



IRIS PROJECT

QUESTIONNAIRE FOR COLLECTING GOOD PRACTICES

A U S T R I A

Premise

Linguistic diversity is an important aspect of Europe's DNA. It includes different languages: the national languages, the official languages, the minority languages, the dialectal varieties and the languages of the immigrants.

On the basis of this statement, the IRIS project aims to recognize and enhance the linguistic diversity of the six partner countries and is organized around three main axes:

1. Teaching / learning the school language by newly arrived students, or allophones students of all kind;
2. The recognition of the mother tongue of immigrant pupils and children of immigrants as an individual right and an opportunity for all (L1);
3. The development of strategies enabling different learners to transfer from one language to another the communication skills acquired in the different languages of their own repertoire.

In the first phase of the IRIS project, we propose to draw a description of the contexts and the identification of the good practices on the three topics, proposing to the partners to complete an open questionnaire and to share documents, projects and materials on the common platform.

The QUESTIONNAIRE for the collection of data on best linguistic practices is divided into 5 parts:

A. LINGUISTIC CONTEXT

B. PRESENCE OF IMMIGRANT AND ALLOPHONE STUDENTS

C. LEARNING /TEACHING L2 TO IMMIGRANT AND ALLOPHONE STUDENTS:
GOOD PRACTICES

D. RECOGNITION AND VALORISATION OF MOTHER TONGUE: GOOD
PRACTICES

E. ANNEX

The QUESTIONNAIRE is open and should be enriched with documents, links to sites, bibliographic references. It can serve as a trace for a synthetic national report and for the collection of good practices: materials, projects, tools and methods, in relation with the age of the students and the different school levels.

[A4](#)

State languages and regional, minority or non-territorial languages with official status, 2015/2016

STATE	State language	Regional and/or minority language with official status
AT	German	Czech, Croatian, Hungarian, Slovak, Slovenian, Romany
EL	Greek	
FR	French	
IT	Italian	Catalan, German, Greek, French, Friulian, Croatian, Ladin, Occitan, Provençal, Slovenian, Albanian, Sardinian
RO	Romanian	Bulgarian, Czech, German, Greek, Croatian, Hungarian, Polish, Romany, Russian, Slovak, Serbian, Turkish, Ukrainian
SE	Swedish	Finnish, Meänkieli, Sami, Romany, Yiddish

Source: Eurydice, *Languages at School in Europe* 2017

A1.c

Notes and possible integrations

Turkish is the largest minority language, spoken by 2.3% of the population (non official status).

A.2

What are the most widespread languages among minor immigrants and children of immigrants?

Introduce the ranking for the most common languages among the minor immigrants

Over 20% of pupils and young students use to speak another language than German.
Pupils following extra courses in school as German is not their mother tongue (data from April 2017)

1.	Türkisch	14.680
2.	BKS	10.233
3.	Albanisch	2.069
4.	Arabisch	1.437
5.	Polnisch	883
6.	Tschetschenisch	546
7.	Russisch	519
8.	Persisch	437
9.	Rumänisch	402
10 .	Bulgarisch	272
11 .	Slowakisch	236
12 .	Ungarisch	235
13 .	Spanisch	212
14 .	Romanes	178
15 .	Dari	91
16 .	Portugiesisch	78
17 .	Chinesisch	75
18 .	Pashto	60
19 .	Französisch	53

20	Italienisch	50
21	Kurdisch/Kurmanci	36
22	Somali	36
23	Slowenisch	28
24	Tschechisch	25
25	Nepali	20
26	Griechisch	15

A.3

What are the most studied foreign languages in your school system?

Introduce the ranking for the first 8 languages studied

In % percent (year 2014/15)

1	English	97,6
Without English		
2	French	35,69
3	Italian	20,82
4	Spanish	14,13
5	Russian	2,60
6	others	5,95
7	Latin	20,45
8	Anc.Greek	0,37

A.4

Does it exist documents or guidelines on the plurilingualism of foreign and immigrant students?

