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**TRAINING PROGRAMME FOR EDUCATORS
- MENTORS IN THE AREA OF WORK WITH
PARENTS IN THE CONTEXT OF BILINGUAL
EDUCATION LTS**

**Project
„Development of Parent
Involvement Models
for Bilingual Pre- and
Primary School“**

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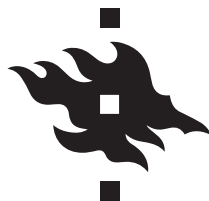
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Annotation

The Professional Training Programme in the Area of Work with Parents in the Context of Bilingual Education is aimed at educators performing educational activities in pre-schools and schools with children aged between 5 to 10. These educational institutions implement various programmes of bilingual education. The main purpose of the programme is to provide competency for educators - mentors in the area of bilingual education and cooperation with parents, so that they are able to provide support to the families by using educational consulting in the context of bilingual education of the child at the educational institution and provide mentoring support to their colleagues on issues of teaching children, as well as offer aid to parents in the context of bilingual education in multilingual and multicultural society.

Within the framework of the programme, participants of the courses will be able to gain understanding of the transformation of the concept of bilingual education today and of the possibilities to promote it in the family and educational institution. Participants will develop their competency as experts - mentors of bilingual education in order to operate in the team of educational institution, in the local community, or at the state level. They will promote understanding about the cooperation between the family and educational institution, as well as its meaning in providing a child with wellbeing in the family and educational institution during the process of gaining education. They will update their knowledge on current research done in their country and internationally, explaining the meaning of understanding bilingual education, as well as help and support parents as the social partnership in the education system. They will develop their skills to form cooperation as a guided process between the educational institution, family, state administration, and local government. They will gain understanding on the meaning of cultural environment in promoting motivation in the educational institution and the local community.

Introduction

The goal of cooperation between teachers and parents is to ensure successful growth, upbringing and education of children, with the combined effort of the education institution and the family. A key concept here is communication among them, with the goal of sharing significant information and influencing the success of the child's development. In the context of bilingual education, parents must know how bilingualism is developed, how it can be helped by the pre-school, the school and the family, and what resources to this effect are available to the public.

According to a general opinion held by teachers, parents are needed because they act as an additional pair of hands, they can offer possibly useful knowledge as well as information about their children.

Parents who cooperate with teachers usually say that their circle of social contacts broadened, their self-esteem improved, that they understand better what resources they can make avail of and what the teaching process in the education institution is like; they are happier about the interaction between their child and other people. It is very important that parents are not left alone with their problems, not made to feel isolated. They managed to find out how to organise their daily lives and their child's education (including the games that are played with them and the books they read) more effectively. They saw new ways to interact with their children more usefully for themselves.

Historical background: until the 1960's, teachers were the experts and instructed parents. In the 1960's, they started achieving their objectives by changing family practices. In the 1970's, more communication between the family and the staff started to take place. In the 1980's parents turned into clients of the systems, with the education institutions taking into account their needs and wishes. In the 1990's parents became the experts in bringing up children and started controlling the processes occurring in education. In the 2000's, a partnership between the education institution and the family developed. In the 2010's, it has become clear that parents and teachers must help each other and share their knowledge on how to make the child's development as comfortable and successful as possible — which includes the verbal and cognitive development of the child. They must learn to listen and understand, one another.

Topicality and Theoretical Background of the Programme

Educators, representatives of administration, parents of pupils, and representatives of non-governmental sector require competence building in understanding bilingual education and solving problematic issues in the context of today's educational globalisation. Families and educational institutions require involvement of competent bilingual education agents or mentors and experts in the staff team of educational institution and for promotion / implementation / strengthening of values and practice of multilingualism in the local community.

UNESCO position paper "**Education in a Multilingual World**" (2003) provides –

- learning in the mother tongue for education quality improvement, strengthening the knowledge and experience of the learners and educators;
- bilingual and/or multilingual education at all levels of education for promotion of both social and gender equality, and it is a fundamental element of linguistically varied society;
- language is a very important component of the cross-cultural education that strengthens understanding between various groups of people and ensures compliance with the fundamental rights. (Education in a Multilingual World, 2003)

Today, many parents choose to teach their child two or more languages due to increased mobility of people and possibilities for international cooperation. Both the mass media and portals for parents more often emphasise the advantages of bilingual and bicultural development; for example, these children have increased cognitive skills, knowledge about the language and sensitivity towards other cultures. However, many parents do not know how to begin, what methods to use, and where to look for help when they face problems.

