

School and Refugees in Europe: Developing a Concept for the Creation of Language Biographies

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1. Introduction

On the basis of the universally termed “Migration Crisis”, which could be observed throughout Europe in 2015, migration within and to Europe has become a presiding and relevant topic even beyond the borders of academics. Multiple problem areas have been highlighted in public debate from various different perspectives. However, these do not always have to correspond with current state of research. Crime, terror, integration and welcoming culture are but a few keywords that can be found across the media on this issue. Due to this publicity and in light of the present situation, an academic approach and review is crucial for the problem-solving process. Similarly, dealing with the question of education and development of asylum-seeking children and adolescents becomes a necessity. Structural and organisational voids must be filled, didactical and methodological theories should be developed and evaluated. Furthermore, specific prerequisites of these children must be explored in terms of their development and their physical and psychological disposition.

In this context, language didactics and language psychology research in the sense of migration-relation multilingualism comes into effect. Within the field of relevant literature, including but not limited to; Brigitta Busch who focuses on language biographic research as well as Ingrid Gogolin and Adelheid Hu, who centre their discussion on language diversity and multilingualism. With this groundwork the present paper aims to develop a concept that, in connection with the Erasmus+ project *CultureShake*, opposes the feeling of foreignness with the goal of establishing a multilingual society as the norm (Deschner 2018). The development of language biographies supports language reflection as well as language awareness, which should become the foundation for the afore-mentioned norm. Language reflection exercises with refugee children pose a challenge due to language barriers, a challenge that needs to be overcome. The language portrait method is one such exercise adapted to the pupils of the *Felsschule* at primary level. This is implemented so that developing awareness for the normality of multilingualism is possible despite language barriers and insufficient reading and writing competences. Transferring the concept to other educative forms of refugee children and adolescents, for example preparatory classes in Baden-Württemberg, can be seen as the prime objective.

The paper is divided into three sections that are structured in a logical manner, each section building upon the last. The first section looks at the fundamentals and general framework that make up the basic disposition of the present paper. Current processes and data

concerning migration in Europe, specifically Germany, are to be highlighted. Likewise, the first section deals with the structure of the *Felsschule*, as this serves as the place of implementation for the developed concept. Based on these external conditions the following area of conceptualisation in connection with the project *CultureShake* joins theories of linguistics with the language biographies method. Herein, a heavy emphasis is laid upon presenting the concept of language biographies. Within the synthesis of all these aspects lies the core of concept development. First, the relevance of language portraits for working with the children from the *Felsschule* is explained then the concept is adapted to the pupils and explained from a didactical and methodological angle. The last section constitutes the realisation process, encompassing both trial and evaluation of the concept. A protocol of lesson application is appended as well as a few exemplary language portraits, which are then analysed and evaluated based on concept development. An alteration and renewed attempt follows this assessment. This attempt is then also subsequently evaluated.

I. Fundamentals and General Framework

2. Migration in Europe

Whether we look at the Late Antique times of the *Imperium Romanum*, during the late Middle Ages and early Modern era influenced either by religious unification of multiple states, or in light of the National Socialist state: Flight and flight-induced migration is a reoccurring incident of history (cf. Meier 2016; Lachenicht 2016; Oltmer 2016b). During a general assembly in 2016 the United Nations adopted the New York Declaration for Refugees and Migrants. Herein, the significance of worldwide involvement and concern for the movement of refugees is noted and a plan of action formulated. In the introduction, flight and migration is described as a common phenomenon of humankind. It states:

“Since earliest times, humanity has been on the move. Some people move in search of new economic opportunities and horizons. Others move to escape armed conflict, poverty, food insecurity, persecution, terrorism, or human rights violations and abuses. Still others do so in response to the adverse effects of climate change, natural disasters (some of which may be linked to climate change), or other environmental factors. Many move, indeed, for a combination of these reasons” (United Nations 2016, p. 1).

In comparison to historic migration events, more current refugee movements in relation to globalisation come into focus. This provokes an explanation of the terms used. Furthermore, a highlight of present-day processes and statistics is necessary, as the data

functions as the foundation of working with the children and adolescents of the Felsschule. The next chapter will focus more on the student body attending the school as well as its location in Karlsruhe. Due to the demographic composition of the pupils there will be a deeper analysis of East-West-migration, specifically from South-Eastern Europe and a reference to the current situation in Baden-Württemberg.

2.1. Terms of Migration

The daily intellect judges on flight and refugee depending on the concrete situation, which is why assumptions of what or who may be named as such may differ strongly from one another (cf. Oswald 2007, p. 78). In general terms, migration to seek refuge or protection designates an involuntary change of living spaces. Migration theories go by the assumption that flight movements are migration processes that are primarily initiated by certain push factors: The refugee flees *from* something (cf. Nuscheler 2004, p. 107). The common aspect of these factors lies in the fact that the people witness or experience a situation that for them is intolerable or threatening in their place of origin (cf. Nuscheler 2004). The terms ‘refugee’, ‘approved refugee’, ‘asylum seeker’ and ‘tolerated refugee’ are all present in the debate (cf. Hoesch 2017, p. 22). Legal classifications by the Geneva Convention on Refugees (GCR) define “refugees” as:

“[Persons], who (...) owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it“ (United Nations High Commissioner for Refugees 2015, p. 14).

Attempting to escape from economic need or lack of prospects on the other hand is not internationally approved and also not relevant for asylum procedures (cf. Oswald 2007, p. 66). The ideal-typical definition does not encompass, even borderline excludes, singular groups of people. For one thing, according to this concept, internal refugees who have experience forced migration within their own state borders, are not taken into account. Also, any form of economical flight or flight from poverty is not taken into consideration, although persons of these causes reside in the target countries. There needs to be a clearer distinction between different forms of work migration and flight movement, though in poverty-stricken regions the borders of persecution through ‘Fear and Need’, which is defined as a violation of human rights by the *Universal Declaration of Human Rights*, become grey areas (cf. Nuscheler 2004, p. 114). In order to statistically grasp the variance

of refugees, the terms “approved refugee”, “de facto refugee”, “asylum seeker” and “tolerated refugee” are differentiated (cf. Hoesch 2017). Approved are those refugees who have fulfilled the legal conditions of the Geneva Convention on Refugees in terms of the status of approval. De facto refugees are refugees in a wider sense, meaning persons who are not granted protection under the tight criteria of the GCR, but still receive subsidiary protection through Article 33 GCR (cf. Hoesch 2017, p. 24). Additionally, in Germany persons who do not possess resident status and are required to leave are tolerated on grounds of humanitarian law, enforcing a temporary administrative suspension of departure (cf. Hoesch 2017).

2.2. European Asylum Politics

Dealing with asylum and refugees in Germany is regulated, as a EU state member, by legislations, regulations, guidelines, decisions and resolutions of the European Union (cf. Bundesamt für Migration und Flüchtlinge 2018b). Asylum is a fundamental right granted under international law according to the Geneva Convention on Refugees from 1951 (cf. Europäische Kommission 2014, p. 3). In order to standardise dealings with refugees, the European Union created the on-going Common European Asylum System (CEAS). This offers regulations for asylum procedure guidelines, guidelines for admission conditions, approval guidelines, the Dublin Regulation and the EURODAC Regulation. These regulations are bound by law, whereas the guidelines are implemented on a national and federal level. Consequently the guidelines merely represent common standards in Europe, which are then more precisely determined by the federal state and German law. If the responsibility of the Federal Republic of Germany were ascertained, this would then fall back on the guidelines of the EU-based asylum law. However, the distribution of refugees among the Member States, as well as registration of asylum seekers takes place in the same way in all EU countries.

With the new Asylum Procedures Directive of 2013, a new coherent system is created that ensures more efficient and fair asylum decisions as well as the assessment of applications in all Member States according to common high quality standards (cf. Europäische Kommission 2014, p. 4). With help of this efficiency and fairness the directive aims to create common standards for the protection of asylum seekers with special support for unaccompanied minors and persons with special needs (cf. Europäische Kommission 2014).

The guideline for the conditions of admission sets collective minimum standards for asylum applicants and ensures that they have access to lodging, food, employment and health care (cf. Europäische Kommission 2016). First and foremost, the goal is to uphold human dignity in living conditions as well as protecting the civil rights of refugees (cf. Europäische Kommission 2014).

The verification policy underlines the rights of refugees. It specifies the reasons for providing international protection and will lead to more solid decisions. This ensures greater efficiency in asylum procedures and the prevention of fraud (cf. Europäische Kommission 2014, p. 6). The goal is to achieve objectivity where the equal treatment of all refugees is a given regardless of the Member State responsible.

The Dublin Regulation determines which of the Member States is responsible for the assessment of the asylum application. The rule states that this lies mainly with the state that played the most important role at the entry of the applicant into the EU (cf. Europäische Kommission 2014, p. 7). The Directive of the European Parliament and the Council of 26. June 2013 on common procedures for granting and withdrawing international protection to determine a member state responsible for the assessment of a request by third-country nationals or stateless persons, gives a detailed description of conditions of responsibility in Chapter 3, Articles 7 – 15. Member States will consider all available indications for the entry of members of family, relatives or persons of differing relations to the applicant in the territory of a Member State (cf. Europäische Union 2013b, p. 39). Persons who enter the European Union with a visa or possess a residency permit for other reasons can avoid examination through the issuing Member State (cf. Europäische Union 2013b). If on the basis of evidence or indicators an applicant of third-country origin is suspected of unlawfully crossing the land, sea or air perimeters of the Member State, the Member State in question is responsible for the examination and the application for international protection (cf. Europäische Union 2013b, p. 40). As well as determining responsibility, the Dublin Regulation also controls the transfer of persons to the appropriate state, exchange of information between countries along with the protection of asylum seekers (cf. Europäische Union 2013b; Europäische Kommission 2014).

Within the framework of the EURODAC Regulation, a European database for the storage and comparison of fingerprints of asylum applicants was created. Implementing the Dublin Regulation requires that the identities of persons applying for international protection, and those persons that have unlawfully crossed the external borders of the union are

ascertained (cf. Europäische Union 2013a, 1f.). When a person within the EU makes an asylum application, their fingerprints are transferred to the central EURODAC System (cf. Europäische Kommission 2014, p. 8). In addition to the fingerprints, the data record of a person includes the location of application, their sex, an identification number, a user password as well as details about the time of fingerprint-taking and its transfer to the central system (cf. Europäische Union 2013a). According to Article 10, the data record of a refugee includes the times of arrival in and departure from EU territory as well as those of the transfers between Member States (cf. Europäische Union 2013a). Article 16 of the EURODAC Regulation constructs the right of data retention. Every data record of a third-country national or stateless person will be stored for 18 months from the time of fingerprint registration in the central system. After the conclusion of this time the data is automatically erased (cf. Europäische Union 2013a, p. 16). Should it be the case that the refugee exits the territory before the end of the timeframe, receives a residency title or accepts state citizenship the data will be erased prematurely (cf. Europäische Union 2013a). Along with the registration of refugees, EURODAC is also used to fight terrorism and international crime.

2.3. The Asylum Procedure in Germany

Article 16a of the constitution of the Federal Republic of Germany defines asylum as a basic human right, which in turn deems it irrevocable. On the groundwork of previously described regulations and guidelines of the European Union, the German Federal Office for Migration and Refugees decides on asylum applications according to the asylum law. In general the procedure runs along a given scheme that is structured as follows: Arrival and registration in Germany, initial distribution to the federal states using the quote system EASY (Erstverteilung von Asylbegehrenden¹), lodging in the appropriate organisation, personal asylum application at the Federal Office, examination procedure of the Dublin Regulation, personal interview at the Federal Office, decision of the Federal Office, the possibility to appeal against the decision, and finally, the outcome of the asylum procedure (cf. Bundesamt für Migration und Flüchtlinge 2016).

It is mandatory for all asylum seekers entering Germany to immediately report to a governing office (cf. Bundesamt für Migration und Flüchtlinge 2016, p. 7). Firstly, the personal data of a refugee is recorded according to the EURODAC Regulation. The

¹ Initial Distribution of Asylum Seekers

identity of a foreign person seeking asylum is to be secured through official measures of record (cf. Deutscher Bundestag 1992, §16 Abs. 1). Following the registration, asylum seekers receive proof of arrival documenting this registration and authorising their temporary residence.

An immigrant seeking asylum at an immigration office or the local police is to be immediately re-located to report to the relevant or nearest reception facilities (cf. Deutscher Bundestag 1992, §19 Abs. 1). After registered arrival the distribution to the federal states takes place according to the quote system EASY (Erstverteilung von Asylbegehrenden). According to the “Königstein” formula that is used for distribution, asylum seekers are first allotted to the federal states in which they are assigned to a reception centre (cf. Bundesamt für Migration und Flüchtlinge 2016). Here the so-called *origin state responsibility* applies (cf. Bundesamt für Migration und Flüchtlinge 2016, p. 9). The particular reception centre with a free accommodation space, within the scope of the quote § 45 [“Königstein” Formula. *Author’s note.*], is responsible for the admittance of an immigrant. The branch offices associated to the centre will process the asylum application from the immigrant’s country of origin (cf. Deutscher Bundestag 1992, §46 Abs. 1).

The care and treatment of refugees is based on the foundation of the *Asylbewerberleistungsgesetz*² (cf. Bundesamt für Migration und Flüchtlinge 2016). Upon being accommodated in reception centres, beneficiaries receive services to cover needs in food, housing, heating, clothing, medical care and consumables of the household (those dearly needed) (cf. Deutscher Bundestag 1993, §3 Abs. 1). Asylum seeker services are also carried out in secondary accommodations (such as collective living quarters or private housing) (cf. Bundesamt für Migration und Flüchtlinge 2016, p. 10). The countries can regulate if immigrants are required to live in the respective facilities responsible for their admittance, for a maximum of 24 months up until the admittance or decline of an asylum application by the federal office or, should the application be deemed unlawful or unfounded, until their departure, deportation or forced transfer (cf. Deutscher Bundestag, §47 Abs. 1b).

Paragraph 23 of asylum law regulates personal asylum application at the federal office (cf. Deutscher Bundestag 1992). Only minor applicants below the age of 14 and applicants

² Asylum Seeker Service Law

prohibited by hospitalisation may file a written asylum application. After filing an asylum application the federal office will educate the immigrants in a language that they can be reasonably expected to understand. They receive information on the process of the asylum procedure, their rights and responsibilities within the procedure and especially concerning deadlines and the consequences of not making a deadline (cf. Deutscher Bundestag 1992, §24 Abs. 1). The application credits the lawful stay in the Federal Republic³. The temporary resident permit is spatially limited to the area (required residence) where the relevant reception centre is located (cf. Bundesamt für Migration und Flüchtlinge 2016, p. 12).

Using the previously illustrated Dublin Regulation, every asylum application is first assessed based on the responsibilities of the Federal Republic. Should it occur to a Member State that asylum procedures are still underway in another Member State or have not yet been concluded, it will seek a transfer attempt with the respective state (cf. Bundesamt für Migration und Flüchtlinge 2016, p. 13).

A personal interview or hearing with the federal office is the core of the asylum application assessment. The immigrant is required to relate the facts personally and give appropriate details that justify their fear of persecution or them being in danger of impending serious harm. These required details include those regarding housing, travel routes, residences in other countries and if an application, with the intent of recognition as a foreign refugee and reception of international protection, has been conducted or initiated in other countries or within the federal territory (cf. Deutscher Bundestag 1992, §25 Abs. 1).

The statements of asylum applicants are binding to the truth and are, if possible, to be backed up by evidence. A protocol documents the interview in German and will be translated into the language of origin prior to a signature of confirmation. The translated protocol is to be verified and revised by the asylum seeker (cf. Bundesamt für Migration und Flüchtlinge 2016).

The federal office reviews every asylum application according to asylum legislations and checks if one of the four forms of protection – right to asylum, refugee protection, subsidiary protection or prohibition of removal – is applicable. The asylum application is declined only if none of these forms of protection is possible (cf. Bundesamt für Migration und Flüchtlinge 2016, S. 16). If a refugee is identified to be seeking asylum from political

³ Shortened form of Federal Republic of Germany.

persecution, according to the Geneva Refugee Convention and the German Constitution, this applicant will receive the right to asylum. Receiving refugee protection becomes valid when a refugee finds themselves in a state of reasonable fear of persecution due to their race, religion, nationality, political opinion or belonging to a particular social group outside of the country (of origin), whose nationality they possess and cannot accept or choose to accept this protection out of fear (cf. Deutscher Bundestag 1992, §3 Abs. 1 & 2). Furthermore, a decision for subsidiary protection can be made. A foreigner has the right to subsidiary protection if they have brought forth valid reasons for admittance: that they are threatened by serious harm in their country of origin (cf. Deutscher Bundestag 1992, §4 Abs. 1). In some cases, if no form of protection is validated, a national prohibition of removal comes into effect. Paragraph 60 of the Residence Act states a foreigner may not be removed or deported as long as it is applicable to the Convention of 4. November 1950 for the Protection of Human Rights and Fundamental Freedoms (BGBl. 1952 II p. 685) that decrees a deportation to be impermissible (cf. Deutscher Bundestag 2004, §60 Abs. 5). A person seeking protection may not be returned to their country of origin, if a return to the respective country would violate the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR). Or in other cases, if a specific danger to body, life or freedom exists (cf. Bundesamt für Migration und Flüchtlinge 2016, p. 20). If a so-called 'principal' person receives the right to asylum, their family residing in Germany will also receive asylum upon application (cf. Bundesamt für Migration und Flüchtlinge 2016, p. 21).

In the case of a rejected asylum contract and a subsequent threat of deportation, there is the possibility to take legal action against the decision. An appeal must be made within two weeks after the delivery of the decision. The claimant must procure facts and evidence relevant to the statement within a month after the delivery of the decision (cf. Deutscher Bundestag 1992, §74 Abs. 1 & 2).

Right of residence or to remain, or even forced departure may follow the Federal Office's final decision – the conclusion of the asylum procedure (cf. Bundesamt für Migration und Flüchtlinge 2016, p. 23). Persons under one of the four forms of protection receive a different temporary residence permit independent of status (cf. Bundesamt für Migration und Flüchtlinge 2016). In the case of a rejected asylum application a departure time limit of 30 days comes into effect. In the case of unfounded or unlawful asylum applications this limit amounts to one week (cf. Bundesamt für Migration und Flüchtlinge 2016). The

respective countries' foreigner departments are responsible for enforcing the departure and can in special cases express tolerance (cf. Chapter 2.3.5). Applicants who do not voluntarily leave the country after a negative decision receive a lawful entry and residency ban, the so-called *Wiedereinreisesperre*⁴ (cf. Bundesamt für Migration und Flüchtlinge 2016, p. 24).

2.3.1. Welcoming Culture

Apart from legal procedural measures, asylum politics in Germany deals with societal processing of flight and refugees. In this sense, Germany presents itself as an immigration country with a so-called Welcoming Culture – “Willkommenskultur”. The positive presentation of diversity in the sense of a Welcoming Culture is very much a societal, cultural as well as an institutional task (cf. Kösemen 2017, p. 2). Initially a politically motivated term, Welcoming Culture encompasses regulations and measures of the state along with those countries and communes who aim to facilitate immigration and integration of migrants, for example, by providing language courses (cf. Bundesamt für Migration und Flüchtlinge 2011). In its academic definition, Welcoming Culture means a fundamental view of openness and acceptance for migrants on an individual, organisational and wholly societal level (cf. Kösemen 2017, p. 2). The term associates a positive attitude towards immigrants who are to be taken in by the “German culture”. Welcoming and recognising cultures both jointly influence an appreciation of cultural diversity in Germany and therefore have an immediate connection (cf. Bundesamt für Migration und Flüchtlinge 2011). It is not merely the goal to recognise professional qualifications but also other competences, for instance of linguistic or cultural nature.

For social cohesion in a modern immigration society, a purely functional access to the job market and the educational system is not sufficient – unprejudiced acceptance must also exist (cf. Kösemen 2017, p. 3). In conclusion, this means that along with the stately establishment of a Welcoming Culture the integration effort of a migrant group is also dependant on how it is perceived and treated by society (cf. Kösemen 2017, p. 3). A study of the Bertelmanns Foundation on the topic of Welcoming Culture, points to the fact that the perception of openness and acceptance towards immigrants has consistently risen in the past few years (cf. Emnid 2017). The Welcoming Culture within the population towards refugees is noted to be less distinct in comparison with that expressed towards immigrants who come to Germany from economical motives (cf. Emnid 2017, p. 6). This correlates

⁴ Re-entry Ban.

with the statement that a bare majority of persons consulted are of the opinion that Germany has reached its stress limit (cf. Emnid 2017, p. 6), whereas many do plead for a fairer distribution of refugees within the European Union.

A majority of the German population seems to have leaned towards tolerance and acceptance of diversity as a societal norm. Likewise, German asylum politics is dedicated to promoting a Welcoming Culture. In this sense, the Welcoming Culture follows the paradigm shift from integration to inclusion, that grants all people unrestricted participation in, and a share of, society. Still, this does require societal efforts, especially in developing the national self-image to include new elements that correspond with the diversity of the country's population and history (cf. Kösemen 2017, S. 7).

2.3.2. Statistics on Asylum in Germany

The Federal Office for Migration and Refugees has the duty, in addition to the tasks of carrying out asylum procedures and promoting integration in Germany, of processing and providing information. Data acquisition is done for the Central Register of Foreign Nationals (German: "Ausländerzentralregister (AZR)"). Statistical details that are procured from the data of the AZR, serve as the groundwork for migration politics goals and decisions. In this regard, the Federal Office is the data supplier and central service spot for federal and regional authorities as well as the European statistics agency EUROSTAT (cf. Bundesamt für Migration und Flüchtlinge 2018d). For the present paper asylum statistics disclose the situations that must also be taken into consideration within the institution of school.

The diagram showcasing the development of asylum application numbers since 1953 (Image shows data from 1979) already points to the presence of a changing societal

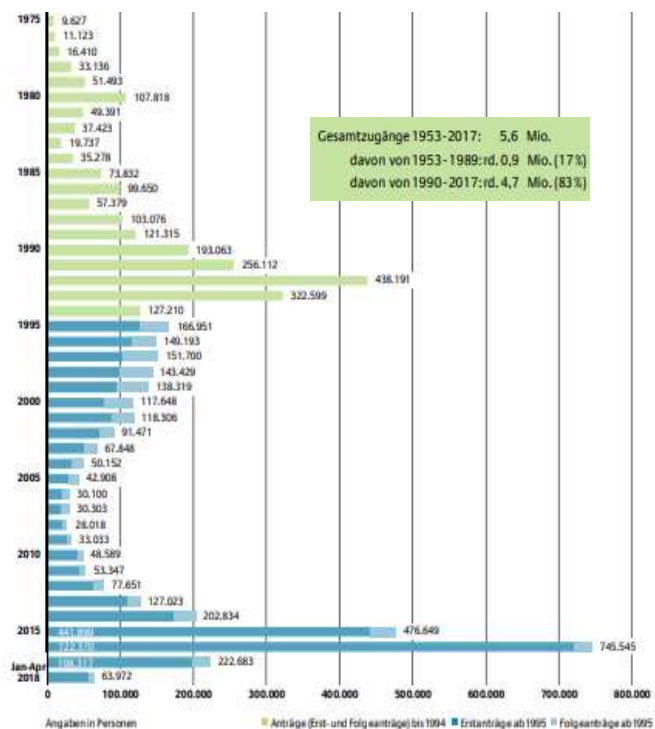


Image 1 – Development of yearly asylum applications since 1953 (Bundesamt für Migration und Flüchtlinge 2018a, p. 3) [shown from 1975]

structure. Information from the diagram below shows that 2016 recorded the highest reception of refugees in Germany to date. By far more than half a million people sought asylum in Germany in the year 2016 alone. From 2015 to 2017 about 1,4 million people filed an asylum application in Germany. This means that approximately a quarter of all asylum applications since 1953 have been filed within the last three years.

During the period of 2015 to 2017, about 1,6 million decisions regarding asylum applications were made in Germany. Of these decisions, about 33% amounted to a recognition as refugees. 16% received subsidiary protection during this time around 4% were given non-refoulement. Furthermore, about 31% of asylum applications were declined. In addition to these decisions, about 16% were formal decisions.