Insert a reference to these documents and some extracts

There are indeed documents and guidelines on plurilingualism of foreign and immigrant students, but none of them are binding, except the legal basis (organisation, resources for language support concerning German as the second language or mother tongue education, see also B.4) for the school integration of students with immigrant background and newly arrived. The following links offer possibilities for implementing and organising learning arrangements for learning the educational language:

Material on plurilingualism and current data on the development of plurilingualism at school

<http://www.schule-mehrsprachig.at/index.php?id=1>

Manual on dealing with plurilingualism at school

http://www.oesz.at/download/publikationen/Kiesel_2_web.pdf

Plurilingualism in classrooms (Impulses for education development)

http://oesz.at/OESZNEU/UPLOAD/sqa_oesz_newsletter2_web.pdf

Curriculum on Plurilingualism (Krumm, 2011)

<http://oesz.at/download/cm/CurriculumMehrsprachigkeit2011.pdf>

A.4 Notes

B. PRESENCE OF FOREIGN AND ALLOPHONE STUDENTS

B 1

Recent data on the integration of students with an immigrant background, with particular reference to newly arrived students

Enter recent data on: 1. foreign students by school level;
NO DATA for that- sorry:
2. foreign students according to their language and nationality,
3. newly arrived foreign students,
4. school failure of foreign students

1a. foreign students by school level

Pupils without German as mother tongue (year 2015/16)

	Austria:	
Compulsary schools (6 to 15 years)		scholars
VS	94.611	28,70%
HS	5.537	19,40%
NMS	53.331	29,70%
SO	4.587	33,20%
PTS	5.216	32,30%
AHS	40.171	19,40%
Total	203.453	26,30%

Legende: VS = Volksschule, HS = Hauptschule, SO = Sonderschule, PTS = Polytechnische Schule, NMS = Neue Mittelschule, AHS = allgemein bildende höhere Schule
Quelle: Statistik Austria – Bildungsdokumentation, eigene Berechnungen

1b. Secondary education

	in % of non german speaking
Schultypen zusammen	22,7
AHS-Higher Education general	28,1
Berufsschulen - apprenticeship	13,6
VOLL (Vocational education)	40,7
others	9,4
different types	8,2

B.2

Changes during the past two years about the presence of students with an immigrant background

In 2015 Austria experienced an unprecedented influx of asylum seekers (around 90.000). This historical high declined nearly by half in the following years in 2016 (around 42,000 applications) and in 2017 (around 24,300 applications). However, looking at the current situation measured against the years before 2015, it is still a high number of people to be integrated.

Austria (Percentage of Pupils with another first language than German)

2014/2015	2015/2016
22,2%	23,8%

The Data has exhibited a tendency toward growth for the last ten years.

Source: Austria Federal Ministry of Education, 2017

B.3

Is there an organization or an institution at the national and/or regional level that deals with this topic?

Indicate, describe and refer to the related link

BIMM (Bundeszentrum für Interkulturalität, Migration und Mehrsprachigkeit) (National Center for intercultur, migration and multilingualism)

<https://bimm.at/>

Z.I.M.T. (Zentrum für Interkulturalität, Migration und Mehrsprachigkeit)(Center for interculture, migration and multilingualism)

https://www.phdl.at/ueber_uns/zentren_initiativen/zimt/kontakt/

Federal Ministry of Education and Research (Information and Materials for plurilingualism in schools)

<http://www.schule-mehrsprachig.at/>

<https://www.bmeia.gv.at/en/integration/>

National Action Plan for Integration

With the National Action Plan (NAP) for Integration all integration policies of Provincial Governments, Local Authorities, Cities, Social Partners and the Federation were successfully pooled for the first time. For the very reason, that integration is a cross-sectional matter, the corresponding framework conditions can only be created by cooperating with all stakeholders involved.

<https://sprachportal.integrationsfonds.at/>

B.4

Legislation for the school integration of students with immigrant background and newly arrived

Insert references to recent regulation and introduce significant extracts

The integration agreement

The integration agreement means that people arriving in Austria have to visit German courses and to pass a German exam.

