

requal

requalification
of (recently)
immigrated
and refugee
teachers in
Europe

IO2 - Teaching and Learning in Multilingual Contexts in Programmes for Internationally Trained Teachers in Europe

Helen Bodström, Annika Käck, Tove Linné, Susanna Malm, Khadije Obeid, Maher Arshinak, Henrike Terhart, Petr Frantik, Semra Krieg, Abdullah Bakkar, Michelle Proyer, Nicolas Kieffer, Camilla Pellech, Tina Obermayr, Jelena Stanišić, Shyraz Shahoud, Doha Tahlawi, Youssef Dershewi, Amr Atay, Lobsang Buchung, Ziad Alloush, Sirmola Touro, Katja Kansteiner, Esther Dam, Roswitha Klepser

January 2020



IMPRINT

Editor

Consortium of R/EQUAL

University of Cologne (coordinator)

Dr. Henrike Terhart

henrike.terhart@uni-koeln.de



University of Vienna

Contact: Dr. Michelle Proyer

michelle.proyer@univie.ac.at



Stockholm University

Contact: Susanna Malm

susanna.malm@su.se



University of Education Weingarten

Contact: Prof. Dr. Katja Kansteiner

kks@ph-weingarten.de



Authors

- Helen Bodström, Annika Käck, Tove Linné, Susanna Malm, Khadije Obeid (Stockholm university)
- Abdullah Bakkar, Petr Frantik, Semra Krieg, Henrike Terhart (University of Cologne)
- Nicolas Kieffer, Camilla Pellech, Michelle Proyer, Tina Obermayr, Jelena Stanišić (University of Vienna)
- Esther Dam, Katja Kansteiner, Roswitha Klepser (University of Education Weingarten)

Participants taking part as Co-researchers

Maher Arshinak (Stockholm university), Shyraz Shahoud, Doha Tahlawi, Youssef Dershewi, Amr Atay, Lobsang Buchung, Ziad Alloush, Sirmola Touro (University of Vienna)

Citation: Bodström et al. (2020) IO2 - Teaching and Learning in Multilingual Contexts in Programmes for Internationally Trained Teachers in Europe

<https://blog.hf.uni-koeln.de/immigrated-and-refugee-teachers-requal/manual/>



This work is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

ERASMUS+-project number: 2018-1-DE-01-KA203-004241



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with the support of the European Commission. The draftspersons are solely responsible for the content of this publication; the Commission is not responsible for the continued use of the information it contains.

Table of Contents

1. Introduction	1
2. The Participatory Approach in R/EQUAL	3
3. Language policy in Higher Education	6
3.1 Language policy on the European level	6
3.2 Language policy at the four R/EQUAL partner universities	8
3.2.1 University of Cologne	8
3.2.2 University of Vienna	9
3.2.3 University of Stockholm	10
3.2.4 University of Education Weingarten	11
3.3 Multilingual contexts in Higher Education	13
4. Glossary of basic theoretical concepts for teaching and learning in multilingual contexts	14
5. Language concepts of the R/EQUAL programmes	20
5.1 Language concept of the programme at the University of Cologne	20
5.2 Language concept of the programme at the University of Vienna	22
5.3 Language concept of the programme at Stockholm University	23
5.4 Language concept of the programme at the University of Education Weingarten	25
6. Voices of lecturers and participants/alumni on teaching and learning in multilingual contexts	26
6.1 Methodology	26
6.2 Analysis results	28
6.2.1 Results from the analysis of the interviews with the lecturers	28
6.2.2 Results from the analysis of the interviews with the participants/alumni	36
7. Summary	40
8. List of References	42
9. List of Figures	45
10. List of Tables	45
11. Appendix: Interview guideline	45

1. Introduction

Migration has long shaped the characteristic of most European (even more so global) communities. This tendency will not be over sometime soon, but represents a permanent phenomenon, that further shapes societies. Higher Education Institutions in Europe are becoming increasingly globalised. In the case of internationally trained teachers, HEIs need to widen their participation and engagement in order to better utilise their experiences and skills. Internationally trained academics, in this case teachers from other countries, need faster access to the academic environment in order to supplement their previous education along with the development of the second language. Even if they do not have full academic command of the language of the country of residence yet, internationally trained teachers should not be hindered in their supplementary education. When dealing with this group, HEIs need to improve both linguistically and culturally. In part, this can be achieved through adopting a pedagogical approach of multilingualism.

The partnership project of the universities in Cologne, Stockholm, Vienna and Weingarten “R/EQUAL – Requalification of (recently) immigrated and refugee teachers in Europe” aims to exchange experiences and networks in the area of higher education concerning internationally trained teachers in Europe. This second intellectual output of the R/Equal partnership is based on an appreciation of the participants' languages. All R/EQUAL partners agree that the spoken languages of the participants are a great resource for working in schools, especially as the numbers of multilingual children in schools and their families increase. Based on this shared opinion, the partners implement their approach to the multilingualism of the participants in different ways. **IO2 gives an overview of concepts how to structure the teaching and learning in multilingual contexts. Universities planning to implement such a programme can be inspired to choose which concepts and teaching methods are appropriate for them according to the conditions of their situation.** Practical knowledge and suggestions from the perspective of lecturers and participants/alumni is provided in the [digital manual](#) on teaching and learning in multilingual contexts in Higher Education.

As a means to inspire and guide academic activities for programmes for internationally trained teachers, this Intellectual Output 2 is based on the contribution of all R/EQUAL partner programmes regarding their experiences and expertise and is divided in two parts:

Part A is based on desk research to give an overview:

- General Language policies of the R/EQUAL partner universities,
- Language concepts within the R/EQUAL partner programmes,
- Methods and course concepts focusing on language within the R/EQUAL partner programmes.

Part B is based on data collection and analysis concerning the experiences and beliefs of lecturers as well as participants/Alumni of the programmes on the topic of teaching and learning in multilingual contexts. Based on interviews with 22 lecturers and 44 participants/alumni of the four R/EQUAL partner programmes in Austria, Germany and Sweden, a qualitative content analysis (Schreier 2012) was carried out on:

- Teaching and learning in multilingual contexts from the perspective of the lecturers,
- Teaching and learning in multilingual contexts from the perspective of the participants/alumni.

As the centrepiece of IO2 the results are provided as a digital manual on teaching and learning in multilingual contexts. The manual for teaching and learning in multilingual contexts in Higher Education gives information on teaching and learning and experiences. The aim of the digital manual is to inspire lecturers in Higher Education, to use all existing language competences in the group in their teaching in multilingual settings. As R/Equal is based on a participatory approach, the work on teaching and learning in multilingual contexts in Higher Education also refers to this perspective, which is carried out in the following chapter 2.

2. The Participatory Approach in R/EQUAL

As already extensively shown in the R/EQUAL Transnational Framework (Proyer et al. 2019) – used as main reference for the following section –, R/EQUAL opted for a participatory approach (von Unger 2014) for the whole project duration in order to give internationally trained teachers a voice. In choosing a participatory approach for the project, internationally trained teachers and in particular current participants or/and alumni of the four teacher training programmes get the opportunity to have a say in the project activities, participate in decision-making and state their individuality within the process. The aim is to guarantee user-friendly outcomes and designs of all outputs.

Participatory research has lately also been used in research with refugees (Ellis et al. 2007). According to Brydon-Miller (1997, 657), the participatory approach "refers both to research practices that create social change and, in the process, transform those participating in the research as well as to a fundamental transformation of the field". Key for participatory research is to explore and further study the topic with experts in the field, (e.g. refugee teachers) as opposite to doing research without involving them and consequently pro-moting empowerment by co-creating the (research) environment. Adopting a participatory research process, we want to make sure that instead of reproducing colonial, hegemonic power structures by implementing research *about* subjects, we do research *with* participants as experts on themselves - which in the same way needs to be critically reflected according to a postcolonial perspective (Castro Varela 2015; Mecheril & Rose 2012).

Taking all characteristics of participatory research into account, the project team found it a suitable approach for the questions of R/EQUAL. As a tool to measure the level of participation in a process, Wright, von Unger and Block (2010) propose the following stage model of participation:

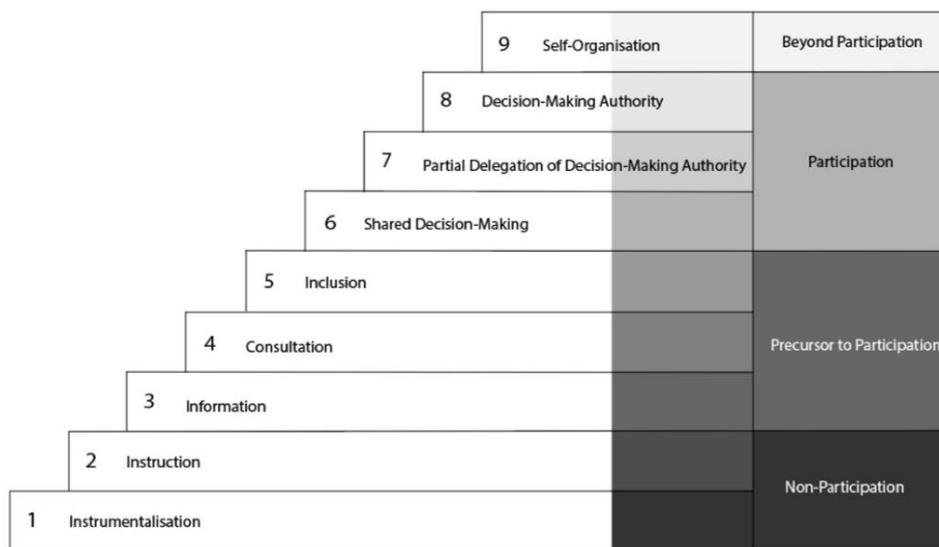


Illustration 1: Stage Model of Participation (Wright, von Unger, Block, 2010)

In the following, the 9 steps of the stage model of participation are briefly described:

- Stage 1 "Instrumentalisation" and stage 2 "Instruction" are not considered to be participative at all, and therefore, labelled as "Non-Participation";
- Stage 3 to 5 (3 "Information", 4 "Consultation" and 5 "Inclusion") are counted as pre-stages to participation;
- Stage 6 "Shared Decision-Making", 7 "Partial Delegation of Decision-Making Authority" and 8 "Decision-Making Authority" qualifies as participation;
- The last stage, 9 "Self-Organisation" can be a stage "Beyond Participation".

According to von Unger et al. participation starts from stage 6 upwards – considered that there are 9 stages in total, this is rather high. This stage level was built as a (self-)reflective tool for participatory research and not as a way to either boast with a high stage of participation or apologise for a low one. While one part in the research process can be highly participatory, another one could be not at all as such. As the level of participation tends to be fluid and modifiable, it has to be considered in several phases throughout the whole research process.

In IO2 the participatory approach has been used in as follows:

- The project management meeting was connected to an event where not only the partner programmes but also partners from other Swedish universities presented their work and research results concerning internationally trained teachers.
- Findings of R/EQUAL's research activities were partly presented by participants and Alumni who had been involved in data collection. In Vienna regular meetings took place to involve participants and Alumni in the research process.

