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Teachers' Perceptions of the Implementation of a Multilingual Approach to Language Teaching

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

How teachers perceived and experienced the implementation of a multilingual approach in their classrooms during the first year of implementation in Switzerland is poorly understood by policy makers and teachers. Findings from three pilot studies conducted before the implementation indicated that teachers had transferred only few aspects of the new multilingual approach into practice. Guided by constructivist learning and third language acquisition theories, this study explored how teachers perceived and experienced the implementation of the multilingual approach. A purposeful criterion sample of primary school English language teachers at Grade 5 who had completed a professional development program was targeted for this qualitative case study. Data were collected from interviews with and classroom observations of 8 teachers. Data analysis, conducted using initial and axial coding, revealed that teachers implemented the multilingual approach by closely following the instructions provided in a teacher manual, but needed more time to conceptualize the teaching and learning materials and to collaborate with other language teachers. These results prompted the development of a project to establish professional learning communities (PLCs). In PLCs, teachers will have time to engage in reflection, collaborate with colleagues, and strengthen teachers' classroom practices. This study has implications for social change as teachers who engage in collaboration with colleagues and reflective practice will positively affect student achievement. Students may be taught by teachers who have the knowledge, skills, and attitude required for a successful implementation of a multilingual approach.

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Dedication

Thank you, Max. You have been my source of inspiration and motivation for many years. Thank you for your continued encouragement and your emotional support. Thank you for understanding and sacrificing so much time we could have spent together.

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Section 1: The Problem

Introduction

In Europe multilingualism in education is a conceptual and a pedagogical challenge of the 21st century since the linguistic and social landscape has changed in recent years (Hutterli, 2012). Improving mutual understanding and fostering tolerance of other cultures have also become important issues in Europe. In many European countries, citizens are encouraged to learn two other languages alongside the local national language to safeguard and promote linguistic and cultural diversity. The European Union and the Council of Europe have highlighted the importance of languages and drawn up educational recommendations (Eurypedia, n.d.). One recommendation concerned the paradigm shift from a monolingual to a multilingual approach in language teaching. The tendency to approach language teaching as if the learners have not already learned at least one other language was to be replaced with exploiting crosslinguistic learner strategies and raising learners' metalinguistic awareness. As a participant in the Council of Europe's language education program, Switzerland decided to implement the multilingual approach into primary and secondary schools (Hutterli, 2012).

In this introduction, I will provide background information about language education in Switzerland, and I will focus on one particular language project in the Swiss-German speaking part of Switzerland. I will continue with a description and a rationale of the problem at both the local level and the larger educational context. Definitions of relevant terms are included, followed by a literature review of current research on the issues of third language acquisition, an overview of the major school

language teaching methodologies, and the multilingual approach to language teaching. A discussion of factors affecting the implementation of a multilingual approach will conclude the literature review.

Language teaching has had a role in education in a multilingual country like Switzerland, which has four statutory official languages: German, French, Italian, and Romansh (Hutterli, 2012). Since the 1970s when the German-speaking cantons in Switzerland introduced French lessons and the French-speaking cantons introduced German lessons, learning another language has been compulsory at upper primary and secondary school levels. At the beginning of the 21st century, many of the 26 cantons in Switzerland introduced English as a foreign language at Grade 7, the first year of secondary school. The Swiss Conference of Cantonal Ministers of Education (2013) noted that teaching and the learning of two foreign languages had been the norm for more than 10 years at primary and secondary schools in Switzerland.

The Swiss education system uses the term foreign language to refer to German in the French-speaking part and to French in the German-speaking part of Switzerland although both languages are officially national languages. Depending on the language region, the language of instruction, the local language, can be German, French, Italian, or Romansh. Italian and Romansh are classified as official languages; however, they will not be further discussed because they are not a part of the foreign language project that was the focus of this research study.

In federally structured Switzerland, the 26 cantons and the local municipalities carry the responsibility for education, which means that there are 26 ministers of

education and 26 curricula in Switzerland, one for each canton. Regarding foreign

language education, Switzerland is divided into four regions: (a) eastern and central, (b)

western, (c) southern, and (d) six language border cantons. Table 1 provides an overview

of the four language regions and the educational status of the language taught in each

region.

Table 1

Overview: Languages in the Four Language Regions of Switzerland

Region	L1	L2	L3
Eastern/Central	German	English	French
Western	French	German	English
Southern	Italian	German	English
Language Border Cantons	German	French	English

As a federalist country, the cantons decide which foreign languages should be

included in the curriculum. Although efforts have been made to harmonize language

learning, the National Language Strategy (Swiss Conference of Cantonal Ministers of

Education, 2004) stipulated only that two foreign languages had to be introduced at the

primary school level by 2015. According to the strategy, one foreign language had to be

one of the four official Swiss languages and the other language had to be English. Some

cantons then decided to start the implementation of foreign language teaching with

English as the first foreign language, followed by French as the second foreign language.

The six cantons that build the language border between the German-speaking and

the French-speaking cantons were the focus cantons of this paper. These cantons decided

to cooperate on implementing the new foreign language policy for Grades 3 to 9. The

educational ministers of these six border cantons signed an intercantonal agreement in 2006 and named the project Passepartout (n. d.). As the six partner cantons are all situated along the language border between the Swiss-German and the Swiss-French speaking part of Switzerland, the educational ministers decided that French would be the first foreign language to be introduced at Grade 3 when the learners are 9-years-old. At Grade 5, when the learners are 11-years-old, English would then be introduced as the second foreign language at primary school.

Passepartout Project

The Passepartout project began in 2006 with the ambition to implement French at Grade 3 in 2010, followed by English at Grade 5 in 2012. However, the project leader soon realized that a paradigm shift with six major aims required more time, and implementation was postponed by 1 year (Passepartout Project Member, personal communication, January 11, 2014). The Passepartout project contained six major objectives:

1. To design a didactics/methodology concept
2. To develop a new curriculum for foreign languages Grades 3 - 9
3. To create and develop assessment tools
4. To define language teacher profiles for primary and secondary school teachers
5. To design new textbooks for French and for English
6. To develop professional development programs (PDP) for preservice and inservice language teachers

Table 2 illustrates the different working groups and their members and a description of the materials that the groups produced for the Passepartout project. The steering committee, consisting of the six ministers of education of the six cantons, first appointed a project leader who was then responsible for forming the different working groups.

The members of the working groups were either employees from one of the six education authorities and/or working for one of the four universities of teacher education involved in the Passepartout project. Only four universities of teacher education were involved as not every canton had its own university. The steering committee had the responsibility to approve the initial concept, the new curriculum, the language teacher profiles, the concept for a professional language course, and the PDP for inservice and for preservice language teachers for French and for English.

Table 2

Passepartout Working Groups, Members, and Products

Working Group	Members	Product
Steering Committee	Ministers of Education	Approval of all papers produced by the different working groups
Working Group on Framework Conditions	Employees of Ministries of Education	Concept: Didactic principles for foreign language teaching in primary schools (2008) Curriculum: French and English Grades 3 to 9 (Däscher, Flükiger, Gerber, & Saudan, 2011) Concept paper providing guidance for textbook development (unpublished)
Working Group Language Teacher Profile	Lecturers from the four Universities of Teacher Education	Language Competence Profile (unpublished)
Working Group for Professional Language Courses	Lecturers from the four Universities of Teacher Education	Concept for a professional language course at level C1/CEFR (Egli Cuenat, Gauthier, & Chuck, 2010)
Working Group Professional Development Program for Preservice Teachers	Lecturers from the four Universities of Teacher Education	Framework/Catalog of competence descriptions (Schwab et al., 2009)
Working Group Professional Development Program for Inservice Teachers	Lecturers from the four Universities of Teacher Education	Continuing Professional Development (Ritz & Bodenmüller, 2009)

Passepartout Didactics Concept

The first objective of the intercantonal agreement was to establish a concept concerning didactics and methodology. The Working Group on Framework Conditions (2008) subdivided the concept into five sections: (a) functional plurilingualism, (b) language acquisition, (c) didactic principles, (d) methods and instruments, and (e) teacher education. Part of the concept was translated into English and titled *Didactic principles for foreign language teaching in primary schools* (Working Group on Framework Conditions, 2008). The paper prepared by this working group was to be used as a reference framework for all other working groups in the Passepartout project. In addition, the working group directed that all objectives of the Passepartout project were to be based on the educational reform that arose from the paradigm shift from a monolingual to a multilingual approach in language teaching (Passepartout, n. d.). The most significant changes in the paradigm shift from a monolingual to a multilingual approach stipulated in the paper that were to be implemented as a result of this reform are illustrated in Table 3.

Table 3

Didactic Principles: Changes in Pedagogical Focus in the Paradigm Shift from a Monolingual to a Multilingual Approach

Monolingual Approach	Multilingual Approach
Second Language Acquisition	Third Language Acquisition
Target Language Only; No Code-Switching	Compare/Contrast Languages; Code-Switching
Interference (negative)	Transfer (positive)
Keeping Languages Separated	Linking Languages

In a multilingual approach, curricula and pedagogy are based on research about third language acquisition (TLA), code-switching, and transfer, and focused on helping learners to link all their prior knowledge gained from previous language learning (Grossenbacher, Sauer, & Wolff, 2012). TLA research was conducted with adult language learners. Thus, the findings were based on a different population than that of the recipients of the Passepartout curriculum, mostly university students and not primary school learners at Grades 3 through 6. The changes from the monolingual to the multilingual approach will be further discussed in the literature review.

Passepartout Curriculum

An initial version of the Passepartout curriculum was published in 2010 (Däscher, Flükiger, Gerber, & Saudan, 2011). The curriculum stated the minimal language proficiency that students should achieve for French and for English by the end of compulsory school at Grade 9. According to the minimal standards established by the Swiss Conference of Cantonal Ministers of Education (2011), all learners should achieve A2.2 on the Common European Framework of References for Languages (CEFR), (Council of Europe, 2001) for French and for English (Passepartout, n. d.).

The Passepartout curriculum was considered an innovative curriculum because it outlined three competence areas (Egli Cuenat, 2011). In addition to the first competence area of linguistic competence, the curriculum also detailed a second competence area for plurilingual and intercultural awareness and a third competence area for language learning strategies. The latter two competence areas made the Passepartout curriculum innovative as earlier curricula for foreign languages contained only one competence area:

acquisition of the four language skills: listening, speaking, reading, and writing. Although the plurilingual and intercultural awareness area has received a great deal of attention in recent language teaching publications in Europe (Beacco et al., 2010; Byram & Mendez, 2009; Coste, Moore, & Zarate, 2009), in this research study, I focused solely on multilingual awareness and the multilingual approach to language teaching.

The Passepartout curriculum based the third competence area of language learning strategies on Oxford (1990, 2011). Oxford (2011) defined language learning strategies as "deliberate, goal-directed attempts to manage and control efforts to learn" (p. 12). Oxford used the term deliberate to emphasize the difference between strategies and skills: Strategies are intentional and skills are automatic (Oxford, 2011). To my knowledge, the Passepartout curriculum was the first language curriculum to include language learning strategies as well as plurilingual and intercultural awareness as separate competence areas.

Since the project version of the Passepartout curriculum was published in 2010, there has been a great deal of discussion by teacher educators and other stakeholders about how to assess plurilingual and intercultural awareness and how to assess language learning strategies (Passepartout Project Member, personal communication, January 11, 2014). As a result of these discussions, a new working group was formed to discuss the problem and develop recommendations about how to assess and measure intercultural attitude and language learning strategies (Passepartout Project Member, personal communication, March 17, 2014).

Profile for Language Teachers

Another working group was responsible for developing the profile for language teachers in the Passepartout project. The *Passepartout Language Teacher Profile* consisted of two parts: teachers' language competence and teachers' didactic-methodological competence. The working group responsible for the *Passepartout Language Teacher Profile* based most of their work regarding teachers' language competence on already existing European papers such as the European Language Portfolio in Higher Education (Forster Vosicki, 2003), the European Profile for Language Teacher Education (Kelly & Grenfell, 2004), and the European Portfolio for Student Teachers of Languages (Newby, Fenner, & Jones, 2011).

The *European Language Portfolio* (ELP) is a personal document that provides information about the learner's language learning and intercultural experiences. The ELP consists of three major components: the language passport providing the holder's current level of language proficiencies based on the CEFR; the language biography containing holder's reflections on previous language learning, intercultural experiences, and learning processes; and the dossier containing examples of personal work to illustrate the holder's current level of language proficiency and intercultural experiences. The Swiss Conference of Cantonal Ministers of Education (2011) recommended that primary school teachers' language competence should be at C1 on the CEFR and at C2 on the CEFR for teachers at secondary school.

The *European Profile for Language Teacher Education* (EPL) contains a checklist for existing programs for teacher education and can serve as data for the

development of new language teacher education programs. The EPL can easily be adapted to existing programs and requirements.

The working group defined didactic-methodological competence as follows: (a) teacher competence with plurilingual didactics, (b) teacher competence with constructivist teaching methodology/strategies, (c) teacher competence with competency-based teaching, (d) teacher competence with content-based teaching, (e) teacher competence with communicative language teaching with a focus on task-based teaching and learning, (f) teacher competence with formative and summative assessment, and (g) teacher competence with differentiating instruction (Grossenbacher et al., 2012).

Primary school teachers. In Switzerland, a primary school teacher might teach up to nine different school subjects to the same group of learners: German, mathematics, sciences, sports, textile and nontextile design, music, arts, and French as a foreign language. The Passepartout project added a new school subject for primary school teachers. However, not every primary school teacher is required to attend the Passepartout PDP. The Passepartout PDP is compulsory only for primary school teachers who volunteer to teach English at Grade 5 and Grade 6 and whose language competence is at C1 on the CEFR.

Primary school classrooms. The number of pupils in Swiss primary school classrooms are decreasing. The Swiss Coordination Centre for Research in Education (Schweizerische Koordinationsstelle für Bildungsforschung, 2014) reported decreasing pupil enrollment in most cantons in Switzerland and maintained that decreasing numbers of pupils constituted particular challenges because schools might have to be closed and/or

that classes would need to contain pupils from more than one grade level. Raggl (2011) reported that mixed-age and mixed-level learning in multiclass schools were different approaches that schools could adopt to maintain their local primary schools. These new approaches offered learners educational opportunities, but at the same time constituted challenging work for primary school teachers.

The Bernese cantonal minister of education recently introduced and promoted the implementation of multigrade/age classes (MuG). Over the last 3 years, more primary school administrators decided to introduce MuG as a means of coping with decreasing enrollment. In the school year 2011/2012 there were 1,500 MuG classes and 2,300 grade-level classes (Werder, 2013). The Passepartout project did not include reference to mixed-age or mixed-level learning because the Passepartout concept was written before the cantonal minister of education promoted MuG (Passepartout Project Member, personal communication, January 11, 2014).

Textbooks in the Passepartout Project

Two publishers in Switzerland obtained contracts to design new teaching and learning materials. The new textbooks to teach French as a first foreign language (Bertschy, Grossenbacher, & Sauer, 2011) were piloted beginning August 2009 by 35 teachers at Grade 3 in three of the six cantons. The schools agreed to pilot the materials for 4 years starting with Grade 3 groups in 2009 and continuing until Grade 6, which is the last year of primary school in Switzerland. The pilot teachers had regular meetings in their cantons and met every 6 months with the textbook writers to discuss their experiences with the materials and suggest revisions.

The new textbooks to teach English as a second foreign language (Arnet-Clark,

Frank Schmid, Grimes, Ritter, & Rüdiger-Harper, 2013) at the Grade 5 level were piloted

by 34 teachers beginning in August 2011. Some of the learners and their teachers had

already experienced the piloting phase for the French materials. No information is

available about how many teachers and how many pupils experienced both pilot phases

of the French and the English textbooks. The teachers who volunteered to participate in

the piloting of the new textbooks attended a special training program and were closely

monitored during their training by teacher trainers (Passepartout Project Member,

personal communication, January 14, 2014).

Passepartout Professional Development Programs (PDP)

Two levels of PDP were developed by two Passepartout working groups, one for

preservice and another for inservice professional education. Both groups addressed

teachers' language competences and teachers' methodological didactical competences.

Because I focused on inservice teachers, I will explain only the PDP for inservice

teachers in more detail.

The steering committee (Passepartout, n.d) decided that completion of the

methodological didactical PDP was compulsory for all French and English language

teachers at primary and secondary schools in the six cantons. The first PDP began in

2010 for primary school teachers teaching French at Grade 3 as the first foreign language.

Between 2010 and 2012 the content of the methodological didactical PDP was adapted

and improved (Passepartout Project Member, personal communication, January 28,

2014). By the school year 2012/2013, the methodological didactical PDP consisted of

four modules. Table 4 presents an overview of the content of each of the four modules.

Table 4

Overview: Methodological Didactical PDP 2012/2013 Module Content

Module	Time	Content/Focus
1	2 days	Educational Policy; Language Politics; Europe; Switzerland; National Language Strategy SLA theories Terminology New textbook French (*Mille Feuilles*); textbook English (*New World*) Classroom discourse
2	2 days	Introducing the French textbook in more detail Introducing the English textbook in more detail Comparing and contrasting project tasks in both textbooks Activity-oriented and content-based teaching European Language Portfolio (ELP) (focus on reflection)
3	2 days	Formative and summative assessment Error correction ELP and self-assessment; Lingualevel
4	2 days	Lesson planning 5 voluntary mini-modules: plurilingual didactics; task-based learning (TBL); vocabulary; grammar; and catering for mixed-ability students. Presentation of lesson plans by PDP participants Looking back – Looking forward

Note. The PDP participants used Grossenbacher et al. (2012) as a reference.

The content of the 8-day PDP illustrates the complexity and high ambitions of the

Passepartout project. Although the Working Group on Framework Conditions (2008)

stated the importance of the multilingual approach, there is little about the multilingual

approach mentioned during the PDP. The multilingual approach or plurilingual didactics

appears as a topic only in Module 4. Further, the topic was offered to teachers as a mini

module and participation was voluntary. As teacher trainers did not keep track of how many teachers participated in the mini modules, no information about the number of teachers who attended the mini module about plurilingual didactics was available for this study.

By 2017, more than 5,000 primary and secondary school language teachers will have participated in the compulsory methodological didactical PDP (Passepartout Project Member, personal communication, January 28, 2014). In February 2014, the steering committee agreed to shorten the duration of PDP for secondary school teachers by 25 % (Passepartout Project Member, personal communication, March 17, 2014). To compensate for reduction in time, the PDP will likely experience some changes in the future.

Passepartout Pilot Studies

The Passepartout Steering Committee commissioned three external evaluations entitled Passepartout pilot studies. Elmiger (2010, 2011) and Singh and Elmiger (2013) conducted the three external evaluations of the Passepartout project. The first evaluation (Elmiger, 2010) was carried out in the school year 2009/2010, the second (Elmiger, 2011) in 2010/2011, and the third (Singh & Elmiger, 2013) in 2012/2013. The Passepartout project published summaries of the first and the second evaluations (Elmiger, 2010, 2011). The results of the third pilot study (Singh & Elmiger, 2013) have not been published, but the Passepartout project leader provided me with a copy.

First pilot study. The first pilot study was an external evaluation that focused on the pilot version of the new teaching and learning materials for French at Grades 3 and 4.

Elmiger (2010) reported that the teachers interviewed had some questions about how to assess their learners' language competence, learners' intercultural awareness, and learners' use of language learning strategies. The teachers also reported that the handling of the CD-ROM that accompanied the French materials seemed to cause some problems. Teachers reported that the CD-ROM worked badly and was not easy to use because some computers would not let the learners open the program.

Second pilot study. The second pilot study was an external evaluation (Elmiger, 2011) and took place in the school year 2010/2011. It focused on French and the new textbook titled *Mille Feuilles* (Bertschy et al., 2011). The learners were attending Grade 4, and the evaluation was carried out after the learners and teachers could look back on 18 months of learning and teaching French in the pilot classes. The findings from the second evaluation were similar to the first evaluation regarding problems with CD-ROMs and with modern technology in general because some teachers were not experienced enough with the use of technology like laptops and data projectors in the classroom. Teachers referred several times to the previous textbook for French titled *Bonne Chance* (Schulverlag, n. d.). The teachers indicated that they would like to have word lists for the new textbook *Mille Feuilles* similar to the wordlists by *Bonne Chance*. Some teachers pointed out that they had found assessment with *Bonne Chance* easier than with *Mille Feuilles* as the text allowed them to test learners with word lists provided by the publishers of *Bonne Chance*.

Third pilot study. The third pilot study was an external evaluation conducted with teachers and learners who piloted the new French as well as the new English materials (Singh & Elmiger, 2013). The researchers had four major questions:

1.   How do teachers experience teaching French and/or English using the new materials?

2.   Which experiences with the new learning materials do the teachers but also the learners report?

3.   What do teachers say about (a) general satisfaction with the new materials, (b) student and teacher use of foreign languages in the classroom, (c) lesson planning, (d) assessment, (e) social forms, (f) the required PDP, and (g) separate teachers for French and for English, or the same teacher for both foreign languages?

4.   Which expectations and wishes do teachers in the pilot classes have regarding the implementation of the new materials in all Passepartout cantons? (Singh & Elmiger, 2013)

Singh and Elmiger (2013) used three strategies to collect data: focus group interviews, a questionnaire for teachers, and a questionnaire for the primary school students. The focus group interviews took place in March 2013 and lasted between 55 and 80 minutes. The focus groups discussed 10 topics: general satisfaction with the new program, experiences with lesson planning, classroom language, differentiated instruction, time management when using the new teaching materials, experiences with new media like laptops and data projectors, experiences when teaching only one foreign

language and experiences with mixed-ability classes, plurilingual didactics, other tools such as the ELP (Council of Europe, 2000), summative and formative assessment, and teachers' own language competence and methodological didactic training. These 10 topics were explored during the focus group interviews carried out with 23 French language teachers and 11 English language teachers who had all been piloting the new materials. Of the 10 topics listed, only two were related to the multilingual approach: plurilingual didactics and teachers' methodological didactical training.

The findings about the topics, plurilingual didactics and methodological didactical training, were combined by Singh and Elmiger (2013) who indicated that only six out of the 11 English language teachers from the focus group interviews seemed to have implemented aspects of the multilingual approach. The researchers also reported some doubts that teachers expressed about the usefulness of the multilingual approach. These doubts referred to the subskills of teaching grammar and vocabulary in a multilingual approach. The researchers noted that some teachers seemed to be using traditional grammar exercises, and some teachers seemed to be using word lists for teaching vocabulary. The researchers concluded that the textbooks for French and English needed to be better integrated in order for teachers and learners to benefit from the knowledge, skills, and attitudes that learners already have at their disposal from learning a first foreign language. Singh and Elmiger (2013) argued that better integrating textbooks would support and facilitate language transfer for the primary school learners and for their teachers.

The findings from these three pilot studies showed that teachers and learners seemed to be content with the new teaching materials. Teachers expressed concerns regarding the use of the CD-ROMs that accompanied the French materials, assessment issues, and grammar and vocabulary learning in a multilingual approach. Some teachers reported some doubts about the usefulness of the multilingual approach. Only six out of the 11 teachers of English in the pilot study claimed to have implemented aspects of the multilingual approach. Curriculum designers, textbook writers, and teacher educators would need to work on improving the integration and coordination of the two foreign languages, French and English, which is one of the major objectives of the multilingual approach.

In the three pilot studies, the researchers focused on the pilot versions of the new teaching and learning materials, the textbooks *Mille Feuilles* (Bertschy et al., 2011) and *New World* (Arnet-Clark et al., 2013). The researchers were unable to include the *New World* teacher manual because the manual was only published in August 2013. No formal evaluation was conducted about how teachers perceived and experienced the implementation of the multilingual approach in their classrooms.

Definition of the Problem

The implementation of the multilingual approach for language teaching is an issue for teacher educators, teacher trainers, curriculum developers, and policy makers in the six border cantons in Switzerland. There is little research about how teachers experienced the implementation during their first year with the new Passepartout program. Past researchers (Elmiger, 2010, 2011; Singh & Elmiger, 2013) examined the pilot

implementations of the program assessing teachers' satisfaction with the new teaching and learning materials. According to the results of the third pilot study (Singh & Elmiger, 2013), more work and teaching materials would be required and would need to be developed by the textbook writers to link the teaching and learning of the foreign languages French and English at Grade 5. Singh and Elmiger (2013) reported that only six out of the 11 English language teachers who had participated in the focus group interviews indicated that they had implemented aspects of the multilingual approach into their classrooms. There is a gap in the body of research as no further studies about the implementation of the Passepartout projects have been conducted since the official implementation of the English textbook at Grade 5 in August 2013.

The multilingual approach to language teaching prescribed in the six Passepartout cantons implied change for several groups of professionals including teachers, administrators, and teacher trainers charged with implementing the new approach (Egli Cuenat, Manno, & Le Pape Racine, 2010). The intent of this study was to explore how teachers perceived and experienced the implementation of the multilingual approach in their classrooms in the first year of the new Passepartout program when English is taught as the second foreign language at Grade 5.

In this project study, I focused on teachers in primary school classrooms at Grade 5 where English was first introduced as the second foreign language in August 2013 in the six cantons that participated in the Passepartout project. I investigated Swiss primary school English language teachers' perceptions of and experiences with the

implementation of the new multilingual approach to language teaching in their classrooms during their first year of teaching the new program.

Rationale

Evidence of the Problem at the Local Level

In August 2013, educational authorities introduced English as a second foreign language at Grade 5 at all primary schools in the six Passepartout cantons. More than 20,000 learners and approximately 1,000 teachers of English began using the new textbook *New World* (Arnet-Clark et al., 2013). Little is known about how the new Passepartout concept that teaches two foreign languages at primary school has been implemented. The Passepartout project did not include a budget for research or evaluation studies (Passepartout Project Member, personal communication, January 11, 2014). However, the educational ministers of the six Passepartout cantons recently agreed to conduct a program evaluation by 2020 (Passepartout Project Member, personal communication, March 17, 2014).

Little is known about how teachers perceived the principles of a multilingual approach and transferring those principles into their classrooms. Egli Cuenat (2011), a researcher and teacher educator in Eastern Switzerland as well as a member of several Passepartout working groups, noted that a majority of teachers were not convinced of the usefulness of a multilingual approach and would, therefore, not transfer that approach into their classrooms. Pugliese and Filice (2013) underscored what Egli Cuenat had reported with research that they conducted with teachers in Italian primary schools.

Pugliese and Filice maintained that teachers showed little interest in introducing the principles of plurilingual didactics into their classrooms.

Language teachers in the six border cantons are not accustomed to attending mandatory professional development programs (Passepartout Project Member, personal communication, January 28, 2014). The last mandatory professional development course for primary school language teachers in the canton of Bern took place in the 1980s when the textbook *Bonne Chance* (Schulverlag, n. d.) was introduced for teaching French at Grade 5. Teachers in the pilot studies (Elmiger, 2010, 2011; Singh & Elmiger, 2013) had volunteered to participate in piloting the new materials and seemed to be interested in new ways of teaching (Passepartout Project Member, personal communication, January 28, 2014). However, only six out of the 11 English language teachers who voluntarily participated in the third pilot study (Singh & Elmiger, 2013) reported that they had implemented aspects of the multilingual approach in their classrooms. The researchers did not interview or observe teachers once the new curriculum for English as a second foreign language was being officially implemented. Stakeholders in the new Passepartout curriculum do not know how effective the mandatory professional development program was.

All of the 1,000 teachers who began teaching English at Grade 5 in 2013 were required to attend the Passepartout PDP before they were allowed to teach a foreign language at primary school. Little is known about how teachers implemented the multilingual approach after attending a mandatory PDP.

Evidence of the Problem from the Professional Literature

Over the last 15 years, multilingualism has received increasing attention, mostly from researchers in the field of third language acquisition (Cenoz & Gorter, 2011; Elsner, 2011; Franceschini, 2001; Hufeisen & Jessner, 2012; Jessner, 2008, 2014). Cenoz and Gorter (2011) argued for a holistic approach to multilingual education. Elsner (2011) highlighted the importance of teachers actively promoting learners' language learning processes in the classroom, such as by drawing students' attention to their metalinguistic awareness and to their prior language learning strategies. Elsner further argued that teachers should help learners to benefit from their multilingualism and guide learners with migration backgrounds to experience positively that they are multilingual.

The European Union highlighted the importance of languages to improve mutual understanding and encouraged their citizens to learn two additional languages alongside the local national language. Franceschini (2011) viewed linguistic multicompetence as a dynamic and evolving system and cited the goal of the European Union that European citizens should be able to communicate in three languages. Franceschini presented the European Languages In a Network of European Excellence project (LINEE) and described the importance of European citizens speaking more than one language. In the final report of the LINEE project (Werlen, Gantenbein, & Tognola, 2010), the researchers presented findings from case studies conducted in the United Kingdom, Italy, and Austria on teachers' attitudes and beliefs regarding multilingualism in the classroom. The researchers reported a lack of teachers' interest in students' home language (L1) and cultures (Werlen et al., 2010).

