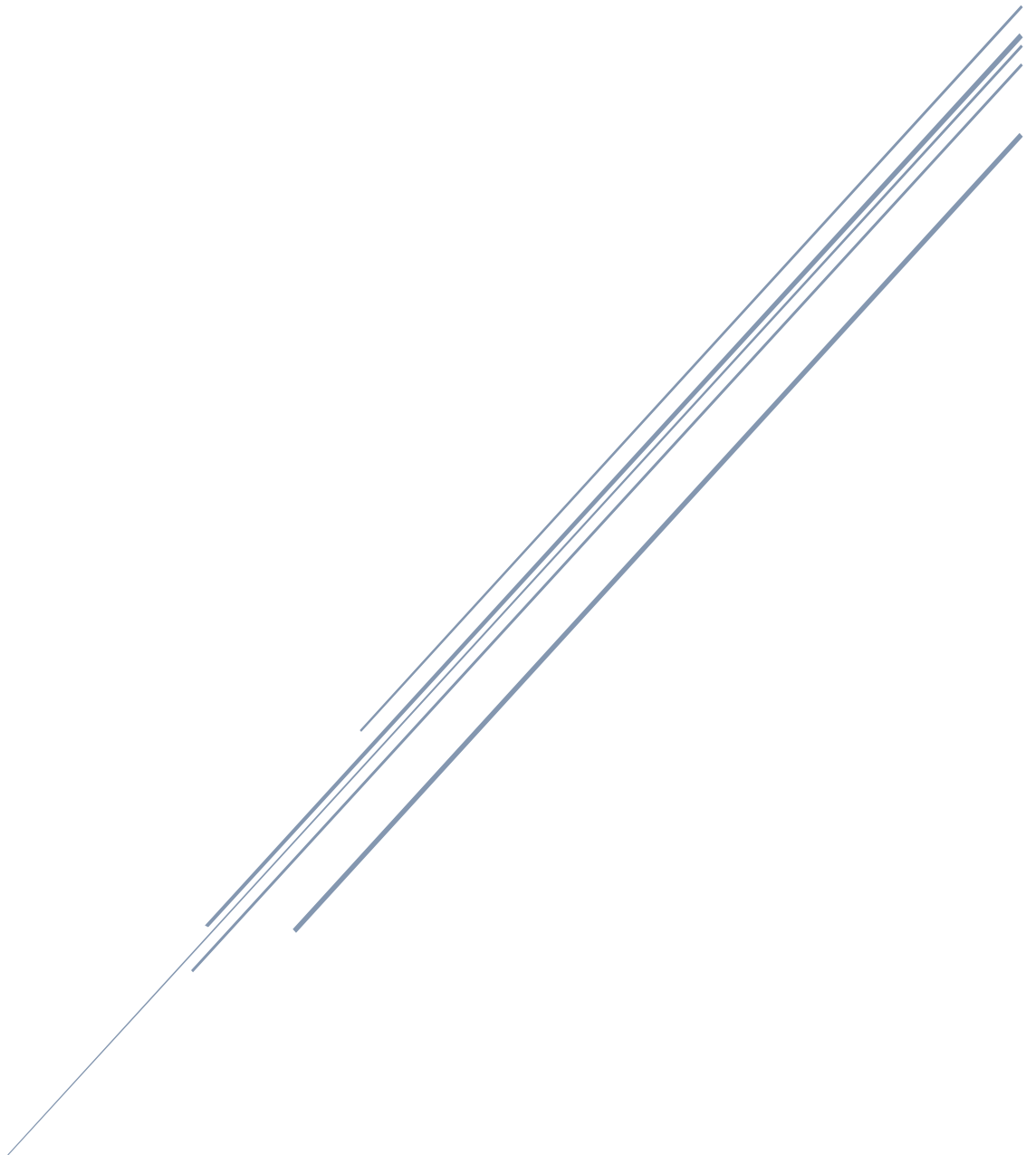# SECOND LANGUAGE ACQUISITION IN 3TH AND 4TH GRADES OF THE AUSTRIAN EDUCATION SYSTEM

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Preface

This research is written and processed by Romy Stik.

I am currently a fourth year student to become a primary teacher at the NHL Stenden University of Applied Sciences Emmen. During this last year I've spent a semester abroad in Linz, Austria. There, I followed an exchange program at the University of Education Upper Austria. This program consisted of regular lessons combined with practice teaching in primary education. I was assigned to the Mozartschule in Linz, class 3a. This is also the class where I conducted my research. The research aims at investigating the ways of teaching children a (new) language.

I would like to take a moment to say a special thank you to the teachers of the Mozartschule, for giving me the opportunity to do this research. A special thank you in this case to the class teachers, Miriam Wiesinger and Michaela Girardi. They gave me all the time and possibilities to do my research. They were also very supportive and interested in what I was doing.

Aside from the teachers of the Mozartschule, I also want to say thank you to Joana Duarte, from NHL Stenden University of Applied Sciences Emmen, for helping me write my research and giving me feedback.

Romy Stik

Table of contents

List of tables and figures

Summary

Looking at the numbers of migration in Austria over the past years, we can see a growing number of migrants. Last year these numbers went down, but the migrants of the previous years are still in the country. The children of these migrants are obligated to follow education in Austria, but often do not speak German. The challenge is that teachers receive these children in their regular classes and need to find ways to allow these children to participate in mainstream education.

This research is about different methods to support second language acquisition. The research was conducted in class 3a of the Mozartschule in Linz. The main question, derived from the challenges of teachers, was the following:
"Which method could be recommended for pupils aged of 9-10 who do not have German as a mother language, but who are already capable of reading and writing, to be able to participate in the mainstream education?"

To contextualise this question and find appropriate answers, the following sub questions will be addressed:
1. What does the Austrian school system look like?
2. What does the process of second language acquisition look like for children aged 7 to 10?
3. Which methods are available for second language acquisition?
4. What are the pros and cons of methods available for second language acquisition?
5. Which language backgrounds do the pupils in class 3a of the Mozartschule in Linz have?
6. How big are the differences in language levels between the pupils in class 3a of the Mozartschule in Linz?
7. Which method(s) are the teachers at the Mozartschule of class 3a currently using?
8. What is the level of reading and writing of the pupils in class 3a of the Mozartschule in Linz?

Sub questions one to four will be answered by means of a theoretical literature review. Question five to six will be answered by practical research. This research has been conducted in class 3a of the Mozartschule with different data collection methods.

The conclusion of this research is that immersion is the best fitting method to use in class so that all children, also the children who do not have German as their mother language, can participate in mainstream education. Immersion offers the children a lot of input language from native speakers and does not push the children out of their silent period (Oosterloo, 2012).
When teachers want to use a different methods than immersion, TBLL (Task Based Language Learning) is also a possible approach that can be used in 3th and 4th grades of primary school. This method allows children to work in smaller groups and continue building on the knowledge they already have.

1 Introduction

During the last three years of my teaching practice, I have been on different primary schools. Each school had a different variety of children. Looking back at all these schools, I can state that each school had at least a few non-native Dutch speakers. Although Dutch was not the native language of these children (the main language used in parental communication (Bodde-Alderlieste & Schokkenbroek, 2011)) , they still had to follow some kind of education in which Dutch was the main language of instruction. As a consequence, teachers had to find a way to teach, which enables the non-native Dutch speakers to participate.

Looking at the history of non-native speakers in European education systems, we can see an increasing number of migrants throughout the years. Migrants have been coming to Europe (and the rest of the world) for centuries but it is only since the early 1970's that there is a change visible in the type of migrants. Whereas in the early years it was merely single people migrating (to find work, earn money or political reasons), we now see a lot of family members following the single migrants (Gogolin & Duarte, 2013). With this phenomenon we see many children migrating as well. Since it is mandatory to follow school education, these children (who often do not speak the language of the new country they migrated to yet) are attending school in this country.

Nowadays we still have a large number of migrants in the Netherlands. Looking at the last few years, we can state that these numbers start to decrease (Index, 2017) . It is however, a given fact that we still have migrant pupils from the last years, who are participating in mainstream education.
When looking at the population of Austria, we see a similar trend. The numbers of people migrating has slowly started to decrease.. In 2015 and 2016 there has been a huge increase of migrants (Mundi, 2017). Even if the numbers of migrants that are coming into the country decreasing, the migrants that already came the years before are still there, including their children.

Since I aspire to become a primary teacher I will get in contact with these migrant children. They will be in one of my (future) classes. I think it is important to find a way to communicate with these children, even if they do not speak my (native) language. By having a way to communicate with these children I can create a safe environment which increases their will to learn.

When I met my mentor of the Mozartschule in Linz, she told me I would be teaching in a class with children from 11 different nationalities. Not all of these children spoke fluent German yet, since it was not the native language of these children.

This was another reason for me to conduct this research. By looking at the methods that allow children to participate in the classes, even though the mail language of instruction (German) is not their native language, I hope to get a proper view on what each method can offer. This is not only useful information for me, but also for other teachers and/or students that will get in contact with this type of situations. They can use this research as a help to find the method they would like to use based on the type of children they have in their class.

2 Problem analysis

One of the main challenges teachers in Austria nowadays are facing is that there is an increasing number of non-native German speakers coming into primary education due to the migration numbers in the Austrian population (Mundi, 2017). Since the 1970's migrants brought their children or the children came with the rest of the family to follow the working migrants. There are also children nowadays that are born in Austria but have parents or even grandparents that migrated from a different country. Since their parent may not always speak the German language, they receive the native language from their parents. This is due to the fact that a native language is the language is that one learns from the moment one is born (Bodde-Alderlieste & Schokkenbroek, 2011) and education in Austria is not mandatory until the age of 6. Since these children use a different language than German in their homes, they do not learn the German language until they go to school. By the time they start school (age six), they already made one of the 'home' languages their native language.