Since the school year of 1992/93 remedial courses for German as a second language have been part of compulsory education for all students with other first languages at all schools (primary schools, secondary modern schools, new middle schools, schools for children with special needs, and polytechnic schools).

Remedial courses in German are taught according to the curriculum supplement "German for students with other first languages" (BGBl. 528/1992 and amendments).

Remedial courses in German are designed for all students with other first languages who still need support in German even if their status of non-regular student has expired, no matter whether they have Austrian citizenship or not.

Remedial courses can be delivered for up to 12 lessons per week. Additional lessons can be taught at schools with a high proportion of students with other languages than German.

These additional remedial courses for German as a second language must be allocated by the local authority.

The use of languages outside the classroom

Apart from the laws concerning the language of instruction, students are free to communicate in any language outside classes (e.g. during breaks). **It is prohibited to define or ban any particular language in the school regulations** or in learner contracts concerning student's behaviour, as this would contradict the respect of their private or family life.

Students with a first language other than German or any particular language of instruction can apply to use the first language in place of a foreign language if the foreign language is taught according to the curriculum. (§ 18 Abs. 12 SchUG).

If a student visits the optional course „Muttersprachlicher Unterricht“ (mother tongue education), a teacher for this specific language has to be available at school.

First language instruction

Muttersprachenunterricht (instruction in the first language) is designed for all students with another first language and for bilingual children. They are entitled to visit these courses despite their nationality and knowledge of German. Vocational secondary schools are free to offer instruction in a first language without the requirement of a curriculum.

Muttersprachenunterricht at schools with general education is given according to the principles of team teaching or can be delivered as an additional course in the afternoon. In most of the Austrian provinces Muttersprachenunterricht is generally taught in the afternoon, however teachers for the second languages Bosnian/Croatian/Serbian (BKS) and for Turkish are taught in cooperation with the class teacher. A mixture of courses and team teaching seems to have the best impact, if organisation is possible. Teachers for second language instruction are employed and paid by the local authority. Qualification in teacher education either in Austria or in the country of origin is a prerequisite for employment. In the school year of 2015/16 400 teachers were on duty. In 2016/17 the following languages were offered at schools for general compulsory education. Albanian, Arabic, Bosnian/Croatian/Serbian (one subject - BKS), Bulgarian, Chinese, French, Greek, Italian, Kurdish (Kurmanci und Zazaki), Nepali, Pashtu, Persian (Farsi/Dari), Polish, Portuguese, Romany, Romanian, Russian, Slovakian, Slovene, Somali, Spanish, Chechen, Czech, Turkish, and Hungarian. In the whole of Austria, the highest proportion is taken by BKS and Turkish.

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Vocational schools for apprentices

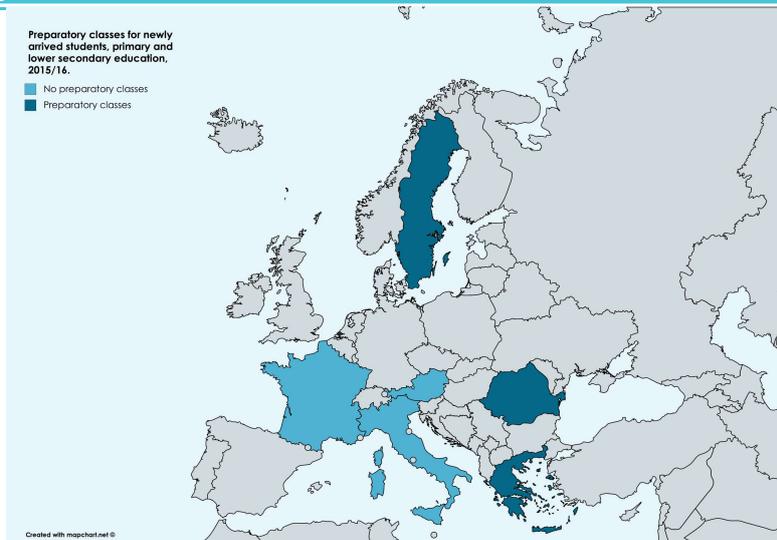
To be admitted to this type of vocational school, the following rules apply: To visit a Berufsschule (vocational school for apprentices), the student has to have a contract for an apprenticeship or a contract to get education at a specific educational institution.