JAHR	ENTSCHEIDUNGEN über Asylanträge												
	insgesamt	SACHENTSCHEIDUNGEN								FORMELLE ENTSCHEIDUNGEN			
		davon Rechtsstellung als Flüchtling (§ 3 Abs. 1AsylG, Art. 16 a GG)* darunter Anerkennungen als Asylberechtigte (Art. 16 a GG und Familienasyl)				davon Gewährung von subsidiärem Schutz gem. § 4 Abs. 1 AsylG*		davon Feststellung eines Abschiebungsverbotes gem. § 60 Abs. 5 o. 7 AufenthG*				davon Ablehnungen (unbegründet abgekl./ offens. unbegr. abgekl.)	
2009	28.816	8.115	27,7%	452	1,5%	395	1,4%	1.216	4,2%	11.360	39,4%	7.730	26,8%
2010	48.187	7.704	15,8%	643	1,3%	548	1,1%	2.143	4,4%	27.255	56,6%	10.537	21,9%
2011	43.362	7.098	16,1%	652	1,5%	666	1,5%	1.911	4,4%	23.717	54,7%	9.970	23,0%
2012	61.826	8.764	14,0%	740	1,2%	6.974	11,3%	1.402	2,3%	30.700	49,7%	13.986	22,6%
2013	80.978	10.915	13,3%	919	1,1%	7.005	8,7%	2.208	2,7%	31.145	38,5%	29.705	36,7%
2014	128.911	33.310	25,8%	2.285	1,8%	5.174	4,0%	2.079	1,6%	43.018	33,4%	45.330	35,2%
2015	282.726	137.136	48,5%	2.029	0,7%	1.707	0,6%	2.072	0,7%	91.514	32,4%	50.297	17,8%
2016	695.733	256.136	36,8%	2.120	0,3%	153.700	22,1%	24.084	3,5%	173.846	25,0%	87.967	12,6%
2017	603.428	123.909	20,5%	4.359	0,7%	98.074	16,3%	39.659	6,6%	232.307	38,5%	109.479	18,1%
Jan-Apr 2018	93.381	14.720	15,8%	1.312	1,4%	10.639	11,4%	4.973	5,3%	34.219	36,6%	28.830	30,9%

* Rechtsgrundlage für Entscheidungen zu Flüchtlingsschutz, subsidiärem Schutz und Abschiebungsverboten, diebis zum 30.11.2013 getroffen wurden, war § 60 Abs. 1, § 60 Abs. 2, 3 oder 7 S. 2 bzw. § 60 Abs. 5 oder 7 S. 1 AufenthG. Entsprechende Entscheidungen, die ab dem 01.12.2013 getroffen werden, gründen auf § 3 Abs. 1 AsylG, § 4 Abs. 1 AsylG bzw. § 60 Abs. 5 oder 7 AufenthG.

* Rechtsgrundlage für Entscheidungen zu Flüchtlingsschutz, subsidiärem Schutz und Abschiebungsverbote, die bis zum 30.11.2013 getroffen wurden, war § 60 Abs. 1, § 60 Abs. 2, 3 oder 7 S. 2 bzw. § 60 Abs. 5 oder 7 S. 1 AufenthG. Entsprechende Entscheidungen, die ab dem 01.12.2013 getroffen werden, gründen auf § 3 Abs. 1 AsylG, § 4 Abs. 1 AsylG bzw. § 60 Abs. 5 oder 7 AufenthG.

Image 2 – Annual Decisions and Decision Quotes Since 2009 (Bundesamt für Migration und Flüchtlinge 2018a, p. 10)
[Highlights - J.H.]

2.3.3. Baden-Württemberg

The volume of the share of admitted asylum seekers for Baden-Württemberg is determined according to the “Königstein” formula. The figure based on population size and tax income is determined anew yearly by the Gemeinsamen Wirtschaftskonferenz⁵ in order to ensure a fair distribution of asylum seekers to federal states (cf. Gemeinsamer Wirtschaftskonferenz 2018). With the calculation of the distribution quotes of asylum seekers the respective data from the “Königstein” formula from the previous year is taken into account. Accordingly,

Bundesland	Asylanträge		Quote nach dem Königsteiner Schlüssel
	absoluter Wert	in Prozent	
Baden-Württemberg	21.371	10,77618 %	12,96662 %
Bayern	24.243	12,22437 %	15,53327 %
Berlin	9.369	4,72425 %	5,08324 %
Brandenburg	5.547	2,79704 %	3,03655 %
Bremen	2.495	1,25809 %	0,95331 %
Hamburg	4.664	2,35179 %	2,55752 %
Hessen	14.676	7,40027 %	7,39885 %
Mecklenburg-Vorpommern	3.954	1,99378 %	2,01240 %
Niedersachsen	18.861	9,51053 %	9,33138 %
Nordrhein-Westfalen	53.343	26,89785 %	21,14424 %
Rheinland-Pfalz	12.951	6,53045 %	4,83089 %
Saarland	3.099	1,56265 %	1,21111 %
Sachsen	7.389	3,72585 %	5,05577 %
Sachsen-Anhalt	5.118	2,58072 %	2,79941 %
Schleswig-Holstein	6.084	3,06782 %	3,39074 %
Thüringen	5.040	2,54139 %	2,69470 %
Unbekannt	113	0,05698 %	
Insgesamt	198.317	100,0 %	100,0 %

Image 3 – Distribution of Asylum Seekers to the Federal States in 2017 (Bundesamt für Migration und Flüchtlinge 2018c, p. 14) [Highlights - J.H.]

⁵ Common Economic Conference

Baden-Württemberg had to take in around 13% of first application refugees in the year 2017. However, differences lie between the quote and the actual admittance numbers. In this way, the distribution of refugees follows an administrative tradition that has developed under completely different overall conditions (cf. IW Köln 2016: 27). It is not oriented towards regional criteria for successful integration of immigrants (cf. Sachverständigenrat deutscher Stiftungen für Integration und Migration 2017). In reality, Baden-Württemberg only received around 10,78% of initial asylum applications. In comparison, North Rhine-Westphalia took in the most asylum seekers with almost 27% with a 21% quote and Bremen took in the least with about 1,26% instead of the mere 0,95% required.

After a sharp increase in 2015, the share of asylum seekers in Baden-Württemberg has been in decline already since the beginning of 2016. Where in 2015 almost 98.000 asylum seekers filed an application, only about 16.000 were registered in 2017.

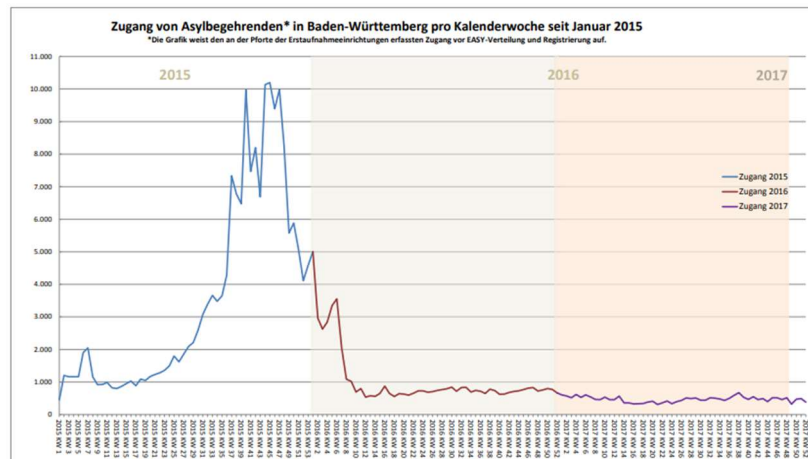


Image 4 – Entry of Asylum Seekers to Baden-Württemberg per Calendar Week Since January 2015 (Ministerium für Inneres, Digitalisierung und Migration Baden-Württemberg 2017)

Up until the allocation to a county or city district, voluntary departure or compulsory return, asylum seekers remain in the initial reception facility. Usually the initial reception facilities serve the purpose of filing the asylum application, providing temporary accommodation, care and treatment as well as a medical examination. The stay is to be limited to a few months based on the respective function. However, some stay much longer, up to several years.

2.3.4. “Landeserstaufnahmeeinrichtungen” (LEA)⁶

In the Federal Republic of Germany, the LEA or region-specific initial reception facilities of the respective states fulfil the organisational primary task of systematically recording the newly arrived asylum seekers. Even on a provincial level there are no consistent minimum requirements for the accommodation of asylum seekers. Some states have regulations and some do not. Even the existing regulations differ greatly, be it in their liability or their content. The living conditions of refugees are strongly dependent on the goodwill of the respective places responsible (cf. Cremer 2014, p. 6).

In addition to asylum law and asylum seeker service law, in Baden-Württemberg the refugee reception law takes effect. This regulates reception, accommodation and support of asylum seekers on a provincial level and distributes the asylum-specific tasks to the four regional councils. Accordingly, the regional councils are obliged to realise the implementation of the asylum seeker service law. The regional council of Karlsruhe ensures reception in the regional initial reception facility according to the asylum procedure law (cf. Baden-Württemberg 2013, §6 Abs.1). It functions as a control unit that mediates between the Federal Office for Migration and Refugees and the provincial government (cf. Regierungspräsidien Baden-Württemberg 2018a) The regional council of Karlsruhe also controls the accommodation of refugees in the initial reception facilities state-wide and arranges for the subsequent allocation to the counties within Baden-Württemberg, but also on a cross-national scale (cf. Regierungspräsidien Baden-Württemberg 2018a). As a result of the extraordinary influx of asylum seekers in recent years, a multiplicity of initial reception facilities exist, for example, the Heidelberg Patrick-Henry-Village, or the reception centre in the Graf-Stauffenberg-Barracks in Sigmaringen. On a long-term scale, four facilities should remain that will function as central contact centres (cf. Landeszentrale für politische Bildung Baden-Württemberg 2018). Normally, asylum seekers stay only a few weeks in the initial reception centres until they are allocated to the accommodation assigned for the rest of their stay. Divergently, foreigners from a safe origin country are required to stay at the reception centre until the Federal Office makes the decision regarding the asylum application. In all cases until departure, execution of deportation threat, refusal of the application or else deeming it to be apparently unfounded or unlawful (cf. Deutscher Bundestag 1992, §47 Abs. 1a). Persons

⁶ Region-specific initial reception facilities.

obliged to remain in their initial lodgings are not allowed to pursue an occupation during their stay.

2.3.4.1. LEA in Karlsruhe

Currently, there are four reception accommodation facilities run in Karlsruhe: two in the Felsstraße 2-4 (LEA 1), in the Durlacher Allee 100 (LEA 2) as well as the external facilities of the Christian Griesbach Haus and in the Seubertstraße 11, though this last facility is scheduled to close at the end of year 2018. The LEA 1 offers room for about 450 people and the LEA 2 for 1200 people. In the Christian Griesbach Haus, which has room for 180 people, persons with a higher need for support are placed in the ‘protection room’, especially pregnant women, women in childbed, new-born babies and women travelling alone with children. But also disabled persons, blind or chronically ill persons with their families reside here (cf. Deutsche Rote Kreuz Kreisverband Karlsruhe e.V. 2018).

2.3.5. Terminating Residency

In the case of asylum application rejection, the presentation of a formal decision, or in some special exceptions the residential law allows for a deportation, a written threat of removal is issued, specifying the obligation to depart from the federal territory. The foreigner is to be deported if the obligation to leave the country is executable. Or, in other cases, if the deadline of departure was not granted or has come to an end and the voluntary fulfilment of the obligation is not secured or surveillance of departure seems necessary for reasons of public safety and order (cf. Deutscher Bundestag 2004, §58). Voluntary departure is preferable to enforced return, which must be fulfilled within a legal time frame of seven to thirty days as a general rule (cf. Deutscher Bundestag 2004).

The state Baden-Württemberg follows an integrated return management, which is directed by the regional council of Karlsruhe. According to the contribution principles and return promotion, the state Baden-Württemberg grants financial contribution to projects within the state that serve the promotion of the voluntary return of refugees to their countries of origin (cf. Regierungspräsidien Baden-Württemberg 2018b). Funding is received by regional return projects in the city and county districts of Baden-Württemberg that function as return counselling centres who above all convey information on the situation in the origin country. Also, compile perspectives in safe third countries together with the refugees as well as support the organisation of departure (cf. Ministerium für Inneres,

Digitalisierung und Migration Baden-Württemberg). Additionally, countywide measures are strengthened that concentrate on quality and empiricism of voluntary departure (cf. Ministerium für Inneres, Digitalisierung und Migration Baden-Württemberg).

Yet, immigration authorities of the state possess the possibility to temporarily suspend a return and grant tolerance or fixed residency permits if there are return hindrances that could previously not be considered in the decision made by the Federal Office (cf. Bundesamt für Migration und Flüchtlinge 2016, S. 24). Suspended deportation can take place because of public international law, for humanitarian reasons or for the establishment of political interests within the Federal Republic (cf. Deutscher Bundestag 2004).

2.4. The Development of Refugees from South-Eastern European Countries

Migrations from Eastern to Western Europe, pushed by a prosperity gap and political developments, have a long enduring tradition (cf. Nuscheler 2004, p. 73). Industrialisation, modernisation of agriculture and increasing urbanisation have changed the economy and society of 19th century Europe fundamentally and simultaneously led to a wide-reaching shift of migration proportions (cf. Oltmer 2016a, p. 59). The South Eastern European region of the Balkan experienced this change later than the countries in Western Europe, partially due to the isolated geographical location and the rule of the Ottoman Empire. As a result of

Die zehn zugangsstärksten Staatsangehörigkeiten von
2014 bis 2017 (Erstanträge)

Staatsangehörigkeit	2014	2015	2016	2017
Afghanistan	4 9.115	4 31.382	2 127.012	3 16.423
Albanien	5 7.865	2 53.805	6 14.853	
Bosnien u. Herzegowina	7 5.705			
Eritrea	3 13.198	8 10.876	5 18.854	4 10.226
Irak	10 5.345	5 29.784	3 96.116	2 21.930
Iran, Islam. Republik			4 26.426	5 8.608
Kosovo	6 6.908	3 33.427		
Mazedonien	8 5.614	9 9.083		
Nigeria			9 12.709	7 7.811
Pakistan		10 8.199	8 14.484	
Russische Föderation			10 10.985	9 4.884
Serbien	2 17.172	6 16.700		
Somalia	9 5.528			8 6.836
Syrien, Arab. Republik	1 39.332	1 158.657	1 266.250	1 48.974
Türkei				6 8.027
Ungeklärt		7 11.721	7 14.659	10 4.067
Summe Top-Ten	115.782	363.634	602.348	137.786
Asylanträge insgesamt	173.072	441.899	722.370	198.317
Prozent-Anteil *	66,9%	82,3%	83,4%	69,5%

* Top-Ten-Staatsangehörigkeiten in Relation zu allen Asylanträgen
Die Rangziffer ist den absoluten Zahlen jeweils vorangestellt.

Image 5 – Ten Nationalities With Highest Entry Rates from 2014-2017 (Bundesamt für Migration und Flüchtlinge 2018e) [Highlights - J.H.]

(cf. Oltmer 2016a, p. 87). Since the middle of the 1990s, nationalities from some of the Western Balkan states have been dominant up until 2016. This includes nationalities from

the World Wars, further political crises and post-communistic system transformations in Eastern Europe, the 20th century predominantly witnessed an incline in East-West migration (in terms of seeking refuge) (cf. Oltmer 2016a; Nuscheler 2004).

In particular, the fall of Yugoslavia resulted in millions of flight-induced migrations in the 1990s, culminating in the wars in and around Slovenia in the summer of 1991, Croatia in the second half of the year 1991, as well as spring

and summer of 1995, Bosnia-Herzegovina from 1992 to 1995 as well as the Kosovo 1998/1999

Albania, Kosovo, Serbia and Macedonia (cf. Bundesamt für Migration und Flüchtlinge 2018c, p. 16).

In the time period following 2016 to the present, countries from the Arabian Peninsula, especially Syria and Iraq, as well as various countries in Africa have become the most represented nationalities in asylum applications. After even Albania in 2017 no longer belonged to group, statistics saw no more countries of the Balkan region represented among the main nationalities (cf. Bundesamt für Migration und Flüchtlinge 2018c, p. 16)

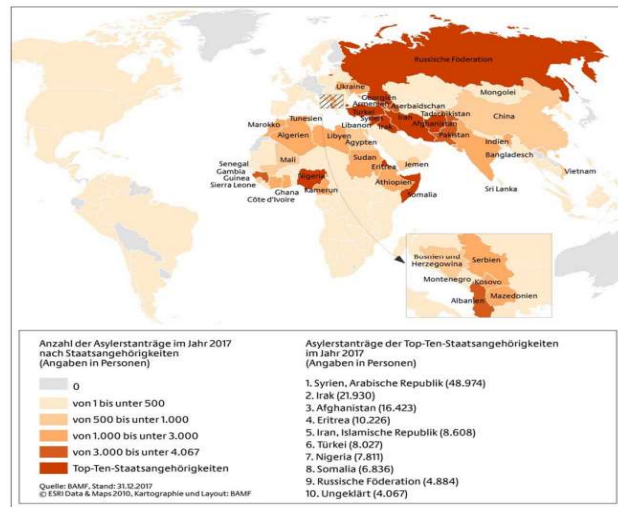


Image 6 – Asylum Applications in 2017 Based on Nationality (Bundesamt für Migration und Flüchtlinge 2018c, p. 10)

The image clarifies that despite a declining number of first asylum applications from persons of the Western Balkan region, a multiplicity of refugees do file an application in Germany. In 2017 the number of follow-up applications in relation to the total application number amounted to 10,9 %. Most follow-up applications were made by nationals from Serbia (2.583), followed by Albania (2.315), Macedonia (2.294), Afghanistan (1.859) as well as Iraq (1.675). In accordance, almost half (44,0 %) of all follow-up applications filed in 2017 fall on to these five nationalities (cf. Bundesamt für Migration und Flüchtlinge 2018c, p. 11). In Germany in 2017, more than eighteen thousand court decisions in lawsuits were made regarding asylum seeking citizens of the Western Balkan. Of these decisions, for about 1,8% of asylum applicants a residency permit was granted on the basis of on of the protection forms including the principle of non-refoulement. Around 98,2% of court decisions came to a rejection or formal decision.

Erstinstanzliche Gerichtsentscheidungen zu Asylverfahren (Erst- und Folgeverfahren) nach Staatsangehörigkeit im Jahr 2017

Staatsangehörigkeit	Gerichtsentscheidungen in Klageverfahren über Asylanträge (Erst- und Folgeanträge)						
	insgesamt	davon Anerkennungen als Asylberechtigte (Art. 16 a GG und Familienasyl)	davon Anerkennungen als Flüchtling gem. § 3 Abs. 1 AsylG	davon Gewährung von subsidiärem Schutz gem. § 4 Abs. 1 AsylG	davon Feststellung eines Abschiebungsverbotes gem. § 60 Abs. 5 o. 7 AufenthG	davon Ablehnungen (unbegründet/offensichtlich unbegründet)	davon formelle Entscheidungen
Syrien, Arab. Republik	40.172	23 0,1 %	18.571 46,2 %	141 0,4 %	335 0,8 %	11.688 29,1 %	9.414 23,4 %
Afghanistan	19.426	8 0,0 %	1.010 5,2 %	1.219 6,3 %	5.001 25,7 %	4.589 23,6 %	7.599 39,1 %
Irak	10.053	0 0,0 %	499 5,0 %	196 1,9 %	235 2,3 %	4.701 46,8 %	4.422 44,0 %
Russische Föderation	7.062	2 0,0 %	68 1,0 %	58 0,8 %	74 1,0 %	1.457 20,6 %	5.403 76,5 %
Pakistan	6.386	0 0,0 %	589 9,2 %	17 0,3 %	46 0,7 %	2.828 44,3 %	2.906 45,5 %
Albanien	5.882	0 0,0 %	1 0,0 %	28 0,5 %	81 1,4 %	2.289 38,9 %	3.483 59,2 %
Kosovo	4.545	0 0,0 %	3 0,1 %	7 0,2 %	115 2,5 %	1.902 41,8 %	2.518 55,4 %
Serbien	4.330	0 0,0 %	6 0,1 %	0 0,0 %	45 1,0 %	1.654 38,2 %	2.625 60,6 %
Mazedonien	3.607	0 0,0 %	4 0,1 %	1 0,0 %	34 0,9 %	1.348 37,4 %	2.220 61,5 %
Eritrea	3.161	0 0,0 %	250 7,9 %	25 0,8 %	19 0,6 %	514 16,3 %	2.353 74,4 %
Summe	104.624	33 0,0 %	21.001 20,1 %	1.692 1,6 %	5.985 5,7 %	32.970 31,5 %	42.943 41,0 %
sonstige	41.544	48 0,1 %	2.680 6,5 %	421 1,0 %	626 1,5 %	14.170 34,1 %	23.599 56,8 %
Insgesamt	146.168	81 0,1 %	23.681 16,2 %	2.113 1,4 %	6.611 4,5 %	47.140 32,3 %	66.542 45,5 %

➤ Aufschlüsselung nach den zehn bei Verwaltungsgerichten entscheidungsstärksten Staatsangehörigkeiten

Image 7 – First-instance Court Decisions Concerning Asylum Procedures (Bundesamt für Migration und Flüchtlinge 2018c, p. 46) [Highlights - J.H.]

A possible reason for this on-going migration to seek refuge, even twenty years after the civil wars, can be explained through a brief analysis of the individual countries. The number of persons employed and unemployed will schematically illustrate the situation in these countries at this point. In 2015, the average employment rate of the countries shown in the image, excluding Turkey, came to about 49% of the population's workforce between the ages of 20 and 64. Therefore, the rate lies at a more than 20 per cent lower average than countries within the European Union. This is especially apparent with Kosovo, which has an employment quote of only 29,1%. In much the same way, the average unemployment rate of countries in the West-Balkan region show negative discrepancies (about 23,2%) compared to the average of EU Member States, which in 2015, stood at 9,4. Thereby Kosovo holds the highest quote with 32,9%.

	Employment rate, aged 20–64 (% of population)				Unemployment rate (% of the labour force)					
	Total		Male	Female	Total		Male	Female	Youth, aged 15–24	Long- term, > 12 months
	2010	2015	2015		2010	2015	2015			
EU-28	68.6	70.1	75.9	64.3	9.6	9.4	9.3	9.5	20.4	4.5
Montenegro	:	56.7	61.9	51.5	19.7	17.5	17.7	17.3	37.6	13.6
The former Yugoslav Republic of Macedonia ⁽¹⁾	48.1	51.9	61.5	42.1	32.0	26.1	26.7	25.1	47.3	21.3
Albania	60.3	59.3	68.1	50.7	14.0	17.1	17.1	17.1	39.8	11.3
Serbia ⁽²⁾	51.4	56.0	63.7	48.3	19.2	17.6	16.8	18.7	43.2	11.3
Turkey ⁽³⁾	50.0	53.9	75.3	32.6	10.8	10.3	9.3	12.6	18.4	2.2
Bosnia and Herzegovina	42.8	43.2	53.9	32.4	27.3	27.9	25.9	30.9	62.3	22.8
Kosovo	:	29.1	44.9	13.2	:	32.9	31.8	36.6	57.7	23.8

⁽¹⁾ Long-term unemployment rate: 2013. ⁽²⁾ Total unemployment rate: break in series. ⁽³⁾ Unemployment rate: based on 4 weeks criterion and using only active jobs search methods.

Image 8 – Job Market, Distribution of Income and Education (Eurostat 2017, p. 3)

Kosovo was only recognised as a sovereign state five years after Serbia's declaration of independence. Thanks to mediations from the EU, the parties reached a consensus in April of 2013 – a milestone in previous relations (cf. Europäische Union 2018a). This shows, only in an exemplary way, that the relations of Western Balkan states, despite upward development, are still burdened and require further defusing and normalisation. Former Yugoslavian Republics of Serbia, Montenegro, Macedonia, Bosnia and Herzegovina, as well as Kosovo and the Republic of Albania are to date not Member States of the European Union. The political stabilising effect, financial and economic support, decrease of crime and the associated inner security are few advantages of this membership, which in turn, these states are not entitled to.

From this situation, still seen as desperate, many inhabitants of the Western Balkan decide to make for the European Union, including Germany, in order to seek asylum. In contrast, Germany perceives Albania, Bosnia and Herzegovina, Kosovo, Macedonia, Montenegro and Serbia to be safe home countries (cf. Deutscher Bundestag 1992, Anlage II). The law defines safe home countries as states in which there is no apparent reason for fear of persecution due to the established democratic system and general political situation. Additionally, that the respective state fundamentally can grant protection from non-governmental persecution (cf. Bundesamt für Migration und Flüchtlinge 2016). The asylum contract of a refugee from a state as referred to in Article 16a Section 3 Line 1 of the Constitution (safe home country) is to be categorically declined unless the applicant's presented account of events or evidence prove the assumption that they are threatened by persecution or serious harm in their home country diverging from that country's general state (cf. Deutscher Bundestag 1992, §29a Abs. 1).

The summit that took place on 17. May 2018 between EU and Western Balkan shows a positive development, in which a possible EU membership of these countries was discussed. The results were documented in the Sofia Declaration. Among other things, the partners of Western Balkan voted in favour of the acceptance of European values and principles, development of cross-country relations and cooperation, enhance fight against corruption and organised crime, collaboration in terms of illegal migration as well as a heightened consideration of the law, responsible state leadership and human rights (cf. Europäische Union 2018b). The EU is determined to strengthen and intensify their commitment on all levels in order to promote political, economic and societal transformation processes in the region. Inter alia: more support on the basis of feasible

advancements of partners in Western Balkan in the areas of state law as well as socio-economic reforms (cf. Europäische Union 2018b, S. 1).

3. School Concept “Felsschule”

Specialists and carriers, in the context of increasing immigration of people from war zones and conflict areas – especially children and families – (cf. Berthold 2014), are prompted to provide adequate supervision arrangements and redeem, in an appropriate manner, the legally anchored claim to developmental support as well as the parents’ right to support in recognising their responsibilities in education and development (cf. Faas 2017, p. 111).

Baden-Württemberg attempts to satisfy these requirements with the establishment of the Felsschule. The school presents the framework for the present paper and at the same time serves as the location for the trial of the developed concept. For this reason, first the initial state of the school development as well as the legal requirements will be elaborated. The conditional analysis of the pupils serves as groundwork for the concept’s development and in accordance with this the lesson unit to be planned. After all the difficulty of lessons with language barriers and future challenges of the hybrid classroom should be highlighted.