These children have to follow education and are put together in the same class as the native German speakers. Since they do not have the same language background, following the mainstream education classes can be difficult for some pupils. It is up to the teachers to find a way (a method) that allows all children to participate in the education provided.

The challenge described above is taking place in class 3a at the Mozartschule in Linz. The Mozartschule in Linz currently has eight classes, which each consists for over 60% out of non-native speakers (Greul, 2017). Class 3a consist of twenty-three pupils and two class teachers, Miriam Wiesinger and Michaela Girardi. The class is divided in thirteen girls and ten boys with the ages ranging between 9 and 10 years old. The pupils of this class all have the Austrian nationality, but not all of these pupils have an Austrian background. There is a total of eleven different migration and language backgrounds in class 3a of the Mozartschule in Linz.

The challenge of teaching under such diverse circumstances is taking place during school hours, when the children are at school. This is the time when they have to communicate with each other and the teacher, and where they acquire new knowledge. For these children the German language has a double function: on the one hand it is the language they must acquire, and, on the other, it is the language in which instruction is given for all subjects.

By appropriately teaching them this second finding a solution to this problem we can teach the children how to communicate with the people in the country around them, by language. They can express themselves and share, receive, and use (new) information. Finding a solution is also good for the teachers. When they know which method to use in class, they might get better results, since children participate better if they understand what the teacher is talking about. Aside from that is the teacher able to communicate better with the students.

3   Theoretical framework

3.1   How does the Austrian school system work?

The Austrian school system is compulsory for children from the age six until fifteen. This does not mean that children younger than six are not going to school. The Austrian government made sure that all children have a place to go to, if the parents want them to.

Children younger than six:
Children younger than six still can get education, although it is not mandatory. The different possibilities of early education for each age group are presented in the following chart:

Table 1, the non-compulsory education in Austria till the age of 5 (Stütz, 2017)

Age	Where do they go?	Side note
0-2 years	Nurseries	
2-6 years	Kindergarten	Mandatory from the age five in some parts of Austria
From age 5	Pre-school	

Children age six and above:
A schematic construction of this system can be found in Appendix 1: Migration numbers Holland and Austria.

When children reach the age of six, they go to the Volksschule (Primary school). This takes up four years of their education. During these years children stay in the same group with the same class teacher.

After these four years the children (age eleven) move on to the next part of education, secondary education. They can go to one of the three follow up schools: a secondary school (Hauptschule), a new middle school (Neue Mittelschule) or a Gymnasium. These schools each take four years of studying.

After these four years of secondary education, pupils still have one more year of mandatory education left. They continue with a practical or theoretically oriented study. This depends on the results and the choice of the children self.
The first choice is the route of *general education*. This education prepares children for a Bachelor, Master or PhD certificate. Which certificate they get is based on which type of school they choose (University, or higher education).
The second route the children can take, is the route of *vocational education*. This type of education is more practically oriented. When following this education, children are mainly studying trough apprenticeship based qualifications.

3.2   First language acquisition

Learning how to use the mother language is also called first language acquisition. The mother tongue is the language a child starts to learn from the moment he or she is born. This language is acquired between the ages of 0 and 7. During this period, the brain starts to develop functional parts and braincells start forming and connecting to other cells.

The two functional parts of the brain are important parts that are used for using a language (Goorhuis-Brouwer, 2005):

1. The part that makes you **understand** a language.

Understanding the language means in this case: sound recognition, word memory (recognising the words and shaping them in the right form) and the meaning of phrases.

2. The part that lets you **produce** a language.

Producing a language means in this case: producing sounds and forming words and phrases.

Sound recognition

Starting from the first year of your life, sound recognition starts to develop. Because of this development, children can recognise (and later on (re)produce) sounds. Hearing people talk is very important for a baby, since they save all sounds they hear around them in their sound memory. This sound memory starts to develop immediately after they are born. Even is baby's do not understand the words spoken around them yet, it is still important to keep talking a language in the environment of the baby. All sounds that are saved will later on be used to learn the actual language.

Adults often speak in a so called 'baby-language' to small children. This is the regular language, but uses easier words to describe things. From the age of 7 it is no longer necessary to use this type of language with a child. The sound memory and the word recognition has grown enough to conversate in the 'regular' language with the child.

Every child goes through a period where they do not yet speak, this period is called "*the quiet period*" (Bodde-Alderlieste & Schokkenbroek, Engels in het basisonderwijs, 2011). During this period, the children are actively working with language acquisition. They learn new words and phrases. This period does not have a fixed time duration but is different for each child. It is very important that a child is not rushed to get out of this 'quiet period', since this could have a bad effect on both vocabulary and the will to speak later on.

Producing sounds

Producing sound changes into speaking. Speaking follows the motor development of the lips, tongue and palate. Baby's all splutter in the same way until they are around six months old. Between the age of six and twelve months we see a change appear. Baby's become more sensitive for the mother language and less sensitive for other languages. This is why a baby starts spluttering in his mother language after the first six months (Bodde-Alderlieste & Schokkenbroek, Engels in het basisonderwijs, 2011).

Word memory

When a child reaches the age of 2, word memory and production starts. The sound recognition has already been started and children now start to recognise words. This will start the word formation. Every child builds its own vocabulary. How big this vocabulary will

be depends on the offered words and sentences the child has heard in his or her environment. While building this vocabulary, children between the age of twelve and eighteen months start to create their own words as well. We call this word formation (Bodde-Alderlieste & Schokkenbroek, Engels in het basisonderwijs, 2011). Because the sound producing keeps developing till the child is six years old, the spoken words will be pronounced different throughout the years. This means that children of three years old pronounce a word different than a child that is six years old.

Sentence formation

When a child reaches the age of two he starts to see the relation between different words, the *meaning*. Since only using words is not enough for a good communication, the child will start to produce sentences. It starts with two word sentences and expands to three- and five word sentences. When the child is six years old he or she can pronounce all the sounds of the mother language correctly. There is an articulation base. Sounds that do not occur in the mother language are difficult for children and will be learned on a later age (Bodde-Alderlieste & Schokkenbroek, Engels in het basisonderwijs, 2011)

There are four phases that every child goes through when they are working on language acquisition (Schaerlaekens, 2009) :
1. Prelingual period
   - Crying and start sound recognition
   - Vocalising
   - Spluttering
2. Early lingual period
   - One word phase and expanding word memory
   - (Short)Sentences with two or more words
3. Differentiation phase
   - Expanding vocabulary
   - Telling short stories
4. Completion phase
   - Completing the language

The age connected to each stage is seen theoretically. It is possible that children go through the stages faster, slower or around a different age.

Table 2, stages of language acquisition

Stage	Age	Period
First words	0-12 months	Prelingual
One word sentences	12-18 months	Early lingual
Two words sentences	18-24 months	Early lingual
Sentences with more than two words	Starting at age 2	Early lingual
Expansion of the vocabulary, telling short stories	2-5 years old	Differentiation
Change from passive vocabulary to active vocabulary	Starting at age 5	Differentiation
Completing the language	5-10 years old	Completion

3.3 Second-language acquisition

When talking about a second language, we are referring to *a language other than the mother tongue that a person or community uses for public communication* (Kuiken & Vermeer, 2013)

Learning a second language is not the same as a second-language acquisition. When *learning* a second language you focus on the grammar rules of a language, such as in the acquisition of foreign language. This is exactly the opposite of acquiring a second language, during which children can even speak the newfound language without properly knowing the grammar rules. This is because acquisition is mastering another language by immersion of this language instead of learning it by the rules (DB, 2018)

There are two ways of acquiring a second language, by simultaneous language acquisition and successful language acquisition.

Simultaneous language acquisition: Children learn the second language parallel to another language (often the mother language) at a young age. Usually before the age of four. The child goes through the four stages of language acquisition of both languages at the same time (Oosterloo, 2012).

Successive language acquisition: Children learn the second language after they already know their mother language. They finished all four stages of the language acquisition. Learning the second language will continue on these stages (Oosterloo, 2012)

At the Mozartschule the children of class 3a that do not have German as a native language learn the second language through successive language acquisition. In this case the children already acquired a basic knowledge of their mother language, which means they can build on the language knowledge they already collected (vocabulary, word memory etc.). The rules of their mother tongue will be the basis for learning a second language, as this is the only way they know how to use words and make sentences.

This influence of the mother language on the second language, is called 'transfer' (Cummins, 2001) When both languages are similar to each other, the transfer can enhance the learning of the second language. When the two languages are typologically distant it may be more difficult, since all new morpho-syntactical rules have to be learned.

Even though the children will not be going through the same phases as during the first language acquisition, the *silent period* (Bodde-Alderlieste & Schokkenbroek, 2011) is one thing that does reappear. This phase is still one that is visible during the second language acquisition. This means that children should not be rushed into speaking the new language, but that enough language should be offered in order for the children to develop their receptive skills. The children will start speaking when they feel comfortable.

