics manual is worth noting. The authors are free in their choices to balance gender roles and correctly demonstrate the activities, functions and interests of men and women. The attempt of the authors to balance gender correlation and reproduce the content stereotypes makes us think that the authors are not ready to develop the gender balanced books. In the book, voluntarily appears a vision, according to which the book consumer for authors is mainly a boy. The book unconsciously creates and enhances stereotypical vision on gender advantages and less importance, which undoubtedly finds reflection on student's consciousness in terms of gender stereotypes.

Suggestions for Change

Rules for the textbook approval

In compliance with the discriminatory and discrediting character of the aspects that define diversity in the main document of the rule of textbook approval, along with withdrawal of the book from the evaluation process, an annex shall necessarily clarify the criteria that define this irrelevance in the textbook.

Besides the cases when the aspects defining the diversity are absent in the main document of the textbook classification procedure, shall be necessarily underlined the need of consideration of those aspects, while the annex shall sharply define which quantitative and qualitative criteria provide basis for

inclusion of gender related issues in a balanced way (in terms of content, illustrations and competencies).

The expert teams working on the subject programs shall develop a special guidebook that will enable the team working on the textbook to get familiar with the content parameters set for gender sensitivity and detailed instructions on reflection of gender sensitivity in the textbook.

The annex on the classification procedure of the textbook shall give detailed description of all the criteria that will give basis for evaluation of the gender stereotype-free textbooks; this regards to the content and quantitative side of illustrations, main textual and additional materials of the book;

Textbook evaluation expert teams shall be adequately informed and trained for the evaluation of each textbook by specific criteria and gender sensitivity indicators.

Team of textbook developers that includes authors, illustrators and painters, also publishing houses and editors shall get introduced to the training programs in gender-sensitive indicators or to specially elaborated guides before the textbooks are developed to ensure the team is qualified and well-informed.

It is recommended to include psychologists, gender and gender education specialists in the development of evaluation criteria and indicators of textbooks as well as their evaluation process.

If textbooks include mandatory education materials that are stereotypical from the gender perspective though valuable in terms of other aspects, the subject standard guidebook shall necessarily provide these additional materials through the attached

tasks, teaching methods or questions that will help students to develop critical thinking and properly consider gender equality issues.

Language use

These are some examples of changes that need to be introduced in routine language use:
• Substitute the more specific "female" and "male" for the universal "he," depending on the context.

Representation

How women are represented also need to be changed. Instead of constantly seeing them as nurturing and caring, they could be seen as active, responsible and empowered members of public society portraying as doctors, engineers, lawyers, etc. This would not only compensation gender prejudice but also present society realistically. Women's economic, political and cultural productive role, as opposed to their reproductive role, should also be displayed adequately. Moreover the realm of life which refers to unpaid and unrecognized labour of household economies—cooking, washing, housekeeping, looking after animals, etc. and which is predominantly performed by the women along with the paid economic activities in their workplaceactive should be emphasized showing the role and function of women in the socio-economic development of the country.

Lessons based on popular heroes or personalities should better represent women. Examples could also be used of women who have excelled in politics, science, sports, or in professions that we conventionally associate only with men, such as law, surgery, etc.

Since the school is a main social agent for the Georgian society for many economic and political reasons it necessary to make significant steps for making textbooks well-recompensing gender imbalance, which alters the society and culture. The gender balanced textbooks doesn't mean revision of icon of females but also review of the males representation in the materials. The gender balanced textbook mean that the males like a females don't live in a narrowly defined world of violent masculinity. One of the options for re-formation of the attitudes and combat of the existing perceptions can be representation of boys in those situations where their sensitiveness, gentleness and caring nature is emphasized.

Conclusion

While resolving gender bias in the textbooks, we don't only strive for creating inclusive educational environment based on equity and equality but at the same time we reform society in large where women and men are perceived as equal and non-separate members of society. Gender relations aren't a physiological norm but are social construct, where those ways that women and men perceive each-other are filtered through socially constructed lenses. Teachers declare that in their instruction ability of the students are determinates of their success and future opportunities and the education privileges can't be based on sex differences. The gender-correct textbooks, free of stereotypes and bias makes possible to female students to reveal their education opportunities in full expanse and thus contribute to more quality, inclusive and responsive education in the country.

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Designing the Sequence of Content Acquisition for Science and Language Integrated Learning Programme for Grade 1 Students

ABSTRACT

The article deals with the action research of designing the sequence of content acquisition of English and science integrated learning programme to improve learning and engagement of Grade 1 students during their lessons of science in English. The research sample are Grade 1 students learning science in English, the teachers teaching science in English, teachers teaching science according the curriculum, and the English language teachers at Riga Secondary School No.34. Research took place in spring, 2014, and spring, 2015, and lasted for one year.

The process of creating the sequence of content acquisition of English and science integrated learning programme involved the following cycles: the exploration of theoretical background, relevant documents and teachers' opinions on teaching content and language; the analysis of the course books for teaching science in Latvia and the authentic materials from UK for Grade1 students; designing Programme 1 for integrated English and science learning, piloting the content and materials of Programme 1, defining and introducing the improvements in Programme 2 and evaluation of the Programme 2. The data were collected by questionnaires, interviews, classroom observation and field notes.

Action research provided quantitative and qualitative data for adjusting content, language, instructions and activities to improve student learning. The research helped to see what improvements needed to be introduced for the enhancement of the programme for teaching science and English for Grade 1 students, as well as to eliminate the drawbacks occurred in teaching process. Designing the sequence of content acquisition of integrated language and content programme combines the exploring the students' interests and the aims of the subject curricula.

Key words: *science, language, content, integrated learning, CLIL, cross curricula approach, programme design.*

Introduction

Languages play a key role in curricula across Europe. Attention needs to be given to the development of frameworks and methods which will improve the quality of language education. The European Commission has been dealing with the aspect of bilingualism and language education since the 1990s, and has a clear vision of a multilingual Europe in which people can function in two or three

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languages. In the increasingly globalised modern world, Grade 1 is an important time for children to learn a new language. Aside from enhancing their educational and career prospects, learning languages is fun, opening up new experiences and a chance to understand different cultures and make new friends. Many Europeans consider mastering other foreign languages useful for the future of their children.

The basis of content and language integrated learning (CLIL) is that the content of subjects is taught and learnt in a language which is not the mother tongue of the learners. Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are motivated to acquire language to communicate.

Learning science should develop and sustain students' curiosity about the world, enjoyment of scientific activity and understanding of how natural phenomena can be explained. Science education should enhance learners' questioning, wonder, seeking to find the meaning and understanding of the world around. The main purpose of science education, according to Harlen (2010: 7) is "to enable every individual to take an informed part in decisions, and to take appropriate actions that affect their own wellbeing and the wellbeing of society and the environment".

Dalton-Puffer (2007) concludes that CLIL students can reach significantly higher levels in a foreign language than by conventional foreign language classes. A large-scale study of CLIL in Germany (Ergebnisse der DESI-Studie) in 2008 found out that the CLIL learners had a higher foreign language competence when they were 15 years old than their non-CLIL control groups. Lasagabaster (2008) highlights that CLIL programmes in education can boost students' reading skills for students to manage English textbooks later on at university level. The study found out that 74 % of CLIL students scored satisfactorily on the IELTS Reading for Academic Purposes Module Test compared to 33 % for non-CLIL students. In Spain, for both CLIL elementary students and secondary students' better language competency levels are achieved than for non-CLIL students, especially in written comprehension (Gallardo del Puerto, 2007).

On the other side, there is the shortage of materials to teach CLIL. Publishing houses fail to come up with such materials as they need to be personalized for each country and each subject according to their national curricula and culture. Therefore teachers have to create their own materials, and it is time-consuming and laborious process. The materials need to be personalized to suit their learners' needs so as to enable them to develop their skills until they are working at

high levels of cognitive and linguistic challenge. Each country or school has a clear objective when defining a language teaching programme. According to Baetens-Beardsmore (1997), no one version of CLIL is "exportable". Each country has its own needs, deals with its own reality and will establish its own way of implementing CLIL as a methodology. So, CLIL can be applied taking into account the local reality and particular school context.

In order to design a science and English integrated learning programme, the following had to be answered:

- How the programme for teaching science in schools of Latvia corresponds with the existing textbooks for teaching science in the children's native language and what the peculiarities are in presenting material for native English speakers in the textbook 'Success from the Start'.

- How the integrated science and English programme for Grade 1 students corresponds with the aim of teaching science in Latvia.

Theoretical standpoints on Content and Language Integrated Learning

Foreign language educators have promoted the benefits of content-based instruction, stating that such instruction fosters academic growth while also developing language proficiency. According to Curtain and Pesola (1994) ". . . in content-related instruction, the foreign language teacher uses concepts from the regular curriculum to enrich the program with academic content . . . The curriculum content is chosen to provide a vehicle for language learning and to reinforce the academic skills needed by the students" (Curtain and Pesola 1994: 35). Content-based instruction is intended to foster the integration of language and content, viewing "language as a medium for learning content and content as a resource for learning and improving language" (Stoller, 2004). In addition, content-based instruction is beneficial because classroom tasks provide a context for language learning, is more cognitively demanding, and reinforces the existing school curriculum.

The linguist Stephen Krashen's theories made a great influence on foreign language teaching. According to Krashen (1989) while learning is a conscious process of studying and paying attention to the language, its rules and forms, acquisition on the other hand happens through the exposure to the language. This approach is very close to the first language acquisition. Krashen (1989) emphasizes that acquisition is a more natural language development process. Lightbown and Spada (2013) also put far more importance on the acquisition as a way of learning a second language because it produces fluency while learning the rules of

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a language does nothing to develop fluency. Krashen (1989: 12) states that the successful language learning "can be acquired through comprehensive input". Moreover, the level of the input must be just beyond the learners' competence level in the language, and then both understanding and language acquisition will take place (Lightbown and Spada 2013: 58).

Content based learning corresponds to Krashen's theory because it is based on interaction, conversation and using a foreign language for a particular purpose. The main goal of the content learning in a foreign language is to learn about other things through the language.

Content-based instruction (CBI) and Content and Language Integrated Learning (CLIL) are terms used for a variety of different approaches that have the commonality of integrating language and content and have both language and content-learning objectives (Stoller, 2004). CBI is the term more commonly used in the U.S., while CLIL is commonly used in Europe according to the Eurodice European Unit (2006). Content-based instruction or Content and Language Integrated Learning are broad terms describing many forms of bilingual education where a second or foreign language is used to teach subjects in the curriculum other than the language lessons themselves. In this Paper the term Content and Language Integrated Learning or CLIL will be used.

The term *Content and Language Integrated Learning* (CLIL) was coined by David Marsh, in 1994: "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language" (Marsh 1994: 3). It is important, that the word "content" stands in Marsh's definition as the first word. One of the essential features of CLIL involves the principle of being based on an integrated approach, where language learning is included in content classes. The English language is used to facilitate the understanding of the content of subject, students at the same time are developing their knowledge of English. This is because the content learning leads to language learning. According to Wolff (2007: 15-16), CLIL differs from the other content-based approaches as "classroom content is not so much taken from everyday life or the general content of the target language culture but rather from content subjects, from scientific disciplines".

Another different point of view, is given by Master (1997: 8), "Content is the point of departure or organizing principle of the course."

The framework of CLIL lies on four 'building blocks' (Coyle 2006: 9), which is commonly known as the 4Cs Framework:

Content – forms the basis of programme. It defines the subject, topic and main concepts of the programme. It provides the opportunity to study the subject through different perspectives, which can lead to achieving deeper understanding of the content.

Communication – the language to create and communicate about the content. To establish a successful learning Coyle (2006) points out that communication in this sense goes beyond the grammar system. There is the difference between the language learning with the learning of grammar and the using of language with the purpose of communication.

Cognition – reflects the development of learning and thinking in the subject content during the lesson, linking new knowledge and skills to existing understanding.

Culture – developing intercultural understanding and global citizenship. CLIL can help develop intercultural communication skills.

Through the 4Cs, content, cognition, communication and culture, students construct their own knowledge and skills (see Figure 1).
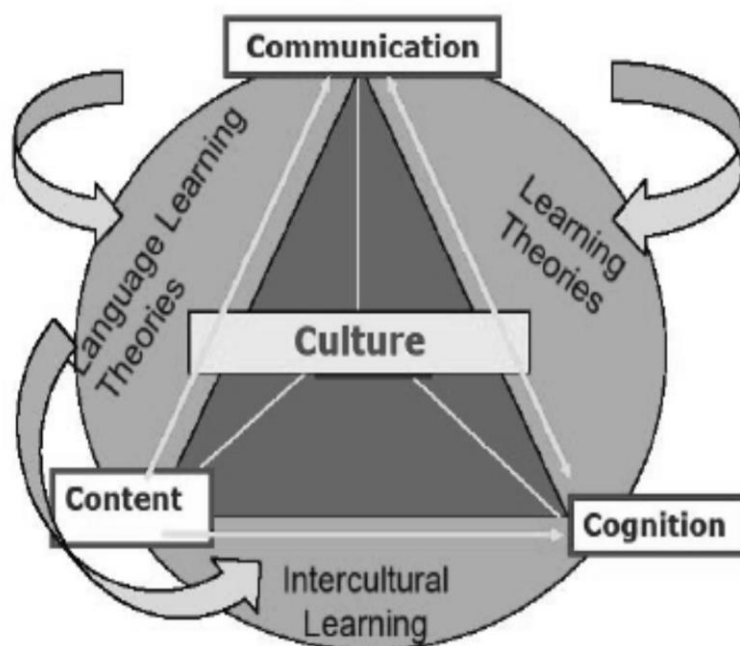
Figure 1. The 4 Cs Conceptual Framework (Coyle 2011:4)

According to the *CLIL-Compedium* (Marsh and Mehisto, 2009) the language goals have been placed among the other kinds of goals as cognitive and content goals. The cognition and content serves a basis for building communicative skills. An extract of the list of goals formulated in the *CLIL-Compedium* demonstrates developing intercultural communication skills, prepares for internationalization, provides

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opportunities to study content through different perspectives, develops oral communicative skills, and increases learners' motivation.

Rampone (2010) proposes the following basis of CLIL:

- content subjects are taught and learnt in a language which is not the mother tongue of the learners;
- thinking and cognitive skills are developed together with language skills;
- language is functional and dictated by the context of the subject;
- language is approached lexically rather than grammatically;
- learning is improved through increased motivation;
- CLIL is based on language acquisition rather than enforced learning;
- language is seen in real life situations in which students can acquire the language;
- fluency is more important than accuracy and errors are a natural part of language learning;
- the learners develop fluency in English by using the language to communicate for variety of purposes.

Summing up the content of subject is given the priority in integrated content and language learning. The process of acquiring

the content gives the students the opportunity to develop the English language skills. The content and English integrated learning does not only improve the language competence of the students, but also enriches their cognitive development and cultural growth.

Content and Language Integrated Learning in Latvia

The political and social situation in Latvia determined the need for the Latvian language learning as a meaningful aspect for sustainable development of the country. The low level of Latvian language skills of the part of the country's citizens was notified after the status of the Latvian language was enshrined in 1998. The national Programme for Latvian Language Training was established in 1995 and it claimed for the implementation of new methods and political decisions for stimulating the learning of the Latvian language. Content and language integrated learning has been known in Latvia for more than 10 years and is mostly applied in minority schools, where subjects according to curriculum are learnt bilingually. The development of content and language integrated learning methodology was set as the aim of Latvian language development (Programma 2006). Bilingual education was introduced in schools of Latvia starting with the primary school and continuing for 12 years through the

secondary school. The course books for bilingual education were published.

On the other side, Latvia is a small country and the foreign language learning is one of the most important directions of the country. Content and language integrated learning is one of the ways to develop the foreign language proficiency for students. As Lapinska (2015: 67) points out "CLIL approach is an important tool for increasing students' motivation and the development the students' cognitive skills".