3.1. Initial Situation

Due to the Regional Council of Karlsruhe’s regulative obligations, especially in running the initial reception facilities in Karlsruhe, the city is relieved of the duty of continuously receiving asylum seekers. Generally speaking this means that refugees are granted only a short stay in Karlsruhe before they are transferred to city and provincial districts for the duration of the asylum process. Therefore, mandatory attendance of schools for children and adolescents, as a rule, only takes effect in the temporary accommodation in collective living quarters or an apartment. In such cases the local schools that have preparatory classes take them in. In contrast, this regulation does not take into account asylum-seeking children from safe origin countries. They are bound by regulation to live in the initial reception centres until the conclusion of the asylum process. This becomes problematic through the special regulation of the city of Karlsruhe, as these children and adolescents have no access to education during their stay in Karlsruhe.

Through collective efforts of the Ministry for Culture, Youth and Sport, the Regional Council of Karlsruhe, the state school board of Karlsruhe, the city administration of

Karlsruhe as well as a local school a pilot project was implemented for an educational programme for refugees. Since March 2017 the Felsschule in Karlsruhe has existed in cooperation with these different institutions in Baden-Württemberg. The Felsschule pursues the task of educating children and adolescents of asylum seekers that are accommodated within the initial reception facilities of Karlsruhe.

In the uniqueness of this school's erection and development there are difficulties and obstacles that are reworked through regular evaluations of the circumstances. The children and adolescents in the initial reception facilities should receive an offer of schooling that picks up the respective learning processes interrupted by the relocation and individually develops them further (cf. Grust 2017, p. 1). Individual performance capabilities and the individually adapted support is the focal point in this matter.

3.2. Mandatory Schooling and the Right to Education

In the agreement on the rights of children, which was passed in 1989 by the United Nations, the right to education and attendance of schools is noted down in Article 28. Equally, this right is set in the Universal Declaration of Human Rights (1948). As a contracting state the Federal Republic of Germany is under obligation to recognise this right and see that the realisation is anchored in the respective school laws of its federal states. Attendance of school in Baden-Württemberg is subject to the school constitution, in which the mandatory attendance is regulated as follows:

Mandatory attendance of schools is in effect for all children and adolescents who have a residence or regular domicile or their training facility or work place in Baden-Württemberg. Also subject to mandatory school attendance in the sense of sentence 1 are those who are permitted residence or tolerated in Baden-Württemberg due to an asylum application, not depending on if they fulfil the requirements themselves or if this only applies to one parent; mandatory schooling begins six months after the move from abroad and remains in effect until the fulfilment of departure (cf. Baden-Württemberg 2015, §72 Abs. 1).

In addition to the right to education the UN Convention on Children's Rights requires adequate protection and humanitarian aid for refugee children for recognition of these rights (cf. United Nations, Art. 22, Abs. 1). Based on Article 1 and 2 of the same agreement, which validates the rights of each child within an area of the respective contract state, it means that for asylum-seeking children and adolescents that they must be granted an equal right to education and the attendance of schools (cf. United Nations).

In Baden-Württemberg the mandatory schooling law takes effect after six months of residence, however the children and adolescents of the facilities in Karlsruhe only receive a place in a school after the distribution of the communes. As was already explained in the previous chapter, families from safe origin countries usually stay in the reception facilities during the asylum process. The result is a temporally delayed – and in some cases, a complete absence of – school participation. The pilot project Felsschule should allow access to education so that all children and adolescents affected can exert the right to go to school.

3.3. School Organisation

The Felsschule exists as an outpost of a regular school in Karlsruhe that supplies both teachers and the learning and teaching materials. After an initial trial phase, in which the educational offer was limited to children and adolescents from the initial reception facility in the Felsstraße, the offer grew to include the reception facilities of the Durlacher Allee as well as the Griesbach-Haus. Pupils from the Griesbach-Haus as well as the Durlacher Allee are taken to school by bus.

The schoolrooms are located within the former building of the “Oberfinanzdirektion” and are likewise used by the public agencies of the Regional Council of Karlsruhe. Because of the new installation of the school, the rooms are evaluated in regular intervals in order to provide new equipment if needed. After a first evaluation of the school programme in July 2017 a restructuring of the given circumstances was deemed necessary. Responsibilities had to be clarified to delegate tasks such as cleaning and caretaker work. Furthermore the furnishing of the rooms had to be debated. Questions regarding classroom size and distribution, the option for differentiation rooms as well as fitting all rooms with furniture required concrete contemplation and implementation (cf. Grust 2017). Clarifying these questions is part of a continuing process that is developed further in regular intervals after needed assessment.

The school day is limited by the times for breakfast and lunch in the facilities, as no catering is offered outside of these times. That is why lessons begin at 9 o'clock and end at 12:30. From 8:30 the children and adolescents are received in the school's common rooms. The start time is seen as an open beginning, serving as an arrival period for pupils from different facilities, in which they can interact with each other and the teachers. This space of arrival marks the scholastic structures and rules for the pupils and at the same time gives

them a safe and appreciative environment that allows coming together with their peers. Daily school life is structured into two lesson blocks separated by breakfast with a subsequent exercise break. The programme is adapted to the daily state of the individuals, which means that there is no concrete timetable.

The high fluctuation of the learner body is owed to the continuing arrival of new families as well as the withdrawal of applied pupils. For one the families could have official fixed dates, they could already be departed, their children could be sick they just have not yet grown accustomed to regular attendance (cf. Grust 2017, p. 2). Difficulties lie partially in the conditions of the facilities themselves, as well as the educational cultures of the refugee families. Mainly the children and adolescents themselves are responsible for their school attendance.

Work outside and inside of the school is supported through cooperation with charitable organisations and clubs. These address the social and procedural consultation in the initial reception facilities and take on the task of communicating information. Furthermore, the clubs work closely with the families and explain the school programme to them as well as the legal obligations of mandatory school attendance in Germany. In addition, they are responsible for the mediation between teachers, parents, the accommodation as well as the Regional Council. The employees organise the school catering as well as the coordination of volunteers for break-time supervision. On field trips they will provide supervisors if needed who support the teachers. Adding to that they arrange for more institutions and cooperation partners in the areas of sport, creative work and development of social competences.

3.4. Conditional Analysis of the Student Body

An anthropological and social analysis of the pupils as well as the school composition is an essential condition for a student-sensitive lesson. This means respectively, that a precise description of the environment of the learners is essential for professional lesson planning (cf. Esslinger-Hinz et al. 2007). Especially the knowledge of the prerequisites of a learning community gives insight on the diversity of the learners. With this knowledge as a basis an appropriate interaction with the pupils can be created as well as coming to conclusions on possibilities for differentiation. The *Felsschule*'s special circumstances require a careful analysis due to the complexity of the environmental factors influencing the pupils. As the

concept of this paper is based on collaboration with a primary school class from the Felsschule, this shall provide the main focus.

Average figures from the school year 2016/2017 show that a majority of pupils come from the safe origin countries of the Western Balkan (cf. Grust 2017). For the most part the pupils come from South-Eastern-European countries like Macedonia, Albania, Serbia, Kosovo, Bosnia and Herzegovina and a few from Iraq, Sri Lanka and Nigeria (cf. Grust 2017, p. 1). A high percentage of the children and adolescents therefore have a slim perspective of residence in Germany. The children of the primary level in June 2018 stem mostly from Serbia and Albania. Some individual children come from Macedonia, Kosovo and Iraq.

Furthermore the structure of the pupils is steadily influenced by high fluctuation. So it can be the case that in one week the number of pupils lies in the single-digits and then the next week the number of average attending pupils has almost quadrupled (cf. Grust 2017). A statistical coverage for the continuing school year 2017/2018 is not yet publically available, however a preliminary statement can be made. The student numbers have stabilised to some degree, so that the average of pupils who attend school daily is consistently high. Still day-to-day school life is impacted by fluctuation, as there is no congruence of pupil attendance and the number of registered pupils, which currently equates to around a quarter of registrations. Currently about a quarter of all registrations are in the primary sector though a little under half of these children attend school regularly. In addition there is the problem that average student numbers do not always equate to the same group of children and adolescents. This means that every day different children and adolescents are present at the school. This way it can happen that pupils are only present in school for about one or two days a week, or they are often present during a week but completely absent in the next. The reasons for this fluctuation are diverse. One fundamental fluctuation of student numbers is owed to the outward departure. Oftentimes communication with the school on the departure of families does not take place. The result is an abrupt absence of multiple pupils. Another reason can be found in official dates. Children and adolescents are not required to be present during asylum procedures and can be represented by their parents or a guardian, though they may be called to aid since in many cases they possess better German skills than their parents. In other cases older siblings often gain supervision over the young ones when the parents have important dates. Also, pupils' absence can also be owed to natural circumstances such as illness. The

sporadic absence can also be linked to the families' individual educational cultures, in which getting accustomed to regular attendance has not yet proved successful (cf. Grust 2017, p. 2). Because of this high fluctuation a chronologically structured, stringent lesson is only possible with strong difficulties. For this reason, the children and adolescents receive individual learning packages that they can work on in their own time.

The composition of the student body is constituted from different educational experiences and prerequisites. In general a distribution into two groups is apparent, one part already attended school in the origin country and the others do not possess any prior school experience at all. Furthermore, the age gap within the singular classes must be taken into account, which is connected to major differences in the contextual learning requirements as well as the general learning and working attitudes (cf. Röhner 2017, p. 6). Pupils in the primary sector of the *Felsschule* partially have reading, writing and calculating competences, whereas other fundamental competences of early child development are not present. The result is an extremely heterogeneous learner group that requires a highly individualised learning environment.

In this sense pupils need to be regarded in terms of their capability to attend school. Kindergarten and primary school age is a time in which many fundamental emotional, personal and social competences are acquired and are developed meaningfully (cf. Frank, Angela & Martschinke, Sabine 2012, p. 137). Especially younger children of the *Felsschule* in part require an additional support, for example through a speech or occupational therapist, in order to meet the school requirements. In general the capability to attend school is defined through genetic predisposition and a psychological level of maturity, but especially through pre-school learning programmes as well as the different individual learning histories (cf. Knörzer et al. 2007). Development is seen as interplay of the child's activities and what the environment has to offer (cf. Knörzer et al. 2007, p. 127). Due to the experience of flight many children received only limited and some absolutely no early childhood support in the pedagogical field. How far the environment of the children in terms of family gains stability cannot be said. Though it is assumed that due to the higher stress situation, especially in connection with seeking refuge and an uncertain future, some parents cannot fully care for their children and beyond that cannot grant them appropriate access to education.

The ability to concentrate is a challenge for almost all pupils. During the first half morning pupils are able to concentrate harder and engage themselves with the content of learning.

With the children of the Felsschule the developmental process, in which children and adolescents learn to control their attention, is not equal to the level of other peers because of the absence of opportunities of playful learning and childhood appropriation of the world. Among other things, a balanced diet is important for concentration. Oftentimes pupils will miss breakfast in their accommodations, so they arrive at school with a low amount of energy. Rituals are especially incorporated into daily lessons in order to support the children and adolescents in focussing on their tasks. Consequentially, it is highly significant to create an understanding atmosphere as well as incorporate stress-relieving structures (cf. Keller, Bettina & Rettenbach, Regina 2017).

Other school competences such as dealing with rules and consequences also need to be regarded. In terms of rules it is vital to create clear structures for all. For the children and adolescents a daily structure in combination with regular challenges is immensely important in order to experience each day as purposeful (cf. Grust 2017, p. 4). Still, getting used to an orderly structure with rules of behaviour proves to be difficult. When faced with conflict, pupils often react with aggressive behaviour and verbal outbreaks and, for example, the pupils defile school furniture by painting or writing on them. Measures of settling disputes or prevention of disturbances are for the most part neither accepted nor applied by pupils.

To combat this problem a small step approach is necessary that presents the children and adolescents clear conditions in a structured way. It is especially important to collectively find ways for an early exit from problem situations (cf. Keller, Bettina & Rettenbach, Regina 2017, p. 23). As attending the Felsschule is voluntary due to absent structures for punishments, the pupils have keenly defined intrinsic motivation. This is made clear through repeating statements such as *“No play, want school”*. In accordance the pupils often wish for more cognitive subjects instead of creative ones, for instance German or maths, as they are more accepting of these as part of school learning. This information points to the fact that there are differences prevalent in the pupils’ educational and scholastic cultures and their teachers. Because of this, teachers must develop some finesse in dealing with the pupils to not assess their behaviour individually but rather to accept and tolerate the values and norms of their original culture. Still, the pupils’ high willingness to learn and thirst for knowledge can be viewed as a chance, which should be incorporated into daily lesson practise (cf. Röhner 2017). This base motivation that the pupils show can

be built upon through appropriate learning programmes that allow for a close orientation with the learner.

The most important aspects of the student body that are to be considered are the special living circumstances as well as possible traumas that the pupils have sustained. There is no detailed information available on the pupils' former living situations. Some children have reported that they did not have their own home in their origin country, only to have switched residences often within the family. These children and adolescents often do not possess any previous school experience. On the other hand some children and adolescents report on safe conditions in their origin countries, with their own home, parents having work, older siblings and an access to education. Nonetheless the departure from a home country can in many cases be a burden. Children and adolescents must give up friendships and part from relatives or other possible meaningful contacts. Furthermore, the cause for flight, the parents' motives, can be hard to grasp for children and adolescents. Also, very different experiences come are added to it on the way to Germany (cf. Grust 2017, p. 4). The actual experience of fleeing the country, the route and the duration of the trip are details not often known to the pupils. The consequences of traumatic experiences in this context can be fear disorders or dissociations, but also characteristics of psychological stress can surface.

After, in most cases, a very long journey the children and adolescents are forced to stay with their families in the initial reception facilities in Karlsruhe because of their status. In the reception facilities a family shares the rooms, so there are few possibilities for a place of retreat. What is also not child-appropriate is the way the rooms are furnished, as only very few private objects, such as toys, are allowed. Since only collective showers are available, which the family could regard as uncomfortable, the children and adolescents' hygiene is often neglected. In connection with the return journey, the pupils also experience a severance of friendships. Social bonds are an essential aspect of childhood development. Especially the interaction with peers is important to develop cognitive abilities, like conflict solving strategies, or self-esteem (cf. Merkens 2000; Wagner 1994). The loss of persons of attachment who are peers on an almost regular basis, especially in a foreign country, can harm an already burdened child even more because important protective factors of resilience or psychological robustness are cancelled (cf. Rutter 1990; Petermann und Scheithauer, Herbert & Niebank, Kay 2004).

It is difficult to make concrete statements on the exact experiences and their possible effects. Only a comparison with current field research can allow an estimate of possible flight experiences or rather give a starting point for handling such circumstances. Especially in the case of children, on-going stress from neglect, abuse and not available or frequently changing persons of trust can result in and serious traumatisation (cf. Keller, Bettina & Rettenbach, Regina 2017, p. 19). When interacting with children and adolescents who are psychologically burdened it is especially important to put an emphasis on creating the learning atmosphere so that they can perceive this as a safe space. Additionally, the causes of different behaviours should not be devalued, as acknowledgment can be a relief. At the same time, distance should be kept from a trauma-fixated view of the newly immigrated children: Not all children are burdened with experiences of trauma and are first and foremost just children who, like all children, want their wishes and needs in school to be acknowledged and appreciated (cf. Röhner 2017, p. 8). The teachers carry neither the task of diagnosis nor dealing with and overcoming trauma. Conclusions in terms of psychological burdens can only be made with caution, it is more important to have sensitive interactions in a secure atmosphere as well as lots of understanding and patience.

3.5. Lesson Implementation

To promote the pupils' in the best possible way, three classes are instituted and set up primarily according to age structures; one primary class for children between the ages of six and nine, two secondary classes for pupils from ten to thirteen and fourteen to seventeen. In special cases pupils at transitioning ages can be distributed to a different class according to their competences, for example a strong primary school child can partake in lessons for the lower secondary level.

Lessons encompass the subjects German, Maths, English, General (Local) Science and Art as well as different kinds of projects, for example, a circus project running over numerous weeks. Because of the special circumstances a stronger emphasis is laid on social learning and playtime. In addition to the lesson activities extra-curricular learning environments are also sought out.

Age-appropriate rituals receive special emphasis. They create a sense of security through repeated continuity and serve the purpose of enhancing focus (cf. Grust 2017, p. 3). In the primary school class rituals are implemented at the beginning and end of each lesson. The

start of every school day is marked by a standing circle, in which everyone welcomes the person standing next to them with the words “Nice to see you here [name]”.

It is vital to apply and promote a high percentage of individualisation in lesson implementation. Individualisation of teaching takes place in form of individual work plans in German and Maths, that contain adaptive learning tasks according to performance levels, levels of difficulty and grade of autonomous learning (cf. Röhner 2017, p. 7). Teachers accompany the pupils on their individual learning path so that on their return to their home country they will be able to connect better to the respective educational institutions (cf. Grust 2017, p. 3). In light of the special circumstances, in which the children and adolescents live, forming relationships and appreciating all individuals gains significance. Schools that emphasise cultural diversity consciously focus on cultural and social diversity and treat this as an asset (cf. Ermel 2017, p. 158). The cultural diversity is utilised as an opportunity in the Fesschule, one that enables teachers to approach the pupils. Through acceptance and tolerance of the cultures coming together as well as the students and staff, a fundamental contribution is made to the strengthening of integration feelings, intensifying inter-culturality and the unfolding of European values and norms. Crucial aspects are forgoing the need to have the same learning goals for all pupils, highly differentiated lessons, customised rooms with an extensive range of materials, small classes as well as teachers with appropriate competences (cf. Knörzer et al. 2007, p. 128).

3.6. Teaching with Language Barriers

One key competence for a successful school career is being in command of linguistic resources (cf. Adam und Inal 2013, p. 45). Language is used to relay what is learned but also to voice feelings and opinions. This means that language is located at the intersection of developing individual fields of action through learning processes and curricular knowledge (cf. Thoma, Nadja & Knappik, Magdalena 2015, p. 153). Often newly arrived children will battle with language problems that conceal their actual cognitive level of development, so that they are either overexerted or under challenged (cf. Adam und Inal 2013, p. 44). Additionally, Maas writes that it is not the written language but the formal language dictated by the school that creates a barrier for children who orally only have access to colloquial registers (cf. Maas 2008, p. 6). This problem area shows the significance of incorporating the pupils’ first languages. Both phonetic as well as orthographic differences between the origin language and the German language can lead to misunderstandings or difficulties. These do not need to point to cognitive limitations but

can instead be caused by a lack of language competences or ability to articulate. In conclusion, the language of instruction used must be simplified but still clear and correct as per the role model function of the teacher. This ensures that the pupils will slowly shift from a colloquial language to the more formal school language.

Apart from linguistic competence the social aspect of language must also be taken into consideration. Social learning succeeds through language therefore understanding is a fundamental prerequisite so that situations of openness, trust and acknowledgement can be created (cf. Grust 2017, p. 1). Culture-sensitive communication needs to be achieved to dismantle understanding barriers between teachers and children. Difficulties in linguistic communication, possibly different role expectations, value and norm discrepancies, illiteracy, mistrust towards authorities or lack of cooperation with other consulting or supporting systems must also be taken into account (cf. Ermel 2017, p. 162). To treat these aspects it is necessary to integrate non- and para-verbal communication into daily school life next to verbal language use. Psychological research has shown that interpersonal relationships are clearly influenced through non-verbal expressive behaviour and that for a successful inter-cultural understanding not only language but also language performance (for e.g. manner of speaking, flow of speech, control of conversation) as well as knowledge of non-verbal expressiveness (for e.g. manner of eye contact, facial expression, body language or touch) are very meaningful (cf. Ermel 2017, p. 163).

The idea of language diversity as a barrier for understanding projects its counterpart: the language community in which understanding is possible (without problems) (cf. Maas 2008, p. 33). This statement clarifies the significance of keeping an open mind towards language diversity in the classroom and an emphasis on the variety opportunities that are waiting to be used. It is about inter- and transcultural competences, tolerance and acceptance of diversity and foreignness in the sense of European values.

II. Conceptualisation

4. CultureShake

The Erasmus+ project *CultureShake* applies didactics and methods of Content and Language Integrated Learning (CLIL) beyond international borders and presents active suggestions that should enable transferable application for other teachers and contexts. The project serves to accomplish the goal of the Parisian Declaration. Within the framework of

the Erasmus+ programme, resources belonging to the four areas stated in the Declaration, including collective analyses, reciprocal learning (Peer Learning), collaborations, transferring reliable processes and concrete measures, are made available (cf. Europäische Union 2015). The areas are comprised of education of democratic individuals, critical thinking and promotion of media competence, education of disadvantaged children and adolescents as well as strengthening an intercultural dialogue (cf. Europäische Union 2015).

Deriving the conceptualisation of language biographies is founded on the goals and results of the project. For this reason there will first be a presentation of the project. Next, the relations of *CultureShake* and the present paper shall be explained in order to subsequently delve into the meaning of multilingualism, specifically multilingualism in living environments.

4.1. Presenting the Project

The Erasmus+ project *CultureShake - An Intercultural and Multilingual Learning Project*, which is supported by the European Commission, aims to connect theories from multilingualism didactics with possible practical applications. The project partners consist of various institution types that hail from four European countries. In the area of tertiary education the University of Education Karlsruhe functions in the task of project coordination. Project head Dr. Annette Deschner controls project management and, in regards to content, works in the area of cultural and multilingualism didactics (cf. Deschner 2018). Dr. Mojca Kompara, at the University of Primorska in Slovenia, works in the main research field of lexicography, which she implements to authorise the creation of dictionaries – in this case: the Shakespeare dictionary of terms. The Friedrich-Wöhler Gymnasium in Singen and The English School of Gothenburg (ESG) in Sweden provide the involved pupils. These learner groups each consist of twelve pupils per school. The Friedrich-Wöhler Gymnasium in Singen has the responsibility for the workshop in Singen as well as the teacher-training module. The ESG coordinates the workshop in Gothenburg and the creation of intellectual outputs. An additional project partner can be found in the cultural institution of The Shakespeare Birthplace Trust in the United Kingdom. Project head Lisa Peter in Stratford is an expert for Shakespeare in foreign language teaching and primarily responsible for the method handbook ‘Shakespeare in the 21st Century Classroom’ as well as the workshop in Stratford (cf. Deschner 2018).

The EU programme Erasmus+, for general and professional education, youth and sports (Regulation), which for the time period of 2014 to 2020 is enacted through the European Parliament, provides the foundation for the *CultureShake* project. General and professional education, youth work and sports play a key role in transmitting common European principles, promoting social integration, increasing intercultural understanding and strengthening a sense of belonging to the community as well as prevention of an inclination to violence and radicalisation (cf. Europäische Kommission 2018). The creation of a publically accessible online resource according to the *Intellectual Outputs* for the purpose of transcultural communication in multilingual educatory arrangements constitutes the goals of *CultureShake*. Classified as a so-called *strategic partnership*, the lesser objectives are based on firm guidelines of the EU programme and structured as follows: Opening intercultural approaches for transcultural learning, promotion of multilingualism, development of digital competences, broadening the teacher profile through teacher-training modules, development of a European dimension in education especially with a focus on multilingualism, support of teacher and learner mobility, application of the project participants' transcultural competences and sustainable cooperation between the project partners' countries as well as the educatory institutions. Special attention is to be given to social inclusion, integration of refugees and the development of digital competences through involvement of multilingualism (cf. Europäische Kommission 2018). Herein, the focus lies in the inclusion of language, as well as digital teaching and learning for the prevention of school failure and further proceeding to successful participation and involvement in society.

4.1.1. Project Products

The products created in the framework of the project will be available online for free download. The five products make up a method compendium for teachers, a CUSHA Online Dictionary, the creation of Peer Teaching Materials, a handbook for multilingual exchanges as well as a teacher-training module. The respective experts are involved with each product in differing grades of participation. This way, a maximum potential can be harnessed and applied.

The method compendium 'Shakespeare in the 21st Century Classroom' is meant to support foreign language and multilingual teachers in the integration of Shakespeare's content in their teaching. The University of Education Karlsruhe contributes to the method compendium with the help of a short introduction to multilingual didactics, which should

allow teachers to discover the advantages of multilingualism in their classrooms and make the most out of the already available skills that their pupils have. This, in turn, strengthens integration and equal treatment among the pupils (cf. Deschner 2018). Furthermore, didactical and methodical ideas and approaches are collected that focus on the Shakespearean works *A Midsummer Night's Dream* and *The Tempest*. These supplementary notes are then connected with the outcomes of the learner activities and evaluated after. Confronting Shakespeare and his body of work as a mirror for cultural circumstances that presently still hold relevance in different contexts, acts as a vehicle for multilingual encounters.

The CUSHA Online Dictionary presents the second *Intellectual Output (2)*. Pupils work collectively on different word fields and condense them into a dictionary. For one thing, this can be applied as a finished product in a lesson. Then again, there is the possibility of the pupil-centred creation of a dictionary used for the purpose of a teaching method. Attention to the heterogeneity of a learner group is given by means of differentiation. For this reason, the dictionary provides written as well as visual explanations that are also underlined by audio recordings. Working with Shakespearean terminology in contrast to the respective first languages supports the learning growth of all pupils, including those pupils that have come from refugee backgrounds who may exhibit academic deficits due to this experience (cf. Deschner 2018).

Intellectual Output 3 covers the development of a concept for creating Peer Teaching Materials. Teachers receive a step-by-step guide for activating learners in the sense of designing their own lessons and suitable materials that are also reflected upon and evaluated by the learners themselves. The created learner materials will be provided in addition to the concept. The participating pupils present the subject matter Shakespeare to younger learners from their school. Making use of digital media in this transmission can increase transcultural learning. On one hand, the use of online platforms such as eTwinning can support language acquisition and promotion of pragmatic linguistic competences since pupils must transfer the learner content in an understandable manner. On the other hand they must adapt their use of language in order to recognise the multilingual diversity of all participants. In addition to creating materials, performing interpretations of both thematic works of Shakespeare are then captured on film. This step is also single-handedly designed and planned by the pupils.