Often mass media, social networks and educational institutions reflect lack of understanding and ignorance expressed by parents of minority or majority children regarding how bilingualism or learning several languages at the same time influence the general development of the child and the process of language learning. It should be noted that parents in Australia, USA, Russia, Spain, Germany and elsewhere are concerned with the same questions about bilingualism, for example, would simultaneous learning of two languages not impede the child's development? Does bilingualism slow down the language development? How would the "language confusion" affect the child's development? Many parents still

hold a prejudiced attitude towards bilingualism. It is explained by the fact that up to 1970s also the scholars believed that bilinguals have more weaknesses than strengths. (C. Nodari, R.de Rosa, 2003). Many parents want to choose such language learning possibilities that would be favourable for the child's social and emotional development, as well as further wellbeing. Studies conducted in various countries show that parents have strong convictions that personal connections with children are very important and that these can be formed by means of the language used at home (K.N. Nemeth, 2012). Scholars K. Smits and D. Gibbard (2011) in their studies have found that when the parents are informed of how language development is influenced both by type of language communication between the parents and the child, as well as its quantity, it positively affects their attitude towards language development.

As a response to uncertainty of parents regarding language learning and as a support to promoting bilingualism in families, many countries across the world regularly publish manuals to parents of bilingual/multilingual children, to parents who have decided to facilitate development of their child as a bilingual/multilingual. The range of electronic resources on offer is wide as well.

Comparative analysis of the research results

From February 2016 to August 2016, within the framework of the project **Development of Parent Involvement Models for Bilingual Pre- and Primary School** a research was conducted, aimed at discovery and research of relationships and needs of parents in the area of bilingual education. A total of 662 parents from three countries (Estonia, Finland, and Latvia) took part in this research. Comparative analysis of results provided by respondents of the questionnaire (parents) in Estonia, Finland and Latvia allowed to draw the following conclusions:

- approximately a similar number of parents in all countries (approximately 60%) are satisfied with their cooperation with the educational institution in relation to questions of bilingual education of children; however, 61.6% of respondents in Finland, and only slightly above 40% of respondents in Latvia and Estonia are ready for active cooperation with educational institutions in relation to the present question.
- measures in which parents show readiness to take part in order to aid successful development of their children in the process of bilingual education are traditional and surprisingly similar in all three countries (participation in excursions, organisation of celebrations, conversations with educators, etc.) Moreover, in Finland parents show greater interest in lectures about bilingual education than in Estonia and especially in Latvia.

Generally, parents have a rather critical attitude towards school; they see both the good and the bad things. Bilingual education mostly does not cause rejection (in Finland the attitude towards it is more favourable than in Estonia; but in Estonia it is more positive than in Latvia). However, all of them generally would like to find a balance between languages, so that neither would dominate the other. Needs of parents in receiving the knowledge regarding bilingualism differed. In Finland bilingualism is perceived rather than acquisition of language and not as learning the language, as it is seen in other countries.

The result analysis of the research showed that many parents are interested and experiencing the need to receive new information in the area of bilingual education. In order for parents to receive the necessary consultations and educational support, adequate specialists are required. Specially trained educators - mentors could be these specialists after receiving adequate training.

During the development of this programme the following principles were applied:

- 1)** purposefulness: implemented through the main goal of building competency of educators - mentors in the area of bilingual education and cooperation with parents, expressed as creation of respective organisational, didactic, and content basis of the whole educational process;
- 2)** systematic approach: reached by the way of implementing interdisciplinary connections, theory linked to practice, succession and consistency of studying various aspects of bilingual education and approbation of knowledge received by educators - mentors in the course of cooperation with parents (project implementation) in the institutions of multicultural type;
- 3)** scientific validity and reliability: implemented by the way of educators - mentors learning scientifically established guidelines in the area of bilingual education and cross-cultural interaction at the level of current achievements;
- 4)** reflexivity and activity: achieved by the means of providing a cognitive acquisition of knowledge by educators - mentors through active work, inclusion of active methods and types of teaching in the learning process, the use of problem teaching methods, development of educators - mentors' reflexive thinking and professional approach to knowledge acquisition, as well as skills of independent and free use of this knowledge in order to solve specific tasks in cooperation with parents in the context of bilingual education;
- 5)** wholeness: achieved through development of professional competency in the area of cooperation with parents in the context of bilingual education, development of personal qualities and character of educators - mentors in order to facilitate support of multiculturalism principles, stimulation of independence, initiative, and self-development;
- 6)** cultural conformity: implemented by creation of culturally conformed content of education, orientation towards values of humanity, global and national culture, development of positive ethnic identity, tolerance of consciousness, appreciation towards representatives of various cultures, acquisition of humanistic technologies of bilingual education that would support solutions for educational tasks in specific sociocultural circumstances (Džalalova, A., 2011).