Vaivade (2015) emphasizes that the aspects of integration, globalization and socialization are topical for students, and education should satisfy the needs of students. Using the CLIL approach (see Figure 2.) the students can not only learn languages, but also reach different aims, as integrating in the European society for further studying and working, using different sources of information in foreign languages for further self-realization or developing the ability to learn.
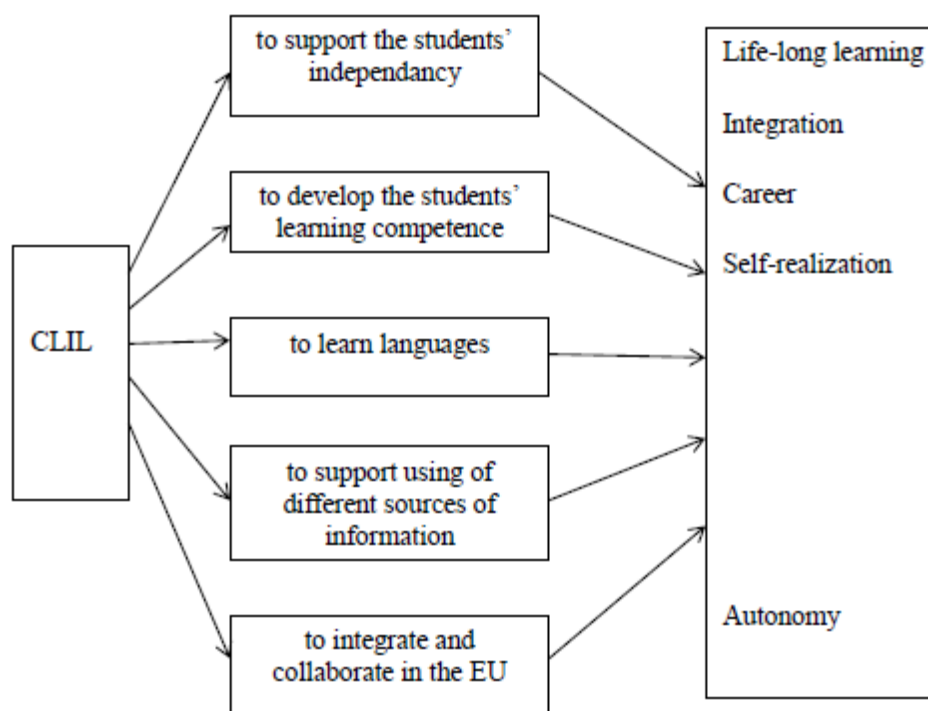
Figure 2. The short-term and strategic aims using CLIL approach (Vaivade 2015: 93)

Latvia is looking forward to multilingual society, to learning not only Latvian, English, but also other languages as German, Russian and French, which are taught in schools of Latvia. The aim of the multicultural education is to prepare for a life in a multicultural society. It includes different forms of education and strengthens educational opportunities and involvement of students in social life of the country.

The Principles of Cross Curricula Approach to Programme Design

As Coyle (2009) stated planning the curriculum for CLIL needs a concernment of teachers to focus on the development of active skills and deepen the learning of language and subject area content. In CLIL the sequence of content learning determines the language that will be needed. Coyle (2009: 20) emphasizes "one of the central challenges for CLIL teachers is to develop activities and select resources which provide sufficient challenge linguistically and cognitively". The difference between CLIL and traditional methods of language learning and teaching is that during CLIL lessons the new ideas on content, concepts of the content and language are presented at the same time.

According to Kerry (2010) there are three levels of effective curriculum planning:

- long term planning aims the setting out learning for between one or two years;

- medium term planning aims the setting out the learning for a term or half term;

- short term planning aims the setting out the learning for a unit of work, normally between one or four weeks duration. In addition the short term refers to planning for a specific lesson or sessions.

The long term planning for the school, where the integrated programme was applied, meant the setting out learning for three years – Grade 1, Grade 2 and Grade 3. The medium term planning meant the development of programme for one school year and in the case of this action research – for Grade 1 students. The short term planning meant the planning and the development of topics and the lesson plans for the designed programme.

Common features of effective planning, as Fautley (2013) concludes, include:

- clear objectives, related to the stationary curriculum;

- plans that focus on developing skills and concepts as well as knowledge;

- planning that takes into account children's prior learning;

- planning that involves children in the process;

- planning that is flexible;

- planning that makes the learning relevant to children;

- strategies for inclusion and differentiation;

- activities well matched to objectives;

- opportunities for first-hand or investigative learning;

- links made between subjects.

According to the set plan for designing the integrated science and English Programme (see Figure 3), the first step for

designing the programme was to formulate the purpose of the programme according to the needs and the interests of the target group. The next step was to specify the outcome of the programme and the objectives, taking into account the content and language, which was defined during the previous stage. Long term planning included planning the aims and setting out learning content in terms of the school year. Short term planning consisted of detailed planning of activities to acquire the content and reach language aims. The methods of teaching and the types of assessment were defined during this stage.
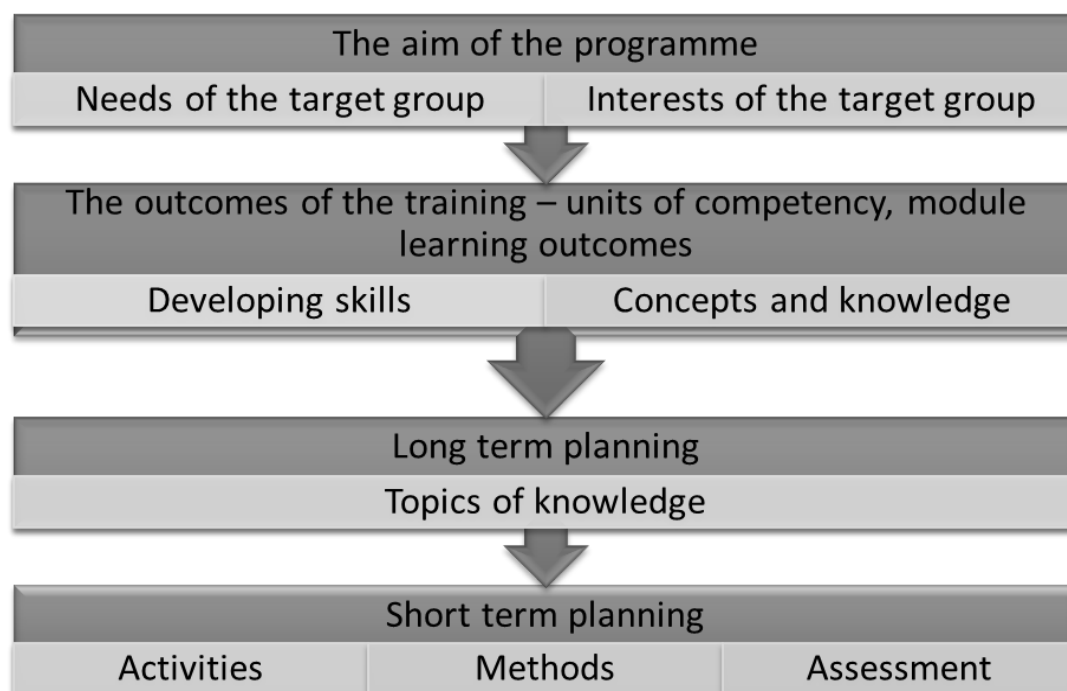
Figure 3. Steps for Designing and Developing a Learning Programme (Griņevska 2015: 15)

Action Research on Designing English and Science Integrated Learning Programme for Grade 1 Students

Riga Secondary School No. 34 with 1038 students and 92 teachers is a school specialised in teaching English. In 2011 the immersion programme, where science, maths and arts were taught in English by English language teachers was launched in primary school. The goal of this immersion programme is to develop primary school students' English language speaking skills. The action research has been chosen as it provides quantitative and qualitative data for adjusting content, language, instructions and activities to improve student learning. The aim of the research was to improve learning and engagement of Grade 1 students during their lessons of science in English. It was essential to see what improvements of teaching science and English needed to be introduced for the enhancement of the programme for teaching science and English

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for Grade 1 students, as well as to eliminate the declines and drawbacks occurred in the process of teaching. Grade1 students learning science in English, the teachers teaching science in English, teachers teaching science according the curriculum, and the English language teachers participated in the research. The research took place in autumn, 2014, and spring, 2015, and lasted for one school year.

Data collection methods were questionnaires, teachers' interviews, classroom observation and field notes. The process of the research consisted of 3 phases and is depicted in Figure 4.
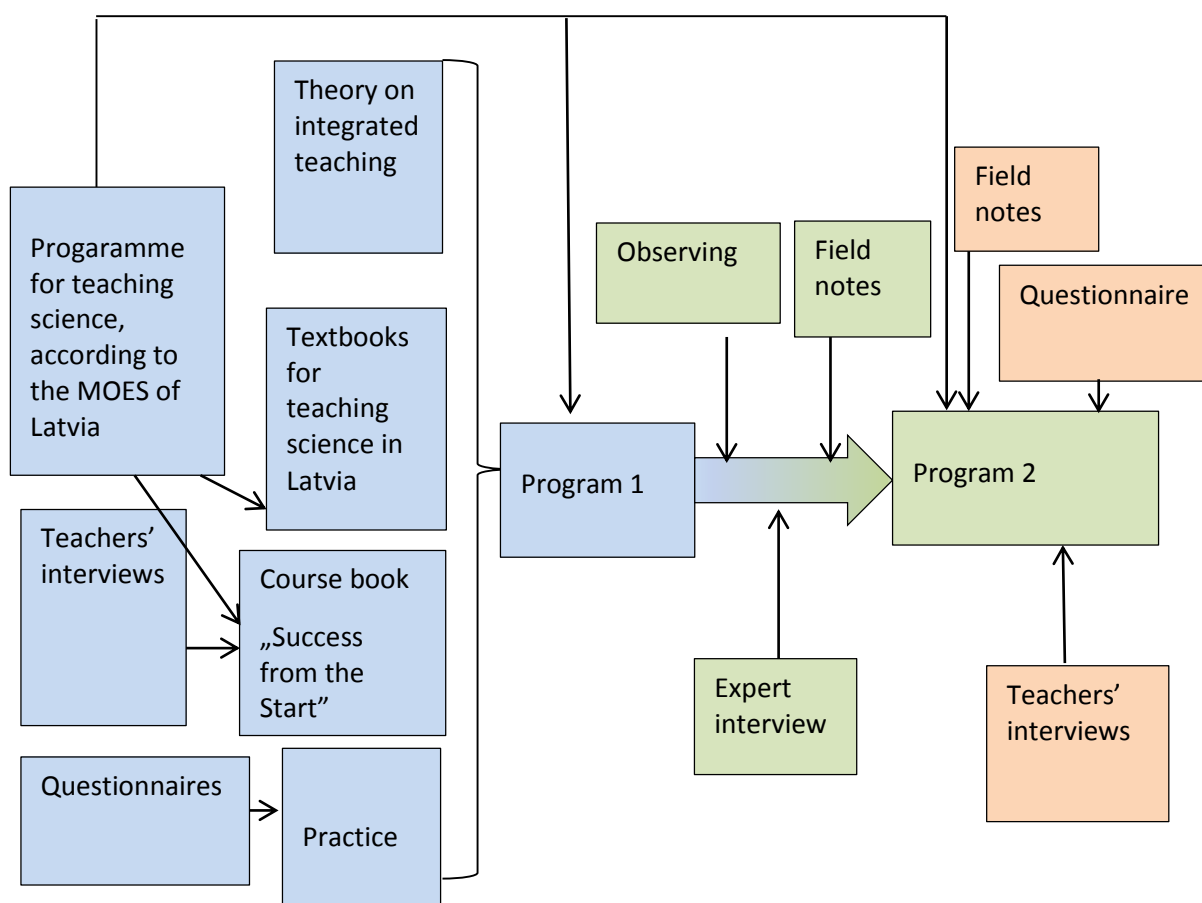
Figure 4. Process of the Research (Griņevska 2015: 21)

Phase 1. The action research started in spring 2014. In the process of practice the necessity of science and English integrated learning programme for Grade 1 students was defined. The Grade 1 students' preferences: the students' topics of interest in learning science as well as their preferred activities were clarified by a **questionnaire**. Analysing the data received from the questionnaires, the author of the Paper found out that the students preferred such topics, as animals and human body. The students of Grade 1 did not like

such topics as materials and plants. The reasons for the low level of "likes" could be the materials used during the lessons. Students' favourite activities during the learning process were handicrafts, doing experiments, matching, and colouring. These activities were planned to be applied for designing the materials for integrated programme.

During the first phase of the research, **textbooks for teaching science** in Latvia were analysed. 2 textbooks have been analysed: "Izzini pasauli/ Explore the World" by R. Arājs and "Dabaszinību bilingvāli/ Natural Sciences Bilingually" by Ņ. Lekse. The first course book "Izzini pasauli/ Explore the World" by R. Arājs includes the set of four books: Text Book, Activity Book, Tests and Teachers' Book. The target audience of the course book is Grade 1 students in schools in Latvia. The book is written in Latvian. Summing up the language of the course book, the book is worth using not only in schools of Latvia, where the language of learning is Latvian, but also in minority schools, where the language of learning is Russian because the language difficulty is appropriate for teaching science in Latvian. The number of new words, presented in each lesson, is appropriate not only for teaching content, but also for teaching language.

The second textbook "Dabaszinību bilingvāli/ Natural Sciences Bilingually" by Ņ. Lekse includes the set of two books as

Text Book and Activity Book. The target audience of the course book is the Grade 1 students in minority (children whose native language is not Latvian, Latvian is learnt as the second language) schools in Latvia. The book is written bilingually in Russian and in Latvian. The content of the course book is compatible to the age of the learners. It is at appropriate comprehension level for the learners. The content of the course book includes not only science topics, but also many poems, proverbs, riddles and interesting facts. Some key words are presented in two languages, some texts are introduced in Latvian and some texts are in Russian. Some questions are asked in Latvian and some in Russian. There is also poetic language is presented in the course book. The texts in the Russian language are of the appropriate level of difficulty, but the texts in Latvian are difficult to understand to children whose native language is not Latvian. Both texts perform informative function, but texts in Latvian are more difficult to understand without additional explanation or translation. The materials in Russian are presented at an appropriate reading level, so as students can read the text independently. The materials in Latvian are difficult to read for Grade 1 students who have been learning Latvian for the first year and it is impossible to reach such proficiency in reading. The book corresponds to the needs of the learners, as the information is provided taking into

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account the age of the target audience and their demands. The content evokes the students' interest in natural systems. The units are arranged logically and are student-centred.

The method of **course book analysis** and **interviews with the teachers** who taught science in English were applied to examine the course book "Success from the Start" and understand the peculiarities, advantages and drawbacks of the course book. The book is published in the UK for 5-7 year old students whose native language is English. The course book includes the set of two books as Text Book and Workbook. The course book "Success from the Start" does not correlate with the curricula in Latvia, as the aim of the book is to prepare the students in the UK for passing the national test KS1 where the demands differ from Latvian curriculum requirements. The course book "Success from the Start" was used for teaching science for Grade 1 students and it turned out to be rather difficult to use in Latvia for the students whose native language was not English, besides using authentic materials from the UK did not correspond with the aim of learning science in Latvia and did not give considerable outcome for leaning science and English for Grade 1 students. The course book did not present exercises for learning English, as language learning needed repetition and many exercises on the language. All the interviewees said that the

course book was not intended for independent reading by students of Grade 1. The interviewees advised to add the topics on solar system, animals, plants, parts of a tree, vegetables, fruit, and mushrooms. At the same time the teachers emphasized that the course book helped to reach the main purpose of the immersion programme – communication. The interviewees stated that the course book did not include interesting and stimulating activities for learning science and English. Summing up the data, received from the interviews, the topics on solar system, animals, fruit, vegetables, and trees were included in the Programme 1 as they correspond with the programme for teaching science approved by the Ministry of Education and Science of Latvia.

As a result of the first phase of the research, the Programme 1 for science and English integrated learning for Grade 1 students was designed taking into account the theoretical background for designing the CLIL materials, the data from Grade 1 students' questionnaires, the data from teachers' interviews, the results from the course books analysis and the programme for teaching science approved by Ministry of Education and Science in Latvia.

Phase 2 started in autumn 2014 when the teachers started to use the designed programme. The designed Programme 1 and the designed materials were used for teaching science in English in autumn 2014. The

Programme 1 was piloted doing lesson observations, making field notes and organising expert interviews.

The following criteria were included in the observation checklist and analysing field notes:

- The compatibility of the content of the material to students' age;
- The compatibility of the content of the material to students' interest;
- The compatibility of the language of the material to students' age and the level of English language proficiency;
- The clarity of teacher's instructions;
- The stages of the lesson provided;
- The time planned for each activity;
- Students' interest in the activities;
- The signs of boredom, anxiety or lack of discipline;
- Something unexpected;
- The appropriateness and necessity of the topic;
- The necessity and clarity of visual aids;
- The necessity, clarity and applicability of video materials;
- The ability of students to use their previous knowledge and experience;
- The suitability of tasks for different language skills;
- The suitability of tasks for different learning styles;
- The use of adapted language that facilitates understanding;

- The use of group work to promote understanding.

The level of achievement was scaled as very well, satisfactory, attention needed. The hot reflection of the observer and the feedback of the teacher was added after each lesson. The field notes included the researcher's views on the lesson's activities. The field notes consisted of scratch notes and the preliminary conclusions, made after the lesson.