When acquiring a second language, not only the age and the mother language play a role but many factors. These can be separated into two groups. The personal factors and the environmental factors (Frankfurt International School, 2018)

Personal:
- Character
- Experiences
- Cognitive development
- Emotional development
- Motivation of the learner
- The type of learner (as said by Gardner) (SLO, 2018)
    - Verbal-Linguistic intelligence   = Word smart
    - Logical-mathematical intelligence   = Logic smart
    - Spatial-visual intelligence   = Picture smart
    - Bodily-kinaesthetic intelligence   = Body smart
    - Musical intelligences   = Musical smart
    - Interpersonal intelligence   = People smart
    - Intrapersonal   = Self smart
    - Naturalistic   = Nature smart

Environmental:
- Curriculum
- Safe environment
- Access to native speakers
- Method of second language acquisition
- Popularity of the second language
- Motivation from the people around the learners

3.4   Which methods are available for learning a second language?
With the theory of how children acquire a first- and/or second language we can now take a look at the methods that are available for teaching a second language. There are multiple methods to choose from when wanting to teach a new language to children. To get an overview of these methods, I interviewed Niels de Jong, lecturer at the Pädagogische Hochschule Oberösterreich, who helped me make a selection of available and useable methods for primary education.

Based on the knowledge on second language acquisition four different methods were selected for closer investigation:

- Immersion
- TBLL (Task Based Language Learning)
- SIOP (Sheltered Instruction Observation Protocol)
- CLIL (Content and Language Integrated Learning)

In the following paragraphs each method will be described, including a discussion on what is necessary as a teacher and pupil to be participating in lessons giving by each method.

3.4.1   Immersion

Immersion means learning a new language by immersing the student completely in this new language (Briquet, 2006) . This method works best if the Immersion language is also the language spoken outside of the classroom (in stores, on the streets etc.). By Immersion the students get their complete lessons in the new language. They learn this language best when:

- All material used is in the new language (e.g. description by pictures or worksheets)
- All subjects of the lesson will be practiced in this language
- There has to be room for the children to practice the new learned language
    o Writing, speaking
- The input is solely in the new language
- The language will be given in a meaningful context

Immersion works in almost the same way as the first and second language acquisition. It is therefore easy to use in class, since there are no particularly skills or knowledges asked from the children .

When looking at what the immersion method asks from the teachers, there are some things to keep in mind. If a teacher is using immersion in his or her classroom it is important that he or she speaks the instruction language fluently. In case of this research this is convenient, since the Immersion language would be German, the language of the Austrian education system.

Since immersion is all about learning in a new language, it is important that students do not fall back and speak in their native language. When this happens it is up to the teacher to try to let the student use the immersion language. The teacher can do this by asking open questions (questions that ask for an extended answer, not a yes/no answer).
In addition it is very important that the teacher uses a multi-modal approach, with a lot of visual, body language and movements. The use of materials is also really important, this makes pupils get a better grip of the word. Pictures and videos can also help with explaining new words (Livaccari, 2018).

Because the children are not only learning the new language, but also the academical subjects, it is really important to check the understanding and level of the language regularly. This gives the teacher a good overview of how the language is developing for each child.

When using Immersion, the children are expected to speak the new language all the time. Since this can be quite a challenge for some children, it is really important to keep motivating them. When the motivation to speak a new language is gone, it is really hard to make progress in learning this language. To motivate the children a variety of ways to learn new words could be provided (games, pictures, video's etc.)

3.4.2 TBLL (Task Based Language Learning)

Task based language learning (for short TBLL) is a method of learning a new language by focusing on meaningful tasks. A meaningful task can be visiting the doctor, asking for directions etc. Since the focus is mainly on the tasks, assessment is not by looking at the use of grammar and how sentences are made, but by looking if the tasks have been or can be completed by the children

Task based language learning has seven features (Robinson, 2011):

- Input: In which way the children receive the task(s)
- Roles: The roles that the children have while working on the task(s)
- Settings: Where and how are the working on the task(s)
- Actions: The steps children have to follow to finish the task(s)
- Monitoring: The teacher sees how the children are working on the task(s)
- Outcomes: The result of the task(s). This could be written, drawn or spoken
- Feedback: After the task(s) has been finished, children receive feedback from both students and the teacher. This feedback is both on language as on the process of finishing the task(s).

With TBLL the tasks have to provide both input and output. This means that the children will hear the language but also have to use the language. This could be by speaking, writing, reading or listening (to) the language.

By putting the main focus on finishing tasks instead of using the grammar rules correctly, this method is very motivating for the children. The children are working and making progress. Working on these tasks also requires the language knowledge of the children. They build on what they already know to find answers and learn new things.

When the teacher realises that one pupils is experiencing difficulties in finishing the task (dur to language-related problems or other academical reasons) the tasks can be adapted to an easier level. The same applies to children that are finding the tasks very easy, for these children the tasks can be made more difficult.

Within TBLL, Willis (1996) proposed six types of tasks:

- Listing
- Ordering and sorting
- Comparing
- Problem solving
- Sharing personal experiences
- Creative tasks

When using TBLL children will often do activities in smaller groups, which provides them with a safer environment to use the new language. When participating in the large group (the class), the teacher will show the proper use of the language.

The teacher has to prepare and select the tasks for the children beforehand. He or she will need to see if the tasks fit with what the children need and make sure that they are meaningful. The teacher will also prepare the children for the tasks by recapping previously learned words and sentences and introducing new word that with the task/topic.

3.4.3   SIOP (Sheltered Instruction Observation Protocol)

Sheltered Instruction Observation Protocol (for short SIOP) is a *research-based an validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States* (Linguisitics, 2017).

The SIOP model has eight components for teaching (Echevarria, Vogt, & Short, 2016):

- **Lesson Preparation**

The teacher is planning meaningful activities to meet the objectives of both the language and the subject.

- **Building Background**

Children will learn new words using the words they already know. Aside from this the children will learn all the new words in a meaningful context. This way they can continue building.

- **Comprehensible Input**

The teacher uses language that is understandable for the level of the language spoken in the classroom. Aside from speaking the language, he or she is also using their body to make the word visual. The visualisation can also be done by gestures and pictures.

- **Strategies**

Using strategies that makes understanding and learning new information better. This includes strategies on both (meta-)cognitive, and social. Teachers use scaffolding (correcting the student when grammar or words are used incorrect) to better the grammar and language of the children.

- **Interaction**

Children work in groups so they have the chance to practice a lot with the language (both vocal as on paper). The teacher is talking as less as possible.

- **Practice & application**

Children work in small groups that involve hands-on materials, working on activities that (most of the time) include listening, speaking, reading and writing.

- **Lesson delivery**

The students are supported towards meeting the objectives. By planning an effective lesson the teacher creates opportunities to talk about the concepts such as hands-on activities and actively engaging the children in the activities. An lesson is considered effective if children are 90% to 100% of the time actively participating.

- **Review & assessment**

The teacher give feedback before, during and after a lesson. This feedback is given so that the children can grow and to check the progress the students are making (e.g. by listening to their response).

3.4.4 CLIL (Content and Language Integrated Learning)

CLIL stands for Content and Language Integrated Learning. CLIL is a method that focusses on using the foreign language during different subject lessons. The method integrates the language lesson and the subject lesson (Bodde-Alderlieste & Schokkenbroek, 2011) . The main goal of this method is to teach the subject while supporting the language acquisition of the children.

CLIL works from three components:
- Interaction
- Meaningful context
- Language support (e.g. providing the key words also in the mother language or by showing pictures)

The term CLIL was devised by David Marsh, University of Jyväskylä, Finland (1994): *"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."*

As mentioned in the theoretical framework, learning a new language after the age of seven is more difficult than at a younger age. This is because children fall back at the grammar rules and words already acquired in their mother language.
When looking at CLIL, we see that there are five important goals (Bodde-Alderlieste & Schokkenbroek, 2011):

1. Children have to be in contact with the language input (the language they receive).
2. Children work both on the language and the subject at the same time.
3. Children will work with the language rules (grammar, interpunction etc.).
4. Children have to produce the language they working with.
5. Children will work with given strategies for learning the new language.

When teaching CLIL probably not all the children in the class have the same knowledge and starting level of the language. There might be some children that only speak their mother language. When this language is comparable to the new language, learning the rules and words might not be so difficult. When this is not the case, it is important to offer enough help for them to learn this new language. This can be done by using their own language (if the teacher also speaks that language or by using a translator), or this could be done by making the words visual. The visuality is very important for both kind of learners. This is why it is important to make movements, use pictures and/or sound for learning the new language.

During a CLIL lesson, there are different phases. When looking at these lessons, we see that each lesson(sequence) has to have the following five parts (Bodde-Alderlieste & Schokkenbroek, 2011):

- Activate the knowledge before starting to teach.
- Give an understandable variety of input.
- Stimulate working with the input.
- Stimulate writing an speaking (output of the language)

- Give a critical review and feedback of both subject and language.

To teach a CLIL lesson, the teacher has to speak, write, read and listen in this language. If the teacher does not fully master all these aspects of the language, there is a big chance that the children will not be learning the language in the appropriate way. As said before, it is important to teach in a meaningful context and a useful subject. When this is the case, children will be more motivated to learn the new language.

For the pupils there are no special skills needed to follow and participate in a CLIL lesson.

4 Problem statement

4.1 Purpose of research

The main aim of this research is to write an advice for the teachers of class 3a of the Mozartschule in Linz. This advice will be about which method is the most suitable to use when teaching a 3th/4th grade (age 9 or 10) which has non-native German speakers. In the theoretical framework the possible methods for second language acquisition have been explored. The best fitting method based on the theoretical framework and the practical research will be chosen as a recommendation for the teachers.

For this, methods will be compared to each other. This way there will be a clear chart with all the pros and cons of each method. This is also useful for other teachers.

Aside from the main aim there are also a few sub-goals. These sub-goals are processed in the sub-question and can be found below. The information that comes out of these sub-questions will be used to understand the children of class 3a and the possible methods for second language acquisition better.