Structure of the Programme

Module 1. Introduction: THEORETICAL BACKGROUND AND PRACTICE OF BILINGUAL EDUCATION. TRAINING COURSE “Educational Activities for Language Acquisition in a Multilingual Society: Support to the Families in Bilingual Context”

Module 2. IMPLEMENTATION OF MENTORING IN PRACTICE

Module 3. Experience seminars

Module 4. Conference

Implementation stages of the training programme for educators - mentors

Name of the stage	Description of the stage
1 Adaptation of the programme to the needs of the target group ¹	Hosting focus groups with representatives of educational institutions. Familiarisation with research results regarding parents; discussion and learning of the needs of educational institutions on matters of support to the families in bilingual context.
2 Theoretical training of educators - mentors	Hosting the learning within the framework of the course: “Educational Activities for Language Acquisition in a Multilingual Society: Support to the Families in Bilingual Context” for educators - mentors. Educators develop consulting programme projects for parents.
3 Practical activities of educators - mentors	Educators - mentors implement their projects on the basis of one educational institution of bilingual type.
4 Monitoring programmes	Receipt of feedback from educators - mentors after implementation of the projects. Analysis and summary of obtained experience.
5 Optimisation of the training programme	Implementing corrections on the basis of received feedback. Creation of the model for consulting parents in the context of bilingual education according to the outcome of activities.

¹ By a target group here is meant a family with a child (children) being educated in a bilingual context.

Course outline

Course title: “ Educational Activities for Language Acquisition in a Multilingual Society: Support to the Families in Bilingual Context”

Aim of the course: to improve bilingual education competency of educators in formal and informal education and their readiness to conduct mentoring in educational institutions and community in order to promote understanding of their colleagues and parents regarding bilingual education and their participation in education of children and pupils.

Target audience

- 1) Educators of educational institutions, representatives of administration, and participants of non-governmental sector (with pedagogical education).
- 2) Parents of children at pre-school and primary school age, and interested persons (without pedagogical education).

Background of educational needs of the programme’s target audience

Educators, representatives of administration, parents of pupils, and representatives of non-governmental sector require competence building in understanding bilingual education and solving problematic issues in the context of today’s educational globalisation. Families and educational institutions require involvement of competent education agents or mentors and experts on issues of bilingual education in the staff team of educational institution and for promotion of values and practice of multilingualism in the local community.

Total Contact Hours: 36 hours

Course developers:

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- **Anna Džalalova, Natalja Zorina, Katri Raik**, Narva College of the University of Tartu;
- **Ieva Margēviča-Grīnberga, Ligita Grigule, Gunta Kraģe, Anita Berķe, Margarita Gavriļina, Indra Odiņa**, University of Latvia.

Course plan

1) Purposes, content and structure / organisation of the programme

Mentoring and consulting in the educator's activities.

- 1.1. Information regarding the project "Development of Parent Involvement Models For Bilingual Pre- And Primary School". Purposes, objectives, interim results of the project.
- 1.2. Content, resources, course organisation and requirements of mentor support programmes for bilingual education in pre- and primary school.
- 1.3. Actualisation of mentor and mentoring concepts. Portfolio of mentor practice. Organisation of mentors' professional improvement and cooperation in MOODLE environment.

2) Theoretical and practical aspects of language acquisition today.

- 2.1. Myths and truth regarding bilingualism and plurilingualism.
- 2.2. Aspects of learning a second language. Possibilities of facilitating acquisition of several languages in the family.
- 2.3. Formation of the child's identity in a cross-cultural context.
- 2.4. Intercultural teaching.

3) Psycho-physiological aspects of the development of the child's speech.