- As part of the big amount of material that has been collected from each partner programme on the topic of learning and teaching in multilingual contexts in Higher Education, questions related to structural and institutional prerequisites were raised:
 - Is there a specific language policy at the university you work at?
 - How does your university tackle the issue of having multilingual students?
- Secondly group discussions (in different languages) with participants/alumni were carried out at the four partner universities including the following questions:
 - How do you use your languages that you can speak, to understand the content in your studies? When? Why?
 - Have you been encouraged to use all the languages you can speak in class or not? In which situations?
 - Has the use of all the languages you can speak as a teaching method, or as your own method, helped you understand the content of the course deeper? If yes, how do you notice that?
 - Has the use of all the languages you can speak as a teaching method, or as your own method, help make your second language learning go faster? If yes, how do you notice that? For Vienna: Do you think it would have helped you?
 - Has the use of all the languages you can speak as a teaching method, or as your own method, help strengthen your identity as a teacher in the new country of residence? If yes, in what way? What do you consider your identity as a teacher? Is it different than before, now that you teach in a different language/context?
 - What do you think are the advantages of using all the languages you can speak in your studies? Give example(s).
 - What do you think are the disadvantages of using all the languages you can speak in your studies? Give example(s).
 - Has being multilingual helped you in making your second language learning go faster?
- At all four partner universities, participants interviewed lecturers about their experiences working in multilingual contexts in the programmes for internationally trained teachers addressing the following questions:
 - How does the fact that participants are multilingual affect your teaching?
 - Are you using a multilinguistic/translanguaging method in your teaching?
 - If yes, which language strategy do you use to solve challenges in the classroom? In what ways do you do so? When and why?
 - If no, why? Would you like to use it? Why? What would you need to be able to use it?
 - What multilingual strategies are successful from your perspective? Give concrete examples. Which ones are not? Why?
 - What do you think are the advantages and disadvantages with multilinguistic/translanguaging method? Which strategies are not effective and why?

3. Language policy in Higher Education

3.1 Language policy on the European level

On the European level, language policy and languages are connected to the idea of cultural diversity on the one side and communication on the European level on the other. Language policy is one of the key topics concerning international communication and understanding to be “built around the equal interchange of ideas and traditions and founded upon the mutual acceptance of peoples with different histories but a common future” (Commission of the European Communities 2003, 3).

Therefore there is a variety of European Union papers and recommendations referring to the topic of languages and language learning: “As part of its efforts to promote mobility and intercultural understanding, the European Union (EU) has designated language learning as an important priority, and funds numerous programmes and projects in this area. Multilingualism, in the EU’s view, is an important element in Europe’s competitiveness.” (Hériard 2019). Multilingualism and language skills are thus linked to a variety of goals: international communication and understanding, acceptance as well as Europe’s competitiveness. Multilingualism is therefore a basic skill of every European citizen. Concerning the respective language skills in 2003, the EU point out: “The range of foreign languages spoken by Europeans is narrow, being limited mainly to English, French, German, and Spanish. Learning one lingua franca alone is not enough. Every European citizen should have meaningful communicative competence in at least two other languages in addition to his or her mother tongue.” (Commission of the European Communities 2003, 24).

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

At European level an agreement was reached on the systematisation of language proficiency. The concept categorises linguistic skills in a system from A1 to C2. The current extension of the framework, as an aim of the Council of Europe, should “ensure quality inclusive education as a right of all citizens” (Council of Europe 2018, 23). In the common Reference levels, it is defined what aspects of proficiency should be reached. The language skills that have to be achieved at each level are generally described in positively set of ‘can-do’ descriptors (cf. Council of Europe, The CEFR descriptors) and can be applied to different languages. The system forms the basis for officially recognised language tests. There are official translations of the CEFR Global Scale in 22 spoken languages in the EU¹.

¹ The different translations can viewed here: <https://www.coe.int/en/web/common-european-framework-reference-languages/official-translations-of-the-cefr-global-scale>.

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Illustration 2: Council of Europe: Global scale - Table 1 (CEFR 3.3): Common Reference levels

The levels range from “basic user” to “independent user” and “proficient user”. Participants of the programmes for internationally trained teachers have to have at least a language proficiency of an independent user in the official language of the country of residence to participate in the programmes. The language learner can thus “understand a wide range of demanding, longer texts, and recognise implicit meaning can express him/herself fluently and spontaneously without much obvious searching for expressions, can use the language flexibly and effectively for social, academic and professional purposes, can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.” (Council of Europe, Global Scale).

Higher Education and Language Policy

Because of mobility and migration within Europe on the one hand and the globalisation and internationalisation of higher education and research on the other hand, the “European universities are confronted with a variety of new linguistic challenges” (European Language Council 2013, 3). Additionally, the Bologna Process has brought more comparability and coherence of Higher Education systems across Europe. This also facilitated international student and staff mobility. Not only because of these developments, the European Language Council (CEL/ELC) recommends each university to have an own specific language policy, through which the institution's mission and context

can be reflected. According to the CEL/ELC a language policy “establishes the languages of instruction and of administration and communication as well as the aims and objectives of language programmes, language support measures and the way in which these are put into practice within a particular HEI” (European language Council 2013, 3).

Based on the EU policy that is open to multilingualism as a source for the European idea of understanding and sharing ideas within Europe (and beyond), the R/EQUAL partner refer to this openness towards languages and expand the idea towards further languages that are spoken in non-EU countries. With this, it is stressed that the idea of international communication and transnational collaboration does not only refer to languages officially spoken in the European countries on the one side and refers to global migration towards Austria, Germany and Sweden. Looking at the four programmes in R/EQUAL, it becomes clear that there are many activities for language learning in a multilingual context. However, none of the universities has a specific language concept concerning their multilingual reality. Nevertheless the partner universities offer language courses for a variety of languages for all of their students and provide German courses for international students (to be). In the following, the language policies of the four institutions are presented.

3.2 Language policy at the four R/EQUAL partner universities

Based on the European language policy which clearly points out towards multilingualism and the agreement of the R/EQUAL partner programmes for (recently) immigrated and refugee teachers, the four partner universities present their general language policy.

3.2.1 University of Cologne

At the University of Cologne (UoC), there is no overarching multilingual language concept. The language policy is based on the importance of the German language to be able to study and live in Cologne. Most study courses at UoC are offered in German, only some master programmes are offered in English. A prerequisite for the application at the UoC, when German is the language of instruction, is a language proficiency of the level C1 based on the CEFR (International Office of the University of Cologne: General Information for international applications). When English is the language of instruction, also a high level of English proficiency has to be proved, which certificate is accepted depends on the respective master programme (International Office of the University of Cologne: International Applications of Prospective Master Students).

To prepare international students with the requirement of German language skills, the UoC offers a vast range of German language courses for different levels (CEFR levels A1-C2) and for various target groups (pre-study, Bachelor, Master, doctoral candidates, exchange students etc.). These are coordinated by the department „German as a foreign language“. Around 750 people participate in the various language courses each semester. The German courses for all international students are divided into study preparatory courses and study-accompanying German courses.

Preparatory Study Courses that start with level B2 prepare prospective students for the C1-language test (mostly DSH; “Deutsche Sprachprüfung für den Hochschulzugang”). Since 2016 study preparatory courses especially for prospective students with a refugee background have been implemented at UoC. To apply for these courses, refugees need to prove that they are eligible for study, that they have a refugee background and must have a language proficiency of the level B1 according to CEFR (International Office of the University of Cologne: Academic Refugee Support. Preparatory German Courses for Refugees).

Additional courses are offered for international students who have just started their studies. If tests at the beginning of their studies show, that they are still lacking specific German language skills in some areas (e.g. listening comprehension), they are advised to participate in the respective courses. They have the opportunity to catch up on these skills during an introductory phase at the beginning of undergraduate studies (International Office of the University of Cologne: Studienstart International). Supplementary study-accompanying German language courses are offered in order to give international students the opportunity to improve their language skills in a targeted manner. Language courses are also offered at various levels (A1-C2) for exchange students, who study at UoC within the framework of Erasmus, or students from partner universities who are staying at the University of Cologne for one semester or one year.

Since 2018, as part of the programme for refugee teachers, special German courses for the participants have been implemented. These consist of a two-month intensive summer language course as well as a German course and a German course for occupational language accompanying the one-year programme. To be eligible to apply for the programme for refugee teachers, candidates must have at least a language proficiency of the level B1 according to CEFR (International Office of the University of Cologne: Academic Refugee Support. Preparatory German Courses for Refugees).

Apart from that, the University of Cologne has a vast offer of other language courses (e.g. Spanish, Arabic, Kiswahili). Depending on the study courses, some courses might also be taught in other languages (e.g. French, Spanish, etc.). A holistic concept to support the integration of various languages in the teaching didactics and counselling, that points out the richness of the use of different languages, is a future goal.

3.2.2 University of Vienna

At the University of Vienna there is a specific language policy. On the one hand, there is a policy of presumed language skills and the necessary proofs. Thus, knowledge of German is a prerequisite for admission to a regular course of study at the University of Vienna. A few Master & PhD studies do not require proof of German language proficiency, but English language proficiency (cf. univie Blog 2018). In addition, proof of language skills is required for admission to a regular course of study at the University of Vienna with German as the language of instruction. The proofs differ according to the requirements of the course of study. As of the summer semester 2019, applicants for German-language studies must submit a German certificate at level A2 when applying for German-language studies, even if they wish to attend the pre-study course (a course that can be booked to prepare oneself for the studies/ German: Vorstudienlehrgang) afterwards (cf. Studienservice und

Lehrwesen n.d.). This proof of German language proficiency at least at level A2 can be provided, for example, with an ÖSD certificate A2 or with a Goethe certificate A2. However, this certificate must not be older than two years at the time of application (cf. univie Blog 2018).

In order to be admitted to a regular course of study, the students need a German certificate at level C1. If a student submits proof of knowledge of German at a level lower than C1 (at least A2) when applying for admission, he or she has the opportunity to attend a German course in the pre-study course of the Viennese universities or their cooperation partners (cf. Studienservice und Lehrwesen n.d.).

On the other hand, there are guidelines for teaching courses in foreign languages. The curriculum can stipulate that all or individual modules, courses and examinations are to be held in a foreign language and that scientific papers are to be written in a foreign language. As a lecturer of a course, one is entitled to hold and test the course in a foreign language if the subject of the study, module or extension curriculum is this foreign language. The curriculum determines which level of language competence is required for the study, extension curriculum or module in question (cf. Universität Wien 2019, p.20). Accordingly, the Certificate Course “Basics of Educational Studies for Displaced Teachers” all applicants have to show a German Certificate at the Level B2.2.

3.2.3 University of Stockholm

The language policy of Stockholm University aims to “increase our staff and students’ awareness of the importance of language and language use” (Language Policy of Stockholm University 2011). Seeing as the international language in research contexts is usually English, the policy mainly addresses the use of English, specifically, in the academic context as a tool to reach a more prominent international position, increase the quality of education and research through e.g. attracting foreign researchers and students, and to increase its participation in international study- and labour markets. In order to achieve these goals, Stockholm University has adopted a system of parallel academic language use, again pertaining specifically to English, where “the use and development of one language should not take place at the expense of proficiency in the other language” (ibid.).

Swedish is, however, the predominant language of the university, in particular in regard to administrative matters. When it comes to education, like the case of German at the University of Vienna, proof of language skills is also required for admission to a regular course of study at Stockholm University. Except in regard to programs specifically tailored to foreign students, first-cycle programs are given primarily in Swedish. Nevertheless, the university finds it desirable that certain elements of the programme are in English or, where appropriate, “in the language that is the object of study” (ibid.). For these reasons, the prerequisite proof of language skills pertains to both languages (Swedish and English), even when the programme has Swedish as the main language of tuition.