The following decisions were made to be introduced in Programme 2:

- the games for kinaesthetic activities should be added;
- the text for reading should be adapted for the level of reading for Grade 1 students;
- the number of new words should not exceed 8 words;
- it is better to present new information in pictures or schemes, not giving textual information;
- more games should be used for drilling the vocabulary;
- handicraft activities help students to use the English language in natural way;
- more songs should be added for practising language usage;
- total physical response activities should be used for Grade 1 students.

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Science and English Integrated

Programme for Grade 1 Students

(Programme 2)

The aims:

to develop the students' interest in natural

systems and exploring the natural processes,

to develop the understanding of the diversity

and unity of nature in order to achieve a

positive attitude towards environment and

healthy living style,

to develop students' communicative and

socio-cultural competences in using English.

The objectives of the programme are:

- to acquire the basic research activities
  on science;
- to explore the natural systems and
  processes in order to understand the
  diversity and unity of nature;

- to understand the importance of
  science achievements in people
  everyday lives and to be aware of
  taking care of environment and the
  necessity of healthy life;
- to communicate in oral and written
  English;
- to develop cognitive and
  metacognitive skills;
- to compare students' native language
  and the English language;
- to understand the role of language in
  studying science;
- to create positive attitude to others
  and the world;

The programme was designed for 91 lessons

(3 lessons a week). The sequence of content

acquisition is described in TABLE 1.

TABLE 1. The sequence of content acquisition in Programme 2

Topic	The number of lessons	Language
Introduction The world around us Plants Animals Humans Materials Physical processes	2 lessons	To name some plants (tree, flower), animals (cat, dog), humans (girl, boy), materials (metal, wood), physical processes (rainbow, smoke).
Alive or not alive	2 lessons	Features of alive and not alive creatures Categorising (plants, animals, materials, etc.)

Types of plants	2 lessons	To name the types of plants (tree, bush, grass, algae, etc.)
Parts of plants	3 lessons	To name the parts of a plant and the functions of the parts of a plant
Fruits, berries and nuts	2 lessons	To name the fruits, vegetables and nuts. Colours. I like … I don't like ...
Vegetables	2 lessons	To name the vegetables
Trees. Parts of a tree Types of trees	2 lessons	Name parts of a tree (roots, trunk, branch, twig, crown) Types of trees (oak, birch, fir tree, pine tree etc.)
Revising	1 lesson	Collaborative group projects. Plants in the neighbourhood.
Domestic and wild animals	2 lessons	To name the domestic and wild animals. Habitats.
Farm animals	1 lesson	To name the farm animals and the reason people grow them. Plural forms of nouns.
Pets	1 lesson	To name pets. To make a story about a pet. I have got …
Wild animals Wild animals in Latvia	2 lessons	To name the wild animals. Counting. How many...?
Animals and their babies	1 lesson	To name the animals and their babies (cat – kitten, a dog – puppy, a pig – a piglet, etc.)
Life cycles of animals	2 lessons	Life cycles of a dog, frog, butterfly, etc.
Parts of animals bodies (mammals, fish, insects, birds)	3 lessons	To name the parts of bodies (wings, legs. beak, tail, etc.) and to describe animals, using adjectives (big, small, long, short, etc.)
Classification of animals. What do animals eat?	3 lessons	Classification, using the keys (mammals, reptiles, insects, etc.). Venn diagram. (Carnivores, omnivores, herbivores)
Sounds of animals	1 lesson	
Revising	1 lesson	Collaborative group projects

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		My favourite animal.
Humans and parts of human's body	1 lesson	To name the parts of human body.
5 senses	2 lessons	Speaking, according to a patern. (I use ... for ...)
Human's skeleton	2 lessons	To use the names of bones and their functions
Inner organs.	2 lesson	To name the inner organs and their functions (The heart pumps blood, lungs for breathing, stomach for digesting food, etc.)
Healthy living	2 lessons	Daily routine
Healthy eating	3 lessons	Food pyramid
Revising	1 lesson	Collaborative group project. How to grow healthy.
Materials in nature	2 lessons	To name the materials. Natural and materials made by people.
Materials (solid, liquid, gas) Water	2 lessons	Reversible changes (melting, freezing, evaporating and condensing)
Properties of materials	4 lessons	To speak about properties of materials (hard, soft, opaque, transparent, etc.) Floating and sinking. Irreversible changes (burning).
Using of materials	2 lessons	Glass is made from sand. T-shirt is made from cotton. … is made from …
Sorting waste.	2 lessons	
Revising	1 lesson	Collaborative group project. Using of materials.
Solar system	2 lessons	To name the planets. Ordinals numbers.
Day and night	2 lessons	Reason of changing day and night. Nocturnal animals.
Seasons	4 lessons	To speak about the activities in different seasons. Weather. Equator. Northern and Southern poles. Temperature.
The Earth	2 lessons	To name the oceans and seas.

Oceans and seas		Animals, living in water.
Continents	2 lessons	To name the continents. Superlatives.
Countries. Latvia. Countries in Europe	3 lessons	To speak about countries. Flag. Coat of arms. Currency.
Landforms. Landforms in Latvia	3 lessons	To speak about the neighbourhood and landforms in Latvia.
Revision	1 lesson	Collaborative group project. Countries.
Sound. Characteristics of sound	1 lesson	Loud and quiet.
Light Rainbow	2 lessons	To speak about the sources of light. Rainbow colours.
Electricity. Alternative and direct current	2 lessons	Sources of electricity.
Forces. Gravity. Friction	2 lessons	To speak about forces, as the causes of movements.
Inventions and inventors	2 lessons	To speak about inventions. Electricity, light bulb, airplanes, telephone, etc.
Revision	1 lesson	Collaborative group project. Inventions and inventors.

Phase 3 started in spring 2015. In the process of piloting Programme 2 **the field notes** of the integrated lessons were made. The same teachers that designed and improved the programme during Phase 2, were teaching science in English using Programme 2 and the materials. Afterwards face-to-face **structured interviews** were carried out in three groups: the interviews with the teachers, teaching science in English, the interviews with the English as foreign language teachers and interviews with science teachers in primary school. The questions for the teachers teaching science in English were about the content, the language and the activities of the Programme 2. The questions for the English as a foreign language teachers were about the language of the materials and the activities for learning English. The questions for the teachers teaching science were about the materials' correspondence with the Ministry of Education and Science approved programme, the content correspondence with the age, needs and the interests of the Grade 1 students, the accurateness of the information,

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presented in the worksheets. The activities, arrangement of units, the size, format and print of the worksheets presented in the programme were discussed during the interviews.

To spot Grade 1 students' preference changes in science topics, **the questionnaires** for students were designed. The data were compared with the data received from Questionnaire 1. The data of questionnaire revealed that the most successful topics in the integrated programme were the topics on solar system and animals. The topics on human's body, the Earth and the light should be developed and improved. The topics on the materials on plants and materials should be revised, changed or developed further.

Conclusion

By completing the cycles of action research carried out to explore how to design the sequence of content acquisition of English and science integrated learning programme for teaching English and science to Grade 1 students, several recommendations can be put forward:

1. The growth of students' interest to learning science in English has been observed in 2015 and it could be explained as a response to the science and English designed programme for Grade 1 students.

2. Content and materials should relate to the lives of the learners, correspond to the previous knowledge of the learners. Teachers need to organize materials in the following order: familiar language, familiar content, new content and finally new language (Mohan, 1986).

3. The activities should be sequenced according to Bloom's taxonomy from low cognitive to high cognitive thinking skills: remembering, understanding, applying, analysing, evaluating and creating and taking care of students' learning styles – "various sensory modalities (visual, auditory, tactile, etc.) as continuous sources of new information that must be integrated with prior knowledge to determine a course of action that is appropriate to a person's goals and motivations" (Wayne 2007: 45).

4. In the process of planning the lesson, the language of learning, the language for learning and the language through learning (Coyle et al., 2010), the intensity of cognitive load, the activities for collaborating and scaffolding instructions should be considered.

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Language of Education, Its Importance and Perspectives in Bilingual Education in Samtskhe-Javakheti

ABSTRACT

The article deals with the importance of language of education and perspectives of bilingual education on the example of Samtskhe-Javakheti. Non Georgians (Armenians) in the region have all opportunities to get education on their native language so they don't have to change their cultural orientation for complete integration. Co-established rule gives them an opportunity to preserve their native language, be adequate to the state language, Georgian culture and social challenges.

The issue of global bilingualism the formula of which is - English +Native language is supported with the current historical and economical processes. Learning English became actual in Samtskhe-Javakheti. Parents' motivation is defined with reality English would help their children to be employed in foreign labour market easily. Here we perform a parallel with the bilingual model existed in the past and today too: -Russian + Native language and discuss the motivation of choosing the second language.

The issue of bilingual education is in the process of establishing in Georgia. It will have a definite influence on language situation in Samtskhe-Javakheti as today there are schools with bilingual teaching.

The article deals with the first results of bilingual teaching and teachers', students' and parents' attitudes towards this issue. With the help of a questionnaire we evaluated the level of development of language skills. Bilingual teaching and reforms of local non Georgian schools are the important instruments for integration.

It is recommended that multilingual teaching will be based on a voluntary choice of schools .

Key words: *Samtskhe-javakheti, bilingual education, language education, integration, motivation, state language.*

In our opinion, the reason if its actuality is on account of the developed ongoing historical and economical processes in that period, that resulted in becoming English prestigious worldwide, among language majorities as well as ethnic minorities. The tendency spread out in Georgia too and learning English became quite demanding in

Samtskhe-javakheti either. Mostly, parents believe that if their child learns English well at school it will help them to find jobs easier. Nowadays in Georgia, bilingual education becomes actual though it is still questionable. There is no doubt that in its time it will have a certain effect on existing language situation in Samtskhe-javakheti.

Because of the schools already existing with bilingual instruction, we think there is a need for discussing the issue. We took a deep look at the primary results of bilingual teaching, interested in teachers', students' and parents' attitudes towards the issue.

With the help of a questionnaire we evaluated the level of development of language skills. Bilingual teaching and reforms of local non Georgian schools are the important instruments for integration. It is recommended that multilingual teaching will be based on a voluntary choice of schools.

"The limits of my language mean the limits of my world" - (Bleyhl, 2000: 7) this popular quote of Wittgenstein is discussed in different context and generally implies the interrelation of language and logic, but in the era of multilingualism it has gained another meaning and has become actual. And it is true that, the world we know and live in would be as rich as our language competences can be. It is quite common that language is an instrument of communication and to be a part of any society it is very

important to learn the relevant language, but the point is that as more the processes of globalization are strengthening, as more we want to go abroad and discover new different cultures.

It is paradox but evident that globalization pushed the world to rethink about their own languages and take care of them. Even in the countries where there are no federal divisions internal linguistic problems were emerged. Moreover, in the targeted countries where people tend to emigrate, the interests of Diasporas regarding language became important.

In respect of minority language and the rights of ethnic minorities who speak in state language, it has started to teach native language through different educational institutions. Georgian people always have relationships with many people around the world or ethnic group. These relationships were determined by geographical situation or cultural-economic cooperation. Ethno cultural contacts were reflected in Georgian language structure and vocabulary. The detection of foreign linguistic layers indicates the historical development of Georgians and their socio-cultural relationships towards different nations. On the other hand, Georgian language has its own contribution in the historical development of other languages. Having regard to the challenges of different cultural

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languages, Georgian language played an important role in terms of maintaining independence of Georgian people. Researching the contacts between languages and its specifics is one of the important modern linguistic issues. This problematic issue allowed linguistic researches being done in that direction.

In the process of formation linguistic thinking of 20th century the role and function of contacts between languages were clearly emphasized. *The aim of the following article is to understand the language as an instrument to get education.* From the *fields of language utilization education is one of the active and diverse sphere. Understanding the language education is extremely important in Samtskhe-javakheti region. Non-Georgian population (Armenians) lives together with Georgians in this region. According to 2012 year data, the population of Samtskhe-javakheti was estimated to be 208 thousand people. Akhalkalaki municipality is the largest city by population, 62 thousand people live there. The fewest people live in Aspindza municipality with* 12700 people. By ethnicity the majority of populations in Samtskhe-javakheti region are Armenians. More specifically, there are more than 95% of Armenian population in Akhalkalaki and Ninotsminda. Tottaly, 56% of Georgian population and 40% of Armenians live in the region. *Doukhobors who are a* christian religious group of Russian origin settled in Gerogia and lived in the villages of Ninotsminda. Now very few of them live there. From the moment of settlement they were formed as separate ethnographic group with different customs, traditions or way of living (http://samcxejavakheti.blogspot.com/p/blog-page_19.html).

Some of the elders of population know Turkish language. In this kind of linguistically diverse region interrelation of languages and their functional distribution have always changed. Inter-ethnic cultural dialogue was and still is very important. In modern society bilingualism is a problematic issue. It has become a matter of politics. It is true that in Georgia, bilingualism as phenomena *existed for centuries, but this problem was solved* spontaneously. As far as Georgian language was promoted as language education, bilingual education became particularly actual. There is no debate about the importance and necessity of scientific research and analysis of the problem.

On the example of Samtskhe-javakheti we will discuss about the importance of language education and bilingual education perspectives. In our region non-Georgian population have all the opportunities to get education *on their language, to satisfy their cultural interests in terms of developing*

various fields such as press/media, theatre, *art etc. For the regions like Javakheti it is* necessary to pay attention to the advantage of bicultural education. Along with the second language acquisition, a learner acquires new culture that is different from her/his own culture and in addition, her/his intercultural competence raises. A learner becomes tolerant towards other cultures and confessions and what is more, her/his cultural space extends, that ultimately helps her/him to gain solidarity and the habits necessary for being part of multicultural society or for achieving cohabitation with various ethnic groups. Here ethnic minorities do not have to change cultural orientation in order to fully integrate with majorities. *The* *reality in Samtskhe-javakheti and the way of* *living gives them opportunity to maintain* *and protect their native language and pass* *on values to the next generation. Also, this* *gives them an opportunity to be absolutely* *adequate and prepared for the social* *challenges as well as for the challenges of* *state language and Georgian culture.* Nowadays in Georgia, bilingual education is becoming actual. It is still in the process of development. There is no doubt that in its time it will have a certain effect on existing language situation in Samtskhe-javakheti. Because of the schools already existing with bilingual instruction, we think there is a need for discussing the issue. If for many

European countries bilingualism basically means to know English as well as your native language, here in Georgia (Samtskhe-javakheti) and some other countries it means to promote state language development on a proper level.

In 2010, the amendments were made **in** *the Law* **on** *General Education. The* *subparagraph was added to the second* *clause according to which multilingual* *education is "education that aims at* *developing and deepening language* *competences of students. This means to* *develop the instruction in education system* *that will increase the effectiveness of* *learning and usage of languages".* *According to these amendments the* *development/implementation of* *multilingual education was added to the* *functions of* **National Curriculum and** **Assessment Center** (*Law* **on** *General* *Education, 2005). We should mention that* *we do believe that bilingual education is* *important. We support the policy of* *Ministry of Education which promotes civil* *integration* **of** *ethnic minorities through* *multilingual education. The primary* *outcome of this process should be the* *linguistic integration that would* *eventually* **lead** **to** *the improvement of* *academic achievements, social integration* *and increased chance of employment. At* *the same time we share the opinion which*

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states: *"despite the fact that the discussion on bilingual education reform in Georgia has started because of the problems of state language instruction, we should not forget the main goals & objective of bilingual education: development of balanced bilingualism in students without any academic failure and ensuring the opportunity for students of getting education on their native language in order to provide academic achievements"* **(Tabatadze, 2015). This facilitates the process of formation of successful citizens and we should admit that proper command of the state language is a decisive factor.**

Nowadays when bilingual models are being elaborated at schools and the base is being created in order to solve this very important issue of education policy, we think it is crucial to consider the actions taken during the last period in the instruction of Georgian as a second language. These actions created the basis on which bilingual modules can rely. We interested in what are the perspectives and impacts of the changes in our region after the implementation of the state programs. The first issue we tried to research is motivation, because we think that motivation is the main factor for language instruction. We tried to go deep in that. In general, nowadays motivation is something that considered being the key of successful

learning. D. Uznadze (Uznadze, 1964) called motive as the psychological basis of behavior. There are also the cognitive theories of motivation according which the function of human thinking is the most important (Gogokhia, 2012: 27). When discussing motivation various types of motivation are mentioned. But basically there are two types of motivation: extrinsic and *intrinsic motivation. Intrinsic motivation is defined by individual skills, interests, socio-cultural characteristics or psycotype of a person. Considering all these factors, intrinsically motivated person chooses the activity, as in our case - second language. In case of* extrinsic *motivation, choosing second language depends on many factors and it changes all the time in accordance to social-political, economical situation or the language policy of the country. The principle of* extrinsic *motivation relates to the desire to achieve success and to integrate better into society through the language.* Extrinsic *motivation is defined by the environment, in other words by encouragement that comes externally.*

The aim of the research was to identify what kind of motivation defines learning languages by interviewees and how they understand the role of bilingual education in learning first, second and other languages. We also interested in which are the priority foreign languages in Samtskhe-javakheti and

what motivates learners choosing these languages or which languages are popular and how important bilingualism is for employment. In addition, what are the *effects of bilingual education* and how bilingualism defines academic achievement of learners, how acceptable bilingualism is for non-Georgian population and what has changed after the implementation of Georgian language State Programs in that field.