- 3.1. Goals and objectives of teaching a second language to pre-schoolers.
- 3.2. Psychological and pedagogical bases for teaching a second language to pre-schoolers.
- 3.3. Influence of the level of first-language development in children on their capability to learn a second language.
- 3.4. Advantages and limitations of bilingual development in pre-schoolers'
- 3.5. Age-specific aspects of pre-schoolers in learning a second language'
- 3.6. Special aspects of teaching a second language to children of early (3—5) and late (5—7) pre-school age
- 3.7. Inclusion of personal features of pre-school children when organising their second language learning.

4) Types and programmes of bilingual education; transformation of the concept today.

- 4.1. Paradigm shift in education.
- 4.2. Bilingual education, its essence and meaning.

- 4.3. Promoting the understanding of bilingual education in an educational institution.
- 4.4. Bilingual education in the context of special education.
- 4.5. Promoting the understanding of bilingual education in a family.

5) Duties, rights and possibilities of parents in providing education for the child.

- 5.1. Duties, rights and possibilities in today's society.
- 5.2. Necessity of civil responsibility and activity in strengthening the local community.
- 5.3. Regulatory framework for cooperation between a school and a family.
- 5.4. Meaning of motivation and its contributing factors.

6) Partnership between a school and parents in the context of multilingualism.

- 6.1. Wellbeing in the family and educational institution.
- 6.2. School council and parents' council.
- 6.3. Development of cooperation skills for cooperation between social partners.
- 6.4. Research data regarding participation of parents of bilingual children in education of their children.
- 6.5. Types and principles of educational cooperation in the context of multicultural educational environment.
- 6.6. Methods and approaches to organising work with parents in educational institutions of multicultural type.

Course evaluation

Learning outcomes

By successful completion of this programme, the target audience shall:

- improve knowledge and understanding about language acquisition and transformation of the concept of bilingual education today,
- promote the formation of understanding of bilingual education in an educational institution and community,
- develop a skill to consult parents regarding rights, duties and possibilities of acquisition of bilingual education,
- use the knowledge and understanding of the meaning of social and emotional skills in motivating the pupil's learning,

- improve their skill to organise cooperation between the families and educational institution in the local community.

Quality provision measures (feedback, assessment of learning during programme)

- Active participation in seminars.
- Development and implementation of the project for parent consulting.
- Discussions.
- Questionnaire.

Material for trainers: content, methods of implementation

1) Mentoring and consulting in the educator's activities.

2) Theoretical and practical aspects of language acquisition today.

2.1 Myths and truth regarding bilingualism and plurilingualism.

Worksheets:

МЕТОДИЧЕСКИЙ МАТЕРИАЛ ДЛЯ ПРЕПОДАВАТЕЛЕЙ «СИТУАЦИИ НА ТЕМУ 'БИЛИНГВИЗМ'»

«УТВЕРЖДЕНИЯ И ОБЪЯСНЕНИЯ О БИЛИНГВАЛЬНОМ ОБУЧЕНИИ»

2.2 Aspects of learning a second language. Possibilities of facilitating acquisition of several languages in the family.

- Psychological and pedagogical bases for teaching a second language to pre-schoolers and younger schoolchildren. Influence of the level of first-language development in children on their capability to learn a second language. Advantages and limitations of bilingual development in pre-schoolers.
- Various pedagogical systems, their intersection with second-language teaching. Parent expectations, programme capabilities.
- Types of bilingual pre-school education institutions. Types of supporting the second language outside the bilingual institutions where the child spends the entire day.
- Types of bilingual school-level education institutions. Types of supporting the second language outside the school.
- Minimal cultural and language requirements for the first and second language and culture that are sufficient for adequately teaching the child in a pre-school institution and smoothly transitioning them to school. Needs of a bilingual child in school. Ways to test speech development and mastering the content.

- Age-specific aspects of pre-schoolers and younger schoolchildren in learning a second language. Special aspects of teaching a second language to children of different ages. Inclusion of personal features of children when organising their second language learning.
- Criteria for assessing the level of command of the second language by pre-schoolers. Organising assessment of second-language speech skills and abilities in pre-school and early-school age children.
- Introducing pre-schoolers to written word in their second language: abilities and limitations in pre-school age. Developing second-language communication skills in pre-schoolers. Influence of the level of first-language development in children on their capability to learn a second language.
- Importance of different resources for second-language teaching for pre-schoolers on different stages of learning a second language by pre-school children. List of visual materials necessary for teaching pre-schoolers and their selection criteria. Special features of using audio and video content during class. Types of software used in teaching. Analysis of modern teaching packages for teaching a second language; similarities and differences in structure and methods.