4.2 Main question

The main question that came forward out of the problem statement and the theoretical framework is the following:

"Which method could be recommended for pupils of the aged 9-10 who do not have German as a mother language, but who are already capable of reading and writing, to be able to participate in the offered education?"

4.3 Theoretical sub-questions
1. What does the Austrian school system look like?
2. What does the process of second-language acquisition look like for children age 7 till 10?
3. Which methods are available for second-language acquisition?
4. What are the pros and cons of methods available for second language acquisition?

4.4 Practical sub-questions
5. Which language backgrounds do the pupils in class 3a of the Mozartschule in Linz have?
6. How big are the differences in language levels between the pupils in class 3a of the Mozartschule in Linz?
7. Which method(s) are the teachers at the Mozartschule of class 3a currently using?
8. What is the level of reading and writing of the pupils in class 3a of the Mozartschule in Linz?

4.5 Hypothesis

The expected outcome of this research is based on the theoretical study and is the following:

If there are children in the 3th/4th grade, that do not have German as their mother language, then Immersion would be the recommended method. This method gives children plenty of input language to learn from and is not focussing on the grammar rules. This gives children the opportunity to get used to the new language and compare it with their mother language.

This outcome is expected because looking at the theoretical framework, we see that the first- and second language acquisition says that children learn the new language best by hearing a lot of this new language. Aside from that, children should not be rushed into speaking and be helped learning with visualising the of words. When children already learned their mother language they will use this knowledge to learn a new language.

4.6 Discussion with concerned

Before leaving to go to Linz, I have discussed the research and subject with my first assessor, Joana Duarte. I was excited to go on this adventure and see for myself how the schools in Austria were functioning. Aside from that I was also curious as to how the practical situations were based on the multicultural classes. During this conversation with Joana I also discussed this. She gave me a few guidelines and tips for how to work on this research.

After the first day of practice, I discussed my research plan with my mentor from the Mozartschule, Michaela Girardi. She was really excited and curious to what the outcome of this research would be. She told me I could use class 3a as the research group and that there was even a possibility to involve the parents. She also told me that when I planned on doing that, the names of the children must be anonymous, because of privacy reasons. The practical research was more difficult to organise, since I could only do this during Michaela's teaching hour on Thursday. Since she only teaches a few hours a week, I couldn't take too much of this time away. Despite this she gave me the space and time needed to do this research.

Niels de Jong has helped me a lot with finding good methods to use in primary schools. Since there were so many, it was difficult to discern the methods useable for primary school and those who are not. By discussing this with Niels, it gave me a good guidance to make this choice.

5   Research design

5.1   Research group

The research has been conducted in class 3a of the Mozartschule. This class consist of twenty-three pupils and two class teachers, Miriam Wiesinger and Michaela Girardi. The class has thirteen girls and ten boys with the age of 9 or 10 years old. The pupils of this class all have the Austrian nationality, but not all of these pupils have an Austrian background. There is a total of eleven different nationality backgrounds in class 3a of the Mozartschule in Linz. All twenty-three pupils follow the same education.

5.2 Ethical issues

Before starting this research, I have discussed possible ethical issues with the teacher of class 3a. We have concluded that there should be no ethical issues in the group.

During this conversation there were some other things to keep in mind during this research. Since I am doing research to both the children in class 3a as well as their parents, the teacher asked me to keep the names anonymously. She asked me to keep the information about the children (backgrounds etc.) confidential. This is due to the new privacy laws. There are no problems between the children despite the different ethnicity and religious backgrounds.

5.3   Data collection method

During this research different methods of data collection were used to find an answer to the different research questions. The answers to these sub-questions will lead to find a conclusion and the answer on the main question.
Each of the chosen methods and the reasons for its selection will shortly be explained below.

Theoretical study

By doing a theoretical study, the knowledge about different methods and language acquisition have been expanded. With this new-found knowledge, answers to different sub-questions can be found.
In this theoretical frame research has been done of different methods that can be used in primary school to learn a second language. Before any conclusions could be made out of this, it is also important to know how the school system in Austria works and how children of age 9/10 learn a second language. This is why the language acquisition is also part of the theoretical framework. To finalise which method will be the best fitting in the end for class 3a, I will compare the methods with each other and see what the pros and cons are of each method (while keeping the language acquisition in mind).

Interviews

Before starting the practical part of this research, it is important to know the background of the children of class 3a from the Mozartschule. Conducting an interview with the principal and the class teacher gave me a first idea of how the home situation of the children is and what the different language backgrounds are. Based on this information I was able to design the surveys.

Surveys

To find out the language background of the pupils from class 3a of the Mozartschule are, I conducted two surveys about their language use. One survey will be for the parents of the children. This survey will be about their mother language and the language(s) they speak with their partner/child(ren).

The second survey will be for the children of class 3a. This survey will be about the languages they speak at home (with their parents and siblings) but also about the languages they use at school and in their spare time (with friends, on social media etc.).

Test

To find out what the language level of the children of class 3a of the Mozartschule is, a German language test was applied. This test is a test used the Mozartschule to see what the children have learned and where they need some extra help. It is based on grammar and writing.

5.4 Process of data collection

In the schedule below can be found how each sub question will be answered and when the data collection took place. A detailed logbook can be found in Appendix 6: Logbook. Here the exact data collected and the times of data collection can be found.

Table 3, Process of data collection

Sub question	Method of data collection	When?
What does the Austrian school system look like?	Theoretical study	Week 1 to 10
What does the process of second language acquisition look like for children age 7 till 10?	Theoretical study	Week 1 to 10
Which methods are available for second-language acquisition?	Theoretical study	Week 1 to 10
What are the pros and cons of methods available for second language acquisition?	Theoretical study	Week 1 to 10
Which language backgrounds do the pupils in class 3a of the Mozartschule in Linz have?	Survey children Survey parents Interview teachers and principal	Week 10 & 11 Week 7
How big are the differences in language levels between the pupils in class 3a of the Mozartschule in Linz?	Test to see the level of language	Week 9 & 10
Which method(s) are the teachers at the Mozartschule of class 3a currently using?	Interview with the teachers	Week 7

What is the level of reading and writing of the pupils in class 3a of the Mozartschule in Linz?	Test to see the level of language	Week 9 & 10

5.5   Design activities

To find the answers to some of the sub questions, two surveys had to be designed. These surveys had to be understandable for both parents/guardians as the children. Since the research group has have different language backgrounds, the surveys were available both in English and German. To make sure the response to the surveys was as less time-consuming as possible, the surveys had multiple choice answers when possible.

6 Results

6.1 Differences between the plan and the actual process

There is a difference between the research plan and the actual process, due to a few factors. In the following paragraphs, the changes in relation to the work plan will be briefly explained.

The fist design of the surveys was made with open questions. After discussing this version with the supervisor the design was altered to multiple choice questions. This way the surveys could be filled in more easily for both children and parents.

In addition, the plan was to conduct two different tests regarding the assessment of language proficiency, one at the start of the semester and one at the end. Since there was less time than expected it was not possible to do this test at the beginning of the schoolyear. This is why, together with the class teacher, I have decided to conduct only one test. This test still gives a good overview of the different language levels of the pupils.

During the test, one of the children was sick and could not participate. Due to time constraints, it was not possible to do let the child perform the test in another moment. This means that there are no results for this child. Since the other children did make the test, it was still possible to acquire a good view of the different languages.

6.2 What are the pros and cons of methods available for second-language acquisitions?

As said in the answer of sub question 6.4, which methods are available for second-language acquisitions, the following four methods are elaborated explained in the theoretical framework:
- Immersion
- TBLL (Task Based Language Learning)
- SIOP (Sheltered Instruction Observation Protocol)
- CLIL (Content and Language Integrated Learning)

In the following figure can the pros and cons of each method be found. These pros and cons are based on using the methods in 3th/4th grade (age 9/10). Therefor each method will be compared with the language acquisition of children age 9/10 (Oosterloo, 2012) .

Table 4, Pros and cons of methods for second language acquisition

Name of method	Pros	Cons
Immersion	- The children hear lot of input language - Teacher is a native speaker - The results of language acquisition are almost at the level of a native speaker - Instruction is not focussed solely on grammar rules	- Material is not always understandable for all levels of non-native German children. - Children hear a new language all day, teacher must motivate children a lot

TBLL	- Children use their knowledge to learn the new language - Learning in small groups offer a safe environment to actively use the language - Great variety of tasks - Tasks are adaptable of different levels	- Teacher has to prepare tasks beforehand to meet he level of the children - Language input comes from other students, which may lead to using words in wrong forms/ways - Cannot be done all day
SIOP	- Children learn in meaningful language situations - Children use their knowledge to learn the new language - Teacher gives input in understandable language	- Teacher has to create each lesson, based on the eight components - Takes a long time before it is integrated in the system - Focusses more on the grammar rules of a language than the functional use
CLIL	- Both subject and language are being offered at the same time - Learning new language in meaningful context - Active role for the student	- Materials have to be made by the teacher - Subject might be too difficult to understand in a new language, when the language skills are not sufficient yet - Not possible during all lessons

6.3 Which language backgrounds do the pupils in class 3a of the Mozartschule in Linz have?
To find out which language backgrounds the pupils in class 3a of the Mozartschule in Linz have, two surveys have been conducted.
The survey in Appendix 3: Survey parents, has been filled in by the parents.
The survey in Appendix 4: Survey Children, has been filled in by the children. One of the questions of this survey was: *"Which language do you speak with your siblings?"*. Children without siblings did not fill in an answer on this question.

The complete schedule with the results of both surveys (both parents and pupils) can be found in Appendix 5:Results of the surveys.

