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# The Development of Bilingual Education in Berlin's Primary Schools

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The Development of Bilingual Education in Berlin's  
Primary Schools

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Berlin: Spring Semester, 2006  
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## Introduction

The debate on language education is flourishing in the current state of globalization and immigration. The rising amount of globalization has increased the amount of linguistic diversity present in one's everyday life. There are between 6,000 and 7,000 languages in the world and half of them are in danger of disappearing.<sup>1</sup> Therefore, it is becoming more common for the presence of many different linguistic groups within one country. For instance, in Indonesia, there are over 700 languages spoken. Although, the distribution of languages is not equal, it is nearly impossible to go through life without being exposed to another language and increasingly harder to do on a daily basis. As a result, it is becoming more of a norm that people are becoming bilingual or multilingual because of technical, political, social, and economic reasons.

In order to be considered bilingual, one must be proficient in two languages. This is usually achieved through education. There are many different types of bilingual education that will be defined and later discussed within the context of current research. The research into the achievement of the students in these programs along with global events has formed the policies of nation-states. As a member of the European Union, along with its location in Central Europe, Germany has become a major country of immigration. Within Germany, the unique case of Berlin, a once divided city now merged into one capital city, presents an interesting case study because of their unique education system and goals. Their bilingual education programs include international schools and innovative experimental programs. Berlin is a multilingual city and is now trying to cope

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<sup>1</sup> King, Linda, ed. United Nations. UN Educational, Social, and Cultural Organization. Education in a Multilingual World. Paris: UNESCO, 2003, 12.

with the changes it will need to make in their education system to incorporate the foreign population and immigrants.

### **Language Diversity**

As a child, one of the first important steps in development is to speak the first word. As the child grows up, they continue to be exposed to language and start to acquire literacy skills implicitly and explicitly. One of the most formal methods of language acquisition is schooling. The pupils do not always have the same level of understanding or even speak the same language when they enter the school system. In many countries, some city schools may have between 30 and 40 different mother tongues represented.<sup>2</sup> One reason for this is the increasing amount of immigration because of job opportunities and political situations. The needs of these children should carefully be monitored and considered when creating a school system that will give all children a quality education. The achievement of this, as it is one of the Dakar goals for 2015, is important to examine and comment on current models to allow for reconstruction or manipulation of programs to benefit all students.

Consideration of the idea of linguistic diversity is usually in terms of the boundaries of a nation-state. This gives some languages a majority status while others are rendered minority languages. Nevertheless, languages may not always have this status within different countries or throughout time. For example, the majority in China speaks Mandarin, but throughout the world, there are other countries that speakers of Chinese only make-up a small portion of the population, rendering it a minority language.<sup>3</sup> The determination of minority versus majority languages is not always mathematical.

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<sup>2</sup> King, 13.

<sup>3</sup> Ibid.

Sometimes the political and social elite give the status of minority language to subordinate groups. In the Americas, before European colonization, there were over a thousand languages spoken by the native population. The number slowly decreased as the Native American population was persecuted and the languages of the colonial people, especially English and Spanish, replaced the native languages. Today, there are only about 700 languages still being used, but substantial percentages are considered endangered.<sup>4</sup>

The decision of what languages are spoken and recognized in a country lies in the economic, political, and social concepts of power. If people are not able to speak the majority language they are immediately placed at a disadvantage. Thus if a country does not want to recognize foreigners or allow them to gain any power, one solution is to not allow their language to be taught or used in any public mediums. Another reason for the choice of language to be symbolic is that it gives the language, and the attached culture, a recognized status and more visibility. Some say that language is the key to culture because it allows people to interact with and learn from other people. The ability to communicate with a broader range of people in a variety of contexts is becoming more valuable in the work place and in the political sphere.

### **Accessibility of resources**

The status of a language plays a large role in how accessible resources in that country are for its citizens and foreigners. The official language of the country determines what language is used for legal and governmental processes. This makes it hard for non-speakers or those with limited experience to interact within the political system. The

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<sup>4</sup> Welker, Glenn. "Indigenous Languages." Indians.Org. American Indian Heritage Foundation. 2 May 2006 <<http://www.indians.org/welker/americas.htm>>.

official language is usually the language of instruction making it difficult for other language speakers to get a quality education, which inhibits their ability to work and have social mobility.

The language of instruction is the one used to teach the basic curriculum in the given school system.<sup>5</sup> This is usually the mother tongue language of the political and social elite. Therefore, for students in England, the mother tongue instruction as the medium of instruction would be English, German in Germany, and so on. The pupil's mother tongue language is also the only language used to teach subject matter, except in foreign language classes. Most experts agree that the combination of both teaching the language and teaching subject matter in the mother tongue produces the best quality of education.

Learning a language is not easy even if it is the student's mother tongue. Choosing to use a language for educational purposes can become complicated when trying to use every pupil's mother tongue, especially if there is a large variety within a school. For example, some languages may not have a written form or the appropriate terminology. Striving to educate all students in their mother tongue language puts pressure on resources, such as the amount of trained personnel, finances, and the availability of material.<sup>6</sup> Even more detrimental is the reaction of the local community if they are not in favor, such as with resolution 227 in California demanding only English in classes, which parents advocated.

Education is a very controversial topic because it affects everyone. Everyone has the right to be educated so this issue involves politics, economics, and social matters that

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<sup>5</sup> King, 14.

<sup>6</sup> King, 15.

all determine how the future generations will learn and succeed. As countries struggle with policymaking and the structure of their education systems, research is being completed on the effectiveness with models of bilingual education to provide a basis for further program development. In order to understand this research and then apply it to the current situation in Berlin, it is necessary to know the basics of these models and which are the most common.



## About Bilingual Education

Bilingual education is the use of two languages for instruction, regardless of the time devoted to either language.<sup>7</sup> This does not include foreign language instruction in schools because that is a subject, not instruction. However, scholars, politicians, parents, and the media do not all agree on this definition. Some believe that “programs that do not provide significant amounts of instruction in the non-majority language should not be included.”<sup>8</sup> For the purposes of this paper, all models that include instruction in both languages will be explained to further understanding of the following discussion of the development of bilingual education within Germany.

One of the goals of education is to provide students with the tools and means to become literate and successful in their adult life. The first few years of education emphasize the concepts of being able to read and write the language of instruction. These are crucial years because they lay the foundation for further academic success. Providing students with literacy skills in one language is a difficult process that is made up of building blocks that students acquire through their education. Teaching students two languages makes the process much more complicated.

Bilingual education models do not always have the same goals, which are not universal among the targeted student population. There are programs geared towards the language minority students while others concentrate on the benefits to the language majority students. Programs that teach majority language students a second language are considered to be additive because it does not detract from learning their mother tongue.