2.3 Intercultural teaching

- Language, religious and ethnic variety in the modern world. Multiculturalism, transculturalism, hyperdiversity. Migration, emigration, immigration. Ethnic minorities, relations between the majority and the minority.
- Types of cultures. Features of a particular culture. Cultural practices. Interface between cultures in the learning process. Integrative cultural competency of the teacher.
- Childhood culture as a special subculture. Public attitude towards new trends in toys, games, technology, methods in education and health. Children's nutrition in different cultures.
- Minority self-determination. Infrastructure of organisations taking into account the language minorities. Infrastructure of organisations founded at the initiative of minorities, and their function.
- Significance of mass media in the interaction between the majority and the minority. Minority image; majority image. Emphasis on differences; disregard towards differences.
- Intercultural communication in different situations. Possible difficulties and overcoming them. Ways to achieve agreement and their significance.
- Speech culture and intercultural communication in an environment of multilingualism and intercultural interaction. Problems in getting the message through and understanding the response.

- Interethnic marriages. Bicultural families. The family of migrants in a foreign cultural environment. Needs of parents belonging to a minority. Needs of parents who are immigrants.
- Ways of considering the child's foreign ethnic, religious and cultural backgrounds in the teaching process. Ways to involve parents in the educational process that takes into account the features of their child's personality.

3) Psycho-physiological aspects of the development of the child's speech.

3.1. Goals and objectives of teaching a second language to pre-schoolers.

- Explaining the concept of 'teaching goal' when teaching a second language to pre-school children in a pre-school facility. Objectives of teaching a second language that are achieved as part of day-to-day communication between the adult and the child, and among children; as part of various types of child activities; during special classes for teaching the second language to pre-schoolers. The mechanism for achieving child development objectives as the child is taught a second language. Special aspects of teaching Russian to pre-schoolers as a second and foreign language.

3.2. Psychological and pedagogical bases for teaching a second language to pre-schoolers.

- Explaining the concept of 'cognitive mechanisms for mastering a mother language and a second language', describing the psychological capabilities of pre-school children in learning a second language. Aspects of development of various psychological processes — attention, memory etc. — in pre-schoolers. Implementing the principles of development didactics when teaching pre-schoolers, a second language. Linguistic and didactic aspects of early teaching a second language to children ages 3—7.

3.3. Influence of the level of first-language development in children on their capability to learn a second language.

- Elucidation of the ideas of 'first', 'second', 'mother', 'foreign', 'strong', 'weak' language in terms of the pre-school age. Explanation of the 'interference' phenomenon, description of interference on different language levels (phonetic, lexical, grammatical etc.). The influence of the psychological 'mind-set' mechanism in learning a second language by pre-schoolers. Implementing the 'one person, one language' strategy in teaching children two languages.

3.4. Advantages and limitations of bilingual development in pre-schoolers.

- Concepts of 'bilingualism' and 'semilingualism'. Results of psychology studies conducted to determine the positive or negative influence of bilingualism on the psychological development of pre-schoolers. Special aspects of child development in cases of semilingualism. L.S. Vygotsky thesis on the

‘pedagogic influence on the development of first-language and foreign speech’.

3.5. Age-specific aspects of pre-schoolers in learning a second language’

- Elucidation of the concept of ‘sensitivity’ in terms of teaching language to young and pre-school children. Analysis of different situations in learning a second language from the viewpoint of using or not using the advantages of the sensitive age. Simultaneous and successive bilingualism. Special features of children of early and late pre-school age that must be taken into account when teaching them a second language.

3.6. Special aspects of teaching a second language to children of early (3—5) and late (5—7) pre-school age’

- Description of stages of learning a first (second) language by children of early and late pre-school ages, establishment of language and communication competences in pre-schoolers. Special aspects of communication between the adult and the child, and among children, in different age groups. Aspects of planning educational games for early and late pre-schoolers.