The „Ausländerbeschäftigungsgesetz“ – AuslBG (law for the employment of people from other countries) does not apply to students who are entitled to political asylum or recognized convention refugees and subsidiary beneficiaries of protection.

Bitte folgende Fragen bearbeiten

B.5a

The following picture distinguishes between a model based on separated classes and one based on integrated classes



Source: Eurydice, *Languages at School in Europe 2017*

B.5b

Which insertion model is adopted in your context?

General compulsory education

Compulsory education starts with the 1st of September of the year every child in Austria has reached the age of 6 years (§ 2 SchFhIG). It lasts nine years (§ 3 SchPflG) and applies to all children who have permanent residence in Austria, no matter what their nationality and their status of residence is (§ 1 Abs. 1 SchPflG).

All students are entitled to continue visiting their current school in year 9 and in an additional voluntary year 10 or visit a “polytechnic school”.

Obligation to learn German for children in compulsory education

All children are supported in their language development by their teacher at kindergarten if they show the need to catch up in language competence in the year before they enter primary school. This prepares them for the requirements of school. Children who are required to attend school and who cannot follow lessons because of their insufficient knowledge of German must be admitted as non-regular pupils for a maximum of 12 months (§ 4 Abs. 2 und 3 SchUG).

Children who are not required to attend school

Children who are not required to attend school may only be admitted as non-regular pupils after all regular pupils have been admitted (§ 4 Abs. 5 SchUG), this means that they only can attend if there are places available.

Support in language learning

Support in language learning for non-regular pupils was extended to upper secondary schools (schools for general secondary education, vocational colleges, vocational schools) in the school year of 2016/17.

There are two types of courses:

Sprachstartgruppen (courses for beginners) and *Sprachförderkurse* (courses for more

advanced students)

Sprachstartgruppen get 11 lessons of training and to replace the same amount of compulsory subjects. The curriculum is based on the terms for teaching German as a second language at the special type of school. Both courses can be started if there are a minimum of eight students who need training (see § 8 e Abs. 5 SchOG).

B.5c

Notes and possible adds

In Austria additional to both insertion models, which are adopted, a third is implemented in particular in Salzburg, where pupils who have to learn the language of education (German) are most of the lessons in so called “Welcome – classes” and some lessons they are integrated in regular classes (<http://www.schule-mehrsprachig.at/index.php?id=361>).

At the present time pupils with immigrant backgrounds or newly arrived attend mostly integrated classes, although it is discussed on government level to implement separated classes across Austria in which pupils have to learn the language of education.

So called “Open Language Classes” are in some schools, e.g. NMS 3 Linz

http://nms10.eduhi.at/profil_schwerpunkte_offenesprachklasse.html, VS 17 Linz

<http://www.vs17linz.eduhi.at/index.php/schule/schwerpunkte/offene-sprachklassen.html>, NMS 5 Linz <http://www.nms5linz.at/sprachklassen/>

“New in Vienna”-Classes

<http://www.sandra-frauenberger.at/wp-content/uploads/2016/03/Flu%CC%88chtlinge-und-Schule.pdf>,

In general there doesn't exist a curriculum for the separated model. Most of the teachers who teach in those classes have a certificate in “German as a second language”.

The first two years the pupils who can't follow lessons in the language of education, attend classes as so called “extraordinary pupils”. This special status means that they get a written confirmation for attendance at school, including marks in case of well performance, instead of a certificate. After 12 months this status can be extended for another 12 months when further L2 learning (German) is needed to be able to follow the lessons in the language of education.