In order to be eligible for a course or programme where Swedish is the language of tuition, the students need a Swedish certificate at level C1. For courses and study programs at the bachelor level, the English language general entry requirement is, like the case of Swedish, the equivalent of the C1 level, which is also true for most master level courses and programs (University Admissions

information, Swedish Council for Higher Education). Chapter 7, Section 6 of the Higher Education Ordinance states that knowledge of Swedish is a requirement for admission to first-cycle programs (2006:1053). Second- and third-cycle programs do not have any corresponding prerequisites when it comes to Swedish language skills, although the Swedish National Agency for Higher Education argues that it may be taken for granted that a person applying for a course or programme where the language of tuition is Swedish also has knowledge of Swedish to a relevant degree (The Swedish National Agency for Higher Education, Report 2008, 36 R).

The option for a lecturer to use a language other than Swedish and English varies between disciplines, mainly when the subject of study is the foreign language itself, though “in some subjects, languages such as French, Spanish and German are the dominant languages” (Language Policy of Stockholm University 2011). Publishing and disseminating research results in other languages than Swedish and English is also strongly encouraged when immediately relevant to the research content.

Permeating the language policy of the university, and guiding the choice in language of tuition, is the central aim towards a conscious language use (ibid.), particularly pertaining to multilingual staff and students. When it comes to the quality of education, the use of a comprehensive language will benefit efficiency and learning ability, creativity and the understanding of concepts. By contrast, it is important to consider the effect on the aforementioned areas when the language used in education is different from one’s native language. Two effects of decreased use of one’s native language are highlighted in the policy, the first of which is so-called “domain loss”, where one language replaces another in a particular domain of society, deteriorating conditions for communication. The other effect discussed in the policy is “capacity loss”, where the use of a language other than the native one can lead to “an inability to express oneself with nuance and precision” (ibid.).

Therefore, the University provides support for students with another native language than Swedish (or English for programs and courses where English is the language of tuition) in the form of language tuition, academic language modules within different programs, and proofreading based on student needs. For example, The Language Learning Resource Centre at Stockholm University includes special support in Swedish as a Second Language (Language Learning Resource Centre, Stockholm University), and The Centre for Academic English (CAE) at Stockholm University offers guidance and specially designed courses for using English in various academic and professional contexts (Centre for Academic English, Stockholm University).

3.2.4 University of Education Weingarten

At the University of Education Weingarten there is no specific language policy. The international students are addressed in the German and English language, no other language is being used except if a member of the University is capable of speaking another by chance. At the University of Education Weingarten having multilingual students is mainly seen as support for international stu-

dents. This support focusses on detailed preliminary preparation before their stay, intensive accompanying when they start their studies at the University of Education and finally an individual support during their studies. International students come for example from China or Korea, India or south America. Steps of supports are:

- Intensive support in preparing their international exchange is given with preparation of their class schedule, travel information, Visa-required paperwork, accommodation, registration at university, health insurance, etc. Digital possibilities are being used if available.
- During their stay at the University of Education Weingarten, the students from the partner universities participate in a support programme including German language courses, a Welcome Day, various events during the so called Orientation Week, schedule consultation to find the right courses for their studies as well as other social and cultural events to help integrate the international students with the regular students.
- German Language Courses (beginners and advanced classes) are being offered:
 - Intensive courses before the start of the semester (2 SWS)
 - Regular German Language Course carried out during the semester with exam and certificate upon successful completion
- Tutor and Buddy programme as a network between the Incomings and students at the University of Education Weingarten (participants of IGEL can participate).
- Professors/lecturers at the University of Education Weingarten support International students to find individual solutions, for example assignments in English.

There is also a programme that supports German students who go abroad in European countries or countries the University has partnership with like India, Japan, Brazil. The support for Outgoing students wanting to go abroad includes the following: preparatory English language course, granting of an English language certificate through an online test platform, preparatory language courses in Spanish and Portuguese (in cooperation with the HS Ravensburg-Weingarten).

An effort that the University of Education Weingarten takes is to bring out classes in English language, even if no international student attends that class. The numbers of classes taught in English language grow every semester. This policy gives the international students the opportunity to take up to 30 ECTS credit points in English speaking courses.

3.3 Multilingual contexts in Higher Education

Universities are traditionally international spaces and science is not limited to national contexts. Science mostly takes place at universities as national educational institutions that have a strong international orientation and at the same time can be described as transnational in scientific discourse. The mobility of researchers and international publication activities are regarded as markers of quality. The internationalisation of Higher Education is one of the central topics in universities organisational development. International Offices have become the standard at universities and act as an interface to science.

Language skills are an important focus of international work at universities. With a strong focus on English, courses and advanced training are often offered for students and scientists. Studying abroad, being part of an international research group, offering international summer schools etc., all these activities are seen as not only crucial for scientific progress but also prestigious for the organisation. English has a high status, is of global significance and is in some sciences the standard language. Thus, it becomes clear that the international orientation in the field of languages shows clear hierarchies in more or less useful languages. The generally high “language prestige” (Fishmann 1975) of English is also evident in Higher Education Institutions.

Recently, the notion that internationalisation has only something to do with contacts abroad has been increasingly questioned. The concept of *internationalisation* at home refers to the fact that universities themselves are not homogeneous and monolingual, but are multilingual in the sense of national languages or “named languages” (Otheguy/García & Reid 2015) due to the diversification of society and diverse past or current migration movements. Internationalisation at home “advocates a strong focus on all students, not only in those that are mobile, and also in the internationalisation of the curriculum and the learning process” (DeWitt 2011, 13). The concept internationalisation at home is based on the work of Bengt Nilsson, who implemented the new perspective at Malmö University: “an understanding of internationalisation that went beyond mobility and a strong emphasis on the teaching and learning in a culturally diverse setting (Wächter 2003, 6). The concept of internationalisation at home includes different elements. Concerning the programmes in R/EQUAL the two pillars, the international one and the intercultural/diversity one come together. Teaching and learning in multilingual contexts are therefore seen as a topic of internationalisation at home.

4. Glossary of basic theoretical concepts for teaching and learning in multilingual contexts

Internationally trained and recently arrived academics, in this case teachers from other countries, need fast access to the academic environment in order to supplement their previous education along with the development of the (often) new language. Even if the language of this participants is not yet at a fully academic level (when it comes to their skills in the language of the country of residence), recently migrated teachers should not be hindered in their supplementary education. HEIs need to improve when meeting the participants of such programmes. In part, this can be achieved through adopting a pedagogical approach of multilingualism. A Multilingual approach means that second/third etc. language learners use all their linguistic resources to think, understand and jointly create meaning. It is defined as "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximise communicative potential" (García 2009, 140).

The following glossary gives information on central topics as well as recommendations for further literature on learning and teaching in multilingual contexts in Higher Education. Since not all partners use the same language concept, the theoretical principles are presented in the form of a glossary. In this form of presentation, it becomes clear that there is not a shared concept, but a collection of theoretical principles and approaches that can be helpful in developing a concept at a university that aims to implement a programme for internationally trained teachers.

Bilingualism and Multilingualism

The term "multilingualism" does not only represent a superordinate term for very different phenomena of linguistic diversity, but leads - used as a collective term - to uncertainty, what exactly is meant by it. According to Skutnabb-Kangas (1981), all definitions of bilingualism can in principle be applied to the determination of multilingualism. However, no generally accepted definition can be found for bilingualism either.

In extreme cases, definitions of bilingualism and multilingualism are either formulated so narrowly that they hardly apply to anyone, since very good linguistic abilities are required in both or several languages (cf. the problematic concept of balanced bilingualism Bloomfield 1935). If the definition of bilingualism and multilingualism is too broad, persons who may only have a few words in another language are also included (cf. Skutnabb-Kangas 1981, 81).

An orientation towards monolingualism as a benchmark for the evaluation of bilingualism and multilingualism has often been criticised, as this cannot provide any information about the linguistic competences of bilingual and multilingual people (cf. Beatens Beardsmore 1982; on criticism e.g. Dirim 2005; Fürstenau & Niedrig 2010). The central finding is that bilingual or multilingual adolescents use their languages in a context-dependent manner and gain different experiences with and in their languages during the acquisition process.

In this context, Gogolin (1988) introduced the term "bilingualism in everyday life", which makes it clear that the linguistic abilities of bilingual and multilingual people do not have to be balanced. Languages have different functions due to different employment circumstances, usage situations and related intentions: A person is bilingual or multilingual if he or she can use these languages in everyday life.

- Beatens Beardsmore, H. (1982): Bilingualism: Basic Principles. Clevedon: Tieto.
- Dirim, İ. (2005): Notwendig ist die Schaffung einer Wissensbasis für den Umgang mit Mehrsprachigkeit. In Gogolin, I., Neumann, U. & Roth, H.-J. (Hrsg.), Sprachdiagnostik bei Kindern und Jugendlichen mit Migrationshintergrund. Münster: Waxmann, 81-86.
- Fürstenau, S. & Niedrig, H. (2010): Bilder und Begriffe von Mehrsprachigkeit. In Krüger-Potratz, M., Neumann, U. & Reich, H. H. (Hrsg.), Bei Vielfalt Chancengleichheit. Interkulturelle Pädagogik und durchgängige Sprachbildung. Münster: Waxmann, 269-288.
- Skutnabb-Kangas, T. (1981): Bilingualism or not. The Education of Minorities. Clevedon: Multilingual Matters LTD.

Second language and foreign language acquisition

In addition to multilingualism caused by migration (within the family), a person can also be multilingual by learning foreign languages (e.g. at school, in the language course at the adult education centre) or by growing up in a multilingual area (e.g. Belgium, Switzerland). Depending on the context of language acquisition, a distinction can be made between second language and foreign language acquisition: "One speaks of second language and second language acquisition if the acquisition takes place within the target culture, of foreign language and foreign language acquisition if the acquisition takes place in the context of the source culture" (Henrici & Vollmer 2001, 8 cited after Kniffka & Siebert-Ott 2012, 15).

- Kniffka, G. & Siebert-Ott, G. (2012): Deutsch als Zweitsprache. Lehren und Lernen. 3. aktual. Aufl. Paderborn: Schöningh Verlag.

Plurilingualism

The capacity and competence to learn more than one language, as well as the value of linguistic tolerance within individuals and countries. It is associated with intercultural competence and democratic citizenship. This term is often used to talk about language education and policy. „Education for plurilingualism will refer to plurilingual education (for example, teaching national, foreign, regional languages), in which the purpose is to develop plurilingualism as a competence“ (Council of Europe 2007, 18).

- Council of Europe (2007): From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe. Retrieved from: <https://rm.coe.int/16802fc1c4>

Translanguaging

Translanguaging takes a new perspective on bilingualism and multilingualism. It is based on the assumption that there are no clear boundaries between the individual languages at the mental level of individual speakers and that these are therefore not separate language systems. Rather, bilingualism or multilingualism presents itself as a linguistic continuum. Translanguaging is embedded in the concept of the heteroglossia according to the Russian philosopher Michail Bakhtin (1979). Following Bakhtin's concept, the linguistic reality of all speakers is complex and dynamic. Speaking always takes place in "a dialogue of languages" [as a] "bundle of varieties, registers or jargons" (Busch 2015, 51) within the respective language.

From this perspective, in communication situations, bilingual and multilingual persons select certain characteristics from a common linguistic repertoire in the sense of an overall linguistic quality in order to negotiate and establish meaning and communicative contexts (cf. García 2009). The flexible use of several languages is a communicative competence to which "to which all knowledge and experience of language contributes and in which languages interrelate and interact" (Council of Europe 2001, 4).