3.7. Inclusion of personal features of pre-school children when organising their second language learning’

- Explanation of the concept of ‘the cognitive styles of perceiving and processing information’. Description of nature of teaching children with different cognitive styles (visual, audial, kinaesthetic). Typology of special features pertaining to children learning their first language. Inclusion of the psycho-emotional state of children in the classes. Cooperation between the teachers and the psychologists of the pre-school education institution in implementing individualised approach to children when teaching a second language.

4) Types and programmes of bilingual education; transformation of the concept today.

Bilingualism and biculturality

- Development of speech in monolingual and bilingual children, in the family and the kindergarten. Representation of cultures in the child’s environment; their influence on the development of the child’s worldview and world perception.
- Bilingualism as a phenomenon. Stereotypes, fallacies, advantages. Bilingualism at different ages during life.
- Implementing the ‘one person, one language’ strategy in teaching children two languages. Elucidation of the concept of ‘sensitivity’ in terms of teaching language to young and pre-school children. Analysis of different situations in learning a second language from the viewpoint of using or not using the

advantages of the sensitive age. Simultaneous and successive bilingualism. Special features of children of early and late pre-school age that must be taken into account when teaching them a second language.

- Elucidation of the ideas of 'first', 'second', 'mother', 'foreign', 'strong', 'weak' language in terms of the pre-school age. Explanation of the 'interference' and 'transfer' phenomena, description of interference on different language levels (phonetic, lexical, grammatical etc.).
- Psychological and linguistic aspects of behaviour of bilinguals. Bilingual identity.
- Special features of adopting a second, third, fourth etc. language. Teaching foreign languages in kindergarten and school. Teaching a second language as the language of the environment.
- Parent concerns. Questions related to children's bilingualism that are frequently asked by parents and possible answer options.
- Russian language outside Russia: existence, status, conservation, development, features of use. Switching between languages (code-switching and mixing). Language fossilisation and attrition. Russian as a lingua franca (language used for international communication). Russian-language transnational communities in different countries; contacts between educational institutions in different countries. Ability to communicate in Russian outside your country. Challenges in maintaining Russian language teaching outside Russia.

5) Duties, rights and possibilities of parents in providing education for the child.

Family and teaching process

- The role of the family and the public in shaping the child's personality. The person's language, cultural, ethnic, civil identity. Other types of identity.
- Types of modern families. The role of the parent, their rights and duties. Other adults who are important in the life of the child. Close family and other relatives.
- Family as a source of primary socialisation of the child. Parenthood as a process. Aspects of mindsets of parents of younger and older children. Families with multiple children. Families with many children.
- Parent education level, socioeconomic living conditions, aspects of upbringing in the family. Verbal features of different types of people.
- Types of modern pre-school and school institutions. The role of the teacher, their rights and duties. Secondary socialisation of the child in kindergarten

and primary school. The role of communicating with teachers and peers for determining the child's identity.

- Child development path. Child development crises. Behaviour types of children depending on their personality features (temperaments, cognitive styles, special needs).
- Child welfare in the family and kindergarten. Factors ensuring welfare.
- Modern childhood as compared to childhood in the past.
- Responsibility to bring the child up. Image of the child. Family and civic values, convictions, prejudices.
- The role of the public in the function of families and educational institutions. Social protection and social aid.
- Aspects of selecting an educational institution for teaching the child according to their educational needs.

Bringing up a bilingual child in the family

- Ways to support the first and the second language at home depending on the child's age. Child-directed speech at different ages. Dialogue between the adult and the child. Supporting child communication using questions, answers, additions, expansions and other techniques. Creating conditions for progressing with a language.
- Practical manuals and webpages for teaching schoolchildren and pre-schoolers the national (state) language, the Russian language (language of parents, spoken at home), ethnic cultures, foreign languages.
- Child reading; its role and methods. Expanding the vocabulary, establishing literacy. Listening to works of literature. Teaching literacy in the first and second language. Children's literature in early age and its role; reading aloud.
- Language and speech games. Games and toys in communication at home. Description of various games used to teach a second language to pre-schoolers (board, movement, role-playing, finger and other games). Opportunities for using these games on different stages of learning a second language (the stages of understanding statements, repeating examples, forming statement independently). Rules of creating speech games. Peer play, dramatics.
- Role of productive types of children's activities in establishing a natural motivation in children to make spontaneous, proactive statements in their second language.
- Different types of productive activities used when teaching children a second language: drawing, modelling, cut-and-paste, creative building. Aspects

of including these types of activities in the structure of second-language classes. Taking into account the level of the child's mastery of the second language when selecting tasks.