Source: General legal basis for educational measures for pupils with another mother-tongue than german

<http://www.schule->

[mehrsprachig.at/fileadmin/schule_mehrsprachig/redaktion/hintergrundinfo/info1-16-17.pdf](http://www.schule-mehrsprachig.at/fileadmin/schule_mehrsprachig/redaktion/hintergrundinfo/info1-16-17.pdf)

C. TEACHING / LEARNING OF THE SCHOOL LANGUAGE

C.1

Description of the situation

Description of the situation at national and / or local level with particular reference to: organizational strategies; who teaches the second language; initial and continuous training of teachers teaching languages and non-linguistic subjects in school; strengths and weaknesses

Promotion of the German language

German language skills are key to a successful integration in Austria. Therefore the Austrian Integration Fund and the Austria Institute offer comprehensive information and exercises that help refugees learn German.

There are also numerous materials for volunteers to help them teach German to the target group.

In addition, the Austrian Integration Fund and the Austria Institute compiled a publication catalogue that presents numerous textbooks and online offers for teaching German.

Teaching personnel for general secondary schools and vocational secondary schools

The BMBWF (Department of Education) provides the necessary human resources for all remedial courses if there is evident requirement. (see Erlass BMB- 27.903/0015-I/4/2016 of 5. September 2016)

Language of instruction

The language of instruction is German. The local authority, however, can prescribe the use of a foreign language as language of instruction or working language, if applied for by the headteacher of a school. This can also be adopted for a special subject or single class only. Examples are bilingual schools or CLIL (Content and Language Integrated Learning) classes. (See § 16 Abs. 3 SchUG).

C.2

Regulation or guidelines

Insert references and extracts from the regulations

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DaZ (Deutsch als Zweitsprache – German as a second language)

DaZ (German as a second language) can be studied in further teacher training and can be completed with a certificate to teach pupils with different first languages. The training takes three semesters and can be completed as an in-service scheme. A specific curriculum on learning how to teach German as a second language has been developed at Teacher Training Colleges and Universities where teacher education is offered.

(see <https://wb-admin.ph-linz.at/site/view/476/scroll/%23detail#detail>)

Teaching materials

An overview of all DaZ-coursebooks found in the list of all approved school books is given in the information leaflet Nr 4

(see www.schule-mehrsprachig.at)

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Modern foreign languages

The following modern foreign languages can be taught as first or second foreign language: English, French, Italian, Russian, Spanish, Bosnian/Croatian/Serbian (BKS), Croatian (spoken in the province of Burgenland), Slovenian, Czech, Turkish, and Hungarian.

Intercultural education

Intercultural education was established as principle of instruction during the 1990ies. Most upper secondary vocational schools have included “Intercultural education” in their curricula as general learning goals and outcomes and as special educational goal. The aims of intercultural education are to promote a better understanding and improved respect for each other, to recognize similarities and differences, and to reduce prejudices (see curriculum for primary schools). It should be seen as a clear thread running through everyday life at school and not only be present in intercultural projects at the end of the school year.

Goals for support in language learning

A focused support of language learning should be implemented at vocational upper secondary schools, especially for students with German as a second language to reduce drop-out rates and provide higher qualification for this group of students. Examples are:

- The use of a diagnostic assessment tool in year 9 of compulsory education: a diagnostic check in German at the beginning of the school year (assessment of reading comprehension, the logics of language, accuracy) for orientation about individual measures of support.
- Improved sensitisation of teachers and in-service teacher training for German as a second language and individualisation of German teaching and learning
- National in-service teacher training and coaching for the instruction in multi-lingual classes to establish a feeling for languages among learners.

In December 2015 a training course for the „Übergangsstufe für Flüchtlinge“ (special introductory classes for refugees) was established at 40 vocational upper secondary schools. This training course was designed to ease the transition into the Austrian school system and into the world of work for refugees who are not required to attend school any more.

Language training in German

This „Sprachtraining Deutsch“ can be offered at all technical, industrial and arts and crafts professional schools as optional course in year 1 and 2 (two lessons per week).

CLIL

CLIL (Content and Language Integrated Learning) means that subject teachers can offer lessons in a foreign language (usually it is English as first foreign language). The focus of learning is on the particular subject, whereas the foreign language is seen as a medium for communication. In some upper secondary vocational schools CLIL is established in the new generation of curricula with a minimum of 72 lessons per year.