Looking at the results, the following can be said about the language backgrounds of the pupils:

Table 5, Language background of pupils class 3a

Number of children	Situation
5	Speak German with both parents and siblings
5	Speak only German with siblings
5	Do not speak German at home
8	Have one parent that speaks German (native)
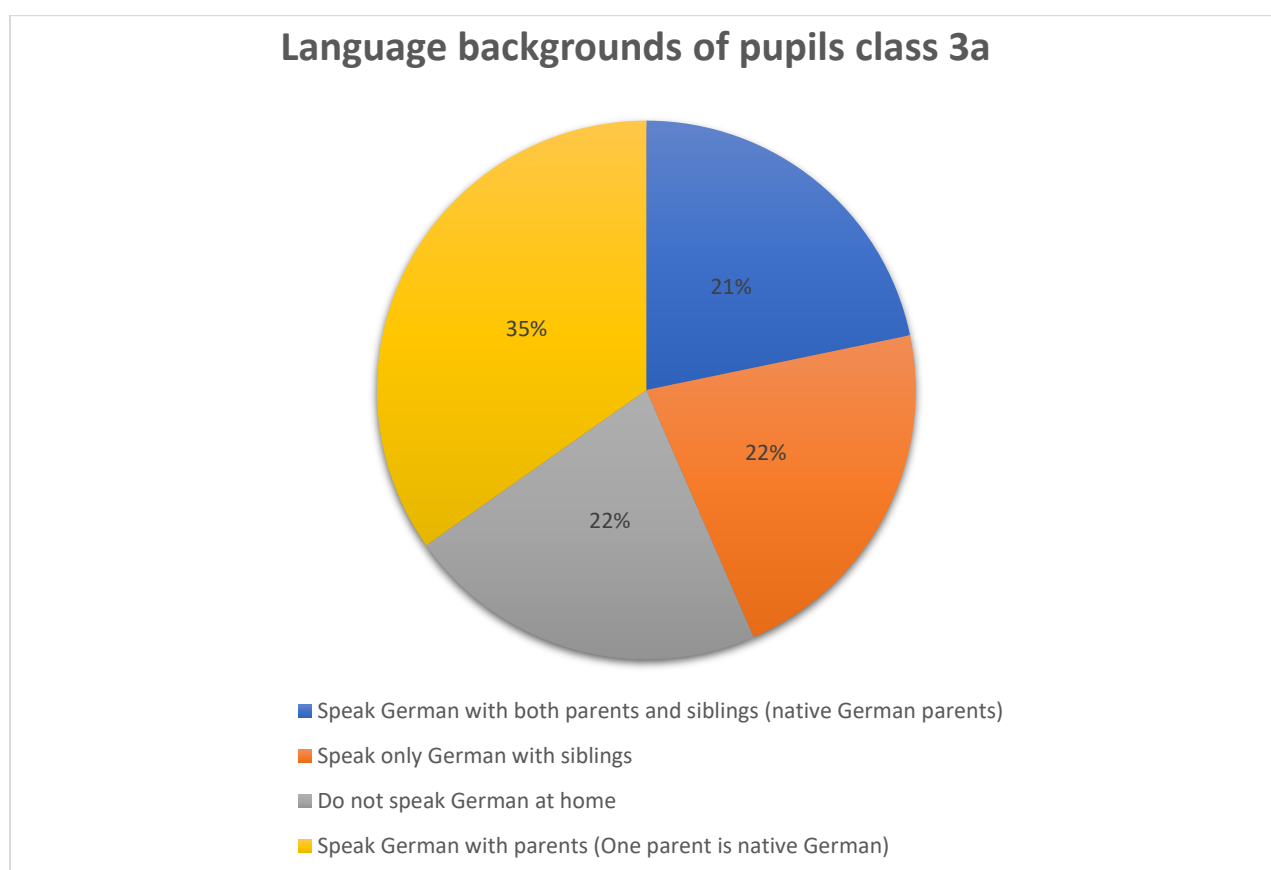
Figure 1, Language backgrounds of pupils class 3a, X=23

When we look at the different languages spoken we see the following:

Languages spoken with (step)father:

21,7%	Turkish	30,4%	German
8,6%	Hungarian	3,4 %	Vietnamese
3,4%	English	3,4%	Chechen
3,4%	Bosnian	3,4%	Georgian
3,4%	Persian	3,4%	Albanian
3,4%	Chinese	3,4%	Yoruba

Languages spoken with (step)mother:

47,8%	German	8,6%	English
8,6%	Vietnamese	8,6%	Turkish
3,4%	Chechen	3,4%	Bosnian
3,4%	Persian	3,4%	Albanian
3,4%	Hungarian	3,4%	Chinese

Languages spoken by children in general:

50%	German	13,9%	Turkish
5,5%	English	5,5%	Vietnamese
5,5%	Hungarian	2,7%	Yoruba
2,7%	Chechen	2,7%	Bosnian
2,7%	Georgian	2,7%	Albanian
2,7%	Chinese	2,7%	Persian

In sum, language use of pupils in the 3th grade of the Mozartschule in Linz can be divided in twelve different languages. From the results above can be found that the most spoken languages in class 3a are German and Turkish. Next are Hungarian, English and Vietnamese. The other languages are low in percentages. Converted into students there can be said that the other languages are spoken by only one or two students.

6.4 How big are the differences in language levels between the pupils in class 3a of the Mozartschule in Linz?

To find out how big the differences in the language levels between the pupils is, a test has been done. This test can be found in appendix 7, Test for the level of German.

The maximum score of this test was 122 points. To 'pass' this test (when following the guidelines of the Mozartschule) 75% should be correct. This is equal to 91,5 points. When looking at the scores we see that there are 7 pupils that score below the 75%.

The results of this test are the following:

Table 6, Results of test for language levels

Name of child	Result	Name of child	Result
U	116	V	99,5
L	114	E	97
C	112	S	93
F	110	P	87
R	109	B	83,5
I	108	M	83
N	108	G	81
J	105	T	80,5
Q	105	A	68
O	104	K	65,5
W	103		
H	101	D	Sick

The children with green boxes are the children who have German as a native language. It is striking that the students with the best scores are non-native German speakers.

6.5   Which method(s) are the teachers at the Mozartschule of class 3a in Linz currently using?
The teacher of class 3a mentioned in the interview that she was currently using a combination of CLIL and Immersion in her classroom. During the regular lessons she was teaching the children in her own mother language, German. When children do not understand what the teacher is saying, she tries to explain the words by offering visual support (with pictures, body language etc.). She does not give particular tasks for the children to learn the German language, but treats all children like they are native speakers.

All children with a different mother language as German can chose to follow 'language support classes. In these classes (one to two times a week) the children get extra help with learning the language. Since the teachers are not focussing on the way the language works (e.g. the grammar rules) but only on how to use the language, they get extra help with words and grammar in these classes. These language support classes are combining children that all speak the same language and are getting their education in this class from a teacher with the same mother language as themselves.

The lessons where the teacher is using CLIL are the English lessons. These lessons are being done completely in English with only the minimum use of German. During these lessons not only the use of English is leading, but also the grammar rules. The children are being motivated to talk a lot during these English lessons. When children do not know a word they can tell the teacher in German, who then translates it to English and lets the child repeat the word.

6.6   What is the level of reading and writing of the pupils of class 3a of the Mozartschule in Linz?
To find out what the level of reading and writing of the pupils of class 3a of the Mozartschule in Linz is, we look at the test results of appendix 6, Test for the level of German.

In this test different strategies and knowledges are being asked of the children.
When we look at the aspects of writing, a lot of questions are focused on the grammar of words and how to write sentences.
In this test, students have to answer wrong or right questions. To answer these questions, students must be able to read the given sentences. This means that these type of questions also give an overview on the level of reading.
The last question of the test is a combination of both reading and writing. The students have to write a story based on the given pictures. To check themselves and see if what they wrote is correct, they should be able to read.

One of the things in the test is writing and reading. They have to write different words, change word and write sentences in German after they have read the text and/or looked at the pictures. When we look at the results of the test, the following can be found:

Table 7, Results of test for level of reading and writing

Name of child	Result	Name of child	Result
U	116	V	99,5
L	114	E	97
C	112	S	93
F	110	P	87
R	109	B	83,5
I	108	M	83
N	108	G	81
J	105	T	80,5
Q	105	A	68
O	104	K	65,5
W	103		
H	101	D	Sick

In the figure above are the children with German as a native language coloured green.

When looking at the results above we can say that there is quite a difference between the level of writing and reading in class 3a. Noticeable is that the native German speakers do not have the top results. From the 7 students that score below average (a score under 91,5), two have German as a native language.
Thus is it not possible to say that native German speakers have better results.
From the results above can be concluded that the level of reading and writing is above average, with the exception of 7 students.

7   Conclusions, recommendations and discussions

7.1   Conclusions

"Which method could be recommended for pupils of the aged 9- 10 who do not have German as a mother language, but who are already capable of reading and writing, to be able to participate in the offered education?"

When the children reach the age of seven, they have passed all four phases of first language acquisition. Learning a new language after this period is termed successive language acquisition. This type of acquisition is closely related to acquisition stages they have already mastered (Oosterloo, 2012).

In this research we found out that class 3a of the Mozartschule has pupils with eleven different language backgrounds. These are all combined in one group. The teacher said at the beginning of this research, that she was combining immersion with a few lessons of CLIL methods.

When we look at the theoretical framework and the pros and cons of each of the four methods (Immersion, TBLL, SIOP and CLIL) we see that SIOP is the only method with more cons than pros. CLIL and TBLL have an equal number of pros and cons whereas immersion has more pros than cons.