- Selecting techniques and methods for creative and building activities that are effective from the viewpoint of teaching language.
- Establishing language interaction between the adult and the child, and among children, as part of productive activities.
- Family cultural programme. Language routes.

6) Partnership between a school and parents in the context of multilingualism.

Types of interaction between teachers and families in the context of bilingualism.

- Coordinating the approaches to determining, assessing and predicting early bilingualism. Collating and extrapolating the experience obtained. Maintaining conditions for creating adequate bilingualism. Media outreach.
- Children's camps, playgrounds, hikes, trips, living in foster families and other ways of activating the language and expanding the cultural ideas. Traditions and modernisation in upbringing.
- Creating content for games of different types for teaching a second language to pre-schoolers (taking into account the different stages of children learning a second language).
- Types of family training. Attitude towards parents as partners.
- Creating training content. Improving the professional skills of current teachers. Broad practical implementation of the content developed. Adapting the principles developed to specific circumstances. Cooperation between specialists and practitioners.
- Planning cooperative work, budget planning, determining primary and secondary goals (setting priorities). Ways of increasing the influence of the bilingual organisation in terms of attitudes towards it in its environment.
- Documenting all the events: taking pictures (obtaining prior consent from all the participants), making video recordings, taking short reports from the participants, asking the persons involved (regardless of age) for their opinions, making exhibits and reports on Facebook, placing the materials and

the most important moments on the webpage of the institution. Expressing special thanks to those who did the most.

- Digital log of parent organisation activities. Summarising the events at the end of the year. Presenting various events during parent-teacher meetings of the entire kindergarten/school or group/class, and during the closing celebration at the end of the year.
- Experienced and young teachers, experienced and young parents: types of interaction, cooperation and potential conflicts.
- Creating the circumstances for practising work with parents on the basis of experimental settings. Preparing practical aids for establishing bilingualism in the family and the education institution, for multiculturalism and for working with parents.
- Types of training and reflection. Group games that help unacquainted people to get to know one another, to feel one another out.
- Whenever possible, inclusion of both the men and the women of all ages in exchanging opinions and helping out.
- Way to express thanks to children, staff, parents, volunteers, sponsors for the work they do.
- International project planning.

Interaction between the family and the kindergarten

- Objectives of the kindergarten and the school in interacting with parents. Informing, consulting, involving in the teaching process and extracurricular activities, helping families in needs. Participation of parents in decision-making; inclusion of the opinion of children.
- Ensuring effective communication between parents (legal guardians, foster parents) and teachers. Rules for establishing effective communication. Influence of circumstances of communication on its results.
- Types of interaction between the educational institution and the parents. Boosting the involvement of parents in cooperating with the education institution.
- Types of consulting.
- Types of parent activity. Goals and objectives of work done by parents.
- Transparency and openness in work done by parents. Involvement of mass media and public organisations.
- Interaction of parents and families among each other.

- Psychological challenges of families from immigrant and minority groups. Types of help for families with such needs.
- Expectations of parents as compared to expectations of teachers.
- Need for mutual trust between the educational institution and the family. Openly informing each other about the education programme and the methods used in upbringing, possible family circumstances affecting the life of the child in the education institution.
- Positive impression of the institution (parking options, room cleanliness, convenient entrances, clarity of information, spacious and transparent cabinets, amiable reception, polite adults and children, considerate staff).
- Critical analysis of the circumstances in the kindergarten/school: an outside view (what seems to be wrong, what irritates, are parents capable of helping in eliminating the problems — such as repairing toys, sewing new curtains, arranging books according to their topics in the library, finding out what is missing, and buying/donating the missing items).

Models for work with families

- Consulting: individually, in groups, family consulting. Consulting with a specialists regarding certain issues.
- Talks, series of talks.
- Developing a webpage with information about the services available to parents.
- Teaching parents the national (state)/second/foreign/Russian language. One-time courses for parents (yoga, dancing, flower arrangement, gingerbread houses, paintings with different techniques and materials etc.). Leasing the premises of the education institution out for various social/educational and cultural projects.
- Parent forums, meetings, hot topic discussions. Sharing of experience with parents from other kindergartens/schools. Organising fashion shows.
- Organising markets, auctions, selling cakes, greeting cards, ornaments, unneeded things for the benefit of of the kindergarten/school. Organising cultural events for parents with snacks (with tickets, with some of the income used for the kindergarten/school).
- Asking publishers and libraries to give away unneeded children's books for free.
- Making contests about the number of books read by the family, about making snow figures etc.