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<sup>7</sup> Brisk, Maria E. "Bilingual Education Debate." Chapter 1. Bilingual Education: From Compensatory to Quality Education. New Jersey: Lawrence Erlbaum, 1998. 13.

<sup>8</sup> Brisk, 13.

For language minority students, it is subtractive because the majority language replaces their mother tongue.<sup>9</sup> When students are taught together, the additive benefits are on both parties because both parties learn each other's languages. This gives students of both groups the idea that their language is one of "prestige and is worthy of being learned."<sup>10</sup> With these reasons in mind and amidst globalization, bilingual education has began to develop as a popular model to address the increasing need to accommodate immigrants and equip students with tools that will help them succeed in their adult and professional lives.

### **Types of Programs**

One model of bilingual education is *submersion* which has been the mode experienced by most minority-children in the past. This program reflects the idea that there is no need for special treatment of minority language students. As a result, they are tossed into the mainstream education system. In some variations, there can be support given in the mother tongue language to help the students maintain literacy.<sup>11</sup> Another model that focuses just on the minority-language children is *structured immersion*. In this model, the minority language students are placed in separate classes and taught (in English) by special teachers. The goals for this program are ultimately to mainstream students and provide them with monolingual abilities.<sup>12</sup>

A rarer type is *mainteance bilingual* programs that use the mother tongue as a subject and medium of instruction. Majority language instruction is mandatory but does

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<sup>9</sup> Dicker, Susan. "Languages in the Schools." Languages in America: a Pluralistic View. Clevedon: Multilingual Matters, 2003. 115.

<sup>10</sup> Dicker, 115.

<sup>11</sup> Dicker, 116.

<sup>12</sup> Ibid.

not become more present as the language of instruction until the upper grades.<sup>13</sup> The mother tongue language is used as a medium for instruction throughout the students' education. The most popular model used with minority language students is *transitional bilingual*. These programs start with instruction in the mother tongue with subject instruction in the majority language being introduced as proficiency is gained. As this happens, the instruction in the mother tongue decreases. This process allows students to maintain proficiency in their mother tongue language and gain literacy in the majority language. The goal of these two program models is for the minority language children to be bilingual, which is achieved by maintaining their mother tongue while developing literacy in the majority language.<sup>14</sup>

Several programs have been growing in popularity and have been the subject of a lot of research. These programs are dual language schools, Canadian immersion education, and two-way bilingual education. The programs listed below have no limitation on how long students can stay in the program and strive for fluency and literacy in two languages. The dual language school, also known as mainstream bilingual education, teaches the pupils half of the day in one language and half in the other. The majority of these schools tends to be private and can range in their composition from both language speakers, native speakers of English only, and native speakers of other languages. These schools are usually international schools for children of parents working in embassies, international organizations, and businesses. It is also possible that

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<sup>13</sup> Dicker, 117.

<sup>14</sup> Dicker, 116.

theses schools will offer tutoring in the mother tongue language, if needed, most other students.<sup>15</sup>

In the 1960s, communities in Canada started to push from a program in their schools that would make English speakers fluent in French.<sup>16</sup> The program, created by concerned parents and linguists, immerses children in the second language (French) for the first two years of school. When the students are in their third year, the other language (English) is introduced for a small portion of the day. The amount of this native language increases, while the second language decreases. This continues until most of the instruction is in the native language and only a select number of classes are in the second language. There are two variations to this model double and late immersion. *Late immersion* introduces the second language (French) in the middle school grades through all classes except for the native language arts. *Double immersion* involves two second languages being taught through second grade by dividing the curriculum in half. Another popular model is *two-way bilingual education* encompasses more than just literacy skills. This model aspires to instill respect among all students for the culture of the other student.<sup>17</sup> Most of these programs are implemented in elementary schools and combine native speakers of both languages.

Some other models, used internationally, focus on promoting several different aspects of bilingualism. Each is unique in terms of how classes are divided and the sequence of language instruction. *Two-way bilingual immersion* involves both language minority and majority speakers learning together. Instruction begins with the minority language with usually a small amount of majority language instruction. The majority

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<sup>15</sup> Brisk, 15.

<sup>16</sup> Ibid.

<sup>17</sup> Brisk, 16.

language is increased over the years, but instruction in both languages is continued throughout the pupil's schooling.<sup>18</sup> *Bilingual Immersion Education* segregates children based on their language background. They are then taught in the native language except for a specific hour that is given to learn the native language and introduce concepts. The native language instruction then builds on these concepts. After a certain number of years, usually between two and four, the student transitions into mainstream classes.<sup>19</sup>

All of these models have the goal of teaching students a new language even though it varies as to what this new language is. All programs have a target population, linguistic goal, and a methodology for language distribution. Brisk provides an in-depth table that allows for an easy comparison. (See Appendix A) The basic knowledge of the different types of bilingual education models provides a foundation from which to discuss and analyze the current research and trends in bilingual education.

## **Research**

Research in regards to bilingual education discusses the benefits of bilingual education and assesses programs in various countries. The country that seems to have the most research is the United States because of the unique issue of instruction in Spanish. The discussion of the benefits of bilingual education centers on whom and how the programs help. Many of the publications describe what factors help ensure the success of these programs, which is usually measured by the achievement levels of all students, comparatively. The few studies on German bilingual education mainly focus on the immigrant population and their below-average performance in schools.<sup>20</sup>

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<sup>18</sup> Brisk, 17.

<sup>19</sup> Brisk, 20.

<sup>20</sup> This characterization is based on the available literature in English because the author does not have the availability to read and discuss academic literature that is in German.

The majority of studies show that instruction in the mother tongue helps language competencies in the first language as well as in other subjects including second language learning.<sup>21</sup> However, there are opponents of bilingual education who believe it is detrimental for students to participate in bilingual education. In Ms. Pfaff's seminar, there was an in-depth discussion, with the citation of many academic sources, about whether or not children can comprehend two languages and if bilingual education only works for students with a certain level of intelligence.<sup>22</sup> Opponents of bilingual education believe it is only possible to teach the mother language at the cost of second language acquisition. While proponents believe that bilingual education promotes second language acquisition and cognitive development. They believe that the mother language is an important resource in a culturally and linguistically diverse society. The scholarly debate has mostly subsided regarding this issue because a consensus has been made concerning promoting the experimentation with different models. The debate has moved onto discussing which models are the best for children. The two highlighted studies provide a sample of basic research analysis that has been completed in hopes of discovering what makes schools successful and what can be done to ensure the success of all students.

One study that focuses on immigrant children in Germany measures the effects of the bilingual education on the child's second-language acquisition and school performance. This study found that immigrant children's poor academic performance was affected by their insufficient knowledge of German.<sup>23</sup> Most of these children did not

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<sup>21</sup> King, 15.