Intellectual Output 4 contains the handbook for multilingual exchanges: *Exchanging Culture Shakes: A Teachers Manual for Multilingual and Transcultural School Exchanges*. This guide summarises activities and tasks including their theoretical backgrounds for each exercise that lends itself to exchanges with a focus on ‘inter-culturality’ and language acquisition. The hybridity of educational spaces, languages and learning levels is bridged using the method of project work. One main aspect of this product forms the strategies for the integration of refugees into the multilingual classroom community. Different methods and materials are suggested for this purpose, for example, the creation of language biographies. Furthermore, methods for building digital competence are presented. As an example, among these methods you can find the use of online platforms such as eTwinning or the implementation of a geocache.

In regard to *Intellectual Outputs 5* a teacher-training module is created for those teachers who aim to design their own projects based on the cultural and linguistic diversity of their respective learner groups (cf. Deschner 2018). For this, different approaches are shown in order to fulfil new education standards, such as inclusion or inter-cultural learning, and incorporate these into the school curriculum. Still, the main goal is cultural and linguistic inclusion targeted at fostering awareness and the acceptance of differences and similarities. To achieve this goal, practical methods are given showing how one can deal with this in the classroom (cf. Deschner 2018).

4.1.2. Project Activities

In the course of the project duration, different activities intend to be conducted. Within the framework of transnational project meetings, important topics from an organisational perspective are highlighted. In total, five such meetings take place at the different project sites. Consultations concerning both finances and time are held and the project team makes decisions regarding planning of learning activities and further project meetings. In addition, an evaluation takes place on the individual steps of the project as well as the effect of the project on a whole. At the project meetings, the consortium intends to involve all stakeholders on site (cf. Deschner 2018). In addition to these structural components, three meetings, each one weeklong, are conducted with the participating learners, these are the so-called Learning Activities. Singen in Germany, Stratford-Upon-Avon in the United Kingdom as well as Gothenburg in Sweden act as event locations, where learners reflectively and cumulatively can work and re-work their results through an intercultural change of perspective. The focus is laid on the development of the *Intellectual Output 3*,

creating Peer Teaching Materials (cf. Deschner 2018) in order to improve language teaching and the acquisition of language and promotion of the great linguistic diversity and intercultural consciousness in the EU.

4.2. Integration into the Present Paper

The project *CultureShake* shows an innovative way to deal with the works of Shakespeare in a multilingual context. In order to create language biographies of children who have come to the country as refugees, as it is intended in this paper, further dimensions of the Erasmus+ project need to be considered. Direct references are to be shown through the design and creation of language biographies as on of the pupils' learning activities. Language biographies as a meditative exercise brought languages to the surface that had previously not been recorded in the language matrix, as the learners had not given any details on them (cf. Deschner 2018). This is also a goal of *CultureShake*: to show the normality of cultural hybridisation and create materials and visions for this cohabitation. So that a common ground for cultures and languages can become normality even beyond daily school life (cf. Deschner 2018). This goal is to be brought up in the present paper.

The theoretical foundation of the main objective is also relevant to the present paper and shall therefore be presented in short. 'Trans-culturality' describes a blending and interlinking of cultures, which do not possess clear boundaries themselves (cf. Welsch 1999). This theory is founded on the assumption that cultures are permeable and actually emerge from this dynamic, instead of portraying co-existing whole entities that interact with each other in the sense of inter-culturality. Due to hybridisation this culture theory is expanded and located in the so-called *Third Space* (cf. Bhabha 2004). The hybridisation of culture(s) conditions the development of new 'hybrid' identities. Thus, individuals construct their identity in the third space amidst and through their contact with different cultures. In this context, a further hybrid language arises, which describes the construction of an individual language. The emotional connection of languages to the individual as well as the entire meaning of languages for the Self is illustrated here (cf. Hu 2003, p. 43). Conclusively the already existing concept of language biographies should be extended with the inclusion of a hybrid society, in order to allow implementation with children from the primary sector who possess only little knowledge of the German language.

5. Language Biographies

Due to the increasing relevance of multilingualism to both individuals and society, biographical approaches to language provide an insightful glance at the language perception of individual people. The biographical view of linguistic repertoires is not only useful for taking on a speaker-oriented perspective, but also pushes less explored aspects into the forefront of attention. For example, how language ideologies influence the way speakers position themselves and others discursively, or the role of emotions, imaginations and desires in terms of linguistic repertoire (cf. Busch 2013, p. 17).

This chapter presents the core academic focus of the present paper. Firstly, the term ‘language’ will be explored. Together with language, the experience of language and the concept of language repertoire must also be clarified. With reference to the created language biographies of children from refugee backgrounds, further elaborations of language concentrate on multilingualism, especially multilingualism in living environments. On the basis of these theories, a deeper analysis of linguistic biographical research including multilingual narration shall be made. Following that, the goals as well as methodical approaches of linguistic biographical research in the shape of language biographies shall become the subject of discussion. The concept of linguistic reconstruction forms the underlying basis of the methodological conceptualisation of the present paper.

5.1. Language

In order to further delve into the meaning of linguistic biographical interrelations, an explanation of the term language must take place. Confronting the question of the essence of language is an undertaking that occupies many different research fields. Definitions of language and language concepts therefore exist plentifully in both colloquial and academic literature. The dictionary⁷ defines language from a more systematic-linguistic perspective. In this sense, language on the one hand describes a genetic predisposition; the human ability to speak, and at the same time represents a system of symbols that serve the purpose of communication (cf. Duden Online 2018). If this definition is judged based on a mental-cognitivist language concept, language obtains the aspect of individual cognition but at the same time is seen as a universal phenomenon (cf. Hu 2003, p. 27). This comprehension of

⁷ i.e. Referring to the German language dictionary known as the Duden.

language focuses on the psychological mechanisms of language production and language understanding (cf. Hu 2003; Firth, Alan & Wagner, Johannes 1997). At the centre of it all stands the learner and their grammatical concept, yet hardly the world around them (cf. Hu 2003, p. 27). The problem of such a language concept is the fact that, through this, language gains a countable and additive characteristic, which in turn has the effect that all languages can be clearly distinguished from one another (cf. Hu 2003; Makoni, Sinfree & Pennycook, Alastair 2007; Busch 2013). However, true language diversity encompasses an entire bandwidth of linguistic and communicative resources – different varieties, registers, accents, jargons, styles, genres, oral as well as written – that can be partially allocated to one, sometimes to another language system and sometimes it belongs to more of them at once or none at all (cf. Busch 2013, p. 10).

Language cannot be seen as having material qualities if one takes on the perspective of a speaker and assumes the standpoint of concrete, linguistic practises (cf. Busch 2013, p. 9). Therefore in the present paper, language shall be highlighted from an anthropological perspective by taking into account the relation to specific applications. Language is medial for social practise, so language itself does not mean anything but meaning is transported through it (cf. Maas 2008, p. 272). In this sense, language in a certain way implies linguistic action. Terms such as ‘Communicative Competence’ or ‘Active Linguistic Competence’ underline the fact that a participation in linguistic communication takes a lot more than mere command of a formal language system (cf. Stude 2013, p. 28). Individual experiences in working with language and societal structure must be considered in communication as well as interpreted in relation to each other. Language is assimilated into a communicative body, which makes the link between language and a person unavoidable (cf. Hu 2003, p. 30). Language is incorporated into complex transactions of understanding that uses all situational resources available to human beings in order to accentuate the purposes of those active (cf. Hoffmann 2012, p. 12).

5.1.1. Linguistic Experience and Language Repertoire

Language as a communication medium for actions clarifies the relevance of language repertoires on a whole as well as the subjective linguistic experience, as language is also always connected to individuals. As a result, linguistic experience encompasses the subjective awareness of linguistic exchange between people. Every experience is influenced by the relation of self- and external awareness, a sense of belonging or not-belonging as well as the experience of linguistic power or powerlessness (cf. Busch 2013).

The first condition describes the intention to bring an awareness of oneself and others in agreement. The second condition can contain both the wish to identify oneself with a group through language and, in addition, the unasked for experience of being identified with a specific group by others due to language (cf. Busch 2013, p. 19). The last point determines a power imbalance and linguistic hierarchy that can influence the linguistic experience (cf. Busch 2013, p. 19).

The term of language repertoire can be traced to the research work of J. Gumperz from the 1960s as well as its continuation and development through linguistic Brigitta Busch (cf. Busch 2012). The repertoire is understood as a whole, which encompasses those languages, dialects, registers, codes and routines that characterise interaction in daily life (cf. Busch 2013, p. 21). Gumperz describes in his reports that speakers choose the needed linguistic resources from those available to them in the language repertoire dependant on the social context (cf. Gumperz 1964). In Busch's expansion of the concept it is about bringing the speaking and experiencing subject back into the realm of linguistics. So that, like Gumperz, language repertoire is not merely distinguished by observable behaviour (cf. Busch 2013, p. 22).

In this context Busch presents three dimensions that should mirror the dynamics of the development of a language repertoire: the physical/corporal dimension, the emotional dimension and the historical-political dimension. Language is anchored in corporal-emotional gestures, it is a part of inter-subjectivity, ergo the projection of an I to a You, and therefore belongs in the area of inter-corporality (cf. Busch 2013, p. 23). Language is fundamentally inherent to the physical and is developed in interactions from the physical disposition. The emotional dimension describes the connection between emotionality and speech. Emotional processes can be effective on all levels of language production and linguistic perception (cf. Busch 2013, p. 25). Social and political power constellations are produced and reproduced using language ideologies, from discourses concerning language and "correct" language use (cf. Busch 2013, p. 27).

Linguistic experience is influenced by the respective dimensions and causes a change of the language repertoire. Additionally, Busch transfers the term Chronotope coined by Bakhtin (cf. Bakhtin und Dewey 2008) to the language repertoire through the theory that momentary linguistic action also initiates an implicit positioning to other spaces, times and persons (cf. Busch 2013). With the developed multidimensionality of the language repertoire there is a departure from the idea that language repertoires represent a kind of

tool kit, from which the speaker chooses the adequate language or code according to context and situation (cf. Busch 2013, p. 31).

5.1.2. The Significance of Multilingualism

In connection to language concepts, multilingualism can also have a multitude of different meanings. Thus, multilingualism can be defined from an individual, social, territorial or institutional point of view. Social multilingualism exists if languages in a society share different functions (cf. Gogolin, Ingrid & Lüdi, Georg 2015). This can take place in a polyglot fashion, so that all languages receive equal treatment. Otherwise, social multilingualism can be formed by a coexistence of languages (cf. Gogolin, Ingrid & Lüdi, Georg 2015). Territorial multilingualism refers to political conditions and institutional multilingualism exists if organisations offer their services in different languages (cf. Gogolin, Ingrid & Lüdi, Georg 2015). On a purely functional level, individual multilingualism is defined as a skill; being able to communicate in multiple linguistic contexts – regardless of how the involved languages were acquired or how proficiently they are spoken (cf. Gogolin, Ingrid & Lüdi, Georg 2015). A majority of literature refers to individual or societal forms or a combination of both when describing multilingualism.

As already explained in Chapter 5.1, the idea of languages as clearly defined, separate entities warrants a revision from an academic view of multilingualism (cf. Busch 2013, p. 9). The aim is to show that multilingualism goes beyond the concept of ‘multiple monolingualism’, meaning more than the addition of multiple singular languages that coexist independently and unaffected (cf. Gogolin, Ingrid & Lüdi, Georg 2015). The viewpoint that mono-lingualism is the equivalent of societal normality is a notion labelled by Gogolin as the *monolingual Habitus* (cf. Gogolin 2003; Hu 2003). This is anchored in the depreciation of phenomena such as language mingling and code-switching; made clear through prioritising language norms and the pursuit of the “correct language”. As these kinds of assumptions do not showcase the reality of a migration-influenced plurilingual society, the goal should be to push multilingualism more into focus. Especially the perspective of multilinguals themselves on their linguisticity as well as the analysis of the concrete habitual linguistic practises of multilinguals are the centre of attention (cf. Hu 2003, p. 33). Multilingualism means that our thoughts are not bound to one specific language, not hanging onto its exact words. Our multilingualism is the linguistic flexibility of our intellectual freedom (cf. Wandruszka 1979, p. 334).

5.1.3. Multilingualism in Living Environments

In the scope of the language philosophy/linguistics context, *living environment* as a term is used in juxtaposition to a scholastic view of language, in order to express *factuality* and *practise* of language use (cf. Hu 2003, p. 38). The focus shifts from a prerequisite institutional language competences to languages used by people in order to act accordingly in their every day environments. In this context, Ingrid Gogolin describes the special living situation of young people. 'Environmental bilingualism' is meant to convey the specific potentials that learners apply to their path of education, drawing from their environmental and linguistic experiences. This means that this specific language ownership is needed in order to be continuously capable of action in the immigration country (cf. Gogolin 1988, 9f.). The contact with two or more languages in primary linguistic acquisition inevitably leads to the fact that one's own language ownership is fed by both (or all) languages (cf. Gogolin 1988, p. 9). This contrast to foreign language teaching, which stresses subjectivity of linguistic experience and language acquisition, must find its place within the school framework. Linguistic growth is always a creative process of a single learner that is promoted through support and stimulation (cf. Hölscher, Petra/ Piepho, Hans-Eberhard & Roche, Jörg 2006, p. 7).

Beyond multilingualism in living environments, Mario Wandruszka among others describes a kind of inner multilingualism. This discerns linguistic differences within the standard language, for example dialects or sociolects, by which a person's first language in itself becomes multilingual (cf. Wandruszka 1979). Thus, a person's own language cannot be unconditionally linked with familiarity, because moments of strangeness or foreignness do occur in the first language. If this inner multilingualism remains disregarded in order to create an institutional language norm, the units of value 'right', 'wrong', 'good' and 'bad', 'correct' and 'barely acceptable' will be valid (cf. Wandruszka 1979, p. 31). Such an interpretation of language contradicts the concept of a language repertoire, which has already been shown to influence linguistic actions in its multitude of all linguistic resources.

5.2. Linguistic-biographical Research

The principle of the language portrait stems from the linguistic-biographical field of research and presents one possibility of representing the linguistic life story. Language biography, in a pre-academic sense, serves the purpose of designating the issue that human

beings find themselves in a state of development in relation to languages and language varieties, which is influenced by linguistically relevant events in their lives (cf. Tophinke 2002, p. 1). A closer look at the definition of language biography allows a distinction of three fundamental conceptualisations: language biography as experienced history, language biography as recalled history and language biography as reconstruction of history.

Experienced history encompasses all individual processes of linguistic acquisition; one's own usage of language as well as the relationship to language. Language biography in this sense executes social schemes of meaning and order structures, societal relevances and linguistic demands in the context of languages and language varieties (cf. Tophinke 2002, p. 2). This concept is based on the assumption that linguistic-biographical development processes take place, that are however not directly accessible but can only be partially tangible through linguistic reconstruction (cf. Tophinke 2002; Busch 2013).

The concept of language biographies as recalled history or reconstructed history takes place on a cognitive level and is therefore not graspable for outside persons. The construction of recollection or memory is influenced by different variables (cf. Tophinke 2002). On the one hand, the actual memory is of significance that, however, must neither be complete nor factual. Furthermore, memories are partially based on stories, books or films that memory can transfer as own experiences (cf. Welzer 2011). The final variable consists of the tendency to connect memories in order to create significant correlations, regardless if these are based on actual experiences. Supposedly the coming together of different information – on temporal aspects, causal links, but also intentionality and consequences – is successful because individuals possess appropriate knowledge of typical action- and event-relations in their schematic structures (cf. Tophinke 2002, 6f.).

Linguistic reconstruction encompasses the narrative concept of the language biography. The reconstructed facts are newly selected, evaluated and interpreted with each newer narration (cf. Busch 2013, p. 33). With each narration linguistic reproduction then takes place in a new structure, a new perspective and according to different contents. Accordingly, current biographical research understands biographical narration primarily as a means of recreating a kind of continuity and coherence from a concrete here and now beyond biographical discontinuities and flaws (cf. Busch 2013, p. 33). The narrative character of this concept is evoked through interactions. Linguistic-biographical research depictions focus past events or experiences in the biographies of persons and do through

current linguistic-communicative situation, in which they are functionally bound (cf. Tophinke 2002, p. 8). This means, that linguistic-biographical narration is always dependent on situations and contexts. The question of what is narrated is by no means the only focus according to the viewpoint of biographical research. Moreover, it is essentially about how and why something is narrated (or not narrated), meaning how a special significance is given to an event through narration (cf. Busch 2013, p. 34).

Conclusively, it has to be considered that a language biography is not a product of objective facts, but more a construct made up of environment, the individual and conventions. All of which are based on the prior experiences and interpretations of the creator. Revealing these multiple references is a central occupation of biographical research (cf. Busch 2013, p. 35).

5.3. Meta-linguistic Narration

In the context of linguistic-biographical research, meta-pragmatic and meta-communicative skills are especially relevant. Meta-pragmatic skills involve the assessment of the pragmatic appropriateness of expressions and evaluating them according to the context (cf. Krafft 2014, p. 46). This kind of competence is promoted with the aid of the language portrait method; where children experience what linguistic resources are available to them individually in order to act linguistically according to context. In his research, Andreas Krafft examines the development of meta-linguistic skills of children with mono- and multilingual backgrounds (cf. Krafft 2014). He states that meta-linguistic skills develop on the basis of linguistic and cognitive influences that, for one are dependant on age and genetic pre-dispositions, and on the other hand can also be promoted by external factors such as multiple language acquisition (cf. Krafft 2014, p. 135). Consequently, the promotion and focus on multilingualism can cause a development of meta-linguistic competences.

Speaking about languages, meta-linguistic commentary of one's own language practises, -resources and -attitudes warrants an explicit reference to an object that is not in the focus of attention in habitual and routine language production (cf. Busch 2013, p. 35). Language is therefore only seldom a topic on its own but merely a medium. Adding to that, thematic dissection of language in the sense of meta-linguistic competence, according to academic sources, is considered a cognitively demanding challenge and can only be conducted from a certain age (cf. Stude 2013). The neglect of meta-linguistic competences as the object of

linguistic language acquisition research is surprising considering the twofold importance that it gains in later school socialisation (cf. Stude 2013, p. 15). On the one hand, meta-linguistic competence is needed in lesson organisation and on the other hand it is the subject of teaching itself. Narration of the personal meaning of language as a linguistic reflection exercise for the purpose of strengthening language awareness shows the possibility of developing and promoting multilingual competences.

5.4. Language Biography in form of Language Portraits

Creative approaches in meta-linguistics, in the sense of language biographies, have a great significance. The application of multi-modal methods, for example the option of creatively visualising language experiences, can be an interesting supplement as the mode of visual depiction follows a different logic than one that is verbal (cf. Busch 2013, p. 35). The visual orientation encompasses both thinking about images as well as thinking with the help images (cf. Busch 2010, p. 62). Language portraits present this kind of creative approach to language biographies. Creating language portraits allows children to develop language awareness already at a primary school age in addition to becoming aware of their own available plethora of languages (cf. Krumm 2003, p. 110).

Due to his long-lasting work with language portraits, the author Hans-Jürgen Krumm also functions as a significant researcher. The basic aims of language portraits are made up of becoming aware of the subjective language plethora, the awareness of a multilingual society as well as tolerance and acceptance in the broadest sense (cf. Krumm 2003). Krumm describes in his various works the procedures of creating the language portraits. For this he lays down seven basic rules that need to be taken into account (cf. Krumm 2003). Firstly, the creation should take place on a voluntary basis, in order to protect those children who may show negative feelings towards their languages. Secondly, the language portrait should be treated as a drawing activity (cf. Krumm 2003, p. 110). Children should therefore receive the option of creating their silhouettes in a creative and imaginative manner. This rule takes the previously mentioned therapeutic aspect into consideration, as drawing should first and foremost be implemented as a creative and meditative method. In accordance to this, the creation should take place without any kind of guideline. It is vital that the children voice their thoughts on 'their languages' and are not restricted by normative specifications (cf. Krumm 2003, p. 111). Furthermore, the children should have the opportunity to present their language history to achieve an appreciation for all languages. As a fifth rule, all languages of a classroom should find representation, for

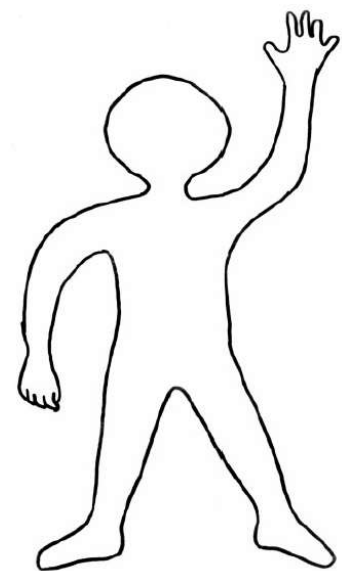
example through the location on a map as well as the association with a nationality. the children literally embody the languages they draw in their portraits and many may experience the feeling of a direct relationship between their body and the languages (cf. Krumm 2003, p. 113). Thematic analysis of the physical aspect of language experience should find its place in a lesson. The final rule covers the creation of a classroom or school portrait. This should clarify that not only individuals but also the entire class/school/city possesses a great bulk of languages (cf. Krumm 2003, p. 113).

The multi-modal biographical approach can have the tendency to facilitate the deconstruction of pre-established categories, such as the idea of languages as countable, defined and close-off entities or dichotomies such as those that exist between origin- and target language, or first- and integration languages (cf. Busch 2013, p. 39). The concept of the language portraits according to Krumm has the basic function of being a means of promoting *language awareness* in multilingual primary school classes (cf. Busch 2013, p. 35). Krumm's concept, especially the condition of getting to know worldly language diversity, seems to treat languages as entities that are based on certain nationalities and should be associated with specific countries. Through this, all language forms in the sense of linguistic repertoire, for example code-switching, or dialects remain unaccounted for. This way the initial concept of the language portrait is more linked to cultural diversity instead of trans-cultural hybridisation. In regards to the work of the research group language experience of the University of Vienna, Busch further developed the concept to become an instrument of research. The participants are invited to contemplate linguistic resources, different means of expression and communication that play a role in their lives and put them into relation to a given physical silhouette using coloured markers – coloured according to their importance (cf. Busch 2013, p. 36). On one hand, research should give insight on the linguistic repertoire, and on the other hand it should showcase how individuals experience and define multilingualism.

The image, the visual aspect of language portraits can exhibit significance in relation to meta-linguistic commentary. For the definition of images, perceptions of the relation between images and language in all approaches form the basis for ideas and argumentations (cf. Breckner 2003, p. 35). In connection with the so-called *pictorial* or *iconic turn*, the relevance of images in constituting meaning or sense has risen in practically all areas of life in society (cf. Busch 2010, p. 62). The act of drawing opens up a realm of temporary pause, of self-reflective delay and distancing, in order to step away

from the compulsions of narration and premature rationalisations (cf. Busch 2013, p. 37). Sub-conscious or implicit attitudes towards language and one's own linguistic actions are first visually revealed, only in a second step it is attempted to put the linguistic reflection into words. Furthermore, through the visual dimension an autonomous approach to determining meaning is created, this is especially due to the form of presentation, which is minimally pre-structured as opposed to a written form. Drawing incorporates different possibilities of pictorial presentations that form relations between the different elements of an image: placement, shape and size of areas, colour choice, intensity, saturation etc. (cf. Busch 2013, p. 37). Additionally, language resources can be presented and interpreted independently of acquisition procedures and sequences as well as their importance to the subject. The image functions as a means of opening discourse and as a point of reference and therefore serves the purpose of eliciting biographical narration (cf. Busch 2010, p. 62).

The language portrait grants those concerned a holistic look of their languages, the colours bring in emotions and the silhouette incorporates the physical aspect (cf. Krumm 2010, p. 16). A significant point of reference for the language portrait is the pre-given physical silhouette. Reflexively, the body becomes available to us through perception (cf. Breckner 2003, p. 34). This means that the body can merely be perceived from the inside. The intersections between inside and outside, the inner- and outer world, image-perceiving subjects and images perceived by subjects are represented through the connection of image and body and the image with the self (cf. Schulz 2005, p. 132). The body



*Image 9 – Physical Silhouette
(Busch 2013)*

is the initiation point of various sensations and attitudes, which in turn facilitates drawing the linguistic attitudes and perception into the silhouette. Relations between languages and, at the same time, the body are created in the transmittance of the body to an image. The metaphorical transformation enables a momentary self-distancing and it is this artistic distance to oneself that makes it possible to experience oneself as another opposing subject (cf. Schulz 2005, p. 132). The physical silhouette that is available for the language portrait surely contributes to the fact that physical metaphors frequently play an important role in narration (cf. Busch 2010, p. 65)

The colours chosen for the language portrait are just as meaningful as the location of the languages within the physical silhouette. In certain domains there is a representational practise in terms of colour and with that there are extra-individually shared ways of attributing meaning (cf. Busch 2010, p. 65). The problematic of generalising colour interpretations lies in the fact that colour interpretations and colour preferences cannot be assigned to single cultures (cf. Busch 2013, p. 38). Furthermore, the attribution of meaning is also dependent of conventions, but also modes and specific situations (cf. Busch 2013, p. 38). Also, society's conventions are perceived and interpreted by every individual subjectively. Every subject in its uniqueness is limited by a multitude of influencing factors that again influence even this interpretation. As a consequence the meaning of the colours of a language portrait can only be determined by the person and only in accordance to the context.

