

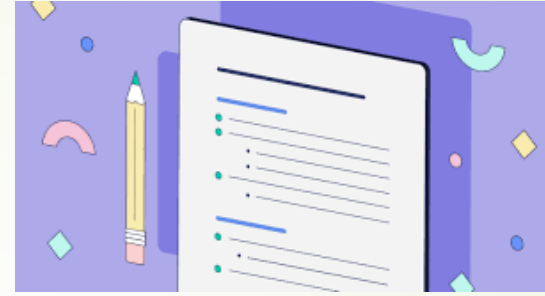
School experiences of pre-service teachers with migration background and their perception of their future foreign language teaching practice



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1. Introduction – short summary of the previous study

- “*Plurilingualism in foreign language teaching. A qualitative-empirical study on foreign language teachers' attitudes*”, published in 2018
- Investigation:
 - Attitudes and practice discourses of foreign language teachers towards learners' and school-based plurilingualism
- Data collection and method:
 - Questionnaires and semi-structured interviews
 - Qualitative and exploratory research approach
- Analysis:
 - Documentation of teachers' experiences and attitudes regarding the implementation/non-implementation of plurilingualism in the classroom
- Results and perspectives :
 - Presentation and analysis of ranges of practice
 - Reflections & perspectives for the organization of University Training of foreign language teachers



2. Study on pre-service teachers with migration background

- What are the experiences of pre-service teachers with migration background during their schooling in handling their heritage language in foreign language disciplines?
- To what extent have their first languages been valued and taken into account as potential for learning other languages?
- Have their plurilingual skills been used and integrated into foreign language teaching?
- Were they supported in their process of learning (foreign) language(s) and encouraged to have a global vision of their pre-existing linguistic repertoire in order to create synergy between the languages learned and those to be learned?
- Are the pre-service students made aware of the above topics during their studies?
- Does the topic of plurilingualism play a role in the process and construction of their professional identity? What professional image do they have of their future practice?

2.1 Interview partners



Name	Year and place of birth	Mother tongue	Type of school, Federal State	Foreign languages learned at school	Studies – University, University of Education (PH)	Combination of subjects
SHAKILA	1991 in Wetzlar (HE)	Farsi (Persian) Dari (Dialect)	High School (BW)	English (Cl. 5) French (Cl. 7) Italian (Cl. 10)	Uni Bonn	French, Geography, Educational Sciences
BUSHRA	1994 in Kehl (BW)	Urdu	High School (BW)	French and English parallel (Cl. 5-11)	PH Heidelberg	French, Everyday Culture and Health (AUG), Ethics
MEMO	1971 in Mannheim (BW)	Arabic	High School (BW)	English (Cl. 5) Latin (Cl. 7) French (Cl. 9)	PH Heidelberg	French, German, Politics
ATHANASIA	1989 in Larisa (Greece)	Greek	College and Graduate School of Economics (BW)	English (Cl. 5) French (Cl. 7)	PH Heidelberg	French, English, IT
SHIRIN	1986 in Heidelberg (BW)	Persian	College and Graduate School of Economics (BW)	English (Cl. 5) French (Cl. 7)	PH Heidelberg	German, English
CAM	1995 in Mediaş (Romania)	Romanian	High School (BW)	English (Cl. 5) Latin (Cl. 7) French (Cl. 9)	PH Heidelberg	Music, English
MIRA	1998 in Bruchsal (BW)	Croatian	High School (BW)	English (Cl. 1-4) English and Latin (Cl. 5) French (Cl. 8) Croatian (Cl. 1-9)	PH Heidelberg	English, Catholic Theology

2.2 Research methodology



Data collection Instruments	Research Process	Methodological Framework
<p>Language biography questionnaires completed by participants before the interviews (9 participants)</p> <p>30-60-minute individual semi-structured interviews (in person in 2019; via Skype in 2020) with pre-service and in-service teachers (6+1 participants)</p>	<p>Pre-service and in-service teachers with migration background (6 + 1 participants)</p> <p>↓</p> <p>Design of case Studies</p> <p>↓</p> <p>Individual school experiences and perception of future teaching practice</p> <ul style="list-style-type: none"> • Case study 1 • Case study 2 • Case study 3 • Case study 4 • Case study 5 • Case study 6 • Case study 7 <p>↓</p> <p>Analysis and interpretation of Findings</p>	<p>Identification of research questions by pre-service and in-service teachers</p> <p>Research instrument: problem-focused interview (cf. Witzel 2000)</p> <p>↓</p> <p>Principle of narration in a discursive-dialogued conversation</p> <p>Data analysis: Explorative approach (<i>Grounded Theory</i>); Concretization and deepening of important aspects and themes; Categorization; Reconstruction of the meaning</p> <p>↓</p> <p>Exemplarity of the results with subjective positioning; No claim to representativeness</p>