<sup>22</sup> Pfaff, Carol. "Research in Bilingual Schooling: Comparative Perspective on the USA, Canada, and Germany." JFK Institute- Free University, Berlin. 3 May 2006.

<sup>23</sup> Soehn, Janina. Bilingual Education for Immigrant Children: the AKI Research Review in Brief. Arbeitsstelle Interkulturelle Konflikte Und Gesellschaftliche Integration (AKI). Berlin: Wissenschaftszentrum Berlin Für Sozialforschung (WZB), 2005, p. 1.

speak German at home and came from a variety of different language and socio-economic backgrounds. The author recommends targeted action for children who did not enter school at the same level because without it there would be an increasing deficit in the child's language acquisition skills.<sup>24</sup> However, the study was unable to conclude if bilingual education is better because there are only few bilingual education models incorporating the immigrant language into German schools. The author negatively views the family situation of immigrant children and believes it is a significant hindrance to their education. This leads her to conclude that instruction in their mother tongue should not be adopted as the main method of achieving substantial improvements in educational performance.<sup>25</sup>

Another study that could be particularly helpful in forming new successful bilingual programs was completed by the Intercultural Development Research Center who had support from the U.S. Department of Education to study U.S. bilingual education programs and identifies promising programs. The result of this study was twenty-five common characteristics that contribute to the high academic performance of students. (See Appendix B) These criteria provide a basis for forming new programs, assessing existing programs, and making the needed changes in some education systems. Notably, this study showed that any schools might achieve a high level of success in their bilingual programs because none of these schools fit into any distinct criteria. The successful schools ranged in size, ethnic representation, and geographic location. This research demonstrates that it is important for schools to maintain the students' primary language and culture while they learn the majority language. The author points out that

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<sup>24</sup> Soehn, 2.

<sup>25</sup> Soehn, 3.

one source of the success of these schools may be the model used. The majority of the programs used either dual language or two-way bilingual program models. It is also important to note that each school was able to use the available resources to hire a mostly bilingual staff, which encouraged communication from the school into the homes and community.

Academic debate now centers on political and linguistic reasons for or against bilingual education. In media and political repertoire, the issue of compulsory education in the majority language is the main center of debate. This debate also includes whether it is worth the many resources it would take to educate children in their mother tongue. The debate occurs on national and international levels and the research that is cited is usually made available to decision makers. In addition to discussion about the benefits and best models of bilingual education, the actions of major policy influencers aid in discussions on how to tackle the issue of education in a multilingual world. Major institutions have taken on this issue as one of their focuses and have used research to formulate their policies, which inevitably affect those of individual nation-states.



## International Pressures

As the world continues to become more interconnected, the role of international organizations in influencing the policies of nations has increased. Another major policy influencer is the political, social and economic status of power in the world. Throughout the past century, the roles of countries have shifted greatly and new leaders have emerged. At the current moment, the United States claims to have dominance over global politics. Therefore, its policies and programs can be used by other countries as a model or a rationale for their own decisions. Another effect of the shifting of global political power is the language of politics which is currently English, who some even regard as the *lingua franca*. However, languages such as Arabic, Chinese, and Japanese are rising in prominence because of current events and the increasing demand for knowledge of languages.<sup>26</sup> The pressure that these institutions and trends put on Germany influence the policies implemented for their education systems.

### **Guiding Principles, Recommendations, and Laws**

One of the largest governing institutions in regards to the education of the world's children is the United Nations Educational, Scientific, and Cultural Organization (UNESCO). They are committed to helping policy-makers deal with the varying cultural and linguistic contexts that exist in today's globalized economies and societies.<sup>27</sup> Recently, they compiled the various United Nations standard-setting instruments, UNESCO declarations and conventions, and the outcomes of international conferences to

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<sup>26</sup> Akkari, Abdeljalil. "Bilingual Education: Beyond Linguistic Instrumentalization." *Bilingual Research Journal* 22.2 (1998): 103-125. *Bilingual Research Journal Online*. 11 Apr. 2006 <<http://brj.asu.edu/>>.

<sup>27</sup> King, 6.

produce a framework for languages and education.<sup>28</sup> The three principles of this framework show UNESCO's current approach to language and education to its member states. They recognize that multilingualism is a complex issue that needs to be given serious thought. The three principles that UNESCO supports are:

...mother tongues instruction as a means of improving educational quality by building upon the knowledge and experience of the learners and teachers. ...bilingual and/or multilingual education at all levels of education as a means of promoting both social and gender equality and as a key element of linguistically diverse societies. ...language as an essential component of inter-cultural education in order to encourage understanding between different population groups and ensure respect for fundamental rights.<sup>29</sup>

Each of these principles is supported by key statutes and has a more detailed explanation of how they can be achieved and ensured.

The Council of Europe also plays a role in the development of Germany's education policies because it is a member state. They are dedicated to "promoting linguistic diversity and language learning in the field of education within the framework of article 2 of the European Cultural Convention."<sup>30</sup> Their policies promote plurilingualism, linguistic diversity, mutual understanding, democratic citizenship, and

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<sup>28</sup> King, 23.

<sup>29</sup> Ibid.

<sup>30</sup> Council of Europe. Language Policy Division. Directorate General IV. Plurilingual Education in Europe: 50 Years of International Cooperation. Strasbourg: Council of Europe, 2006. 4.

social cohesion.<sup>31</sup> The organization has gone through five distinct periods of policymaking marked by different projects and initiatives. From 1997-2001, the Council of Europe sponsored a program called *Language Policies for a Multilingual and Multicultural Europe*. The goal was to develop ways to assist national authorities in promoting plurilingualism and pluriculturalism. In addition, this program was designed to increasing public awareness of how languages fit into the idea of a European identity.<sup>32</sup> The project resulted in the creation of European Year of Languages, the launch of the *Common European Framework of Reference (CEFR)*, and the European Language Portfolio. Unfortunately, the portfolio project has not been completed so acquiring information on Germany was impossible. The European Year of Language is considered a great success in bringing attention to the plethora of languages spoken in Europe.

The current programs of the Council of Europe address how language education affects social cohesion. They are focusing on four main areas: providing development and reference tools to educators; disseminating innovative approaches and technologies; developing competence in intercultural communication; and providing materials for coping with diversity.<sup>33</sup> In addition to these programs, the policy initiatives, such as CEFR and portfolios, assist member states in developing their policies.

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<sup>31</sup> Ibid.

<sup>32</sup> Council of Europe, 8.

<sup>33</sup> Council of Europe, 12.