Scholars and researchers from different countries contributed to a volume on the topic of multilingualism in educational settings. The researchers concluded that there was a tendency to teach languages as if monolingualism was the norm. Researchers from Finland, France, Ireland, Israel, Mexico, New Zealand, Spain, and Taiwan contributed to the volume edited by O Laoire (2006) on multilingual classrooms where learners already speak two or more languages. The researchers from Finland, France, Ireland, Israel, Mexico, New Zealand, Spain, and Taiwan argued that teachers seemed to overlook and ignore bilingual and multilingual learners' potentials such as their prior language learning strategies. O Laoire (2006) argued that the multilingual classroom presented challenges that teachers were unable to meet because they did not understand that multilingual learners were not the same as monolingual learners. In studies on language teachers' perceptions, beliefs, and experiences of educational reforms, scholars revealed that teachers were influenced by their own experiences in language learning and teaching (Brown, 2009; Edwards, 2013; Farrell & Kun, 2007; Richardson, 1996; Wong, 2012; Zheng, 2009). Teachers' experiences from their language learning and teaching influenced their teaching practices and did not allow them to transfer knowledge about educational reforms from their professional development programs to the classroom. Scholars indicated that teachers were influenced by their own language learning experiences which would have been based on a monolingual approach as explained by researchers from Finland, France, Ireland, Israel, Mexico, New Zealand, Spain, and Taiwan.

Teachers' interpretations about how to teach languages and resistance from teachers and school management could become crucial for the implementation of a new approach. Orafi and Borg (2009) discussed the influence of local settings on teachers and their readiness to implement a new approach. Orafi and Borg pointed to evidence regarding how teachers' interpretations concerning language teaching and learning were influenced by issues in their local settings. Issues such as available resources, learners' resistance, and resistance from the school management could all become crucial for the successful implementation of a new approach or a new curriculum. Policy makers, curriculum developers, teacher educators, and administrators need to know whether the implementation of the Passepartout curriculum is influenced by issues in local settings. Little is known about available resources, learners' resistance, and resistance from the school management.

Definitions

The following terms were used throughout this study and are currently used in the educational field.

Affordances: "[t]he perceived opportunities for action provided for the observer by an environment" (Otwinowska-Kasztelanic, 2011, p. 2).

Approaches and methods in language teaching: "An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic ... within one approach, there can be many methods … a method is procedural" (Richards & Rodgers, 2006, p. 19).

Bilingualism: To "use two or more languages on a regular basis" (Grosjean, 2010, p. 4).

Code-switching: To embed a sequence from one language into another language. The length of the sequence can vary from a lexeme to a sentence to a whole text passage (Hutterli et al., 2008).

Content-based teaching: "Teaching a subject, such as geography, natural science, or history, *through* [another/an additional language], … is known as content and language integrated learning (CLIL) … also known as content-based teaching" (Thornbury, 2006, p. 51).

Crosslinguistic influence (CLI; see also Transfer): The influence of a person's knowledge of one language on that person's knowledge or use of another language (Jarvis & Pavlenko, 2008).

Didactic of plurilingualism – plurilingual didactics (see also multilingual approach)*:* A holistic, inclusive, and integrated approach to language learning (Sauer & Saudan, 2008).

*Differentiated instruction (DI): "*Differentiated instruction is a philosophy of teaching purporting that students learn best when their teachers effectively address variance in students' readiness levels, interests, and learning profile preferences" (Tomlinson, 2005, p. 263).

English as a foreign language (EFL): "English is a foreign language for learners in whose community English is not the usual language of communication" (Thornbury, 2006, p. 74)

First language (L1) – heritage language – home language – minority language: All of these terms could refer to the same language, depending on the situation. In the context of this study, I referred to L1 as German and mentioned heritage languages that could also be called L1 depending on the individual learner's situation (e.g., a migrant learning German as L2).

Functional plurilingualism: In the Passepartout project the term functional plurilingualism is used to describe "the capacity to use languages for the purposes of communication and participation in intercultural interaction" (Sauer & Saudan, 2008, p. 5; see also multilingualism).

Intercomprehensive didactics: To integrate different school subjects and languages with a focus on receptive multilingualism (mostly reading comprehension; Hutterli et al., 2008).

Language awareness: A teacher's or learner's explicit knowledge about language often gained through language analysis (Thornbury, 2006).

Multigrade/age classes (MuG): Learners are not placed into groups by grade/age levels but new groups are built with learners of similar age (e.g., Grades 5 and 6 are mixed; Hattie, 2009). In the cantons of the Passepartout project, many primary schools mix learners from Grades 3 and 4 as well as from Grades 4, 5, and 6 (Werder, 2013). In German, they are called *Altersdurchmischtes Lernen (AdL*; Brunner, 2012*).*

Multilingual approach: A holistic, inclusive, and integrated approach to language teaching to empower learners to use resources from learning prior languages (adapted from Sauer & Saudan, 2008; see *plurilingual didactics).*

Multilingualism – plurilingualism: A means by which an individual can communicate in more than two languages. "The individual is considered to be a social agent who has gradually varying competences in several languages and experience with several cultures" (Sauer & Saudan, 2008, p. 5).

Native and non-native speakers: "A native speaker (NS) of a language is a person who has acquired the language as their first language" (Thornbury, 2006, p. 140). A non-native speaker (NNS) acquired or learned the language as a second, additional, or foreign language.

Profile for language teachers: In accordance with the European Profile for Language Teacher Education (Kelly & Grenfell, 2004), the Passepartout working group decided to use the term profile for the Passepartout paper. The working group produced a Passepartout Language Teacher Education Profile for Foreign Languages (unpublished). The profile described the required competences for foreign language teachers in Passepartout cantons and consisted of two parts: teachers' language competence and teachers' didactic methodological competence.

Second language acquisition (SLA): Learning a language subsequent to learning a first language (L1); the process of learning that second language (Saville-Troike, 2012).

Third language acquisition – tertiary language: Any language being learned beyond the first foreign language – it could also be called an additional language (De Angelis, 2007).

Transfer – interference – crosslinguistic influence: Crosslinguistic influences in language learning: Jarvis and Pavlenko (2008) insisted on using the terms transfer and

crosslinguistic influence interchangeable. Treffers-Daller and Sakel (2012) asserted that positive transfer can occur from L2 to L3 and from L3 to L2 and/or L1.

Typology – typological proximity: Involves classification of languages and their features into categories with a major goal being to describe patterns of similarities and differences among them, and to determine which types and patterns occur more or less frequently or are universal in distribution (Saville-Troike, 2012).

Significance

The study of teachers' perceptions of and experiences with the implementation of the multilingual approach is significant for several reasons. First, in the study, I might reveal the underlying thinking teachers use when implementing the multilingual approach in their language classes. Second, the study findings might help teacher educators develop and provide appropriate support and training for language teachers. Third, the study findings could increase teachers' awareness of the intentions of the multilingual curriculum and help them reflect on how compatible the curricular intentions are with methodological didactic realities of the classroom.

It is hoped that teachers will consider the findings of the research study useful and that the findings will stimulate action to improve foreign language teaching (Lodico, Spaulding, & Voegtle, 2010). The ultimate beneficiaries of this project study will be young language learners because they will potentially be taught by teachers who have the knowledge, skill, and attitude required for a successful implementation of the new curriculum for foreign languages.

Guiding/Research Question

The purpose of this study was to explore how teachers perceived and experienced the implementation of the multilingual approach in their classrooms in the first year of the new Passepartout program when English is taught as the second foreign language at Grade 5. I investigated Swiss primary school teachers' perceptions of and experiences with the implementation of the multilingual approach during their first year of the new program at Grade 5. The overall research question was the following: What are teachers' perceptions of and experiences with the implementation of the multilingual approach in their classrooms in the first year of the new Passepartout program when English is taught as the second foreign language at Grade 5?

Review of the Literature

I organized the discussion of the literature review under six headings: conceptual framework, TLA and multilingualism, models used in TLA research, school language teaching methodologies, the multilingual approach and factors affecting the implementation of the multilingual approach. The discussion of the conceptual framework included an introduction to TLA and multilingualism. I described some models that guided TLA research with a focus on Hufeisen's factor model (Hufeisen & Gibson, 2003). I reviewed literature about language teaching methods and philosophies that included the multilingual approach that is grounded in a constructivist learning theory. I then described approaches and methods used in second and third language teaching and explored the shift from a monolingual to a multilingual perspective. The

description of factors that affected the implementation of a multilingual approach

concluded this review of literature.

To compile the literature for the review, I applied different strategies. I accessed a

number of resources in order to locate appropriate information to substantiate this

research study. From the Walden University Library, I was able to access education

databases such as the Education Research Information Center (ERIC), ProQuest,

EBSCO, or SAGE for full text resources. Through the online journal databases, I

searched several key words and phrases in various combinations and synonymic

alternatives together with the phrases *multilingual approach to language teaching* or

plurilingual didactics. Key words and phrases included the following: *multilingual

learners*, *third language acquisition*, *language awareness*, *language learning awareness*,

crosslinguistic influence, *affordance*, *typology*, *pedagogical innovations*, *paradigm shifts

in language teaching*, and *innovative curriculum*. I searched scholarly journals which

publish articles about third language acquisition, psycholinguistics, applied linguistics,

primary and elementary school, and teacher education. In addition, I reviewed scholarly

books in which multilingualism or plurilingualism were key topics. As the local context

was Switzerland and the focus of the Passepartout project was on languages that belong

to the Indo-European language family, I limited the search mostly to research conducted

in Europe.

A combination of the key terms and the databases provided me with a rich supply

of literature that enabled me to reach saturation for the literature review. The literature for

the review included many references to pedagogical innovations in second language

teaching methods and approaches. The multilingual approach in languages education was absent in many, if not absent in most of the references. Few scholars investigated the multilingual approach to language teaching or plurilingual didactics.

Conceptual Framework

Theories of third language acquisition (Hufeisen & Jessner, 2012; Jessner, 2008, 2014) as well as constructivist learning theory provided the conceptual framework for this study. Constructivist theory is based upon the idea that knowledge is not found but is constructed by the individual (Ultanir, 2012). Constructivism has been manifested in teaching and learning approaches such as experiential learning, self-directed learning, and reflective practice (Duarte, 2013; Merriam, Caffarella, & Baumgartner, 2007). All three approaches, experiential learning, self-directed learning, and reflective practice, are taught in most programs at universities of teacher education in Switzerland (Rectors' Conference of the Swiss Universities, n. d.). Programs for preservice and inservice teacher education in Switzerland have been grounded in a constructivist learning theory for some time (Reusser, 2014). The University of Teacher Education Bern was established in 2005. The new Study Guide (Studienplan, 2013) at the University of Teacher Education Bern emphasized constructivist learning theory and used it as a theoretical basis for educational improvement. The foundation of the multilingual approach to foreign language teaching as part of the communicative language teaching approach is also based upon the theory of constructivism (Grossenbacher et al., 2012).

Third Language Acquisition and Multilingualism

TLA was a relatively new addition to the field of SLA (Jessner, 2008). With the increasing awareness and interest in multilingualism, especially in Europe over the last 15 years, a number of scholars now consider TLA as its own discipline, separate from SLA (De Angelis & Dewaele, 2011; Edwards & Dewaele, 2007; Gibson, Hufeisen, & Personne, 2008; Hammarberg, 2010; Hufeisen, 2000; Jessner, 2008, 2014; Levine, 2011; Neuner, 2008).

Scholars often subsumed multilingualism under bilingualism. Grosjean (2010) argued that many scholars considered TLA to be an aspect of SLA, while several scholars included multilingualism in bilingualism (e.g., Bialystok, Craik, Green, & Gollan, 2009; Edwards & Dewaele, 2007; Jessner, 2008). Grosjean maintained that the concept of bilingualism included speakers who regularly used two or more languages. Edwards and Dewaele (2007) pointed out that multilingualism is not entirely different from bilingualism, but more complex because individuals have at least one more language to refer to and recombine in creative ways. While Dörnyei (2005) argued that the individual factors (Hufeisen & Gibson, 2003; Hutterli, Stotz, & Zappatore, 2008) were already complex in the context of SLA, Jessner (2008) maintained that it would be safe to assume that the complexity would increase in TLA.

Recently, more scholars outside the European context began discussing the topic of multilingualism. Coombe et al. (2015) asserted that "[a] relatively narrow focus on second language acquisition is being replaced by more consideration of multilingualism and what individuals need to know in order to function in multilingual environments" (p.

5). Levine (2011) maintained that language classrooms should be viewed as a multilingual environment and that teachers should no longer target the model of the "educated, monolingual, standard-language native speaker" (p. xvi).

In Europe, more scholars (De Angelis & Dewaele, 2011; Hufeisen & Jessner, 2012; Jessner, 2008, 2014; Ringbom, 1987) began changing their perspectives from a monolingual to a multilingual viewpoint based on TLA research findings. Because research in TLA illustrated that the L1 and the L2 may have an impact on the acquisition of a third or additional language (Hufeisen & Jessner, 2012; Jessner, 2008, 2014; Ringbom, 1987), TLA researchers' perspectives in the field of language teaching changed from a monolingual to a multilingual viewpoint (De Angelis & Dewaele, 2011).

The Passepartout curriculum challenges teachers to ignore monolingual standards and view their classrooms as multilingual environments. Däscher et al. (2011) linked theory to practice when they presented the paradigm shift from a monolingual to a multilingual approach in the new Passepartout curriculum as illustrated in Table 3. When implementing the Passepartout curriculum, teachers should no longer aim for monolingual standards but view their classrooms as a multilingual environment.

Models used in Third Language Acquisition Research

Researchers contributed several models that guided TLA research. Jessner (2008) presented seven models used in TLA research: (a) the bilingual and multilingual production models based on Levelt's (1989) speech processing model, (b) the activation/inhibition model developed by Green (1986, 1998), (c) the language mode hypothesis developed by Grosjean (1998, 2001), (d) the factor model developed by

Hufeisen (1998) and by Hufeisen and Gibson (2003), (e) the multilingual processing

model developed by Meissner (2004), (f) the dynamic systems theory model of

multilingualism developed by Herdina and Jessner (2002), and (g) the model of

multilinguality developed by Aronin and O Laoire (2004). Table 5 provides an overview

of the seven models used in TLA research from a European perspective.

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Table 5

Overview: Seven Models of TLA Research

Year	Researchers	Name of Model	Features/Components
1989	Levelt (1989)	Bilingual and Multilingual Production Models	Successive steps in 3 information stores: 1. The conceptualizer 2. The formulator 3. The articulator
1986/1998	Green (1986/1998)	Activation/Inhibition Model	No switch off and on for languages, but languages show various levels of activation; switching is asymmetrical and takes time
1998/2001	Grosjean (1998/2001)	Language Mode Hypothesis	Depending on language mode, trilingual person can be in mono-, bi-, or trilingual mode.
1998/2003	Hufeisen (1998); Hufeisen & Gibson (2003)	Factor Model	Factors illustrate differences between SLA process and TLA process; Presented in more detail in Table 6
2002	Herdina & Jessner (2002)	Dynamic Systems Theory Model of Multilingualism	Multilingualism is non-linear and reversible; multilingualism is seen as a dynamic process like chaos theory
2004	Meissner (2004)	Multilingual Processing Model	Explain processes during reception of written and oral texts in an unknown language but typologically related language = bridge language with 6 transfer bases
2004	Aronin & O Laoire (2004)	Model of Multilinguality	Going beyond multilingualism; multilinguality= multilingual communicator in a social, physiological environment; and society.

Note. Based on Jessner (2008)

Only one of the seven models that guided TLA research seemed adequate for instructed third language teaching and learning. Hutterli et al. (2008) argued that Hufeisen's factor model (Hufeisen & Gibson, 2003) was the most adequate for foreign language teaching as it focused on instructed language learning whereas most of the other models that Jessner (2008) presented, and which are briefly illustrated in Table 5, focused on third language acquisition not restricted to instructed language learning. Hufeisen's model illustrated that when learning a third language, learners possess a repertoire of skills and abilities that are specific to foreign language learning. Table 6 provides an overview of the six different sets of factors involved in learning languages in a school or college setting as discussed by Hufeisen and Gibson (2003). All language learners possess the first two listed sets of factors, neurophysiological and learner-external, whether they learn one or more languages. When learners begin learning a second language, three more factor sets may have an effect: emotional/affective, cognitive, and linguistic factors. However, teachers have to help learners to become aware of all these factors by offering metalinguistic and crosslinguistic activities.

When learners begin learning a third language or a second foreign language as in the Passepartout project, *foreign language specific factors* become part of the learners' repertoire, too. The sixth factor set, linguistic, becomes part of learners' repertoire already when learning a second language as learners will be able to look back and teachers can ask learners to reflect and discuss their knowledge and skills when they were learning their first language. When learners begin learning a third language or a second

foreign language as in the Passepartout project, learners' repertoires consist of L1 and L2

knowledge about linguistic factors.

Table 6

Factors involved in Learning Languages in a School/College Setting

Factors	L1	L2	L3
Neuro-physiological Factors	General language learning ability, age, etc.	General language learning ability, age, etc.	General language learning ability, age, etc.
Learner External Factors	Socio-cultural and socio-economic surroundings, plus type and amount of exposure/input	Socio-cultural and socio-economic surroundings, plus type and amount of exposure/input	Socio-cultural and socio-economic surroundings, plus type and amount of exposure/input
Emotional/ Affective Factors	-	Anxiety, motivation, attitude, perceived language typology/ proximity	Anxiety, motivation, attitude, perceived language typology/ proximity
Cognitive Factors	-	Language awareness, metalinguistic awareness, learning awareness, learning strategies, individual learning experiences	Language awareness, metalinguistic awareness, learning awareness, learning strategies, individual learning experiences
Foreign Language Specific Factors	-	- (starting with first foreign language or L2 only, no L2 to work with)	Individual language learning experiences and language learning strategies, interlanguage L2, interlanguage L3
Linguistic Factors	-	L1	L1, L2

Note. Based on Hufeisen and Gibson (2003) and Hutterli, Stotz, and Zappatore (2008)

When learning a third language, learners have specific knowledge and

competences at their disposal. Table 6 illustrated the different factors involved when

learning languages in a school/college setting. Jessner (2008) asserted that Hufeisen's

factor model illustrated that "L3 learners have language specific knowledge and

competencies at their disposal that L2 learners do not" (p. 23). When teaching a third language as in the Passepartout project, teachers will be able to ask learners to reflect on more language learning experiences (Grossenbacher et al., 2012). Learners will also have a larger and conscious, or even autonomous repertoire of language learning strategies that they began building at Grade 3 with the help of the French teaching and learning materials (Bertschy et al., 2011).

Teacher trainers in the Passepartout PDP used Hufeisen's factor model to illustrate that third language learners have a larger repertoire of skills and abilities, more strategies, and more learning experiences to reflect on than monolingual learners (Passepartout Project Member, personal communication, January 11, 2014). Teachers who participated in the Passepartout PDP should, therefore, be aware of the larger repertoires learners possess from learning a first and a second language. Language teachers in the Passepartout curriculum have to engage their learners in metalinguistic and crosslinguistic activities so that the learners continuously develop their repertoire of language learning skills and abilities.

All the models used in TLA research presented in Table 5 focused on adult language learners. Jessner (2008) conducted research with adult multiple language learners with language competence at B1 and higher on the CEFR (Council of Europe, 2001). More research will be required to focus on younger age groups and lower language competence levels when discussing differences between learning a second language and learning a third language (B. Hufeisen, personal communication,

September 5, 2014). More research in the field of TLA will be required to include young language learners and lower language competence levels.

In the following discussion about school language teaching methodologies, I provide a brief overview of different methods and approaches that were based on SLA research. Then, I focus on the multilingual approach that reflects Jessner (2008) suggestion that third language approaches and methods should be based on TLA research.

School Language Teaching Methodologies – 20th and 21st Century

Popular language teaching approaches in the twentieth century can be used to illustrate monolingual methods and approaches. Celce-Murcia (2001) provided an overview of nine language teaching approaches used in the twentieth century. In chronological order, the approaches were the following: Grammar-Translation, Direct, Reading, Audiolingualism, Oral-Situational, Cognitive, Affective-Humanistic, Comprehension-Based, and Communicative. Celce-Murcia maintained that those nine approaches to language teaching were widely used. The latter four approaches became more widespread toward the final quarter of the twentieth century. Celce-Murcia also discussed some methods that became popular in the 1970s and 1980s. Some popular methods were: Silent Way, Community Language Learning, Total Physical Response; and Suggestopedia / Accelerated Learning. Celce-Murcia concluded her overview with the argument "that there is no such thing as a best "method" (2001, p. 6). The language teaching approaches and methods listed in Table 7 were mostly based on either first language acquisition theories or SLA research. Jessner (2008) maintained that when

teaching a third language, approaches and methods had to be redesigned with a focus on TLA because there was new research on third language acquisition.

Table 7 provides a simplified overview of the major methods and approaches used in second and foreign language teaching in the 20th and 21st century. Table 7 also includes learning theories, names of theorists and/or methodologists as well as some characteristics or manifestation of the particular learning theory. The information in Table 7 relies mostly on SLA research conducted since the early 1960s, although language learning and teaching date back many centuries. SLA researchers originated from many different disciplines such as linguistics, applied linguistics, educational psychology, neurolinguistics, psycholinguistics, sociolinguistics, foreign language education, anthropology, communication, cultural studies, literary studies, and from second language education.

Table 7

Overview: Major Methods and Approaches in Second and Foreign Language Teaching

Time	Learning Theories/ Hypotheses	Theorists/ Methodologists	Manifestation	Methods/Approaches; Aspects
19th C - ?			Written language	Grammar and Translation
		Vietor, Berlitz	Spoken language	Direct Method
1950s - ?	Behaviorism	Pavlov, Skinner	Pattern drill	Audiolingual Audiovisual PPP (Presentation, Practice, and Production)
1960s - ?	Cognitive Code	Bruner, Chomsky, Gattegno, Lozanov, Asher	Learning to learn	Community Language Learning; The Silent Way; Suggestopedia; Total Physical Response
	Five Hypotheses	Krashen	Acquisition-Learning; Natural Order; Monitor; Input; Affective Filter Hypotheses	Aspects: role of grammar; early language learning; reading for language learning; and bilingual learning
1970s - ?	Constructivism	Dewey, Piaget, Vygotsky Canale & Swain; Willis	Experiential learning; Reflective practice	CLT/Communicative Approach: Content-Based; Task-Based-Learning (TBL); etc.
21st C - ?	Constructivism/ Third Language Acquisition	Neuner (2008, 2010); Elsner (2011); Jessner (2008, 2014); Sauer & Saudan (2008); Pugliese & Filice (2013); Grossenbacher et al. (2012)	Multilingual ≠ Monolingual; Functional plurilingualism	Multilingual Approach

Note. Based on Celce-Murcia (2001), Edmondson and House (2006), Hutterli, Stotz, and Zappatore (2008), and Rodgers (2011).

Traditionally, foreign language teaching methods and approaches tended to focus on a syllabus that was organized into lessons that followed a strict progression of grammatical structures (Celce-Murcia, 2001; Hufeisen & Jessner, 2012). Language teaching was compartmentalized; each language was taught separately without reference to any other language, and students were treated as if they were learning a first language (Neuner, 2010). Since the introduction of French and English in higher education in Europe in the second half of the 19th century, the focus of foreign language teaching approaches and methods has begun to move from a grammar-translation focus to a focus on a communicative approach (Hutterli et al., 2008). With the implementation of the Passepartout curriculum (Däscher et al., 2011) the focus of the curriculum changed from a monolingual approach to a multilingual approach and from second or foreign language acquisition to third language acquisition.

The Multilingual Approach

Researchers in TLA contributed to the development of new and innovative ways of teaching a third or additional languages. Cook (2011) pointed out that research in TLA can be used to develop new and innovative ways to teach foreign languages. Hufeisen and Jessner (2012) provided an introduction to linguistic research in the field of multiple language learning that was subdivided into three areas: (a) psycholinguistics, (b) sociolinguistics, and (c) applied linguistics. In their discussion about applied linguistics and multiple language learning, Hufeisen and Jessner (2012) argued that more research had to be conducted to design specific L3 approaches and methods for language teaching.

The multilingual approach has not yet found its way into major international publications on methods and approaches to language teaching. One of the reasons that the multilingual approach was not mentioned by Celce-Murcia (2001) or Rodgers (2011) could have been its novelty; another reason could have been terminology, as researchers, policy makers, and teacher educators could not find a general agreement on how to define the multilingual approach (Brohy, 2008; Passepartout, n. d.). Another reason could be because research has yet to be conducted to show the relationship between multilingual teaching and approaches and student learning of languages. The Passepartout project decided to name the approach 'Didaktik der Mehrsprachigkeit', which was translated into English as didactics of plurilingualism (Sauer & Saudan, 2008). For this paper, the terms multilingual approach and plurilingual didactics are used interchangeably (Elsner, 2011; Jessner, 2008; Levine, 2011; Neuner, 2008; Pugliese & Filice, 2013). More and more scholars (Elsner, 2011; Grossenbacher et al., 2012, Hufeisen & Jessner, 2012; Jessner, 2008, 2014; Neuner, 2008; Pugliese & Filice, 2013) seem to have become aware of the multilingual approach or plurilingual didactics. Meier (2014) added to the terminology by discussing the term *the multilingual turn in languages education*. Given time, the multilingual approach will find its way into major international publications on methods and approaches in language teaching.

Differences between the monolingual and the multilingual approach. The multilingual approach differed from the monolingual approach in several ways: (a) the focus moved away from grammar and the strict order of the curriculum of grammar topics, (b) the integration of all languages, including home languages, the learners have at

their disposal became important, (c) the emphasis changed from interference to crosslinguistic influence and transfer, (d) metalinguistic awareness became one of the key factors, and (e) teachers and learners learn to exploit languages that belong to the same language family. These five differences between the monolingual and the multilingual approaches overlap with Pawlak and Aronin's (2014) five characteristics of multilingualism which were: (a) affordances, (b) metalinguistic awareness, (c) crosslinguistic influence, (d) typology, and (e) the multilingual lexicon (Pawlak & Aronin, 2014).

*Affordances and metalinguistic awareness***.** Several researchers (Elsner, 2011; Elsner & Wildemann, 2011; Jessner, 2006, 2008, 2014) investigated the topic of metalinguistic awareness. A prominent feature in the multilingual approach is that learners discover rules of language and thus teachers help learners raise their awareness of metalinguistic issues (Jessner, 2008, 2014). Jessner (2006) discussed and explored the key role of linguistic awareness in multiple language learning. The findings indicated that one of the major goals in foreign language teaching ought to be the promotion of metalinguistic awareness.

Many teachers do not seem to know how they can support plurilingual learners in their classrooms. Elsner and Wildemann's (2011) findings indicated that the majority of EFL teachers in Germany did not know how to support plurilingual learners, and illustrated the importance of new and innovative teacher education programs emphasizing metalinguistic awareness activities. Elsner (2011) provided an activity to illustrate how teacher educators can integrate metalinguistic awareness in teacher education. The

activity consisted of three English proverbs and their literal and idiomatic translations in French, German, Italian, and Turkish. The teacher educators were then asked to find similarities and differences, and to translate the proverbs into their heritage language (Elsner, 2011). The teacher educators discussed the similarities and differences they had found and helped raise each other's awareness of the similarities and differences in the languages French, German, Italian, and Turkish. When teacher educators and teachers are more aware of the benefits of metalinguistic awareness activities, metalinguistic activities will find their way into the classrooms.

Several scholars (Allgäuer-Hackl & Jessner, 2013; Ammar, Lightbown, & Spada, 2010; Elsner, 2011; Jessner, 2006, 2008, 2014; O Laoire, 2014; Otwinowska-Kasztelanic, 2011) emphasized the importance of including metalinguistic awareness activities in teacher education. O Laoire (2014) underscored the importance of metalinguistic awareness in teacher education so that in turn teachers could assist learners to become aware of the development of their interlanguage structure. Otwinowska-Kasztelanic (2011) conducted research in Poland with 512 learners of English who completed a questionnaire that investigated how and whether they noticed cognate vocabulary. The researcher was surprised "to find that even advanced bilingual learners of English were unaware of the cognates that they obviously knew and used …" (Otwinowska-Kasztelanic, 2011, p. 14). Otwinowska-Kasztelanic added that teachers first needed to be aware of linguistic affordances themselves before they could assist their learners.

Many scholars reported findings from research conducted with multiple language learners. O Laoire (2014) reported findings from research conducted with L3 learners,

university students, in Ireland and maintained that out of the 15 participants interviewed

only three referred to their L2 and L3. He used the term surface metalinguistic knowledge

to describe the more unconscious approach the L3 learners applied to learning an

additional language (O Laoire, 2014). Ammar, Lightbown, and Spada (2010) researched

francophone adult learners of English in Canada and concluded that learners found it

problematic to compare the two languages English and French. The researchers suggested

that teachers provide students with opportunities to work out the rules on their own and

then to compare the rules of the target language with their L1 (Ammar et al., 2010).

Jessner (2006) maintained that metalinguistic activities should be part of all pedagogic

approaches in third language teaching.

Other researchers focused on metalinguistic awareness and affordances in

combination with anxiety. Dewaele (2010) studied the concept of affordances in

combination with anxiety. While Dewaele briefly described some of his own experiences

as a multiple language learner and how emotions and feelings have influenced his

learning, he mainly discussed findings from an online questionnaire with 1242

participants. Based on his research findings, Dewaele argued that metalinguistic

awareness can help multilingual learners better deal with anxiety in situations where

communication is difficult.

Crosslinguistic influence or transfer. Another difference between second and

third language acquisition was crosslinguistic influence (CLI) or transfer. Jarvis and

Pavlenko (2008) claimed that a new epoch had been ushered in with the recognition of

positive transfer and insisted on using the terms transfer and crosslinguistic influence

interchangeably. Treffers-Daller and Sakel (2012) argued that the Lado (1957) theory and assumptions that led to the Contrastive Analysis Hypothesis had to be updated to include multilingualism and aspects of the communicative approach. Treffers-Daller and Sakel (2012) asserted that positive transfer can also occur from L2 to L3 and from L3 to L2 and/or L1. Researchers' foci moved from negative transfer to positive transfer (Treffers-Daller & Sakel, 2012). Jarvis and Pavlenko (2008) argued that crosslinguistic strategies have an influence on all four components of communicative competence (Savignon, 2001). Jarvis and Pavlenko pointed to morphological as well as syntactic transfer in receptive and productive language skills.