6. Further Developing the Linguistic-biographical Concept

The concept of language portraits is implemented as a language reflection exercise for the refugee pupils of the Felsschule. The children should be made aware of their linguistic repertoire through creating the language portrait and recognise the body of their linguistic repertoire as a resource. Working with one's own language biography enables speakers to confront their own multilingualism, and also valorise those resources that were not acquired in formal contexts. Furthermore, it can bring to mind how inclusion and exclusion is defined by language ideologies as well as develop strategies to strengthen one's own linguistic ability to act (cf. Busch 2011, p. 8). The feeling of foreignness, which is reinforced through life in the initial reception as well as the slim perspective in Germany combined with knowledge of an expected eviction from the country, should be worked against. It should be made clear that multilingualism as a normality exists in each and every society.

In accordance, the linguistic-biographical concept, as it is usually implemented, must be altered and adapted to the learner body of primary school level. First of all, as a basis, the meaning of such a concept for the Felsschule shall be illustrated. On the one side the benefit of the concept will be presented for children in a general sense, and then on the other side the special situation of refugee children will be taken into account. Furthermore, a reference to pre-school didactics shall be made, in order to explain correlations in dealing with language before written language acquisition. Afterwards, the altered concept should be modelled and linked to didactics and methodology.

6.1. Significance for the Children of the Felsschule

The creation of language portraits carries a multitude of different advantages and benefits for the children and teachers of the Felsschule. Language learning is facilitated if the already present language assets are used and the children's present contemplation of their own languages are integrated into the lesson (cf. Krumm 2003, p. 110). It is about promoting an awareness of the linguistic repertoire to maximise the benefit of all linguistic resources.

Reflecting on one's own linguistic character often applies in connection to situations, in which a language does not appear to be *obviously* available (cf. Busch 2011, p. 4). German as a foreign language for the children in school (including the Felsschule) represents this situation exactly. Acting in the foreign language in a school context is a challenge for the pupils, which is often met with a 'shrug of the shoulders', 'an empty-eyed look' or simply saying nothing. These situations initiate feelings of shame in the individual (cf. Busch 2015). The collective load of these situations can lead to attitudes or inclinations that can cause inhibitions or even feelings of inferiority. This behaviour is often an indicator for not-understanding and/or missing communication skills. Because of this, children may refuse to speak certain languages or choose not to speak in public at all (cf. Busch 2015). Multilingualism and language hybridity are an important part of the linguistic self-concept of migrants, with which they surely move through various realms of communication (cf. Krumm 2010, p. 22). As a result, the reflection of linguistic repertoire can reveal this as a resource and counteract degrading relations.

A multi-modal approach is especially productive for the children of the Felsschule. Creative drawing especially proves to be a key in working with children, in order to consider linguistic-biographical experiences in scientific research (cf. Busch 2013, p. 17). This is also true for the children of the Felsschule. Colouring in a pre-printed body is a familiar activity for a majority of the children and is done joyfully most of the time (cf. Krumm, Hans-Jürgen & Jenkins, Eva-Maria 2001). This activity is frequently implemented or chosen by the pupils in both the more open first periods as well as the second, more creative part of daily school life. Therefore the motivational aspect of a graphical approach is an important advantage of the language portrait method. Beyond that, the neutral figure of the given silhouette grants space for creative thinking and individual embellishment, which in turn animates the children even more.

Furthermore the advantage of the creative visualisation of language biographies can be used as a varied approach to language on a whole. In terms of the difficulties in self-expression, only a basic understanding of German is needed for explaining the task. As linguistic reconstruction first only concentrates on the act of drawing, the pupils are disburdened in this activity in the sense that they need not formulate the contents linguistically. The creation takes place in the medium of the image, which does not require verbalisation. Probable difficulties in reaching a meta-lingual level can be partially avoided through drawing. This way, children can complete the task, evoking a sense of achievement from which they can draw individual benefits. For one thing, feelings of being successful can heighten self-efficacy. For another they can develop meta-lingual competences in direct relation to language biographies.

Teachers can use the created language portraits in various different ways. For example, they gain insight into the languages of the classes and can then integrate them into their lessons. For language teaching the language portrait can be involved in determining learning and performance levels. Appreciating linguistic experiences can be produced in class discussions and in dialogues with the teacher. This serves the promotion of resilience, since positively connoted languages cause active use of linguistic resources. Furthermore, the exchange with others in terms of the development of tolerance and acceptance can support social and especially inter-cultural and inclusive competences.

6.2. Reference to Languages at Pre-school Age

In the Orientation Plan for day-care centres in Baden-Württemberg, one of the education and development fields clarifying the pedagogic worth of education concerns language. One important goal is to discover language as a wonderful instrument that sounds different with children of differing origin languages. Concentrating on the diversity of languages means acknowledgment and appreciation that strengthens and motivates an individual child to put in the work in order to develop their language skills (cf. Ministerium für Kultus, Jugend und Sport 2011, p. 36). In addition, the goal is to experience different languages as enrichment to communication and culture (cf. Ministerium für Kultus, Jugend und Sport 2011, p. 37). Especially in the area ‘Evolving language to live with others’ different key questions were stated that promote language awareness in the sense of the present concept. For instance, one of the questions asks, ‘How do children perceive that language adapts to different situations and conversation partners?’ (cf. Ministerium für Kultus, Jugend und Sport 2011, p. 38). These ideas help draw a reference to the linguistic-

biographical research of the children of the Felsschule, as pre-school support of language and language awareness is not bound to written language acquisition. Linguistic diversity, also in the sense of language repertoires, can therefore be reflected without written exposure.

Language reflection is seen as a continuum, that is developed by a number of children who grow up bilingually at a very young stage, and that over time, with increasing interaction experience in languages and in cognitive development can lead to steadily improving verbalisation (cf. Kuyumcu 2014, p. 59). The explanative ability is not the only underlying criteria. Because the fact that children at pre-school age cannot always voice and explain their reflections on language, need not mean that they would not reflect if they could (cf. Kuyumcu 2014, p. 59). The problem of lack of explanative ability is equally prevalent in children with linguistic barriers. If children do not have the necessary language competences to verbalise language reflection in the institutional language, then it is not an indicator for lack of cognition. A case study with primary school pupils shows that language reflection can be observed with children voicing their thoughts on different languages, self-behaviour and behaviour in others in terms of language as well the linguistic competence of their conversation partners, to name a few in how (cf. Kuyumcu 2014). This type of commentary can be observed often in the Felsschule, for instance, when pupils with different first languages discuss the topic of language diversity in the Felsschule.

6.3. Didactic and Methodological Analysis

Following the theory of language portraits, although free reign is given to the pupils with preferably little specifications, in order to not influence the results of the language reflection, the conditional analysis of the learner body requires a different approach. Usually, over-taxation would occur for the majority of the class without an exemplary procedure, since methodical competences as well as problem-solving strategies could previously not be activated or adequately developed. An understanding of the tasks set stems mostly from specifications and guidelines. Freely working out the language biographies with the pupils of the Felsschule could very well overburden the children due to the abstract nature of the task and therefore the meditative aspect of drawing could not be maintained. In order to counteract possible challenges, the model of the language portraits is expanded with a pre-set stress-reliever.

6.3.1. Conditions of Relieving Stress

In general, stress-relief in a school context means an alleviation of the standards of a lesson phase or task, so that learning processes are enabled for all pupils. An efficient method of stress-relief is scaffolding, which in terms of language sensitive teaching, carries a significant weight. Scaffolding represents a temporary aid, where a teacher attempts to support a learner in their understanding of the topic or a task, so that they are then able to subsequently complete a similar task on their own (cf. Gibbons und Cummins 2009). The goal of Scaffolding is to provide children with a support with which they are then able to accomplish the intended learning objectives (cf. Fields und Marsh 2017).

One condition for Scaffolding is the time limitation. The pupils are relieved before the task is to be completed, through which they are capable of then harnessing new knowledge on their own. The decision to structure the lesson unit into two lessons was done for this reason. This way, the preceding lesson can lead up to the creation of personal language biographies using appropriate methodology. The temporal gap leaves room for the pupils to evolve cognitively, so that in the actual creation of their own language biographies they produce a purely routine reproduction, but a reflection of subjective experiences and their own creative presentation.

The language reflective task of the language portrait also poses a cognitive challenge next to the meditative artistic component because of the meta-lingual aspect. The individual embellishment of the physical silhouette is the primary focus of attention. Still, it is necessary to illustrate the correlations of meaning in order to become aware of one's own language repertoire. As the task is purposefully formulated in an abstract way to allow the children their own construction of language and language definition, it requires a type of aid in the sense of Scaffolding. As a result, the pupils are shown an exemplary procedure of the activity through the stress-reliever. The condition of exemplarity allows the children, by using an example of two three-dimensional characters, to build up an understanding for the principle of language portraits. The linguistic-biographical narration of said characters must showcase that associating a certain body part with a languages can have different meanings. Also, it has to be made clear that allocating languages to a random body part is an individual process, which can be traced back to one's own language experience. The individuality of a language portrait is illustrated because both the characters in the exemplary procedure describe the same languages but allocated and explain them differently. A detailed explanation of the used characters will take place in Chapter 6.4.

Furthermore, vocabulary and Chunks, or language structures, are presented that offer support for the pupils in their later narration. Chunks such as “[Language] is in the foot because...” or “the head is [language] because...” offer different structural options that they can adapt individually to relay their own language history.

6.3.2. Storytelling

Particularly on the grounds of the steadily growing heterogeneity in classrooms, there is great potential in a narrative exchange between the teachers and the pupils (cf. Hauk-Thum 2017, p. 46). The method of storytelling with the use of hand puppets is applied in order to find a playful, visual access into the topic. In general, storytelling offers many opportunities to transfer linguistic competences in a playful manner. The method showcases various advantages that can be utilised in connection with language biographies. Narratives reflect cognitive structures that can be implemented for the construction of knowledge and meaning. As a result, content gains accessibility if it is presented through narration (cf. Tilkin 2017). Children develop a positive attitude towards topics if they are confronted with exciting and humorous experiences (cf. Brewster et al. 2012). Telling stories presents this type of situation, through which the pupils’ interest and motivation can be roused. Moreover, narratives stimulate imagination and creativity, which in turn can have an animating effect during the creation of the pupils’ own language biographies (cf. Brewster et al. 2012). In addition, social and inter-cultural aspects are promoted. Storytelling provokes a divided reaction with the children, which supports their social development (cf. Brewster et al. 2012). The language biographies of the two characters represent the content of the stories. Together they report on their languages and their associated meanings. This aspect encourages an inter-cultural awareness because the living conditions of the hand puppets, who also live in a foreign country, are made a topic and can be put in relation to the pupils’ own experiences. Different learning styles are addressed by connecting auditory and visual, as well as partially appealing to kinaesthetic learning channels (cf. Brewster et al. 2012). Consequently, all pupils can be involved.

In the presented concept the teacher tells the story of the characters, because a performance gives room for flexible reactions, improvisations and being able to engage with the pupils. Alternatively, the story can be recorded beforehand and transmitted in only an auditory way. Also, a video clip can be produced and shown afterwards, which can also promote the digital competences of the pupils. A dialogical narration should allow for a spontaneous switch of speakers and permit the pupils to take over the Turn in a non-conform way (cf.

Hübsch und Wardetzky 2017, p. 53). Through this, an authentic conversation is established, in which the audience can incorporate spontaneous ideas and themselves become speakers.

The different phases of the storytelling sequence must be acknowledged during implementation. Generally, these encompass an introduction (pre-activity), activities during the course of the story (during-activity) as well as a conclusion (post-activity) (cf. Brewster et al. 2012). Before the narrative begins it is vital to illustrate the backstory. Characters are introduced, prior knowledge is activated and important terms are established if necessary. The storytelling in the presented concept begins with an uncommented presentation of the hand puppets. The pupils are granted enough time to react to this impulse. They are encouraged to freely voice their thoughts and impressions, creating the appreciative atmosphere that is so important to the storytelling method. Additionally, the fictitious tension only enhanced the pupils' motivation. After the option of bringing their ideas forward, an explicit activation of prior knowledge takes place. The characters are introduced to the class and their special appearance comes into focus. A revision of the lexical fields *body* and *colour* is supported through supplemental questioning. Through this the groundwork following the previously explained Scaffolding is laid down, as the pupils are made familiar with the principle of *embodiment*. The connection with languages takes place in the last step of the introduction to the story. It is explained to the children that every colour represents a language. Following this, the pupils again are given an opportunity to express their question-supported assumptions in reference to language choice, the location on the body as well as the colour coding. The repeating occasions for the pupils to express their ideas promote the reflection of language, as they are prompted to consider language meanings from the perspective of the characters. These prior contemplations on languages can be utilised to reflect the pupils' own linguistic repertoire at a later point during the creation of the language portrait. After the pupils have become familiar with the framework of the story, the narration takes place. To consistently uphold the pupils' motivation as well as support their understanding, non-verbal and para-linguistic elements need to be used during narration (cf. Martin 2015). The narrator must use gesticulations and facial expressions, but also apply intonation and eye contact in a sensible way. During a narration, the course of a story can reveal side scenery and sequences that the pupils can be made a part of (cf. Hauk-Thum 2017, p. 53). By making inquiries, the teacher can ensure that the pupils are able to follow the story. Furthermore,

the pupils can be involved in the narration as described above, for instance, by having them repeat certain content in their own words, perhaps even explaining this to another pupil in their own language. With a multitude of origin languages in a learner group the teacher of course cannot be expected to talk about every pupil's first language on its own. However, through the type of questions the teacher shows that they are curious and prompts the pupils to compare languages, meaning that the teacher playfully leads the pupils on to a meta-level (cf. Hölscher, Petra/ Piepho, Hans-Eberhard & Roche, Jörg 2006, p. 13). The *post-storytelling* phase is identified through a reproduction of the story. With support, pupils repeat the mentioned languages, their respective locations as well as their meanings. In addition, the similarities and differences of both characters are explicitly stated, in order to again underline the individuality of the language portrait.

6.4. One-on-one interviews

One-on-one conversations are conducted in the format of interviews. Primarily, the pupils' narratives lead these interviews; the teacher supplements them through dialogical aid. In order to direct the interview situation efficiently, a safe and appreciating environment must be established, in which pupils are allowed and will want to discuss their language history openly using the created language portrait.

The interviewer, or in this case the teacher, will ask the pupils to come forth to talk one after the other, which should also take place in a different room in order to ensure a private area without listeners. During the implementation in the Felsschule, the 'Couch Corner' was chosen in the common room. This enables a safe atmosphere in which a discussion can take place on 'eye-to-eye' level. The conscious severance from the lesson plan counteracts thinking in categories such as "right" or "wrong", which would negatively influence the weight of the narrative. Pupils should set their own focal points to make the individual meanings of language clear. The focus of the conversation lies with the child, who receives more than enough time to talk about their language history. This also strengthens and promotes the reciprocal appreciation.

As every conversation is dependent on the respective child, the interviewer must show flexibility in their questioning conduct. Suggestive questions are to be avoided by instead having the interviewer repeat the child's statement instead, possibly paraphrasing so that the child can again react and comment. Also, the statements of the interview only reference observable characteristics, such as the allocation of colours.

6.5. Developing Materials

In view of the exemplary principle (compare: Klafki 1964), two hand puppets are produced that are dyed in the colours of the worksheet sample ‘Language Portrait’ (for enlarged version see *Appendix*). The silhouette employed here is from the book “*Mehrsprachigkeit*” by Brigitta Busch (cf. Busch 2013).

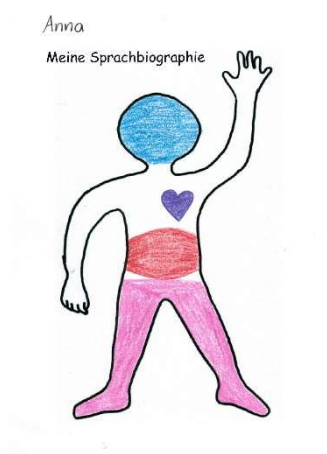


Image 10 – Language Portrait: Anna

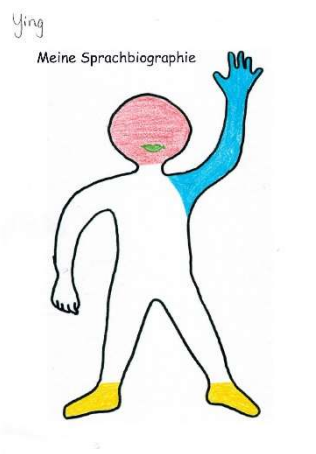


Image 11 - Language Portrait: Ying

To demonstrate different design and embellishment options, both hand puppets have the same languages; English, Chinese, French and Spanish, though they are arranged differently. Additionally, these differences are mirrored in the narrative versions. In part, the meanings of the languages are similar to both characters, however they are also very different in order to illustrate the diversity of languages. For example, the character of *Anna* reports that the English language is shown in the legs and feet, as she associates this language with growing up by comparing the act of learning to walk at a young age with learning languages at a young age. The character *Ying* on the other hand associates a more negative feeling with the feet. He allocates Spanish to this spot; a language that he has to learn in school but it does not give him any joy. It was a conscious choice to select languages for the hand puppets’ language biographies, with which the children have little to no connection, in order to keep as few specifications as possible for their own works. The full versions of the stories can be read in the Appendix.

To support the linguistic-biographical storytelling, picture cards (see *Appendix*) were created and implemented according to the principle of scaffolding (see Gibbons und Cummins 2009). The picture cards should heighten the understanding of the story by activating words of the passive vocabulary. The words *dream*, *America/USA*, *play catch*, *croissant* and *happy* are all illustrated in this way.

III. Realisation

7. Creating the Language Biographies

The final section of the present paper encompasses the implementation as well as the evaluation of the concept. To assess the effect of the developed linguistic-biographical concept through the stress-reliever, this shall be integrated in a different setting. For this, competences are presented, which are promoted during the lesson using the language portrait method in reference to the Common Education Plan of Baden-Württemberg. On this basis, the developed concept is integrated into a lesson unit that is prepared using appropriate methods. At this point it is necessary to point out that the planned lessons merely represent one possibility of implementation. Therefore, the concept can also be conducted using different methods or severed entirely from the pre-given framework, for example by doing project work or conducting the unit at the accommodation quarters. The planned unit here is supplemented by a lesson plan in table form.

7.1. Reference to the Common Education Plan of Primary Schools

A reference to the Common Education Plan takes place in the interest reaching the objectives and requirements of the European Union for the project *CultureShake*. In particular, inter- or trans-culturality, inclusion (also in the linguistic sense) are aspects anchored in the Common Education Plan and should be promoted according to the present concept. Education for Tolerance and Acceptance of Diversity (Bildung für Toleranz und Akzeptanz von Vielfalt [BTV]) is one of the described lead perspectives in the Common Education Plan of Baden-Württemberg for 2016. As a superior goal for process and content-oriented competences of all subjects, BTV illustrates the importance of adapting to societal change in the direction of hybridisation of cultures. A core concern of the lead perspective is to promote respect as well as mutual acknowledgement and appreciation of variety (cf. Ministerium für Kultus, Jugend und Sport 2016). School as a place of tolerance and open outlook on the world, should allow young people to find their identity and articulate themselves freely without fear or discrimination (cf. Ministerium für Kultus, Jugend und Sport 2016). Forming identity plays an important role in promoting human rights and peace and the realisation of an inclusive society (cf. Ministerium für Kultus, Jugend und Sport 2016). Different subjects, such as general science, English and German, connect to this central idea in their specific process- and subject-oriented competences.

All competences (in the area of general science) exist on the premise of appreciating the child's developing personality and view of the world (cf. Ministerium für Kultus, Jugend und Sport 2016). Some of the promotable skills and abilities to be promoted refer to the process-oriented competence areas of *communication*, *articulation* as well as *reflection* and *assuming a position*. The pupils can share their own ideas, emotions, impressions, experiences and interests consciously and appropriately and take note of the feelings of others (cf. Ministerium für Kultus, Jugend und Sport 2016). Furthermore, they can reflect and evaluate their own behaviour in terms of their own options; develop empathy and carry out a shift of perspectives, acknowledge and make use of creative work as part of their own personality as well as tolerate and accept cultural and individual diversity (cf. Ministerium für Kultus, Jugend und Sport 2016). On top of that, content-oriented competences are also pursued. In particular the areas Democracy and Society is drawn into focus: the pupils become aware of the diversity and differences of spaces and living environments. They draw comparisons and assess their own living spaces in relation (cf. Ministerium für Kultus, Jugend und Sport 2016). Precise sub-competences are as follows: pupils can describe their own personal attributes and specialties and become more transparent for others, describe familiarities and the unfamiliar in different cultural lifestyles and interact with others about these findings in order to put themselves into the position of other cultural lifestyles and be able to describe both similarities and differences (cf. Ministerium für Kultus, Jugend und Sport 2016).

Even though the subject of English refers to foreign language teaching in the Common Education Plan and not to lessons with German as a second language, the present paper can still draw parallels in certain aspects due to the special circumstances. Especially the process-oriented language learning competence and language learning strategies can be promoted with the help of language biographies. Pupils develop language awareness, they apply strategies to mobilise their own resources and use them in the right balance (cf. Ministerium für Kultus, Jugend und Sport 2016). To be more exact, it states that the pupils can document self-assessment and self-representation in an age-appropriate form (cf. Ministerium für Kultus, Jugend und Sport 2016). Beyond that, communicative competence is pursued with pupils learning to implement contextual aids such as facial expressions, gesticulations and visualisations through pictures and real media, but also through verbal and para-linguistic aids such as stressing key words along with pauses, repetitions and paraphrases of linguistic structures (cf. Ministerium für Kultus, Jugend und Sport 2016). In

the area of sociocultural knowledge as well as inter-cultural competence, pupils develop openness and tolerance for language, human beings and the different target language cultures (cf. Ministerium für Kultus, Jugend und Sport 2016).

Additionally, competences of the subject German need to be considered. The educational value of the subject is shown *inter alia* through the evolution of process-oriented competences. In accordance, children increasingly learn to use language in appropriate situations, so that also identity and social competences are reinforced (cf. Ministerium für Kultus, Jugend und Sport 2016). A link to content-oriented competences, especially in the area language and analysing language use is to be highlighted with equal importance. Lessons utilise the child-like joy of discovery for specified exploration of language, its patterns and structures and its varieties (dialects, origin languages). The goal is that the children increasingly implement their languages in a conscious manner (cf. Ministerium für Kultus, Jugend und Sport 2016). As a result, the pupils can understand words from other languages (for example from origin or neighbouring languages) and therefore use inter-cultural opportunities or take note of the similarities and differences of languages (cf. Ministerium für Kultus, Jugend und Sport 2016).

7.2. Planning the Lesson

Rituals are used as instruments to structure daily school life. They symbolise specific activities, for example the beginning of the school day or the beginning or the end of a lesson. Additionally, rituals are used to signal transitions or shifts in work- or social forms. Rituals give the learners a consistency in their learning processes as well as routines that help to structure them. They also reduce feelings of fear, which allows pupils to open themselves to the lesson practise (cf. Gatens 2016). In the primary level of the *Felsschule*, rituals are implemented in greetings and dismissal. During greetings a reciprocal appreciation is underlined, as every child is welcomed by their neighbour personally with a handshake and referring to them by name. For dismissal, everyone chimes in to sing the song “Alle Leut” (see *Appendix*). This song marks the end of lessons and allows the children to also conclude the day internally.

Another ritual is the shift to the movie seat. This social form is used to relay the feeling of being inside a movie theatre. On one hand, this signals a special situation during a lesson, in this case, storytelling. On the other hand the movie seat activates special rules, for example listening intently and being quiet. The shift to the movie seat follows the normal

seating order in this class. Children sitting in the first row sit on their tables, the middle rows set their chairs before them and the pupils of the last row sit in front on the floor. This is always done in order to keep a clear structure.

The implementation of the concept takes place at this point in time. Storytelling, drawing the language portrait as well as conducting the individual interviews are inserted into the lesson plan. A detailed explanation of the components was already a topic of the previous chapters 6.3 and 6.4. Coloured markers are provided for the working phase, which has a motivating effect since the pupils are usually only permitted to use wooden pencils.

After the pupils have discussed their language portraits in the individual interviews, they have the opportunity of explaining them additionally to their peers in a so-called Poster Session. Half of the class enters the classroom while the other half presents their language portraits. The teacher gives no contextual specifications for the presentations, as the pupils should set their own accents. Nonetheless, the children are encouraged to discuss with one another independently of language. As previously stated, the presentation serves the purpose of appreciating all languages mentioned. In accordance, the teacher must take note that their behaviour is positive and shows equal interest in all language portraits. Also, no language portrait should be highlighted as an especially good example. Through these methods the children begin to subconsciously think about the languages of others and put them into perspective to their own language repertoire. Similarities, but also differences will become apparent that should be brought up in a later round for reflection.

A round for reflection enables a closer look at the language portraits and the meaning of language. The teacher asks supporting questions to make pupils conscious of thoughts and emotions and help them structure these. These aim to disclose potential similarities or differences that the pupils have noticed. All children receive the opportunity to reflect on the language portraits of the class and draw their own conclusions.