## Germany and Berlin's Bilingual Education Programs

The global stage has a direct influence on how Germany and its capitol Berlin structure, fund, and support their bilingual education programs. The fact that Germany is a nation with 84.4 million people<sup>34</sup> and a rich history full of changes in borders, population make-up, and its relative political status makes the growing issue of multilingualism prevalent in both public and private discourse. Currently Germany is the second largest country population wise, in Europe and has the largest economy. This gives Germany a prominent status in many economic, political and social organizations. In the past century, Germany seen long periods of war, an increase in immigration, and was only recently reunited. 8.5% of their current populations is made up of people originating form other countries. The Turkish population is by far the largest of this group with 2.4% of the population. The other significant groups are the Roma, Greek, Italian, Polish, Russian, and Serbo-Croatian.<sup>35</sup> This immigration population comes from their previous recruitment of *gastarbeiters*, membership in the European Union, and geographic location.

Germany is divided into 16 federal states with each having their own school system. This makes it complicated to research Germany policy as a whole so the focus of this paper was narrowed down to issues and schools in the capitol, Berlin. Generally, students in Germany attend *Grundschule* before being placed in one of the three options for secondary education, the *Realschule*, *Gymnasium*, or *Hauptschule*. Students in Berlin experience a slightly different school system then other German students because they

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<sup>34</sup> United States. Central Intelligence Agency. *World Factbook*. 23 Mar. 2006. 8 May 2006 <<http://www.odci.gov/cia/publications/factbook/geos/gm.html>>.

<sup>35</sup> *Ibid.*

attend *Grundschule* for six years, as opposed to the more common four years. Bilingual education in Germany usually means starting to study the language, which is most commonly English, in third grade with additional lessons added in fifth and sixth grade to provide for a stronger development of language skills. When students reach the seventh grade, they are usually taught a subject(s), i.e. History, Biology, Arts, in the foreign language with supplemental classes in German to make sure the specific terms are understood.<sup>36</sup>

In order to understand political policies and attitudes, it is important to know the history of the development of the language. The idea that the German language was created in the 18<sup>th</sup> century is argued by some academics. They believe that the rising sense of national identity resulted in a need to consolidate the language within borders.<sup>37</sup> Previously, under the rule of empires, there was no policy of language assimilation and the only distinct policy was giving special status to religious languages. The resulting language was a creation of political will that pressured scholars to shape the German language. They did this by adding necessary vocabulary, “purifying dialects,” and creating a distinct grammatical structure.<sup>38</sup> This language then served as the main criterion for defining nationality and citizenship. As a result, many dialects disappeared and it became increasingly important for citizens to identify with their country and fellow citizens through this common language. People today continue to take pride in the languages they speak because they are attached to a country and culture.

### **Politics and Policies**

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<sup>36</sup> Matthieson, Cornelia. Personal interview. Home, Spring 2006.

<sup>37</sup> Akaari, 107.

<sup>38</sup> Akaari, 108.

The debate about schooling for non-majority speakers resurfaced in Europe during the middle of the 20<sup>th</sup> century. States realized that because of immigration, political diversity, and research on the cognitive advantage that their education systems had to be reexamined.<sup>39</sup> Specifically, the ever-increasing amount of immigration into Germany has forced their government to make modifications to the educational policies. When the migrants first came to work in Germany as part of programs to support the economy of West Germany, the education issue was to teach the workers German. As the workers brought their children, the issue shifted to educating their oldest children in their first language to prepare them for returning home. At this point, it was the view of the workers and the German government that they would return to their countries after a short period. As more families arrive and migrants showed no inclination of leaving, the policy has again shifted to teaching German to all children and encouraging interaction with German peers.

The concentration of these “non-Germans” is mostly in cities in West Germany and the western districts of Berlin.<sup>40</sup> The specific response to the immigrant dilemma has varied. In Bavaria, national classes, taught in the mother tongue, were developed. While in Berlin, mother tongue teachers were used within schools to teach content. These examples support the general idea that there were two systems of education policies towards migrants. The first placed the responsibility of education on the consulates of the respective countries, while the latter was the task of the state school system.<sup>41</sup>

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<sup>39</sup> Akkari, 120.

<sup>40</sup> Pfaff, Carol W. "Ideological and Political Framing of Bilingual Development: Reflections on Studies of Turkish/German in Berlin." Ed. K Hyltenstam and K Fraurud. Multilingualism in Global and Local Perspectives (2003): 191-219. Stockholm: Centre of Research on Bilingualism and Rinkeby Institute of Multilingual Research. 199

<sup>41</sup> Ibid.

The current perspective has come with Germany's recognition that it is an immigration state. Previously, the country denied this claim and did not recognize the large population of immigrants. Recently, there has been a shift in policies and opinions towards easing restrictions on immigrants becoming citizens and their rights. Therefore, the immigrants are slowly on their way to being fully integrating into German society.

Recently, there has been a movement to promote and encourage diversity in Germany. Specifically, in Berlin, more focus is now being paid to the Turkish community and the necessity of instructing children in their mother tongue.<sup>42</sup> There has been an increase in the number of Turkish as a second foreign language class, which have recently been opened up to all students. Previously, these classes did not exist or were limited to only students from that language background. Another program that has recently been approved for more funding by the Berlin Senate is *Schwerpunktschulen*. This program, started in the '80s, involves biliteracy in Turkish and German.<sup>43</sup> Europarat has recognized this as a model program for language minority students with a low socio-economic standing.<sup>44</sup> These positive changes in creating education programs geared towards minority language students shows the effect of an increasing amount of immigrants can have on education policies.

As these changes are being made in the school system, changes also need to be made in teacher training. However, a change in this direction seems to be slow coming. Currently, all teachers training at the Free University must take classes about *Ausländer*<sup>45</sup>. To deal with the emerging trends of multilingualism and globalization, the

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<sup>42</sup> Pfaff, Ideological, 200.

<sup>43</sup> Ibid.

<sup>44</sup> Ibid.

<sup>45</sup> Ibid.

Free University has also started a new master's degree program in intercultural education. However, the only program, located in Essen that has immigrants preparing to teach is for Turkish language in German schools.<sup>46</sup>

The economic policies and status of the German government plays a critical role in the success of some bilingual models. Schools are starting to face difficulty with finding native language teachers because of Berlin's payment system. Berlin bases its salaries for teachers off a graduated scale of how many years of training teachers have received.<sup>47</sup> As a result, teachers coming from other countries who can be qualified with fewer years of education are paid a significant amount less than their German counterparts. Another problem is the funding of these schools because bilingual education is such a heated political topic. Some politicians do not believe that heritage languages should be taught in schools.<sup>48</sup> The policies of the German and Berlin government contribute to the success of these programs. Without their support financially, legislatively, and to the public, these programs cannot function.