Research methodology **included interviews with parents, teachers and students. Totally 100 interviewees participated in survey research (Armenian students, teachers and parents from the villages of Kardigami, Tskruti, Pamaji, Khando; Armenian students of Samtskhe-javakheti State University; Georgian teachers working in non-Georgian schools through state programs).**

The research results were quite interesting. The language hierarchy for Armenian respondents is the following: first language is Armenian and second language is Russian for majorities. Only 25 interviewees (basically students and pupils) name Georgian as their second language. Middle aged respondents have average command of Georgian as a second language. From foreign languages youngsters have average and good command of English whereas elders have average command of

German and English languages. 14 interviewees who basically are the middle aged population of village Kardigami know Turkish well.

As for the Georgian participants of survey, their responses were different according to their age. Mostly Russian is a second language for elders whereas English is for youngsters. Accordingly, in language hierarchy German or French are on third place in terms of average level of language knowledge. Georgian teachers who work in Armenian school named Armenian as a fourth language. We asked respondents to tell us how and where they used languages. Their responses have made clear understanding of which type of motivation defines choosing languages by respondents/learners. Integral and instrumental types of motivation have arisen, which are considered being as extrinsic motivation. This kind of motivation, on the other hand, is empowered by *intrinsic motivation and as interviewees believe, Georgian language teachers who are involved in state program are considered to be the reason of this. They not only taught their students Georgian language but got them closer to Georgian culture as well. By doing so, these Georgian language teachers have brought a new perspective to the village which resulted in developing the newest*

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instructional methods and creating modern interactive lessons.

New instructional methods and various interesting activities created the strong interest and joy of learning that on the other hand has changed the attitude towards learning not only Georgian as a second language but in general other learning disciplines as well. Teachers state that the attitude towards learning has changed generally and became more actual. State programs played an important role in that process. Besides, the employment and integration perspectives seem to have appeared. Parents' attitude toward learning has also changed as they realized that their children have a chance to get education in Georgia. Georgian visual materials and symbols have appeared in schools and Georgian state language has a great deal of respect now. Populations of villages who do not have any communication with Georgians basically have to learn Georgian language at schools and only use the language there. They think that communications with Georgians would be very helpful and good for language acquisition. The exchange meetings and events organized by Georgian as a second language teachers and coordinators are very important and helpful but not enough. Nearly all respondents of the survey believe that Georgian as a state language should be a mandatory language.

They say that because of their knowledge of state language they can get education, learn something and communicate with public/society. The majority of respondents think that when working at state institutions they would not have any impediments/barriers in case of knowing Georgian language. So we could say that the motivation of modern youth to learn languages is supported by pragmatic aims. As a reason of their decision to learn languages, a few of them, as opposed to the elders, name a desire of deepening the knowledge or getting to know other culture/literature. Choosing English is also supported by the chance to get a job successfully. When evaluating this part of the survey, obviously we could state that the motive for choosing second language is related to the extrinsic as well as *intrinsic motivation. In terms of that, we could also talk about the growing interest of learning state language.*

As for bilingual education, respondents showed a positive attitude toward it, though only a few consider themselves bilinguals and think that the skills and competence developed at school are not enough. Due to the compact residence of non-Georgian population, there are yet no bilingual students and bilingual classes at schools. After piloting programs bilingual lessons are being conducted in history and music. By

providing bilingual textbooks the elements of bilingual lessons are also integrated in social and natural subjects. In piloting schools bilingual lessons are mostly being conducted with the support of Georgian language teachers. The reason of that is the lack of learning resources.

Integrated lesson, in other words content and language integrated learning is developing here step by step. This alternative approach in Europe is considered to be the best for learning foreign language. The respondents of the survey positively *assessed the bilingual lessons. They believe that it will enable young people to continue studying at universities and will help them to integrate better into society. On the other hand, respondents have mentioned that the content of the subject often misfocused on bilingual lessons as learning language comes in the first place. Eventually, children know the specific terms and have lack of knowledge in subjects. They think that translation of the content is* time-consuming process *on bilingual lesson.*

Respondents also complained about not paying proper attention to the teaching of Armenian language and history. According to the opinion of interviewees it is truly important that the textbooks of Georgian literature cover the works of foreign authors but in terms of intercultural education together with these works, it is better to cover

literary texts as well that representing the friendship of Armenian and Georgian nations and the stories for children.

As for language of instruction, the majority of the respondents think that choosing Armenian as a language of instruction means to maintain their national identity. Though they can only study in other language, in our case in Russian in Russian school in Akhaltsikhe. The main reason why they choose Russian as a language of instruction is the real chance to continue studying or get a job in Russia.

After analyzing the research results of multilingual education we could come to a conclusion that attitude toward bilingual education should be emphasized. On the other hand we should think about the reality we face during implementation of bilingual education. According to the research results these two factors seem to be very problematic. Theoretically speaking, the interviewees show positive attitude toward bilingual education but in practice it cannot be achieved. Particularly this happens because of the relevant human resources are not available. In terms of that, we believe that the ethnic minority students, the students who entered the universities through Georgian language program would become a valuable workforce. Their right professional orientation might guarantee to fill the gaps in human resources of bilingual programs at

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schools of the region. It is necessary to deeply analyze the existing situation and make conclusions. Taking into account the positive attitudes of the students is also important. Making real changes happen is one side of an issue. The second and also very important point is that the schools should understand the concrete model of multilingual education in full context and not in parts without analyzing the perspective.

As we know this issue is being discussed in state institutions and soon it will be possible to offer schools several models developed by considering Georgian reality. In addition, it will be really important that the implementation of the model would be based on the choice of a school.

In our view, education is the way of effectively solving integration related problems in multicultural society. For that purpose language serves as an important tool of education. The impact of language and education policy depends on various factors especially on a right vision statement of the country.

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Second / foreign language teachers' challenges and the ways of solutions

ABSTRACT

The article presents the main challenges, which second language teachers have to overcome to perfect language teaching process and enrich new methods and approaches. The opinions expressed in the article are based on theoretical study and on my professional experience. Challenges faced by foreign language teachers depend on:

- the sociocultural and political context of the language training;
- what is students' composition (age, social and economic status);
- students' mood and willingness to study the language, the target language status;
- if the language, taught by the teacher is his/her native language or not;
- in general, what are educational and, in particular, linguistic education traditions in a particular region.

In our article, we will try to show a few, in our opinion, significant challenges, that formally appear in almost all cases of teaching a second language and mark the required skills and knowledge of a second language teachers to deal with the problems.

• **Diversity of the audience** is one of the key challenges especially (but not only) in adult learners. The scientific literature indicates the following: the cultural, socioeconomic, linguistic and academic diversity, which is typical in today's student population, requires foreign language teacher to work with students, whose needs, educational experiences and native language skills are very different from those of students they have typically taught. (Valdes, 1995; p. 299-328). In addition, of course, the factors, that have traditionally existed about the audience, and which are familiar to practicing teachers still remain. In our view, these factors might be considered as the students' emotional diversity, intellectual differences, motivation, different quality and access to the target language, differences in the technological skills and, of course, in advance knowledge.

In my opinion, this is one of the most difficult, but at a certain level predictable problem to overcome. For solving the

problems a teacher should know pedagogical and psychological theories on foreign language teaching and, in our opinion, the most important thing is that at the beginning of a career, at an early stage a student should be allowed to conduct a lesson in a different educational environment and conditions that gives the best example of experience. If it is not possible, because of the curriculum, it will be good to give students at an early stage the opportunity to watch foreign language teaching process record and discuss in this regard. As for practicing teachers, we think the best way is sharing experience and analysis of colleagues' and own working process, so-called "scientist-practitioner approach" (Berninger, Dun, Lin, Shimada, 2004; p. 500-508).

• **"Dealing with sensitive issues".** Figuratively speaking, a foreign language teacher is in the epicenter of cultural gathering. The target culture in the context of a second language study is one of the decisive factors of second language acquisition. It is known that "culture and communication are inseparable, because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to decide how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages might or might not be sent, noticed or interpreted. Culture is the foundation of communication." (Samovar, Porter, Jain, 1981; p. 5)

Language learning and specifics of teaching involves a lot of issues for mastering, which are different from the norms and beliefs prevailing in the student's culture. One of the most important challenges second / foreign language teachers have to overcome is to deliver it thoroughly and delicately. This problem is particularly acute when it concerns linguistic / ethnic minorities or immigrants and when cultural inversion occurs, i.e resistance process to the dominant culture for the integration process or bicultural ambivalence, the double sense, reflected in their native culture by their sense of shame and hostile, negative attitude towards other cultures.

In general, expressing respect, recognition and appreciation to other countries and cultures (including the target culture) can be considered as the basis for an adequate response to this challenge. It is considered effective introducing the target culture films, properly selected folklore, literary and publicist works (or their fragments) and other texts (cooking recipes, songs with lyrics..) focus on cultural issues to get information about it from the authentic sources and develop tolerance towards the new culture.

• **Thematic language (themes principle) teaching**. Real knowledge of the language is not only knowledge of its vocabulary and grammatical structures, or switching smoothly from one language code to another. Language knowledge means the ability to use it in real communicative situations. Therefore, we need knowledge of the issues and themes that learners have to meet in real-life communication situations or will have them in the future. In addition, a foreign language teaching strong tradition should be taken into consideration that not only lexical-phraseological units, but also the rules of grammar and structures are taught with a specific topic. The list of issues is almost endless, but the teacher will be required to know and teach learners such subjects as: the nation (nations) history, geography, politics, social issues, health care, banking and financial sector, legal systems and, also, high level knowledge of their vocabulary is required.

• One of the most important challenges that foreign language teachers face is **an instruction (teaching) language**. Should a teacher use the student's first language (although, according to a class composition, it may be either a learner's first language or any language, which both students and teachers speak) to teach a foreign language? For decades important discussions about this issue (more accurately, the usage of first language) have been going on in the scientific community. It is known Stephen Krashen's point of view that second language (in its broadest sense) is taught mainly in the same way as people study their first language. This idea has been the basis for the opinion that using the first language in teaching the second language is not recommended. (Tang, 2007, pp. 36-43)

According to the second approach, „the use of L1 in the L2 classroom by both teachers and students can be beneficial in the language learning process. Once an appropriate balance is achieved, the use of L1 will enhance an L2 classroom."

(Morahan,http://www.labschool.pdx.edu/PD_Mini_Modules/images/8/81/Morahan L2inL1class.pdf)

Naturally, in this case a teacher is required to know the target language as well as the instruction language and if necessary to modify the instruction language as a teacher language (language that teachers use in the teaching process and is considered as the simplified speech for students). If the language is too childish or different from natural producing of target language it may be harmful for learners. Thus, teachers are required to decide:

• when and how much should be used the language of instruction different from the target language.

- to find the exact balance in producing and using "language teacher".

Teaching experience and flair are important, but they are insufficient and unreliable factors for solving this task. From my teaching experience, to make a decision using the language "works well", there are following factors:

- asking various questions (oral and written) for clarification if the students understand the conversation or what they read or hear in the language of learning.

- students form a short summary from what is said/read/ heard in learning language, until the teacher makes a decision.

- Get a feedback from the students, and then select the proper linguistic repertoire.

It should be noted that in this regard challenges are much more serious and goes beyond the issue to use or not to use the first language. The point is that students in many foreign language courses can not speak any language but their native one (for example, people who immigrated to economically developed countries, national minorities, who have got monolingual education in their native language). In such case a teacher faces two important challenges:

1. Students do not have any experience of learning a new language.

2. And the second - explaining complex and abstract ideas when the exclusive use of the first language (including paintings, sound imitation or pantomime) is almost impossible.

Knowing methods of teaching foreign language and diversity of approaches and ability of selecting an adequate method to the specific theme is another challenge.

Stephen Noushen, a recognized researcher in second language teaching, believes that there is no best method of learning language. " Is there a best method for learning a language? Unfortunately, the answer is no. Language learning can occur through all kinds of methods. What is most important is that good principles of learning are applied... These all have their supporters and attackers. Each method has its strengths and weaknesses and there is no research that shows the superiority of one method over another. It is fine to follow a particular method although it is not necessary. (Noushen, http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/foreign-language_1125.pdf)

We totally agree with Muriel Saville-Troike's opinion about combining of methods, that she suggests in her fundamental work "Introducing Second Language Acquisition": "The array of social circumstances and individual learner factors which we have explored indeed suggests that there can be no one "best" method that will fit all, and a combination of different methods is undoubtedly the wisest approach". (Saville-Troike, 2012, გვ. 188).

Using of information technologies in the teaching process. A computer plays more and more important role in second/foreign language education. In general, language education (and, also, in nearly all aspects of life) can't do without using the global trend of information technologies. Specialists point to the positive results of its application. These are the most tangible services and accessible to almost unlimited resources, easy sharing of experiences and cooperation. (Sierra;

http://www.hltmag.co.uk/jun09/sart06.htm).

In addition, we believe, it is no less important for students to bring closer learning-teaching process to natural and convenient environment. Considering that the overwhelming majority of learners represent further generation after "digital revolution", which means that electronic resources are part of daily life, it is completely obvious the importance to enrich the course by

information-technologies, because it allows more comfortable environment. (K.Gochitashvili http://multilingualeducation.org/storage/uploads/ articles_contents/ 150122053812.pdf).

General recommendations:

The article presented the major problem, which teachers have to deal with and our opinions about their elimination. At the end of the article we offer some general recommendations that will make easier for language learners difficult and labor-intensive process, and will give teachers the opportunity to create most comfort for their students and their activities will become effective.

- Establishing close links between theory and practice will give efficient operation of the educational process. On the one hand, teachers should be able to transfer the theory into practice, on the other hand, to observe own practice, research own experiences and implement obtained results in the teaching process.

- Teaching language can not be reduced to "readily available" level for students. Language should be taught in the context and not only study issues should be changed according to students' needs, but the methods and approaches.

- Teachers should not depend only on the available resources. They should be ready to create materials taking into consideration specific needs.

- Teaching language is a dynamic field. University education can not cover all the needs of practicing language teachers. Professional development (including self-development) should be an integral part of life in teacher's career. We believe that continuous education is one of the most effective solution.

To respond to the challenges language teachers are required to know not only the subject, psychology and pedagogy foundations, but have also some personal qualities, if they exist in this case language courses are much more productive and efficient. These include, above all, flexibility, creativity and openness. Teachers do not have to look like a "technician", (Lawes, 2003; pp.22-28), whose duty is only transmission of information or knowledge. A teacher must be a person who plans training process from beginning to end, and takes responsibility for the decisions and success of the process.

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Ethics and English Integrated Learning
in Latvian Primary Schools

ABSTRACT

The article deals with the experience and reflection on teaching practice and Master's Research Practice carried out in the Master's Study Programme "Teacher", focusing on the topicality of education nowadays; more specifically, *interdisciplinarity and especially content and language integrated learning in primary school education.* An idea of content and language integrated learning developed as an alternative to the existing methods through focusing on the features and challenges of ethics education in Latvia.

The article describes the case study on ethics and English integrated learning in primary school, including expert-interviews with primary school and ethics teachers and higher education lecturers who prepare lectures and courses for content and language integrated learning teachers. Interviews have been conducted to find out the role of value education and subject integration nowadays. Ethics and English integrated learning has been practised in the second grade. The data have been collected by a questionnaire at the end of the semester.

Recommendations for different target groups based on the theoretical and the research part of the research have been made.

Key words: ethics, language, content, competence, integration, CLIL.

INTRODUCTION

Subject integration has already been occuring informally for several years; however, recently the main objective has been the strengthening of cross-curricular links. Thus, students are updated on the idea that everything in this world is related – from everyday things to high level scientific disciplines. Linking subjects can be regarded as a step in consolidating the concerns of the society. In order to reduce the growth of differences among various political forces, religious organizations, ethnic groups, subcultures etc. in this century, the younger generation should be directed towards tolerance and holism which are the basis of humanistic pedagogy. The integration of

subjects could be positively beneficial in a global context.

Content and language integrated learning

Based on the definition provided by Coyle, Hood and Marsh (2013), content and language integrated learning (CLIL) is an educational approach that focuses on two crucial aspects: teaching content and language at the same time. As these authors have emphasized CLIL is not a newly introduced form of language neither in education, nor in other subjects. CLIL is an innovative combination which roots partially in bilingual education and particular educational theories.