Some researchers conducted research with multilingual learners and focused on crosslinguistic influence as well as positive transfer. Kazzazi (2011) researched trilingual children in Germany. She explored crosslinguistic influence, language dominance, and positive transfer between German, English, and Farsi. Kazzazi's (2011) findings indicated that a minority language such as Farsi had a positive influence on learning German and English. Several more researchers investigated positive transfer (De Angelis & Dewaele, 2011; Rothman, 2011). De Angelis and Dewaele (2011) maintained that there was evidence of positive transfer not only from native languages but also from nonnative languages such as from L2 to L3. Rothman (2011) investigated the predictability of transfer depending on typology and argued for further studies to better understand "the dynamic nature of linguistic transfer" (p. 123).

Typology or language family. Teacher educators and teachers have to pay more attention to the topic of typology. Jessner (2006) asserted that languages that belong to

the same language family need more attention from language teachers and teacher educators, and pointed to synergies and exploiting similarities especially when languages are linguistically related. Marx (2011) tested 73 German university students' ability to build bridges to other languages by asking them to read a text written in an unknown Germanic language. Students with German and English language competence were able to understand most of the text that was in Danish, a related language. Marx (2011) argued for more research on intercomprehension and suggested building bridges with the help of an activity called Seven Sieves that is divided into seven steps. In the first two steps learners look for internationalisms and vocabulary that is common in that language family. In steps three, four, and five, the learners explore common sounds, spellings, and syntax. For the last two steps, students focus on common morphosyntactic elements and on prefixes and suffixes. Vetter (2012) supported Marx's recommendation on intercomprehension with her research findings in Austrian secondary schools where she investigated data from future secondary school teachers of Italian. Vetter's (2012) findings indicated that intercomprehensive didactical activities resulted in positive transfer from German to Italian, both languages of the Indo-European language family.

Some researchers investigated the impact of typological proximity of languages. Lindqvist and Bardel (2014) explored the impact of typological proximity of languages and concluded that proximity played an important role in language learning. They noticed a great deal of code-switching, especially among low proficiency learners which facilitated comprehension. In the monolingual approach code-switching had been considered a deficiency in language knowledge (Levine, 2011; MacKenzie, 2012),

whereas the multilingual approach considers code-switching to be a positive aspect of language learning related to the learner's *interlanguage*, a term introduced by Selinker (1972).

    Multilingual lexicon. Banning the use of L1 was one of the major features of the monolingual approach (De Angelis, 2011; Druce, 2012; Hall & Cook, 2013; Heugh, 2009; Levine, 2011; Stratilaki, 2012). The ban was partly based on brain research that indicated that different languages were stored in different parts of the brain. Recently, research in neurolinguistics began focusing on the multilingual lexicon. Findings indicated that languages were not compartmentalized in the human brain; in fact, they overlapped and interacted (de Bot, 2014; Elsner & Wildemann, 2011).

    Characteristics of a multilingual approach. My research in online journal databases and scholarly journals resulted in only two articles in English that described principles for a multilingual approach or for plurilingual didactics (Neuner, 2008, and Pugliese & Filice, 2013). Neuner (2008) indicated five principles for plurilingual didactics with the focus on third language acquisition: (a) the emphasis on the importance of language awareness and language learning awareness in the classroom; (b) the better understanding of phenomenon such as cognates, similar grammars, texts, etc., by the learners (c) the implementation of content-based teaching, (d) the inclusion of new media into language teaching and learning, and (e) teachers activating learners' prior knowledge and prior language learning. Pugliese and Filice (2013) presented a polyglot model and claimed that transfer should no longer be neglected in the language classroom. They recommended designing a plurilingual approach where students would analyze and link

their linguistic, intercultural, and strategic knowledge of all the languages learners have at their disposal.

The Grossenbacher et al. (2012) didactical concept for the teaching of foreign languages was used as a reference in the didactic-methodological Passepartout PDP. Grossenbacher et al. (2012) emphasized three major plurilingual competences that students should achieve: (a) language awareness, (b) language learning awareness, and (c) plurilingual and intercultural awareness. The Grossenbacher et al. competences overlapped to a great extent with Neuner's (2008) principles. Neuner indicated five principles for plurilingual didactics with the focus on third language acquisition: (a) the emphasis on the importance of language awareness and language learning awareness in the classroom; (b) the better understanding of phenomenon such as cognates, similar grammars, texts, etc., by the learners (c) the implementation of content-based teaching, (d) the inclusion of new media into language teaching and learning, and (e) teachers activating learners' prior knowledge and prior language learning.

Factors Affecting the Implementation of a Multilingual Approach

Three factors might affect the implementation of a multilingual approach: teacher preservice education, professional development of teachers, lack of resources for teachers as well as lack of knowledge about modern technology. I will discuss each of these three factors that might have an impact on the implementation of a multilingual approach in the following subsection.

Teacher preservice education. To ensure the acceptance of the new approach to language teaching, programs for preservice teacher education should be based on a

multilingual approach where teachers experience the principles themselves (Allen &

Negueruela-Azarol, 2010; Edwards, 2013; Egli Cuenat, 2011; Harbin & Newton, 2013;

Hobbs, 2012; Orafi & Borg, 2009; Ziegler, 2013). Egli Cuenat (2011) reported that some

teacher educators at universities of teacher education in Switzerland had been discussing

and teaching preservice teachers about the multilingual approach for more than ten years

but that there seemed to be little evidence that student teachers had transferred and

implemented the approach into classrooms. To my knowledge, no research findings have

yet been published about the acceptance of the multilingual approach by inservice

teachers in Switzerland.

  Professional development of teachers. Recent research findings about primary

school teachers in Italy indicated that teachers were reluctant to introduce principles of

plurilingual didactics after attending a professional development program (Pugliese &

Filice, 2013). The researchers argued that teachers did not pay a great deal of attention to

the promotion of language learning awareness. They claimed that the language teaching

approach had not changed and that teachers continued teaching languages independently

from each other (Pugliese & Filice, 2013). The findings from Italy are relevant to the

situation in Switzerland in that Pugliese and Filice (2013) conducted their research with

primary school teachers after they had attended a professional development program on

plurilingual didactics. Unfortunately, Pugliese and Filice (2013) did not provide a

description of the professional development program and I could locate no other

publications about the Italian research study.

Oliveira and Anca (2011) highlighted the importance of raising language awareness among inservice teachers through professional development programs. They asserted that teachers need to have positive attitudes to languages in order to assist their learners to build positive attitudes to language. Oliveira and Anca (2011) maintained that an effective teacher development program would support inservice teachers in correcting mistaken representations left over from the monolingual approach. The researchers underscored the significance of crosslinguistic and contrastive learning activities in professional development programs (Oliveira & Anca, 2011).

Lack of resources and lack of knowledge about modern technology. Results from the three Passepartout pilot studies, led the researchers to report a lack of resources and a lack of knowledge about modern technology. Elmiger (2010, 2011) and Singh and Elmiger (2013) conducted three external evaluations of the Passepartout project before its official implementation. The researchers reported problems teachers had with the handling of the CD-ROMs because they worked badly. The teachers complained that they received no help when they could not get the CD-ROMs to work on the school computers. After the implementation of the French teaching and learning materials in August 2011, a number of Grade 3 teachers complained about not having any computers in their classrooms (Passepartout Project Member, personal communication, January 11, 2014). To successfully implement the new French and English teaching and learning materials, there should be at least three computers in each classroom (Passepartout, n. d.).

Moreover, Elmiger (2010, 2011) and Singh and Elmiger (2013) indicated that some teachers in pilot classes had problems with modern technology. The findings led to

the initiation of a new Passepartout working group for technology issues. However, the working group for technology issues can only publish recommendations for the Swiss education system. The municipalities/school districts are responsible for the school budgets that include infrastructure and technology. The cantonal education authorities prescribe the curriculum and the learning materials but they have no influence on municipality or school budgets.

In the literature review, I emphasized the significance of third language acquisition research for the multilingual approach to language teaching and learning. I briefly reviewed current and historical literature from the last century on second language teaching. Researchers who conducted studies about third language acquisition and second language teaching methods and approaches helped to underpin teachers' perceptions of the implementation of the multilingual approach. I concluded the literature review with a description of factors that might affect the implementation of the multilingual approach.

Implications

A successful implementation of the new Passepartout curriculum is imperative for all stakeholders involved in the Passepartout project. The findings of this study may lead to more teachers effectively implementing the multilingual approach to language teaching at the primary school level.

As a result of the analysis of the data collected during this study, I developed a project to initiate and implement professional learning communities (PLC) to better support and assist teachers in the implementation of the multilingual approach in their classrooms. The project (Appendix A) has one short-term goal: provide a structure to

ensure that PLCs can grow and thrive. Once the PLCs are established, I will achieve three long-term goals: heighten teachers' awareness of the paradigm shift from a monolingual to a multilingual approach in language teaching; raise teachers' awareness about pedagogy in a multilingual approach and encourage teachers to be reflective and critical in their practice; assist teachers in building and maintaining a network to exchange pedagogical practices and instructional strategies with a focus on the Passepartout curriculum. As a result of participating in a PLC, English language teachers at Grades 5 and 6 will better understand how to facilitate the implementation of a multilingual approach and will better support multiple language learning.

Based on the findings of this study, educational authorities might ask for a revision of the professional development program for inservice teachers in the Passepartout cantons. Publishers and textbook writers might consider a revision of the course materials used at Grades 5 and 6, and add more higher-level thinking skills activities. The Passepartout project team might investigate the question of contradicting philosophies of the French and English materials and not wait until the program evaluation in 2020 to require that the textbook writers revise the course materials used at Grades 5 and 6.

Summary

In Section 1, I presented background information about a foreign language project being implemented by six cantons in Switzerland. I provided a history and an overview of the Passepartout concept, detail about the three Passepartout pilot studies that focused on the new teaching and learning materials, and an overview of the Passepartout PDP.

The problem I identified was the lack of knowledge about how teachers perceived and experienced the implementation of the multilingual approach in their classrooms in the first year of the new Passepartout program when English is taught as the second foreign language at Grade 5.

The frameworks that I based this project study on were theories of third language acquisition and on constructivist learning theory. I used these theories to understand teachers' perceptions of the implementation of the multilingual approach. I reviewed current and historical literature from the 20th and 21st century on foreign language teaching and presented a brief overview of approaches and methods used in second and foreign language teaching. After the brief overview of approaches and methods, I presented principles of and five characteristics of multilingualism and a multilingual approach. I explored the five characteristics in some detail: affordances, metalinguistic awareness, crosslinguistic influence, typology, and the multilingual lexicon. I concluded the literature review with a description of factors that might affect the implementation of a multilingual approach.

In Section 2, I present the research methodology and discuss the findings from the data analysis. In Section 3, I present a project based on this study's findings. In Section 4, I offer my reflections and conclusions about the research and the study.

Section 2: The Methodology

Introduction

The purpose of this project study was to investigate Swiss primary school English language teachers' perceptions of and experiences with the implementation of the multilingual approach during their first year of the implementation of the new Passepartout program. The guiding research question for this study was how teachers experienced the implementation of the multilingual approach in their classrooms in the first year of the new Passepartout program when English is taught as the second foreign language at Grade 5.

Qualitative Research Design

In this study, I sought to explore and understand Swiss primary school teachers' perceptions of and experiences with the implementation of the new multilingual approach in their primary school classrooms. According to Merriam (2009), qualitative researchers attempt to understand and interpret the meaning that people apply to a situation. I selected a qualitative case study that was embedded in a constructivist framework because a case study would allow me to achieve a deep understanding of teachers' perceptions of the implementation of the multilingual approach.

Although I considered other qualitative approaches for this research study, the case study design seemed to be the most appropriate to answer the research question. An ethnographic research design would not have been appropriate to answer the research question because ethnographists would explore and try to identify shared patterns in a cultural system, examining how individuals interact with the culture they live in

(Creswell, 2012). In this study, I was not attempting to explore the culture within which the Passepartout project is being implemented. A narrative design would have focused on stories that describe the lived experiences of the individuals. I did not focus my study on lived experiences of the teachers. Therefore, I did not select a narrative design. (Creswell, 2012). I briefly considered a phenomenological design to understand teachers' perceptions of and experiences with the implementation of the multilingual approach. Phenomenologists are interested in studying the intense life experiences of people who are experiencing a phenomenon. Because I did not have the intention to study the life experiences of teachers, I decided against a phenomenological design. I did not consider a quantitative approach because experiments and examination of relationships among variables would not have provided the data necessary to address the research question.

A qualitative approach allowed me to generate meaning from the data collected and make sense of the meanings inductively (Creswell, 2009). Merriam (2009) argued that case studies like other qualitative research designs look for meaning and understanding. Case studies offer an "in-depth analysis of a bounded system" (Merriam, 2009, p. 38). Bogdan and Bilken (2007) suggested subdividing the bounded system into three parts: a special place, a special group of people, and a special school activity. For my study, the special place was Switzerland with the focus on the six cantons that build the border between the Swiss-German-speaking part and the French-speaking part of Switzerland. The special group of people was primary school English language teachers at Grade 5. The special school activity was classroom implementation of the multilingual approach.

Setting and Sample

A qualitative study must have a plan that describes the sampling parameters such as participants and the setting; the plan must be congruent with the purpose of the study (Dörnyei, 2007). The participants for my research study were experienced inservice primary school teachers who had participated in the Passepartout PDP and were the first teachers who began teaching English as a second foreign language at Grade 5 in a Passepartout canton in Switzerland in August 2013.

A purposeful criterion sample (Lodico et al., 2010) of primary school English language teachers at Grade 5 who had completed the Passepartout PDP was targeted for this study. Eight teachers participated in the study. The number of participants was small, which allowed me to conduct interviews and observations in a manner that provided for the collection of deep and detailed data, a characteristic of case study research (Yin, 2014).

Access to the participants was gained through one of the institutes that offered the PDP for inservice teachers. The institute sent out an e-mail written in German (Appendix B) once I had obtained the institutional review board (IRB) approval from Walden University (approval number: 08-28-14-0335846). The e-mail provided a description of the study, the potential risks to participants, the purpose of the study, and the methodology of the study so that potential participants were able to make an informed decision about their participation.

Within 1 week, eight teachers contacted me either by e-mail or telephone. When teachers agreed to participate in the study, I first informed the potential participants that I

would require the permission and approval of their head of school (Appendix C) before

we scheduled any dates and times for the interviews and the classroom observations. I

briefly discussed the consent form with these teachers, and I e-mailed a copy of the

consent form to each of them. I sent the research consent form in both an English and

German version (Appendix D) and collected the signed consent forms when we met for

the interviews. I obtained the permission and approval from the respective heads of

schools (Appendix C) before I scheduled a time for the interviews and the classroom

observations. All of the heads of schools contacted gave me permission to conduct

interviews and classroom observations at their schools.

Only two teachers chose to meet briefly before the interview and classroom

observations. During these brief meetings that took place at the teachers' primary school

classrooms, I scheduled the place, date, and time for the interviews and the classroom

observations. The other six teachers preferred to conduct the interview and the classroom

observation without an initial meeting. I discussed place, time, and date either by e-mail

or on the telephone. Three teachers were content with e-mail contact; however, three

preferred phone calls and contacted me at my private number at a time convenient for

them. All eight teachers submitted the signed consent form to me when we met for the

interview. The signed consent forms are all secured in a locked file cabinet at my

residence where they will be kept for 5 years.

Researcher's Role

My role as researcher in this case study was that of a reporter and of a participant

observer (Lodico et al., 2010). As a former EFL teacher and current teacher educator of

English for preservice primary school teachers, I brought more than 20 years of knowledge, attitudes, and experiences with EFL teaching and learning to the study. Further, I was involved with designing and implementing the multilingual approach for preservice primary school teachers at the University of Teacher Education, Bern, Switzerland. I was also a member of one of the working groups of the Passepartout project (Table 2) and helped to produce the catalog of competence descriptions for the professional development program for preservice teachers (Schwab et al., 2009). My workplace was at an institute for preservice teachers. I had no professional relationship with any of the participants and have no influence on their careers. However, the participants might have viewed me as an authority figure simply because I was employed as a teacher educator at a university of teacher education.

Throughout my career, I have formed opinions on best practices for plurilingual didactics. It is my opinion that the multilingual approach will help to raise learners' language awareness and learners' language learning awareness. In my opinion, learners will profit from crosslinguistic and contrastive learning activities. In addition, I am multilingual and speak several languages and can thus relate to both the monolingual and the multilingual approach, having been taught and trained through the monolingual approach. These are the biases that I brought to the study.

Researchers' bias can be avoided if the researchers remain sensitive to contrary evidence during data collection and data analysis. Yin (2014) reported that avoiding bias by searching for contrary evidence belongs to the discussion of ethics in research. As a

researcher I was self-critical, as objective as possible, and searched for contrary evidence to ensure that this research study complied with ethical standards.

Measures for Ethical Protection

Researchers must have a special interest in ensuring that research procedures will safeguard participants' privacy, that recruiting will not employ coercive elements, and that participants' identities will not be disclosed. The e-mail invitation and the consent form contained the information that confidentiality was of utmost concern to me. I informed the participants in writing and as part of the consent form that any data concerning the school as well as teachers' names would be de-identified so as to protect participants from harm.

All the participants in the research were asked to sign an informed consent form that used language that was understandable and included the research purpose and described what was required of participants (Appendix D). The consent form was written in German and English to accommodate participants so that they could consent in the language they understood best. The consent form also included an indication of time commitment for the participants. Further, the consent form stated that participants could withdraw at any time and that participation was voluntary. The signed consent forms are kept in a secure location in my home in a locked file box where they will remain for 5 years. I will maintain the signed consent forms for 5 years, then shred and dispose all of the documentation.

Data Collection

I used multiple sources of information and evidence (Creswell, 2012; Yin, 2014) and maintained a database. I followed Patton's (2002) guidelines for fieldwork: (a) be clear about the role of the observer, (b) be descriptive in taking field notes, (c) stay open and allow for new understandings, (d) cross-validate and use multiple methods, (e) use quotations and capture participants' views, (f) select participants wisely and keep in mind that their perspectives are selective, (g) be aware of different stages of fieldwork, (h) be as involved as possible while maintaining an analytical perspective, (i) separate descriptions from interpretation and judgment, and (j) be reflective and reflexive, and include observer's feelings and experiences, and how these feelings and experiences might have affected the observation and the observer.

I followed nine of the 10 items in Patton's list. I did my best to be clear about my role of participant-observer with the help of an observational protocol and recording sheet (Lodico et al., 2010). I was open for new understandings. I used multiple methods such as interviews and observations, and I included quotations to illustrate participants' views in the project study narrative. I did not forget that teachers' perspectives might be selective but cannot claim that I selected participants wisely as I selected the first eight teachers who responded to the e-mail invitation. I kept track of the different stages of fieldwork by maintaining a database and a chain of evidence as suggested by Yin (2014). I tried to be as involved as possible in the research process but at the same time, maintained an analytical perspective and remained a participant-observer (Lodico et al., 2010). I separated descriptions from interpretation and judgment, and asked a peer to review my

descriptions and interpretations. I was reflective and reflexive, included my feelings and experiences, and reflected about how these might have influenced the observation. The observational protocol and recording sheet included a column titled reflection where I recorded my feelings and experiences, and returned to them after the observation.

The first and primary data collection strategy consisted of protocol directed interviews that included questions about demographics, teaching experience, knowledge of other languages, and perspectives about the implementation of the multilingual approach (Appendix E). The interviews began with a demographic question about how long the interviewees had been teaching. Then the interviewees were asked about their experiences with language teaching before the implementation of the Passepartout curriculum. The other interview questions all concerned teachers' perceptions of and experiences with the implementation of the multilingual approach in their Grade 5 English language classes.

The interviews were conducted individually during a time and place that was convenient for the teachers and the researcher. All the teachers chose to have the interviews at their school as that was most convenient for them. Two teachers decided to use their classrooms, one teacher used the special classroom for foreign languages, and five teachers reserved small meeting rooms at their school for their interviews. The interviews lasted between 40 and 60 minutes. I used an interview protocol (Creswell, 2012) that contained the questions and also served as a reminder for me about the procedures of the interview (Appendix E). I recorded and transcribed the interviews on the same day that they occurred. Although I had expected to conduct some of the

interviews in English, I conducted all interviews in Swiss-German, a variety of Standard-German that does not have a written form. I transcribed the eight interviews using Standard-German and participants performed member-checking of the Standard-German version of the transcripts. None of the participants requested changes to the transcripts. I transcribed and stored the data in a computer file for analysis on my password-protected computer at my residence. The data are stored either in a locked file box or on my password-protected computer.

The second data collection strategy was classroom observation that allowed me a direct but brief encounter with the phenomenon (Merriam, 2009). I wanted to conduct the observations to observe which aspects of the multilingual approach the teachers were implementing. Because there was time for only limited observation of each teacher, the observations provided me with only a glimpse of what aspects of the multilingual approach teachers had incorporated into their teaching. I used an observational protocol and recording sheet to help identify features of the observation and to ensure an organized means of recording field notes (Appendix F). The observational protocol and recording sheet contained observation, reflection, and observer comments as recommended by Merriam (2009). The descriptive field notes and the reflective field notes helped me to give due consideration to my feelings and biases before and when writing this project study.

To control for observational consistency, I included three questions in the protocol (Appendix F) that were adapted from the three principles discussed in Grossenbacher et al. (2012). The questions were: (a) Language awareness: How is

language awareness promoted in the classroom? Are learners asked to compare and contrast their L1 with L2, L3, and Ln? (b) Language learning awareness: How are language learning strategies discussed, reflected on? and (c) Plurilingual and intercultural awareness: How do teachers promote intercultural aspects in connection with plurilingualism? I transcribed my field notes from the classroom observations on the same day as the observations were conducted and added the transcriptions to my database. I wrote and typed my field notes from the classroom observations in English.

All eight teachers who took part in the interviews opened their classroom for observation during a regular school day. The observations lasted the length of one 45 minutes lesson. Two teachers allowed the researcher to carry out the observation over two lessons.

Yin (2014) listed two strengths and four weaknesses of direct observations. According to Yin (2014), the strengths are that observations take place in real time and can help to describe the context. The weaknesses inherent in observations are the time required, narrow coverage of lessons and numbers of classrooms and teachers observed, reflexivity, and cost. The first and second weaknesses, time required and coverage, affected my observations in that I was usually able to observe only one class of each of the participants. To broaden the coverage, I would have had to ask several colleagues to conduct observations for me, or I would have had to devote several months' time to conduct observations. The third weakness concerned reflexivity which refers to the influence of the researcher's presence in the setting. Yin (2014) maintained that behaviors and actions that are being observed can proceed in a different way because of

the observation. I was aware of reflexivity during my classroom observations and again when I analyzed the data from the classroom observations. I asked myself whether the learners and the teachers might have behaved differently without my presence in the classroom but decided that I could not know the effect my presence had in the classroom and that I could only speculate. The fourth weakness, costs factors, was not an issue in that I covered the costs myself. All eight participants who had volunteered for the study completed their participation in the study. I was able to complete interviews and classroom observations with all eight teachers.

Data Analysis

I organized the interview and the observational data into computer files to establish a chain of evidence (Yin, 2014). I analyzed the data for themes within each case and across the eight cases. Yin (2014) suggested five different techniques for analyzing case studies and emphasized the importance of having a general analytic strategy. To ensure high-quality analysis, Yin (2014) recommended attending to all the evidence, addressing all plausible rival interpretations, focusing on the most important aspect of the case study, and not diverting "attention away from the main issue because of potentially contrary findings" (p. 168), and finally, including the researcher's own knowledge of the subject matter. I followed Yin (2014) techniques during my analysis of the data.

Codes and Emerging Themes

As a general analytic strategy, I used the qualitative data analysis software program Maxqda (Creswell, 2009; 2012; Maxqda, n.d.) and entered all transcribed data from the interviews, once the participants had performed member-checking, into the

software program. As a novice user of Maxqda software, I decided to print out the interview transcripts to also code them by hand.

In the First and Second Cycle of coding (Saldana, 2013) dozens of codes emerged. In the First Cycle (Saldana) I used the method of initial coding. Then I compared the codes and themes that had emerged from my computer-assisted coding with the codes and themes from my manual coding. To further ensure consistency of coding, I went back over my notes, transcripts, and codes for each interview and each observation, and color-coded the notes and codes. I checked the occurrence of codes, assisted by the colors, and began determining emerging and meaningful patterns, which I named sub-themes. In the Second Cycle (Saldana, 2013), I moved from initial coding to analytical coding or axial coding (Merriam, 2009).

I refined the codes by examining tentative themes against the data and moved from an inductive to a deductive mode (Kuckartz, 2007; Merriam, 2009). Kuckartz (2007) argued that once the researcher had constructed sub-themes, the next step would be deductive as the sub-themes needed to be further refined into themes. Creswell (2012) suggested that the researcher should refine the analysis to achieve five to seven themes that can then be used to relate and discuss the results of a research study.

Table 8 shows the codes I identified and the sub-themes that emerged and that eventually led me to three themes. The sub-themes emerged from the most reoccurring codes. When I changed from the inductive to the deductive mode, I changed from creating codes and building sub-themes to identifying themes (Table 8).

Some of the codes recurred and overlapped in two or in all three themes such as time constraints and multigrade/age classrooms (MuG). In every interview, the participants mentioned time constraints, whether the participants were generalists or specialists. The five participants who taught in MuG classrooms described some challenges and voiced their dissatisfaction with the Passepartout PDP, pointing out that the PDP did not address MuG classrooms

The participants identified time, the lack of time, as a big issue. The code *lack of time / time constraints* recurred and overlapped in the three themes that emerged: teacher implementation of the multilingual approach; challenges teachers experienced during the implementation; and teacher dissatisfaction with the implementation of the multilingual approach. I will discuss the three themes in more detail in the subsections entitled Findings and in the Discussion of the Findings.

Table 8

Codes and Themes Derived from the Interviews

Codes	Broad categories/Sub-themes	Themes
Learning by doing; no time textbook; closely follow TB handbook = cook book; recipe book, textbook writers are experts; no questioning kids know more than teacher about multilingual approach	Learn the approach while implementing: learning by doing	Teacher Implementation of the Multilingual Approach
"MA is not that important"; kids want to learn English in their English lessons and not French.	Learn English in English lesson and not French; MA is not that important	
time constraints only 2 lessons a week, other school activities and lessons cancelled, Time: 10% paid for 2 E lessons, no time when generalist	Time constraints: School Timetable: 2 lessons/week	Challenges Teachers Experienced During the Implementation
Generalist at Grade level; specialist at Grade Level Late publishing of learning materials, no overview yet, unfamiliar with two new textbooks and no time to reflect, learning by doing, no time to question didactics, no time for reflection, fighting my way through textbook, Don't know what learners are doing in French and/or German, no collaboration/exchange with other teachers,	Generalist/Specialist challenges in the multilingual approach in the implementation (No time to question didactics No time to exchange with other language teacher)	
Vocabulary, Fichier, word cards, parallel words, wordlists in PB and AB in New World Vocabulary: no Fichier as in French, unclear situation vocabulary; frame/mask from French teacher	MF + NW vocab challenge unclear how French/English materials deal with vocabulary	

(Table continues)

Codes	Broad categories/Sub-themes	Themes
PDP Passepartout without new learning materials No MuG in PDP Passepartout PDP Passepartout: too many presentations, no right answers, too many hours, too many materials produced = no time to use them in my class PDP Passepartout: gave presentation on topic reflection = colleagues showed no interest	Dissatisfaction Passepartout PDP; (No MuG in Passepartout PDP Passepartout PDP: too many hours PDP Passepartout: colleagues no interest in my topic 'reflection')	Teacher Dissatisfaction with the Implementation of the Multilingual Approach
Late publishing of learning materials, No time to prepare, Late delivery NW resulting in no overview of teaching materials DI: Only 'pro forma' in NW, support and boost not enough, worksheets for dummies, old-fashioned exercises	Dissatisfaction with new materials: no differentiating instructions = 'Pro Forma' only	
Infrastructure, technology/new media, no assistance; no time to organize; lack of resources/technology/assistance	Problems/Dissatisfaction with Infrastructure/technology	

Validity and Reliability

I used three methods to validate the findings: triangulation, member checking, and peer debriefing (Creswell, 2012). Triangulation of data occurs when more than one source is used to validate the results of the study. The use of multiple sources supports the researcher's efforts and accounts for accuracy as well as credibility of the findings (Creswell, 2012). I triangulated the interview data with the observational data and established and maintained a chain of evidence (Yin, 2014). The qualitative data analysis software program Maxqda (Maxqda, n. d.) proved to be ideal to maintain the chain of evidence because it was easy to upload and store all my files in Maxqda.

Member checking occurs when researchers ask participants to review the transcribed interviews (Lodico et al., 2010). In order to report accurately and credibly on teachers' perceptions of and experiences with the implementation of a multilingual approach, and to separate myself from the findings, participants were asked to perform member checking (Creswell, 2012; Lodico et al., 2010). Specifically, participants were asked to check the accuracy of the transcripts of the interviews within a few days after the interview took place. Five participants reviewed the accuracy of the transcripts within hours and answered my e-mail the same day. Two teachers took 48 hours for their review and one teacher answered after 72 hours. The participants had no further questions and did not report any discrepancies.