### **The Role of English**

Over recent years, the role of English has changed in Germany by becoming the most chosen foreign language and integrated into most curricula. Previously, French was the most common language because of its proximity and the *Deutsch-Franzo* youth program.<sup>49</sup> When Berlin was divided, the languages taught were decided by which country was controlling that sector. As the wall fell down so did the popularity for

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<sup>46</sup> Pfaff, Comparative Bilingual, May 3.

<sup>47</sup> Zydatis, Wolfgang. Personal interview. Free University, 28 Apr. 2006.

<sup>48</sup> Ibid.

<sup>49</sup> Ibid.



Russian as a foreign language.<sup>50</sup> The students from East Berlin were much further behind than those in the French, British, or American sectors. Consequently, the offering of Russian language classes diminished because there was no demand. Conversely, there was a rise in demand for English classes because it had become the “global language.”<sup>51</sup> It has become obligatory in vocational training and taught in most primary schools. English is becoming the common thread between people, especially young people. They are constantly exposed to media, in English, that makes it seem desirable to know and speak this language.<sup>52</sup>

There are fears about the emergence of English as the *lingua franca*. The reservations deal with the fact that one powerful language threatens multilingualism. Another view is that it will eliminate French, Latin, and the languages of migrant communities.<sup>53</sup> There is a need for the globalizing world to have a common language, but also needs to maintain unique languages and multilingualism. Some politicians, such as Gerhard Schröder, disagree and believe that English should be required for all children starting in year 1.<sup>54</sup>

When the language of instruction is English, the question that comes up is what country’s version of English, culture, and history is taught. In most contexts, there is no standard within the school about what language to speak. In the Berlin International School, they have a variety of English teachers, so students learn whatever form of

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<sup>50</sup> Ibid.

<sup>51</sup> Ibid.

<sup>52</sup> Pfaff, Carol. "Research in Bilingual Schooling: Comparative Perspective on the USA, Canada, and Germany." JFK Institute- Free University, Berlin. 10 May 2006.

<sup>53</sup> Decke-Cornille, Helene. "'We Would Have to Invent the Language We are Supposed to Teach': the Issue of English as Lingua Franca in Language Education in Germany." Language, Culture, and Curriculum 15.3 (2002): 1-16.

<sup>54</sup> Decke-Cornille, 13.

English their teacher speaks.<sup>55</sup> According to the students in Mrs. Pfaff's class, the spelling changes from British to American English in seventh or eighth grade. It was expressed in the discussion that the spelling changes and way of speaking confuses students and sometimes leads to initial difficulty.<sup>56</sup> In Berlin public schools, they do not focus on the history of other countries until high school. However, when they do learn history and culture, students are first taught English, then American, and later Australian.<sup>57</sup> After they covered the basics, students learn about all three countries together, sometimes including South Africa and other English speaking countries.

### **Case Studies**

There are about 600 schools in Germany and 50 within Berlin that use bilingual education in the form of late partial immersion. These schools focus on teaching and developing literacy in English, French, Spanish, and Russian. Although this is the norm for bilingual schooling in Germany, there are several other systems that stand out and can be used as effective examples for further expansion of bilingual education.

#### Europe School

These schools located within seven member states of the European Union are multilingual and multicultural. Foreign civil service parents created this system 50 years ago. They cater to the linguistically and culturally diverse population in cities where there is a high percentage of foreigners. Students in these schools receive the majority of their education in one language but by the time they graduate they have to learn at least two other languages. These schools operate in up to nine different languages; serve over

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<sup>55</sup> More details on the exact programs and other details on the Berlin International School can be found in Appendix 4.

<sup>56</sup> Ibid.

<sup>57</sup> Pfaff, Carol. "Research in Bilingual Schooling: Comparative Perspective on the USA, Canada, and Germany." JFK Institute- Free University, Berlin. 3 May 2006.

20,000 students, with 50 different nationalities, and that speak 30 different languages.<sup>58</sup>

Most of the children are minority language students once at the school but are not considered of a low socio-economic class. Sometimes this model can be considered elitist because the children of the foreign nationals receive first priority over migrant and host national students.<sup>59</sup> This school is free to European Union staff members while others have to pay a modest fee. The structure of this program involves teaching languages and other subjects in the target language. The different language groups are mixed regularly to encourage multilingual proficiency. They believe that this is done without any cost to the academic development of the children.<sup>60</sup>

### Upper Rhine Valley

The need for more foreign-language proficiency has not just affected Germany's education structures. It has also contributed to the development of joint programs with other countries. For example, in the Upper Rhine Valley along the borders of Switzerland, France and Germany, an innovated program has been started to decrease the negative feelings among residents and increase the communication between these areas. Within this region, there are various local dialects of German, which are the most common, but French is also spoken by a large percentage of the population.<sup>61</sup>

Because of the three governments working together in the Upper Rhine Valley Conference, support for a new multicultural and bilingual textbook was secured. This textbook, *Leben am obberhien*, promotes bilingualism to more than 30,000 students and

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<sup>58</sup> Housen, Alex. "Processes and Outcomes in the European Schools Model of Multilingual Education" Bilingual Research Journal 26.1 (2002): 1-20. Bilingual Research Journal Online. 11 Apr. 2006 <<http://brj.asu.edu/>>

<sup>59</sup> Housen, 16

<sup>60</sup> Housen, 2.

<sup>61</sup> Vance, Christine Walgreen. "Preparing a Prosperous Future: Promoting Culture and Business Through Bilingual Education" Bilingual Research Journal 28.3 (2004): 463-483. Bilingual Research Journal Online. 11 Apr. 2006 <<http://brj.asu.edu/>>.

is present in about 3,000 schools. “Living in the Upper Rhine Valley,” the English translation for this title, targets children aged 8-15. Its ten chapters explain day-to-day life in the Upper Rhine Valley in French or German. School exchanges and meetings are also encouraged by this textbook. The subject of these chapters can be found in appendix E. These chapters show students what unites and differentiates them in hopes of creating mutual understanding and appreciation. Another goal of this textbook is to increase economic development by having an educated multilingual youth.

### International Schools

Present throughout the world in varying forms with the same basic curriculum are a series of international schools. Around Berlin, several international schools integrate the Berlin curriculum with the international curriculum they follow. The most common is the International Baccalaureate program because it is recognized in most countries.<sup>62</sup> These schools are private and expensive and therefore mostly attended by students whose parents can afford it. Usually these students are children of parents who work for foreign companies or governments. These children usually do not speak German and consequently cannot attend state schools.<sup>63</sup> The other population they draw is parents who want their children to learn English. The official language of these schools is English and German is taught as a second language. If students require mother tongue language, instruction it is taught privately and usually not during school hours. The goal of these schools is to provide students with the necessary English language education while encouraging literacy in German.<sup>64</sup> In order to deal with the many mother tongue languages of the students, these schools employ a wide variety of native speakers. They

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<sup>62</sup> Neary.