Source:

Bundesministerium für Bildung

C.3

Describing TWO good practices related to experiences concerning different ages and school levels (cfr Annex . Section E).

Distinguish between ~~pre-primary school 3-6 years; primary school;~~ secondary school; vocational training (introduce a description and refer to links and websites).

a.i.1. **Plurilingual final exam:**

In Austria's Vocational Oriented Schools, students can choose between the combination of English + Second foreign language (e.g. Eng + French; Eng + Italian; Eng + Spanish, Eng. + Russian (the input is German), so you combine three languages.

In German:

https://www.cebs.at/fileadmin/user_upload/service/WEGWEISER/MSP/Wegweiser-MSP-2015.pdf

In English (on IRIS Google drive):

<https://drive.google.com/drive/folders/1ZrKdAZK4Jwi53RteUt7Ljom4TuxBzWMN>

2. International Business School Hetzendorf

Within the framework of an OECD project innovative schools in Austria were investigated. (The focus was set on the following research questions: - How is learning organized in an ILE (Innovative Learning Environment)? - What are the characteristics of an ILE concerning learning opportunities? - Which aspects of education are innovative? - Which aspects encourage or inhibit innovative learning environments? - What can be learned from the history of ILE schools?)

The IBC (International Business School Hetzendorf) was one of the schools, because of their concept of plurilingualism integrated in school life (CeritLingua Network, bilingual teaching, multilingual teachers, democratic learning, feedback culture, Teamwork).

Multilingualism is not seen as a problem but as a matter of course. Interestingly the focus lies on democratic learning in which the students can bring in their concerns and work together with the teachers and the head of school to find solutions.

In German:

<http://www.ibc.ac.at/>

In English

<https://www.ibc.ac.at/englisch>

(Source: Hollick, D. & Reitingner, J. (2012). Diversity als Schulprogramm. In I. Schritteser, A. Fraundorfer & M. Krainz-Dürr (Hrsg.), Innovative Learning Environments. Fallstudien zu pädagogischen Innovationsprozessen, S. 144-158. Wien: Facultas.

C.4

Notes

D. RECOGNITION AND VALORISATION OF PLURILINGUALISM AND MOTHER TONGUE : GOOD PRACTICES

D.1

Description of the situation.

State whether special attention is paid to the languages of origin of pupils with a migrant background: learning at school and in the curricular for non-EU languages; optional teaching/learning in extra-curricular time; bilingual education; other.

See C2:

First language instruction

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D.2

Teachers' attitudes towards the languages of origin of immigrant students: language teachers and non-language teachers.

Although teachers are open towards plurilingualism and realize the advantages of promoting it, their opinion changes as soon as they have to deal with the practicalities of didactic elements to enhance plurilingualism.

Here severe concerns are raised, something which is to be exemplified in the following comparisons of languages (Brethauer & Engfer 2018, S.8).

In German-speaking countries representative studies concerning the attitudes of teachers are not available. You can, however, find small-scale studies which are conducted with small samples and are mainly qualitative. Investigation into this shows that, at the moment, there are only less recent studies into the attitudes of teachers towards multilingualism.

As regards research into attitudes, it has to be questioned whether the data collected can rather be interpreted as perceptions of multilingualism than as attitudes towards multilingualism. It is not clear which underlying definition of attitudes served as a starting point for the research.

As regards attitudes and perceptions of teachers, the results of 12 studies were analysed and the following main principles could be derived (Engfer & Bredthauer 2017):

Referring to the practicalities of the didactics of multilingualism, the following constraints were mentioned:

- The diversity of languages in the classes is too high
- Teachers lack competences in other languages
- The size of classes and lack of time for instruction (!me-on-task - Hypothesis)
- The time spent for lesson preparation
- Comparison of languages generally generates mistakes, threatens learning and
- demands too much from learners, so that only top performing learners will profit.

à paradox: multilingualism and its encouragement are great! – But do I have to take care of it?