The observational protocol and recording sheet helped me to ensure that my observations were consistent across time and event. To ensure that I did not distort the accuracy of what I observed, I reviewed three factors: (a) observer bias, (b)

contamination, and (c) the halo effect (Lodico et al., 2010). My background, knowledge, and experiences might undermine validity. While it may be impossible to remove my bias completely, I used peer debriefing to help guarantee that my own biases would not be portrayed in the findings. I asked my peer debriefer, who has a PhD in linguistics and is an experienced researcher, to review my field notes, my transcripts, my analysis, and read through my draft to help ensure that I presented a balanced view. To control for contamination, I used an observational protocol and recording sheet that helped me to avoid contamination. I reviewed the data collected from the observation for the halo effect to check that initial impressions had not influenced the accuracy of the subsequent observation.

To ensure that the observations were conducted in a way that resulted in accurate and unbiased information, I monitored my subjective perspectives and biases. I used detailed descriptions in all my field notes which allowed me to return to my descriptions and sort through them a second time to control for bias. The observational protocol and recording sheet with the reflective field notes further helped me to give due consideration to my feelings and biases before and when writing the project study.

I created a detailed description of the data and drew conclusions from the findings. To do this, I reflected on the research questions and reviewed the data again. I asked my peer debriefer to look at my field notes and read through my draft to help guarantee that I present a balanced view. I provided a thorough explanation of the procedures and processes that were used to interpret the data. The software program Maxqda assisted me in maintaining a chain of evidence (Yin, 2014) and helped to

achieve reliability. Thus, I was able to present a detailed description of the data and the procedures and processes that I used to interpret the data.

Discrepant Cases

Every participant mentioned the topic of assessment during the interview. Some teachers became quite enthusiastic when discussing assessment. However, in many cases, teachers were discussing assessment in their French lessons. Together with German and mathematics, French belongs to the school subjects that decide and influence student's further academic career. While students with good grades in German, mathematics, and French will move to the higher stream, students with bad grades in the three subjects mentioned will be moved to the lower stream and might not be able to follow an academic career. English is not part of these academic decisions and teachers seemed to be less worried about assessment in their English lessons. Because I could not always determine whether responses about assessment referred to English language learning, I omitted from the analysis most of the data concerning assessment. I did not omit the topic of assessment when teachers discussed it in combination with teacher collaboration.

Limitations

There are some limitations inherent in the design of this study. First, I interviewed only a small number of teachers in one Passepartout canton. They are not representative of the entire foreign language teaching and teacher situation and circumstances in Switzerland. Thus, only analytic generalization of the results is possible (Yin, 2014). Second, the teachers did not enthusiastically volunteer to participate in this study. Only eight teachers volunteered within my tight time frame. Participation was also affected by

the criterion that participants had to have taught English since August 2013 when the

Passepartout project was implemented for English. Moreover, only teachers who had

completed the Passepartout PDP could participate. Third, the narrow coverage of the

interviews was a limitation: I was able to conduct only a limited number of classroom

observations (Yin, 2014). In an ideal situation, I would schedule classroom observations

over a minimum of 20 lessons per teacher because the teacher's manual states that

approximately 20 lessons would be required to cover one unit in the *New World* learning

and teaching materials. The observation of the teaching of one complete unit over ten

weeks would help me to understand more about the implementation of the multilingual

curriculum.

<div align="center">**Findings**</div>

To provide a better understanding of the situational context of the study, I

organized the discussion of the findings under three headings: demographic information,

technology resources in the classrooms, classroom observation findings. I will provide an

overview of the demographic information I obtained in the eight interviews (Table 9). In

Table 10, I will illustrate the resources available in the eight classrooms where the

observations took place. Table 9 and Table 10 provide a more in-depth understanding of

the situational context of the study.

Demographic Information

I began the interviews with some demographic questions which provided some

basic descriptive information about the participants (Merriam, 2009). I organized the

demographic information into four categories: years of teaching experience, experience

teaching foreign languages before the Passepartout project, teachers as generalists or specialists, and type of classroom (grade level or multigrade).

Table 9

Overview: Participant Demographic Information

	T1	T2	T3	T4	T5	T6	T7	T8
Years of Teaching Experience	20+	5+	30+	5+	20+	10+	30+	10+
Experience Teaching Foreign Languages before Passepartout	English and French	French	French	English and French	English and French	-	French	-
Generalist (G); Specialist (S)	S	G	G	G	G	S	S	S
Grade Level; Multi-Grade/Age	Grade Level	Multi-Grade	Multi-Grade	Multi-Grade	Multi-Grade	Grade Level	Grade Level	Multi-Grade

Years of teaching experience. Table 9 illustrates that teachers who participated in this study had a wide range of primary level teaching experience from 5 years to more than 30 years of teaching experience. While two teachers could look back on slightly more than 30 years of teaching experience, two teachers began teaching only 5 years ago. Two teachers mentioned slightly more than 10 years of experience, another two teachers recounted more than 20 years of teaching experience. I will return to the topic of years of teaching experiences in my discussion of the findings when I discuss teachers' dissatisfaction with the Passepartout PDP.

Experience teaching foreign languages before the implementation of the

Passepartout project. Six teachers stated experience with teaching foreign languages.

Three of these teachers reported experiences teaching EFL. Two of these three teachers

had experience teaching EFL to secondary school learners and one teacher recounted her

experiences teaching Grade 5 learners at a private school. Two teachers reported no

experience teaching a foreign language at primary school before the implementation of

the Passepartout curriculum. The two teachers who had more than 30 years of teaching

experience had also experience teaching French as a foreign language.

Generalist (G) or Specialist (S). Table 9 includes information about whether the

teachers were Generalist or Specialist. Brohy (2005) explained that at primary schools in

Switzerland, generalist teachers teach foreign languages. A generalist at primary school

in this study would be teaching at least seven school subjects including mathematics,

sciences, German, French, and English to the same group of learners. A specialist at the

elementary level would only teach the learners for two lessons of English every week and

might not know the learners and their language backgrounds in much detail. Specialists

might not have to participate in teacher conferences and other school activities, and

would therefore not be involved to a large extent with other teachers and other school

subjects. Thus, no teacher collaboration and no exchange on teaching practices might

occur at schools where specialists teach English as a second foreign language.

The specialists exhibited a range of language teaching experiences. One specialist

was already experienced teaching French and English in the previous curriculum at

secondary school. Another specialist had experience teaching French with *Bonne Chance*

at primary school. Another two specialists, one at grade-level and one at MuG, reported having had no experience teaching foreign languages before the implementation of the Passepartout curriculum.

In this study, it was pure coincidence that four of the participants were generalists and four participants were specialists. I will return to the topic of generalist or specialist when I discuss the theme challenges teachers experienced during the implementation.

Grade-level and multigrade classrooms. The fourth piece of demographic information in Table 9 concerned an issue that may dramatically influence the Passepartout project: Three teachers worked in grade-level classrooms. Five teachers taught in MuG classrooms. In addition, four of these five teachers in MuG classrooms worked as generalists. Only one teacher in a MuG classroom worked as a specialist. I will discuss the MuG topic in more detail when I discuss teachers' dissatisfaction with the Passepartout PDP.

I explored the demographic information to provide a better understanding of the situational context of the study. I constructed Table 9 to provide an overview of the complexity of the participant sample: generalists and specialists, MuG classrooms, and the wide range of foreign language teaching experiences that the participants reported in the interviews.

Technology Resources in Classrooms

To provide a context within which the data can be more fully understood, I constructed Table 10. In Table 10, I describe the technology resources present in the classrooms that I observed. The focus was on technical resources such as computers and

laptops available in the classroom. Elmiger (2010, 2011) highlighted problems with technical resources in the first two Passepartout pilot studies. Each school district in Switzerland is in charge of its own education budget. Thus, the school district must approve the school's budget for new media/technology and for any additional materials teachers would like to have available in their classrooms.

Table 10

Technology Resources in Classrooms and Schools Observed

Information	T1	T2	T3	T4	T5	T6	T7	T8
*Data Projector	None	Prebook	None	Prebook	C	Prebook	W	W
Laptops in Classroom	2	Prebook	4	Prebook	Prebook	5	3	None
Separate Media Room	Yes	None	Yes	None	Yes	Yes	Yes	None

Note: *Data Projector details: C = fixed on ceiling in classroom; W = projector on wheels.

Data projector. The teaching and learning materials, *New World,* require learners to use computers or laptops in the classroom (Arnet-Clark et al., 2013). Three teachers can prebook a data projector for some of their lessons. Another two teachers have data projectors on wheels that they had helped to organize and set up. Only one teacher has regular access to a data projector that is fixed on the ceiling. I will return to the topic of data projectors when discussing the sub-theme dissatisfaction with infrastructure.

Laptops in classroom. The Passepartout curriculum recommends two computers or laptops per classroom (Däscher et al., 2011). One teacher had no access to laptops for her classroom and had no computers in the classroom. Another teacher had two laptops in the classroom, one teacher had 3 laptops, one had 4 laptops, and one had five laptops in

the classroom. Two teachers can prebook laptops and obtain up to 12 laptops for a lesson. The teacher who has a data projector fixed to the ceiling can also prebook up to 18 laptops for her learners. I will return to laptops available in the classroom when I discuss the theme teacher dissatisfaction with the implementation of the multilingual approach, in particular when discussing the sub-theme dissatisfaction with infrastructure.

Separate media/computer room. While three teachers had no access to a media/computer room with computers or laptops for all learners, five teachers could pre-book a separate media/computer room at their school. Two teachers pointed out that the media/computer room was in high demand and that it was not always possible to use the media room because another teacher had already booked the room.

Classroom Observation: Findings

I observed each of the eight teachers who participated in the interviews during one lesson of 45 minutes. Two teachers invited me to observe a second lesson. I did not expect to observe many crosslinguistic activities by observing only one lesson but I obtained a glimpse of how teachers have put the new English learning materials, *New World,* into practice. The classroom observations focused on the three topics outlined in Grossenbacher et al. (2012): language awareness, language learning awareness, and plurilingual and intercultural awareness activities in the classroom.

Language awareness. Three teachers actively promoted language awareness during the lessons I observed. Two teachers referred their learners to similar French or German words or structures. In one case, learners were asked to conjugate verbs in English and the teacher used a previous French lesson to draw learners' attention on how

to conjugate in French by eliciting the personal pronouns *je, tu, il, nous, vous, ils*. Telling the time was one activity where the teacher asked her learners to compare how to tell the time in German with how to tell the time in English. However, the teacher did not elaborate and did not wait for the students to provide the comparison. She provided the comparison herself. The activities and the content of the other lessons observed did not lend themselves to the promotion of language awareness.

Language learning awareness. I observed learners using several language learning strategies (Oxford, 1990, 2011). In most cases the learners were working independently of the teacher when I observed them using language learning strategies. One group of students was preparing a small presentation that required them to write, copy, and edit some sentences. One learner in the group had written "me book." When another learner looked at the word "me" she said that she thought that the word was not correct. Both learners opened the *Midi dic* (Lusser & Hermann, 2013) on their desk and checked the word. They found "my" and corrected the sentence without referring to the teacher.

Most strategies that I observed could be placed into three categories: vocabulary learning, reading, and listening strategies. The vocabulary learning strategies I observed were either in connection with the *Midi dic* (Lusser & Hermann, 2013) or with the word cards that learners worked with. One learner copied some words from his *New World* textbook onto blank word cards. In two classes, the teachers asked the learners to read a text but before the learners began to read the text quietly, the teachers asked them about strategies they could use. The learners immediately mentioned the picture and the title.

During my classroom observations, only one class did a listening comprehension activity. Learners did a listening comprehension activity where they listened to two children discussing a recipe for a milkshake. The teacher elicited some listening strategies from the learners. The most popular listening strategies were listening for familiar words and using imagery (Oxford, 1990).

Plurilingual and intercultural awareness. I was not able to observe many instances of teachers promoting intercultural awareness in connection with plurilingualism. In fact, only one teacher promoted intercultural awareness when she asked her learners to compare the picture of a room of a house in England with learners' own rooms in Switzerland. When the learners discussed the differences with the teacher, students displayed a great deal of code-switching. While learners mostly used German words, one learner referred to a French word when he did not know the word in English "it is *casser"* [broken], even though the learner's first language is Swiss German.

Limited classroom observations such as those that I conducted provide only a small picture of classroom implementation of the multilingual approach. I could only observe few aspects of a multilingual approach. Because the teachers clearly indicated during their interviews that they closely followed the instructions and lesson planning provided in the *New World Teacher's Book*, it would be necessary to observe the teaching of one whole unit of the textbook *New World* to obtain a big or more complete picture of classroom implementation of the multilingual approach. Consequently, analyzing all the learning and teaching materials supplied by the publisher of the textbook *New World* would be another necessary step and would require further research

to better understand how the multilingual approach has been integrated into the *New World* teaching and learning materials.

Themes

When describing and developing themes, the researcher answers the research questions and at the same time develops a deep understanding of the phenomenon (Creswell, 2012). The main research question asked how teachers experienced and perceived the implementation of the multilingual approach in their classrooms. Interview questions 4 and 5 were used as probes to find answers to the main research question. Questions 4 and 5 focused on the knowledge teachers have about the multilingual approach and how teachers implemented the approach in their classrooms. Question 6 asked participants about challenges encountered in the implementation. Questions 7 and 8 elicited aspects of the multilingual approach teachers decided to implement or not to implement. The last question was about the support teachers need to continue the implementation.

In the first and second cycle of coding, dozens of codes emerged. I refined the codes and constructed sub-themes. I refined the analysis further and identified three themes that reflected the teachers' perceptions of and experiences with the implementation of the Passepartout curriculum: teacher implementation of the multilingual approach; challenges teachers experienced during the implementation; and teacher dissatisfaction with the implementation of the multilingual approach.

Theme 1: Teacher Implementation of the Multilingual Approach

All eight teachers who took part in the interviews reported a variety of time constraints when they talked about the implementation of the Passepartout curriculum. The lack of time was mentioned when teachers referred to the late delivery of the curricular materials leaving them no time to obtain an overview of the new learning and teaching materials before beginning with the implementation. Time constraints were mentioned again when teachers discussed that with only two lessons mandated for English a week, there was not enough time for the implementation of the multilingual approach.

I subdivided Theme 1 into two sub-themes: Teachers learn the approach while implementing, and teachers thought that the multilingual approach was not important.

Teachers learn the approach while implementing (learning by doing). I named the first sub-theme teachers learn the approach while implementing and used these words because several teachers reported that they were learning about the multilingual approach at the same time as their learners. One teacher stated

Wie soll ich sagen, ein wenig mehr learning by doing ... ...und wenn ich jetzt sage, dass ich es im Griff habe, dann ist es alles andere als richtig ... – I ha ke zyt [How should I say, it is a little like learning by doing …. … and if I now say that I have everything under control, I would not tell you the truth … I have no time].

Another teacher maintained

Also einfach, ich ging wirklich genau nach dem Büchli ... ich habe mich sehr

daran gehalten [Well simply, I really followed exactly the booklet ... I really kept

closely to the instructions provided].

Another teacher compared following the instructions provided by the *New World*

teacher manual with following the recipes in a cookbook. The teacher reported

Nachdem ich drei Tage vor Schulbeginn das Material erhalten habe ... Also ich

hatte kaum Vorlauf und habe mir kurz sagen müssen: lass dich nicht stressen …

und ich merke, dass ich immer noch keinen Vorsprung habe... die nächste 5.

Klasse kann profitieren, was ich jetzt mit diesen ausprobiert habe... ich kann nicht

zwei Stunden vorbereiten für eine Lektion, sonst müsste ich im Franz das gleiche

und bei den *Sprachstarken* fürs Deutsch, das habe ich auch noch nicht lange, und

das wäre dann auch noch. … Also … dies war die grösste Herausforderung …

sonst ist es eigentlich vom Aufbau mit dem Lehrerkommentar, weisst du, sehr

rezeptbuchmässig, wo Kollegen sagen, ah, das ist gut … irgendwann kann ich es

dann, dann kenne ich das Buch und mache es nach meinem Gutdünken und nicht

mehr nach der Vorgabe des Lehrerkommentars [As I received the materials three

days before the new school year began … well, I had hardly any forerun and I

said to myself: do not let yourself be stressed … and I notice that I still have no

forerun, no advance on the learners … the next fifth graders will profit from what

I tried out with the previous group … I cannot prepare two hours for one lesson as

I should be doing the same for French and the same for German with the new

materials entitled *Sprachstarken* as I have not had these new materials for a long

time … well, that was the biggest challenge … well otherwise as the teacher manual is constructed like a recipe book/cook book where colleagues say that that is good … well, one day I will know the materials well and can teach according to my own 'gut feeling' and no longer follow the instructions in the teacher manual].

One teacher reported that at the beginning of the implementation, she tried to design her own lesson plans but soon gave up because she realized that there were lesson plans provided by the *New World* textbook writers. The teacher stated

Zu Beginn habe ich anders gearbeitet und dann dachte ich warum mache ich dies eigentlich, es erspart mir so viel Zeit … die haben dies ja schon durchgedacht … und dann hast du nachher auch alles drin … oder es steht ja da immer … sonst musste ich immer selbst daran denken … [In the beginning I worked differently (planned differently) and then I thought why am I doing that, I could save a lot of time … they (textbook writers) have carefully thought of all that ... and then afterwards you have included everything … because everything is explained … otherwise I always had to think of all that myself].

Two teachers argued that the authors of the textbook *New World* were experts and that they would know their job "I mache eifach was im Teacher's Book steit o mit der Planig [I simply follow the instructions and planning provided in the *New World* Teacher's Book]". One teacher reported "Ich habe keine Zeit mich zu hinterfragen, die Textbuch Autoren sind ja Spezialisten, die wissen schon was sie tun [I have no time to reflect and analyze … the textbook writers are specialist, they know what they have to do]".

Another teacher added that the young learners probably knew more about the multilingual approach than she did as the learners had already worked with the French materials in Grades 3 and 4 and were accustomed to plurilingual activities. The teacher reported

>Ich muss davon ausgehen, Französisch hatten diese Kinder bereits in der 3. und 4. Klasse… und ich sage jetzt ganz ehrlich, die hatten natürlich anfangs 5. Klasse, die Schülerinnen und Schüler hatten natürlich das Zeug fast besser gekannt als ich … weisst du die Idee, Idee ist falsch, aber das Buch, eben den *fichier*, und die *taches*, das kannten die Kinder, die hatten dies schon … hätte beinahe gesagt, die Person, die dies am wenigsten gut kannte, war die Lehrperson … wenn ich jetzt sage, dass ich es im Griff habe, dann ist es alles andere als richtig [I have to presume that the children already had French during their 3rd and 4th Grade … and I want to be absolutely honest, they (the children) had the things almost better in hand, knew it better than I did … you know the idea, idea is the wrong word, but the book, the fichier, and the tasks, the children were already familiar, they already had that … I was almost going to say that the person who knew the least, was the teacher … and if I claimed that I am familiar now, then that would not be the truth].

A teacher reported having translated an activity from the French materials into English in connection with the history of languages and to supplement the multilingual approach offered in the textbook *New World*. The teacher, a generalist, reported

Wir haben zum Beispiel im *Mille Feuilles*, da hat es einen Teil mit dieser

Geschichte dieser beiden Sprachen ... ich glaube es steht auf Französisch und wir

haben es umgeschrieben und haben es im Englisch gemacht [for example one

activity from *Mille Feuilles,* there is something about the history of these two

languages ... I think it was all written in French and we translated the texts into

English and did it in the English lesson].

The multilingual approach is not that important. I named this sub-theme the

multilingual approach is not that important because one teacher used exactly these words

when I asked her about how she had implemented the multilingual approach. Two

teachers clearly stated that their learners wanted to learn English in their English lessons

and not French or German. One teacher maintained

Ganz zu Beginn, wo es im *New World* ums Grüssen ging, da versuchten wir dies

in möglichst vielen Sprachen zu machen ... oder eh... ich mache natürlich nicht

immer alles in allen Sprachen ... so wichtig ist dann die Mehrsprachigkeit auch

nicht. [In the beginning, when it was about greetings in *New World*, here we tried

to use as many different languages as possible … or em … I do not always do

everything in all languages … the multilingual approach is not *that* important].

When I probed the teacher to explain her previous statement, the teacher

continued

Ich finde, dass die Kinder wissen sollen, wie andere Sprachen tönen, sie sollen z.

B. Italienisch am Klang erkennen und ... em...aber sonst finde ich eben

Parallelwörter, das ist OK, was können wir hier erkennen/profitieren von einer

Sprache zur andern … aber ob sie jetzt auf russisch oder auf tamil auf 10 zählen können, dies finde ich jetzt nicht so wahnsinnig relevant. Da finde ich das ist mehr eine Spielerei, die wir einmal machen können, aber ... ah ... die Zeit fehlt, man kann nicht so ein wahnsinniges Gewicht darauf legen ... ausser, es macht wirklich Sinn … oder … wenn ich wirklich sage, dieses Wort das kennt ihr aus dem Französischen bereits, natürlich, dann sage ich dies, dann mache ich sie darauf aufmerksam und sage ja auch... auf diesen Worksheets, da wird ja auch so gearbeitet dass man, dass sie die Wörter auf deutsch und auf französisch und auf englisch schreiben .... [I believe that the children should know how other languages sound, e.g. the children should recognize the Italian language from the sound and … erm …. but .. well, parallel words are OK, what can we recognize/profit from one language to another … but whether they can count to ten in Russian or Tamil, I find is not terribly relevant. Here I think that we cannot put any emphasis/weight on … except, when it really makes sense, like when I say to the children, you know that word from French, of course, then I say that, then I draw their attention and I might also do that with worksheets as it is the same kind of work here .. with the words in German and in French and then write in English …].

When I probed the teacher again to expand on her statement, she added that it was much more important to teach English in the English lessons as there were only two lessons of 45 minutes a week.

The other teacher added that the children wanted to learn English and not discuss other languages "sie haben es nicht goutiert, dass ich im Englisch Französisch machte [they (the learners) did not appreciate discussing French in their English lessons]".

In Theme 1, I clustered codes into the theme of teacher implementation of the multilingual approach to explore how teachers described their implementation of the multilingual approach. I used the two sub-themes teachers learn the approach while implementing and the multilingual approach is not that important, to describe how teachers reported their experiences with the implementation of the multilingual approach.

Theme 2: Challenges Teachers Experienced During the Implementation

I refined the challenges that teachers experienced during the implementation of the multilingual approach into three sub-themes: time constraints: school timetabling; challenges generalists and specialist have experienced during the implementation of the multilingual approach; and *Mille Feuilles* and *New World* vocabulary challenges. I will describe each of the three sub-themes in detail.

Time constraints: School timetable. I named this sub-theme time constraints in connection with the school timetable because most teachers complained about the curriculum that contains only two lessons of English per week. Several teachers reported that English lessons are replaced or cancelled by other school activities or school excursions, and that with only two lessons per week in the school timetable, there was simply not enough time to do all the classroom activities suggested by *New World* and explained in the teacher manual. One teacher explained

Ich sehe einfach die zwei Lektionen, das ist einfach nichts, und dann alle die

Ausfälle, die halbe Zeit, das ist wahnsinnig. Jetzt habe ich diesen Dienstag

Englisch gehabt und dann habe ich nächste Woche wieder am Donnerstag, oder

zwei Lektionen weniger wegen Ausflug und Sporttag … da kommst du nicht vom

Fleck [I simply see these two lessons a week, that is nothing, and in addition there

are all these cancellations/excursions, half of the time, that is driving me crazy.

This week I had an English lesson on Tuesday and now have to wait until next

week for the next English lesson on Thursday, two lessons got replaced by

excursions and sports day... that way there is no progress whatsoever].

Teachers reported they would like to have more time, or at least, the two lessons a

week mandated in the school timetable. Teachers would also like to have more than two

lessons a week for English and/or more time in general to prepare their lessons. Two

teachers maintained that the two lessons of English a week represented not even 10% of

their salary as a full time teacher

Wir sprechen hier von zwei Lektionen, das sind nicht einmal 10% von meinem

Pensum, dann ist das verrückt, wenn ich so viel Zeit für die

Lektionenvorbereitung aufwenden muss [We are talking about two lessons here,

which is not even 10% of my workload/salary, that is crazy when I think about the

time spent on lesson planning].

**Challenges Generalist/Specialist experienced during the implementation: No

time to question didactics - no time for teacher collaboration.** The sub-theme

challenges that generalist or specialist experienced during the implementation contained

two further sub-themes because teachers maintained that they had no time to question

didactics and no time for teacher collaboration. Four teachers readily confessed that they

had no time for thoughts that could strengthen their instructional practices. One teacher

said

> ich will ehrlich sein … ich kämpfe mich jetzt einfach durch das Lehrmittel
>
> hindurch und manchmal denke ich nicht so für was ist ... auf Grund von was, für
>
> was, oder nicht immer von was für einer Didaktik ist dies jetzt [I want to be
>
> honest with you … I am fighting my way simply through the new textbook and
>
> sometimes I do not think what is that for, why should I do that or what for, or I
>
> think about which method/didactics is that based on].

While one teacher compared the *New World* teacher's manual with recipes in a

good cook book, another teacher maintained "ig kämpfe mi dürs lermittu u ha ke zyt mi

zhingrfrage [I am fighting my way through the learning materials/textbook and have no

time to analyze and reflect]".

> A teacher, who was teaching a foreign language for the first time, reported
>
> Die Herausforderung als neue Lehrkräfte sich ganz in die Materie
>
> hineinzuarbeiten und ja mit dem Unterrichten zusammen kommen auch die neuen
>
> Erfahrungen und die ersten Erfahrung mit dem neuen Lehrmittel ... die zweiten
>
> Erfahrungen wären dann sicherlich spannender....wenn ich das Lehrmittel voll
>
> und ganz kenne, kann ich mich noch mehr lösen und wirklich schauen, was jetzt
>
> die Schüler … mit was die Schüler jetzt noch alles kommen und ich denke, klar...
>
> hoffe ich, dass mir dies jetzt auch gelingt... aber ich bin noch sehr gefordert ...

nicht mit der Sprachkompetenz aber weil es für mich das erste Mal ist, dass ich

dies unterrichte und ich mich achten will, funktioniert es ... und … habe ich nicht

die Offenheit um auch noch zu schauen, was jetzt von den Schüler kommt und

eben auch zu analysieren an was es liegt, wenn etwas nicht funktioniert ... [The

challenge as a new foreign language teacher is to really learn the ropes and …

together with teaching there will also be the experiences and the first experiences

with the new teaching and learning materials … now, the second experiences

would certainly be more exciting, when I know the teaching and learning

materials completely, then I can dissociate myself more and really check what the

students … with what the students now come and I think, well, of course, I hope

that I can already do that now … but I am really challenged … not with the

language competence but because it is my first time, the first time I am teaching

English and I want to pay attention, does it function … and … I might not be open

enough to check what comes from the students and then analyse why something

did not function …].

Only two teachers reported that they meet with colleagues to collaborate and

discuss assessment practices for French but that no collaboration was planned for

English. The teachers commented on a group of teachers that had just started meeting to

discuss French in connection with assessment. These teachers plan to meet once per

semester to exchange and discuss their assessments and marking schemes for French.

When I probed the teachers asking about collaboration for other topics, the teachers

added that no collaboration for other topics in the French lessons apart from assessment

was planned. When I probed one teacher further, I was informed that the group of language teachers decided against special meetings for English as there seemed to be no need as well as no time. The teacher stated

> Wir haben ja so ein Gefäss begonnen, das hatten wir jetzt etwa zweimal, auf freiwilliger Basis … einen Austausch von 5. und 6. Klass-Lehrpersonen … da hatten wir gerade letzte Woche einen Austausch und dies finde ich wirklich sehr wertvoll … unser grosses Problem ist die Beurteilung .. wir haben in der Austauschgruppe darüber diskutiert ob wir das Englisch auch in die Gruppe nehmen wollen … dann hatten wir das Gefühl … wir haben so viel und genug zu tun mit dem Französisch und mit dem Englisch versuchen wir uns durch zu beissen [We have begun with such meetings, we had two meetings so far, voluntary, an exchange between 5th and 6th grade teachers … we just had an exchange last week and I consider that really valuable … our big problem is assessment … we also discussed whether to include English in our group …. then we felt … we have so much and enough to do with French that for English we just try to ‚bite' our way through].

Three teachers revealed that they were not familiar with the teaching and learning materials that the young learners work with at Grades 3 to 6 in the French lessons as they did not collaborate with their colleagues teaching French. A generalist, who is teaching French and German at Grade 5, stated that she had no time to look at the learning materials the students had worked with in Grades 3 and 4, nor talk with the French teachers for Grades 3 and 4.

A teacher reported

Wenn ich dann doch nicht genau weiss, was sie jetzt im Franz machen bei einer andern Lehrperson ... ist es für mich dann auch schwierig abzuschätzen was können sie, welches Verständnis haben sie jetzt … und wieviel Grundstock haben sie in den andern Sprachen wo können wir wirklich verknüpfen und wo verwirrt es dann halt mehr … [When I do not really know exactly what my learners are doing in their French lessons with another teacher … then it is really difficult to gauge what learners already can do, what kind of knowledge they have … and what kind of foundation they have in other languages, … where can we really link up and where the learners would be more irritated…].

Another teacher explained

Für mich als Spezialistin ist es nicht einfach ... weil ich nur die zwei Stunden English unterrichte ist es halt für mich nicht so einfach ... ich weiss auch nicht genau wo sie jetzt gerade im Franz sind und was sie jetzt dort gerade machen ... so auf dem laufenden bin ich dann nicht ... ich würde schon mehr machen, wenn ich beide Fächer unterrichten würde und meine Schülerinnen und Schüler auf Sachen hinweisen im Franz oder im Deutsch... das ist der Nachteil, wenn du nur ein Sprachfach hast …[It is not easy for me as a specialist because I only teach the two lessons of English… it is not always easy ... I don't know where exactly the learners are in their French lessons and what they are doing there ... I am not that well-informed ... I would do more if I were teaching both languages, then I would

draw the learners' attention to something in French or in German ... well, these

are the disadvantages when you only teach one foreign language].