<sup>63</sup> Kidess, Aniseh. E-mail Interview. May 9, 2006.

<sup>64</sup> Neary.

avoid the complicated issue of teaching history and culture of specific countries by teaching within a framework of academic, social, physical, emotional, and cultural development.<sup>65</sup> These schools are very well attended and desirable, despite their cost, which is shown by the extensive waiting lists.

### *Staatliche Europa-Schule*

A model bilingual school system that is located within Berlin is the series of *Europa-Schulen*. They were set up to continue links between countries after the foreign forces pulled out in 1992.<sup>66</sup> It is a 50-50, two-way immersion school that stretches all the way from primary school to upper school in many cases. The set-up of schools is based solely on demand, which results in a varying structure for each partner language school. (See Appendix F) This 50-50 concept means that 50% percent of the staff, students, and curriculum come from Germany, while the other half is from the *partnersprache*. Currently, there are nine *partnersprache*: English, French, Russian, Portuguese, Turkish, Modern Greek, and Polish.<sup>67</sup> The number of schools, location, and what grades are taught are significant in showing the demand for these programs.<sup>68</sup> There is also the possibility in the near future of adding Hungarian and Serbo-Croatian because of increasing demand.<sup>69</sup>

However, there are some emerging problems with this model. It is very difficult to keep the 50-50 model in its true form. There are different levels of bilingualism and socio-economic class amongst students, especially between language groups such as

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<sup>65</sup> Neary.

<sup>66</sup> Zydatis.

<sup>67</sup> Ebertowski, 1.

<sup>68</sup> For more information, see Appendix C.

<sup>69</sup> Zydatis.

French, Turkish, and Italian.<sup>70</sup> Most children from the partner tongue come into the schools already having some level of proficiency in both languages. The amount of students from each respective language community also makes the balance difficult. This is shown by the fact that there is usually a waiting list for the more popular languages, such as English, and French, as well as for the majority of German students.<sup>71</sup>

This school follows the Berlin curriculum for the most part, except when it comes to the two partner languages and the mother tongue instruction. In subjects such as History, Citizenship, Geography, and General Science, they occasionally follow the curriculum of the partner country. Nevertheless, this is a pivotal year for this program because the students who started this program as first graders will be graduating. This will enable a more conclusive study on the effectiveness of this program to be completed.

### **Outside School Hours**

In many schools, there are after school clubs that bring together children with the same language interests. These clubs can range from popular languages, such as English and French, to less popular, Farsi and Mandarin.<sup>72</sup> In addition to these clubs, some schools offer temporary enrichment classes. These classes are very popular to both students and teachers. Teachers select a topic that interests them and work on them with a group of students for 6-8 weeks. There is not limit to the subject of these projects, which encourages teachers to develop them. Some examples are baseball and wine growing in the Rhineland. Both of these were instructed in English.<sup>73</sup> These after school programs

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<sup>70</sup>Ibid.

<sup>71</sup> Ibid.

<sup>72</sup> Neary.

<sup>73</sup> Zydatiss.

encourage additional learning and make it fun for children to complete the difficult process of acquiring a new language.

Although the majority of second language learning in Germany takes place inside school walls, there are many opportunities outside the classroom to further children's competencies. One of the most important places children can acquire additional language skills are at home. If the child's parents speak or have knowledge of the language, reinforcement of the language in conversation and family activities is enormously helpful. For example, hosting a student from another country gives children more exposure to the language in a relaxed setting with topics that are of special interest to them.<sup>74</sup> Another great source is the abundance of literature aimed at language learning for children. These books usually come with an audio CD to reinforce audio skills in addition to the reading skills. The format of these books can range from having a single character who speaks the foreign language, inserting of key concepts, repetition of phrases, and dual language books.<sup>75</sup> One of the most unique sources of foreign language learning in Germany is National Geographic for Kids, which focuses on teaching children English. This magazine also has a CD and a television show that teach children English while learning about other subjects. Media is another way for children to be exposed to a foreign language. Most radio stations play music from a variety of different countries, although the majority is in English. These catchy tunes, advertisements on television, and shows give children motivation for learning the language.<sup>76</sup>

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<sup>74</sup> Matthieson.

<sup>75</sup> Ibid.

<sup>76</sup> Ibid.

## Conclusion

Bilingual education is an issue that will continually be discussed and the models adapted as the global arena changes. The current trends of globalization and immigration continue to place demands on states to provide for the citizens and other occupants of their country. One of the primary services is to educate their children. Bilingual education provides an equal playing field for children from different language backgrounds and socio-economic classes. After being educated in this system, children will be better equipped for their professional life and to be effective communicators within diverse settings. Germany is developing programs, some of them innovative, which cater to the needs of children who do not speak German as their first language. These programs are diverse in design but all share the same goal of preparing children for a world stamped by globalization. They will continue to be evaluated as research that is more comprehensive is completed. However, the successfulness of these programs depends on the positive support of the community and government.

The current bilingual education system in primary schools present in German, specifically within Berlin functions within the parameters of the cause and effect relationship with contributing factors. Primarily, it is influenced by its history, immigration, politics, and the pressure of international actors. As the programs change towards focusing on the quality education for all students, it is possible that migrants will be likely to stay, increase Germany's influence in the global arena, and make it a more desirable place to live.

Although, this paper is not a comprehensive analysis of the German education system it provided a focused analysis of several key issues and examples. The limitations



of this paper are partly resulting of the author's limited German language skills. The lack of research on this topic, as explained by interviewees, makes this an interesting report that provides a succinct and thorough analysis of the cause and effect relationship in regards to the development of the German bilingual education system.

# Appendix A

Table of Bilingual Education Models<sup>77</sup>

<u>Model</u>	<u>Goal</u>	<u>Target Population</u>	<u>Language Literacy</u>	<u>Distribution of Subject Matter</u>
Dual Language	Bilingualism	Majority, International	L1 and L2 or L2 and L3	All in L1 and L2; or all in some and some in the other
Canadian Immersion	Bilingualism	Majority	L2 first, English later (early)	All subjects in L2 for 2 years, in native and L2 remainder of schooling
Two-Way	Bilingualism	Majority, Minority	K1 first for each group or L1 and L2 for both	All subjects in L1 and L2 distributed equally over the grades
Two-Way Immersion	Bilingualism	Majority, Minority	First in Minority's L1, then in Native	All subjects in Minority's L1 first, increasing use of Native language over the grades until it reaches 50%
Maintenance	Bilingualism	Minority	L1 literacy first, then in Majority	All subjects either in both languages or some subjects in Native language others in Majority
Structured Immersion	ELD	Minority	Majority, with limited L1	Sheltered Minority language for all subjects
Transitional	ELD	Minority	L1 literacy first, then in Majority	Most subjects in L1 with ESL instruction; gradually all subjects in English
Submersion	ELD	Minority	Majority literacy, limited L1 literacy	All subjects in Native with tutoring in L1
Bilingual Immersion	ELD	Minority	L1 and Majority literacy from beginning	Concept development in L1; sheltered English for all subjects