Looking into both distant and relatively recent history, the authors mentioned above suggest that gaining new knowledge on a variety of subjects in a foreign language has already been topical in the ancient Rome. Romans educated their descendants in the Greek language, so that they would not have only language skills, but also the freedom to act freely in the social and professional areas within Greek territories. There has been a similar experience in Latvia during different periods of time, for instance, during the rule of the Russian Empire when "since 1890 all subjects were taught in the Russian language starting from the first grade, except for religion" (Ābelnieks, 2012). By contrast, during the 18ᵗʰ and the 19ᵗʰ century mostly German was used for teaching in the schools

of the territory of Latvia (Lazdiņa 2015: 6). Additionally, the British colonies all over the world should be mentioned, where the English language dominated in education and other areas, even if it was foreign to the locals at the time (US Legal, n.d.). Therefore it can be concluded that content and language intergration in education has been familiar in practice for far longer than in theory. Content and language integrated teaching in Latvia is initially associated with the education of minorities. Education institutions offer education programmes oriented towards minorities where bilingual education of varying intensity and quality is implemented according to the needs and the prior knowledge of a learner. Part of the parents belonging to the group of minorities send their children to schools where the primary language for learning is Latvian in order for them to acquire the content through a second language.

The examples mentioned above refer to integration of content and language in the process of learning involving historical and political reasons; nonetheless, currently there are other significant aspects to highlight: migration, learning and working abroad, marriage between people representing different nationalities etc. (Lazdiņa 2015: 6). Thus, a language and particularly a foreign language is a means of building social relationships on a global scale.

Consequently, it is becoming increasingly important to learn a *living* language and the acquired knowledge must be related to everyday situations.

In order to facilitate the introduction of CLIL in education, there is a need for specialists of this area, particularly, specifically educated teachers.

Therefore, it can be determined what a CLIL teacher should be like. Bertaux, Coonan, Frigols-Martín and Mehisto (1999) have dealt with this question summarizing the competences characterizing a CLIL teacher. *The CLIL Teacher's Competences Grid* consists of two parts: the first part describes the necessary competences in order to form the basis for a CLIL training program and to be able to represent it; the second part lists the competences that facilitate the practical implementation of CLIL for the teacher.

The need to be informed about the latest in the area of CLIL is mentioned in *The CLIL Teacher's Competences Grid* (1999) as one of the CLIL teacher competences which can be achieved by getting acquainted with the latest articles in the media, trying out new teaching materials in practice as well as attending CLIL courses, conferences and peer activities. By engaging in an active flow and exchange of information, the CLIL teacher serves a role of an "assistant, partner and guide" in front of the students; however,

in this case on another level than within the usual learning environment (Bertaux et al., 1999).

Parkay and Fillmer (*quoted by Andersone 2010*) define the basic knowledge and basic skills needed for employees, including teachers. The teacher's ability to be flexible, open-minded and interested in working in a multicultural environment is essential. This competence is based on both knowledge and the ability to respond to diversity positively and emotionally. The intercultural competence of a CLIL teacher should be attributed as one of the key features. The informative material *CLIL skolotāja kompetenču režģis* [The CLIL Teacher's Competences Grid] lists a number of indicators of competence such as:

- Linking the CLIL language aspect to the corresponding culture (from characteristic environments, such as the English-speaking countries);

- The progression of the students' understanding and curiosity beyond the stereotypes pertaining to the country, society and culture of a particular CLIL language;

- All the possible support from both subject teachers and CLIL teachers in creating contact with individuals coming from another culture, either virtually or in person (Bertaux et al., 1999).

For a teacher to prove themselves efficient, one of the competences that they

possess should be the ability to organize anything. Anyone who works in the interest of the society and who works with the people must have the following qualities: the ability to plan, set targets, establish contacts, motivate fellow human beings etc.

Integration in education is becoming more and more explicit and appreciated regarding either a separate topic or even an entire extent of subjects. In the glossary of pedagogical terms the word *integration* is defined as "the process in which individual elements and parts of subsystems are connected into one systematic entirety. In the educational process it is, i.e., topic and problem solving, learning and research efficiently linking the knowledge and skills that are acquired in separate subjects" (Skujina, 2000: 69). This competence should be specifically highlighted as an important part of the organization of CLIL education where the subject content is combined with a foreign language.

By combining four elements – communication, cognition, content and culture – it is achieved that with the content and language integration the use of language for effective learning ensures proper acquisition of this language. The skill of using language as a learning tool is developed: teachers have the possibility to demonstrate it as a model and ask the students to use it outside the content and

language integrated learning as well. Consequently, the cognitive processes or, in other words, cognition is developing making the learning process *live* and *active*. The cultural element of this structure is a unifying framework which structures the combination of formal curriculum and personal experience.

To summarize, content and language integrated learning is a constructive, holistic, humane and student-oriented approach. The learning focus is directed towards communication, fluency of language and understanding. The tasks during the lessons should be inclusive of all students taking into account their age, their interests and the diverse abilities. Content and language integrated learning is a creative process for both the teacher and the students (Grigule, 2014).

The aim of the research was to study the features of methodology of content and language integrated learning for ensuring cross-curricular links within integrated ethics and English language learning process in primary school Grades 1 to 4 as well as to develop recommendations for different target groups.

The method

The research has been designed as a case study. Both qualitative and quantitative

data collection and processing was included in this case study.

Interview was chosen as the qualitative data collection method. To gain experience with content and language integrated learning several lessons of various colleagues were observed; additionally, integrated ethics and the English lessons were planned, conducted and reflection on them was made. Questionnaires were selected as the quantitative data collection method. Totally, 31 people participated in the research: teachers, university lecturers and students.

The study happening from September 1, 2011 to May 15, 2015 was based on a sequence of steps which complemented one another and contributed to the research results.

The first step of the research was the formation of personal pedagogical experience. This could also be called the stage of problem awareness or the need for a creative approach to teaching ethics in primary school in order to improve the quality of learning and to refine the results of a learning process.

The second step of the research was the exploration of the corresponding literature. The sources were comprised of information on ethics as a science, a practice and a subject in today's global world. After exploring various literature sources, it was concluded

that concerning teaching ethics in Latvia it is clearly formulated *what* to teach and it is suggested to consider *how* to teach as well, but it is done without mutual integration of subjects.

The aim of the third step, the interviews, was to ascertain the opinions of experts on the expediency and benefits of the integration of subjects at the primary level. The interviews provided the views of experts comprising of primary teachers, ethics teachers and university lecturers whose ideas substantially coincide with the theoretical and methodological framework of the literary sources.

The fourth step of the research was to conduct content and language integrated learning lessons in the second grade for 20 students also including lesson planning according to the content and language integrated learning principles and learning plan implementation. In total, 10 CLIL lessons were conducted.

The fifth step of the research involved surveying second grade students who participated in the content and language integrated learning lessons; the aim was to find out their attitude towards this type of learning. Completing questionnaires was made part of the learning process of the ethics lessons which meant that this survey was carried out in the natural environment.

The sixth step of the research was the collection, analysis and comparison of all the received data (from interviews, questionnaires and the integrated learning experience).

Results

In primary schools in Latvia the curriculum of Grades 1 to 4 consists of the following subjects: Latvian language, literature, English language, mathematics, science, sports, ethics, religious studies, social sciences, visual arts and music.

Ethics as a subject and as a part of the students' everyday experience is a persistent phenomenon and without it the process of learning and general education would not be complete. Moreover, ethics should be especially highlighted in a specific context within a wide range of lessons, for example, when encouraging discussions about ethics in sports, art (music) ethics and also to talk about respecting the different tastes of one another as well as the respect towards different subcultures. In addition, it is necessary to talk about work and school ethics where some of the main features are honesty, responsibility, sense of responsibility etc. Obviously, these and other ethics-related issues are addressed in the curriculum of ethics for Grades 1 to 3; however, *at the right time and place*, it is significant to emphasize and even role-play

situations which are discussed only theoretically.

After analysing the responses from the primary school teachers on the most successful approaches and methods in the learning process, the following aspects may be highlighted: verbal activities, involvement of technologies and methods that are based on different kinds of communication. According to the answers given by the interviewed primary school teachers, the unifying factor for successful teaching methods is related to a mutual learning and cognitive process between the teacher and the students; thus, contributing to the primary school students' understanding of general wisdom which would allow them to thrivingly implement the acquired knowledge in real-life situations.

The value of languages in education

Looking at the role of language in a global context and the language policy in Latvia, it can be understood that bilingual education is probably not yet sufficiently recognized as a particularly important contribution to the future of the younger generations.

Lecturer Edīte has thoroughly and encouragingly expressed her opinion on the importance of bilingual education in the life of an individual. Initially, she starts with her personal experience:

"I am a bilingual person myself. (..) There have been various languages around me ever since my childhood and I speak various languages, some in my daily life, some within my family and some outside of my family. Currently, I use 3-4 languages continuously while working… the sooner the languages are taught, the better."

Regonizing the rapid global, scientific and digital development nowadays, the command of several languages is greatly valuable for anyone not only intellectually, but also explicitly practically because the the ability to freely switch between languages from a young age is of great value in today's world. Bilingual understanding of a wide range of areas can be a determining factor relating to the possibilities of an individual's development and growth as confirmed by lecturer Edīte:

"And this new generation, (..) the digital generation, at the very beginning they, while still being children, are able to find everything quickly on the Internet and rthe English language is not really an obstacle to them; they watch cartoons in English. Then this

desire should not be stopped, but continued at school as well."

Children nowadays are called the digital generation and they encounter bilingualism at an early stage of their lives; therefore, for instance, they learn the English language not only at school, but also in their everyday lives. This may be a factor that reinforces the desire to learn English better in order to use it in the everyday life more efficiently as well as to integrate in the today's globalized society more successfully. As a result, it must be concluded that the integration of a foreign language in various subjects is an actual necessity with great potential:

"To show the students this link with the real life and CLIL itself shows that a foreign language is not detached from a subject. Then one benefit is the development of the language and the promotion of this competence and another one is to learn the terminology taking into account the future, so also competitiveness because thanks to languages people can travel, find jobs, study."

It is unpleasant and confusing when even primary school students question the meaning of everything that has been learnt and the need for it in *real life*. Foreign languages as a subject, however, are able to maintain their topicality since the digital generation is able to assess the English language even through recreation and

entertainment, meaning, movies, music, computer games etc., as pointed out by lecturer Edīte.

The competitiveness in the labour market, as mentioned by lecturer Edīte, is discussible and possible to analyse already with primary school students, for instance, as part of ethics lessons. This could help motivating the students to learn, having a discussion about the necessity of foreign languages whilst mentioning examples from the experience of the parents, relatives and family friends.

Solving primary (ethical, bilingual) educational issues amongst colleagues

Perhaps solving educational issues amongst colleagues is different in each educational institution based on school traditions, the mutual relationships and helping policy as well as the interest to integrate. This can lead to confusion; also, taking into account the normal working principle, it might seem disadvantageous and impractical. Nevertheless, the first impression after successful collective consultation may vary. Thus, it is positive if the colleagues can mutually unite with the help of their professional experiences; communication presumably facilitates resolving problems and difficulties. In the case of teacher Ieva, because of the necessity of introducing a new teaching method the

unanimous interest and cooperation of the colleagues has led to the improvement of the personal professional quality:

"In the beginning when this idea of the need to teach something bilingually began, then we had a closer connection because the beginning was like "wow": how it happens, what to do. And I know that in Lower-secondary school we also have it like that; they needed more help, but what I needed in words, I did not need from foreign language teachers. I would love to find out how the link is created and I would love to create programs together. What information the English books have and for the link to be tighter, I would create my own plan and the thing that you teach in English could be closely connected with art."

Consulting and cooperating with colleagues has similarly affected teacher Sanita as well. More importantly, successful ideas for projects have derived from collective negotiation not only for just one, but for several teachers:

"We have grand plans. We have written a number of Erasmus projects for colleagues. I intend

to qualify as a primary school teacher and then we will try to introduce CLIL in the primary school, while it looks like one of my colleagues has already received approval and will continue working in the Lower-secondary school. We have a teacher with a degree as a mathematician-engineer, so she will teach it through mathematics more. We have also discussed this with the linguists. For the time being teachers find it hard to understand why it is necessary, but when it comes to the fact that we have a commerce section in our school where commerce lessons would require using the English language because of general economics and so on, then… well, then we are slowly looking through language, through mathematics, commerce in high school. Our school then would have something that would make it special. I think, however, that many schools still have something similar."

The possibilities discussed within the collective evolve as qualitative use of previously unconscious or unnoticed resources which is a positive and significant achievement criterion of an educational institution. Such experience of unity and purposefulness is a way to strive for growth which benefits both teachers who choose to escape the routine of work and students with an exciting and productive learning experience.

The teaching methods discussed above, namely, pair and group work, the ability to listen to classmates, are the things that cannot be taught, if the teacher is not ready to cooperate and to have positive communication with their colleagues. Similarly, they cannot motivate students to achieve growth, if a teacher or even the whole school staff is not interested to adopt solutions for innovative development of education and other issues within the school as well as globally.

The attitude of primary school students towards learning

The primary art teacher Ieva points out what promotes a good attitude towards learning, in her opinion:

> *"They like these experimental things. (..) they need to be allowed to play (..) they need to be allowed because in the later years, which is purely dependent on the age, they will not want to do it anymore."*

This kind of experimentation and willingness to play precisely correspond the characteristics of the previously specified age group and teacher Ieva is a positive example who takes into account children's natural interests and is able to assess the children's needs and priorities in different age groups.

Primary school students find it especially interesting to encounter various types of activities and unusual things, therefore, the introduction of content and integrated learning in a particular subject which possibly has been relatively similar in each lesson before could be something new and interesting. It attracts more attention; hence, it should be integrated in the everyday lives of the students more successfully.

The students were asked similar and yet different questions in nuances: *which language would be better in order to learn Ethics* and *which language would be better to learn all the subjects at school*. Most students chose the answer that lessons should be conducted in both Latvian and English. Some students would prefer learning only in Latvian. This could be explained with the lack of confidence regarding their English language skills. Attention should also be given to the least popular answer where only a few students would like to learn all subjects only in English. It is a significant factor, if a second grade student seriously considers the

possibility and willingness to learn all subjects only in English. Possibly, in the future such a desire might grow as a result of globalization.

CLIL resources - teachers and teaching materials

Content and language integrated learning resources for teachers may differ and therefore the experience related to CLIL acquisition may vary. As told by teacher Ieva, CLIL is acquired by teachers with different levels of language knowledge:

"There were courses. (..) We were several teachers from this school that participated in them. I was in a bilingual part where the majority was English, but we were teachers, each at a different level, (..) the level of language was very colourful for us. Yes, and one of the colleagues, from this school as well, had a lot about purely bilingual; what it means, that there are less languages. (..) And only after these courses we started to deal with this topic at school and analyse it a little bit and work with it."

According to the experience of teacher Ieva, acquiring CLIL is a time consuming and gradual process.

Teacher Sanita who has spent a lot of time preparing CLIL materials also has a similar experience:

> *"With CLIL you need to think about the topic, task and vocabulary more on that day. It is more structured. (..) text books containing CLIL are being introduced slowly. It takes a lot to prepare. It takes a relatively longer time."*

On the other hand, teacher Sanita, for example, had an interest in some kind of difficulties in the professional field in order to introduce changes in the normal course of work:

> *"The language I understand. The content of textbooks is boring. The content of the program is even more boring. In that case you need to have something in your life that you can complicate. And that is CLIL. A lot is put together and then it is interesting; there are examples from real life. There are no schemes, nothing like that. And as I had written previously, children have characters in those text books and I find it easier to work with this. If I create worksheets, then they are exactly how I desire*

> *and I work in a way that I want it to advance."*

According to teacher Sanita, this kind of change in the teacher's professional environment should be seen as positive. This offers a wider range of options in dealing with teaching materials as well as the relation to the previously mentioned real-life experience is important.

Lecturer Edīte mentions resources available daily as a good way of learning CLIL, namely, news and information sources from abroad as well as the possibilities that the Erasmus exchange offers which functions as a a natural CLIL method developer for the students that participate in Erasmus and for those who host these students:

> *"Speaking of adults, it is daily routine, I think, since also at university we analyse materials in Russian, English and German languages. (..) All the recent literature sources and latest researches, everything is in English. (..) And it has also been promoted by Erasmus students who visit us and then they are in the auditorium when a significant amount of time English is used and, of course, also Latvian."*

In turn, lecturer Edīte has also had negative experiences whilst using CLIL resources:

"If we view the first grade, then despite the fact that scientists have evidence that the sooner we learn a foreign language, the better, there are insufficient resources. (..) both materialistic and people resources and I can once again say that there is a serious risk, if the CLIL method is used by a person who has a weak command of English; then the solution could be one teacher and another – one is an English teacher and the other is a teacher of the particular subject. However, we come to the resources again! Because where can the government get such resources to ensure it, or maybe the local government... The influence is positive, but the implementation stage is uncertain."