Following the sandwich principle, the lesson design is based on a systematic interchange between collective and individual work phases (cf. Landesakademie für Fortbildung und Personalentwicklung an Schule 2007). The shift of work- and social forms ensures a varied lesson, offering further justification for the methods chosen. For this reason, phases of individual work are connected to phases in plenary form and partner work. Before and during the narration the chosen form is class instruction to insure that the story is elaborated upon collectively. The pupils complete the phase of creating the language

portraits in individually as they are meant to reflect on individual meanings of language. The interviews follow this phase, and takes place in isolated form as already described, to ensure a space of security and appreciation. The Poster Session presents a varying partner work phase, which allows for deeper communication in terms of the language portraits. The lesson unit is concluded with a plenary discussion in the round for reflection that follows. Pupils now have the opportunity to reach a meta-linguistic level together, in which they can conclude what meanings languages can have for the individual.

7.2.1. Lesson Plan

Time	Lesson Phase	Teacher-Pupil-Interaction	Social- and Work Forms	Media and Materials
1. Lesson				
9.30– 9.35 (5 Min)	Greeting	<u>Ritual</u> Greeting in a circle, everyone shakes each other's hand in order and says "Good morning [name]"	Plenary, Standing circle	/
9.35– 9.39 (4 Min) 9.39– 9.50 (11 Min)	Introduction	Shift to movie seat [Alternatives possible] <u>Pre-storytelling</u> Silent impulse: Teacher shows the puppets without comment. Pupils are allowed to make comments. Teacher introduces both puppets (Ying and Anna are from America); pupils describe the puppets and make assumptions as to the meaning of the colours (What do you see? Which colours? Where are the colours? What is different with Ying and Anna? What could the colours mean?) Teacher hints that the colours represent languages. [Support: Albanian = gjuë [ɟuə]-; Serbian=jezik [jɛzik]] Pupils consider which languages there are and why they are presented like this (Which languages do you think there are? Why is the foot yellow/red, the mouth...?)	Plenary, Movie Seat	2 colourful hand puppets <i>Ying & Anna</i> (Language portrait)

9.50– 10.10 (20 Min)		<u>Storytelling</u> Both puppets tell the story of their language history; teacher asks questions for understanding (Do you know the language? What does ... mean? Why is Chinese in the head?/ Spanish in the foot? etc.)		Picture Cards (Dream, USA, Croissant, catch, happy), magnets, blackboard
10.10– 10.27 (17 Min)		<u>Post-storytelling</u> Pupils repeat the story (Which language did Ying/Anna say? Why was ... in the head, the mouth? etc. Why are the languages painted differently? What was special with some languages?		
10.27– 10.30 (3 Min)	Dismissal	<u>Ritual</u> The pupils sing the song “Alle Leut‘ gehen jetzt nach Haus” together.	Plenary, Standing circle	
2. Lesson				
9.30 – 9.35 (5 Min)	Greeting	<u>Ritual</u> Greeting in a circle, everyone shakes each other’s hand in order and says “Good morning [name]”	Plenary, Standing circle	
9.35– 9.37 (2 Min)	Revision	The puppets are shown briefly, the pupils remember the last lesson (What did Ying and Anna talk about? What do the colours mean?)	Plenary	2 hand puppets
9.37– 10.30 (33 min)	Work phase II.	Teacher passes out drawing supplies <u>Language biography</u> Teacher explains the task (Just like Ying and Anna, you draw your languages. Draw your languages. Where on will you draw your languages on the body?) Pupils do the worksheet “My language biography” on their own.	Individual work	worksheet “My language biography”, coloured pencils, erasers, coloured marker pens

Break				
11.00– 11.40 [40 Min]	Deeper focus	<u>Interview</u> Pupils explain their language biographies in individual interviews. Teacher takes notes on the languages and meanings. The rest of the class is supervised (by specifications of the class teacher) [Alternative: Create a picture story to the language biographies]	Individual work, Individual interviews	worksheet “My language biography”,
11.40– 12.10	Presentation	The worksheets “My language biography” are distributed in the classroom. A part of the pupils remain standing with their pictures and talk about their language histories. The other pupils walk around the classroom and listen to them. Afterwards, the roles are swapped.	Plenary, Poster Session	worksheet “My language biography”, (maybe) movable screens, cellotape
12.10– 12.27	Reflection	Pupils talk about what they noticed and what they liked or disliked (What was good/not so good? Was a picture the same/different? What was similar/ different? How did you feel?)	Plenary discussion, seated circle	
12.27– 12.30	Dismissal	<u>Ritual</u> The pupils sing the song “Alle Leut‘ gehen jetzt nach Haus” together.	Plenary, Standing circle	

8. Evaluating the Concept

The following chapter shall relay the results after the implementation of the concept. First there will be a run-through of the lesson protocol describing the process, the next step will be the evaluation of said process. The evaluation of these results will clarify where certain difficulties arose and at the same time attempt to give an explanation. Since it was observed that during the implementation the pupils did not make use of the structure of the physical silhouette, the concept was adapted and implemented a second time at the Felsschule. Ultimately, this adaptation and the new evaluation form the subject of discussion in this subchapter.

8.1. Protocol of Implementation

Using the method of storytelling as a stress-reliever proved to be very motivating for the pupils. All children participated in the entire process of the storytelling. The silent impulse, in which the characters were presented wordlessly, prompted the children's imagination and drew their attention to the story. During this introduction, certain impressions such as "*it's weird/looks funny*", first interpretations of the colours as possibly being favourite colours or items of clothing, as well as the differences of the characters "*Anna has no mouth*" were voiced. The teacher's interjection clarifying that the colours represent languages caused the pupils to think that they were the languages that the characters speak themselves. In this context no assumptions to the singular locations of the languages on the body were stated. During the narration phase, the children reacted with spontaneous comments or attempts at guessing the meanings of the colours and the languages. They signalled that they understood the reference of the languages to the different body parts. The pupils showcased their understanding by being able to repeat the stories using their own words. Some of them even repeated the story in their first language.

The second lesson focussed on the creation of the language portraits. Both of the puppet characters were shown to the pupils for the purpose of a brief revision. Afterwards, the nature of the task was explained to them. Through the examples of *Anna* and *Ying* the children created their own language portraits following the same pattern. Here it became especially clear that learners should customise their own language biography in an individual manner. A few pupils translated the task, so that every child could state that they had understood it. The pupils filled in the physical silhouettes in a very motivated way

during the creation process. They worked autonomously and diligently on their portraits and some of them additionally even customised the area outside of the silhouette as well.

Short conversations were held with some individual children who had already finished to obtain some initial feedback to the results. These conversations showed that pupils made no reference to their bodies in their language portraits. The following shows two such conversation sequences.

Learner A, 9 years old:

L_A: *“Red is Albanian.”*

T: *“You painted the head and the arms red.”*

L_A: *“I paint a lot red because I know a lot of Albanian. I speak Albanian with my family. It is a good language.”*



Image 12 – Language Portrait A

Learner B, 8 years old:

L_B: *“German is black.”*

T: *“Why are the legs black?”*

L_B: *“I don’t know... it does not matter.”*

T: *“But black means German?”*

L_B: *“Yes, lots of black because in Germany everyone speaks German. I also speaking lots of German... want to learn lots more German.”*

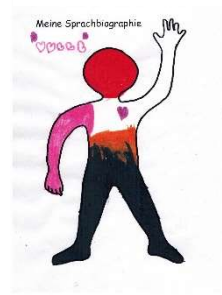


Image 13 – Language Portrait B

After the break the pupils stated the wish to continue drawing and colouring to be able to finish the language portraits. For this reason the interviews were moved to the next day. Even so, at the end of the lesson a few pupils presented their language biographies to the class upon request.

8.2. Evaluation of Language Portraits

As previously explained, Krumm describes that children are able to recognise that a relationship is formed between their body and the languages by completing the language portraits. This assumption however could not be validated during the implementation at the Felsschule. The pupils made no reference between their languages and the different body parts.

The problem lies in the fact that forming a relation to one’s own body is a vital prerequisite for colouring in a language portrait according to a physical silhouette. However, the pupils showcased their language meanings using colour proportions instead of utilising physical

imagery. This can already be seen in the above conversation sequences. Another example illustrates the connection of language meanings with the proportion of a colour. It is important to note that this child is the youngest of the class and that his developmental and cognitive capability to attend school is doubted.

Learner C, 6 years old:

T: *“What have you coloured in?”*

L_C: *“Serbian... German, Serbian blue, here [points to the red foot] German.”*

T: *“You coloured in a lot of blue.”*

L_C: *“I everything Serbian... lots of Serbian ... Mommy, Daddy, Brother. Not a lot German, only small. German school.”*

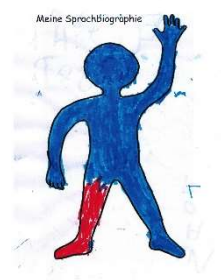


Image 14 – Language Portrait C

It is apparent from this and the other conversations that the pupils utilise determinants such as *lots* or *small (little)* to give different languages a personal meaning. In these brief interactions, none of the children gave an explanation for the specific location of a language on the body. Possible reasons for this are not explored in the parameters of this paper so that only guesses can be formulated which by no means need to be complete. On one hand, the cause for a missing relation to the physical body can come from poor language skills. The metaphoric language that is frequently observed in connection with language portraits, for example allocating language *roots* to the feet, is possibly not (yet) accessible to pupils with a lack of knowledge of the German language. On the other hand the identification process with one's own body is possibly not developed enough; one would need to examine if this is linked to the children's origin or their experience as refugees. Disregarding the numerous possible reasons, the physical silhouette consequentially proved to be an unsuitable structure for linguistic-biographical reflection.

8.3. Adapting the Concept and a New Implementation

As a consequence a more neutral figure was chosen for colouring in the language biography, which would enable pupils to represent language meanings using proportions of area. An empty circle was chosen for this purpose. A circle is a geometric figure that can be seen at different points of everyday life, but also used as a symbol of different cultures (cf. Hofmeister 2011). In different cultures and different ethnic groups at different times the concept of the circle was and is used as a synonymous word for many other words and

can be understood as *origin, circle of life, wholeness, unity, harmony, peace, balance, eternity, continuity, infinity, return, rebirth, cosmos* etc. (cf. Amin 2008, p. 7). Additionally, the circle is an important symbol of childhood because for a child the inner world (its Self) and the outer world fall into place in form of a circle (cf. Amin 2008, p. 8). Therefore the circle can be seen as a symbolic self-representation of the child (cf. Lurker 1981).

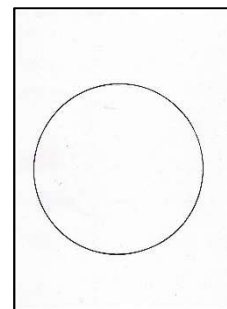


Image 15 – language circle

In connection to linguistic-biographical research the circle, which is a closed-off geometric figure, can be interpreted as representing the entirety of linguistic resources. Even though the content, the resources, are constantly changing, growing or being replaced, the entirety of resources still make up the language repertoire that influences daily communication. The continuing development of the linguistic repertoire can also be symbolised by using the circle, as in a closed-off line there is no discernable beginning and no clear end. This eternity visualises the life-long process of language development and the evolution of language awareness.

In the open introduction as well as during the lesson the pupils encounter circles in the activity of colouring in mandalas. Whereas customising areas with colours should be linked with language meanings. The storytelling phase with both hand puppets still acts as the foundation as the allotment of languages to colours is also a topic.

In the next lesson, colouring in the language circles is set before the interviews. This phase is exemplified in the table below. The rest of the lesson follows the initial plan (see Chapter 7.2.1) though instead of language portraits the language circles are now used.

2. Lesson				
9.30– 9.35 (5 Min)	Greeting	<u>Ritual</u> Greeting in a circle, everyone shakes each other's hand in order and says "Good morning [name]"	Plenary, Standing circle	
9.35– 9.37 (2 Min)	Revision	Die Puppen werden erneut kurz gezeigt, die SuS erinnern sich an die Sprachporträts.	Plenary	2 hand puppets

9.37– 10.30 (33 min)	Work phase II.	Teacher passes out drawing supplies <u>Language biography</u> Teacher explains the task (Today you will draw your languages in a circle. Draw languages from your life) Pupils do the worksheet “My language circle” on their own.	Individual work	worksheet “My language circle”, coloured pencils, erasers, coloured marker pens
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At this point the process of the lesson is documented after the adaptation. First the characters *Anna* and *Ying* were presented again and the new task was explained. The teacher stresses the fact that every colour should represent a language. Afterwards the pupils were motivated and drew their languages within the language circle.

One by one the pupils were asked to partake in the individual interviews. These all followed the same pattern. Every interview lasted only a few minutes and was only concluded when the respective pupil signalled that they did not wish to add anything else. Below, the flow of the conversation is shown using an example.

Learner D, 7 years old:

T: “*Hi [Name]! I’m excited to hear your story! Tell me, what did you draw?*”

L_D: “*I have Albanian, German, Serbian and English.*”

T: “*What colour is Albanian?*”

L_D: “*Albanian is red. I have lots of Albanian, because I can speak lots of Albanian. I love Albania, Albania is home, my grandma is in Albania.*”

T: “*I see some black here [points to the language circle]*”

L_D: “*Yes ... German is black. I learn lots of German, but I do not know ... I can’t ... only a little German. When I play with K. I speak German ... and English ... English orange, I know little.*”

T: “*You speak German and English with K.?*”

L_D: “*K. can’t Albanian. She speaks different.*”

T: “*I can also see blue*”

L_D: “*That is Serbian. My mommy from Serbian. She speaks good Serbian ... with me ... but I can better Albanian ... but I also love Serbian because I love my mommy*”

T: “*You have told me a lot about your languages. Would you like to tell me anything else?*”

L_D: “*No ... it’s good I can do this [points to the language circle]. Now I am done.*”

T: “*Thank you [Name]! Your story was wonderful! You worked very well.*”

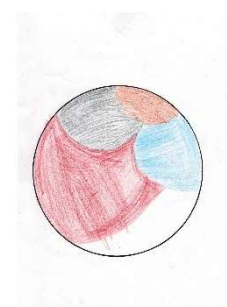


Image 16 – Language circle D

After all the interviews have been conducted with the pupils, the Poster Session will take place. Together with the children all language circles were arranged and displayed around

the classroom. Following this the thirteen pupils present were split into two groups. One group waited outside the door while the children of the other group positioned themselves next to their language circle. The first group was distributed among the speakers when they entered the classroom. The speakers then explained their language circles in a two-minute presentation. After two minutes had passed, the conversation partners switched so that the circles were explained another two times. Afterwards the groups swapped so that every child could take up the role of the speaker and the role of the conversation partner.

The lesson unit was closed with a round for reflection. For this, the pupils arranged a circle of chairs. The teacher lead in the discussion with the prompt to share what the pupils had found out about fellow classmates. One learner whose first language is Serbian reported that many children he thought could only speak Albanian also had knowledge of the Serbian language. Furthermore the pupils reflected on the language diversity of the class. Among other things they stated, “everyone has many languages”, “here so many languages, is good”, “I want learn all languages”, or “I cannot so many”. One pupil (9 years old) concluded the round for reflection with the statement “children know all languages a little and much ... is good because speak with many people and learn lots”.

8.4. Assessing the Language Circles

The language circles, the individual stories as well as exchanging with the other children lead to a coming-out of the subjective and collective language wealth. The pupils reconstructed their individual languages and visualised them using the language circles. This caused them to become aware of their linguistic resources. Before creating the language biographies, the pupils only stated their first language when asked what languages they know. Mostly these were Serbian or Albanian. The pupils then revised these statements through the language circles.

Overall the results of the language circles are far more elaborate than those of the language portraits. In comparison, the diversity of languages shown is not only great on a whole but also visible within the results of individual children. On average the language portraits contained two to three languages, whereas in the language circles, an average of four to five languages were incorporated. Snippets of conversation from one pupil should illustrate this difference.

Learner E, 8 years old:

Language Portrait

L_E: “Kurdish is blue... everywhere. This [points to the striped upper body] is English”

T: “What is this? [points to the hearts]”

L_E: “German. Teacher nice so I love Deutsch”

T: “I can see some pink.”

L_E: “Not language. I like pink ... colours. I make pretty. Flower and grass.”



Image 17 – Language Portrait E



Image 18 – Language circle E

Language circle

L_E: “That is Kurdish [points to the green area (Kurdish flag)] ... I love ... is good... pretty”

T: “I see more colours.”

(....)

L_E: “In Iraq I hear some Syrian and Jordanian. I know little, and Farsi and Kurmanji”

This pupil coloured three languages in their language portrait (Kurdish, German and English). The same pupil incorporated a total of nine languages into their language circle (Kurdish, Iraqi [Iraqi-Arabic], English, German, Farsi, Kurmanji [Northern Kurdish], Turkish, Syrian, Jordanian [Arabic]).

While customising the language portraits the pupils focussed on the meditative aspect of drawing and colouring. The task was therefore partially taken into consideration. The creative meditative aspect, which is essential for linguistic-biographical research, is equally achieved with the language circle. Though the creativity of the pupils is directed to customising their own language as an additional reference to the physical dimension does not need to be established. The implementation of language circles showed that a diversion from the physical silhouette and its suggested imagery is more beneficial. Every colour in the language circle represents one language from the lives of the children. Pupils concentrate on the languages of which they possess knowledge and skills. Still some children provided additional languages with which they had noted meaningful encounters. Excerpts from an interview with Learner A shows this linguistic relation.

Learner A, 9 years old:

T: *"I see black twice."*

L_A: *"Black is Arabic. My friend in Felsstraße speaks Arabic. I do not know but I want to learn. Is such nice language, I love."*

(...)

L_A: *"Pink is Austrian. I do not know what the right name for the language is, but my mommy's friend from Austria. One time we drive to Austria and I play with a boy from friend. He very funny but I do not understand what he says."*

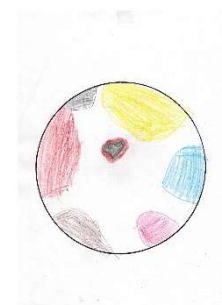


Image 19 – Language circle A

Here, this pupil reflects in addition to the languages where she possesses skills, which languages she has encountered and which ones she assesses individually.

As the pupils did not receive any specifications in terms of colouring in the languages, it is still interesting that almost all children used in circular areas oriented around the perimeter of the circle. This confirms the assumption that the pupils of the Felschule show their assignment of meaning is dependent on proportions. Generally speaking, larger coloured areas represented languages that the children felt were more important or more poignant. The orientations of dimension are shown through the following example.

Learner F, 7 years old:

L_F: *"Here Turkish [points to the grey area] ... mommy speaks Turkish ... me Turkish. In Serbia speak Serbian [points to the blue area], in Felsstraße Serbian. I speak lots of Serbian."*

T: *"I see lots of grey and a little blue."*

L_F: *"Me Turkish ... in Serbia all speak Serbian ... in school speak German. No speak Turkish"*

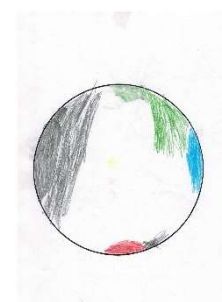


Image 20 – Language circle F

This example illustrates that the pupils do not always use the languages that they give the most personal meaning. A meta-linguistic competence can be observed in the fact that the pupil uses different languages based on the situation, which he can also verbalise in reference to the language circle. A discrepancy between identity and the spoken languages is apparent when the pupil describes the fact that he is Turkish but speaks Serbian more often.

The conversations regarding the language circles illustrate that the pupils' experience of language is influenced by a multitude of aspects. Especially the emotional connection to languages is apparent. Pupils frequently use descriptive terms such as *love*, *good* or *nice/pretty*. This leads to the conclusion that the pupils have a positive attitude towards languages and language diversity. At this point the previously mentioned statement from a

pupil that was made in the round for reflection is again relevant (see Chapter 8.3) as it sees a communicative benefit in diversity.

It is difficult to make statements in terms of actual development of the language awareness of individual pupils as this process takes place very subjectively. However, the children were undoubtedly animated to contemplate on their own linguistic repertoire and reflect on their languages and language use. Through collective reflection on the language circles the pupils recognise that language diversity within an individual has a value that they can harness. From this it can be concluded that the emphasis on the normality of a hybrid multilingual society can absolutely have a positive effect on the linguistic but also general juvenile development of refugee children.

9. Conclusion

The present paper's objective was to develop a concept that enabled the creation of language biographies of pupils with refugee backgrounds. Using these materials pupils should come to the revelation that multilingualism has become a societal norm. As a result this should combat feelings of foreignness.

For this purpose, first the framing circumstances were clarified, encompassing European and German ways of dealing with asylum as well as a description of the Felsschule. Following this, the linguistic-biographical approach was elaborated on the basis of the *CultureShake* project. In accordance the term language was constrained and the linguistic-biographical concept of language portraits explained. On the foundation of these theories the concept of language portraits was adapted to the extension of the student body at the Felsschule. In order to support the pupils in the task of language reflection, the components of the storytelling method were presented. The expansion of the concept was then applied in practise in a lesson and then later evaluated.

This showed that the use of a physical silhouette was an inappropriate structure for linguistic-biographical work with the children of the Felsschule. This was due to the fact that they presented language meanings according to the scale of certain areas. Possible reasons for this could not be further researched within the framework of this paper. Due to these difficulties with the language portrait, the neutral shape of the circle was used. The circle symbolises the language repertoire, which is filled with the different linguistic resources. What is notable about the creation of the language circles is that the pupils were more focussed on the act of drawing and colouring in comparison with the language

portraits. This not only took their own language knowledge into account but also other linguistic experiences that were meaningful to them. The children also reflected their use of language and assessed it in terms of subjective language meanings.

On the other hand it was ascertained that no concrete statements in terms of the development of language awareness could be made. Although according to the results, there could be a hint that the language circles benefit language reflection but this is only in valid under the following limitations: The reflections are context bound and only represent one brief moment. How much the children will use or build upon the linguistic resources they showcased is unclear. To be able to see the development of language awareness one would need to make further empirical investigations. For instance by implementing a long-term study where pupils continuously create language circles over a longer period of time. This way possible changes become visible and could be analysed. Furthermore it cannot be confirmed that the pupils felt less foreign or less “alien” due to the presented language diversity. It must also be considered that the results only refer to the pupils of the Felsschule, which does not represent a school according to the idea of inclusion. By separating the children it is only difficult to combat a feeling of foreignness. For this reason re-evaluating the concept with refugee children who attend a regular school is still to be conducted.

Overall, from the language circles it was apparent that the language biographies of the Felsschule mirror the hybridity of today’s global society. Regardless of origin the massive language diversity influences the language repertoire of all pupils. By subjectively visualising these languages the children were able to get an impression of their own linguistic resources. The children conveyed many positive associations concerning language diversity so that the creation of language biographies can be deemed as an effective starting point for the development of cultural hybridity to be viewed as a societal norm.