Note: ELD= English Language Development, L1 = Native Language, L2 = second language; L3 = third language

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<sup>77</sup> Brisk, 25

# Appendix B

## Indicators for success in Bilingual Education<sup>78</sup>

### School Indicator

Retention Rate- 98% of more, only extenuating circumstances

Dropout Rate- 95% with high school diploma, 98% elementary school

Enrollment in gifted, talented, and advanced placement programs- no under representation of limited English proficient students (LEP)

Enrollment in special education or remedial programs- no overrepresentation of LEP students

Test exemption rates- Only special education students

Program exiting standard- exited from bilingual programs when proficient and on target

### At the School Level: Leadership

Leadership- Pro-active involves teachers, the community, and private sector, open to innovation.

Vision and goal- Publish and disseminate statements of expectations, create a vision, set of goals

School climate- Safe and orderly

Linkages- Clearly articulated roles and responsibilities, dynamic two-way communication

School organization and accountability- Bilingual program is an integral part of the school's academic plan, strong accountability for success of all students

### At the School Level: Support

Professional development- Fully credentialed bilingual and ESL teachers are encouraged to acquiring new knowledge

Parent involvement- Knowledge the rationale and the critical components of bilingual and ESL programs, strong advocates of the programs.

Staff accountability and student assessment- Multiple assessment measures, rigorous academic standards

Staff selection and recognition- Requires full written and oral proficiency in both languages, Teachers strongly supported and free to innovate, recognition of successes.

Community involvement- Knowledge the rationale and the critical components of bilingual and ESL programs, strong advocates of the programs.

### At the Classroom Level: Programmatic and Instructional Practices

Program model- Multiple party participation in the selection and design of a bilingual/ESL program

Classroom climate- High expectations for all students, value cultural and linguistic differences and integrate them

Curriculum and instruction- Reflects and values the students' culture, has high standards, meaningful, technologically appropriate, academically challenging, and linguistically and culturally relevant, innovative, and deals with different learning styles

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<sup>78</sup> All the indicators are adapted by the author from Montecel and Cortez's report to aid the reader

Teacher expectations- Accepting and inclusive, expect all students to achieve at high standards and help students reach them

Program articulation- Common program of instruction that is properly scoped, sequenced, and articulated across grade levels aligned with developmentally appropriate practices and student language proficiency levels

# Appendix C

Basic Information on the Primary Schools of the *Staatliche Europa-Schulen* Berlin<sup>79</sup>

## German-English Schools

### *Charles-Dickens-Grundschule*

**Principal:** Illse Krone

**Address:** Heerstr. 94 - 104, 14055 Berlin

**Location:** Charlottenburg

**Phone Number:** 902917278

**Website:** www.charles-dickens-gs.de

### *Quentin-Blake-Grundschule*

**Principal:** Frau Andrae

**Address:** Hüttenweg 40, 14195 Berlin

**Location:** Zehlendorf

**Phone Number:** 902998031/32

**Website:** www.quentin-blake-schule.cidsnet.de

**Grades Taught:** 1-6

### *Staatliche Internationale Schule Berlin*

*Gesamtschule mit Grundstufe und gymnasialer Oberstufe*

**Principal:** Herr Hertz

**Address:** Pfalzburger Str. 23, 10719 Berlin

**Phone Number:** 902923913

**Website:** www.sisberlin.de

**Grades Taught:** 1-11

**Englisch-Deutsch Entrance Process:** English proficiency test to determine which side of the school is most suitable—English or German mother tongue. There are usually slots available to English native speakers. For the German native speakers, the school holds a lottery for the first grade. In grades 2-4, slots are usually available to children, who can demonstrate the level of English required for success at that grade level. Children entering in grades 5 + 6 may need some French as well.

## German- French

### *Märkische Grundschule*

**Principal:** Frau Bornschein

**Address:** Dannenwalder Weg 163-165, 13439 Berlin

**Location:** Reinickendorf

**Phone Number:** 41924815

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<sup>79</sup> Ebertowski, Monika. "Staatliche Europa-Schule Berlin." Landesinstitute Für Schule and Medien. 9 Jan. 2006. Berlin Government. 25 Apr. 2006 <<http://www.lisum.de/go?SmartLink=10860&Bereich=1>>.

**Grades Taught:** 1-6

***Judith-Kerr-Grundschule***

**Principal:** Frau Kaiser

**Address:** Friedrichshaller Str. 13, 14199 Berlin

**Location:** *Wilmerdorf*

**Phone Number:** 8979940

**Website:** [www.judith-kerr-sesb.cidsnet.de](http://www.judith-kerr-sesb.cidsnet.de)

**Grades Taught:** 1-6

***Grundschule am Arkonaplatz***

**Principal:** *Frau* Große

**Address:** Ruppiner Str. 47 - 48, 10115 Berlin

**Location:** *Mitte*

**Phone Number:** 4496511

**Website:** [www.grundschuleamarkonaplatz.de](http://www.grundschuleamarkonaplatz.de)

**Grades Taught:** 1

***Regenbogen-Grundschule***

**Principal:** *Frau* Böhmer

**Address:** *Morusstr.* 32, 12053 Berlin

**Phone Number:** 6898030

**Location:** *Neukölln*

**Website:** [www.regenbogen-grundschule.de](http://www.regenbogen-grundschule.de)

**Grades Taught:** 1

**German- Russian**

***Lew-Tolstoi-Grundschule***

**Principal:** *Frau* Dr. Pälchen

**Address:** *Römerweg* 120, 10318 Berlin

**Phone Number:** 5090147

**Location:** *Lichtenberg*

**Website:** [www.lew-tolstoi-g.cidsnet.de](http://www.lew-tolstoi-g.cidsnet.de)

**Grades Taught:** 1-6

***Friedrichshagener Grundschule***

***Filiale Hirschgarten-Grundschule***

**Principal:** *Herr* Bergner

**Address:** *Stillerzeile* 100, 12587 Berlin

**Phone Number:** 6455411

**Location:** *Köpenick*

**Grades Taught:** 2-6

***Grundschule am Brandenburger Tor***

**Principal:** *Herr* Köller

**Address:** *Wilhelmstr.* 52, 10117 Berlin

**Phone Number:** 20629430/31  
**Location:** *Mitte*  
**Website:** [www.Grundschule-am-Brandenburger-Tor.de](http://www.Grundschule-am-Brandenburger-Tor.de)  
**Grades Taught:** 1