2.3 Students' experiences

1. Teachers' knowledge about their learners' heritage languages

➤ Two main trends

1. Knowledge of heritage languages
2. No such knowledge about existing languages in their classroom

To 1.: Knowledge of heritage languages

Focused questions:

- "What country are you from?" (Shakila, Bushra, Shirin)
- Interest, curiosity, e.g. geographical, cultural aspects (Athanasia, Cam)

Other sources of information:

- Viewing the class list: "No German names. Where are your parents from?" (Shakila, Bushra)
- Ask colleagues

To 2.: No such knowledge about existing heritage languages in their classroom

The issue of plurilingualism is not addressed

- "Most people didn't know" (Cam)
- "There was never any interest in knowing if I speak another language" (Bushra, Mira, Shakila)
- "At school, I never felt like anyone cared that I spoke a second foreign language" (Bushra)

2. Heritage languages and foreign language teaching

To the question: *"Have learners' heritage languages been addressed and used in foreign language instruction?"*

► Concordant student responses:

- Not relevant; "not playing a role at all" (Shakila)
- "So even in French lessons, no" (Cam)
- "It was never themed and it wasn't themed with my other classmates with immigrant backgrounds neither" (Memo, Bushra, Athanasia, Shirin, Mira)

3. Assumptions about the reasons for non-inclusion of learners' heritage languages

➤ **Excellent command of the German language:**

- "Maybe because I have always been fluent in German, she wouldn't have suspected that I spoke another language" (Shakila)
- "Ah, it doesn't show on you!" (Mira)
- "You didn't hear it like that at home because of the accent" (Cam)

➤ **Institutional Framework:**

- G8 (high school 12 years vs. 13 years normally) structure, time pressure (Bushra, Athanasia)
- Prioritization of curriculum requirements and transmission of subjects
- Lack of consideration of the first language / heritage language in justified curriculum topics (Afghanistan = distant country, Shakila)
- student integration at the forefront:
"I think they wanted me to be part of the community" (Athanasia)
- Communication in German school tolerated only in German

4. Assumptions / experiences due to the non integration of the heritage languages

- No valuing through perception, interest and attention:
 - "I think I secretly wished, even as a young learner, that this was taken into account" (Shakila)
- Disappointment, (great) regrets:
 - "I realize from talking to them that it's a real shame that this has never been addressed" (Bushra)

2.5 University studies and development of professional identity

1. Awareness and importance of the theme in the studies

- Not done yet (English seminars):
 - "I don't remember a seminar or a class or a book or anything where there was something about it" (Cam, Mira, Shirin)
- Lack of concrete didactic suggestions for school practice (Memo)
- Treatment of the "heterogeneity" theme in the sense of inclusion (dysorthography, differentiation) BUT
- Secondary role of linguistic-cultural heterogeneity and heritage languages

2. Own representations for future foreign language teaching practice

- Integrating of heritage languages as a great learning potential for children / student with migration background: reflecting on and comparing different language systems (Memo)
- Consider diversity and multiplicity as "an advantage and a great strength" (Memo)
- Create a familiar and supportive environment in which each student feels comfortable and accepted and finds their place (Shirin, Bushra, Memo, Cam)
- Experimenting with didactic approaches to plurilingualism: "I have very high expectations of myself, that I will do this differently later in the future" (Shakila); "I want to do this better" (Bushra)
- Showing the own migration background to create a direct bridge for students (Bushra)

3. Outcome

School experiences of the study' pre-service students:

- Few of their teachers knew the heritage languages of their students and, therefore, the linguistic potential of the interviewees. However, to the extent that they had this knowledge, it was not taken into account and was not used.
- When heritage languages have been mentioned in the classroom, it has been only occasionally, rarely, and occasionally through curious inquiries.
- The students' assumptions about the lack of consideration of their plurilingualism concern, on the one hand, the institutional framework and the topics imposed by the training plans, on the other hand, the teachers' desire to assimilate and adapt to the lingua franca, German, as the exclusive and institutional language, and last but not least, the teachers' lack of linguistic competence in their respective native languages due to their own training (cf. Cutrim Schmid & Schmidt 2017: 31ff.; Auger & Le Pichon-Vorstman 2021)

Academic teacher education and professional identity:

- Studies do not address plurilingualism and the didactic concepts of integrating native languages into foreign language teaching early enough.
- All interviewees were unanimous in their desire for better, more inclusive and language-sensitive teaching.
- They feel intrinsically motivated to take into account the students' existing heritage languages, to integrate their knowledge, abilities, and skills – as meaningful part of their identity – and therefore to use them profitably in learning other languages.
- The use of all heritage languages allows for intercultural exchange in an interactive classroom.
It promotes reflection and learning processes, deepens linguistic skills and awareness (e.g. through a contrastive approach to languages).
It contributes to the enhancement and development of the individual personality in a democratic and pluralistic immigration society.

Thank you for your attention!



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