Immersion thus offers the children time for them to overcome their silent period (Bodde-Alderlieste & Schokkenbroek, 2011). It does not push children to speak but keeps motivating them to work with the language. In addition, immersion allows children to acquire the new language by using the knowledge they already have from the acquisition of their mother tongue. This is because immersion is not focussing on how the language is used correctly (in terms of grammar) but how the language is used functionally.

The hypothesis was posed at the start of this research:
If there are children in the 3th/4th grade, that do not have German as their mother language, then Immersion would be the recommended method. This method gives children plenty of input language to learn from and is not focussing on the grammar rules. This gives children the opportunity to get used to the new language and compare it with their mother language.

The hypothesis has thus been confirmed. Looking at this research we see that Immersion is one of the methods that fits second language acquisition of class 3a at the Mozartschule the best. It provides pupils with enough input from a native speaker and gives them plenty of time to make the language their own, before expecting them to speak. In addition to immersion, TBLL could also be partially be used in class 3a, but not for the whole day.

CLIL can also be used by the teacher during a lesson in which students are working on both language and subject. An important feature of CLIL is that students are working with the grammar rules of the language. Teachers should only use CLIL when students are capable of

understanding these rules and have enough knowledge of the language to work with the subjects.

When looking at the different language backgrounds of the pupils, we see a total of twelve different languages. These languages all have different grammar rules. When students acquire a new language these rules should be kept in mind. It is therefore important to use a language that offers students the opportunity to use the knowledge of their mother tongue instead of giving new grammar rules to the students.

7.2   Recommendations

The main recommendation resulting from the current research is for teachers to use immersion in the classroom when children with another mother language are present. By using immersion children hear the new language spoken by a native speaker and as a teacher you offer them time to get used to the language. When using immersion be sure to keep motivating the children. Since the children that have another mother language hear a 'new' language all day, they might get distracted or lose motivation since they do not understand all words. In the same light, teachers should pay attention to worksheets and assignments they give. When teaching with Immersion these assignments and worksheets are in the 'new' language.

When the teacher wants to change the method for some subjects, CLIL and TBLL are recommended. Both methods give the children the opportunity to continue building on the knowledge they already have and fit with what the children need for a solid second language acquisition.

7.3   Discussion & limitations

The current study has some limitations. The research focussed very specifically on class 3a of the Mozartschule in Linz. Recommendations and conclusions are based on the theoretical framework and the results of practical research in this group. The recommendations might be different for another group of children. This research is specifically written for 3th and 4th grade primary classes in the Austrian school system (children age 9 – 10)
Some of the children in this research group do not have German as their mother language, have had language support lessons for a few years now. This might be a factor that affects the results of the research.

For a follow up study, researchers and teachers could look at which materials could be used to used to combine immersion and TBLL in the classroom. Due to personal reasons I did not have the time to look at this aspect of the methods in practice. Since SIOP and CLIL also were part of this research, these methods could also be part of a follow up study.

Another suggestion for further research could focus on the usefulness and appropriateness of the mother tongue classes (language support classes) at the Mozartschule as compared to other methods for second language acquisition instructions. These mother language classes exist next to the regular education classes.

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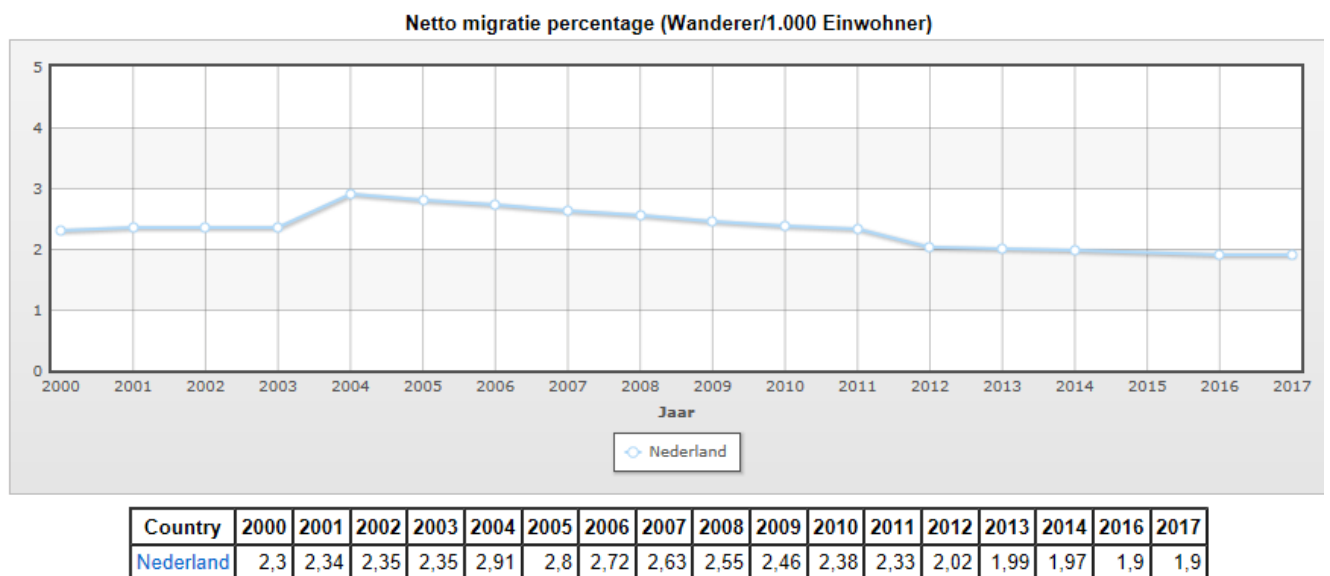# Appendix 1: Migration numbers Holland and Austria

Netto migratie percentage (Wanderer/1.000 Einwohner)

Country	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2016	2017
Nederland	2,3	2,34	2,35	2,35	2,91	2,8	2,72	2,63	2,55	2,46	2,38	2,33	2,02	1,99	1,97	1,9	1,9

Figure 2, Migration numbers of Holland 2000-2017 (Mundi, 2017)

Netto migratie percentage (Wanderer/1.000 Einwohner)

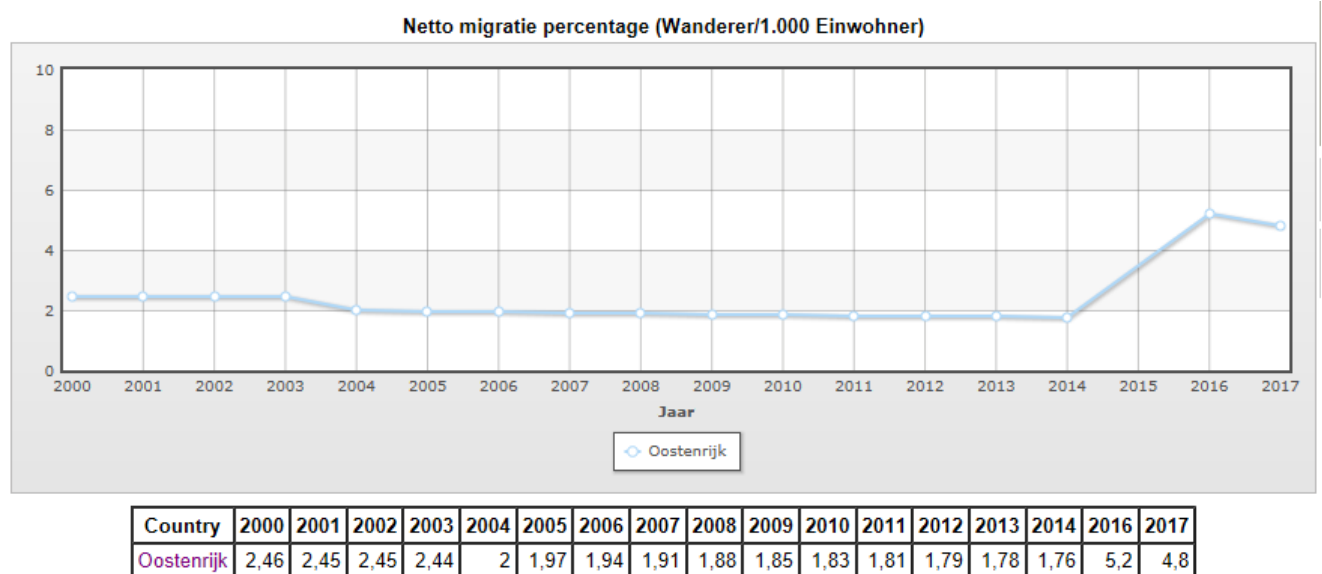| Country	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2016	2017
Oostenrijk	2,46	2,45	2,45	2,44	2	1,97	1,94	1,91	1,88	1,85	1,83	1,81	1,79	1,78	1,76	5,2	4,8

Figure 3, Migration numbers of Austria 2000-2017 (Mundi, 2017)

Appendix 2: The Austrian education system

Austrian Education System

General Education   **Vocational Education**

Age

- PhD
- Master | Master
- Bachelor | Bachelor | Bachelor — Pädagogische Hochschule / Akademie
- Universität | Fachhochschule

Tertiary Education
- 21 years
- 19 years
- 18 years

Diplomprüfung — Kolleg

Reifeprüfung Diplomprüfung — Berufsbildende höhere Schule (BHS)

Reifeprüfung — Allgemein bildende höhere Schule (Oberstufe)

Reifeprüfung — Oberstufenreal-Gymnasium

Lehrabschlussprüfung Berufsreifeprüfung — Berufsschule / Polytechnische Schule

Abschlussprüfung Berufsreifeprüfung — Berufsbildende mittlere Schule (BMS)

Secondary Education
- 15 years
- 14 years

Allgemein bildende höhere Schule (Unterstufe) | Neue Mittelschule | Hauptschule

Primary Education
- 10 years
- 6 years
- 3 years

Volksschule

Kindergarten

Key :
- | Compulsory Education
- (A) Apprenticeship-based qualifications
- Basic Education
- General Education
- Vocational Education
- Vocational Education : Post-Secondary Non-Tertiary Education

Figure 4, The Austrian school system

Appendix 3: Survey parents

Liebe Eltern,

mein Name ist Romy Stik, ich bin eine Erasmus-Studentin und unterrichte zur Zeit in der 3.a Klasse Ihr Kind. Um einen Überblick über die Sprachen zu bekommen, die in dieser Klasse gesprochen werden, habe ich zwei kurze Fragebogen verfasst: einen für Sie und einen für Ihr Kind. Ich ersuche Sie, die Fragen zu beantworten und den Fragebogen Ihrem Kind in die Schule mitzugeben. Alle Antworten bleiben selbstverständlich anonym. Den Namen Ihres Kindes brauche ich nur, damit ich Ihren Fragebogen dem Ihres Kindes zuordnen kann.