The term 'Translanguaging' is believed to be coined by the Welsh linguist Cen Williams who published comprehensive studies on bilingual teaching in schools in Wales. Accordingly, Otheguy, García & Reid (2015) define translanguaging as „the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages“ (ibid. 283). Concerning Translanguaging in Higher Education Mazak (2017, 1) point out: "It has become a rather trendy and at times controversial term as it has gained traction in academia over the last several years. However, the way in which it has been taken up by researchers, particularly in education, is evidence that it is filling a gap in our descriptions of language practices in educational settings."

- Bakhtin, M. (1979): Das Wort im Roman. In: Ders.: Ästhetik des Wortes. Hrsg. v. Rainer Grüberel. Frankfurt am Main, 154-300.

- Busch, B. (2015): Zwischen Fremd- und Selbstwahrnehmung. Zum Konzept des Spracherlebens. In: Schnitzer, A. & Mörgen, R. (Hrsg.): Mehrsprachigkeit und (Un)Gesagtes: Sprache als soziale Praxis in der Migrationsgesellschaft. Weinheim, 49-66.
- Council of Europe (2001): Common European Framework of References for Languages: Learning, teaching, assessment. Retrieved from: <https://rm.coe.int/1680459f97>
- García, O. (2009): Bilingual education in the 21st century. A global perspective. Malden, MA: Blackwell; John Wiley & Sons.
- Mazak, M. C. (2017): Introduction: Theorizing Translanguaging Practices in Higher Education. In: Mazak, M. C. & Carroll, C. S. (Eds.): Translanguaging in Higher Education: Beyond Monolingual Ideologies. Channel View Publications.
- Otheguy, R., García, O. & Reid, W. (2015): Clarifying translanguaging and deconstructing named languages. A perspective from linguistics. *Applied Linguistics Review*, 6 (3), 281-307.

Dynamic bilingualism

In her descriptions, García (2009) emphasises that translanguaging can be seen from several angles where one is about teaching and the other about dynamic bilingualism in the individual. The dynamic bilingualism of Individuals and dynamic language practices in bilingual communities are seen as opportunities for flexible learning processes. Contrary to the view that languages must be learned separately to avoid language confusion, dynamic language mixing and coexistence are seen as important for the development of metalinguistic awareness. From an educational perspective, teachers have the task of appreciating these language practices and connecting them with the language practices desired in formal school environments (Flores, Schissel 2014).

- García, O. (2009): Bilingual education in the 21st century. A global perspective. Malden, MA: Blackwell; John Wiley & Sons.
- Flores, N., & Schissel, J.L. (2014). Dynamic Bilingualism as the Norm: Envisioning a Heteroglossic Approach to Standards-Based Reform. *TESOL Quarterly*, 48(3), 454-479.

Translanguaging in Education

In the field of education, translanguaging represents an approach to language pedagogy/didactics that systematically takes up and supports the diverse and dynamic language practices of students in teaching and learning (cf. Otheguy, García & Reid 2015). García defines translanguaging in education as 'a process by which students and teachers engage in complex discursive practices that include ALL the language practices of ALL students in a class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequality' (cf. Otheguy, García & Reid 2015).

Therefore, the use of languages with multilingual transitions in a translanguaging educational setting can be understood as a contribution to social justice (cf. Otheguy, García & Reid 2015). For the practical work in the school all languages are used systematically and not just when it happens to fit or when a single teacher feels like it to include one other language. The inclusion of the languages in class is based on the interest and the acquisition of the linguistic competence of the students by the teacher(s) and goes beyond the translation of different languages.

So far, the theoretical and methodical work on translanguaging in Education focuses mainly on children. For further information see:

- The website of the CUNY-NYSIEB Initiative in emerging bilinguals: <https://www.cuny-nysieb.org/>
- The Translanguaging CUNY-NYSIEB Guideline for educators: <https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>
- Celic, C. & Seltzer, K. (2013): Translanguaging: A CUNY-NYSIEB guide for educators. Retrieved from: <https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>
- Otheguy, R., García, O. & Reid, W. (2015): Clarifying translanguaging and deconstructing named languages. A perspective from linguistics. *Applied Linguistics Review*, 6 (3), 281-307.

Language sensitive teaching

Language sensitive teaching is a teaching that is characterised by linguistic responsiveness and openness to the various linguistic resources in a group. An important methodological-didactic element of language-sensitive teaching is the perception of the individual language level of the students, their abilities and potentials as well as the language competences still to be learned. The subject-specific language requirements to be fulfilled by the students are also to be identified. The teacher selects learning materials and support techniques that are adapted to the students' language level and help them to acquire further necessary language skills. In addition, it is important to provide continuous and systematic training in the technical language skills necessary to understand the topics taught in a subject.

In the German context, Leisen is a very important author talking about Language sensitive teaching. According to Leisen (2019) Language sensitive teaching is working with three main principles in various lessons:

1. Tasks can be presented in different layers and forms of visualisation. They differ in their degree of abstraction of language. From representational depiction to mathematical representation Leisen tries to include all these forms in lesson planning to support linguistic understanding and learning.
 2. Language requirements of tasks have to be just above each individual language ability. Aim is to produce language that is not error-free but successful. Successful in this case means that the specific language product meets the demands of the task.
 3. The learner obtains language support to handle language situations successfully that are just above the individual language ability. Language support can be in form of a tool box.
- Leisen, J. (2019): Sprachsensibler Fachunterricht. Retrieved from: <http://www.sprachsensiblerfachunterricht.de/prinzipien>

5. Language concepts of the R/EQUAL programmes

Short presentation of the language concept of the R/EQUAL programmes at the partner universities.

5.1 Language concept of the programme at the University of Cologne

Regarding the language concept of the programme for refugee teachers at the University of Cologne there are various possibilities for the participants to improve and practice the German language but also to benefit from their multilingualism.

The German language course

The German language course contains of two parts: the general German Course for the participants of the programme, according to the German Courses for all international students and those interested in studying at the UoC (International Office of the University of Cologne: German Language Courses) and the occupational German Course focusing on language that is needed in the school context. Within the framework of the programme for refugee teachers at the University of Cologne, the teaching of German up to level C1 (GER-C1) as well as the associated school subject-specific language teaching is one of the central programme modules. In order to support successful professional inclusion in the German school system, both general and specialist language skills in German are essential. For this reason, the concept of the German course is to impart not only grammatical skills, but also a broad vocabulary with a special focus on the area of education and the school system.

▪ The general German course for the participants of the programme

The textbooks "Sicher! B1+" (Hueber Verlag), "Erkundungen Deutsch als Fremdsprache B2" and "Erkundungen Deutsch als Fremdsprache C1" (Schubert Verlag) are the basis for the preparatory language lessons. Along the linear course of the textbooks, grammatical skills as well as skills in reading, listening, writing and speaking are taught. The aim of the language support is the successful completion of the TestDaF examination for C1 in German language. In addition to the regular German lessons, there is a weekly accompanying learning unit in which the participants can choose individual learning focuses within the framework of a station learning in order to compensate for identified deficits according to their personal preferences and to expand their language skills. The method of station learning enables all participants to prepare for individual examinations and also strengthens the ability of self-assessment.

- **The occupational German course focusing on language that is needed in the school context**
Furthermore, a subject-specific language teaching unit with a focus on education and school is offered. Participants learn the corresponding subject-specific vocabulary using practical examples of the didactical design of teaching units and the application of teaching methods. The focus is on teaching units for fictitious learning groups, which are then presented and discussed in the group. Furthermore, basic texts for use in educational science courses are prepared in advance in terms of language. The aim of the specialist language teaching is to acquire a school-relevant vocabulary that is application-oriented and based on the work with texts used in the courses. The combination of a German course, individual station learning as well as subject-specific language teaching enables both general and specialised language skills to be developed. The main focus is on the practical application of these skills in German schools of all types and subjects.

In order to organise a course, it is possible to access different pools of teaching methods. The method pool of the Mercator Institute for Literacy and Language Education at the University of Cologne offers a wide range of teaching methods with a special focus on multilingual learning groups. This pool of methods is offered in German and focuses on school teaching. Three of the methods used in the programme for refugee teachers at the University of Cologne have been translated into English and adapted to the context of Higher Education ([digital manual](#))

Translanguaging in a multilingual teaching and learning context

Translanguaging is used as a concept within the educational science courses of the Cologne Programme. The participants get a theoretical input about the multilingual situation in schools in Germany and experience methods how to work with this existing multilingualism in school, e.g. using Translanguaging methods.

- In some parts of the programme they work together with students of regular teacher training in a course on the subject of multilingualism and heterogeneity in schools. This course is conceived that on the one hand the content of the course is “multilingualism in the classroom” and on the other hand the existing multilingualism in the course is included in the teaching and learning in Higher Education. In this way the course participants not only deal theoretically but also practically with the work in multilingual groups and gain experience in the implementation of translanguaging work phases. Depending on the number of participants, the course can be supplemented by the formation of tandems, with one student and one participant each forming a tandem. Whether the formation of tandems is possible, in which each speaks two shared languages, depends on the linguistic abilities and the possibilities of 'matching' tandem partners.
- Furthermore, in some parts of the programme courses are provided by two teachers who complement each other with their languages. In the team-teaching the team of lecturers can speak English, German, Turkish and Arabic and uses all languages in the course.

For further information on the Cologne Programme see: <https://www.mercator-institut-sprachfoerderung.de/de/studium-weiterbildung/programm-fuer-gefluechtete-lehrkraefte/>

5.2 Language concept of the programme at the University of Vienna

Even though the language concept of the University of Vienna applies for the Certificate Course in general, in some aspects there are differences as it is not a regular course of the University but a further requalification programme of the Postgraduate Center (academic further education) of the University of Vienna. The language approach for the University of Vienna differs slightly from the rules and preconditions of the Certificate Course itself. Therefore, this chapter will present both approaches.

To apply for the certificate course “Basics of Educational Studies for Displaced Teachers” at the University of Vienna, all applicants have to show a German Certificate at the Level B2.2. While attending the certificate course, the participants attend a German course in order to reach the language level C1 in German. The German Course is not embedded in the curriculum of the certificate course, but considered highly useful as a German Level of needs to be reached for (1) studying the second subject after the Certificate Course and (2) for applying at the school authorities for as a secondary school teacher. The German course is held by the University’s Language Centre and covers 120 teaching units. The Course could get financed for the participants. Participants, who take the offer engage in spending two afternoons a week at the German course. Moreover, participants of the further education programme “[Teaching German as a Second/Foreign Language](#)” (which is one of the many further education programmes) teach the participants of the Certificate Course for internationally trained teachers. This way a fitting and resourceful synergy could be built, were language learners and teachers benefit of language teachers in spe and the other way around.

The general principles for diversity-oriented teaching at the University of Vienna apply in particular to all seminars offered in the certificate course. At the University of Vienna, the perception and recognition of diversity are core values of the University. Diversity enriches coexistence by broadening approaches to thought and action and is therefore promoted at the University of Vienna (cf. Personalwesen und Frauenförderung n.d.).

At the University of Vienna, students with different backgrounds, imprints and abilities are equal in rights despite all differences (e.g. educational/biographical, age, gender, religion, body- and health-related or linguistic-cultural). Due to this reason, the University of Vienna has set itself the goal of encouraging all students to achieve the best possible results and increasing their chances of success in their studies. The potentials and talents of all persons should be able to develop in a common quest for knowledge (cf. Center for Teaching and Learning n.d.a).