Generalists at primary schools also worked with the French teaching and learning

materials *Mille Feuilles* for the first time at Grade 5. The generalists required more time

to prepare their French lessons with the new materials, resulting in needing a great deal of

time to prepare four foreign language lessons a week, two for French and two for

English. Generalists have a broad range of courses to teach, all requiring preparation: A

generalist would be teaching at least seven school subjects to the same group of learners.

A generalist commented

> … du musst die Bücher kennen, aber dann eben auch in Deutsch und jetzt im
>
> Französisch und auch im Englisch … ich hatte in der letzten Stunde Sport, …
>
> dann hast du Musik, ich spiele auch Klavier, ich habe auch dort Freude … und
>
> dann solltest du auch ein begnadeter Gestalter sein und und und .. ich weiss nicht
>
> es sind doch 7 bis 8 Fächer wo wir weiterhin Klassenlehrpersonen sind [… and
>
> then you must know the books, not only the English ones but also the German and
>
> French textbooks … I have just come from a sports lessons, then I also teach
>
> music, I play the piano what I really like … and then you should also be a talented
>
> artist/designer and and and … I do not know but there are seven to eight subjects
>
> that we continue teaching].

Challenges with *Mille Feuilles* and *New World* Vocabulary. When teachers

referred to challenges arising from the new textbook *New World*, they all mentioned

vocabulary. The challenges teachers reported focused on how to integrate the word cards

for English and French (Nation, 2011). For French, the learners received a box called *Fichier* supplied by the publisher (Schulverlag Plus, n. d.), whereas for the English lessons, learners are simply asked to work with word cards.

One teacher explained the production of word cards

Wir machten diese Karten mit all den Wörtern, die hier fettgedruckt sind, von dieser Liste, also diese Wörter sind auf Karten … Manchmal ist es ein Wort, manchmal ein Satz, meistens ein Wort, dann eine leere Linie, wo die Kinder das Wort korrekt kopieren und auf der Rückseite schreiben sie die Uebersetzung hin ... wir haben dies so von den Französischmaterialien übernommen. Die Französischlehrperson macht es so. Ich weiss nicht, ob es eine Idee von *Mille Feuilles* ist oder nicht. Ich weiss nicht, ob sie es so im Französisch empfehlen [We made these cards for all the words that are printed in bold here in the book, from the list, these words are on the word cards … sometimes it is a word, sometimes it is a sentence, mostly a word, first the word, then there is a blank line, where learners have to copy the word correctly, and on the back they have to write the translation themselves … we copied this from the French lessons. The teacher for French is doing it like that. I don't know whether it is an idea from *Mille Feuilles* or not. I don't know whether they recommend it for French].

Two specialists first tried their own systems until they realized that it was too time-consuming. After an exchange with a French teacher, they changed their systems and adopted the French vocabulary learning strategy with the word cards for their English lessons. The first teacher explained

Zu Beginn habe ich es so gemacht, dass die Kinder die Kärtli erhalten haben und danach haben sie die Kärtli beschriftet und dann musste ich dies alles korrigieren (seufzt....) da habe ich nachher mit Gummli Beige und jede Beige und nachher mit Stempeli und ich sagte wenn das Stempeli darauf ist es gut, und ich habe alle gestempelt und dann habe ich gefunden Nein, das kann es nicht sein .. ich habe dann gefragt, wie machst du es im Franz und dann sagte sie, dann zeigte sie es mir, … das ist so super und ich fragte nach der Maske damit ich sie für die englischen Wörter brauchen kann ... [In the beginning, I gave the children small cards and then the children wrote the words on the cards and I had to correct them all (sigh), then I checked all the cards, put them into piles with the help of elastic bands and also stamped each card … I told the learners that when there is a stamp on the card, then the word was correct … then I found No, that cannot be it … and I asked how do you handle vocabulary in your French lesson and then she said, then she showed me …. and that is super … and I asked her for the frame/mask so that I could also adapt it for the English words…].

Another teacher reported

Ich habe ihnen diese Wörtli aufgeschrieben. Ich habe diese Wörtli aufgeschrieben die hinten im Buch sind… auf Wortkärtli …ich hatte so eine Maske erhalten, das war von jemandem vom Französisch. Eine sagte, dass sie dies so macht und nachher hat sie mir die Maske gegeben und nachher habe ich alle einfach alle units eingetöggelt ... und nachher habe ich ... ich kann dir dies schnell zeigen … dann habe ich alle Units so gemacht, dass sie, dass sie sie auseinanderschneiden

können ... und dann schreiben sie sie hier nochmals ab und hinten, wenn sie sie

auseinander geschnitten haben, schreiben sie das Wort auf deutsch ... aber das ist

eine so Riesenzeitersparnis …[I wrote the words for the learners … I wrote the

words that are in the back of the book … on word cards …. I received a

frame/mask, from someone from the French lessons. One said that she was doing

it that way and then she gave me the frame/mask and then I typed up all the words

from one unit … and then … I can show it to you quickly ... then I made all the

units, so that, so that they could be cut up … and then they write, they copy them

and on the back of the card, the learners write the word in German … that is a

huge economy of time].

In Theme 2, I identified three sub-themes: Time constraints: school timetabling;

challenges generalists and specialists experienced during the implementation of the

multilingual approach; and *Mille Feuilles* and *New World* vocabulary challenges. The

participants reported challenges with time constraints in connection with the school

timetable and challenges that especially generalists encountered during the

implementation of the Passepartout curriculum. The third sub-theme was about

challenges the participants reported on how to organize the teaching and learning of

vocabulary in the two textbooks, *Mille Feuilles* for French and *New World* for English.

Theme 3: Teacher Dissatisfaction with the Implementation of the Multilingual

Approach

In Theme 3, I identified three sub-themes: Dissatisfaction with the Passepartout

PDP; dissatisfaction with the new materials; and dissatisfaction with the technology

available. The first two sub-themes include a range of codes that can be connected to

teachers' dissatisfaction with the implementation of the Passepartout curriculum.

Dissatisfaction with the Passepartout PDP. I named the first sub-theme

dissatisfaction with the Passepartout PDP because several teachers reported their

displeasure with the Passepartout PDP. They reported that they had not been able to work

with the new teaching and learning materials during their Passepartout PDP as the

English materials were only published in August 2013. One teacher commented

> Also eine der ersten Herausforderungen betrifft natürlich mich selbst als
>
> Lehrperson da wir die Weiterbildung vor allem mit dem Französischlehrmittel
>
> gemacht haben und das Lehrmaterial für Englisch ja erst in den Sommerferien
>
> erschienen ist …. Man hat dann wirklich während den Sommerferien sich ins
>
> Buch einarbeiten müssen [Well, one of the first challenges concerns of course
>
> myself as a teacher because we worked mostly with the French teaching and
>
> learning materials in our Passepartout PDP as the English materials were only
>
> made available during the summer school vacation … we had to familiarize
>
> ourselves with the textbook during our summer break].

The participants reported dissatisfaction with not being able to work with the new

teaching and learning materials for English during their Passepartout PDP. Not only did

teachers have little time to get to know the new teaching and learning materials for

English but attending the Passepartout PDP had not helped them prepare their lessons

based on the new materials. One teacher reported „Ich habe dies ja bereits erwähnt, ich

wurde vor allem mit der Erprobungsversion des Franz-Lehrmittel eingeführt [I already

mentioned that I was mostly introduced with the help of the test versions of the French

teaching and learning materials]". Another teacher commented

> Gegen den Schluss der Passepartout Weiterbildung hatten wir sehr Mühe … hatte
>
> natürlich auch damit zu tun, dass wir lange ins Blaue hinaus weiter gebildet
>
> wurden, da wir die Lehrmittel noch gar nicht hatten [Towards the end of the
>
> Passepartout PDP, we had concerns … there was no structure, no aim … which
>
> was of course connected to the missing English materials as those materials were
>
> not available].

No MuG in Passepartout PDP. The teachers in MuG classes were especially

unhappy with the Passepartout PDP. The three MuG teachers referred to the Passepartout

PDP that they attended and maintained that the instructors had informed them that MuG

was not part of the professional development program for Passepartout. One MuG

teacher explained

> War ja in den Kursen auch schon eine Angst, resp. Bedenken gewesen, die die
>
> Leute eingeworfen haben und dies wurde auch schon immer während dem Kurs
>
> gesagt ... beruhigt euch, man wird immer versuchen, die SuS auseinander zu
>
> nehmen, da es fast unvorstellbar ist .. aber jetzt bei uns … bei uns hat es das jetzt
>
> nicht gegeben [In the PDP/course there were several who were kind of afraid,
>
> they had concerns that they voiced already during the PDP/course .. and the
>
> trainers told them, cool down, take it easy, administrators will always try to
>
> separate the learners as it is almost inconceivable … but now here at our school
>
> … here at out school, learners were not separated].

A teacher provided an example how she could combine the English lesson with the arts lesson with her MuG learners but immediately added the question of what she would then do the following year as the younger learners would still be in her MuG group "und dann im nächsten Jahr, das gleiche noch einmal … das sind Fragen wo ich noch keine Antwort habe [and then next year, should I be doing the same again … these are questions that I have no answers to]".

Passepartout PDP – Too many hours. Teachers with many years of teaching experiences complained about the length of the Passepartout PDP. The two teachers with many years of teaching practice complained about the length and content of the Passepartout PDP. One teacher claimed

die Weiterbildung war aufgeblasen, wir machten x Präsentationen und die
Kursleitung gab keine klare Meinung oder Richtlinie [the PDP was really 'puffed
up – inflated', we prepared x numbers of presentations and the teacher trainers
took no position, we had no guidelines at all, the trainers took it too easy].
Another teacher reported
Mir ist es einfach, mir war es zu viel, wenn man schon jahrelang Fremdsprachen
unterricht hat, dass man dann nochmals die ganzen 75 Stunden absitzen musste,
das fand ich das Maximum, nicht nur ich sondern auch andere, die seit Jahren
Fremdsprachen unterrichtet haben, haben gefunden, nein, dass ist jetzt wirklich
too much ... [It was simply too much, it was too much for me, when you have
been teaching foreign languages for ages and then you have to attend 75 hours, in
my opinion far above the maximum, and it was not just me but many others who

have been teaching foreign languages for ages, we all thought that it was really too much …].

Presentation in Passepartout PDP on the topic of reflective practice. One teacher discussed the presentation that she did during her Passepartout PDP on the topic of reflection. She claimed that her Passepartout PDP colleagues showed no interest in her topic. The teacher declared that her colleagues did not seem to know what reflection was and were simply not interested in knowing more about reflection or reflective practice. The teacher stated

> Wenn ich auf den Kurs zurückschaue … am Schluss hatten wir ja so Präsentationen … also ich war die einzige, die etwas über Reflexion gemacht hat. Die Aufmerksamkeit der andern Kursteilnehmenden war gleich Null … weil sie meinten … es ist schon gut, ein bisschen theoretischer Ansatz wahrscheinlich, … dies mit der Reflexion … es war eine Frust, ich habe vier Stunden daran gearbeitet und sie hatten keine Lust irgendwas zu machen … [When I look back to the Passepartout PDP ... at the end we had a kind of presentation … well, I was the only one to do something on reflective practice. Teachers' interest was zero … because they thought that it is probably OK to do a little bit of theory … doing something about reflection … it was frustrating, I worked four hours on the presentation and they had no interest whatsoever of doing something …].

Dissatisfaction with new materials: No differentiated instruction. Some teachers complained about the teaching and learning materials and maintained that the materials did not include differentiated instruction. Three teachers felt very strongly

about the lack of assistance provided to them in the area of differentiated instruction. One

teacher used the expression *pro forma* to describe differentiating instruction in *New*

World. The teacher maintained

Zu Beginn haben die Kinder alles gemacht, bis die Kinder und ich

herausgefunden haben, dass es *alte Schule* ist und man einfach das Sätzli oben

abschreiben muss oder fehlende Buchstaben einsetzen und dass das Boost gar

kein Boost ist sondern einfach Beschäftigung für diejenigen die schon etwas

schneller waren und seit dem mache ich mehr als 50% nicht mehr. Also bis zur

unit 3 haben wir fast alle worksheets gemacht, dann nicht mehr … und für mich

war es wirklich die Enttäuschung, ich hatte das Gefühl es sei ein gutes Lehrmittel,

es gebe sogar Material für die schnelleren ... es ist mehr pro forma [In the

beginning, the children did everything until the children and I realized that it was

old school and one simply had to copy the phrase or fill the gaps with missing

letters and that the boost was not really a boost activity but simply keeping the

faster learners busy and since then I ask the children not even to do 50% of the

worksheets provided. Well up to unit 3, we did most of the worksheets and then

we stopped … for me that was really a disappointment, I had the feeling that it

was a good textbook, that it had materials for the fast learners … but it was all pro

forma …].

Another teacher said that the worksheets that were marked as boost and support

were worksheets *for dummies*. The teacher stated that her learners did all the worksheets

contained in the first two units of *New World*. The teacher pointed out that she soon came

to realize that there was not enough differentiation and that learners only had to use lower-thinking skills to do the exercises. The teacher reported

> Ich hätte gerne Uebungsmaterial, das nicht einfach so ‚dubbeli büetz' ist ... so wie mit Wörtli einfüllen und dann vielleicht mit drei Gruppen, eine Grundanforderung, eine mittlere und eine mit hohen Anforderungen … ich habe Kinder mit besonderen Bedürfnissen, eine echte Herausforderung, zu individualisieren… [I would like to have exercise sheets/worksheets that are not simply for dummies, like gap filling, and then possibly for three groups, one basic, one average and one with higher standards/requirements … I have children with special needs, a real challenge for differentiated instruction].

Dissatisfaction with new technology. A challenge that could result in a time constraint that is not necessarily directly related to the implementation of the multilingual approach but needs to be considered for a successful implementation of the Passepartout curriculum is the infrastructure and technology that teachers have at hand. While one teacher had the use of an interactive whiteboard, another teacher did not have access to laptops in her classroom. One teacher reported

> Dann kommt die Situation, dass die Schülerinnen und Schüler vielleicht in einen andern Raum müssen ... und dann gibt es viel tote Zeit, ... dann hast du am Schluss noch eine halbe Stunde anstatt den 45 Minuten … [Then we have the situation that learners must change rooms, resulting in a great deal of dead time ... then eventually there might be only 30 minutes left of the official 45 minutes...].

One teacher indicated that she would like to have a data projector in the classroom and explained

Ich hätte gerne einen Beamer ... ich wollte heute gerade einen youtube Film zum Thema Wochentage zeigen, der Aufwand um nur zwei Minuten Video zu schauen ist riesig. Ich verliere mindestens 15 Minuten der Lektion wegen dem Zimmerwechsel und dem Einrichten … mit einem Beamer direkt im Klassenzimmer könnte ich dies in der Pause vorbereiten… [I would like to have a data projector … today I wanted to show a you tube clip on the topic of week days, the time and effort of watching a two-minute video is enormous ... I lose at least 15 minutes of my lesson due to the room change and the set up in the special room … if I had a data projector directly in my classroom, I could prepare everything during break time …].

In addition to the question of availability of the required technology and infrastructure, there is also the issue of the extent to which teachers are technically accomplished and able to teach with technology. Two teachers mentioned that there is no assistance available at their school when they or their learners require help with technology. One teacher maintained

Weisst du, ich komme hinein und muss dann zuerst alles installieren und so, die Uebergänge zwischen den Lektionen/Lehrpersonen sind noch so schwierig, deshalb setze ich dies möglichst reduziert ein… [You know, I come into the room and then I first have to install everything – get everything ready, the transition

between lessons and teachers are quite challenging … and therefore I reduced the use of technology to a minimum…].

In Theme 3, teachers' dissatisfaction with the implementation of the multilingual approach, I described how teachers reported some problems with the Passepartout PDP that did not contain a component dealing with MuG learners and how teachers could adapt the teaching and learning materials to the needs of their MuG learners. According to some experienced teachers, the Passepartout PDP was inflated and should have been planned in a more streamlined way. However, teachers' dissatisfaction was mostly due to not being able to work with the new teaching and learning materials when attending the Passepartout PDP. The second sub-theme in Theme 3 described teachers' dissatisfaction and disappointment with the new materials concerning differentiated instruction. In the third sub-theme I described problems teachers mentioned in connection with infrastructure and new technology.

In this section on findings, I provided a detailed description of the three themes that I identified during the coding process. The three themes that I identified were: teacher implementation of the multilingual approach; challenges teachers experienced during the implementation; and teacher dissatisfaction with the implementation of the multilingual approach. In the first theme, I identified two sub-themes: teachers learn the approach while implementing (learning by doing) and the multilingual approach is not that important. In the second theme, challenges teachers experienced during the implementation, I identified and described three sub-themes: time constraints in connection with the school timetable, challenges generalists and specialists experienced

during the implementation with no time to question didactics and no time for teacher collaboration, and challenges with *Mille Feuilles* and *New World* vocabulary. In the third theme, teacher dissatisfaction with the implementation of the multilingual approach, I identified and described three sub-themes: dissatisfaction with the Passepartout PDP, dissatisfaction with the new materials as the materials contained no differentiated instruction, and dissatisfaction with the new technology that is required to successfully implement the new course materials. I will discuss the findings and my interpretations in the following section on discussion of the findings.

Discussion of the Findings

In answer to my overall research question of how teachers perceived and experienced the implementation of the multilingual approach in their classrooms in the first year of the new Passepartout program when English is taught as the second foreign language at Grade 5, teachers explained that they were implementing the multilingual approach by closely following the instructions and the lesson plans provided by *New World*. Teachers seemed to perceive the implementation of the multilingual approach as successful because they had followed the instructions provided in the *New World Teacher's Book* like a recipe in a cook book. However, teachers contradicted themselves when they stated that the multilingual approach was not that important and that their learners wanted to learn English and not other languages in their English lessons.

The findings appear to show that the multilingual approach is not well understood by teachers nor being implemented by teachers in their classroom in creative ways. This was to be expected given that this was the first year of the implementation, when

preparation for teachers was limited and teachers and teacher trainers could not work with the new course materials during the Passepartout PDP.

All the teachers mentioned time constraints for various reasons. Some teachers mentioned that they would like more time to be ahead of their learners by having a better overview of the learning materials, and/or knowing more about what the learners do in other language lessons. Knowing more about what learners are doing in their other language lessons would help to ensure a better integration of the two foreign languages at primary school, an important aspect of the multilingual approach (B. Hufeisen, personal communication, September 5, 2014).

With no or not enough time to collaborate, no time to look at materials used in the French lessons, and no time to reflect on issues of teaching English as a second foreign language, teachers will not be aware of the benefits of metalinguistic awareness and crosslinguistic activities. Singh and Elmiger (2013) reported that the textbooks for French and for English require more work by the authors to better integrate the two foreign languages, to exploit crosslinguistic learner strategies, and help learners to raise their metalinguistic awareness. Based on Singh and Elmiger's research findings and what teachers in my study reported about having no time for collaboration and reflection, crosslinguistic and metalinguistic activities will not find their way into classrooms.

Teachers also mentioned time and loss of time in connection with technology and infrastructure available. The unrestricted use of a data projector and at least three computers or laptops would facilitate teachers and learners' use of the *New World* CD-ROM also called e-book, included in the *New World* activity book, in the classroom

(Däscher et al., 2011). Teachers and learners could then profit more fully from the two lessons a week as they would no longer lose time moving to other rooms and setting up technical resources during lesson time.

During data collection and data analysis, I realized that teachers familiar with the French teaching and learning materials most often referred to these materials and rarely to the English materials when discussing the multilingual approach. The four generalists among my participants discussed the French materials to exemplify their answers in connection with the multilingual approach. I frequently had to ask them to return to the subject of teaching English.

In the Passepartout PDP, teachers had no opportunity to exchange their teaching practices, no time to get an overview of the teaching materials, and could not be asked to reflect on their teaching practices based on *New World* because the materials were not available. In order to successfully implement the Passepartout program, I recommend establishing PLCs across grades, across languages, and across schools. To successfully implement and sustain the educational reform, teachers need time, time to reflect, time to collaborate, and time to exchange their teaching practices (Hord & Roussin, 2013). Once teachers have a time frame to reflect and collaborate, the focus can be moved to how change can be implemented. The emphasis can then be on conceptual change in teachers' perspectives from a monolingual to a multilingual approach.

Project as an Outcome

This study evolved because there was a lack of research and knowledge about how teachers perceived and experienced the implementation of the multilingual approach

in their classrooms in the first year of the new Passepartout program when English is taught as the second foreign language at Grade 5. The findings and my discussion of the findings indicated that teachers had many time constraints, teachers had no time to collaborate, no time to look at materials used in the French lessons, no time to get an overview of the new English teaching and learning materials, no time to reflect on their teaching practices, no time to exchange their teaching practice and instructional strategies with other language teachers. The findings also suggested that there was no concept for vocabulary in a multilingual approach. Furthermore, the findings revealed teachers' dissatisfaction with the Passepartout implementation, in particular teachers' displeasure with the length of the Passepartout PDP, the exclusion of how to teach English in MuG classrooms, dissatisfaction with the late delivery of the teaching and learning materials and that those materials did not include differentiated instruction.

The findings and my discussion of the findings from the interviews and the classroom observations led to the project of initiating professional learning communities (PLCs) to provide time for teachers to collaborate for language teachers across grade levels, across languages, and across schools. For a successful implementation of the multilingual approach in practice, teachers need to collaborate, exchange their practices and instructional strategies across all languages and across grade levels.

PLCs for language teaching would support teachers in an era of reform (Darling-Hammond & McLaughlin, 2011) and would provide language teachers with a structured and long-term context-specific approach (Timperley, 2008). PLCs have the potential to influence not only teacher learning but, in turn, can positively influence learners'

outcomes. PLCs have the potential to support foreign language teachers in implementing change at primary schools in the Passepartout cantons.

Conclusion

In this section I described the qualitative case study design that I used to explore how teachers perceived and experienced implementing a multilingual approach to language teaching in their classrooms. The section provided an overview of the research design, setting, sampling method, measures for ethical protection, my role as researcher, data collection, and data analysis. The results provided information about how teachers perceived and experienced the implementation of a multilingual approach and provided direction for a project to implement PLCs. The findings and my discussion of the findings indicated that teachers need more time to collaborate across grade levels, across languages, and across schools. For a successful implementation of the multilingual curriculum and pedagogy, teachers need to collaborate, exchange their practices and instructional strategies across all languages and across grade levels.

In Section 3, I will describe the project that addresses the findings, its implementation, and its evaluation. In Section 4, I will include reflections on the research study addressing its strengths and weaknesses, as well as a discussion about its potential impact on social change. I will also discuss implications for further research.

Section 3: The Project

Introduction

The purpose of this study was to explore teachers' perceptions and experiences with the implementation of the multilingual approach during the first year of the implementation of the new Passepartout program at Grade 5. I analyzed the data collected from interviews with and classroom observations of eight teachers and identified three themes: teacher implementation of the multilingual approach, challenges teachers experienced during the implementation, and teacher dissatisfaction with the implementation of the multilingual approach. I designed the project initiating the implementation of PLCs for foreign language teaching based on the qualitative data analysis findings and my discussion of the findings which showed that teachers displayed a lack of understanding of the multilingual approach. The findings also indicated that teachers need time to collaborate, time to exchange their teaching practices with their peers, and time to discuss and exchange instructional strategies across all languages and across grade levels. In this section, I will describe the project and its goals, present the rationale for the project, the review of the literature that informs the project, and the project evaluation. I will conclude this section with a discussion of implications for future research.

Description and Goals

According to my findings discussed in Section 2, teachers rarely make time, have time, or see the value in taking time to collaborate and discuss their practices in implementing the multilingual approach to foreign language teaching. For the

multilingual approach to succeed in practice, teachers need to collaborate and exchange their practices and instructional strategies across all languages and across grade levels (B. Hufeisen, personal communication, September 5, 2014). In the third Passepartout pilot study, Singh and Elmiger (2013) asserted that the learning and teaching materials did not link and integrate the foreign languages, French and English, sufficiently. When the learning and teaching materials do not link French and English sufficiently and teachers do not collaborate across the school subjects of foreign languages, one of the major aspects of the multilingual approach to language teaching will not find its way into classrooms as planned by the Passepartout curriculum developers (Däscher et al., 2011).

  The project that I developed as an outcome from the research addresses teacher collaboration and teachers exchanging their practices and instructional strategies. I propose to introduce a project to establish PLCs for foreign language teachers across grade levels, across languages, and across schools. The project has one short-term goal: provide a structure to ensure that PLCs can grow and thrive. Once the PLCs are established, I have established three long-term goals: heighten teachers' awareness of the paradigm shift from a monolingual to a multilingual approach in language teaching; raise teachers' awareness about pedagogy in a multilingual approach and encourage them to be reflective and critical in their practice; and assist teachers in building and maintaining a network to exchange pedagogical practices and instructional strategies with a focus on the Passepartout curriculum.

  To meet the short-term and the long-term goals, I organized the project into three phases. The first phase of the project focuses on establishing and implementing PLCs.

PLCs facilitators will offer three modules in Phase 1 that are based on the strategies recommended by Hord and Roussin (2013) to implement change. The major objective for Phase 1 is to establish a structure to ensure that PLCs can be established and maintained.

In the second phase, I will emphasize aspects of the paradigm shift when teachers implement the Passepartout curriculum. Phase 2 contains three modules. In Phase 2, Module 1, PLC facilitators help PLC members establish objectives for the Passepartout PLC. PLC members discuss individual strengths related to language teaching and then choose one major objective for the Passepartout PLC as well as two to three minor objectives based on members' strengths. The focus in Phase 2 Module 2 is on the educational reform with the multilingual approach and members will do activities linking their objectives created during Module 1 with the educational reform presented in Module 2. Module 3 in Phase 2 will present information about competency-based teaching and focus on assessment in the Passepartout curriculum.

The third phase provides teachers with choices: teachers choose modules that best fit their teaching context (Timperley, 2008). Timperley emphasized the importance of context-specific approaches in teacher professional development. Seven elective modules will be offered so that teachers can choose the modules that best suit their context: whether these are French or English language teachers, whether teachers are looking for help on how to offer differentiated instruction with MuG or grade-level learners, whether teachers are looking for assistance in vocabulary teaching in two foreign languages, or whether teachers would like to know more about new technical resources such as learning apps and additional materials offered on www.faechernet.ch.

The overall goals of the entire project consist of six strategies to facilitate and ensure the successful implementation of a system change or a paradigm shift:

1. Creating and articulating a shared vision of the change

2. Planning and identifying resources necessary to achieve the vision and change

3. Investing in professional development/professional learning focusing on change

4. Checking or assessing progress: how much of the vision/change is implemented

5. Providing assistance to support implementation

6. Creating a context conducive to change

Hord and Roussin (2013) provided learning maps for each of these six strategies. I adapted the learning maps to meet the needs of the Passepartout context. In the first phase of the project, PLCs facilitators will introduce PLCs members to the six strategies that will enable the participants to successfully implement the paradigm shift from a monolingual to a multilingual approach.

<div align="center">**Rationale**</div>

I developed the project to implement and establish PLCs for foreign language teaching based upon the findings and my discussion of the findings from the interviews and the classroom observations. According to the study findings, there is little time for collaboration and little time to exchange multilingual teaching practices. Thus, teachers might not see the importance of making time to collaborate with their colleagues when teaching English as a second foreign language. Some teachers are not aware of the

content of the learning materials from the first foreign language. If teachers are not

familiar with the content of the *Mille Feuilles* materials, they will not be able to integrate

metalinguistic and crosslinguistic activities. Instead, teachers will continue using a

monolingual approach. Consequently, the multilingual approach will not find its way into

the foreign language classrooms. Thus, young learners will not benefit from

crosslinguistic and metalinguistic activities.

The project I developed has the potential to facilitate the successful

implementation of the multilingual curriculum and pedagogy. PLCs for foreign language

teaching will support teachers in an era of reform such as with the implementation of the

new curriculum for foreign languages in Switzerland (Darling-Hammond & McLaughlin,

2011). PLCs will help teachers learn from each other and allow them time to critically

reflect on their own practices (Brookfield, 2010). PLCs will provide opportunities for

teachers to take responsibility for their professional growth, build a group identity, agree

on norms of interaction, and learn to cope with conflicting situations in positive and

productive ways (Darling-Hammond & Richardson, 2009).

The PLCs will provide opportunity for teachers to work together as a team to

identify which pedagogical practices and instructional strategies in the multilingual

approach work best for their particular schools and their learners. The multilingual

approach will make its way into classrooms, and PLCs will help to sustain the reform.

Review of the Literature

I developed this project study to investigate how teachers perceived and

experienced the implementation of the multilingual approach to language teaching.

Teachers believed that they have little or no time to collaborate with their colleagues across languages and across grade levels. They also stated that they have little or no time to reflect and exchange multilingual teaching practices and instructional strategies. According to study findings, some teachers did not think it important to collaborate with colleagues about English language teaching. Some teachers were not familiar with the teaching and learning materials that their learners worked with in other foreign language lessons at the primary school level. If teachers are not aware of the content of the learning materials from other foreign language instruction, teachers will not be able to integrate metalinguistic and crosslinguistic activities as required by the multilingual approach to language teaching. This literature review supports the development of the project to introduce and maintain PLCs and how these PLCs can improve teachers' collaboration and support teachers in an era of reform. I reviewed the literature on (a) PLCs with a focus on PLCs in the German-speaking part of Europe; (b) how to implement and sustain PLCs; (c) teacher collaboration and effective professional development; and (d) reflective practice and teacher cognition.

