**Promising Practice – FINAL VERSION**

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| Title of the Promising practice | Multilingual Native Language Lesson (*Omien äidinkielten tunti* in Finnish) |
| Type (ex: lesson plan, teacher training, professional development, …) | Teacher competences, teaching, inclusive education, school development |
| Level(s) of implementation (classroom, school, wider community) | Native language teaching, second language teaching, integration |
| Stakeholder(s) aimed at | Immigrant students and families, school communities |
| Choose the main area(s) it refers to\* | Native language teaching |
| Add dimension(s), if you can\* | Attitudes toward languages, Language resources, Role of languages in learning |
| Age group targeted | Basic education, 6-16 years |
| Time needed to implement the PP | The PP can be implemented relatively quickly, depending on the resources, the mindset of the school, and the qualifications of the teachers |
| Language(s) of the Promising practice | All the languages of schooling (the example is in Finnish) |
| Country(ies)where the PP is implemented | Finland |
| Catchphrase to make people easily understand your example | A multilingual native language lesson is a lesson where students speaking different languages are being taught simultaneously, not in their own language groups. |
| Longer description giving more insight into the example | Many schools have organized native language teaching for their largest immigrant language groups. Sometimes there is no such possibility for smaller language groups. The result is that these students do not have a chance to maintain their native language skills. The solution to this was found in a multilingual native language lesson. A multilingual native language lesson is a lesson where students speaking different languages are being taught simultaneously.  The lesson is managed by two teachers – a Finnish as Second Language Teacher and a Native Language Teacher (here, a Russian and Estonian teacher). The knowledge and different skills of the two teachers are united throughout the whole teaching project. Even though neither one of the teachers speaks the students’ native languages, it is still possible to provide an opportunity for the students to use and integrate their own languages into everyday school life and enlarge their vocabulary in these languages. Thus, the role of the teacher in a multilingual language group is more of a manager than a classical teacher.  Co-operation with homes and families is extremely important throughout the teaching process. A lot of support is being provided to families trying to preserve children’s own native languages in their new linguistic environment. The aim is also to get families to participate actively in everyday school life.  A multilingual native language lesson has turned out to be a very efficient approach to developing interlinguistic skills of students with different cultural backgrounds. The students are highly motivated and enthusiastic when their own languages have been brought into the spotlight within the school area.  The students have been encouraged to use their own native languages and have begun doing that more actively throughout the schoolday.  Their interlinguistic skills have improved, and the ability to switch from one language to another has improved as well. The students are doing better with their reading and writing skills, both in Finnish and in their native languages. |
| Tools and resources necessary to implement the idea | Literature available in students’ own native languages, digital resources and devices, resources suitable for implementing arts and handicraft in a classroom. |
| Added value | Development of students’ interlinguistic skills and linguistic intelligence, motivation to learn their own native languages, improvement of the code-switching, a great impact into immigrant students’ integration into everyday school life. |
| Tips to better implement the PP (or help to face the challenges) | Teachers’ training in managing multilingual and multilevel groups, using arts and music as a classroom activity, using digital devices in the classroom, having two teachers to manage the group. |
| Link(s) to Promising practice (if applicable) |  |
| Name/type of additional document(s) you are adding to the template (if appl) |  |
| Name of ECML project the PP is extracted from (if applicable) |  |
| Policy or theoretical background (if applicable) |  |

**\* Please consult the list of areas and dimensions on the Padlet (column: Workshop general info):** [**https://padlet.com/rebeccadahm/LoSWorskhop**](https://padlet.com/rebeccadahm/LoSWorskhop)

Make sure you save the template under the following format, before sending it to us, so that we can easily get back to you, if necessary:

YOURNAME main area of template YOURCOUNTRY

Ex: DEMILLIANO promoting informal language learning NETHERLANDS

Please, send your promising practice(s) to all 4 team members:

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THANKS AGAIN for your precious contribution!