Knowledge of suitable teaching/learning concepts (e.g. methodological diversity, cooperative forms of learning, differentiation), reflection and a sense of responsibility as well as knowledge of the legal basis (e.g. the right to deviating examination methods as compensation for disadvantages for persons with disabilities) are conducive to teaching diversity at the University of Vienna (cf. *ibid.*).

With regard to specific measures relating to language and diversity, the University of Vienna offers tailor-made teaching development. This can be used by teachers and teams of teachers and can

have different formats. This teaching development refers to teaching questions that concern entire subject areas, so that teams of teachers wish to have joint advice or to personal or subject-related concerns that are easier to address in individual advice than in a group discussion in a workshop (cf. Center for Teaching and Learning n.d.b).

- As far as multilingualism in university teaching at the University of Vienna is concerned, possible supporting opportunities for the University of Vienna in university teaching are presented below.
- The lecturers at the university should offer preparatory materials to the students so that they can prepare better for upcoming lectures and they should have an additional offer of texts in different languages, which are connected with the topic treated (cf. Infopool besser lehren n.d.).
- A further assistance with regard to multilingualism in university teaching relates to the type of lecture given by the teachers. They should speak as segmented as possible, pronounce words clearly separated from each other and reduce dialect-related speaking as much as possible so that their inputs are easily understandable for every student. In addition, the formulation of listening questions in a course is seen as helpful with regard to multilingualism, as students can better follow and listen more actively (cf. *ibid.*).
- With regard to scientific writing, the teachers should give the multilingual students clear requirements regarding text structure and linguistic design and point out reference works. They should also clarify the evaluation criteria from the outset and reflect teaching and learning objectives (cf. *ibid.*).
- A further aid for multilingual students are support systems such as student tutors who support students in writing scientific papers (cf. *ibid.*).

For further information on the Viennese programme see: <https://www.postgraduate-center.at/weiterbildungsprogramme/bildung-soziales/bildungswissenschaftliche-grundlagen-fuer-lehrkraefte-mit-fluchthintergrund/> (available in German only)

5.3 Language concept of the programme at Stockholm University

In April 2016, a unique initiative was proposed, aiming to allow recently migrated Arabic speaking teachers in need of supplementary studies to restart their careers in Sweden. Immediately after, an introductory course about the Swedish school and pre-school system was started at Stockholm University. The course was named "Fast-track for Recently Migrated Teachers and Preschool Teachers." A group of twenty participants were given the opportunity to attend the course under the duration of 26 weeks. Until July 2019, 368 people have been enrolled in the course at Stockholm University, 318 have completed it (statistics from all Swedish universities that provide the Fast-track for Recently Migrated Teachers and Preschool Teachers). During these 26 weeks, participants study three themes:

- the first focuses on the Swedish school's organisation and history, the school's governing documents, and the role of the teacher,
- the second is on social relations, conflict management and leadership,
- and the third is about assessment and evaluation of students' knowledge.

All three themes are permeated by a contrasting perspective on the participants' previous education and experience. Additionally, Workplace-Oriented Learning at schools and pre-schools, career counselling and studies in Swedish as a second language are provided.

The Fast-track for Recently Migrated Teachers and Preschool teachers is given in two languages simultaneously, within the same student groups; Arabic (the participants' native language) and Swedish. The participants are thus given the opportunity to take part in a relatively complex course content, which sometimes differs greatly from the participants' previous experiences, both in their native language and in Swedish. In addition, they are given the opportunity to carry advanced and cognitive challenging argumentations in the language that they are the most skilled in.

According to this bilingual approach, almost all course teachers are multilingual (where the native language is Arabic) and have teaching degrees from two different educational systems. This provides the participants with the opportunity to compare their new insights not only with their classmates, but also with the teachers who have the same native language, and who have made the journey these participants hopefully will make; becoming certified teachers and preschool teachers in Swedish schools and pre-schools. To have the opportunity to be taught by teachers who have knowledge of the academic and pedagogical environment as well as the context the participants themselves come from facilitates the integration process for the participants. The teachers of the course become important people not only as teachers and role models, but also as intermediaries of the informal norms and hidden structures in the Swedish schools and pre-schools.

The intentional use of multilingualism and of the participants' linguistic resources is supported by research. Ofelia García has studied translanguaging as a method of strengthening students both linguistically and cognitively (2011). Translanguaging means that second language learners use all their linguistic resources to think, understand and together create meaning. The teaching environment in the Fast-Track, with multilingual teachers teaching recently migrated Arabic-speaking participants, is an environment that provides exceptional opportunities for translanguaging and, consequently, deepening the knowledge participants receive.

An additional advantage of the Fast-Track is the possibility for the participants to make progress in their acquisition of Swedish as a second language in a pedagogical and meaningful context. Language teaching in the Fast-Track is based on the content of this introductory course and uses the same course material, but from a linguistic perspective. This leads to the development of language learning in an authentic context, which in turn becomes more effective and meaningful. Language and subject learning thus develop in interaction with each other, with the support of second language teachers who master both Arabic and Swedish. This is also supported by research. In her

book, Strengthen Language Strengthen Learning (2006), Professor Pauline Gibbons writes about the importance of transdisciplinary language teaching.

The opportunity to deeply understand a complex pedagogical content, to share experiences with people with both similar linguistic and cultural experiences and to develop their language in a meaningful context, makes the education within the Fast-Track both unique and successful. Teaching partly in the native language of the participants will also be a way to raise the participants' status by showing that the experience they bring with them and their linguistic resources are important in the new country of residence too.

For further information on the Stockholm programme see: <https://www.su.se/lararutbildningar/!%C3%A4rare/2.44003/snabbsp%C3%A5ret-f%C3%B6r-nyan!%C3%A4nda-l%C3%A4rare-och-f%C3%B6rskoll%C3%A4rare-1.286376>

5.4 Language concept of the programme at the University of Education Weingarten

Within the programme IGEL (especially designed to prepare internationally trained teachers to enter the University of Weingarten) the language concept has no final design yet. Deficits are seen especially in reading and understanding scientific literature in a context of educational science. Especially on a word level. To be able to meet those individual needs the buddy programme (students from the University of Weingarten that helps internationally trained teachers in every matter) also support them individually by teaching them German within several ad-hoc sessions if needed. During the preparatory course all lecturers prepare their teaching material in a language sensitive way. Additionally, one course is only designed to learn how to read scientific literature and what to do if words are not understood.

For further information on the Weingarten programme see:

IGEL program: <https://aww-phweingarten.de/de/weiterbildung/igel>

6. Voices of lecturers and participants/alumni on teaching and learning in multilingual contexts

Based on R/EQUAL partners' nationally and regionally different programmes international educated teachers in Cologne, Vienna, Stockholm and Weingarten, Intellectual Output2 (IO2) provides basics of a translingual and multilingual methodology and concrete teaching and learning methods in multilingual contexts in an accessible way. The material is presented in a digital manual focusing on:

- language learning of German or Swedish as a second language as part of all programmes
- the recognition of the multilingual teaching and learning context in such programmes in Higher Education.

The aim of this framework is to inspire lecturers in Higher Education to use all existing language competences in their teaching in multilingual settings e.g. by translingual methods and to inform others who are interested in the topics of teaching and learning in multilingual contexts. The manual is based on shared data from interviews and a jointly created questionnaire from all R/EQUAL partners using a participatory approach. The manual provides useful strategies and methods for teachers in a multilingual setting and gives insights.

6.1 Methodology

Data Collection

To give insights into the conceptual framing as well as practices of language learning and teaching in multilingual contexts, several data sets were collected. One part of the data collection for the manual was based on interviews with the lecturers on the one side and on group interviews with the participants and alumni on the other. A first set of questions concerning teaching and learning in multilingual contexts was developed in the project management meeting in Vienna in March 2019 by all partners. Afterwards a draft of two interview guidelines was developed by the Stockholm team and sent out to the R/EQUAL partner programmes, who gave feedback on the questions. The questions were discussed by lecturers at all partner programmes as well as with participants and alumni at University of Vienna, University of Cologne and Stockholm University. The final interview guidelines were used for interviews with lecturers as well as with (former) participants (the interview guidelines are available as an appendix) to give insights on:

- Teaching and learning in multilingual contexts from the perspective of the lecturers
- Teaching and learning in multilingual contexts from the perspective of the participants/alumni.

In the following an overview of the data collection for Part B by each partner programme is given. The interviews and the group interviews were conducted multilingually by using the most functional languages (e.g. at the University of Cologne two group interviews were conducted, one in German and Arabic and the other in German and Turkish, coordinated by multilingual interviewers), and English was possible in order to avoid steps in translation regarding methodological rigor. All interviews were audio recorded and translated into English due to the collaborative analysis process of the international R/EQUAL-Partners. Because of this international analysis-process all quotes from lecturers or participants are used in their English translation instead of the original language of the interviews.

	Cologne	Stockholm	Vienna	Weingarten
lecturer	Interviews with 5 lecturers interviewed by participants	Interviews with 8 lecturers, (4 telephone interviews held by participants and 4 written answers)	Interviews with 2 lecturers (held by participants, supported by a student)	Interviews with 7 lecturers
participants/ alumni	2 group interviews with 8 participants	1 group interview with 25 participants	2 group interviews with 2 participants and 2 alumni each held by participants together with one colleague	Interviews with 7 participants

Table 1: Overview on the data collection based on (group) interviews with lecturers and participants/alumni.

Data Analysis

The aim of the data analysis in part B was to provide an overview on the perspectives of the lecturers as well as the participants. To do so, a qualitative content analysis was conducted. The category-based method was structured by main categories that were provided in the interview guideline and supplemented by subcategories developed out of the material. So, a deductive-inductive category system was developed (Schreier 2012). Working through summarised transcripts based on the audio data, the interviews were analysed in a two-step process:

- First, all partners used a summarising content analysis by paraphrasing the content of the interviews and the group interviews based on the interview questionnaires.
- Second, the material was used as a basis for a structured content analysis categorising the different topics mentioned in the data. Through a comparative categorisation of the interview data of all partner programmes, a variety of content by the lecturers as well as the participants perspective became apparent. The developed structure of the categories was then used to structure the [digital manual](#).

6.2 Analysis results

6.2.1 Results from the analysis of the interviews with the lecturers

The result from the analysis of the interviews with the 21 lecturers working in the multilingual settings of the four partner programmes were structured according to the jointly developed interview guideline. The results are divided into three main categories, which then were divided in sub-categories:

a) Teaching strategies

- Openness towards multilingualism
- Using bridging languages
- Using multilingual methods in the courses
- Multilingual Team-Teaching

b) Advantages of multilingual teaching

- Deeper understanding of the course content
- Open attitude towards heterogeneity, diversity, and multilingualism

c) Challenges for multilingual teaching

- Teaching challenges
- Learning challenges
- Negative attitude towards multilingualism
- Lack of knowledge of methodology and problems occurring with bad translation

a) Teaching strategies

The content analysis of the interviews with the lecturers shows an awareness of the multilingual situation in the groups attending the programmes. The challenging task for the participants to learn the target language in the respective country of residence is well known and dealt with in different ways. Bi- or multilingual teaching strategies are used to varying degrees not only across the programmes but also among lecturers teaching in one programme. Awareness and knowledge of the concept of translanguaging methodology varied, and so did the importance assigned to acquiring the country of residences' language. The variation regarding multilingual teaching is based on the knowledge of and experiences with this way of teaching, the language resources of the lecturers as well as the financial resources, e.g. the possibility to provide multilingual team-teaching.