I conducted an extensive literature research using the Walden University Library and local university libraries. I used the following electronic databases: Educational Resources Information Center (ERIC), ProQuest, EBSCO, SAGE, and the Walden University online library. I used different search terms in each search engine: terms relating to *professional learning communities*, *teacher learning*, *teacher collaboration*, *teacher cognition in relation to educational reforms*, *paradigm shifts*, *conceptual change*, and *evaluating PLCs*. The search returned a limited number of current peer-reviewed

articles published within the last 5 years when terms were combined with language teaching and curriculum reform. I reached saturation for my literature review when I combined the key terms with language teaching and curriculum reform.

Researchers published many articles and books about PLCs in the United States but relatively little has been published about PLCs research in Switzerland. I searched the German translation *Professionelle Lerngruppen/Lerngemeinschaften (PLG)* and could only locate a few articles and books published in Switzerland, Germany, or Austria that focused on PLCs or contained a reference to PLCs. I extended my research to include the term *Unterrichtsteams* [teaching teams] and obtained an article that discussed teams in special needs education. I was unable to locate an article or book that discussed PLCs specific for language teachers in German.

Professional Learning Communities with a Focus on Professional Learning Communities in the German-Speaking Part of Europe

PLCs have been discussed and researched extensively in the United States (Darling-Hammond, 2014; Darling-Hammond & McLaughlin, 2011; Darling-Hammond & Richardson, 2009; DuFour, Eaker, & DuFour, 2005; Hord, 2008; Hord & Roussin, 2013). Burns (2012) claimed that PLCs have become the new buzzword in teacher development. There is a paucity of research on PLCs conducted in German-speaking parts of Europe. Köker (2012) argued that the term *Professionelle Lerngemeinschaften (PLG)* dominated most current publications on teacher collaboration in Germany. However, she maintained that research findings on PLG have not found their way into practice in Germany although teachers basically seemed to be aware of the importance of

collaboration. Köker (2012) added that teachers seldom seemed to practice collaboration in Germany.

There are many reasons why PLCs have not found their way into practice in the German-speaking parts of Europe. The major reason could be that teachers are used to working in isolation and might enjoy their autonomy (Burns, 2012; Köker, 2012). Hord (2008) asserted that "[c]ell-like classrooms and cultures promoted insulation and isolation from other staff" (p. 10). Köker (2012) described teacher collaboration somewhere on a continuum between isolation and teamwork (Köker, 2012). Team teaching and open classrooms brought some change and led teachers to interact more often and break out of their isolation. According to Hord (2008) teacher morale and motivation increased when teachers had the occasion for team teaching or intentional collective learning, one of the PLCs features discussed by Hord and Roussin (2013).

Besides intentional collective learning, PLC experts emphasized four other features of PLCs: supportive and shared leadership, shared values and vision, supportive conditions, and shared personal practice. These five features or attributes must be included when planning and discussing the implementation and sustainability of PLCs (Köker, 2012). Darling-Hammond (2014) defined strong leadership as follows: a strong leader has expertise, can establish a vision, create opportunities for joint work, and find resources that include time to meet. Leaders will be responsible for finding the resources such as time to meet and might have to reallocate funds because without these resources in place, PLCs cannot be established. In addition, leaders have to ensure that teachers are freed from other responsibilities so that they have time to engage in PLCs (Kohm &

Nance, 2009; Marsh, Waniganayake, & Gibson, 2014; Steyn, 2014). Hord and Roussin (2013) described the ideal role of a leader as a "collegial facilitator" (p. 4) who models lifelong learning and engages participants in continuous learning.

Hord and Roussin (2013) advocated the building of a change leadership team and emphasized the importance of instilling a philosophy of sharing leadership among the teachers in PLCs maintaining that when sharing leadership, each team member will become more involved in the implementation of change (Hord & Roussin, 2013). A shared and collegial leadership can only occur when all PLCs members are learners, too (Hord & Roussin, 2013).

When discussing professional development programs, several scholars pointed to the importance of designing approaches that were context-specific. In accordance with Timperley (2008), van Veen, Zwart, and Meirink (2012) stated that professional development is more effective when the context relates to teachers' daily practices. Little (2012) underscored the importance of the context by emphasizing that professional development had to be linked to teachers' interests, experiences, and circumstances.

Implementing and Sustaining Professional Learning Communities

The process of establishing PLCs requires a system-change approach and needs to be carefully implemented. When designing and implementing PLCs, Darling-Hammond and Richardson (2009) advised PLCs facilitators to put emphasis on *how* teachers learn. The authors added that facilitators should not simply layer new strategies on top of the old strategies (Darling-Hammond & Richardson, 2009). Facilitators first have to help the participants erase old strategies in order that a system-change approach can be initiated.

Frank (2011) listed requirements for establishing successful PLCs and divided the requirements into two levels: the personal level and the organizational/structural level. On a personal level, teachers should regard themselves as lifelong learners who believe that a structured exchange with colleagues will result in benefits for themselves and for their learners. When teachers believe in sharing results in their structured exchange with colleagues in the PLCs, the whole school will benefit.

At the organizational/structural level, Frank (2011) emphasized the need for a timeframe that would allow free time for regular meetings, opportunities for continuing professional development paid for by the school to be woven into the PLCs, and the infrastructure necessary for the regular meetings such as room and technical resources. When these conditions and requirements are met, the first phase of the PLC cycle can start (Hintzler, Mehlin, & Weckowski, 2009). Figure 1 illustrates the PLC cycle.

Figure 1: PLCs cycle adapted and translated from Hintzler et al. (2009)

PLC phases have no beginning and no end (Frank, 2011). Once a group is formed, the members discuss their strengths and needs, and set their own objectives. The

members might decide to ask for some input from experts or PLC facilitators before they start planning the steps in more detail. In the next phase, the members implement and realize the steps discussed in the previous phases. In the last phase of the cycle, the members evaluate whether they achieved the objectives and start a new cycle based on their evaluations.

The implementation bridge. Hall (2013) used the metaphor of a bridge to discuss the implementation process of PLCs and named the process *The Implementation Bridge*. According to Hall (2013) there are six strategies on the journey across the bridge that can all be assessed formatively at regular intervals. Hord and Roussin (2013) adopted Hall's implementation bridge and emphasized Hall's six strategies to facilitate and ensure successful implementation of a particular program or a system change. PLC facilitators or PLC change leaders employ these six strategies:

1. Creating and articulating a shared vision of the change

2. Planning and identifying resources necessary to achieve the vision and change

3. Investing in professional development/professional learning focusing on change

4. Checking or assessing progress: how much of the vision/change is implemented

5. Providing assistance to support implementation

6. Creating a context conducive to change

The PLCs facilitators or change leaders are in charge of implementing each of these six strategies. With the help of a handout that Hord and Roussin (2013) called "a skeletal plan for crossing the implementation bridge" (p. 25), PLCs facilitators and PLCs members can create plans and discuss strategies for a change effort. The Passepartout PLCs members will eventually employ all six strategies in crossing the implementation bridge by following the skeletal plan provided by Hord and Roussin (2013).

Teacher Collaboration and Effective Professional Development

I organized the discussion about teacher collaboration and effective professional development into two major topics: Principles and features of teacher collaboration, and effective professional development.

Principles and features of teacher collaboration. Köker (2012) established four principles for teacher collaboration: teacher collaboration needs to be objectives-oriented; interaction among participants needs to take place; minimal participation requires two teachers, and the professional development program needs to be based on communication. Köker (2012) added a fifth principle that of the emotional dimension or sensitiveness of participants in teacher collaboration. Köker (2012) maintained that teacher collaboration needs to include the emotional dimension. In accordance with Borg (2009), Köker (2012) pointed to the importance of addressing the emotional dimension of change in professional development programs. Merriam, Caffarella, and Baumgartner (2007) emphasized the influence that emotional factors have on participation, learning, and achievement in adult learning. Merriam et al. (2007) illustrated the importance of emotion with Illeris's three dimensions of learning model with emotion as one of the

three dimensions. The other two dimensions were cognition and society (Illeris, 2003, 2010).

Effective professional development. Van Veen et al. (2012) explored the question "What makes teacher professional development effective?" (p. 3). Van Veen et al. provided a list of types of PD sessions such as information meetings, one-day workshops, coaching and intervision, mentoring, offsite training sessions, and characterized these activities as traditional forms of professional development. Van Veen et al. argued that these PD sessions were not effective because teachers played a passive role and participant discussions rarely concerned daily teaching practice. Little (2012) argued that an effective professional community is one that is rooted in local problems and might include outside resources like guest speakers and experts only when necessary. In effective PD sessions, teachers play an active role and discuss teaching practices that are rooted in local problems.

Little (2012) added strong and weak professional cultures to the discussion of traditional professional development. Little argued that in a weak professional culture, teachers share conservative views but do not share responsibility for student learning. According to Little, strong professional development cultures focus on learners' achievements and teachers develop shared expertise. In strong professional cultures and effective PD sessions, teachers share responsibility for student learning and develop cultures that focus on student achievement.

Gräsel, Fussangel, and Parchmann (2006) researched the effect of traditional professional development in workshops compared with professional development from

PLCs. Table 11 illustrates the effect of PD sessions provided in workshops compared to

PD sessions provided in PLCs.

Table 11

Effect of Traditional PD Sessions Provided in Workshops Compared with PD Sessions

Provided in PLCs

	PD sessions provided in workshops	PD sessions provided in PLCs
Cooperation among teachers	44%	70%
Cross-curriculum work and collaboration in lesson planning	0%	40%
Relief of strain of work teachers felt	21%	43%
Reduction of negative feelings/emotions teachers felt	13%	24%

Note. Based on Gräsel et al. (2006)

Table 11 illustrated that cooperation among teachers improved from 44% in

traditional PD sessions provided in workshops to 70% in PD sessions provided in PLCs.

Cross-curriculum work and collaboration in lesson planning increased from 0% in

traditional PD sessions provided in workshops to 40% in PD sessions provided in PLCs.

Gräsel et al. (2006) also compared the relief teachers felt of the strain of work and

maintained that in workshops 21% of the teachers reported a positive effect of relief,

whereas 43% reported a positive effect of the relief of the strain of work in PLCs.

Another interesting factor that seemed to have a positive impact on the relief of the strain

of work was the reduction of negative feelings/emotions teachers experienced which

changed from 13% in traditional PD sessions provided in workshops to 24% PD sessions

provided in PLCs (Gräsel et al., 2006). Gräsel et al. (2006) findings support the initiation

and implementation of PLCs.

Traditional forms of professional development include the topic of the top-down

culture. Traditional professional professional development and a top-down culture and

the implementation of the Passepartout curriculum have many aspects in common.

Larsen-Freeman and Freeman (2008) discussed educational reforms in a top-down

culture and maintained that reforms or changes do not happen "on the basis of

interventions of power instituted from the top down" (p. 164). Kohm and Nance (2009)

compared a top-down culture with a collaborative culture and listed four major features

of a collaborative culture. In collaborative cultures, teachers do the following:

- support each other's efforts to improve instruction;

- take responsibility to solve problems and do not depend on principals or
  blame others for their difficulties;

- share ideas and develop new synergies; they do not work in isolation; and

- evaluate ideas in light of shared goals that focus on student learning.

Kooy and van Veen (2012) maintained that policy makers and curriculum

developers showed increased awareness that the models of one-shot workshop failed to

affect teachers and did not result in change. When implementing educational reforms,

policy makers and curriculum developers ought to consider more effective teacher

professional development. Policy makers need to consider the research findings

published in favor of PLCs (Gräsel et al., 2006; Kohm & Nance, 2009; Kooy & van

Veen, 2012; Larsen-Freeman & Freeman, 2008; Little, 2012; van Veen et al., 2012; and Wilson & Berne, 1999).

Educational change is based on learning and educational change requires teacher learning (Hord & Roussin, 2013). Kohm and Nance (2009) investigated teacher learning in a collaborative culture and asserted that in a collaborative culture both official and unofficial information were passed on between teachers. Kohm and Nance equated official information with educational policies and curriculum and unofficial information with rumors and how teachers interpret those rumors and transfered change into their classrooms (Kohm & Nance, 2009).

Little (2012) asserted that teachers need to experience an organizational culture that is conducive to professional learning as well as a workplace that provides structural support for teacher learning. Little pointed out that school leaders have to ensure that workplace conditions are optimal to support and assist teachers in their commitment to teaching.

Little (2012) connected professional development and professional communities, and asserted that when professional learning was built on fertile soil, where members had already created a shared vision of change, it was likely to result in mutual benefits. With structural support in place, including time and money, teachers, students, and schools would all learn and benefit. Little (2012) emphasized the importance of providing structural support for beneficial professional teacher learning.

Reflective Practice and Teacher Cognition

The topic of reflective practice has been part of teacher education and professional development programs for a long time. Dewey (1933) was among the first to provide a foundation for reflective practice. Dewey promoted the idea that teacher reflection about their practice would lead to teacher learning. Reflective practice helps to bridge the gap between theory as the domain of academic researchers and practice as the domain of teachers/practitioners (Burton, 2009). The topic of teacher cognition as the study of what teachers think, know, and believe is a more recent additon to professional development programs for teachers (Borg, 2009; Farrell, 2009).

Members in PLCs engage in inquiry which includes critical reflection (Burns, 2012). Brookfield (2010) maintained that critical thinking allows the exploration of alternatives and involves questioning beliefs. When teachers question their beliefs and explore alternatives, they combine reflective practice with teacher cognition.

Borg (2009) defined teacher cognition as what teachers think, know and believe, and also used the term *teachers' mental lives* to describe teacher cognition. According to Borg, language teacher cognition research first focused on L1 education, in particular on reading education in the United States. Borg's focus, however, turned to research on second and foreign language teacher cognition research. He asserted that teacher cognition research has contributed to a better understanding of the factors and processes involved in promoting cognitive change. But according to Borg (2009), further and longitudinal research would be required to obtain a better understanding of the processes

involved in cognitive change. In accordance with Borg (2009), Farrell (2009) argued that there is a lack of knowledge about the factors that help to promote cognitive change.

To further advance understanding of teacher learning, Borg (2009) maintained that researchers needed to include the affective dimension in teacher learning. He asserted that the relationship between cognition and affect deserved greater attention from researchers. Whereas Gräsel et al. (2006) reported that PLCs showed a positive impact on the reduction of negative feelings and emotional relief for teachers, Köker (2012) made the connection between the affective dimension and PLCs by emphasizing the affective dimension or sensitiveness.

In this literature review, I emphasized the significance of PLCs for teacher collaboration, teacher professional development, and teacher learning. I included a subsection on reflective practice that helps to bridge the gap between theory as the domain of academic researchers and practice as the domain of teachers (Burton, 2009). In PLCs, the participants engage in inquiry that includes critical reflection (Burns, 2012). I briefly reviewed current literature on PLCs in the United States and maintained that there is a paucity of books and articles on PLCs published in German-speaking countries in Europe.

Implementing and Sustaining my Project

The findings and my discussion of the findings discussed in Section 2 indicated that there are few opportunities for foreign language teachers who participated in my research to collaborate mostly due to time constraints. Teacher who participated in my study rarely make time, have time, or see the value in taking time to collaborate and

discuss their practices in implementing the multilingual approach to foreign language teaching. For the multilingual approach to succeed in practice, teachers need to collaborate, exchange their practices and instructional strategies across all languages and across grade levels (B. Hufeisen, personal communication, September 5, 2014).

In the following subsection on potential resources and existing supports for PLCs, I will discuss my project and focus on four components that are important to implement and sustain successful PLCs: time, financial support, infrastructure, and personal acceptance by heads of schools and teachers.

Potential Resources and Existing Supports for my Project

I organized the subsection on potential resources and existing supports for the implementation of Passepartout PLCs into four components: time, financial support, infrastructure, and personal acceptance by heads of schools and teachers.

Time. The first potential resource is the time component. Heads of schools have up to 10 days available for professional development for teachers per school year and are responsible for reallocating time and, thus, changing from traditional professional development to establishing PLCs. Darling-Hammond & Richardson (2009) described how a school efficiently redesigned the five days allocated to their school district for professional development so that teachers could spend one hour each week in professional learning communities, either on their own or with a consultant or with an instructional coach. Head of schools in Switzerland might follow the example of how one school reallocated the days designed for professional development.

Financial support. The second potential resource I will describe concerns the financial support required for the implementation of Passepartout PLCs. The heads of schools who are willing to implement PLCs will be in charge of creating opportunities and finding the financial support so that experts, mentors, and coaches can be invited to the PLCs when required. The invitation of guest speakers such as enthusiastic colleagues from other school districts would also improve collaboration and exchange among school districts. The invitation of guest speakers and experts will have an impact on the school budget. Releasing teachers from the classroom to participate in PLCs will also lead to additional costs.

Infrastructure. The third component, infrastructure, depends on each school that decides to participate in PLCs. Some schools will have large rooms available for after-school meetings, whereas others might have to use the teachers' staff room. Rooms allocated to PLCs must have either round tables or tables, and chairs that can be moved around. Primary school classrooms would not be acceptable as they do not offer comfortable chairs or suitable tables for a group of adults. Some schools will have data projectors, laptops, Apple computers, iPads, and/or tablets available for the teachers participating in the PLCs. All schools will have Internet services available as well as necessary supplies such as pens, markers, paper, printers, overhead projectors, and screens. The PLCs leader will liaise with guest speakers what their needs are regarding infrastructure for the meetings. The PLCs facilitators will discuss the provision of food/snacks, mineral water, coffee, and other amenities with the heads of schools as these provisions will impact the schools' budget.

Personal acceptance by heads of schools and teachers. The most important component to be considered is the attitude and acceptance of the PLCs by the teachers. Teachers will need to come to PLCs with an open mind, a readiness to collaborate, and ready to shed some of their autonomy and isolation. A great deal will depend on how the heads of schools can reallocate the school budget and how often and for how many hours, teachers can be released from their classroom. When heads of schools do not release teachers from some of their duties, PLCs will not be sustainable. This last component takes the discussion to the potential barriers to the implementation of PLCs.

Potential Barriers to the Implementation of my Project and Solutions to the Barriers

There is one major potential barrier to the implementation of my project. The heads of schools' commitment of teachers' time is the largest barrier in this project. The commitment of teacher time and financial cuts in the school budgets will influence the implementation of PLCs. I discussed the time heads of schools have available for teacher professional development in the previous sub-section and suggested that heads of schools follow Darling-Hammond and Richardson (2009) to redesign the five days allocated to their school district for professional development. The first barrier is convincing heads of schools to dedicate professional development time to this project's professional development model: initiating and implementing PLCs. When I present my findings at the regional meetings of the heads of schools, I will remind the head of schools that there is a budget of CHF 1.3 million that the cantonal, educational authorities have at their disposal. That budget post could be the solution to the potential barrier. The budget post

was initiated by a politician called Indermühle in 2005 and can only be used for teachers'

professional development (Indermühle, 2005).

Proposal for Implementation and Timetable

The implementation of this project is planned for the school year 2015/2016. The

head of schools meet two times every school year, once in November and once in May.

The school districts are divided into four major regions. In each region, a group of school

inspectors/superintendents are in charge of organizing these regional meetings. I will

contact the regional offices of school inspectors and ask for permission to present my

findings and my project to the head of schools. I will make four presentations, one in

each of the major regions. Together with a small project team, I will be responsible to

initiate, organize, and provide the following five components for the implementation of

Passepartout PLCs across grades, across languages, and across schools:

1. Initiate PLCs; recruit facilitators, if wished; finalize details for first phase

2. Help organize the 3 modules in phase 1; objectives are set by the

   participants in each PLCs and follow the SMART Rule (Frank, 2011);

   schedule Modules II and III; support PLCs as needed; offer formative

   evaluation online, schedule periodic calls with facilitators

3. Start Phase 2: Compulsory Modules on offer, add to list of menus

   www.bürofürbildungsfragen.ch

4. Plan Phase 3 with Elective Modules on offer; add to list of menus

5. Organize formative evaluations, analyze data, make corrections and

   adaptations to program.

My Roles and Responsibilities and Roles and Responsibilities of Others

My role and responsibilities are to present the study findings and initiate the implementation of PLCs for language teachers at the regional meetings of the heads of schools. I will make the presentation four times so that the heads of schools of four regions receive a presentation and have an opportunity to ask questions. Together with a small project team I will then be responsible for the implementation and the long-term goals of this project.

The head of schools' responsibility will be to support the initiation of PLCs to successfully implement the Passepartout curriculum at their schools. The teachers' responsibility will be to regularly attend and actively participate with open minds in their PLCs. Other interested parties and stakeholders from the educational authorities may attend the regional meetings and will be able to listen, and learn what is suggested to successfully implement the new foreign language curriculum. Because stakeholders from the educational authorities are in the process of designing professional development programs to implement a new curriculum for mathematics and science, they will have a role and responsibilities in implementing change for other school subjects.

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Project Evaluation

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I will conduct two formative evaluations of the project. Following Guskey (2002), my evaluations address five critical levels. The first level was evaluation of participants' reactions, e.g. asking about participants' initial satisfaction with the course or with the professional development program. The second level evaluated participants' learning such as new knowledge and skills. Level three evaluated the organization's support and

educational change. Level four evaluated whether participants effectively apply the new

knowledge and skills. The final level evaluated student learning outcomes, subdivided

into cognitive, affective, and psychomotor outcomes.

The formative evaluations will provide information vital for improving the model.

Formative evaluations should be included at regular intervals so that the model can

constantly be improved and better adapted to the context. Conducting formative

evaluation and acting upon the findings, will ensure that stakeholders' constructive

feedback will enhance teachers' professional development and commitment to teaching.

The first formative evaluation will provide some information about what the teachers

have achieved after about nine hours of meetings.

First Formative Evaluation

For the first formative evaluation, I will adapt Hord and Roussin's (2013) handout

on "Stages of Concern" (p. 90) which includes seven stages: unconcerned, informational,

personal, management, consequence, collaboration, and refocusing. I will adapt the seven

stages, convert them into an online format using a combination of rating-scale items and

include open-ended response questions so that teachers can write comments. The online

evaluation will be anonymous so that teachers can give feedback freely and answer

questions without being afraid of repercussions. The online questionnaire will also

include Guskey's (2002) five levels of professional development. The first formative

evaluation will provide data on concerns PLCs members might have regarding the

implementation of the Passepartout curriculum. The data will be shared in a meeting

between the small project team and the PLCs facilitators. Depending on the results of the

first formative evaluation, the small project team will adapt the program, if necessary.

Second Formative Evaluation

For the second formative evaluation, I suggest that all PLC facilitators meet with

leaders, heads of schools, and the project team one time per year in order to share

reactions, identify the project's progress and deficiencies, and discuss how change has

been implemented. At these meetings, participants will determine the extent to which the

PLC model of professional development has achieved its overall goals: supportive and

shared leadership, intentional collective learning, shared values and vision, supportive

conditions, and shared personal practice. For the last goal mentioned, shared personal

practice, the focus will be on teachers' collaboration on improving practice together. The

goal of shared personal practice will also focus on implementing more aspects of the

multilingual curriculum and pedagogy, one of the major goals of the Passepartout PLC.

The PLCs facilitators will collect the data with a handout entitled the *Seven Levels

of Use* (Hord & Roussin, 2013). Once the PLCs facilitators have collected the data, they

will meet with heads of schools and members of the small project team to identify the

project's progress and deficiencies. The small project team might decide to schedule

focus group interviews to collect data which could further improve the program. The

small project team will not include a program evaluation because the Passepartout project

team planned to organize a Passepartout program evaluation between 2017 and 2020.

Implications Including Social Change

The project initiating and implementing PLCs for language teachers across grades, across languages, and across schools will help address the research findings of teachers having insufficient time to collaborate with other teachers, little understanding of the multilingual approach, and little time to reflect on teaching practice and instructional strategies. One possible implication for social change is that teachers' participation in PLCs will help teachers overcome their cell-like isolation (Hord, 2008). Instead of spending most of their teaching time behind closed classroom doors, teachers will open their doors for their colleagues as a result of participating in a PLC. When teachers overcome their cell-like isolation and visit the classrooms of their colleagues, teachers can benefit from collaborating with colleagues, engaging in reflective practice, and thus strenghten their classroom practices.

Teachers will no longer have to work in isolation when an appropriate and well-structured collaborative learning environment is constructed, and the head of school allocates the time to work in teams or groups. One major goal of the Passepartout PLCs project is to ensure that collaborative teacher teams can improve practice together and implement more aspects of the multilingual approach into their classrooms, and thus align teaching practices with the Passepartout curriculum. Teachers who engage in collaboration with colleagues and reflective practice will positively affect student achievement.

Initiating PLCs can be a first step in creating an educational organization as a learning community. The Passepartout PLCs project across grades, across languages, and

across schools will be an important addition to the body of knowledge of policy makers and curriculum designers, when these stakeholders attend the presentation of the study findings at the regional meetings of the heads of schools. The project can also reach beyond PLCs for primary school language teachers, because it could be a prototype for other academic subjects as well as for any other school level. Curriculum developers are planning to implement a new curriculum for mathematics and sciences for primary and secondary levels. If participants and stakeholders positively view PLCs, positive social change may not only occur in the local settings for foreign languages but beyond as well.

Conclusion

This section focused on a project to implement PLCs across grades, across languages, and across schools. Based on my research findings and my discussion of the findings, I designed the project initiating PLCs for language teachers across grades, across languages, and across schools to meet one short-term and three long-term goals: provide a structure to ensure that PLCs can grow and thrive; heighten teachers' awareness of the paradigm shift from a monolingual to a multilingual approach in language teaching; raise teachers' awareness about pedagogy in a multilingual approach and encourage them to be reflective and critical in their practice; and assist teachers in building and maintaining a network to exchange pedagogical practices and instructional strategies with a focus on the Passepartout curriculum. The implementation of PLCs described in this section is a necessary step for the teachers of the schools used in this study to facilitate a successful implementation of the new foreign language teaching curriculum.

The project (Appendix A), implementing Passepartout PLCs, was designed to provide teachers with a context-specific and structured approach for professional learning. Teachers need time to collaborate, so that they can heighten their awareness of the paradigm shift from a monolingual to a multilingual approach in language teaching. Teachers also need time to critically reflect on their teaching practice as well as time to reflect on their beliefs about how to teach a foreign language.

In Section 4, I will provide my reflections on the project addressing its strengths and weaknesses. I will also discuss implications for further research and the conclusions for my project study.

Section 4: Reflections and Conclusions

Introduction

In this section, I will address the strengths and limitations of the project and implications for social change. I will discuss what I have learned about scholarship, leadership, project development, and change on a personal level as well as in light of the project. I will conclude this section with an explanation of the impact the project will have on social change, and implications for future research.

Project Strengths

The purpose of this project study was to investigate teachers' perceptions of and experiences with the implementation of the multilingual approach during their first year of the implementation of the new Passepartout program at Grade 5. I conducted a qualitative case study and collected data through interviews and classroom observations. The strengths of my project stem from the qualitative case study design. The project is based on data collected from the population who is most affected and is responsible for the implementation of the multilingual approach in the classroom.

Based on my discussion of the findings from the data analysis which indiated that teachers need time to collaborate so that they can exchange practices and instructional strategies across languages and across grade levels, I proposed a project to implement PLCs for language teachers across grades, across languages, and across schools.

The theoretical foundation for PLCs as a professional development model was based on Hord and Roussin (2013) who asserted that implementing change by

collaborating in PLCs was an effective approach to professional development for teachers. As a result of participating in my project, teachers will have the opportunity to exchange and reflect on their teaching practice across grades, across languages, and across schools.

I designed the project to address primary school teachers' concerns of having no time to review the new teaching and learning materials before beginning implementation, no time to reflect on teaching practices and instructional strategies, as well as no time to collaborate with other language teachers and exchange views and experiences with the multilingual curriculum and pedagogy. The project is grounded in research (Gräsel et al., 2006; Hord & Roussin, 2013) that supports the implementation of PLCs as an effective approach to professional development for teachers.

Project Limitations

Even the best planned project has limitations. I developed the project based on my qualitative analysis and interpretation of my findings. In the light of my novice status in interpreting the findings, there could have been a different outcome of the analysis that would have resulted in a different project. There might have been other projects to address the problem of time constraints and teacher collaboration. Some traditional methods of professional development might have been useful for some inservice teachers, but according to van Veen et al. (2012) employing traditional methods did not help to implement change.

Project and program developers have to consider established norms, processes, and procedures within an organization as an integral part of the project or program

(Caffarella, 2010). I will have to obtain support from educational authorities and heads of schools for the adoption of the PLCs as necessary professional development for foreign language teachers at primary school. I will document the project's significance for a successful implementation of the Passepartout curriculum. The heads of schools' commitment to the implementation of PLCs is an important step toward a successful adoption of my project by foreign language teachers. Heads of schools and teachers who do not believe in the professional development model of PLCs may opt out of the learning provided by the PLCs. Heads of schools and teachers with little or no knowledge about the importance of embracing the professional development model of PLCs might decide not to support the project.

Other limitations in this project stem from the current state of the economy affecting the Swiss school systems. The implementation of my project relies on a commitment from each head of school to allocate resources to the professional development model of PLCs. If heads of schools do not release teachers from their work in classrooms, teachers will not have time to participate actively in PLCs. If teachers cannot participate actively in PLCs, the PLCs will not be sustainable. In addition to the factor of reallocating time, heads of schools might not have the financial resources to engage experts and facilitators.

Recommendations for a Different Approach

The purpose of this study was to explore how teachers perceived and experienced the implementation of the multilingual approach in their classrooms in the first year of

the new Passepartout program when English is taught as the second foreign language at Grade 5.