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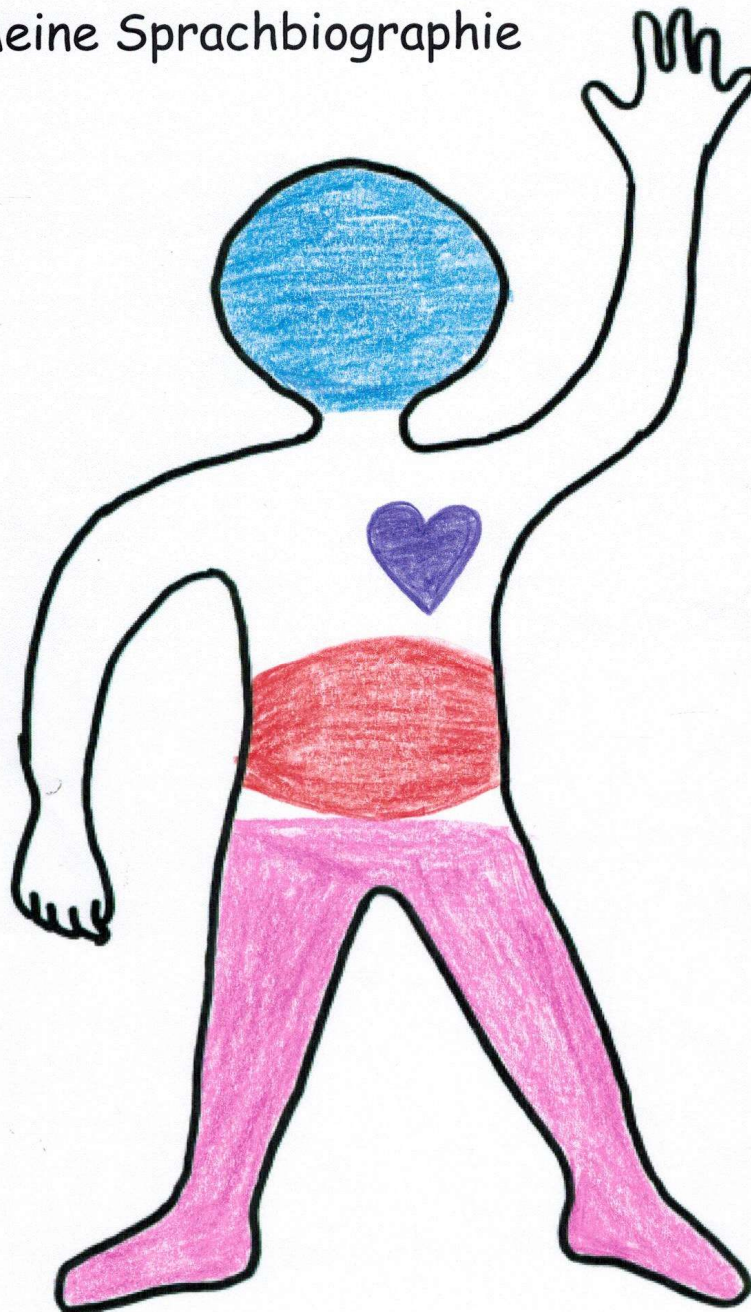
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Appendix

i. Language Biography - Storytelling

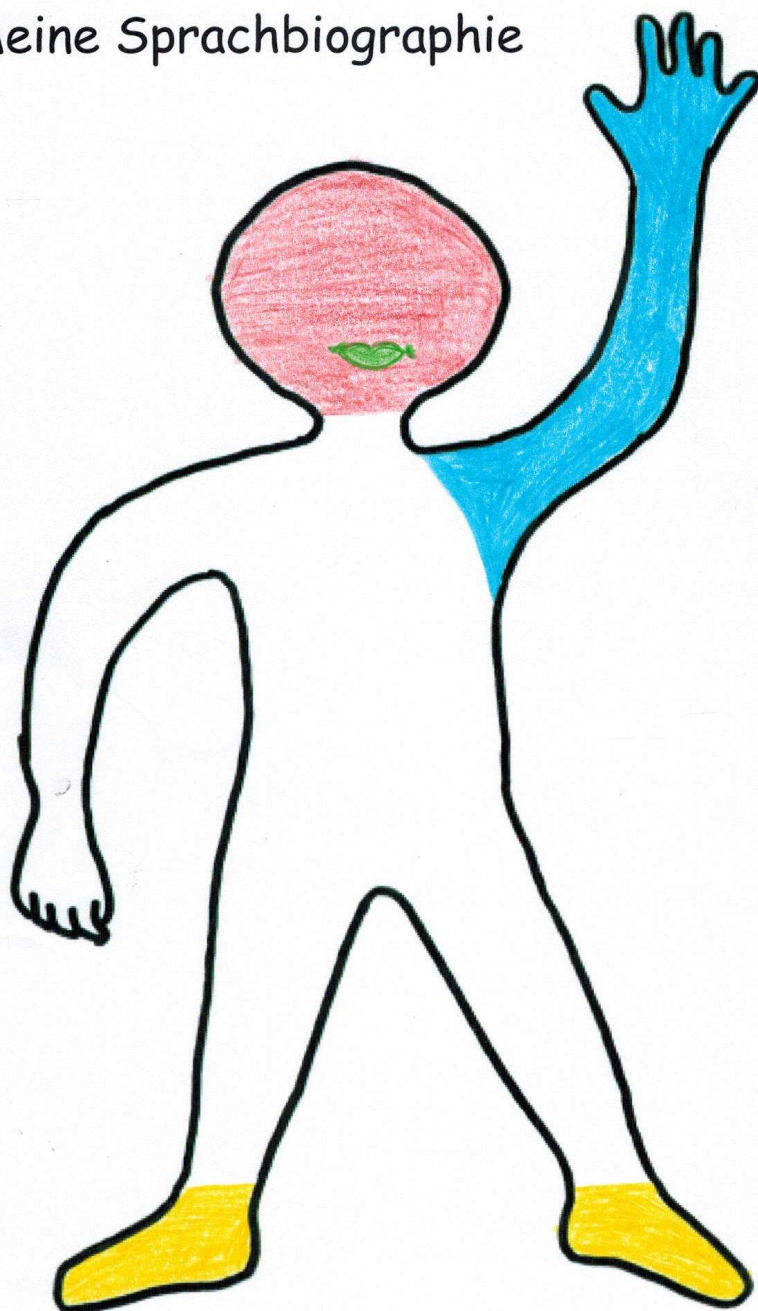
Anna

Meine Sprachbiographie



Ying

Meine Sprachbiographie



Anna

girl, 9 years old

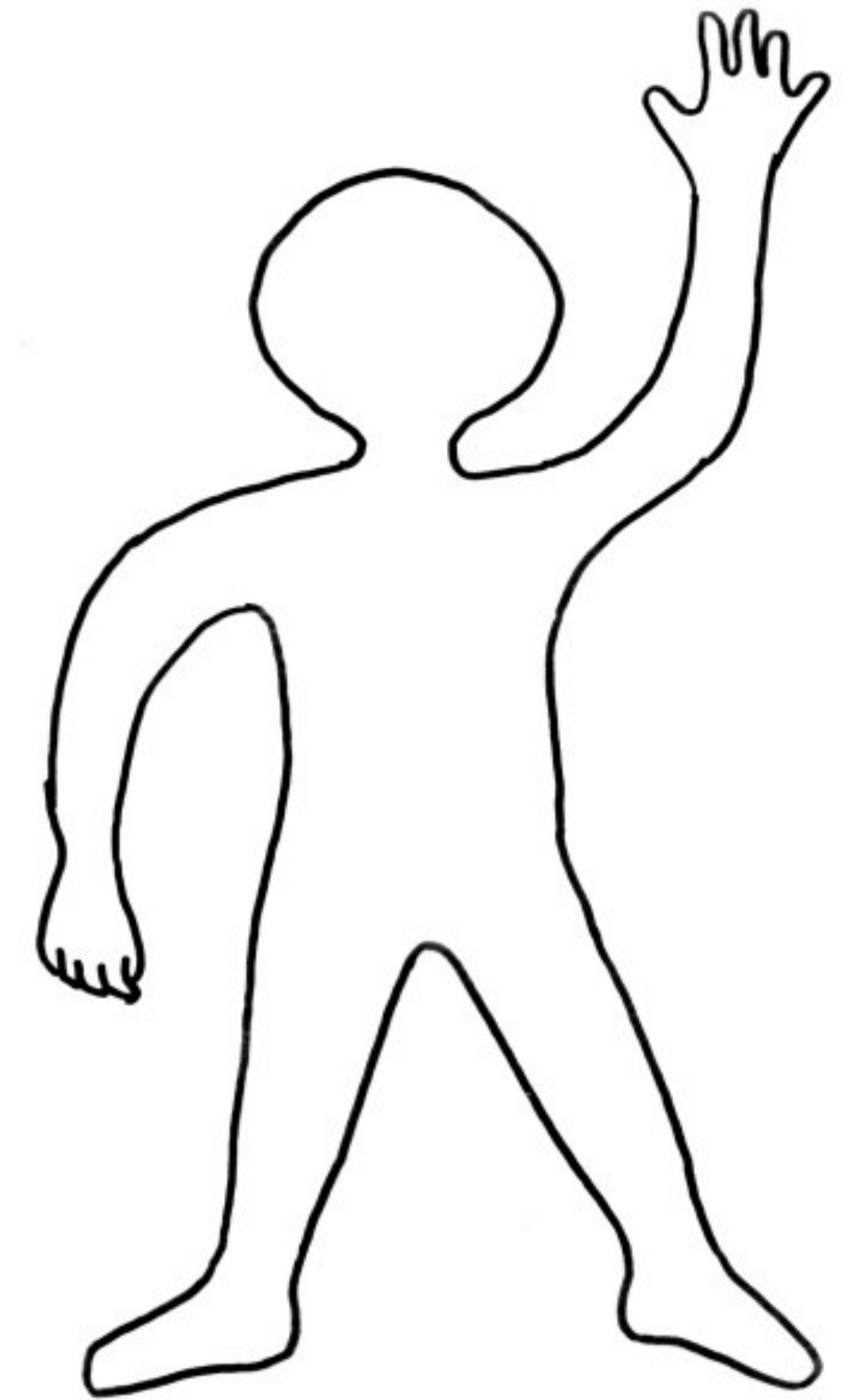
My feet are English because I learned how to walk as a baby. I need English for almost everything, like I need my feet to walk. In my head is Spanish because I learn Spanish at school. I must always think a lot when I learn otherwise I forget a word again. My tummy is French because I love to eat croissants. Unfortunately I cannot speak French but I really want to learn it. I have Chinese in my heart because my Daddy needs to go to China a lot to work. Chinese reminds me of my Daddy and then I am happy.

Ying

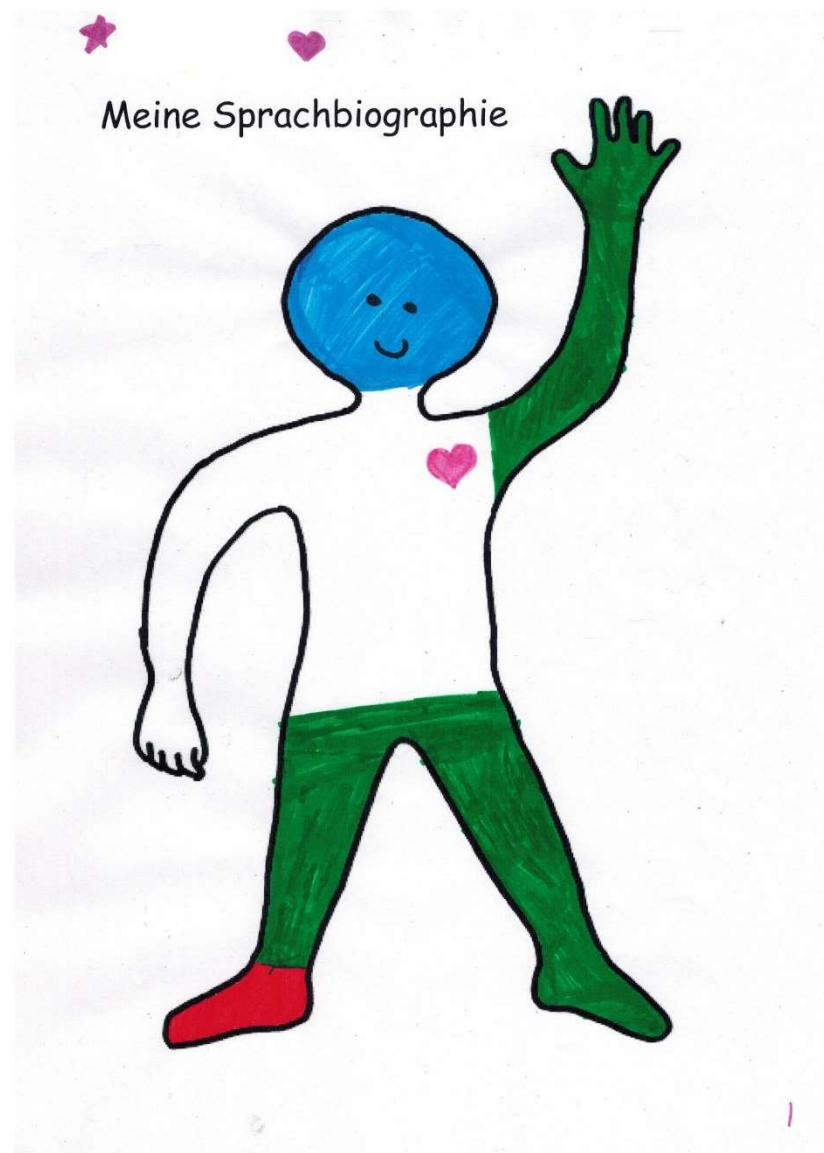
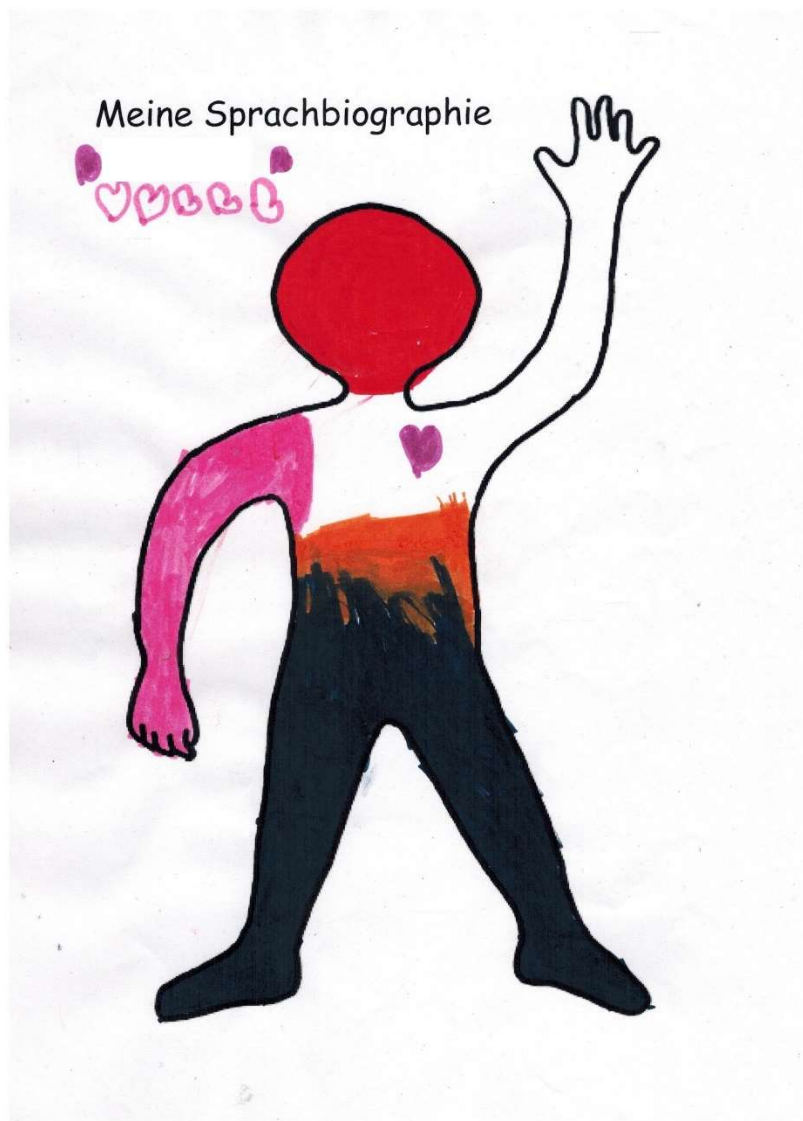
boy, 10 years old

I speak Chinese with my family (mommy/daddy). My thoughts and dreams are in Chinese. That is why Chinese is in the head. My mouth is English because in America (USA) you speak English. Almost everyone speaks English there. I learn English at school. I must speak English otherwise my teachers don't understand me. I must also learn Spanish at school. I do not like that. I drew Spanish into the foot because I want to kick it away like in soccer. My arm is French. I do not speak French but my friend Tim does. We always play catch together.

ii. Language Portraits





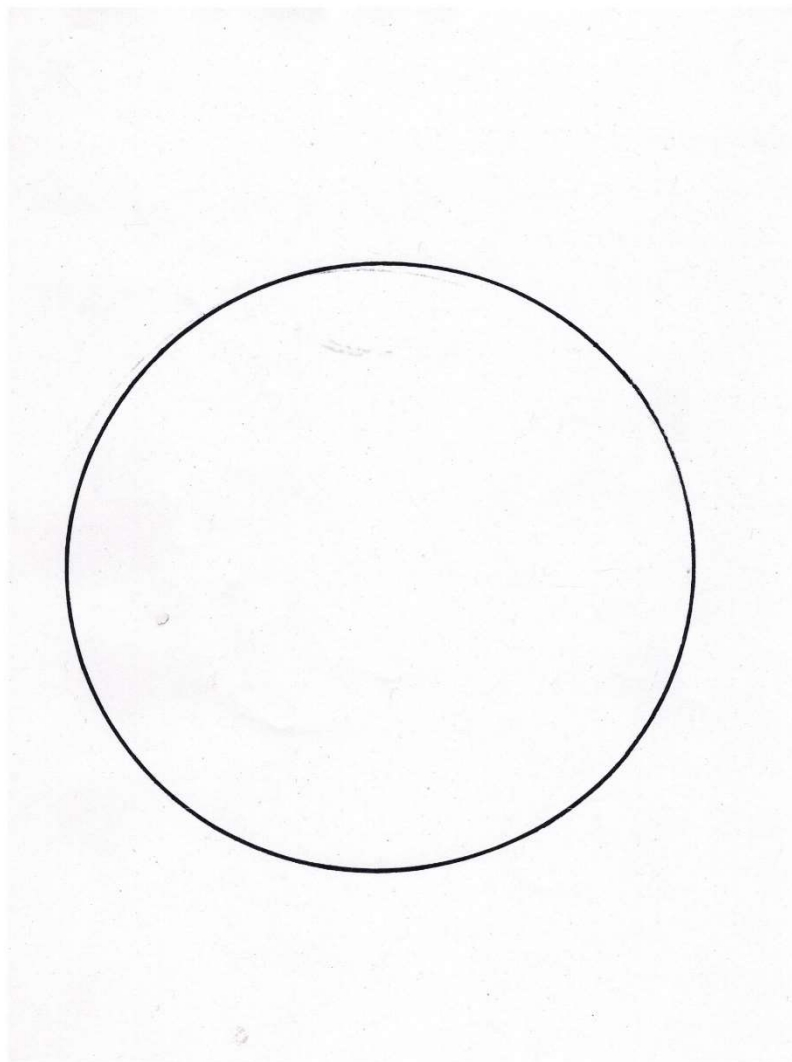


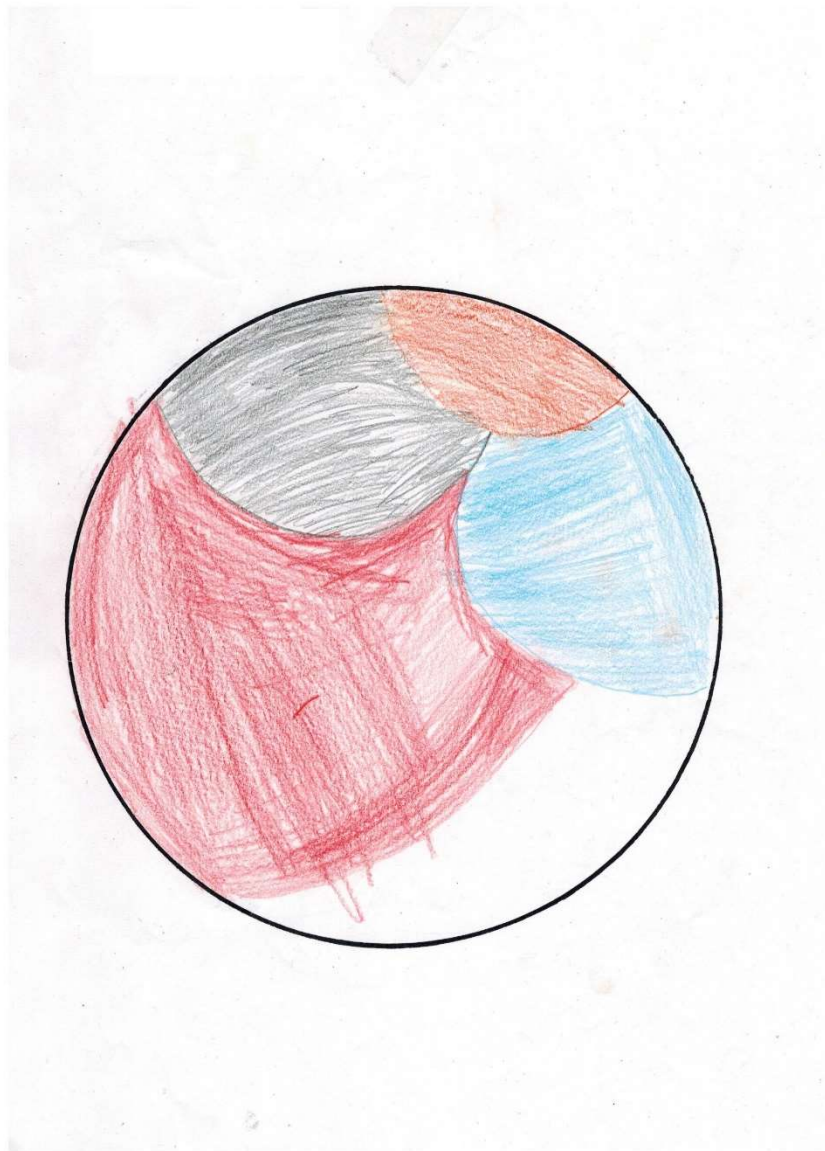


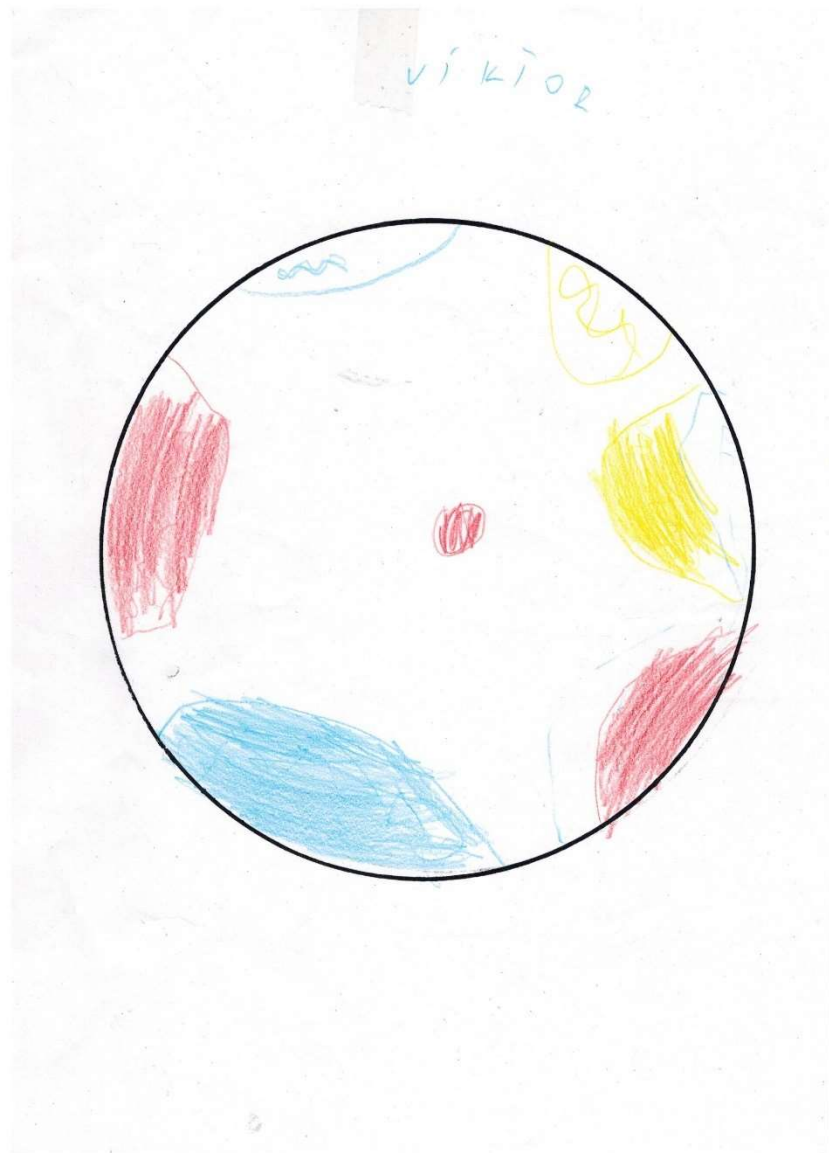


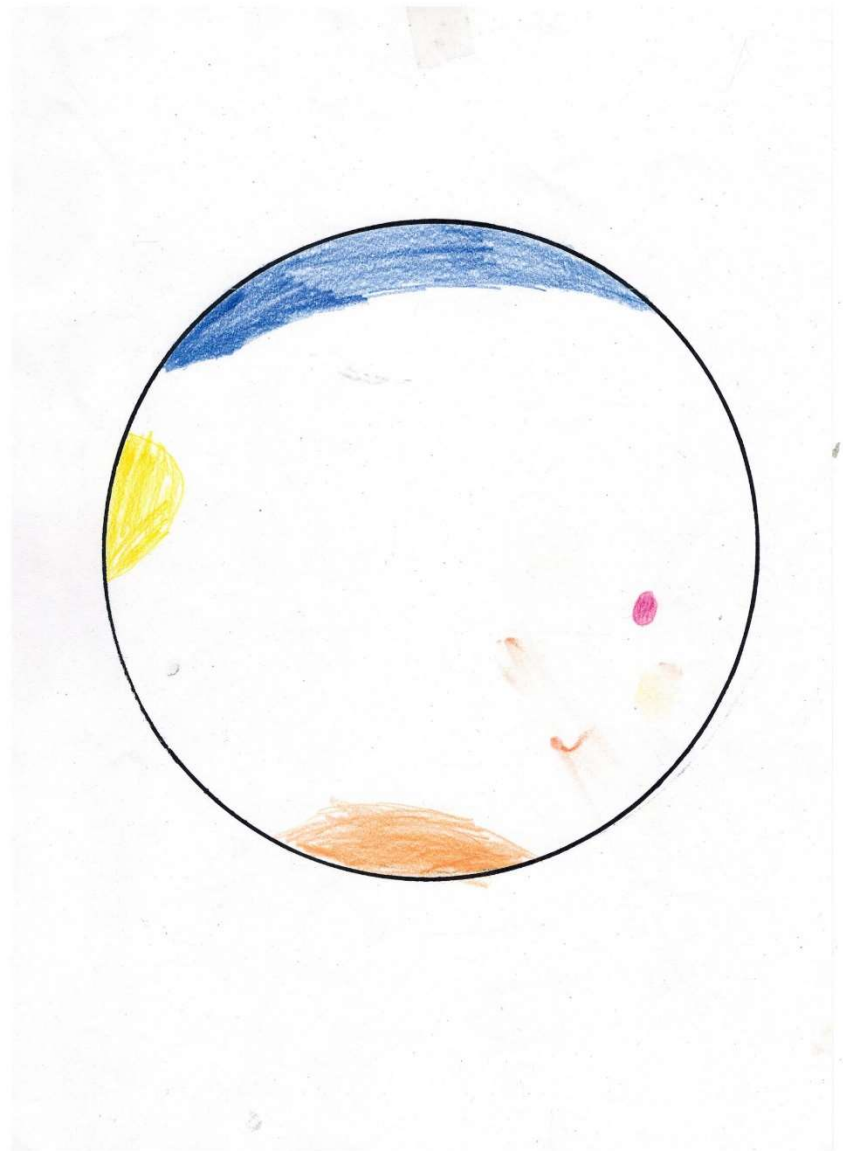
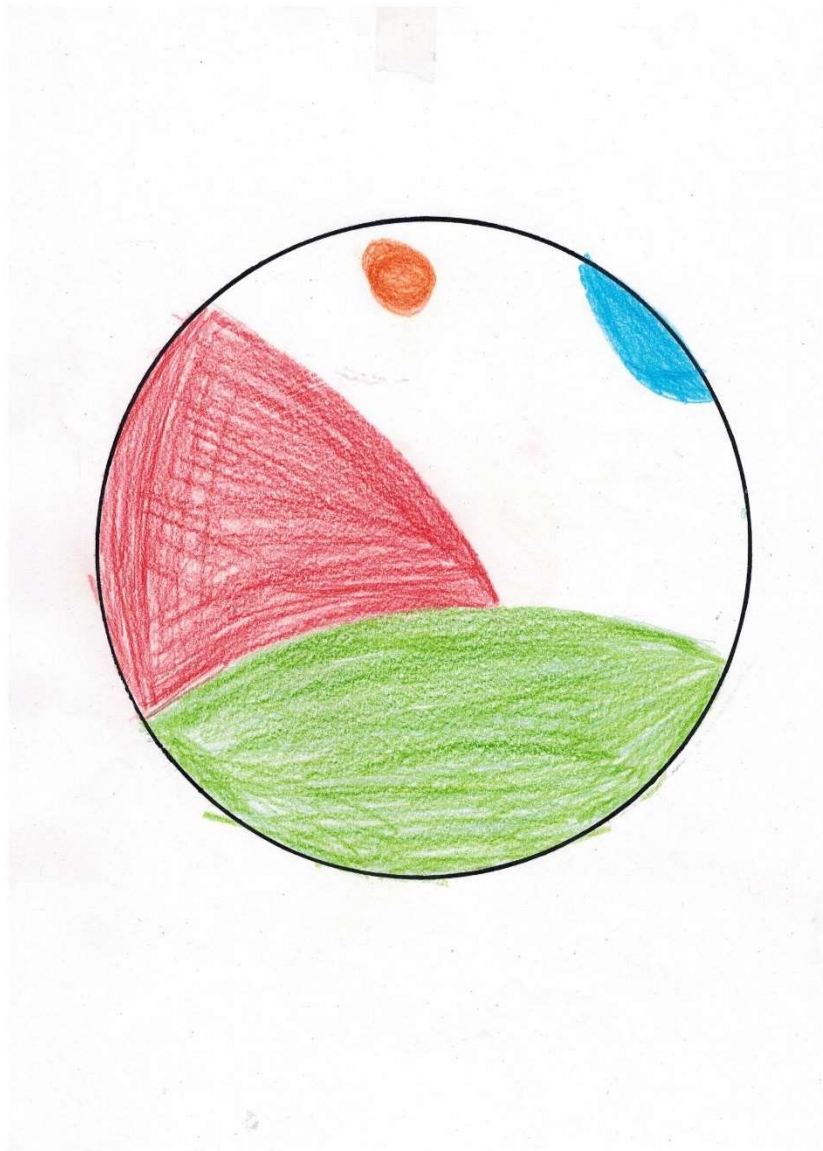