## **German- Spanish**

*Hausburg-Grundschule*  
**Principal:** *Herr Schmidt*  
**Address:** *Hausburgstr. 20, 10249 Berlin*  
**Phone Number:** 939567611  
**Location:** *Friedrichshain*  
**Website:** [www.hausburgschule.de](http://www.hausburgschule.de)  
**Grades Taught:** 1-6

### *Joan-Miro-Grundschule*

**Principal:** *Herr Schmidt*  
**Address:** *Bleibtreustr. 43, 10623 Berlin*  
**Phone Number:** 902928110  
**Location:** *Charlottenburg*  
**Website:** [www.joan-miro-grundschule.de](http://www.joan-miro-grundschule.de)  
**Grades Taught:** 1-6

## **German- Italian**

*Finow-Grundschule*  
**Principal:** *Herr Vetter*  
**Address:** *Welserstr. 16 - 22, 10777 Berlin*  
**Phone Number:** 75607175  
**Location:** *Schöneberg*  
**Website:** [www.finow-grundschule.de](http://www.finow-grundschule.de)  
**Grades Taught:** 1-6

### *Herman-Nohl-Grundschule*

**Principal:** *Frau Bernsdor*  
**Address:** *Hannemannstr. 70, 12347 Berlin*  
**Phone Number:** 6200833  
**Location:** *Neukölln*  
**Website:** [www.HNS.cidsnet.de](http://www.HNS.cidsnet.de)  
**Grades Taught:** 1-3

## **German- Turkish**

*Aziz-Nesin-Grundschule*  
**Principal:** *Frau Kottmann-Mentz*  
**Address:** *Urbanstr. 15, 10961 Berlin*  
**Phone Number:** 902983732  
**Location:** *Kreuzberg*

**Website:** [www.aziz-nesin-europaschule.de](http://www.aziz-nesin-europaschule.de)  
**Grades Taught:** 1-6

## **German- Greek**

*Homer-Grundschule*

**Principal:** *Herr* Blachnik

**Address:** *Pasteurstr.* 10 - 12, 10407 Berlin

**Phone Number:** 4250575

**Location:** *Prenzlauer Berg*

**Website:** [www.homer-grundschule.cidsnet.de](http://www.homer-grundschule.cidsnet.de)

**Grades Taught:** 1 - 6

*Athene-Grundschule*

**Principal:** *Frau* Hassa

**Address:** *Curtiusstr.* 37, 12205 Berlin

**Phone Number:** 81009710

**Location:** *Steglitz*

**Website:** [www.athene-grundschule.de](http://www.athene-grundschule.de)

**Grades Taught:** 1-6

## **German - Portuguese**

*Grundschule Neues Tor*

**Principal:** *Frau* Grafenhorst

**Address:** *Hannoversche Str.* 20, 10115 Berlin

**Telephone:** 2824459

**Location:** *Mitte*

**Website:** [www.5-g-mitte.de](http://www.5-g-mitte.de)

**Grades Taught:** 1-6

## **German - Polish**

*Goerdeler-Grundschule*

**Principal:** *Frau* Orth

**Address:** *Sybelstr.* 20, 10629 Berlin

**Phone Number:** 902927220

**Location:** *Charlottenburg*

**Grades Taught:** 1-6



# Appendix D

## Profile of Berlin International School- Primary<sup>80</sup>

**Principal:** Paul Neary

**Address:** *Lentzealle* 12/14 14195 Berlin

**Website:** <http://www.berlin-international-school.de/>

**Phone Number:** (49) (030) 82 00 77 90

**Location:** Suburban Berlin, *Dahlem-Schmargendorf*

**Classification:** private, non-profit, non-denominational school, International School

**Affiliation:** *Private Kant-Schule e.V.*

**Established:** 1998

**Tuition:** 8,700 Euros

**Language of Instruction:** English

**Curriculum:** Berlin and International Baccalaureate's Primary Years Program

# of Nationalities: 69 amongst the students, 19 between the teachers

**Classes Taught:** Language Arts, Math, Units of Inquiry (Social Studies- Social Sciences), Art, Music, Physical Education as well as English or German as a Foreign Language

**Class Periods:** 29-33 a week

**Grades Taught:** 1-5

**Caters to:** Local Berlin families that desire English education and international families (government employees, international companies)

**Entrance Process:** Application Required, Admission criteria are based on age, previous academic performance and conduct. proficiency level of English tested school (after grade 1, German students have to prove proficiency), interview with parents and child, 2-3 trail days, and then 6 week observation period

### **Mission Statement:**

Berlin International School offers child-centered instruction to international and local children from pre-school age through university entrance preparation in a supportive climate of mutual respect and enthusiasm for learning.

We encourage individual achievement, we recognize the value of multi-cultural awareness and we foster a sense of ethical and social responsibility within our community and across the world.

Students who progress through our grade levels and complete the German Abitur or the International Baccalaureate gain admission to higher education in Europe, North America and throughout the world.

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<sup>80</sup> Information based off interview with the principal, Paul Neary, and the schools website.

# Appendix E

Contents of *Leben am Oberrhein/Vivre dans le Rhin Supérieur* [Living in the Upper Rhine Valley], with chapter titles in French, German and English translations.<sup>81</sup>

Chapter 1	<i>Nature sans frontières/Natur ohne Grenzen</i> [Nature Without Borders]
Chapter 2	<i>Voir et comprendre/Sehen und verstehen</i> [Seeing and Understanding]
	<i>Parler et s'entendre/Reden und sich verstehen</i> [Speaking and Understand One
Chapter 3	Another]
Chapter 4	<i>Se déplacer/Sich bewegen</i> [Moving Around]
Chapter 5	<i>Habiter/Wohnen</i> [Habitat]
Chapter 6	<i>Travailler/Arbeiten</i> [Working]
Chapter 7	<i>S'approvisionner/Sich versorgen</i> [Going Shopping]
Chapter 8	<i>Se divertir/Sich vergnügen</i> [Having Fun]
Chapter 9	<i>Se cultiver/Sich bilden</i> [Learning About Art and Culture]
Chapter 10	<i>Vivre ensemble/In Gemeinschaft leben</i> [Living Together]

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<sup>81</sup> Vance, 467.

# Appendix F

Status of final year for attending the specific *Staatliche Europa-Schule* for the 2004/5 school year<sup>82</sup>

	12th year	10th year	9th year	7th year	6th year
<i>German-English</i>	•				
<i>German-French</i>	•				
<i>German-Russian</i>	•				
<i>German-Italian</i>		•			
<i>German-Spanish</i>		•			
<i>German-Greek</i>			•		
<i>German-Turkish</i>			•		
<i>German-Portuguese</i>				•	
<i>German-Polish</i>					•

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<sup>82</sup> Ebertowski, 1.

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