I could have had several alternative definitions of the problem as the Passepartout projects would lend itself to many research questions because it is an innovative project implementing change at micro, meso, and macro level (Passepartout, n. d.). I could have focused on the extent teachers have implemented the multilingual approach and chosen a quantitative approach.

I could have approached the problem using a mixed-methods research design and collected quantitative and qualitative data from teachers in one or more Passepartout cantons. I could have chosen an explanatory design (Lodico et al., 2010). In a first phase, I could have collected quantitative data. In the second phase, I could have collected qualitative data to create a deeper understanding of some of the extreme cases from the quantitative data. Conducting a mixed-methods approach would have required a lengthy period of time. While a mixed-methods approach may have shed a different light on the problem, it would have been too time-consuming and would have required several months of data collection and data analysis.

Scholarship

I have not only learned a great deal about PLCs but also about the process of conducting research. Writing a proposal, collecting, assimilating, and analyzing data were not processes I was familiar with before starting my doctoral studies. Throughout the process of conducting this project study, I have been able to develop my knowledge, the skill, and understanding of critical inquiry. The greatest skill this process has taught me is

how to search a library for scholarly journals articles and how to read articles with a critical eye. I believe that one of the biggest reward I have obtained from these doctoral studies is the skill to view research from several different perspectives.

Through the process of scholarly research, my focus shifted from designing learning materials for teachers and learners to initiating PLCs for teacher learning. The in-depth analysis of Hord and Roussin (2013) helped me realize that I could combine teacher collaboration, teacher development, and teacher learning in one professional development model.

The analyses of current scholarly articles and books have significantly contributed to my development as a researcher. The research of articles when using the search term of *implementing change* led me to Hord and Roussin's (2013) book *Implementing Change through Learning*. Reading Hord and Roussin (2013) reinforced my intention to develop a plan to initiate, implement, and sustain PLCs for language teachers.

Project Development

I am used to developing programs at my workplace and was recently responsible for designing two EFL courses for student teachers at the University of Teacher Education, Bern, Switzerland (Studienplan, 2013). However, I had no experience in developing professional development for inservice teachers. Caffarella (2010) and the Walden course EDUC 8104 on designing learning tasks assisted me in developing a program for inservice teachers. The design of learning tasks also helped to raise my awareness further of the importance of including formative feedback and evaluation in general.

As the discussion of my findings revealed that teachers felt constraint by time that also resulted in a lack of teacher collaboration, I focused my research on teacher collaboration. During the whole process of the research-based planning of the project, I studied a variety of peer-reviewed resources. I went back to my notes from the Walden University EDUC 8104 and reread my assignments to improve my project development skills. My goal was to design a project that would support teachers to successfully implement at least some aspects of the Passepartout curriculum.

My research using the search term *implementing change* led me to Hall's (2013) implementation bridge and the concerns-based concepts promoted by Hord and Roussin (2013). I began using my background knowledge of teacher education programs, designing learning tasks, the implementation of change, and began work on the project. When I first began work on the project, I was a little unsure of the length of the program, as PLCs should be run long-term and should not be another addition to the list of traditional professional development. The more I read about PLCs, the more I was reassured that PLCs need to be planned for the long term to meet the different phases of the implementation bridge when PLCs focus on implementing change.

Leadership and Change

The project was to implement PLCs across grades, across languages, and across schools. PLCs are helpful in achieving successful implementation of a particular program or a system change (Hord & Roussin, 2013). To achieve the vision and change for a successful implementation of the Passepartout Curriculum, I suggested PLCs as a means to help schools implement educational reforms.

In Section 3, I briefly discussed leadership in connection with strong PLCs. Darling-Hammond (2014) listed three major types of strong leadership: a strong leader can establish a vision, create opportunities for joint work, and find resources that include time to meet as well as expertise. What Darling-Hammond (2014) stated in connection with PLCs can just as well be used to describe leadership in project or program development. I needed exactly the same qualities such as establishing a vision, creating opportunities, finding resources, scheduling meeting times, and finding experts.

Through this project study, I learned that persistence is an important, if not the most important, attribute for leaders proposing novel changes that involve diverse stakeholders. Therefore, I would like to add persistence as a fourth major characteristic to describe strong leadership.

Designing the project based on research and the findings has helped me to deepen my appreciation of implementing change or innovation, and lifelong learning. I could apply the characteristics of a strong leader which helped me to establish a vision, create opportunities for joint work, find resources, and be persistence throughout designing my project.

Analysis of Self as Scholar, Practitioner, and Project Developer

Throughout my project study with Walden University, I have been able to further develop my professional expertise and my commitment to instituting social change in teacher education programs and in schools. I have been able to heighten my sense of critical inquiry and have gained useful skills in employing databases such as EBSCO host, Sage, ProQuest, and ERIC. I am able to carefully select peer-reviewed articles as

useful resources and have increased my knowledge, and skill to interpret the findings of studies. I have also gained a clear understanding of the process of research as a result of my doctoral studies. I have become more proficient in the art of scholarly writing in English and am familiar with the requirements of APA style.

The scientific steps that I used in this study affected my practice as a teacher educator, practitioner and researcher. The different databases that I was able to access through the Walden Library as well as through local universities have been useful in many ways. In future, I will try even harder to connect theory and practice based on research.

When I enrolled for my doctoral studies, I was asked to write a professional goal statement. I wrote that I aim to become an even more professional reflective practitioner. My doctoral studies, including the work on the research project have helped me not only to become a better reflective practitioner but to become a scholarly reflective practitioner.

The genre of project I finally proposed appeared only when I had analyzed most of the data collected. I first believed that I would be designing additional materials focusing on vocabulary teaching and learning or helping to bridge the gap between the teaching and learning materials for French and the teaching and learning materials for English. When I was transcribing the sixth interview, I slowly started to realize that there would be no reason for additional materials if teachers did not even have time to obtain an overview of the textbook *New World*. At the same time, it also became clear to me that a traditional professional development workshop would not facilitate a successful implementation of the multilingual approach. After discarding my initial ideas and after

discussions with my peer debriefer, I began researching the term *implementing change* and read many articles. When I began reading Hord and Roussin (2013), I knew exactly what type of project I would propose.

I have been involved in developing programs for teacher education but this was the first opportunity I had to take the lead and be solely responsible for developing a project for professional development for inservice teachers. I had to consider the stakeholders involved in the situation, the resources required, the knowledge of the PLCs facilitators, and most importantly, the goals of the project. My doctoral study committee provided constructive feedback to improve my project so that it continually moved in the direction of becoming a scholarly contribution in the field of education.

Overall Reflection

When writing the proposal, I initially expected to design a project with the focus on vocabulary learning in English as a second foreign language. Singh and Elmiger (2013) had reported that the learning materials needed to be better integrated so that learners would be able to profit from crosslinguistic activities. When I began analyzing the data collected, I eventually realized that although vocabulary and learning materials were mentioned by all teachers, another issue caused many more problems. The issue was the lack of teacher collaboration.

PLCs are not yet common in the education systems in Switzerland. Therefore, developing the project needs to start with convincing the head of schools to allocate time and resources to establish PLCs. Once the PLCs for foreign language teachers are evaluated, modified, and established, PLCs can be introduced for other school subjects.

This project study has given me an opportunity to engage with research and with individuals in the Passepartout project. I learned how to take an idea for a project and develop a plan for its execution. There were many learning opportunities and challenges along this journey. When I began reading Hord and Roussin (2013), I knew what my project would have to be about and how I could support and assist teachers to facilitate the implementation of the Passepartout curriculum.

The Project's Potential Impact on Social Change

Caffarella (2010) asserted that the two most important roles of educators are "to provide top quality and accessible programs, and to challenge the status quo in terms of the distribution of knowledge and power in society" (p. 72). I have created a project that is of good quality and will help ensure that head of schools are aware of the resources available so that the program is accessible to all foreign language teachers. The implementation of PLCs will enable a better distribution of knowledge and power in school because PLC facilitators will be included in the project design and implementation.

The project has the potential to help unite teachers across school districts. Teachers who are interested in effective teaching practices and instructional strategies when French is the first, and English is the second foreign language at primary school will be united. When teachers implement ideas and strategies discussed in their PLCs, these ideas and strategies have the potential to influence learners' outcomes positively, and affect social change within the school system. Young language learners will potentially be taught by teachers who have the knowledge, skills, and attitude required

for a successful implementation of a multilingual curriculum and pedagogy. Skilled teachers who engage in collaboration with colleagues and reflective practice will positively affect student achievement.

<center>**Implications, Applications, and Directions for Future Research**</center>

The research for the current study focused on how teachers perceived and experienced the implementation of the multilingual approach. Data were collected through interviews and classroom observations with eight teachers in one canton in Switzerland that participated in the Passepartout project. I designed the project with primary school teachers in mind. Educational authorities, policy makers, curriculum developers, administrators, and head of schools can take the findings from this study into consideration when contemplating future educational reforms.

I plan to turn to more literature and research conducted in the United States on the implementation of PLCs so that I can share my insights with other practitioners. I am considering initiating a translation of Hord and Roussin (2013) and adapting the content to the Swiss-context.

Future research could focus on the textbook *New World*. Research on how the *New World* textbook implemented the multilingual approach would provide further insights about multilingual activities offered in the teaching and learning materials. With the collection and analysis of additional data, such as a detailed analysis of the *New World* teacher's book, pupil's book, and activity book, stakeholders would be able to examine the implementation of the multilingual approach from another perspective. The new and different perspective might help policy makers, curriculum designers, educators,

and other researchers take informed decisions about how to further improve teacher professional development for a successful implementation of the Passepartout curriculum. The program/project evaluation planned for 2020 will include research about the effectiveness of the multilingual approach to language teaching and learning (Passepartout Project Member, personal communication, March 17, 2014).

Conclusion

I conducted this study to explore how teachers perceived and experienced the implementation of the multilingual approach in their classroom. I chose to conduct a qualitative study using interviews and classroom observations to collect the data. I interviewed eight teachers who started teaching English as a second foreign language in August 2013 in one of the Passepartout cantons in Switzerland. In addition, I observed the teachers and their learners in the classrooms for at least one lesson of 45 minutes. This qualitative case study will add to the current limited research on the implementation of the Passepartout curriculum in Switzerland.

As a scholary reflective practitioner, I have learned much about the process of conducting research: writing a proposal, collecting and analyzing data, as well as designing a project. The completion of this project study has been a learning process throughout and has helped to transform my educational practice. Through reflective inquiry I have deepened my awareness of the significant need for positive social change for primary school teachers whether they are generalists or specialist, or teachers of multigrade level learners.

The development of a research-based professional development model, PLCs, was the product of reflective inquiry that was mainly based on the literature about professional development. Designing the project based on the literature about professional development and on my research findings has helped me grow into a stronger leader, scholar, practitioner, and project developer. I hope to have made a meaningful and noteworthy contribution to the knowledge of stakeholders in the Passepartout project and to the practice of teacher educators who are in charge of implementing change through professional development.

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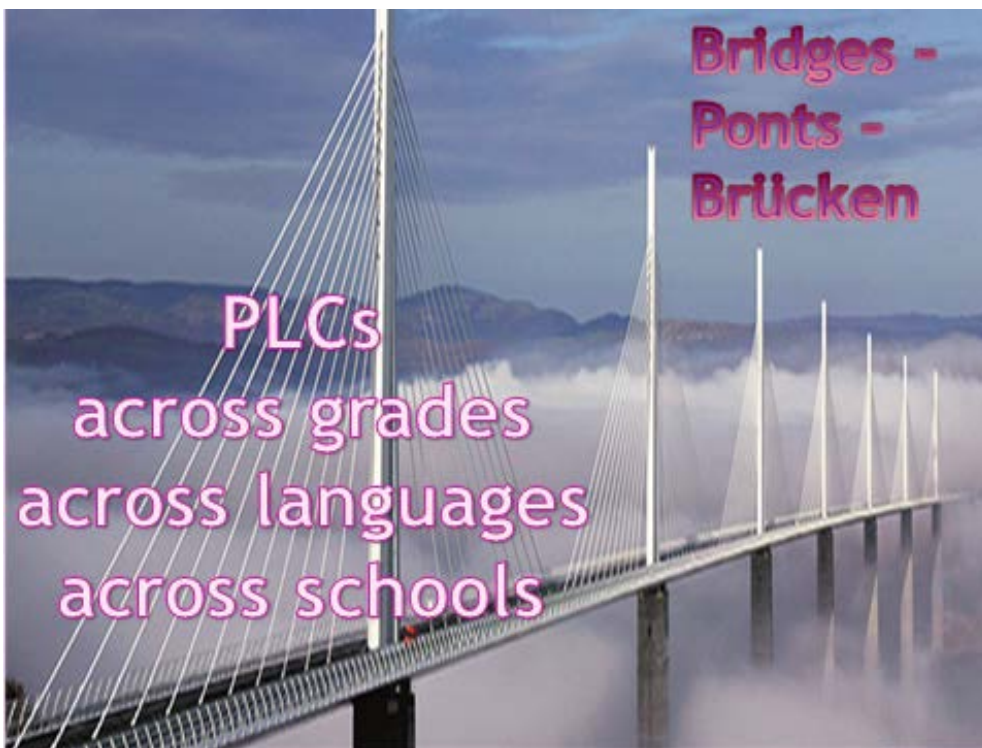
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Appendix A: Project

PASSEPARTOUT PLCs

ACROSS GRADE LEVELS

ACROSS LANGUAGES

ACROSS SCHOOLS

PASSEPARTOUT PLCs GLS

Susanna Schwab

Introduction for Heads of Schools and School Inspectors in Passepartout Cantons

Purpose

Based on the data collected, the findings, my discussion of the findings, and the professional literature, I developed a proposal for the implementation of PLCs for foreign language teachers to address teachers' concerns of no time for teacher collaboration and time constraints in a more general way. Interviews and classroom observations have revealed that there is a lack of teacher collaboration and no time for reflection on the educational reform of the Passepartout curriculum, or the new teaching and learning materials *New World*. In addition, there is a lack of time for reflection on teaching practices and how these practices align with the new curriculum.

Overall Goals of PLCs

The overall goals for the project and implementing PLCs are in accordance with Hord and Roussin (2013). The overall goals outline six strategies to facilitate and ensure the successful implementation of a system change or a paradigm shift:

1. Creating and articulating a shared vision of the change
2. Planning and identifying resources necessary to achieve the vision and change
3. Investing in professional development/professional learning focusing on change

4. Checking or assessing progress: how much of the vision/change is implemented

5. Providing assistance to support implementation

6. Creating a context conducive to change

Hord and Roussin (2013) provided learning maps for each of the six phases or goals. Based on these learning maps that I adapted to the Passepartout context, PLCs facilitators will introduce PLCs members to the six phases for the successful implementation of the paradigm shift from a monolingual to a multilingual approach.

I designed the Passepartout PLCs for language teachers to be offered for a time-span of at least 18 months. During that time and at the conclusion, PLC facilitators will collect additional data from the PLC participants to determine if revisions are required to the program. Once PLC facilitators collected the data and the project team analyzed the data, made program revisions and modifications, the project team will be ready to launch PLCs at more school districts and in other Swiss cantons.

Description and Goals of the Project

For the multilingual approach to succeed in practice, teachers need to collaborate, exchange their practices and instructional strategies across all languages and across grade levels (B. Hufeisen, personal communication, September 5, 2014). When the learning and teaching materials do not link French and English sufficiently (Singh & Elmiger, 2013) and teachers do not collaborate across the school subjects of foreign languages, one of the major aspects of the multilingual approach to language teaching will not find its way into classrooms as planned by the Passepartout curriculum developers (Däscher et al., 2011).

The project that I developed as an outcome of the research addresses teacher collaboration and teachers exchanging their practices and instructional strategies. I designed a project to introduce and establish PLCs for foreign language teachers across grade levels, across languages, and across schools. The project has one short-term goal:

to provide a structure to ensure that PLCs can grow and thrive. Once the PLCs are established, I will work on achieving three further goals, which will be long-term goals: heighten teachers' awareness of the paradigm shift from a monolingual to a multilingual approach in language teaching; raise teachers' awareness about pedagogy in a multilingual approach and encourage them to be reflective and critical in their practice; assist teachers in building and maintaining a network to exchange pedagogical practices and instructional strategies with a focus on the Passepartout curriculum.

The Project in Three Phases: Phase 1, Phase 2, and Phase 3

To meet the short-term and the long-term goals, I divided the project into three phases. The first phase of the project will focus on establishing and implementing PLCs. PLCs facilitators will offer three modules in Phase 1 that are all based on the strategies recommended by Hord and Roussin (2013) to implement change. The major objective for Phase 1 is to establish a structure to ensure that PLCs can grow and thrive (Goal 1).

The second phase will emphasize aspects of the paradigm shift when implementing the Passepartout curriculum. Phase 2 will also contain three modules. In Phase 2, Module 1, PLC facilitators will help PLC members establish objectives for the Passepartout PLC. PLC members will also discuss individual strengths and then choose one major objective as well as two to three minor objectives based on members' needs. The focus in Module 2 will be on the educational reform and members will do activities linking their objectives from Module 1 with the educational reform in Module 2. Module 3 in Phase 2 will be about competency-based teaching and focus on assessment in the Passepartout curriculum.

The third phase will provide teachers with choice: teachers will choose from seven modules which modules that best meet their needs in their contexts (Timperley, 2008).

Goals

The project has one short and three long term goals:

1. provide a structure to ensure that PLCs can grow and thrive;

2. heighten teachers' awareness of the paradigm shift from a monolingual to a multilingual approach in language teaching;

3. raise teachers' awareness about pedagogy in a multilingual approach and encourage them to be reflective and critical in their practice; and

4. assist teachers in building and maintaining a network to exchange pedagogical practices and instructional strategies with a focus on the Passepartout curriculum.

Learning Outcomes

Upon completion of the three phases of the Passepartout PLCs across grades, across languages, and across schools:

1. The participants will be aware of the paradigm shift from a monolingual to a multilingual approach. The participants will be able to describe, explain, actively implement, and assess five multilingual instructional strategies.

2. The participants will be able to explain, plan, assess, and critically reflect on instructional strategies used in a multilingual approach.

3. The participants will have a network of colleagues at hand to collaborate and exchange pedagogical practices and instructional strategies based on the textbooks *Mille Feuilles* and *New World.*

Participants - Target Audience for the Modules

Teachers: all foreign language teachers for French and English

(teachers of German as a second language would be welcome, too).

Grade Levels: Grades 3 – 6

Schools: Primary Schools in the Passepartout cantons

Infrastructure required

To implement PLCs, Frank (2011) recommended that an infrastructure be in place to facilitate PLC meetings such as a room and technical resources. The infrastructure will depend on each school that decides to implement PLCs. However, each PLC will require a large and comfortable room that is available for after-school meetings. The rooms allocated to PLCs should have round tables and chairs for adults that can be moved around easily. The school should also have a data projector and a laptop with a DVD drive, as well as an Internet connection. Furthermore, Flip Chart paper, markers, large post-its in different colors, pens and paper should all be available and ready for use in the meeting room.

Decisions about provision of food/snacks, mineral water, coffee, and other amenities will need to be arranged by the PLC facilitators and will depend on the school budget.

Materials/Handouts

The small project team in charge of assisting heads of schools to establish PLCs across grades, across languages, and across schools will make the following materials and handouts available for PLC facilitators and PLC participants. The materials and handouts can all be downloaded from www.bürofürbildungsfragen.ch. PLC facilitators will have access to a separate folder that will be especially created for PLCs across grades, across languages, and across schools:

- Learning Map: Explaining Six Research-Based Strategies for Change (adapted and translated from Hord & Roussin, 2013, pp. 11-19)
- Learning Map: Planning Strategies for a Change Effort (adapted and translated from Hord & Roussin, 2013, pp. 20-25)
- Learning Map: Reviewing the Literature on Structural and Relational Conditions for Change (adapted and translated from Hord & Roussin, 2013, pp. 26-35)
- Learning Map: Assessing Change Readiness (adapted and translated from Hord & Roussin, 2013, pp. 36-38)
- PLC at Work Continuum (free resource https://soltreemrls3.s3-us-west-2.amazonaws.com/solution-tree.com/media/pdfs/Reproducibles_SLGPLCAW/layingthefoundation.pdf
- *Professional Learning Communities Observation Tool* (Hord, Roussin, & Sommers, 2010, p. 104 – 105)
- *"Why"-worksheet* (adapted from Hord, Roussin, & Sommers, 2010, p. 13)
- Hord, S. M. (2010). PLC: What are they and why are they important? In Hord, Roussin, & Sommers, 2010, p. 20-25
- Huber S, & Hader-Popp, S. (2008). Von Kollegen lernen: professionelle Lerngemeinschaften (p. 1-8)
- Hintzler, K. J., Mehlin, S., & Weckowski, D. (2009). Eine Handreichung für Berater/innen. Professionelle Lerngemeinschaften für die Qualitätsentwicklung

von Sprachbildung im Unterricht. Materialien zur durchgängigen Sprachbildung. Förmig Berlin.

- Hufeisen Faktoren Modell. In Hutterli et al., (2009, p. 113-119)

- Passepartout Film Clip: „Auf dem Weg. Passepartout im Übergang von den Praxistests zum Regelangebot". Retrieved from http://www.passepartout-sprachen.ch/de/weiterbildung/film.html

- Assessment: „Umsetzungshilfe für die Beurteilung im Französisch- und Englischunterricht". Retrieved from http://www.faechernet.erz.be.ch/faechernet_erz/de/index/ fremdsprachen/fremdsprachen/unterricht/beurteilung1/ franzoesisch_5_6schuljahr.assetref/dam/documents/ ERZ/faechernet/de/faechernet_fremdsprachen_ beurteilung_Umsetzungshilfe_5_6_d.pdf

- DI Basics: film clip „What's differentiated instruction". Retrieved from http://www.differentiationcentral.com/videos.html

- DI Basics: Tomlinson (2000). Chapter 3: The role of the teacher in a differentiated classroom.

- Differentiation with MuG: Handout pdf of presentation given by Achermann November 15, 2012 at a teachers'conference in the canton of Aargau, Switzerland. Retrieved from http://www.kantonalkonferenz.ch/

- component/docman/cat_view/3-veranstaltungen-2012/4-themenkonferenz-vom-15-november-2012.html?Itemid=54

- *Mille Feuilles Revue 7*. Bern, Switzerland: Schulverlag. Retrieved from http://www.1000feuilles.ch/page/content/index.asp?MenuID=56&ID=178&Con ID=178&View=&Item=7.6

- *New World My Resources*. Baar, Switzerland: Klett & Balmer (to be published)

- *Apps and petit fichier.* Retrieved from http://www.1000feuilles.ch/page/content/index.asp?MenuID=55&ID=106&Men u=1&Item=7.5

Information for PLC Facilitators

Phase 1: Establishing PLCs to implement change

Modules I, II, III with the focus on establishing PLCs and on implementing change

The modules I, II, and III are required to establish the PLCs and provide the opportunity for teachers to share their cultural norms, beliefs, and values. Teachers will be provided with time to talk about ideas and practices, and realize that disagreements should not be taken personally. I used Hord and Roussin (2013) six strategies to name the modules in Phase 1. For each module, the PLCs facilitators emphasize the work on two strategies in order to implement all six strategies (Hord & Roussin, 2013).

Module I	Module II	Module III
Strategy 1: Creating a shared vision of the change	Strategy 3: Investing in professional learning	Strategy 5: Providing assistance
Strategy 2: Planning and identifying resources necessary for the change	Strategy 4: Checking progress	Strategy 6. Creating a context conducive to change

Program Objectives Phase I, Modules I, II, and III

To provide PLCs members with four primary outcomes:

1. An understanding of why PLCs can make a difference in their schools
2. An understanding of six strategies for change and why these strategies are required.
3. Time to design initial plans for a change effort to cross the implementation bridge.
4. Time for sharing the five change readiness dimensions.

The PLC facilitators can use the three CBAM-strategies *Stages of Concern*; *Levels of Use*, and *Innovation Configuration* as diagnostic tools. These three CBAM strategies help raise teachers' awareness of their feelings and perceptions when experiencing change, assist teachers in the development of expertise, and will help teachers reflect on how comfortable they are in using innovation.

Learning Objectives: Phase 1 Modules I, II and III

Module I. At the end of this first meeting, participants will be aware of and have shared the conditions needed to bring about successful implementation.
Module II: At the end of the second PLCs meeting, participants will be able to describe and explain the components or attributes found in the research that characterize effective PLCs.
Module III: The participants will identify common core values that will guide the work of learning and collaboration during the year.

Activity	Description	Date/Time
Phase I/ Module 1	Introduction – Welcome to first meeting: Goals of first meeting are displayed on wall/flipchart/PPP slide: 2.00 – 2.30: Meet and Greet; Round with introductions: Each participant chooses a picture of a bridge (pictures made available on ww.bürofürbildungsfragen.ch) and says why chosen, and if possible names a bridge that has a special meaning and explains why.	2.00 – 5.00 pm
Creating a shared vision of the change	2.30 – 3.30: PLC facilitator introduces metaphor of building a bridge so that change can successfully be implemented. Activity: T-chart: Change does not take place simply because the educational authorities introduced some change. Last change you experienced, use a T-chart: Left: write down what behaviors were expressed that were negative; Right: what support would have helped so that teachers could have been more responsive to change. Activity: Create a list of 'support/conditions' that would have helped from all the individual results/T-charts. Display list and keep for further reference. 3.30 – 4.00: Break (refreshments)	
Planning and identifying resources necessary for the change	4.00 – 4.20: What does a context have to be like so that change can successfully be implemented? Is there a ranking order to be added to the list produced before the break? 4.20 – 4.50: Participants work on the resources required when implementing change, based on the list produced earlier and by reading a short text as a jigsaw activity (handout Making the Leap, Hord & Roussin, 2013, 13-18) 4.50 – 5.00: Round-up; use bridge metaphor to illustrate the first two steps/two strategies worked with today. Looking forward to next meeting, PLC facilitators shares the objectives of next meeting.	

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Activity	Description	Date/Time
Phase I / Module II	2.00 – 2.15: Warm-up Activity	2.00 – 5.00 pm
Investing in professional learning	2.15 – 3.30: Investing in professional learning: "Why"-worksheet (Hord, Roussin, & Sommers, 2010, p. 13; adapted) With your colleagues sitting at the same table, answer the 4 "Why/How, What; Whom" questions, please limit your answers to two to five words. 1. What is the purpose of schools? 2. How do students learn well? 3. How can quality teaching be enhanced? 4. By whom, with what, and how is continuous learning most successfully achieved? Display all group results/words/answers; invite groups to share and discuss their work. 3.30 – 4.00: Break (refreshments)	
Checking progress	4.00 – 4.50: Checking Progress: What are PLCs and why are they important? Jigsaw reading Hord's article: Members draw numbers (1-5) and read the article according to the five attributes: 1. Supportive and shared leadership 2. Intentional collective learning 3. Shared values and vision 4. Supportive conditions 5. Shared personal practice Participants have 10 minutes to read their chapter (number) and then teach their colleagues the content briefly and highlight one particularly meaningful phrase. 4.50 – 5.00: Round-up; Left-overs? PLC facilitator briefly mentions objectives Module III and online formative evaluation, participants will be asked to do before MIII	

Activity	Description	Date/Time
Phase I / Module III	2.00 – 2.15: Warm-up: Puzzles: How many pieces? Guessing activity: puzzle of a bridge that will lead to strategies needed when working on puzzles	2.00 – 5.00 pm
Providing continuous assistance	2.15 – 3.00: Strategies required to support implementation: Each group has a copy with the four questions that they discuss for 20 minutes: 1. What forms of assistance will maintain the implementation? 2. How do we sustain and improve the implementation in the face of changes and challenges? 3. How can we incorporate what we learn? 4. What are possible ways to celebrate and acknowledge success? Then the answers are shared with the whole group (write favorites onto a flipchart to keep for further reference)	
	3.00 – 3.30: Discovering core values: Outcome: The participants will identify common core values that will guide the work of learning and collaboration during the year. Quotes (in Hord & Roussin, 2010; p. 51-53) blown up, participants receive "dots" to put onto the quote that they consider the most meaningful.	
	3.30 – 4.00: Break (refreshments)	
Creating a context conducive to change	4.00 – 4.50: Brief Input by Facilitator: Summarizing content and outcomes of the two previous afternoons and first session today; Questions: How might structures in the school (use of time and space) be redesigned to promote a context for change? How might we and others model behaviors and norms that support implementation?	
	Now reflecting on the effectiveness of the meetings so far: Worksheet "Observation Tool" (adapted from Hord, Roussin, Sommers, 2010, p. 104-105) Upon completion, group members share their answers.	
	4.50 – 5.00: Round-up; end of Phase I; celebrate? See above.	

Phase 2 – Implementing the Passepartout Curriculum

Modules 1, 2, and 3 with the focus on the paradigm shift when implementing the Passepartout Curriculum

Module 1   PLCs Review; Group/Individual Strengths

Module 2   Educational Reform

Module 3   Assessment in the Passepartout Curriculum

In between the three modules in Phase 2, teachers regularly meet in their PLCs to work on the objective(s) that they set in their first Passepartout PLC module in Phase 2. If necessary, the objectives that the participants agreed on in Module 1 of Phase 2 can be adapted. In addition, guest speakers, experts, coaches can be invited, depending on the groups' requirements and wishes. PLC facilitators can contact www.bürofürbildungsfragen.ch to ask for outside help which will be paid for by the educational authorities of the canton and will not put more pressure on the school budget.