The following findings can be defined as strategies lecturers are using to teach in the multilingual contexts of the programmes:

Openness towards multilingualism

Being open towards the multilingual situation in the programmes and a language sensitive attitude to different languages in the classroom is not a specific strategy. Nevertheless, it became clear that being open towards multiple languages is a kind of basis for working in such programmes which can be carried out in different ways and to a different extent. Accordingly, all lecturers are aware of the multilingual situation in the programmes. For some lecturers, this does not lead to a specific change in their teaching style, whereas others reflect on it in principle. On the one side, lecturers use no specific approach in comparison to other courses: “[I] specifically, do not use a different approach with this group as with a linguistically less diverse group in the general courses” (lecturer a, University of Vienna). On the other side, the general teaching style is reflected based on the experiences in the programme for internationally trained teachers:

“Above all, it has the effect that I have to think about the language abilities of the participants in the programme, which is different to the teaching I usually do at university, because I assume that it takes place in German and that everyone understands me in German” (lecturer a, University of Cologne).”

It becomes clear that openness towards languages and multilingual settings does not have to result in a specific teaching concept and might even be considered a logical decision emerging from the language situation: “I do not know if this can be called a method, but there is an openness to use multilingualism to understand a subject better” (lecturer d, University of Cologne). However, even if no specific methods are implemented, the awareness of the groups' multilingual composition affects the approach to teaching. In Weingarten, the majority of the teachers have only partial knowledge on multilingual and translanguaging teaching approach. Some think they might have used the principles without knowing. Some used the general ideas of scaffolding and some got familiar with language-sensitive teaching by Leisen (link: [Glossary](#)). Some lecturers report about the strategies to have the participants translate terms into their first languages to clarify them and

present them in the plenum for feedback and use visualisation of terms through graphics to enhance understanding.

“I have built phases into the course in which the participants work on topics in their mother tongue in partner and/or group work and write them down in the common language of instruction in a reflection task at the end (lecturer a, University of Education Weingarten).”

Having a positive attitude towards the language reality in a programme can lead to further activities according to the lecturers:

- informing oneself as a teacher of all languages spoken in the classroom,
- thinking about which concepts might be hard to understand linguistically and would need further explanation to be understood,
- explaining difficult concepts in less complicated terms, that might be difficult to understand for participants with different lingual backgrounds,
- enabling the use of dictionaries, or opening up spaces for participants to discuss meanings in different languages,
- avoiding dialects using examples or spontaneous shifts in teaching methodology.

Encouraging participants to use all their language resources to show their competencies is an open attitude one lecturer emphasises: “multilingualism must be recognised as a competence that enables participants to gain additional perspectives on content, which should be taken into account when planning learning sessions” (lecturer b, University of Cologne). Therefore, this lecturer tries to encourage group discussions in which participants can contribute their languages as well as their experiences and perspectives: “for example, research in multilingual sources, the meta-reflection on language or the bringing in of different perspectives due to the participation in different language communities” (ibid.). Lecturers in Austria anticipated translingual approaches as an opportunity to convey contents in a more sustainable way. Communication can be improved and simplified through allowing the use of different languages in multilingual groups to understand specific contexts: “Translingualism facilitates communication by drawing on concepts that are shared in this group” (lecturer b, University of Vienna).

Nevertheless, it is important that concepts are being understood but quality is not being reduced due to translingual transfer. Recognition of the languages spoken in the programmes aim at one central question: “Can I assume that everyone understood the concept?” (lecturer a, University of Vienna). It is important to “[s]ignify one concept (translingually), then carry on with the concept in German” (lecturer b, University of Vienna).

Using bridging languages

Using bridging languages in teaching and learning is a strategy to enable conjoint work in a multilingual context. The interview data shows that for lecturers English or French is used as a “lingua franca” from time to time in all partner programmes. Lecturers refer to their observations within the course when talking about learning strategies of the participants using different languages:

- It has also been observed that “participants have different research strategies. Many researched in their own language, others used English more often. Therefore, it is also important to give the participants space for individual learning strategies during the lessons” (lecturer b, University of Cologne).
- “I also see from the participants that I introduce terminology that they write down in their own language. And they are not always the first languages, we also have some participants who have English as a school subject and then use this language. Which language they use is completely irrelevant to me, whether that is their first or second language or a foreign language, which they learned” (lecturer d, University of Cologne).
- “I guess we also used a lot of English. And realised that many, many are fluent in English and many, quite a few were also English teachers, so I guess off and on I was trying to, to use English vocabulary or English professional like pedagogical terminology” (lecturer b, University of Vienna).
- In Weingarten lecturers describe that for working with some participants English is partly helpful. At the same time some see, that it does not help integrating the English language as a bridging language if the participants proficiency in English is not as good.
- One lecturer points out that multilingualism can generally be seen at different levels, since in addition to the different languages of the participants, there is also a variety of languages in the scientific context. For example, there is a lot of English-language research literature that can be of great help to some participants and challenging to others. (lecturer e, Cologne).

Using bi- and multilingual teaching methods and material in the courses

Some lecturers base their teaching on the idea to use all linguistic resources of the group. The use of bi- and multilingual teaching methods and material is strongly connected to the language proficiency of the internationally trained teachers as well as the programmes language concept:

“In many teaching phases in the course the participants use their multilingualism to speak to each other in the shared language, use translation tools, use it in group work or in informal conversations. In addition to the fact that participants are multilingual, the fact that their main language was a different language in everyday life until recently has a strong impact on work phases in the course, on speaking during breaks and in between” (lecturer d, University of Cologne).

The language abilities of the participants can be taken into account in different ways. One way is to use specific methods of a planned combination of different phases of language usage, recommended by the Tranlanguaging in Education-approach by Garcia and colleagues (→ [Glossary](#)):

“If the topic is the German school system in comparison to the school systems of the participants’ country, the session will include three parts. First, my [team lecturer] presents the German school system in German and questions are discussed. Second, the

participants work in groups and use their first languages to talk about the input provided by [team lecturer], and to describe the school systems of their countries based on preparation on this topic they have done at home. Third, the outcomes of the group work are presented and comparisons between school systems are discussed in German" (lecturer c, University of Cologne).

Another way of working with the language resources in a translingual way is to include methods such as translations of complex words or concepts into teaching materials that would spark discussion or enhance understanding in a group. The combination of languages can be used both orally and in writing: "it can also make sense if there are bilingual worksheets on which the results are entered in both languages. Or the learning posters are multilingual. From my point of view this works well" (lecturer a, University of Cologne). Additionally, participants at University of Vienna were encouraged to research specific concepts in their own languages.

Some of the lecturers interviewed use multilingual methods and material in the programmes, e.g. forming first language partner work phases and common language teams in class, they switch between multilingual and monolingual groups during the teaching and in some programmes, participants who speak one language better than the others (e.g. Swedish or German or even English as a bridging language) use their language proficiency to help other participants to understand the content. Using the languages spoken in the group also has limitations if groups consist of speakers of many different languages (→ category "challenges").

As described above, a positive attitude towards multilingualism can be implemented in different ways. A lecturer from Cologne states that an awareness of the multilingual situation in programmes for internationally trained teachers is oriented towards the everyday use of language in and outside the programme: "If we use multilingualism, everyone can also use it individually for themselves" (lecturer d).

Further methods that enable multilingual approaches include the following:

- Translate texts into native language and then translate summary back,
- Edit tasks in native language, discuss in common language,
- Using pictures and images.

Multilingual Team-Teaching

Multilingual Team-Teaching is another way of taking the multilingual situation in programmes for internationally trained teachers into account. This organisational teaching strategy is based on multilingual teams of lecturers working together. To have a multilingual co-teaching team in the classroom offers new perspectives as one lecturer working in such a team describes:

"And that would also be our strategy to provide the existing multilingualism in the group also on the side of the teachers and thus to have a multilingual space, to create a space in which we can speak in several languages. This is new and exciting for me, because I learn a lot and because I also experience that there are moments in the course when I

do not know what my colleague is talking about because I do not understand the language. And normally you have the idea that as a teacher at university or school you always know what is spoken about. And that's not always the case in multilingual settings. That means you have to give up a bit of control, and I think that is interesting and so team teaching is a strategy that we use to make use of multilingualism and to bring it in. Because we want the participants in the programme to use their knowledge" (lecturer a, University of Cologne).

This quote shows how the experience to work in multilingual teams of lecturers may change perspectives in lecturing that is usually carried out in one language. Multilingual Team-Teaching was not affordable in the contexts of all programmes, e.g. in Austria one lecturer is multilingual herself and could therefore apply teaching in German, English, Farsi and partly Arabic.

b) Advantages with multilingual teaching and learning

The lecturers in all partner programmes talked about advantages when taking the multilingual teaching and learning context into account. The advantages can be divided into three different areas.

Deeper understanding of the programme content

Lecturers from three of four partner programmes mentioned the in-depth understanding of the content as a positive effect of addressing the multilingual learning situation: "The advantage of this multilingual process is that participants can use their first languages to deeply discuss the complex content, and then rethink it again and express it in German" (lecturer c, University of Cologne). One lecturer assumes it is important to "signify the concept (in the different languages) and then move on with the concept." (lecturer b, University of Vienna). Another lecturer states that "the advantages are that multilingual people can use their entire linguistic repertoire to learn, and are not systematically and structurally disadvantaged, e.g. by being allowed to use only certain linguistic devices" (lecturer e, Cologne). Weingarten lecturers state: "The students identify with the subject matter in a different way and thus also have the opportunity to exchange information quickly, without language barriers and possible misunderstandings (lecturer a, University of Education, Weingarten)." Lecturers who are experienced with teaching in multilingual contexts point out that they made good experiences with integrating more than one language since the participants seem to identify themselves in a different way with the topic, there seems to be a quicker understanding of the content and the participants are able to learn the technical language faster. These lecturers assume that in the first language it is often easier to understand and remember context and connections of thoughts, reflection may be deeper because existing knowledge is more easily integrated in the professional knowledge.

Some partners see multilingual teaching and learning as a more productive strategy and therefore very successful if the participants have the possibility to decide in which language they want to work. One lecturer says: "I think it is important and significant that multilingualism is used, especially when things are unclear. Something can also be described in German, but you can sometimes solve an issue quickly by someone else explaining it in another language, or by the person saying the word in their language and then somehow trying to build bridges" (lecturer d, University of Cologne).

Attitude towards heterogeneity, diversity and multilingualism

One distinct advantage from the results of the interview analysis deals with a more general positive effect of multilingual teaching and learning. Lecturers stress possibilities to see multilingualism as a competence, but also a possibility to show an openness towards multilingualism, diversity and heterogeneity in general. One lecturer says: "Multilingual teaching contributes to a more positive attitude to the mother tongue. It's not just something you should get rid of as fast as possible" (lecturer, Stockholm University) and another lecturer says: "Multilingualism must be recognised as a competence that enables participants to gain additional perspectives on content" (lecturer, Stockholm University).

Thus, speaking a language relates to the idea that languages offer different perspectives and are connected to social experiences that go beyond language proficiency: "The fact that the participants are multilingual reflects the fact that they have different cultural backgrounds. Thus, we should take this situation into consideration" (lecturer c, University of Cologne).