Although the content and language integrated learning is a potentially successful teaching method, the quality of its performance is limited in the availability and quality resources. For each subject teacher to be able to teach using the CLIL method, it would take a considerable amount of time to either learn a new language or a new subject. The second option is that an expert of a certain subject conducts a CLIL lesson together with a certain language expert; therefore, the resources would be doubled for one lesson. The development of CLIL in Latvia has noticeably increased, but for a

further development of a broader spectrum it would need the promotion of CLIL resources.

Analysis of the ethics and English integrated lessons in the second grade

Ethics and English language integrated learning in the second grade was conducted in one of the schools in Riga for an entire semester. The teachers of this particular institution have experience in practising bilingual education in such subjects as visual arts, science (including physics and chemistry), maths and economics and especially foreign languages. The English language is among the priority subjects at this school; thus, English is taught twice a week starting from the first grade and later on even two or three times more.

The basics of English are taught by professional and knowledgeable teachers providing the equal acquisition of all language skills: speaking, writing, reading and listening. Therefore, it is observed that the students feel comfortable enough to include English in their daily activities outside the particular subject. Taking this into account, the idea of content and language integrated learning in ethics lessons was born to complement the existing topics of the ethics curriculum as well as to reinforce the topics covered in English.

Unlike traditional ethics lessons where the learning process is conducted with the

material "Ētika. Burtnīca 2. klasei"[Ethics. Workbook for Grade 2] where everything is based on this workbook and the content is driven this way whilst the language aspect becomes secondary, so the already existent tasks in the workbook had to be adapted with additional materials.

A significant difference from the "regular lessons" is setting two goals for the goals content and language integrated lessons:

> The aim of the content depends on the requirements of the ethics curriculum;

> The aim of the language is mostly based on the topics acquired in English lessons at the same time: learning vocabulary, strengthening the understanding of usage of grammar rules, sentence formation etc.

Further there will be a reflection on five ethics and English integrated lessons, briefly describing the successes and challenges. The topics of these five lessons are mutually not related and chosen in a way to depict the diversity of the lessons and the appropriateness of implementing the content and language integrated learning.

In preparing these and other lessons the students' interests and mutual relations on a daily basis were analysed. In collaboration with the class teacher and the English teacher the curriculum was specified in order to develop the cross-curricular link between subjects.

My household chores

Students were not warned about a lesson where learning ethics will be combined with the English language. However, they did not show surprise and gladly used the foreign language. The particular lesson was easy to adapt to the content and language integrated learning because the topic *household chores* is included in the English language program, so there was no doubt as to its suitability for the particular age of the students. The students understood most of the instructions in English (task conditions and remarks about behavior).

The selected worksheet with 20 household chores was more difficult than it should have been for the first integrated lesson. There was a lot to be translated, a lot to be read and it was necessary to correct pronunciation mistakes. It took almost 15 minutes to analyse and understand the worksheet.

Pet care

The topic of this lesson (pets and caring for them) turned out to be successful in terms of adapting it to the content and language integrated learning. This topic consists of

many answers to ethical questions; therefore, it was easy to start the conversations with students. The students' attention was attracted and held by the opportunity for everyone to think of their own pets at home or in their country-side homes. The language aspect was successful as well, whilst locating the important words, writing them down, pronouncing and memorizing them. The students' knowledge was enriched during this lesson because the topic of pets was not yet mastered in the English language lessons.

Nonetheless, there was a risk that any of the students could not have had a pet. Two of the students did not have pets, but the issue was resolved by imagining a pet of a relative or a friend.

Feelings

During the preceding week the students had learnt the vocabulary of the topic "feelings"; therefore, this ethics and English language integrated learning lesson was based on the revision of this topic. During this ethics lesson, unlike the other content and language integrated lessons, the students could see a closer connection to what they had learnt in the English lessons as the emphasis was put on what had been learnt recently; also, it was known that later in the week there would be a test in English. In turn, the opportunity to view various pictures of children in the world and learning stories

about them fascinated the students as listeners. Perhaps a lot of the facts they heard for the first time in their lives and it left a significant impact; for instance, the fact that there are countries where children of their age (8 years) are forced to work to earn a living.

At the beginning of the lesson the students expressed disappointment that this lesson would be seemingly about the same thing as the previous English lessons. Adapting to the situation, the tasks were changed rapidly one after another in order for the students to not get bored and maintain a certain level of interest.

To each their own and the key is to get along!

During the course of the lesson it was possible to make sure that the objective had been achieved: the students understood that everyone can have their own thoughts and needs, but they could be adjusted to be able to live together friendly within friends and family. It was positive that the students acknowledged their own weaknesses, namely, they are not always ready to accept the views of others, but would be happy to learn to be more tolerant and understanding. One of the successes was that the students were able to recognise nouns in both English and Latvian.

During this lesson the English language was not used as much as in the other Ethics and English integrated lessons. The students were able to make a choice freely: to speak Latvian or English. Since only a few students are able to use English to speak in full sentences, not everyone was able to participate fully in the development and usage of the foreign language aspect. In Ethics lessons everybody is invited to express any thoughts and mostly everyone does it, unfortunately, by sometimes interrupting each other. When it is connected with the language aspect, everybody wants to talk at the same time which creates even more chaos. The more the students, the more difficult to control them.

Personal adjectives

The students had the opportunity to analyse themselves learning about character. Most of them were able to recognize a mix of *good* and *bad* in them. They were responsive when repeating and memorizing adjectives in English because they had an interesting pronunciation and in some ways an unusual sound (for example, *chatty*, *clumsy*, *moody*).

There were some moments when the students did not focus on self-analysis; instead they tried to scold their classmates for their *bad* characteristics with a variety of examples from everyday situations.

Reflections on ethics and English language integrated learning in the second grade: Students are open to content and language integrated learning. They gladly answer in the target language, although it is not a mandatory requirement. After almost every lesson they asked if the next ethics lesson will be in English. The students' interest in using the English language in the learning process is also indicated in the results of the survey where the students were able to answer the questions in Latvian, English or both languages. Approximately one-third of the students answered in both languages, but some of them provided answers in English only. On the other hand, their uncertainity of their English knowledge is evident from the fact that almost half of the students chose to answer only in Latvian. This could be due to the fact that ethics and English language integrated learning was mostly a verbal procedure, there was less reading and writing. Since the completion of a questionnaire was related to reading and writing, it could have caused doubts in students.

Most students had the opportunity to apply their previously acquired knowledge which they also successfully did.

One of the unsuccessful aspects of these lessons is the lack of notebooks. In the next academic year notebooks are expected to be introduced alongside the ethics workbook

because the English knowledge of the primary school students is enhanced regularly (most often: vocabulary of a specific topic) and the ethics workbooks do not have enough space to write down vocabulary items and their meanings as well as other important notes.

Recommendations for current and prospective CLIL teachers

- ✓ Take the risk and try to integrate content and language in your subject, even if it initially seems difficult and inefficient. It may prove to be an exciting and successful learning process.

- ✓ Tell your colleagues and the general public about your content and language integrated learning experiences to draw attention to the value and prospects of this kind of education in today's global world.

- ✓ Work with foreign language teachers in creating content and language integrated learning lessons. If you already are a foreign language teacher as well as a CLIL teacher, coordinate the learning program for the entire semester or year in order to focus on certain topics at the same time.

- ✓ Do not make content and language integrated lessons as a burden to

students; allow them using their native language freely and occasionally switching to the foreign language. One of the CLIL basic principles is to not force the aspect of language on the students; the task is to encourage its use with interesting tasks.

- ✓ From time to time review and repeat your knowledge of the content and language integrated learning in order to use methodology and materials flawlessly and to remember to set two goals for a lesson: content and language.

Suggestions for the parents

- ✓ Be aware of your child's school progress and new approaches to learning.

- ✓ Be open to creative ideas of the teachers and maybe even get involved and support, if you know how to help.

- ✓ Cooperate with the class teacher and the subject teachers in issues of moral education in order to harmonize and expand your vision of value education and its acquisition.

- ✓ If you are confused by what methods are necessary in the already oversaturated curriculum, invite the subject teacher to a conversation and

they will be able to justify their objectives and tasks professionally.

✓ Support the opportunities offered by the school in terms of learning English, German, Russian and other languages in the lessons and outside of them because languages are the way to different countries in the world in both educational and work issues.

Recommendations for the heads of educational institutions

✓ Be aware that the basis of a modern school is following the latest trends in education and closely related fields. By maintaining stable, tested core values, refresh your institution with new tendencies in the methodology, teaching strategies and projects.

✓ Support the ideas of new teachers as they may prove to be mutually beneficial and providing good results.

✓ To promote the strengthening of cross-curricular links teachers of different subjects need to be motivated to cooperate because the integration of the subject depends on them. This can occur with the observation of each other's lessons, co-teaching lessons as well as with

the cooperation within the methodological commissions etc.

✓ Support the further education of teachers in higher education institutions, courses, foreign missions etc., since this will contribute not only to their individual professional development, but also to the development of the entire school.

CONCLUSIONS

To be able to successfully acquire the subject content knowledge and skills should to be linked to real life. It is provided by the strengthening of cross-curricular links through the integration of different subjects. Being aware of the rapid global, scientific and digital development it is valuable for a person to have command of several languages not only intellectually, but also practically because the ability to switch from one language to another starting from an early age is very important nowadays. Content and language integrated learning (CLIL) is based on two goals: learning the *content* and reinforcing the *language* skills and in the case of successfully implementing this, a student can gain a lot in the long term as a citizen of the global world.

The research data confirms that the impact of the content and language integrated learning on the learning process in the

primary school is controversial. On the one hand, the learning process is successfully complemented: the primary school subjects are mutually integrated as far as possible (especially if the same teacher, the class teacher, teaches several subjects to one group of students). On the other hand, teachers are faced with resource constraints, namely, the preparation time for the lessons, the lack of CLIL learning materials and training competent CLIL teachers. Teachers need to find a balance between these contradictions for the content and language integrated learning in Primary schools could provide growth and results.

Although the content and language integrated learning is a potentially successful teaching approach, its quality is limited because of the lack of resources. For every teacher to be able to teach using the CLIL method, it would require a considerable amount of time to be invested in professional development: concerning either learning the language or acquiring the subject content.

Integrated ethics and language learning in Grades 1 to 4 should be organized, focusing on the content, skills and the topic, gradually involving the use of language. In order to achieve the set goals, the tasks must be meaningful, thematically related and clear whilst supporting the involvement of all four language skills: reading, writing, speaking and listening. Nowadays the ethics subject should be adapted to the public interest and the needs that can be achieved by integrating them with the English language; thus, maintaining the topicality of the subject.

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Transforming the Latvian Multilingual and Intercultural Education Experience into Flourishing Europe

ABSTRACT

The article deals with the Latvian Association for Cooperation in Education (LACE, in Latvian LAPSA) expert experience to facilitate multilingual and intercultural education in the Autonomous Republic of Crimea first and later from 2014 in three Ukrainian regions: Odessa, Chernivtsi and Transcarpathia. Working in partnership with the Romanian non-governmental organization (NGO) The Peace Action, Training and Research Institute of Romania (PATRIR), LACE was supposed to give an indication of the strategic directions and partnerships that will allow full-fledged implementation of the MLE programme starting in 2016. A continuous action approach was ensured by logically planned project activities and it was based on the people involved. The LACE vision of the implementation of the MLE programme focused on a whole-school approach for sustainable education, school as an education institution, entity, school as a learning/teaching organisation, school – organisation which learns. The multilevel approach and integrated approach has been suggested to establish cooperation culture linking formal, non-formal and informal education. Ten educational establishments were visited, the prepared lessons and out-of-class events (presentations of national cultural events) were observed; discussions with stakeholders were organized as well. The DILL's methodology was used – the mastery of creating and asking questions on selected indicators for assessing the effectiveness of multilingual education methodology development and implementation – as a method of inquiry. The framework was based on three central questions: what is happening in this educational situation? What changes should be introduced? What happens when the changes are made?". Creating a framework for observation and guided reflections, several resources on the implementation of inclusive, multilingual and multicultural programmes in

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Latvia, Estonia, Eastern Europe, Central Asia and the USA have been approached. Seven strands were agreed upon for grouping observations, selecting theoretical standpoints or broader viewpoints as well as suggesting recommendations for further activities: *Family and Community Involvement, Multilingual Education Programme Structure and Management, Curriculum and Instruction, Support and Resources, Assessment, Staff Quality and Professional Development, Learning Environment, and School as a Learning Community.* Consequently, the most appreciated involvement of the Latvian NGO LACE could be seen as the application of DILL's approach – the mastery to create and ask questions that should be considered as an important step to transform the Latvian multilingual and intercultural education experience into flourishing Europe.

Introduction

The transformation of the Latvian multilingual and intercultural education experience will be viewed in a context of Latvia's development cooperation policy. Latvia is a newcomer in the development cooperation field and, in a very brief period, had to transform from an aid-recipient to an aid-donor country. Therefore, it is worth investigating whether instead of being incorporated in the EU "official development assistance ideology" these ("new" EU member-states) countries with their different development-related experiences, can offer other ways for increasing aid effectiveness (Snikersproge 2010: 6). The two main policy implementers on the Latvian side are the government, i.e., line ministries and the non-governmental sector.

The Ministry of Foreign Affairs of the Republic of Latvia (http://www.mfa.gov.lv/en/about-the-

ministry) has stated that the goal of development cooperation is "to provide assistance to poor and less developed countries by promoting their long-term social and economic development, and meanwhile eradicating poverty and ensuring peace and security in the world. In the term *development cooperation*, the word *development* determines the aim of assistance, but *cooperation* – cooperation of donors and organization with beneficiaries by mutually coming to agreement about development aims and tasks as well as both parts duties and responsibilities".

According to the Development Cooperation Policy Programme in 2008, the main priority areas of Latvia's development cooperation are „good governance, economic reform, security, integration into transatlantic space and the EU, and promotion of education, culture, social development, healthcare and environment

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protection" (Dumpe 24.02.2010. in Snikersproge 2010: 8).

Since 2008 Latvia has gradually drawn closer to the group of developed countries and in the area of human development Latvia is among the 49 most developed countries (according to UN classification). "Since Latvia developed from an aid receiver to a donor it provides its expertise, knowledge and resources to those countries in Eastern Europe and Central Asia that now seek assistance in various areas" (http://www.mfa.gov.lv/en/policy/develop ment-co-operation).

Being a new and development cooperation country, Latvia needs to conceptualize its experience and evaluate what might be useful for other countries (Grigule, 2014; Grigule & Gorgadze, 2014) and as it has been stated before the non-governmental sector is the other main development cooperation policy implementer on the Latvian side.

The *Latvian Association for Cooperation in Education* (LACE, in Latvian LAPSA) is a Latvian non-governmental organisation founded with the aim to facilitate the research, the implementation of cooperative learning and other interactive learning methods into education to promote experience exchange, collaboration and in-service education among university lecturers, students and schoolteachers. LACE has an experience of

introducing multilingual education in Latvia as well as other former Soviet countries. By involving in development education and development cooperation, members of LACE have valuable experience of multilingual education. As Latvia is represented as a donor state, LACE is interested in sharing this experience to facilitate the long-term development of the developing countries and their multicultural societies. The partnership with the *Georgian Centre for Civil Integration and Inter-Ethnic Relations* (CCIIR) started in 2006 with cooperation in the project "Multilingual Education in Georgia". Since 2012 LACE and CCIIR have been working together in the Tempus project "DIMTEGU-Development and Introduction of Multilingual Teacher Education Programs at Universities of Georgia and the Ukraine" and in 2015 in the project "Partnership of Non-governmental Organizations and Higher Education Institutions for Development Cooperation in Education", the activity of the Latvian Platform for Development Cooperation (LAPAS) and the Ministry of Foreign Affairs of the Republic of Latvia. During the project "Partnership of Non-governmental Organizations and Higher Education Institutions for Development Cooperation in Education", LACE formed partnership with the Romanian non-governmental organization (NGO) The

Peace Action, Training and Research Institute of Romania (PATRIR).

Since 2010 PATRIR has engaged in an initiative to assess the context and later to pilot a multilingual education (MLE) project in the Autonomous Republic of Crimea first and later from 2014 in three Ukrainian regions: Odessa, Chernivtsi and Transcarpathia. Upon confirmation of interest in such an initiative by the main stakeholders in Ukraine, the objectives were set as three-fold:

1. To ensure the capacity for quality education;
2. To develop inter-community understanding, interaction and interdependence;
3. To improve social cohesion and reduce tensions.