Herzlichen Dank für Ihre Mühe!

Mit freundlichen Grüßen,

Romy Stik

1. Der Name Ihrer Tochter/ihres Sohnes
   What is the name of your daughter / son?

_____
_____

2. Welches Verwandtschaftsverhältnis haben Sie zu Ihrer Tochter/Sohnes? (Vater, Mutter, Stiefvater,...)
   What is your relation to your son/daughter? (Father/Mother/Step-father etc.)

_____
_____

3. Welche Sprache ist Ihre Muttersprache?
   Which language is your native language?

○ African / Afrikanisch	○ Chechen / Tschetschenisch
○ Turkish / Türkisch	○ Bosnian / Bosnisch
○ German / Deutsch	○ Georgian / Georgisch
○ Vienamese / Vietnamesisch	○ Persian / Persisch
○ Chinese / Chinesisch	○ Albanian / Albanisch
○ Hungarian / Ungarisch	○ Other:.........................

4. Welche Sprache sprechen Sie mit Ihrem Partner/Partnerin?
   Which language do you speak with your partner?

o African / Afrikanisch	o Chechen / Tschetschenisch
o Turkish / Türkisch	o Bosnian / Bosnisch
o German / Deutsch	o Georgian / Georgisch
o Vienamese / Vietnamesisch	o Persian / Persisch
o Chinese / Chinesisch	o Albanian / Albanisch
o Hungarian / Ungarisch	o Other:........................

5. Welche Sprache sprechen Sie mit Ihrem Kind zuhause?
   Which language do you speak with your daughter/son at home?

o African / Afrikanisch	o Chechen / Tschetschenisch
o Turkish / Türkisch	o Bosnian / Bosnisch
o German / Deutsch	o Georgian / Georgisch
o Vienamese / Vietnamesisch	o Persian / Persisch
o Chinese / Chinesisch	o Albanian / Albanisch
o Hungarian / Ungarisch	o Other:........................

6. *In welcher Sprache antwortet Ihr Kind?*
   In which language(s) does your daughter/son respond?

_____
_____

7. Welche Sprache sprechen Sie mit den LehrerInnen der Mozartschule?
   Which language do you speak with the teachers of the Mozartschule?

o African / Afrikanisch	o Chechen / Tschetschenisch
o Turkish / Türkisch	o Bosnian / Bosnisch
o German / Deutsch	o Georgian / Georgisch
o Vienamese / Vietnamesisch	o Persian / Persisch
o Chinese / Chinesisch	o Albanian / Albanisch
o Hungarian / Ungarisch	o Other:........................

Danke, dass Sie sich Zeit genommen haben, meine Fragen zu beantworten!
Bitte geben Sie den ausgefüllten Fragebogen bis spätestens **Donnerstag, 7. Dezember 2017**, wieder in die Schule mit. Herzlichen Dank!

Thank you for taking the time for answering these questions!
Please return the completed survey by giving it to school with your son/daughter by
Thursday, December 7th *at the latest. Thank you very much!*

Appendix 4: Survey Children

Kurzer Fragebogen über Sprachen, die du verwendest:

1. Was ist deine Name?
   What is your name?

_____

_____

2. Welche Sprache (n) kannst du sprechen?
   Which language (s) do you speak?

- o African / Afrikanisch
- o Turkish / Türkisch
- o German / Deutsch
- o Vienamese / Vietnamesisch
- o Chinese / Chinesisch
- o Hungarian / Ungarisch

- o Chechen / Tschetschenisch
- o Bosnian / Bosnisch
- o Georgian / Georgisch
- o Persian / Persisch
- o Albanian / Albanisch
- o Other:.........................

3. Welche Sprache (n) kanst du schreiben?
   Which languages (s) do you write?

- o African / Afrikanisch
- o Turkish / Türkisch
- o German / Deutsch
- o Vienamese / Vietnamesisch
- o Chinese / Chinesisch
- o Hungarian / Ungarisch

- o Chechen / Tschetschenisch
- o Bosnian / Bosnisch
- o Georgian / Georgisch
- o Persian / Persisch
- o Albanian / Albanisch
- o Other:.........................

4. Welche Sprache (n) sprichst du zuhause mit deinen Eltern?
   Which language (s) do you speak at home with your father/mother?

- o African / Afrikanisch
- o Turkish / Türkisch
- o German / Deutsch
- o Vienamese / Vietnamesisch
- o Chinese / Chinesisch
- o Hungarian / Ungarisch

- o Chechen / Tschetschenisch
- o Bosnian / Bosnisch
- o Georgian / Georgisch
- o Persian / Persisch
- o Albanian / Albanisch
- o Other:.........................

5. Welche Sprache (n) sprichst du zuhauze mit deinen Geschwisern?
Which language (s) do you speak with you siblings?

- o African / Afrikanisch
- o Turkish / Türkisch
- o German / Deutsch
- o Vienamese / Vietnamesisch
- o Chinese / Chinesisch
- o Hungarian / Ungarisch

- o Chechen / Tschetschenisch
- o Bosnian / Bosnisch
- o Georgian / Georgisch
- o Persian / Persisch
- o Albanian / Albanisch
- o Other:…………………….

6. Falls du zu Hause eine andere Sprache sprichst als Deutsch: würdest du deine Sprache mehr in der Schule benutzen (z.B. für lesen oder um Aufgaben zu bearbeiten?)
When you speak another language than German at home, would you like to use that language more in school? (e.g. to read or to make assignments?)

- o No
- o Yes

7. Welche Sprache (n) sprichst du mit deinen LehrerInnen?
Which language do you speak with your teachers(s)?

- o African / Afrikanisch
- o Turkish / Türkisch
- o German / Deutsch
- o Vienamese / Vietnamesisch
- o Chinese / Chinesisch
- o Hungarian / Ungarisch

- o Chechen / Tschetschenisch
- o Bosnian / Bosnisch
- o Georgian / Georgisch
- o Persian / Persisch
- o Albanian / Albanisch
- o Other:…………………….

8. Welche Sprache (n) sprichst du mit deinen Freundinnen und Freunden?
Which language (s) do you speak with your friends?

- o African / Afrikanisch
- o Turkish / Türkisch
- o German / Deutsch
- o Vienamese / Vietnamesisch
- o Chinese / Chinesisch
- o Hungarian / Ungarisch

- o Chechen / Tschetschenisch
- o Bosnian / Bosnisch
- o Georgian / Georgisch
- o Persian / Persisch
- o Albanian / Albanisch
- o Other:…………………….

9. Was is Deine Lieblingssprache?
   What is your favourite language?

- o African / Afrikanisch
- o Turkish / Türkisch
- o German / Deutsch
- o Vienamese / Vietnamesisch
- o Chinese / Chinesisch
- o Hungarian / Ungarisch

- o Chechen / Tschetschenisch
- o Bosnian / Bosnisch
- o Georgian / Georgisch
- o Persian / Persisch
- o Albanian / Albanisch
- o Other:.........................

10. Verwendest du Social Media, z.Bsp. WhatsApp, Facebook, Twitter etc.?
    Are you using social media? (e.g. Whatsapp, Facebook, Twitter etc.)

o No   o Yes

11. Falls du die vorige Frage mit ja beantwortet hast, welche Medien benützt du?
    If you answered yes at the previous question, which social media platforms do you use?

- o Musial.ly
- o YouTube
- o Whatsapp
- o Twitter
- o Tumblr

- o Pinterest
- o Instagram
- o Facebook
- o Messenger
- o Other...........................

12. Falls du Frage 5 und 6 beantwortet hast, in Welche Sprachen benützt du die Medien?
    If you aswered question 5 and 6, in which language do you use the social media platforms?

- o African / Afrikanisch
- o Turkish / Türkisch
- o German / Deutsch
- o Vienamese / Vietnamesisch
- o Chinese / Chinesisch
- o Hungarian / Ungarisch

- o Chechen / Tschetschenisch
- o Bosnian / Bosnisch
- o Georgian / Georgisch
- o Persian / Persisch
- o Albanian / Albanisch
- o Other:.........................

Danke, dass du die Fragen beantwortet hast!

Thank you for answering these questions!

Appendix 5:Results of the surveys

In the table below can the results of the surveys be found.