In the Cologne programme the participants work together with regular teacher training students to develop learning videos on topics of multilingualism in school. One lecturer working in this context describes this course concept as a benefit for all involved: "In this context, I have to be aware of the multilingual group. German is the shared language, but the level of language proficiency is very different. I think it is a very important experience especially for the regular teacher training students to not only talk about multilingualism in education but also to experience it themselves" (lecturer a, University of Cologne). If the existing linguistic diversity is to be systematically considered, however, it also becomes clear how complex this. The decision on which learning method is appropriate is strongly connected to the language resources in the group: "If the language situation is more diverse like in the course together with the regular teacher training students, it is more difficult to use Translanguaging in a systematic way. If it was possible, language comparing strategies were used. In general, there was a kind of multilingual atmosphere in the course and everybody shared an openness to it" (lecturer a, University of Cologne).

c) Challenges for multilingual teaching

The challenges of using multilingual teaching and learning strategies from the perspective of the lecturers can be divided into four areas:

Teaching challenges

All partners mentioned that multilingual teaching and learning is time-consuming. Team-teaching, translation, planning and using many languages in the classroom is demanding and time-consuming. One lecturer from Cologne is reflecting on his own teaching style and describes, that he had to learn to talk more precisely, especially when formulating tasks. This did concern pronunciation and the speed of talking, but also the use of comprehensible words rather than complicated technical terms.

Lecturers in Weingarten use the following teaching strategies to meet the multilingual learning situation:

- Make key messages understood
- Repetition of conversation phases
- Reflection phases
- Words explained as needed
- Nonverbal support in the classroom
- Using terminology and imagery
- Simple sentence structure
- Terms explained and illustrated by examples
- slowly speaking and being cautious about word selection
- in group work they put first language partners together.

On account of a spontaneous interview question of an alumni of the Cologne programme concerning the situation of many different languages spoken in one course, the lecturers cannot speak. Regarding this teaching challenge, the lecturer refers to a translanguaging method:

“For example, if three participants speak Spanish but none of the teachers do. Then you could see that these three people work together in work phases and systematically use Spanish for language comparison. Ideally, they could then support each other and discuss a task in Spanish and take notes and write a text and then translate it into German in order to present it to the group. The lecturers do not necessarily have to speak Spanish for this” (lecturer a, University of Cologne).

One lecturer states that using translation apps and dictionaries is permitted, so that participants can participate in the best possible way. One difficulty might be that the mobile phone is part of the lesson and “you do not know whether someone is translating something or reading the newspaper” (lecturer a, University of Cologne).

Learning challenges

But also learning and understanding the content can be challenging when it comes to multilingual teaching and learning. Problems with translations and direct transfer and sometimes cultural divide. As one lecturer says: “The big challenge is that on the one hand it is very complex content and on the other hand the linguistic level in German must not be so high that they can understand it” (lecturer a, University of Cologne).

In addition, “[i]t is possible that translation errors or false friends may occur. But if all languages are used in a balanced way and sufficient time is spent on communication and reflection, they can be counteracted well and even used for a reflexive learning process” (lecturer b, University of Cologne). A disadvantage for learning is that “as soon as we want to work multilingually in groups, it is difficult if one language is not represented several times. For example, we now have the shared languages Turkish, Kurdish and Arabic in the group. But one person speaks Farsi and cannot communicate with anyone in the group in that language. This is certainly a challenge, not only at the professional level, but also at the social level. Because there are also group formations based on the language. There is a general danger that people will be excluded” (lecturer d, University of Cologne).

Negative attitude towards multilingualism in the programmes

A negative attitude towards multilingualism, both among teachers and students, can be another challenge. One lecturer expresses it like this:

“A few participants are reluctant to this approach at the beginning, because they believe that they have to use German exclusively. But this reluctance diminishes with time.” (lecturer c, University of Cologne, also → participants/alumni)

“It can be difficult when terms are difficult to transfer directly or when cultural differences make direct transfer difficult (lecturer b, University of Education, Weingarten).”

If participants or alumni prefer referring only to their new countries of residences’ language due to pressure to acquire high levels of language knowledge, this can pose major challenges to applying such an approach.

6.2.2 Results from the analysis of the interviews with the participants/alumni

The result from the programmes’ participants/alumni perspective of teaching and learning in multilingual contexts vary. The participants perspective was collected via group interviews, individual interviews and written feedback on the questions of the interview questionnaire. The topics mentioned can be divided into three main areas:

- a) attitudes towards multilingual teaching and learning strategies in the programmes,
- b) language resources of teachers,
- c) language learning strategies and helpful tools.

a) Attitudes towards multilingual teaching and learning strategies in the programmes

The different perspectives that become apparent vary between the wish to use the language of the new country of residence as much as possible on the one side and to the experience that multilingual teaching and learning strategies can help to understand the content provided in the programmes on the other.

A preference of using the country of residences' language during the programme was reported by both participants and alumni at the University of Vienna in order to speed up the learning process and to increase the opportunities to get a job: "I avoided to use other languages than German because I want to push my German" (alumni a, University of Vienna). The importance of being fluent in German was very important to participants and the programme offered a good opportunity, especially for those not being exposed to the language in other contexts. Improving the country of residences' language is also perceived as positively impacting the knowledge about the new culture: "The atmosphere (in the course) was German." (participant b, University of Vienna). Two participants in Weingarten said that technical terms are easier explained in German than in their first languages. "I've noticed some words, some words do not have the same meaning in German. So I prefer the German-German dictionary. Some words have a special meaning which we can not translate into our language (participant c, University of education, Weingarten)." One participant (b) from University of Vienna posed the question how she could have understood the assignments if she would not have known German.

At the same time efforts to refer to the other languages, empower the use of other languages to understand contexts were acknowledged by the participants at the University of Vienna: "I felt honoured that some of the lecturers tried to learn our language" (alumni a, University of Vienna)

The Cologne participants state that they can use different languages than German during the educational courses, especially during group work. It is also considered helpful for presentations in German to be able to use all languages during the preparation and to translate the outcomes afterwards. Only in the German courses do the participants have fewer opportunities to use their first language. However, this is not considered to be negative, as the objectives here are different from those in the courses focussing on content concerning the school system and teacher training in North Rhine-Westphalia, Germany:

"Of course, we have to speak German and we are in Germany and the seminar is in German. But especially at the beginning it was very helpful, because our level was not as good as it is now" [...] "at the beginning we spoke more Arabic, I would say 30 percent. And because we now understand each other better and better in German, that is less now. Now we mostly speak German. And if sometimes I don't know exactly whether they understand me in German, then Mr. X [the lecturer speaking Arabic and Turkish] can assess that better than I and sometimes gives individual terms again in Turkish and or Arabic" (participant, University of Cologne).

General positive aspects mentioned by the participants being able to use the first or second languages are the feeling of strengthening one's own multilingual identity, a feeling of acknowledgement and affirmation of prior work experience and a better understanding of complex content discussed in the course. As disadvantages the participants mentioned, that multilingualism can lead to misunderstanding, when it comes to difficulties with translations or so called "false friends", that it is very time-consuming and the use of different languages can separate people and may slow the learning of the new language down.

b) Language resources of teachers

When it comes to the topic of multilingual teaching staff at schools in Austria, Germany and Sweden, several of those interviewed point out that they see themselves as a role model and that they are motivated to teach their students in school to see multilingualism as something valuable. They also state that multilingualism leads to a deeper understanding. One of the participants says: "If you read or speak in your mother tongue it stays in your head and can be transferred to German even better" (participant).

All five Weingarten participants agree that speaking all languages that they can speak strengthen their identity as a teacher in Germany; especially with parents that cannot speak German in school. This holds also true for both alumni and participants from Austria. They also mention that they can be role models for other internationally trained teachers in Austria. Classrooms are mixed and very heterogeneous, so it is better as a teacher to speak more languages. Explaining simple things in the first language or in English and then repeating them in German can help students from other countries to understand the meaning better. Children understand the content and hear the German translation for it. One alumnus from Austria now working as a teacher, mentions that it goes as far as that "my pupils now want to learn Arabic. So, I teach them two new words every week." (alumni b, University of Vienna)

Advantages of speaking and/or having learned different languages are acknowledged by the participants and alumni, also regarding later job perspectives: "In general it is helpful to speak different languages. It helps me to understand faster than using German only." (participant a, University of Vienna).

Especially in the context of their internship, some participants report that their multilingualism significantly has strengthened their role as teachers. "It (multilinguality) has helped me at the parents' meeting as one of the mothers did not understand German and I could talk to her in Turkish" (alumni b, University of Vienna). Through communication with children in their first language or as translators in parent-teacher meetings, they have experienced a strong involvement in everyday school life and in the responsibility for the school. Thereby they perceive their teaching role as very complex: in addition to their teaching activities, they have taken on many educational and social responsibilities. Due to the increasing heterogeneity of society, some participants see themselves also as intercultural mediators.

c) Language learning strategies and helpful tools

Different language learning strategies and helpful tools were mentioned:

- Different strategies in studying contexts has been reported. Some participants/alumni started writing assignments in their first language or bridging languages and then translated while others did the opposite.
- While reading, Weingarten participants identify technical terms that are unknown and use a German-German dictionary for synonyms in their mobile phone. Another reading strategy is to read the heading and then the first sentence and making a guess about the content of a text.
- Preparing for the courses, the Cologne participants use mostly German texts for information and translate them. When analysing a text, the participants use several languages simultaneously. Here, the participants translate single words or full passages. Sometimes, albeit less frequently, complete texts in the first language or in English are used for research on a specific topic.
- As technical tools, the participants/alumni often use translation apps or online dictionaries. When using translation programs, the participants often translate entire passages and try out translations in different languages in order to get to know the content in various ways.
- Participants often use bilingual books or films with subtitles to learn German. This also shows that there are different learning strategies. For example, some participants of the Cologne programme often watch German films with Arabic subtitles, while others prefer German subtitles as support for listening comprehension.
- The school internships or the work in groups with regular teacher training students are regarded very helpful to learn the target language.
- The participants/alumni mention the strategy of using English or French as a bridging language which can be of use when it comes to comparisons of grammar and interrelations of vocabulary. Knowledge of English is particularly helpful here because of its similarities in Grammar and interrelations of vocabulary with the German language. However, there can also appear a kind of 'language confusion' if you switch too often between different languages.

In general, learning German or Swedish as a further language is one of the central challenges for the participants. Not knowing everything in the host countries' language is an important topic: "It nags me if I cannot understand a specific context." (alumni b, University of Vienna). In some cases, a multilingual approach can help to understand and express different content; not only to reconstruct the content, but also to get different perspectives on a topic. One participant states that different languages are like different people, so they allow different perspectives on a topic.

7. Summary

It becomes clear that the teaching and learning situation in multilingual contexts is taken into account in all programmes. Language(s) offers for the development of the official school languages are an important component of the programmes for internationally trained teachers. From the point of view of the participants/alumni, the acquisition of the language to be learnt and in particular the professional language is an enormous challenge. The courses aim at general and specialist language skills in German (Cologne, Vienna, Weingarten) and Swedish (Stockholm) with varying intensity and composition. Whether one or more future first or further languages (e.g. bridging languages) are included in the teaching by the teachers depends on the respective language concept. In addition, different language courses are offered within one programme as well as different perspectives and professional knowledge of concepts on language and language learning exists:

The Fast-Track programme at the University of Stockholm as well as five other Higher Education Institution in Sweden has been developed as a bilingual course for Swedish and Arabic. The teaching of the 26-week course is bilingual according to the translanguaging approach. In addition to the conversation in the courses, the materials are also available in Arabic and Swedish. Language and subject learning thus develop in interaction with each other, with the support of second language teachers who master both Arabic and Swedish. In the programmes in Cologne, Vienna and Weingarten, German is the programme language. The Cologne programme offers a preparatory German summer language course and an accompanying German course throughout the programme. The multilingual learning situation is supplemented by multilingual team teaching in the educational courses, allowing the first languages to be systematically included in the course. In addition, the topic of multilingualism is taken up as a topic in teacher education, and the participants learn together with teacher training students in the obligatory module German as a second language. The aim of the language course is to take the successful C1 test. In Vienna, the students voluntarily attend a German language course (closely linked to the Certificate Course), while participating in the Certificate Course. As the language level C1 works as gatekeeper for further study (the second subject) and applying at the school authorities for a secondary school teacher, a language course is offered parallel to the certificate course on voluntary basis. The German course is held by the University's Language Centre and covers 120 teaching units. In Weingarten, the participants - in contrast to the other three partners - take up their regular studies at the University of Education within the framework of the programme. In the introductory course, participants prepare for their studies in terms of content and language and are supported by a buddy system during their studies. Together with the buddy students, linguistic questions on German language acquisition are taken up and dealt with on an individual level in the tandems.