A LACE expert was contracted as an international consultant and was involved in launching the multilingual education in the Ukraine programme in 2015. The expert's duties were to conduct monitoring, record the first reactions and experiences from students and teachers regarding MLE, present the experience and the academic results of piloting, and give an indication of the strategic directions and partnerships that will allow full-fledged implementation of the MLE programme starting in 2016. The DILL's methodology – the mastery of creating and asking questions on selected indicators for assessing the effectiveness of multilingual education methodology

development and implementation – has been piloted before in LACE projects. A multi-stakeholder approach was used to improve the DILL's methodology for implementing development cooperation at various levels and in forms of education. The development and implementation of partnership-based educational activities activated the experience of teaching staff, teachers, students and mentors in development cooperation at different levels of education, and aimed to build solidarity for development cooperation in a global context with partners in developing countries. The main beneficiaries of the implementation of project activities were the lecturers and students of higher education institutions, general education teachers and students, as well as indirectly parents, mentors and partners from NGOs in the Ukraine, Georgia and Romania. In cooperation with PATRIR, LACE continued its mission to "teach what you practice".

The LACE vision of the implementation of the MLE programme focused on a whole-school approach for sustainable education, school as an education institution, entity, school as a learning/teaching organisation, school – organisation which learns. The questioning as a method of inquiry was used.

The multilevel approach and integrated approach has been suggested to establish a

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cultural cooperation linking formal, non-formal and informal education.

The Project coordinator from PATRIR, local coordinators from 3 target regions in Ukraine, local experts, continuing MLE implementation from Crimean Political Dialogue and international consultant from LACE visited 10 educational establishments, observed the prepared lessons and out-of-class events (presentations of national cultural events) as well as took part in discussions with stakeholders.

During the first year that focused on piloting and capacity building, several consultations took place in all regions, regional coordination mechanisms were set up and capacity building included the creation of a set of resources on MLE, a set of methodological recommendations for the implementation of the MLE programmes in schools, and the training of a group of about 30 teachers and educators in the basic pedagogy of multilingual education. Additionally the project included such activities as an assessment of the learning environment in the selected schools, the close monitoring of the changes that the MLE programme is enabling at school level

and a video documentary on the experience of setting up an MLE system in a multicultural yet volatile environment in Ukraine.

Theoretical grounds and research method

Bronfenbrenner (1979), Mehisto (2008) and the guidelines on the Council of Europe language policy (Beacco et al., 2010) encourage the treatment of possibilities and strategies to facilitate change in society at five levels: SUPRA, MACRO, MESO, MICRO, and NANO.

"Developing and implementing a curriculum involve numerous activities – political piloting, planning and development, implementation, evaluation – on several levels of the school system, from the "supra" to the "nano", where various curriculum instruments are used" (Beacco et al. 2010:13).

Table 1. The curriculum on different levels of the education system (Beacco et al. 2010: 13) (This level-based approach derives from the work of the Netherlands Institute for Curriculum Development) Aker 2006, Thijs & Akker, 2009).

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Level	Description	Examples
SUPRA	International, comparative	international reference instruments, such as the Common European Framework of Reference for Languages, international evaluation studies like the PISA survey or the European Indicator of Language Competence, analyses carried out by international experts (Language education policy profile), study visits to other countries, etc.
MACRO	National (education system), state, region	study plan, syllabus, strategic specific aims, common core, training standards
MESO	School, institution	adjustment of the school curriculum or study plan to match the specific profile of a school
MICRO	Class, group, teaching sequence, teacher	course, textbook used, resources
NANO	Individual	individual experience of learning, life-long (autonomous) personal development

Mehisto (2008) points out the importance of content and language-integrated learning – the methodological essence of multilingual education. Its successful implementation involves far more stakeholders than teachers and students. These stakeholders can work together in building successful programmes or they can work at cross-purposes impeding their development. A knowledgeable application of the stakeholder approach can help to direct the process towards quality which leads to achieving the aims of global education: partnership, participation, cross-cultural awareness.

A continuous action approach was ensured by logically planned project activities and it was based on the people involved. Local experts implemented the programme in the West of the Ukraine. The

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research and designed materials were made available to the general public.

Bassey (1998: 93) describes action research in terms of education as follows, „Educational action research is an inquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some educational practice."

The eight-stage framework (based on Robson 2011: 190 and Bassey 1998: 94-95) was followed in order to carry out the research (Table 2).

Table 2. Stages of action research (based on Robson 2011: 190 and Bassey 1998: 94-95).

Stage 1:	Defining the enquiry. What is the issue of concern? What questions should be asked? Who will be involved? Where and when will it happen?
Stage 2:	Describing the educational situation. What is the expert required to do there? What is expert trying to do there? What thinking underpins what they are doing?
Stage 3:	Collecting and analysing evaluative data. What is happening in this situation now as understood by the various participants? Using research methods, what can be found about out about it?
Stage 4:	Reviewing the data and looking for contradictions. What contradictions are there between what we would like to happen and what seems to happen?
Stage 5:	Tackling a contradiction by introducing some aspect of change. By reflecting critically and creatively on the contradictions, what change can we introduce which we think is likely to be beneficial?
Stage 6:	Monitoring the change. What happens day by day when change is introduced?
Stage 7:	Analysing evaluative data concerning the change. What is happening in this situation now – as understood by various participants – as a result of changes introduced? Using research methods, what can be found about out about it?
Stage 8:	Reviewing the change and deciding what to do next. Was the change worthwhile? Should it be continued in the future? What needs to be done next? Is the change sufficient?

The framework is based on three central questions (Bassey 1998: 94): „what is happening in this educational situation of ours now? (Stages 1 to 4); what changes are we going to introduce? (Stage 5); what

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happens when we make the changes? (Stages 6 to 8)".

A framework for observation and guided reflections were developed based on several resources to support the planning and ongoing implementation of inclusive, multilingual and multicultural programmes in Latvia, Estonia, Eastern Europe, Central Asia and USA. In Latvia in the terms of the Open School Project (1999 – 2003), attention was paid to the learning environment and school as a learning organisation being the main influencing factors of MLE quality.

Howard et al. (2007) developed the guiding principles as a tool to help dual language programmes with planning and ongoing implementation in the USA in seven strands: *Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources*.

The Estonian Language Immersion Programme (Genesee, 2005) and Central Asian Programme pointed out management as a very important aspect of MLE (Стоянова & Глушкова, 2015).

The Quality Pedagogy of International Step by Step Association (2011) proposes 7 principles: *Interactions; Family and Community; Inclusion, Diversity and Values of Democracy; Assessment and Planning; Teaching Strategies; Learning Environment and Professional Development.*

In terms of this research, the following 7 strands were agreed upon for grouping observations, selecting theoretical standpoints or broader viewpoints as well as suggesting recommendations for further activities:

Family and Community Involvement,
Multilingual Education Programme Structure and Management,
Curriculum and Instruction,
Support and Resources,
Assessment,
Staff Quality and Professional Development,
Learning Environment, and School as a Learning Community.

Results and Discussion
Family and Community Involvement

The Multilingual Education in the Ukraine project has paid significant attention to the *Family and Community* aspect, which is evidence of a smart and professional approach. During the initial planning meeting in Kyiv (January 2015), regional representatives carried out a needs analysis of the community contexts. The

Latvian experience and resources were introduced during the teaching seminar as a part of the Regional introductory seminar, which also hosted focus group discussions with parents and community representatives.

The education institutions whose MLE corresponded with their teachers and students' educational needs were involved in the piloting stage, i.e., the parents from the Zakarpattia Region Uzhhorod School (with extensive Slovak language instruction) appreciated the given opportunity as MLE was introduced in Grade 5, thus students first learned in the native (Slovak) language and the bilingual education ensured a gradual transition to studying in Ukrainian.

The implementation experience of MLE (Grigule, 2014) shows that unprepared, uneducated parents are a threat to MLE implementation. Parents choose the school according to the language of instruction that suits them and makes them confident in their capacity to help their child with homework.

During regional visits, project participants listed and described the activities which were organized in order to inform the community and involve parents, thus raising the parents' acceptance of the proposed school initiative.

The following strategies were applied:

- Parent meetings;
- Parent-teacher conferences;
- Individual meetings with parents;
- Presentations at national societies' meetings;
- Cooperation with the country/ies of ethnical origin – directly or through the consulate;
- Cooperation with embassy and consulate;
- Publications in the regional and local press, Television interviews and reportage;
- Information on MLE on the school's web page;
- Information boards in educational institutions to inform parents about MLE;
- Information bulletins addressed to parents about MLE distributed in educational institutions;
- Information for parents about the school teachers' professional training on MLE;
- Information for students about MLE with the task of informing their parents;
- Proposal for parents to make a choice;
- Chance to say "no" to MLE;
- Conversation with students;

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- Cooperation with the cultural institutions of the community (museum);
- Parents' participation in lessons and evaluation of MLE.

When providing the feedback to pilot schools, experts pointed out as an example of good practice the chance given to parents to choose the education type as well as change it during the education process. The strategy of informing parents about the teachers' professional development turned out to be particularly successful. This creates a sense of safety that the piloting is reliable. The existence and distribution of information on MLE in schools is a great asset. The next step should be recommendations for parents how to support their child's plurilingual development without taking the teacher's role.

The USA Center for Applied Linguistics (Howard et al., 2007) proposes a couple of aspects for long-lasting cooperation with parents that could be further elaborated as working principles and criteria for quality assessment.

First, it is necessary for the school to incorporate ongoing **parent information and education** to help parents understand, support, and advocate for the bilingual and multicultural goals of the education.

Activities are designed to bring parents together to promote cross-cultural awareness. There is a specialist at educational institution for correspondence and communication with parents about MLE questions.

Secondly, the school should have a plan for positive, active, and ongoing relations with students' families and the community and provide different possibilities for **parents' participation.** Parents can be an MLE resource when educational content is connected to students' experience that includes their cultural experience.

In general, the school views and involves **parents and community members as strategic partners** in the implementation of multilingual education.

Addressing the issues of bilingualism that are seen as fundamental to parent bilingualism and bilingual education understanding, Baker (2014) puts forward: *family questions, language development questions (literacy) and educational questions (questions about problems).* Zurer Pearson (2008) suggests educating parents in the following topics:

> *„The arguments and the research to support your decision to raise bilingual children;*
> *Language-learning basics for your child's first language;*

The basics of being bilingual;
The major strategies for bilingual homes and communities;
Testimonials from bilingual families;
The research evidence that bilingual upbringing does not harm a child's cognitive and academic development;
Questions of identity for bilingual children;
People, places and resources for parents of bilingual children" (Pearson 2008: xix).

In the project schools were recommended to plan parent teaching content in the following directions: *information* – to see advantages of children being multilingual; *encouragement, advice*, and *cooperation* for creating a positive bilingual environment.

Parents should be taught how to support and recognize/evaluate children's language development, not teach the language replacing the teachers, as parents "carry" the old understanding about learning, i.e., oriented towards memorizing, reproducing and formative assessment. One of the most effective strategies used in Latvia was to discuss and analyse common myths and misconceptions.

Programme Structure and Management

The Ukraine is a country with extensive multilingual and multicultural experience. According to the regional coordinator of the Odessa district, there is no monolingual system that has to be broken. The teachers are multilingual, and they use multiple languages during their average workday.

The MLE pilot project was initiated on the basis of situation analysis and methodological patterns. During the visits it was possible to learn that schools had developed their MLE programme based on and corresponding with the situation and needs of schools and community. The strength of the project was the volunteering principle and participants linked their work with parents' needs.

During the pilot project schools continued to rely on their national education standard, thus schools' MLE programmes were concerned only with the allocation of languages.

The allocation of languages in pilot project schools has been implemented by:

- choosing topics and / or training activities;
- selecting certain subjects from the curriculum and using two (or three) languages during the lesson;
- using teaching materials in two languages;

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- organizing the learning environment with the help of two bilingual people (the nanny and the teacher);
- teaching the subject / content of two teachers in school;
- organizing preschool daily activities in children's native language, but classes – in the state language.

International experts that conducted bilingual education investigation in Latvia (Batelaan, 2002, Pedersen, 2002) stressed that schools should develop their own syllabus, obviously based on national standards, but also including school context. This would make school more 'business'-like rather than bureaucratic. Furthermore, this offers possibilities for the school to link the syllabus with a real world context which includes the school with existing teacher competence and students' knowledge, experience and skills. The syllabus has to be developed within the schools development context.

Schools were offered the following frame for language allocation description:

Table 3. The choice of languages. (Adapted from MLE application form, developed by OSCE/HCNM MLE experts Grigule and Gurbo (2010) for the project "Multilingual Education Implementation in Georgia").

School's MLE programme foresees the use of two (or more) languages of instruction in a class and the acquisition of the educational content in _____, _____ and in _____ (languages).

Language separation will be realized (underline the relevant type/ -s)

a) by selecting some curriculum subjects,

b) by allocating a part of the subject hours,

c) by using teaching – learning materials specially developed for bilingual instruction,

d) by two teachers teaching the subject (bilingually),

e) by selecting topics and/or activities.

Concerning the management of the programme, observation revealed that schools organised leadership and cooperation in various ways.

- Cooperation practice between preschool and school should be particularly complimented: school teachers taught the Ukrainian

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language for older preschool groups in kindergarten.

- In all regions the regional coordinators knew schools very well, they facilitated the choice of the schools for pilot project and kept regular contacts with schools, knew what was going on there.

School cooperation modules can vary depending on the size of school and the selected focus for piloting (Grigule, 2012), but the most topical should be the cooperation of teachers of one grade including L1 and L2 teachers as well as the regional coordinator. The following model has been offered:
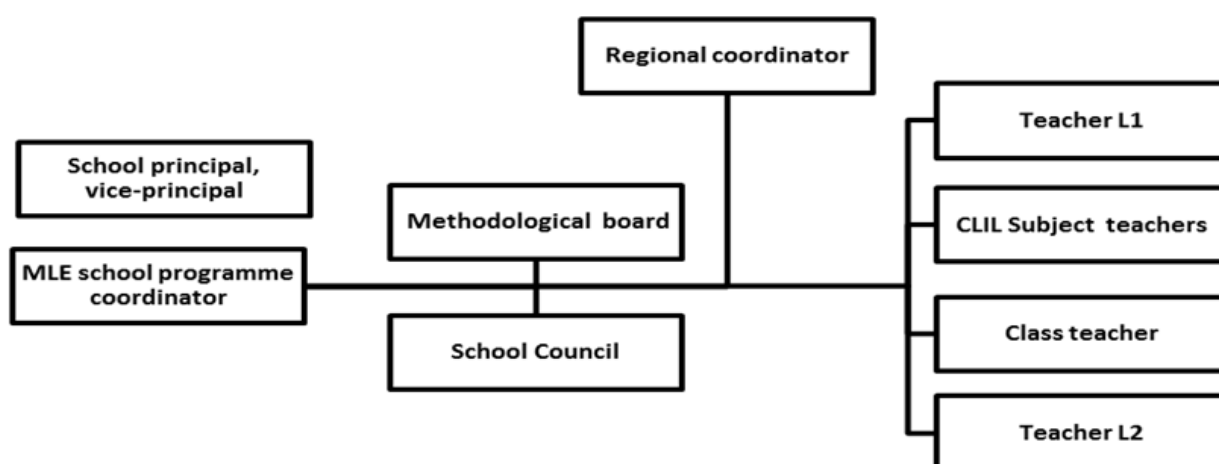

Figure 1. School MLE Programme Management and Self-evaluation Model (Adapted from Grigule, 2012).

School principal, vice-principal and MLE school programme coordinator should be responsible and manage the process and give feedback to the whole school – Methodological board and School Council (parents). Parents are important stakeholders. Language teachers, class teachers should be involved since in the new situation their tasks have changed. They cannot be excluded.

Curriculum and Instruction

In the project introductory seminar in Kyiv, the participants were asked to reflect on an experiential learning task. They formulated the key instructional features:

- Start and build on the prior knowledge of students;
- Use different media;

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- Develop the study skills of students;
- Give the opportunity to build knowledge working in a group;
- Select themes: which are connected with the values; universal themes and issues (human, glocal – meaning global and local); reveal the diversity of the world; give the opportunity to see the similarities and differences.

During the observation, appropriate MLE work organisation forms were applied:

- Teachers facilitate understanding with the help of visual scaffolding and speaking frames;
- Students work in groups, positive atmosphere and positive peer evaluation is ensured;
- Teachers cater for all learning styles – 'close your eyes and taste';
- Learners are informed about lesson aim and instructional strategies;
- Teachers pay special attention to terminology in different languages;
- Learners are encouraged to come up with an appropriate term in their mother tongue (asked in Ukrainian to provide a Slovak equivalent for the term);

- Teachers encourage students to colour code languages in their note books – target language in green, first language in regular – blue.