Source: Engfer, H. & Bredthauer, St. (2017). Mehrsprachigkeit ist toll, aber ist es wirklich meine Aufgabe? Haltungen zu Mehrsprachigkeit und Umgang mit Mehrsprachigkeitsdidaktik von Sprachlehrkräften. Wissenschaftliche Jahrestagung LERN, Vortrag, am 26.04.2017. Wien.

Describe TWO good practices related to different ages and school levels
(See Annex E)

Describe projects, materials and methods (insert description and references to links and documents)

D.4 Notes

Worked out by :

VISION: Danièle Hollick, Isolde Plangg-Tauschitz, Helmut Renner

E. ANNEX

Track to follow in the description of good practices (points C.3 and D.3).

Title of the project

Venue of the project

Coordinating institution

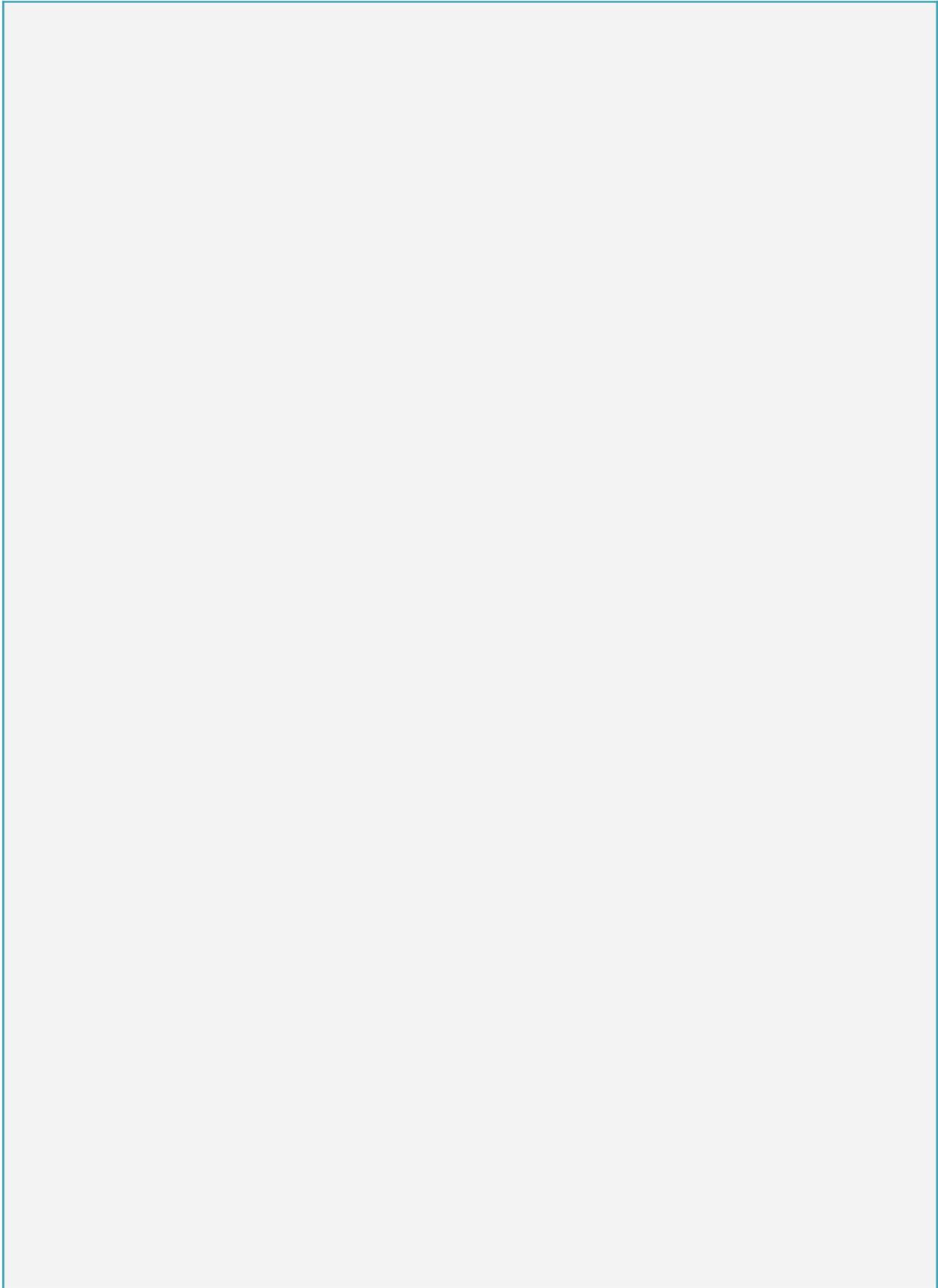
Other organisations, institutions, associations involved n the project