The four partners indicate the different ways in which participants in programmes for internationally trained teachers get supported in further developing their language skills and, in particular, their specialist language for school and the respective subject. All partner programmes are aware of the language-learning situation of the participants and adapt their work – in different ways – to the multilingual situation. Inspiration on how to conceptualise and implement courses according to the teaching and learning in multilingual contexts is provided on the [digital manual](#).

8. List of References

- Center for Teaching and Learning (n.d.a). Diversitätsgerechte Lehre. Retrieved from: <https://ctl.univie.ac.at/services-zur-qualitaet-von-studien/diversitaetsgerechte-lehre/>. [20.05.2019].
- Center for Teaching and Learning (n.d.b). Maßgeschneiderte Lehrentwicklung. Retrieved from: <https://ctl.univie.ac.at/qualifizierung/massgeschneiderte-lehrentwicklung/>. [20.05.2019].
- Commission of the European Communities (2003). Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions - Promoting Language Learning and Linguistic Diversity: an Action Plan 2004 - 2006. Retrieved from: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0449:FIN:EN:PDF> [14.10.2019].
- Council of Europe (2001). Common European Framework of References for Languages: Learning, teaching, assessment. Retrieved from: <https://rm.coe.int/1680459f97> [14.10.2019]
- Council of Europe (2007). From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe. Retrieved from: <https://rm.coe.int/16802fc1c4> [14.10.2019].
- Council of Europe (2018). Common European Framework of References for Languages: Learning, teaching, assessment. Companion volume with new descriptors. Retrieved from: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989> [14.10.2019].
- Council of Europe (n.d.). Council of Europe Language Policy Portal (n.d) Retrieved from: <https://www.coe.int/en/web/language-policy> [14.10.2019].
- Council of Europe (n.d.). Council of Europe documents. Retrieved from: <https://www.coe.int/en/web/common-european-framework-reference-languages/documents#Relation> [14.10.2019].
- Council of Europe (n.d.). Global scale - Table 1 (CEFR 3.3): Common Reference levels. Retrieved from: <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale> [14.10.2019].
- Council of Europe (n.d.). Official translations of the CEFR Global Scale. Retrieved from: <https://www.coe.int/en/web/common-european-framework-reference-languages/official-translations-of-the-cefr-global-scale> [14.10.2019].
- Council of Europe (n.d.). The CEFR descriptors. Retrieved from: <https://www.coe.int/en/web/common-european-framework-reference-languages/the-cefr-descriptors> [14.10.2019].
- Council of Europe (n.d.). The Council of Europe and Language education. Retrieved from: <https://www.coe.int/en/web/common-european-framework-reference-languages/language-policy-in-the-council-of-europe> [14.10.2019].
- DeWit, H. (2011). Trends, Issues and Challenges in Internationalisation of Higher Education. Retrieved from: <http://www.yieldopedia.com/paneladmin/reports/49f924b8e497fc0b88e9893772eccd4c.pdf> [15.10.2019].

- European Commission (n.d.). European language initiatives. Retrieved from: <https://ec.europa.eu/education/policies/multilingualism/european-language-initiatives> [14.10.2019].
- European Commission (n.d.). About multilingualism policy. Retrieved from: https://ec.europa.eu/education/policies/multilingualism/about-multilingualism-policy_en [14.10.2019].
- European Commission (n.d.). Council Recommendation on a comprehensive approach to the teaching and learning of languages. Retrieved from: https://ec.europa.eu/education/education-in-the-eu/council-recommendation-improving-teaching-and-learning-languages_en [14.10.2019].
- European Language Council (2013). Higher Education Language Policy. CEL-ELC Working Group. Retrieved from: http://www.celelc.org/activities/Working_groups/Concluded-Working-Groups/University_Language_Policy/index.html [14.10.2019].
- Fishman, J. A. (1975). *Soziologie der Sprache. Eine interdisziplinäre sozialwissenschaftliche Betrachtung der Sprache in der Gesellschaft*. München: Hueber.
- The Government of Sweden (2006). Förordning om ändring i förordningen (2006:1053) om ändring i högskoleförordningen (1993:100); [Regulation amending the Ordinance (2006: 1053) amending the Higher Education Ordinance (1993:100)], Retrieved from: <http://rinfo.stage.lagrummet.se//publ/sfs/2006:1053/pdf,sv> [10.01.2020].
- Gantefort, C. et al. (2019). Methodenpool für sprachsensiblen Fachunterricht. Retrieved from: <https://www.mercator-institut-sprachfoerderung.de/de/publikationen/material-fuer-die-praxis/methodenpool/> [14.10.2019].
- García, O. (2009). *Bilingual education in the 21st century. A global perspective*. Malden, MA: Blackwell; John Wiley & Sons.
- García, O. (2011). *Theorizing Translanguaging for Educators*. I: Celic, Christina & Seltzer, Kate. *Translanguaging: A CUNY-NYSIEB Guide for Educators*. CUNY-NYS Initiative on Emergent Bilinguals.
- Gibbons, P. (2006). *Stärk språket stärk lärandet – språk och kunskapsutvecklande arbetssätt för och med andraspråkselever i klassrummet*. Stockholm: Hallgren & Fallgren förlag.
- Hériard, P. (2019). Language policy. Fact Sheets on the European Union. Retrieved from: <http://www.europarl.europa.eu/factsheets/en/sheet/142/language-policy> [14.10.2019].
- Infopool besser lehren (n.d.). Mehrsprachigkeit in der universitären Lehre: Einführung. Retrieved from: <https://infopool.univie.ac.at/videos/inci-dirim/>. [20.05.2019].
- International Office of the University of Cologne: Academic Refugee Support. Preparatory German Courses for Refugees. Retrieved from: <https://www.portal.uni-koeln.de/academicrefugeesupport.html?&L=1> [20.10.2019].
- International Office of the University of Cologne: General Information for international applications. Retrieved from: <https://www.portal.uni-koeln.de/application.html?&L=1> [20.10.2019].
- International Office of the University of Cologne: German Language Courses. Retrieved from: <https://www.portal.uni-koeln.de/deutschkurse.html?&L=1> [20.10.2019].

- International Office of the University of Cologne: International Applications of Prospective Master Students. Retrieved from: <https://www.portal.uni-koeln.de/12878.html?&L=1> [20.10.2019].
- International Office of the University of Cologne: Studienstart International. Retrieved from: <https://www.portal.uni-koeln.de/6914.html?&L=1> [20.10.2019].
- Language Policy of Stockholm University. Retrieved from: <https://www.su.se/english/staff/organisation-governance/governing-documents-rules-and-regulations/communication-collaboration/language-policy-of-stockholm-university-1.352481> [22.08.2019].
- Otheguy, R., García, O. and Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review* 6(3), 281–307.
- Personalwesen und Frauenförderung (n.d.). Diversität. Retrieved from: <https://personalwesen.univie.ac.at/gleichstellung-diversitaet/diversitaet/>. [20.05.2019].
- Proyer, M. et al. (2019). IO1 – Transnational Framework. Comparative Analysis of the Administrative Frameworks on the (Re-)Qualification Situation of Internationally Trained Teachers in Austria, Germany and Sweden. https://blog.hf.uni-koeln.de/immigrated-and-refugee-teachers-requal/files/2019/09/Transnational-Framework_REQUAL-March-2019.pdf
- Studienservice und Lehrwesen (n.d.). Nachweis der Deutschkenntnisse. Retrieved from: <https://slw.univie.ac.at/studieren/deutschkenntnisse/> [17.05.2019].
- Swedish University Admissions Entry Requirements. Retrieved from: <https://www.universityadmissions.se/en/All-you-need-to-know1/Applying-for-studies/Entry-requirements/> [22.08.2019].
- The Centre for Academic English (CAE) at Stockholm University. Retrieved from: <https://www.english.su.se/centre-for-academic-english> [22.08.2019].
- The Language Learning Resource Centre at Stockholm University, Media Database. Retrieved from: <https://www.su.se/sprakstudion/english/> [22.08.2019].
- The Swedish National Agency for Higher Education, "Rättssäker examination - andra omarbetade upplagan", Report 2008:36 R, p. 38. Retrieved from: <https://www.uka.se/download/18.327e2db015c8695b5ab6f7f/1499336415750/2017-rattssaker-examination.pdf> [10.01.2020]
- Universität Wien (2019). Handbuch für Lehrende. Von der Planung von Lehrveranstaltungen bis zur Betreuung von wissenschaftlichen Arbeiten. Wien: Universität Wien.
- Univie Blog (2018). FAQs zu Deutschkenntnissen, VWU Vorstudienlehrgang, Ergänzungsprüfungen und Zulassung an der Universität Wien. Retrieved from: <https://blog.univie.ac.at/faqs-zu-deutschkenntnissen-vwu-vorstudienlehrgang-ergaenzungspruefungen-und-zulassung-an-der-universitaet-wien/>. [17.05.2019].
- Wächter, B. (2003). An Introduction: Internationalisation at Home in Context. *Journal of Studies in International Education* 7(1), 5-11.

9. List of Figures

Illustration 1: Stage Model of Participation (Wright, von Unger, Block, 2010)

Illustration 2: Council of Europe: Global scale - Table 1 (CEFR 3.3): Common Reference levels

10. List of Tables

Table 1: Overview on the data collection based on (group) interviews with lecturers and participants/alumini.

11. Appendix: Interview guideline

Interview guidelines for IO2

For Partners in R/EQUAL

1. Is there a specific language policy at the university you work at?
2. How does your university tackle the issue of having multilingual students?

For Lecturers

1. How does the fact that participants are multilingual affect your teaching?
2. Are you using a multilinguistic/translanguaging method in your teaching?
If yes, which language strategy do you use to solve challenges in the classroom? In what ways do you do so?
If no, why?
3. What multilingual strategies are successful from your perspective? Give concrete examples.
4. What do you think are the advantages and disadvantages with multilinguistic/translanguaging method?

For Participants

Questions about multilinguistic/translanguaging approach in your studies

1. How do you use your languages that you can speak, to understand the content in your studies?
2. Have you been encouraged to use all the languages you can speak in class or not?
If not, what would be helpful for you?

If yes, in what way has it been helpful to you?

3. Has the use of all the languages you can speak as a teaching method, or as your own method, help you understand the content of the course deeper?

If yes, how do you notice that?

4. Has the use of all the languages you can speak as a teaching method, or as your own method, help make your second language learning go faster?

If yes, how do you notice that?

5. Has the use of all the languages you can speak as a teaching method, or as your own method, help strengthen your identity as a teacher in the new country of residence?

If yes, in what way?

6. What do you think are the advantages of using all the languages you can speak in your studies?
7. What do you think are the disadvantages of using all the languages you can speak in your studies?