Table 8, Results of the surveys

Name of child	*Native language* (step)father	*Native language* (step)mother	Language *spoken* with father	Language *spoken* with mother	Language *spoken* with siblings
A	Yoruba	English	English/Yoruba	English	English
B	Turkish	German	Turkish	German	Turkish/German
C	German	German	German	German	German
D	Vietnamese	Vietnamese	Vietnamese	Vietnamese	German
E	Turkish	Turkish	Turkish	Turkish	Turkish
F	English	German	German	German	-
G	Hungarian	German	Hungarian	German	-
H	Chechen	Chechen	Chechen	Chechen	German
I	Bosnian	Bosnian	Bosnian	Bosnian	German
J	Turkish	Turkish	Turkish	Turkish	Turkish
K	German	German	German	German	German
L	Georgian	German	Georgian	German	German
M	German	German	German	German	German
N	German	Vietnamese	German	Vietnamese	-
O	Persian	Persian	Persian	Persian	German
P	Albanian	Albanian	Albanian	Albanian	German
Q	German	German	German	German	-
R	German	German	German	German	German
S	Hungarian	Hungarian	Hungarian	Hungarian	Hungarian
T	German	English	German	English	-
U	Chinese	Chinese	Chinese	Chinese	Chinese
V	Turkish	German	Turkish	German	Turkish/German
W	Turkish	German	Turkish	German	Turkish/German

Green boxes: Children speak German with both parents and siblings and both parents have German as a mother language.

Orange boxes: Children only speak German with siblings.

Red boxes: Children do not speak German with parents and/or siblings.

White boxes: One parent has German as a mother language.

Appendix 6: Logbook

Table 9, Logbook of research activities

Week number and date	Specific date of research	Activity	Hours
1 *25 September – 1 October*			
2 *2 October – 8 October*		Working on theoretical framework	8
3 *9 October – 15 October*	11 October	Working on theoretical framework Practice at Mozartschule	8 6
4 *16 October – 22 October*	18 October	Working on theoretical framework Practice at Mozartschule	4 6
5 *23 October – 29 October*	25 October	Working on theoretical framework Practice at Mozartschule	4 6
6 *30 October – 5 November*		Working on theoretical framework	5
7 *6 November – 12 November*	8 November 8 November 8 November 9 November	Working on theoretical framework Practice at Mozartschule Interview with teachers of class 3a Interview with principal Making surveys for children and parents	4 6 ½ ½ 2,5
8 *13 November – 19 November*	15 November 16 November	Working on theoretical framework Practice at Mozartschule Discussing made surveys with Joana + changing the surveys	4 6 1
9 *20 November – 26 November*	22 November 23 November	Working on theoretical framework Practice at Mozartschule Discussing possibilities of tests and comparing possibilities	4 6 1
10 *27 November – 3 December*	29 November 29 November 30 November	Working on theoretical framework Practice at Mozartschule Explaining and giving surveys to children + parents Taking test in class 3a	4 6 1 2

11 *4 December – 10 December*	6 December 7 December	Practice at Mozartschule Collecting surveys from parents	6 ½
12 *11 December – 17 December*	13 December	Practice at Mozartschule	6
13 *18 December – 24 December*	20 December	Practice at Mozartschule	6
14 *25 December – 31 December*		Christmas break	
15 *1 January – 7 January*		Christmas break	
16 *8 January – 14 January*	10 January	Practice at Mozartschule	6
24 *5 March – 11 March*	9 March	Research council	2
34 *14 May – 20 May*	18 May	Research council	2
38 *11 June – 17 June*	15 June	Research council	3

Appendix 7: Test for the level of German

Was ich schon alles kann

Name: _____

1. Ordne die Wörter nach dem Alphabet!

Hose

blau

Nase

Zauberer

Clown

neu

1._____
2._____
3._____
4._____
5._____

2. Ordne die Wörter richtig zu und achte dabei auf die Groß- und Kleinschreibung! Namenwörter mit <u>Begleiter</u>!

GEHEN   GROß   TIGER   BLAU   BAUMHAUS   GUT

SCHLIMM   LACHEN   GLAUBEN   GÜRTEL   VERSCHNEIT

SEHEN TRAUM   EIS   PUTZEN

Namenwörter	Tunwörter	Wiewörter

3. Bilde die Mehrzahl!

der Hut → viele _____

der Baum → viele _____

das Kleid → viele _____

das Pferd → viele _____

der Bleistift → viele _____

4. Wie kann man diese Begriffe noch nennen?

Namenwort = _____

Tunwort = _____

Wiewort = _____

5. Aussagesatz, Fragesatz oder Rufsatz? Setze die Satzzeichen ein!

Kommst du heute zu mir

Ich gehe morgen ins Kino

Wir laufen im Park

Kannst du mir bitte helfen

Hilfe, ein Löwe

6. Direkte Rede. Setz die Redezeichen ein!

Peter sagt   Morgen machen wir einen Ausflug

Sonja fragt   Kann ich dein Buch ausborgen

7. Verschiebe die Satzglieder und bilde alle möglichen Sätze!

Der Junge fährt jeden Tag mit dem Bus in die Schule.

_____

_____

_____

_____

_____

_____

8. Bilde mit jedem Wort einen fehlerfreien Satz! Jeder Satz soll mindestens 5 Wörter

   haben.

Frühling: _____

Klasse:_____

klein: _____

9. Finde Namenwörter, die du richtig schreiben kannst, zu den Überbegriffen! Schreib

   auch die Begleiter dazu!

Schulsachen	Tiere	Kleidung	Essen

10. Finde passende Wiewörter!

ein _____ Mann   ein_____ Hund

eine _____ Geschichte   eine _____Tasche

11. Wie heißen die Tunwörter in den Personalformen?

gehen – ich _____   singen – du _____

tanzen – er _____   schreiben – ihr _____

träumen – du _____   weinen – ich _____

12. Finde Reimwörter!

Maus - _____   Rose - _____

Nase - _____   Tonne - _____

13. Schreib die Gegenteile zu den Wiewörtern!

sauber			leicht	
neu			schlecht	
dick			sauer	

14. Richtig oder falsch- kreuze an!

	richtig	falsch
Eine Woche hat sieben Tage.		
In unserer Klasse sind 23 Kühe.		
Wir gehen in die Mozartschule.		
Erdbeeren sind rot und schmecken süß.		
Ein Jahr hat vierzehn Jahreszeiten.		
Äpfel wachsen auf Bäumen und schmecken scharf.		
In der Nacht sehe ich den Mond und viele Steine am Himmel.		
Die Donau fließt durch Linz.		
Juli und August sind im Sommer.		
Der Herbst beginnt im September.		
Elefanten sind sehr groß und haben eine lange Rassel.		
Die Hausübung geben wir am Feiertag ab.		
Namenwörter schreibt man groß.		
Am Freitag haben wir Ansage.		

15. Schreib zu jedem Bild einen Satz.

_____

_____

_____

_____

_____

_____

Appendix 8: Process report

This research is written according to a cycle of practical research from the book *'Praktijkonderzoek in de school'* (translated; Practical research in school) (Van der Donk, 2009). This cycle says that there are six activities needed for a good research:

1. Orientating
2. Direction
3. Plan
4. Collect
5. Analyse and conclude
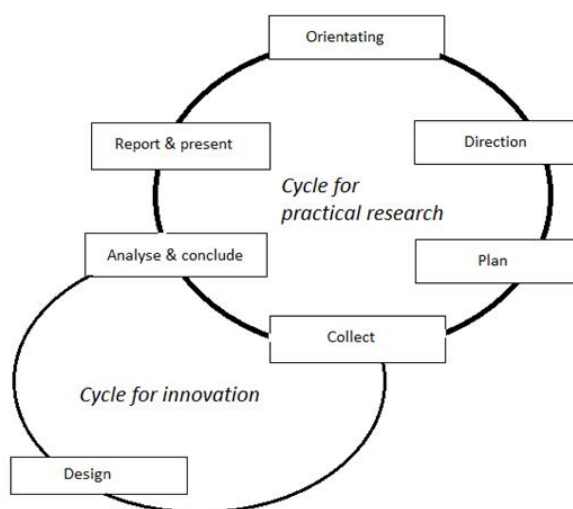6. Report and present

Figure 5, Cycle for practical research (Van der Donk, 2009)

The first step of the cycle, orientating, has been done before leaving to go to Austria. At that point I didn't know yet what kind of class I would get for practice. I discussed the possible research topics with Wilfred van Eisden and eventually made a research proposal. This proposal has been approved by the Examination Committee of NHL Stenden University of Applied Sciences. This research proposal included the research question and sub questions. Before leaving to go to Austria, I made a plan for the practical part of this research, together with Joana Duarte.

This plan has been changed a few times. There was less time than I thought to do the practical part of the research. Although this was the case, I was still able to collect the information needed for this research.

Before starting the practical part of the research, I have done the theoretical framework. With the information obtained from the theory, data methods could be selected and be designed.

During my time in Austria, I had a few contact moments with Joana Duarte. The contact went via e-mail. Because of a slightly bad internet connection there sometimes was a delay with responses. Although this was the case, the communication between Joana and me went well. She gave me feedback on the materials I used for the research and she helped when I got stuck.

Aside from Joana, I also kept in touch with my critical friend Marit Drost. During my time in Austria she was working on her research in South-Africa. When I was stuck she helped me think of solutions so I could continue with my research.

When I came back from Austria there were a few research councils scheduled. I used these moments to see how the results of the practice could be analysed and to ask questions when I got stuck.

I have learned a while working on this research. First of all I learned how to do a proper research and how to design materials that can be used for the data collection. Since this research has been done in Austria and is written in English, both my German and English language have improved.