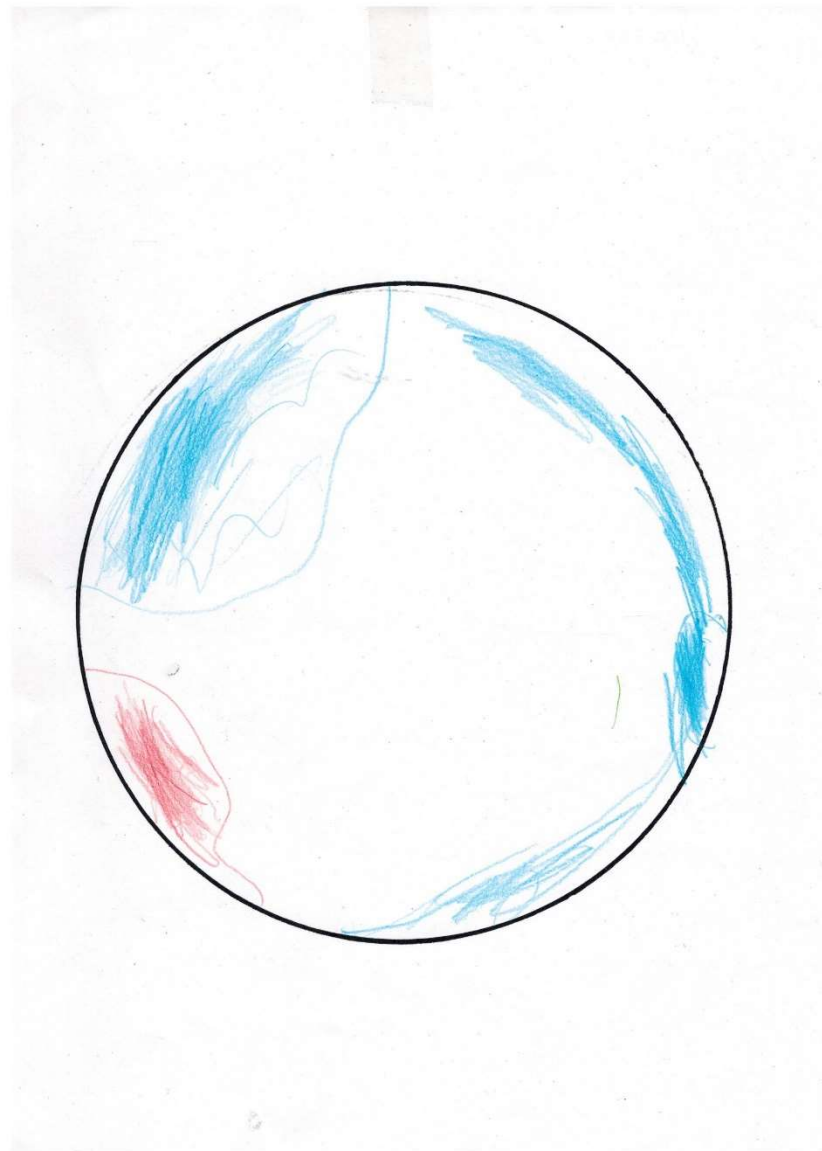
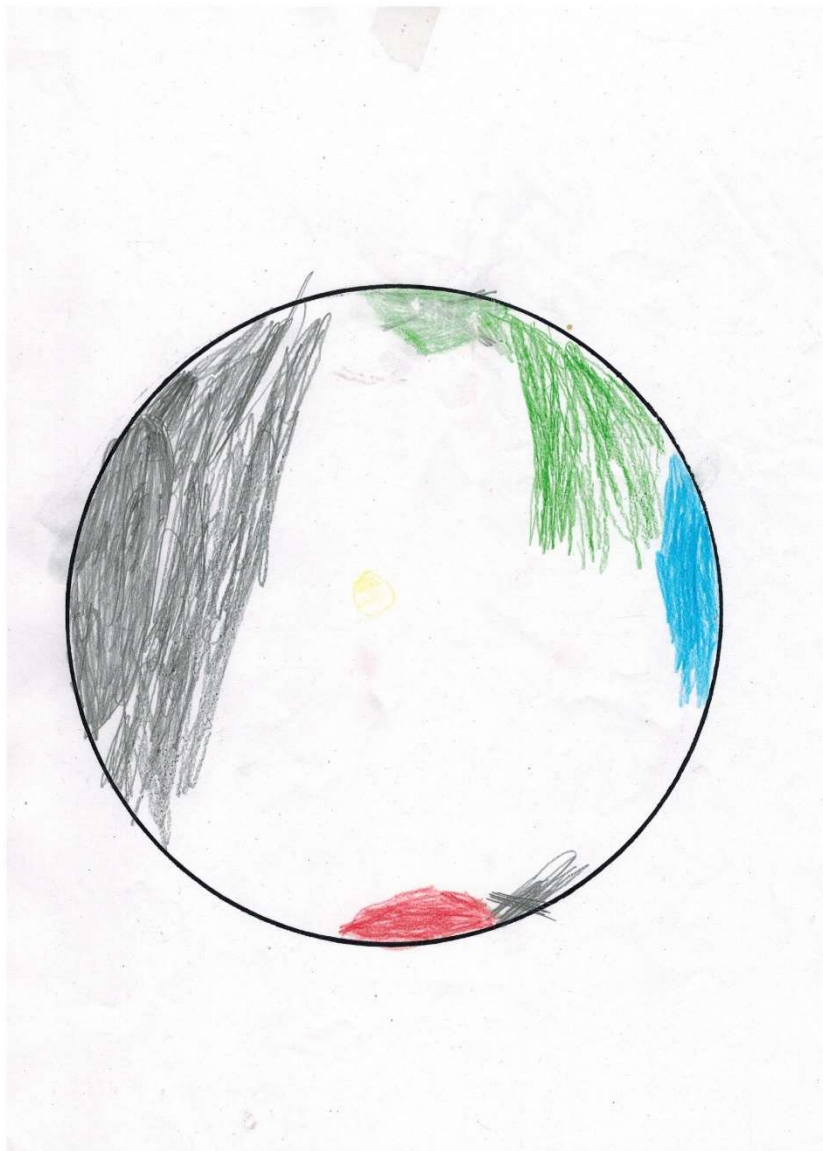
iii. Language Circles

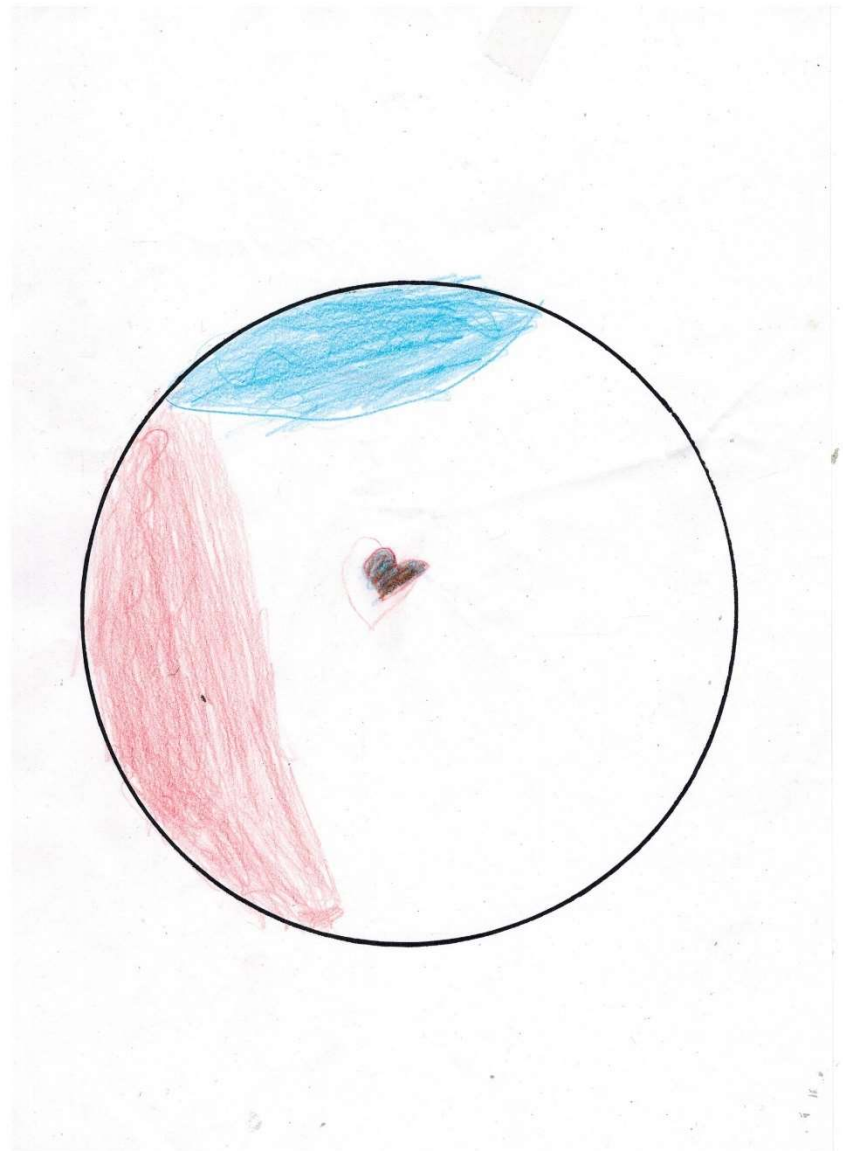
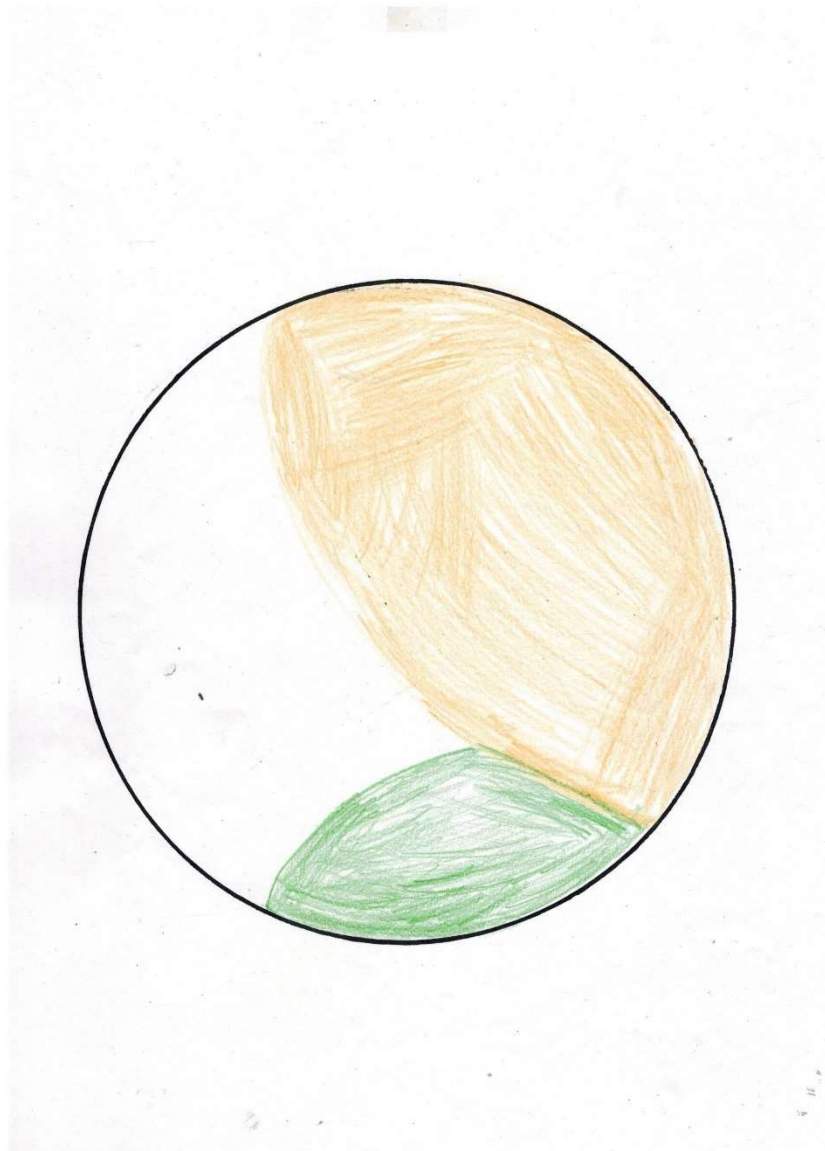








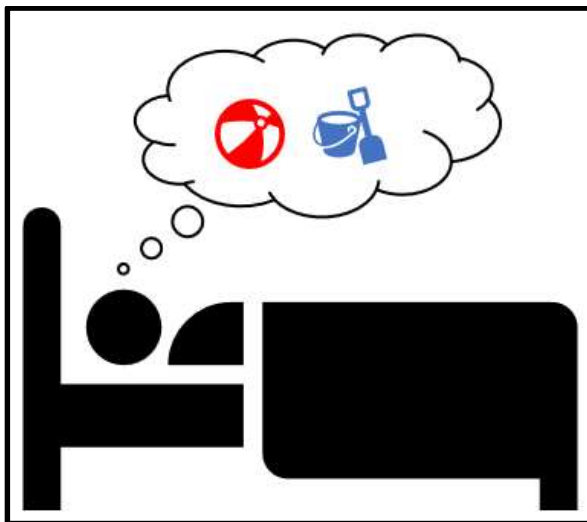




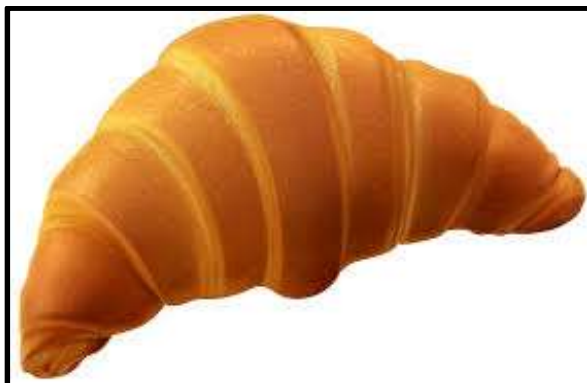
iv. Rituals – Saying Goodbye

Alle Leut, alle Leut gehen jetzt nach Haus!
Große Leut, kleine Leut, dicke Leut, dünne Leut
Alle Leut, alle Leut gehen jetzt nach Haus!
Alle Leut, alle Leut gehen jetzt nach Haus!
Laute Leut', leise Leut', alte Leut', junge Leut'
Alle Leut', alle Leut' gehen jetzt nach Haus'
Alle Leut, alle Leut gehen jetzt nach Haus!
Sagen auf Wiedersehen, denn es war wunderschön
Alle Leut', alle Leut' gehen jetzt nach Haus!
Alle Leut', alle Leut' gehen jetzt nach Haus!

v. Picture Cards



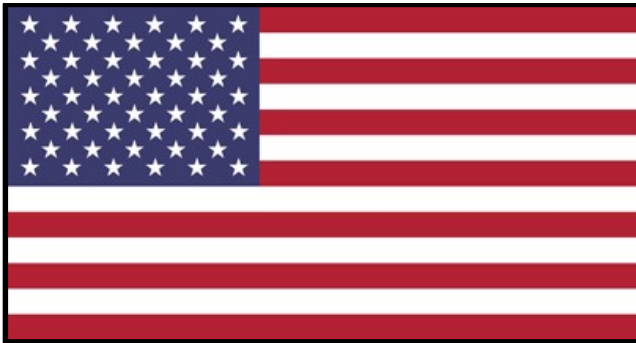
(author's work)



(<https://clipartpng.com/?2216,croissant-png-clip-art>)



(<http://laoblogger.com/fangen-spielen-clipart.html>)



(<https://www.countryflags.com/de/vereinigten-staaten-von-amerika-flagge-clipart.html>)



(author's work)

vi. Letter to Parents

Liebe Eltern,

ich heiße Jessica Hoffner und studiere Grundschullehramt in Karlsruhe. Seit einem Jahr arbeite ich dienstags und freitags an der Felschule und unterstütze die Lehrkräfte im Unterricht.

Im Rahmen meines Studiums muss ich eine wissenschaftliche Hausarbeit schreiben. Dazu würde ich mit Ihrem Kind gerne ein Interview führen, um die Lernprozesse Ihres Kindes in der Felschule näher zu untersuchen.

Ich möchte um Ihre Erlaubnis bitten mit Ihrem Kind herauszufinden, wie sein Sprachenwerb verläuft. Die Ergebnisse werden nicht veröffentlicht, sondern dienen lediglich der Dokumentation der Arbeitsergebnisse. Gerne würde ich auch in die Dokumentation Bilder aus der Felschule aufnehmen.

☐ Ja, mein Kind darf fotografiert werden.

☐ Nein, mein Kind darf nicht fotografiert werden.

Ich danke Ihnen für Ihre Unterstützung.

Mit freundlichen Grüßen

Jessica Hoffner

Karlsruhe, _____

Unterschrift _____

Dragi roditelji,

Zovem se Jessica Hoffner i studiram na Učiteljskom fakultetu u Karlsruheu. Već godinu dana radim u Fels-školi, utorkom i petkom, pomažući nastavnicima u razredu.

Kao deo mojih studija, moram da napišem diplomski rad. Da bih to uradila, želela bih da obavim intervju sa vašim djetetom, kako bih pobliže ispitala procese učenja vašeg djeteta u Fels-školi.

Želela bih zatražiti vašu dozvolu, da sa vašim djetetom proverimo kako teče usvajanje jezika i pri tom snimiti zvuk. Ovi snimci se ne objavljuju, već samo služe za dokumentovanje rezultata rada. Takođe bih želela da uključim slike iz Fels škole u dokumentaciju.

☐ Da, moje dete može da se fotografiše.

☐ Ne, moje dete se ne fotografiše.

Hvala vam na podršci.

S poštovanjem

Jessica Hoffner

Karlsruhe, _____

Potpis _____

Prinder të dashur,

Unë quhem Jessica Hoffner die studjoj për profesiohieh e mësueses në karlsruhe. Unë punoj në shkollën Felsschule që një vit gjdo të marte dhe të premtë aty mështes mësuesit tjer më orëh e mësimit.

Për studimet e mija më duhet të bëj një projekt. Për këtë arsye do të doja të bëja një intervistë, për procesin e mësimit të tyre në shkollën Felsschule. se sa kan mësuar.

Për këtë shkak do të doja lejen tuaj që të bënim një regjistrim të zërit dhe foto të fëmijes tuaj që të zbulojmë se çfarë kuptojnë me termin gjuhë. Këto regjistrime nuk do të bëhen publike por do të jenë vetëm për projektin tim. Gjithashtu do të doja të bëja foto të fëmijëve në shkollën Felsschule.

☐ Po, unë dejoj që të fotografi të fëmijes tim.

☐ Jo, fëmijet e mij nuk mund të bëjnë regjistrim të zërit dhe fotografi.

Unë ju falenderoj juve për mbështetjen tuaj.

Jessica Hoffner

Karlsruhe, _____

Nënshkrimi i prindërit: _____

Драги родители,

Зовем се Јессика Хоффнер и студирам на Учитељском факултету у Карлсрухеу. Већ годину дана радим у Фелс-школи, уторком и петком, помажући наставницима у разреду.

Као део мојих студија, морам да напишем дипломски рад. Да бих то урадила, желела бих да обавим интервју са вашим ђететом, како бих поближе испитала процесе учења вашег ђетета у Фелс-школи.

Желела бих затражити вашу дозволу, да са вашим ђететом проверимо како тече усвајање језика и при том снимити звук. Ови снимци се не објављују, већ само служе за документовање резултата рада. Такође бих желела да укључим слике из Фелс школе у документацију.

☐ Да, моје дете може да се фотографише.

☐ Не, моје дете се не може снимити.

Хвала вам на подршци.

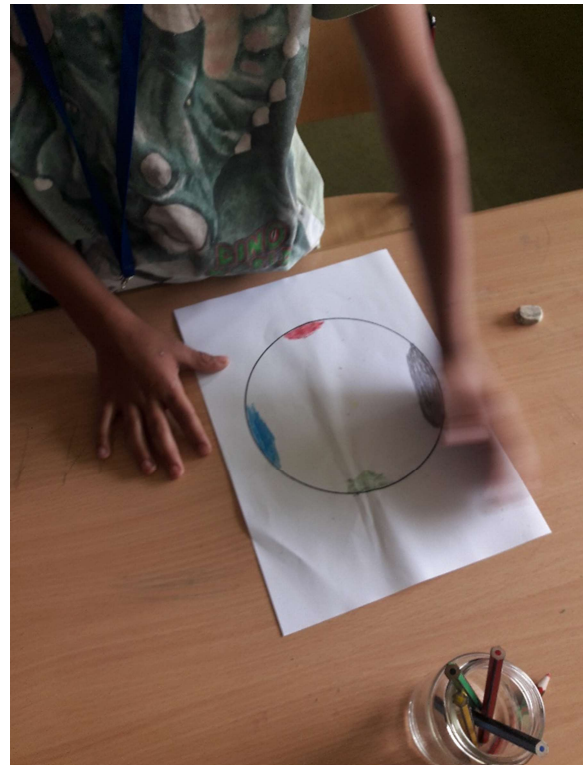
С поштовањем

Јессика Хоффнер

Карлсрухе, _____

Потпис _____

vii. Pictures





Ich versichere, dass ich die Arbeit selbstständig und nur mit den angegebenen Quellen und Hilfsmitteln angefertigt habe und dass alle Stellen, die aus anderen Werken dem Wortlaut oder dem Sinn nach entnommen sind, eindeutig unter Angabe der Quellen als Entlehnungen kenntlich gemacht worden sind.

Im Falle der Aufbewahrung meiner Arbeit in der Bibliothek bzw. im Staatsarchiv erkläre ich mein Einverständnis, dass die Arbeit Benutzern zugänglich gemacht wird.

Karlsruhe, 10. Oktober 2019

Ort, Datum

A handwritten signature in black ink, appearing to read 'Z. Haffner', written over a horizontal line.

Unterschrift