Learning Objectives: Phase 2, Modules 1, 2 and 3

Module 1: Participants will become aware of and share their individual strengths. Participants will construct their own objectives for their PLC based on their individual strengths.
Module 2: Participants will be able to explain the educational reform with the focus on the changes from a monolingual to a multilingual approach.
Module 3: Participants will analyze formative and summative assessment activities that are grounded in a competency-based approach.

The details for the second phase with the three compulsory Passepartout basic modules:

Activity	Description	Date/Time
Phase 2 Module 1 PLCs Review Group/Individual Strengths	Introduction 2.00 – 3.30: Meet and Greet; Participants complete the introduction activity: Putting yourself on the Line: 1st round according to the longest distance travelled so far; 2nd round Where you and your school stand regarding PLCs and teacher collaboration. 3.30 – 4.00: Break (refreshments) 4.00 – 4.20: Why PLCs (refer to 2 slides Phase 1: Food for thought) plus Handout slide PLC at Work Continuum (free resource https://soltreemrls3.s3-us-west-2.amazonaws.com/solution-tree.com/media/pdfs/Reproducibles_SLGPLCAW/layingthefoundation.pdf 4.20 – 4.50: Participants work on and construct objectives for PLCs GLS and discuss individual strengths 4.50 – 5.00: Round-up; Select one major objective, and 2-3 minor objectives for PLCs GLS	2.00 – 5.00 pm
Phase 2 Module 2 Educational Reform	Educational Reform 2.00 – 2.15: warm-up activity 2.15 – 3.30: Educational Reform focus multilingual approach and other changes in the Passepartout Curriculum; film clip Passepartout with T-chart activity and two columns: past vs. future Hufeisen's factor model (Hutterli et al., 2009). 3.30 – 4.00: break (refreshments) 4.00 – 4.45: educational reform and the major objective of this PLCs; Go back to Module 1 and objectives chosen: where and how do your objectives fit in with the educational reform? Any changes/adaptations of objectives required? 4.45 – 5.00: share today's outcomes	2.00 – 5.00 pm

| Phase 2
Module 3

Assessment in the Passepartout Curriculum

Presented and facilitated by expert on Assessment | Competency-Based Teaching and Assessment

2.00 – 2.10: Introducing expert on competency-based assessment and language teaching

2.10 – 2.30: warm-up with facilitator (focus on assessment)

2.30 – 3.30: Activities focusing on summative assessment Based on Handout "Umsetzungshilfe für die Beurteilung im Französisch- und Englischunterricht". Retrieved from http://www.faechernet.erz.be.ch/faechernet_erz/de/index/ fremdsprachen/fremdsprachen/unterricht/beurteilung1/ franzoesisch_5_6schuljahr.assetref/dam/documents/ ERZ/faechernet/de/faechernet_fremdsprachen_ beurteilung_Umsetzungshilfe_5_6_d.pdf

3.30 – 4.00: break (refreshments)

4.00 – 4.45: activities focusing on formative assessment (based on same handout as for summative assessment above)

4.45 – 5.00: round-up on further requirements for assessment (check whether follow-up workshop required). | 2.00 – 5.00 pm |

Phase 3: Elective Modules *Mille Feuilles* and/or *New World*

Overview: Elective Modules A – G; context-specific modules

Module A   Differentiation without MuG

Module B   Differentiation with MuG

Module C   Specialist English Language Teacher

Module D   Specialist French Language Teacher

Module E   Generalist and English Language Teacher

Module F   Vocabulary in two foreign languages

Module G a/b Additional Materials for French/
                  Additional Materials for English

Learning Objectives: Phase 3: Elective Modules

The learning objectives for Phase 3 need to be discussed with the PLC members. The groups will set their own objectives and check whether they have been fulfilled.

The details for the third phase with the seven elective modules are as follows:

Elective Modules	Description	Date/Time
Phase 3 **Module A** Differentiation without MuG Expert	Differentiation without MuG 2.00 – 3.30: DI Basics based on Tomlinson Handout: Source Tomlinson, Chapter 3, mixed-ability; jig saw activity: 3 case studies: Teacher A, Teacher B, Teacher C. Watch Tomlinson on "What's differentiated instruction". Retrieved from http://www.differentiationcentral.com/videos.html 3.30 – 4.00: Break (refreshments) 4.00 – 4.50: Participants work on objectives for mixed ability students 4.50 – 5.00: Round-up; plan continuation with or without expert	2.00 – 5.00 pm
Phase 3 **Module B** Differentiation with MuG Expert	Differentiation with MuG 2.00 – 2.15: warm-up activity 2.15 – 3.30: DI and multigrade level learners based on Ackermann (2013) 3.30 – 4.00: break (refreshments) 4.00 – 4.45: Continue DI and MuG 4.45 – 5.00: share today's outcomes; plan further meetings	2.00 – 5.00 pm

Phase 3 **Module C** Specialist English Language Teacher	Specialist English Language Teacher 2.00 – 2.15: warm-up with facilitator 2.15 – 3.30: Activities focusing on linking *Mille Feuilles* Revue and *New World* overview Grades 5 and 6 3.30 – 4.00: break (refreshments) 4.00 – 4.45: activities focusing on linking up textbooks and materials 4.45 – 5.00: round-up on further requirements for Specialists (check whether follow-up workshop required).	2.00 – 5.00 pm
Phase 3 **Module D** Specialist French Language Teacher French expert	Specialist French Language Teacher 2.00 – 2.15: warm-up with facilitator 2.15 – 3.30: Activities focusing on overview *Mille Feuilles* Revue and *New World* overview Grades 5 and 6 3.30 – 4.00: break (refreshments) 4.00 – 4.45: activities linking up materials 4.45 – 5.00: round-up on further requirements for Specialists (check whether follow-up workshop required).	2.00 – 5.00 pm

Phase 3 **Module E** Generalist and English Language Teacher	Generalist English Language Teacher	2.00 – 5.00 pm
	2.00 – 2.15: warm-up with facilitator	
	2.15 – 3.30: Activities focusing on overview *Mille Feuilles Revu*e and *New World* overview Grades 5 and 6, new publication *My Resources (to be published)*	
	3.30 – 4.00: break (refreshments)	
	4.00 – 4.45: activities focusing on linking up materials/textbooks	
	4.45 – 5.00: round-up on further requirements for Generalist (check whether follow-up workshop required).	
Phase 3 **Module F** Vocabulary in two foreign languages Expert for Fichier and learning apps	Vocabulary Learning Strategies	2.00 – 5.00 pm
	2.00 – 2.15: warm-up with facilitator	
	2.15 – 3.30: Getting to know the electronic fichier and learning apps. ! Access to Internet for all participants required!	
	3.30 – 4.00: break (refreshments)	
	4.00 – 4.45: activities focusing on vocabulary learning strategies (*My Resources* combined with *Revue*)	
	4.45 – 5.00: round-up on further requirements for vocabulary teaching and learning (check whether follow-up workshop required).	

Phase 3	Additional Materials	2.00 – 5.00 pm
Module G Additional Materials for French/Additional Materials for English	2.00 – 2.15: warm-up with facilitator 2.15 – 3.30: Designing additional materials: why, what are objectives? 3.30 – 4.00: break (refreshments)	
Expert: Material designer (check Fächernet, educational authorities)	4.00 – 4.45: activities focusing on existing websites such as Fächernet 4.45 – 5.00: round-up on further requirements for additional materials (check whether follow-up workshop required).	

Timeline for the Implementation of Passepartout PLCs GLS

Time Frame	Steps to Implementation
Month 1	Initiate PLCs Project team will recruit PLC facilitators with experience in implementing change, if wished Finalize details for first phase
Months 2 – 12	Help organize the 3 modules in phase 1; Objectives are set by the Participants in each PLCs and follow the SMART Rule (Frank, 2011) Schedule Modules II and III Support PLCs as needed Offer formative evaluation online Schedule periodic calls with facilitators
Months 6 – 12	Phase 2: Compulsory modules on offer, add to list of menus www.bürofürbildungsfragen.ch
Months 9 – 18	Elective modules on offer; add to list of menus www.bürofürbildungsfragen.ch
Months 17 – 18	The project team will be in charge of organizing the formative evaluation, analyze data, make corrections and adaptations to the program

Evaluation

For the first formative evaluation, I adapted Hord and Roussin (2013) handout on "Stages of Concern" (p. 90). In addition, I used four of the five critical levels of professional development (Guskey, 2002). I used a combination of rating-scale items and open-ended response questions.

The first evaluation should be conducted after two thirds of Phase I and after Module II.

Online Questionnaire (to be transformed into an online format at a later date)

Question1:

Which expression sounds most like you when you think about the implementation of the Passepartout curriculum (you can tick more than one box):

- ⊚ I am not concerned about it
- ⊚ I would like to know more about it
- ⊚ How will using the Passepartout curriculum affect me
- ⊚ I seem to be spending all of my time getting the language lesson plans and materials ready
- ⊚ How is the implementation of the Passepartout materials affecting my learners
- ⊚ I am concerned about relating what I am doing with what my colleagues are doing.
- ⊚ I have some ideas about something that would work even better.

Question 2:

Rating Scale: 1 = not at all, never
              2 = a little, rarely
              3 = average, so-so
              4 = usually, good
              5 = very much, excellent

How satisfied with the PLC are you   1   2   3   4   5

Do you feel that you have added new knowledge   1   2   3   4   5

Do you feel that you have added new skills   1   2   3   4   5

How would you evaluate your school's support   1   2   3   4   5

Have you noticed changes in your learners' outcomes   1   2   3   4   5

Question 3:

Please explain one of the items in Question 2 in more detail:

Item: _____ ……………………………………………………………………

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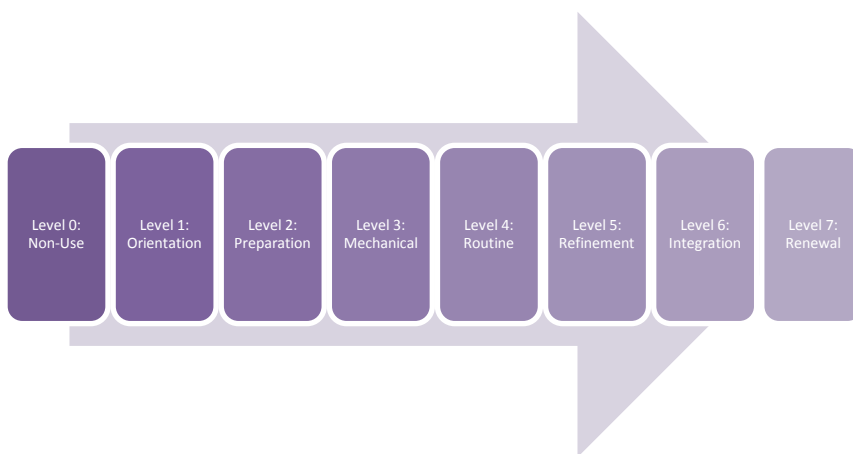
Second Formative Evaluation

The second formative evaluation will take place at the end of Phase II and before the beginning of Phase III.

When PLCs facilitators meet with leaders and head of schools, to identify the project's progress and deficiencies, focus group interviews can be scheduled. The interview questions would relate to typical behaviors and the levels of use of PLCs participants based on Hord and Roussin (2013).

Handout   Typical Behaviors and Levels of Use –
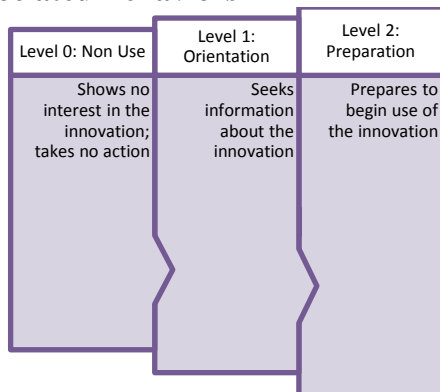   Discussing Implementation in Schools

Please discuss the seven levels of use and some typical behaviors that are associated with that particular level. Then indicate at which level some of your PLCs members could be at and if possible, explain your assessment with a few words.

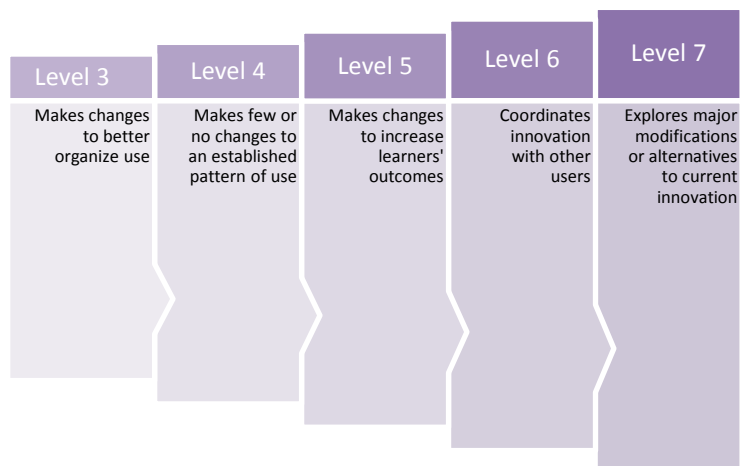The seven levels of use (Hord & Roussin, 2013)

Handout for Focus Interviews: Levels of Use

Non-User-Levels and Associated Behaviors

Level 0: Non Use	Level 1: Orientation	Level 2: Preparation
Shows no interest in the innovation; takes no action	Seeks information about the innovation	Prepares to begin use of the innovation

User-Levels and Associated Behaviors

Level 3	Level 4	Level 5	Level 6	Level 7
Makes changes to better organize use	Makes few or no changes to an established pattern of use	Makes changes to increase learners' outcomes	Coordinates innovation with other users	Explores major modifications or alternatives to current innovation

In a first step the participants will separate the non-users from the users.

Through a series of eliminations, the specific level of individual participants can be reached. If the answer to „Are you using the innovation?" is „No", it would have to be a level in the non-user group. The next question could then be "Have you decided to use it and set a date to begin use?" so that the exact level in the non-user group could be specified.

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Appendix B: Email Invitation

The email will be written in German as it will be easier to attract teachers' interest than with an email in English.

An alle Lehrpersonen, die seit August 2013 Englisch mit New World unterrichten

Liebe Kolleginnen und Kollegen

Mein Name ist Susanna Schwab. Ich bin ████████████████████, und auch Doktorandin in einem Programm für Ed.D. Higher Education and Adult Learning (HEAL) at Walden University, USA.

Ich möchte Sie einladen an einem Forschungsprojekt teilzunehmen. Das Thema ist Erfahrungen mit der Umsetzung der Didaktik der Mehrsprachigkeit, die Lehrpersonen für Englisch seit August 2013 mit dem Lehrmittel New World machen.

Ich suche Lehrpersonen, die sich für ein Interview von ca. 45 Minuten zur Verfügung stellen. Zudem würde ich gerne einen Unterrichtsbesuch von mindestens einer Lektion von 45 Minuten machen. Im Anschluss ans Interview erhalten alle Interviewpartner ein Transkript des Interviews zur Kontrolle zugestellt.

Alle Angaben werden vertraulich behandelt. Die Schule, die Klasse, und alle Namen werden ein Pseudonym erhalten. Die gesammelten Daten werden entweder auf meinem Passwort-geschützten Computer oder in einem abgeschlossenen Schrank aufbewahrt und nach fünf Jahren vernichtet.

Ich freue mich auf eine Kontaktaufnahme entweder per Email

susanna.schwab@waldenu.edu oder per Telefon ████████ (privat).

Vielen Dank und freundliche Grüsse   Susanna Schwab

To all English as a second foreign language teachers working with the textbook New World since August 2013

Dear colleagues,

My name is Susanna Schwab. I am a lecturer at ███████████████████ ███████ and a doctoral student in the Ed.D. Higher Education and Adult Learning program at Walden University, USA. I would like to invite you to participate in an upcoming study on

Teachers' experiences with the implementation of the multilingual approach with the textbook New World.

Your role in this study would be to participate in a taped interview lasting approximately 45 minutes and agree to at least one 45-minute classroom observation. You would also be invited to review the accuracy of the transcript of your interview.

Confidentiality is of utmost concern in this research. Any data that concerns your school, your class, or your job, as well as your name, will be given a pseudonym. All data will be kept either on a password-protected computer or in a locked cabinet.

I am looking forward to being contacted either by email (susanna.schwab@waldenu.edu) or by telephone ████████████, private).

Thank you, and best wishes

Susanna Schwab

Appendix C: Sample Letter Head of School (English and German)

Head of School - Permission and Approval Interview/Classroom Observation

School: _____

Date: _____

Dear Susanna Schwab,

I give permission for your study entitled *A Multilingual Approach to Language Teaching* and approve your conducting classroom observation and interview/s (done on-site) at/within the *Primary School XY*.

I understand that individuals' participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,   (Signature; electronic?)

Bewilligung und Zulassung für Unterrichtsbesuch und Interview

Schule: _____
Datum: _____

Sehr geehrte Susanna Schwab

Ich gebe Ihnen die Bewilligung und Zulassung für Ihre Forschungsstudie mit dem Titel *A Multilingual Approach to Language Teaching* für Unterrichtsbesuche und Interview/s an der XXXXXXXXX durchzuführen.

Ich verstehe, dass die Teilnahme an der Studie auf freiwilliger Basis beruht. Wir behalten uns das Recht vor, uns jederzeit von der Studie zurückzuziehen, falls unsere Umstände wechseln sollten.

Ich bestätige, dass ich authorisiert bin, Forschungstätigkeiten an dieser Schule zu bewilligen.

Ich verstehe, dass die gesammelten Daten vertraulich bleiben und dass niemand ausserhalb des Forschungsteams Zugang zu den Daten ohne Bewilligung der Walden University IRB erhalten wird.

Mit freundlichen Grüssen   (Unterschrift; elektronisch?)

Appendix D: Informed Consent

You are invited to take part in a research study of teachers' perceptions of and experiences with the implementation of the multilingual approach. You are invited for the interview and observation because you have been teaching English at Grade 5 with the new textbook New World since August 2013 and attended the Passepartout professional development program for methodological didactic competences. Please read this form and ask any questions you have before agreeing to be part of the interview and the observation.

The interview and the observation will be conducted by a researcher named Susanna Schwab, who is a doctoral student at Walden University. Susanna Schwab is also a lecturer at ██.

Background Information:
The purpose of this study is to collect teachers' perceptions of and experiences with the implementation of the multilingual approach during the first year of the implementation of the new program.

Procedures:
If you agree to be in this study, you will be asked to participate in an audio-recorded interview, lasting 45 minutes, at a place and a time at your convenience. The interview can either be conducted in English or in German, as wished by the participant. Furthermore, you will allow the researcher to observe your class for one lesson of 45 minutes. You will also be invited to review the accuracy of the transcript of your interview.

Please note that the researcher will have to obtain the Head of School's permission and approval to conduct the classroom observation and the interview, if done on-site.

Voluntary Nature:
Your participation in the interview and observation will be voluntary. This means that everyone will respect your decision of whether or not you want to be in the interview and in the observation. No one at your school will treat you differently if you decide not to be in the interview/observation. If you decide to join the interview/observation now, you can still change your mind later. If you feel stressed during the interview/observation, you may stop at any time. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Interview:
The risks of being involved in this study are minimal. There is the minimal risk of psychological stress during the interview/observation. If you feel stressed during the interview/observation, you may stop at any time.

Your experiences will be documented in a doctoral study. The results may be used to improve professional development programs at the ███████████ ███████████.

Compensation:

There is no compensation associated with your participation in the interview/observation.

Confidentiality:

Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this project. Also, the researcher will not include your name or anything else that could identify you in any reports of the interview or the observation.

Contacts and Questions:

The researcher's name is Susanna Schwab. The researcher's faculty advisor is Dr. Debra Beebe. You may ask any questions you have now. Or if you have questions later, you may contact the researcher via telephone ███████████ or by email susanna.schwab@waldenu.edu or the advisor at debra.beebe@waldenu.edu. If you want to talk privately about your rights as a participant, you may contact Dr. Lelani Endicott, at (USA number 001-612-312-1210) or email at irb@waldenu.edu. Walden University's approval number for this study is **08-28-14-0335846** and it expires on **August 27, 2015**.

The researcher will give you a copy of this form to keep.

Statement of Consent:

☐ I have read the above information. I have received answers to any questions I have at this time. I consent to participate in the interview and the observation. I agree to answer all interview questions honestly and agree not to share interview questions or answers with others.

Participant's Written or

Electronic* Signature

Researcher's Written or

Electronic* Signature

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their e-mail address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

Consent Form (German Translation): Deutsche Übersetzung:

Einverständniserklärung

Sie sind herzlich eingeladen an einer Forschungsstudie zum Thema Erkenntnisse und Erfahrungen von Lehrpersonen mit der Umsetzung/Implementation der Mehrsprachigkeitsdidaktik (Multilingual Approach) teilzunehmen. Sie sind eingeladen am Interview und dem Unterrichtsbesuch der Forscherin teilzunehmen, da Sie ab August 2013 Englisch an einer 5. Klasse mit dem Lehrmittel New World unterrichtet und den Passepartout Weiterbildungskurs absolviert haben.
Bitte lesen Sie dieses Formular und stellen Sie Fragen, bevor Sie die Einwilligung zur Teilnahme für das Interview und den Unterrichtsbesuch erteilen.
Das Interview und der Unterrichtsbesuch werden von der Forscherin, Susanna Schwab, durchgeführt. Susanna Schwab ist Doktorandin an der Walden Universität, USA, und Dozentin an der ███████████████████████.

Hintergrundsinformation:
Der Zweck dieser Studie ist das Sammeln von Erkenntnissen und Erfahrungen, die Lehrpersonen mit der Umsetzung der Mehrsprachigkeitsdidaktik im ersten Jahr der Einführung des neuen Lehrplans gemacht machen.

Vorgehen:
Wenn Sie einwilligen, in dieser Studie mitzuwirken, wird die Forscherin mit Ihnen ein Interview von 45 Minuten (mit Tonaufnahme) mit Ort und Zeit nach Ihrem Wunsch durchführen. Das Interview kann auf Deutsch oder auf Englisch durchgeführt werden, je nach Ihrem Wunsch.
Zudem wird die Forscherin an Ihrer Klasse während einer Lektion von 45 Minuten einen Unterrichtsbesuch machen.
Sie werden eingeladen, das Transkript des Interviews durchzulesen und die Genauigkeit der Wiedergabe Ihrer Aussagen zu überprüfen.
Bitte beachten Sie, dass die Forscherin die Bewilligung der Schulleitung benötigt, um den Unterrichtsbesuch und das Interview (sofern im Schulhaus) durchzuführen.

Freiwilligkeit:
Ihre Teilnahme am Interview und die Öffnung Ihres Klassenzimmers für den Unterrichtsbesuch ist freiwillig. Dies bedeutet, dass jedermann Ihren Entschluss respektieren wird, ob Sie an der Studie teilnehmen oder nicht. Niemand wird Sie anders behandeln, falls Sie an der Studie nicht teilnehmen wollen.
Sie können auch zu jedem späteren Zeitpunkt Ihre Meinung ändern. Sollten Sie sich während dem Interview oder dem Unterrichtsbesuch gestresst fühlen, können Sie jederzeit abbrechen. Sie können zudem Fragen überspringen, die Sie als zu persönlich betrachten.

Risiken und Nutzen der Teilnahme an der Studie:
Die Risiken der Teilnahme an der Studie sind minimal. Während dem Interview oder dem Unterrichtsbesuch könnte minimaler Stress auftreten. Sollten Sie sich gestresst fühlen, können Sie das Interview oder den Unterrichtsbesuch jederzeit abbrechen.

Ihre Erkenntnisse und Erfahrungen werden in einer Doktorarbeit dokumentiert. Ihre Erkenntnisse und Erfahrungen mit der Umsetzung könnten zur Verbesserung des Weiterbildungsangebotes der ███████████████████, führen.

Kompensation:
Es wird keine Kompensation im Zusammenhang mit Ihrer Teilnahme an der Studie angeboten.

Vertraulich:
Alle Informationen werden vertraulich behandelt. Die Forscherin wird Ihre Informationen nicht ausserhalb des Forschungsprojekts verwenden. Zudem werden Ihr Name, Ihre Schule, sowie sämtliche Angaben, die zu einer Identität führen könnten, geändert.

Kontakte und Fragen:
Die Forscherin heisst Susanna Schwab. Die Supervisorin der Doktorarbeit an der Walden Universität ist Dr. Debra Beebe. Sie können beiden jederzeit Fragen stellen. Sie erreichen die Forscherin entweder per Telefon (privat) ██████████ oder per Email auf susanna.schwab@waldenu.edu. Die Supervisorin kontakieren Sie per Email und auf Englisch debra.beebe@waldenu.edu. Falls Sie gerne privat über Ihre Rechte als Teilnehmerin sprechen möchten, können Sie Dr. Lelani Endicott, Telefon (USA) 001-612-312-1210) oder per Email irb@waldenu.edu, kontaktieren. Die Genehmigung des Walden University IRB für diese Studie trägt die Nummer **08-28-14-0335846** und ist bis **27. August 2015** gültig.

Die Forscherin wird Ihnen eine Kopie dieses Formulars zum Behalten überlassen.

Einverständnis:

☐ Ich habe die obenstehenden Informationen gelesen. Ich habe Antworten auf meine Fragen, die ich zur Zeit habe, erhalten. Ich bin einverstanden, an einem Interview und Unterrichtsbesuch teilzunehmen. Ich bestätige, dass ich Interviewfragen ehrlich beantworten und dass ich die Interviewfragen und –antworten nicht mit andern teilen werde.

Unterschrift
TeilnehmerIn

Elektronisch*

Unterschrift Forscherin

Elektronisch*

*Elektronische Unterschriften werden reguliert durch den *Uniform Electronic Transactions Act.* Es ist legal als elektronische Unterschrift, entweder den getippten Namen, die Email-Adresse oder eine andere Identifikation zu verwenden. Eine elektronische Unterschrift ist genauso gültig wie eine von Hand geschriebene Unterschrift, wenn beide Parteien dies so vereinbart haben.

Appendix E: Interview Protocol

Research Study: A Multilingual Approach to Language Teaching

Date and Time of Interview:

Place/Pseudonym:

Interviewee/Pseudonym:

Position of Interviewee:

Consent form read and signed (include a brief summary):

Questions: Start with demographics

Are you comfortable? I would like to start with some rather general questions, as

1. How long have you been teaching?

0 - 5 years   6 – 10 years   ☐ 11 – 20 years   ☐more than 20   ☐

2. Which other languages do you teach and which other languages do you speak?

3. Did you teach languages before the implementation of the Passepartout curriculum –

could you share a little bit of those experiences?

4. (Can you remember): Where and when you first heard about the multilingual

approach?

4a) Probes?

5. How are you implementing the multilingual approach in your classroom?

5a) Probe? Bridge to PDP? Other bridges?

6.What challenges are you encountering in the implementation?

6a) Probes?

7. What aspects of the approach are you implementing and which aspects are you most comfortable with?

7a) Probe?

8. Which aspects of the new multilingual approach are you less comfortable with? Why?

9. What support do you think you need in order to continue with the implementation of the new approach in your classroom?

German Translation: Interview Protokoll

Questions:

Ich beginne mit ein paar Basisfragen, sogenannten demografischen Angaben

-   Bevor ich anfange, sitzt du gemütlich, alles OK – noch Fragen

1. Wie lange unterrichtest du bereits (nicht nur Englisch natürlich, sondern im

Lehrerberuf? Welche Kategorie kann ich ankreuzen?

0 - 5 years   6 – 10 years   11 – 20 years   more than 20

Zusatz: waren diese alle hier an dieser Schule, gleiche Stufe?

2. Unterrichtest du auch andere Sprachen?

   sprichst du andere Sprachen neben English (und evt Französisch)? _____

3. Hast du bereits vor Passepartout Fremdsprachen unterrichtet? _____

   Wenn ja, kannst du etwas über diese Erfahrungen erzählen?

4. Erinnerst du dich, wann du erstmals von der Methode Mehrsprachigkeitsdidaktik

gehört als? Wo und wann war dies ungefähr?

4a) Probes?

5. Wie hast du die Mehrsprachigkeitsdidaktik in deiner Klasse eingeführt?

5a) Probe? Evtl im Zusammenhang mit WB Passepartout? Other bridges?

6. Welchen Herausforderungen bist du in der 'Einführungsphase, d.h. jetzt im ersten Schuljahr mit Englisch an der 5. Klasse im Zusammenhang mit der Mehrsprachigkeit begegnet?

6a) Probes? Evt auch andere Herausforderungen……..

7. Welche Aspekte der Mehrsprachigkeitsdidaktik hast du eingeführt?

und mit welchen Aspekten geht es dir am einfachsten? Favorites?

7a) Probe?

8. Welche Aspekte der Mehrsprachigkeitsdidaktik bedingen mehr Aufwand? Warum?

9. Welche Unterstützung hättest du gerne um den neuen Ansatz noch besser umzusetzen?

Probe: Was würden deine SuS brauchen, um die Mehrsprachigkeitsdidaktik noch besser erlebbar zu machen

Vielen Dank – das waren bereits alle Fragen – ich werde das Interview transkribieren und dir eine Kopie mailen. Bitte schaue das Dokument dann durch, damit ich alles richtig und sinngemäss transkribiert habe.

Appendix F: Observational Protocol and Recording Sheet

Questions:

- Language awareness: How is language awareness promoted in the classroom? Are learners asked to compare and contrast their L1 with L2, L3, and Ln?

- Language learning awareness: How are language learning strategies discussed, reflected on?

- Plurilingual and intercultural awareness: How do teachers promote intercultural aspects in connection with plurilingualism?

Date of observation:

Time of observation:

Setting:

Participants:

Observer:

Time	Activities	Actions Teacher	Actions Learners	Comments	Reflections

To be printed landscape