Description of the project (objectives, actions, methods...)

Methods

Main beneficiaries (characteristics, data)

Documentation of a project (outputs, materials...)

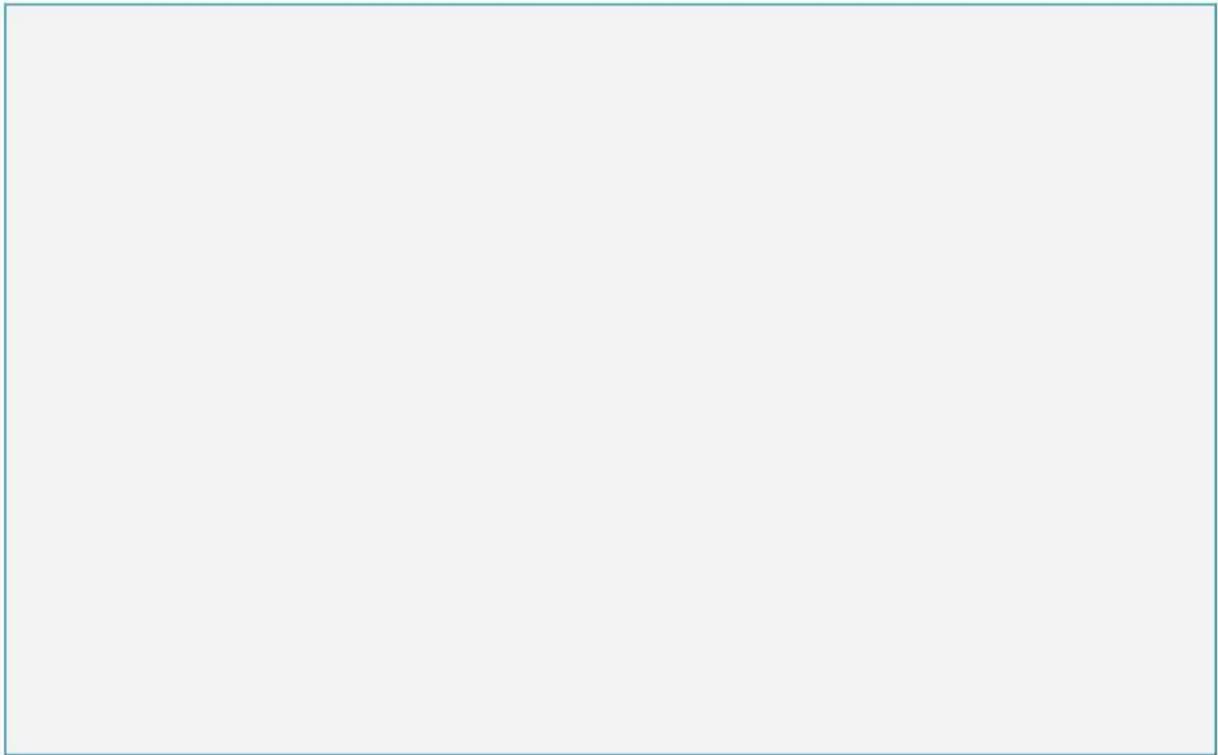


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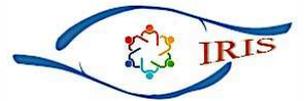
Annexes (if any)

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Contacts (name of the referent, site, e-mail, phone number)



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