- Planting the bulbs of spring flowers in autumn, and summer flowers in spring.
- Helping children in Asia and Africa.
- Communication with partner organisations (kindergartens/schools in rural areas, in different countries, with a different language of instruction).
- Visiting interesting places where some of the parents work, or, for example, visits by firefighters, police officers, waste disposal specialists at the kindergarten to show their vehicles and equipment.
- Field workshops at parents' request.
- Groups for children with parents (communicating with the child, emotional development, hyperactive children).
- Active events: concerts, school trips, theatre visits. Inviting entertainers/circus actors/artists to the kindergarten/school; workshops/making collaborative performances and exhibitions. Series of musical/theatre events for parents with children (concerts should not be long!). If artists donate their works, they can be exhibited, or auctioned off. Inviting famous personalities (parents will come to see the up close). Amateur and professional performances (if you wish for parents to come, invite their children to perform). Watching films and then discussing them, in a way appropriate to the age of the children.
- One-time groups for children and parents: workshops for fathers and children, for mothers and children, for younger and older children together. Workshop topics: making things with construction sets, making games and toys, ornaments for Christmas and Easter for later sale, making cartoons, music and maths, Montessori system games.
- Making shirts, handbags, flags, badges, calendars, pens with the symbols of the education institution, and their sale.
- Informing parents of interesting publications, scientific advances and discoveries in child development; links to new resources.
- Courses for parents concern language, parenthood, culture. Language-learning and specialised courses (to help understand the content of teaching in the second language) are organised for parents.
- Creating parent support and learning assistance networks. Inclusion of parents belonging to a minority in the consulting. Introduction of phone consulting regarding the matters of learning in the language of the minority and the majority, training of specialised consultants.
- Establishment of citizen associations for language learning, direction of all support provided by the ethnic community to the kindergarten/school.

7) Course evaluation

Tasks for the final test

- Find ten differences in teaching a foreign language and teaching Russian as a second language.
- Specify the kind of information that parents need to receive regarding bilingual upbringing.
- What examples —of positive and negative experiences related to bilingualism— can you offer to parents in order to help them bring their children up correctly?
- Think of some game and speech pieces that could be used to practise the second-language learning topic you chose. Specify the goals, motivators, methods, results of each game or exercise.
- Create corresponding games for teaching Russian (phonetics, grammar, vocabulary, communication). Discuss if the language material was appropriately selected, if the game would be interesting for children, what could seem difficult. Try writing some poems for learning the second language.
- Fully create an activity for a specific lexical, grammar and communication topic. Play some situations out, analyse the activity, tell where you succeeded and where you did not, because the game was not interesting, or because it was inefficiently or incorrectly organised by the adult.
- Explain the speech-wise difference in working on the same topic with children of different ages.
- Design 20-minute communication tests for Russian, for all speech mastery levels.
- Propose a plan for organising a celebration, design its script and the degree of participation of older and younger children, as well as their parents.
- Think of how to spend an activity together with children where you could explain to them the recipes for making dishes from your national cuisine. Think of the words and expressions the children will learn during such an activity. How often should such activities take place?
- Create a list of traditional craft items typical for various cultures. How could one teach simplified ways for making them to pre-schoolers, how to use the appropriate vocabulary during the activities? Make a rough description of your statements for explaining the techniques in making certain items.
- Describe the special nature of communication between the child and the adult, and among children in different age groups.

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Дети и язык. Лингвист Екатерина Протасова о корпусе детской речи, аморфных словах и интонировании эмоций: Когда были предприняты первые научные попытки исследования развития речи у ребенка? Какие существуют методики таких исследований? От чего зависят первые вокализации и первые слова, произнесенные детьми?

<http://postnauka.ru/video/43672>

Билингвизм у детей. Лингвист Екатерина Протасова об особенностях двуязычия у детей, идентичности билингвов и задержке речевого развития. Какие существуют особенности развития билингвизма у детей? Как происходит освоение письменности у двуязычного ребенка? В каком случае можно говорить о задержке речевого развития у билингвов?

<http://postnauka.ru/video/45963>