In workshops to characterise the new approach to diversity, the teachers of pilot schools were faced to new terms used in multilingual education: *plurilingual competence, translanguaging*.

> *"Plurilingual and intercultural competence is the ability to use a plural repertoire of linguistic and cultural resources to meet communication needs or interact with people from other backgrounds and contexts, and enrich that repertoire while doing so. Plurilingual competence refers to the repertoire of resources which individual learners acquire in all the languages they know or have learned, and which also relate to the cultures associated with those languages"*(Beacco et al. 2010: 16).

> *"Translanguaging is the dynamic process whereby multilingual language users*

mediate complex social and cognitive activities through strategic employment of multiple semiotic resources to act, to know and to be" (Garsia 2014: 45).

To implement these concepts in the classroom, teachers require didactic and resource support. The Council of Europe (CoE) project "A Framework of Reference for Pluralistic Approaches to Languages and Cultures" (FREPA) provides a comprehensive description of the knowledge, attitudes and skills which constitute plurilingual and pluricultural competences and describes three didactic approaches to plurilingual education:

Integrated didactics – in which the teaching of different foreign languages is made complementary, by using links and similarities between them in an explicit way to help learning.

Awakening to languages – raising learners' awareness of the diversity of languages at their homes, schools and societies, to encourage thinking about language and to give value to the different languages present in the school.

Intercomprehension between related languages – developing comprehension within families of languages, e.g., courses have been devised where students work in parallel on several Romance or Slav languages.

Latvia has got the experience of implementing cross-curricular links in the National Basic Education Curriculum and Standards of the Latvian as a Second Language (2001); designing teaching course sets for German as a second foreign language (Maslo, 2005). As the Ukraine is ethnically and linguistically diverse, **it is recommended to develop universal teaching aids** which can be used with learners who have different first languages.

The pedagogical principle of MLE is the necessity to base understanding on structured learning in group. Unfortunately, observations reveal that the majority of lessons are teacher-centred. The expert's observation proves the paradox:

> *During discussions after the lessons, I received positive replies which contradicted the observed physical environment. Teachers gave excuses that group work skills should be taught which could be done in upper grades. I was positively surprised by the visit to a preschool – learning environment for very young learners and young learners' was organized with the hexagonal desks. Joy and wish to share this with school disappeared when entering the*

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oldest group, it turned out desks were arranged in rows as children were getting ready for school (Grigule, 10.2015).

Regarding the curriculum, the MLE implementation requires reviewing the second language (L2) standards. The relevance of language functions should be evaluated deciding on the language functions which should be added and whether they should be learned at receptive or productive level. Topics and tasks should also be reviewed to prevent overlapping of L2 curriculum with the other subjects. Thus, coordination of curricula and work towards an integrated programme should be conducted.

It is recommended to consider a whole-school approach to language acquisition. Theory sources highlight the whole-school approach as one of the key factors of effective MLE implementation. It means understanding that the development of learners' language skills is not the duty of only language teachers, namely in this case, not only the duty of the first language teachers or the Ukrainian language teachers. In the teaching process it means:

- integrated planning;
- unified teaching methodology;

- each teacher's plan to facilitate language use in their lessons.

The recommendations envisage:

- A clear vertical and horizontal alignment in the curriculum should be examined and ensured especially regarding possible instruction in several languages as well as content and language integrated instruction.
- Coordination and integration should be directed towards:
  - content integration (one topic for a week – repetition in various subjects should be avoided);
  - coordination and integration of learning skills and instructional strategies;
  - harmonisation of the curricula of languages – development of an integrated curriculum for languages which is based on the Council of Europe recommendations.
- Review of the intercultural aspect in teaching materials, i.e., whether minorities are represented.

Support and Resources

Observation provided information that in schools were used:

- Different visual materials, realia, movements and gestures, staging productions similar to the traditional verbal approach and promoting content comprehension;

- The terminology dictionaries from the national publishing house БукРек;

- School books published in countries of the ethnic origin (copied);

- A variety of materials developed and piloted by teachers themselves, and authors would like to publish these, but that requires support.

The recommendation is:

- To create multilingual work groups and develop teaching materials that would be useful and adaptable to multiple languages;

- To develop and publish multilingual (3-5 languages) illustrated dictionaries;

- To develop and publish terminology dictionaries orientated towards language functions rather than just a list of terms;

- To develop a unified lesson plan model that includes language teaching goals that are expressed as achievable results;

- (For the national pedagogical institute) to develop an integrated language acquisition plan;

- (For the school libraries) to acquire and maintain the selection of books in target languages;

- To make available (publish) teachers' created teaching and learning materials.

Assessment

Assessment is one of the most important factors which provides information whether the innovations and reforms have been implemented or not and at what level. During the assessment it became clearly evident how much the teachers still relied on a teacher-centred approach. The specifics of a content-and-language-integrated-learning assessment is a mixture of formal and informal assessment; task-based and assignment-based; specific test times and classwork sampling. Learners should be familiar with the assessment measures and criteria of success. The criteria should be expressed in a student-friendly format. Content knowledge should be assessed using the simplest form of language and language assessed for a real purpose in a real context. Students should also take responsibility for self- and peer-assessment. During the

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seminars teachers were recommended that scaffolding was not 'cheating' and assessment should take place in integrated learning, first – the assessment of what students 'can do' with support performance and only then – the assessment of what students 'can do' without support performance. The local expert shared the experience that self-evaluation did not need to be complicated but rather positively orientated: *What did you do well? What is the result of your good work? What did you forget?*

During the project it turned out that an important aspect concerning the assessment is the delicate handling and ownership of the results (Grigule & Gurbo, 2010). Mostly schools had the information in the aspect of initial situation, needs and motivation analysis, but lacked objective and comparative information on the levels of students' languages.

The observation revealed:

- The increased role of parents – the responses from parents have to be used to assess the effectiveness of the programme, parents reported that children started using language, i.e., "my child corrects my language";
- The application of diagnostic assessment – initial diagnostics of

language skills was carried out in a few schools prior to starting multilingual education piloting.

Developing the parents' understanding of the usage and assessment of modern language skills is important to many different MLE aspects, but the assessment is especially significant. When considering the Ukrainian context it should be reminded that though the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2011) developed by the European commission had been translated into Ukrainian, it had not been implemented in the schools' language teaching practice.

Staff Quality and Professional Development

The following work organisation forms were mentioned and applied in the pilot project:

- Courses on learners' native language acquisition for teachers;
- Study visits to countries of ethnic origin;
- Methodology courses in the respective countries;
- Cooperation with a teacher of the Ukrainian language – checking language accuracy in presentations.

As the leading motive for teachers' professional development could serve the statement by mentoring expert Malderez (2007) that teachers should not be content with their state of competence. In September, in courses in Kyiv the experts could hear the comments of the participants "I do not need help". To answer this the experts invited to focus on learners and their needs: "we are here to think how to help students".

Explaining the situation why students in preschool mostly learned poems by heart in the Ukrainian language, the preschool teacher stated that she herself did not feel safe to talk in Ukrainian, therefore she used poems as a reference of correct and literal language samples. In terms of the project it had been evaluated as a sensible solution. Although the teachers involved in the project are mostly multilingual, the chance to participate in the pilot project should be given to those teachers that are motivated for the career development.

Considering professional development the following principle should be introduced – the school administration plans teachers' long-term professional development (subject didactics, MLE methodology, State and national minority languages) according to MLE programme.

In the implementation of MLE, the emphasis should be put on team-based, school-based teachers' professional development – at regional level, MLE school consultants (multipliers) should be educated and teachers' initiative and cooperation development should be facilitated. Monitoring revealed that teachers lacked cooperation skills and experience to work in teams. In situations where schools plan to reallocate the number of lessons for subjects, i.e., maths – one lesson in a second language, four lessons in the mother tongue, teachers' cooperation skills become of the utmost importance to agree about the objectives of the school subject.

The development of the sample of integrated teaching and learning plans should become a task for the curriculum and assessment centre; development of the social and cooperation skills among teachers at the grade level particularly – one of the teacher education topics; social competence /cooperation skills – part of the teachers' standard.

Assessing a similar project in Georgia, teachers evaluated as the most valuable asset the project seminars where they had a chance to share their experience. This is the essence of the new pedagogy which is based on adult education principles – active,

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reflective learning. Exchange of teachers', students' learning and teaching ideas and materials could also be advised.

Talking about effective forms of professional development Chachkhiani & Tabatadze (2010) state mentoring, teacher meetings to analyse the data; modelling lessons; team teaching; analysis of learning situations.

Based on the expertise the schools of the project were recommended to plan the teachers' professional development in accordance with MLE implementation plan. Taking into consideration research and observation data, an open and flexible plan

should be devised both for the whole school and the target groups. There should be differentiation for each teacher involved or planning to be involved in the MLE implementation organized in school years, i.e., Table 4.

The transferable experience of Latvia is to conduct lessons in team – subject and language professional, as well as the "loop input" methodology (Woodward, 1991) when teaching and learning methodologies is the content of the language course, respectively the learners learn teaching and learning methodology in the target language.

Table 4. Teacher's professional development plan (based on Grigule and Gurbo, 2010).

School Years	Teacher's name, surname, personal code Language of instruction / working language Involvement in the MLE Teacher's present professional qualification	Professional development completed by September 15, 2016 (X if yes) (year, course code, hours)		Future plan of the professional development (X if needed)		
		Training in the … language	Training in the MLE methodology	Subject didactics	The MLE methodology	Language didactics
2016						
2017						

The content of the future professional development should be flexible and open to new topics emerging from the teaching experience. To start with, the following topics should be considered:

in subject didactics: review of teaching materials according to intercultural education criteria;

in the MLE methodology: Cummin's (2000, 2001) theory on BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency/Academic Language Proficiency) and understanding of academic language, incorporating higher order thinking to prevent reproduction.

in language didactics: the concept of plurilingual competence, fluency and accuracy; attitude to language – dialect is treated as a problem while it should be considered within the richness of the languages, as well as how to educate parents on modern understanding of language skills and language assessment.

Learning Environment and School as a Learning Community

Some basic issues concerning the learning environment have been formulated in Latvia when introducing changes in the content of education, namely, an effective

learning environment is characterised (Gavrilina, 2004) by

- chance to participate according to one's abilities;
- chance to get feedback on one's achievements;
- being allowed to make mistakes;
- attaching no labels;
- shared accountability by a teacher and learners.

Learning is facilitated by a safe, fair and supportive learning environment. A safe environment means a feeling of belonging and appreciation. Learners should feel they belong to their school and their grade. Safety involves possibilities to express one's opinion, not being afraid of making mistakes or being punished for mistakes. The set requirements (tasks, rules, anticipated outcomes) should be clear.

A fair environment means that everybody has the same requirements and rules; assessment criteria are understandable; learners' achievements are not compared; no labels are put on learners, i.e., the students' evaluation does not depend on their status at school, behaviour, social environment etc.

A supportive environment means that everybody has a chance to work according to their abilities, they can get the necessary help and support. They are encouraged to

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show their best performance and get corresponding evaluation. A positive environment is a precondition for facilitating learner autonomy which leads to motivated and successful learning.

Conclusion

The implementation of MLE is about the change of the education paradigm in correlation with socio-political processes and concerning stakeholders at all levels. At international level Ukraine is gradually becoming aware of the need for multicultural policies. This process is facilitated both: from inside and outside. Partly this process is being stimulated by their own policies to build relations and the become members of Western organizations, such as the NATO, and the European Union. From outside Ukraine has been „required" to formulate minority policies in terms of Western values of pluralism, human rights, and tolerance, as well as cultural and linguistic diversity by such organizations as the OSCE/HCNM, and The Council of Europe. The High Commisioner on national Minorities Astrid Thors (2015: http://www.osce.org) urges "the Ukrainian government to significantly strengthen the institutional framework for minority policy and to ensure adequate consultation with minority communities in

the course of the reforms". While it has been noted that it is not easy to carry out comprehensive reforms during a profound security and economic crisis, the authorities have been also reminded that the reforms should respect European standards regarding the protection and promotion of minority cultures and languages, and the participation of minorities in public life.

At national, state and regional level, it is connected with the gap between MLE management and methodological support in the decentralisation context of the Ukrainian regional reform.

At the level of community and parents, there are the decisions on the choice of the learning language. Currently the parents ground their choice of language for learning on the argument "whether they will be able to help their children with homework". If at MICRO – classroom level the teaching is to be changed, it should guide the decision-making process of the formulation and awareness of multilingual education goal oriented towards a sustainable education and sharing individual and social objectives.

Already in the first school, there were comments: "the main thing is to get a positive result" and then they repeated again and again. The rhetoric question is – what is the expected outcome?

The textbooks on strategic management often refer to the scene in Lewis Carroll's "Alice in Wonderland" where Alice asks the Cheshire cat which way she should go. The cat replies that it largely depends on where she wants to get. If it does not matter where one wants to get, then it makes little difference which way to go. The teams of schools and each individual teacher should be able to answer: *what do I do? why do I do this?*

Answering the question of how the effectiveness of the programme will be measured, such factors as the career, higher education, the opportunity to study at the universities of the ethnic homeland, the popularity of school, language prestige (the language which is taught at school), strengthening the national language are mentioned. Attention should be paid to the social markers – the change of social practice in the community.

It is recommended to think and formulate the aims and expected outcomes at different levels of social participation – individual, community, state; at different time scales: long, medium, short-term: both future career, as well as here and now (an interesting lesson) and opportunities at attitude level.

Both researchers and non-governmental organization leaders analytically evaluate the impact and opportunities international consultants can bring to development cooperation. However, there are also challenges for international cooperation: in the Ukraine a non-governmental organization representative said that international consultants "see the Ukraine through the window of the Meriott Hotel". Columbia University Professor Gita Steiner-Khamsi has said that "The best international consultant's work is the one that strengthens and develops local partners so that your own involvement is no longer necessary" (Grigule, 2014).

Consequently, the most appreciated involvement of Latvian NGO LACE could be seen as the application of DILL's approach – the mastery to create and ask questions that should be considered as an important step to transform the Latvian multilingual and intercultural education experience into flourishing Europe.

Family and Community Involvement:

What signs do the parents take into account to evaluate their child's language acquisition? What is the evidence of this? How should I take it into account and deal with it?

How do the parents show interest and initiative in language learning?

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How can I encourage parents' involvement?

What kind of help do I expect from the parents?

Multilingual Education Programme Structure and Management:

What MLE cooperation model is used in our school?

What else, apart from material resources, is still needed to create favourable conditions for learning?

Can learners see themselves, their community, their culture in textbooks?

Where is my place in the school's multilingual education cooperation model?

How knowledgeable are students, families and communities about the multilingual education and can they advocate on its behalf?

Curriculum and Instruction:

What has changed in my way of lesson planning and teaching?

What methodological approaches do I deliberately use in bilingual teaching?

What motivates the students' learning in bilingual lessons, what makes learning active, what holds the students' activity?

How do I explicitly develop the students' understanding of multilingualism?

How do I develop the students' learning skills and plurilingual competence?

Can I reflect on and value students' culture?

How do I adjust the compulsory education curriculum considering students ethno-cultural identity and cross-cultural experiences?

How do I manage to give assignments that are meaningful, academically challenging and integrates higher order thinking?

What motivates students' learning in bilingual lessons, what makes learning active, what holds students' activity?

Support and Resources:

What are my students learning with?

Who are they learning with?

What variety of (authentic, visual and hands-on) materials and technologies do I incorporate in my lessons?

What kind of support do we will get to the programme from the community, the Ministry of Education and regional Board of Education?

Assessment:

Are we testing the results accurately interpreted and disseminated to appropriate audiences in a delicate way?

Do I get a full contextual account of the students' language skills involving the parents, students themselves, teachers, and staff?

How do I develop students' skills of working independently and test taking practice?

Why are students learning? Toward which goals are my students learning?

Is teaching at school enriching not remedial?

Staff Quality and Professional Development:

What will I say to explain the process of multilingual education to someone?

What has changed in my way of lesson planning and teaching in connection with the MLE?

What methodological approaches (scaffolding) do I deliberately use in multilingual teaching?

How do I conduct teacher research to reflect on instructional strengths and shortcomings?

How much time do I have to examine my own beliefs and practices in the light of theory and the school's vision and goals?

How are the assessment data used / should be used as – a topic for the professional development of teachers, administrators and parents?

Learning Environment, and School as a Learning Community:

What would we write on the signpost leading to our school?

Is the multilingual education a permanent and enriching part of the school and region?

What causes and maintains a welcoming school environment for parents and community?

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