



## Multi-lingual PUPILS

We are dedicated in our work with supervising and supporting pupils and families.





# WE ARE DEDICATED

- also with respect to linguistic and cultural support for multi-lingual



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## Objectives for multi-lingual pupils

At Randers Realskole, we take a goal-oriented approach to the challenges that multi-lingual pupils and families might have. Counselling, supervision and tangible support are parts of everyday life at the school. Our objective is: Speaking several languages must not be an obstacle for the pupils' optimal development.

## Linguistic focus and cultural understanding

It goes without saying that children "working with" more than one language face challenges in both teaching situations and everyday life that other children do not. In all grades at Randers Realskole, we carry out tests and evaluations of the pupils' linguistic understandings and abilities. This way, we ensure that we assist with the appropriate help and supervision when it is needed. However, our work related to multi-lingual pupils is not the traditional "Danish-as-second-language". We try to support and guide with a broader cultural founded approach in correlation with the families and the pupils' other relations.

## Cooperation with the home

Randers Realskole is characterized by a close cooperation between school and home – a commitment from both parties where school and home collaborate to ensure the best possible development of the pupils' abilities and interests. This also means that we have clear expectations of solid backing from the home.





# MULTI-LINGUAL PUPILS

## Linguistic competence – advantages and challenges

### Linguistic competencies are crucial

Having good linguistic competencies is the foundation for good education and a good life in Denmark. At Randers Realskole, we have a clear focus of providing the pupils with the most optimal development - academically, personally and socially. But, this is also dependent of the family’s involvement: Learning is a joint responsibility shared by the school and the home.

### More languages can be an advantage

Being a multi-lingual child is not a problem itself. It is assumed that simultaneous learning of two languages can be advantageous. Applying two mother tongues at the same time can strengthen both learning and linguistic competencies as children draw on their knowledge and experiences from several languages.

### Challenges following the first years in school

After the first school years, the texts used in teaching become significantly more complicated and the vocabulary is expanded remarkably. Now, the pupils must read to acquire new knowledge and gain understanding of new words – and this is when speaking several languages can be challenging.

Multi-lingual pupils might have difficulties with understanding the Danish words, their meaning – or knowing how to use the words in specific academic settings. Being a multi-lingual pupil might cause “working overtime” in school as they have to learn technical terminology through their second language: Danish. This takes an extra effort.

*Therefore, it is very important that your child has a good knowledge of and a large vocabulary in Danish to be able to read and understand at school.*

# HOW WE SUPPORT THE PUPILS

## School and home in joint commitment

### Evaluations in all grades

As mentioned, we evaluate the pupils’ linguistic abilities in all grades, and we adjust goals and strategies for the individual pupil’s learning on an on-going basis.

### Support and guidance

We have opportunities of targeted initiatives with help for linguistic understanding – but also of guidance in cultural questions, for example by clarifying concepts and areas that are culturally different.

### Practical aids

In the daily teaching, we have a list of aids and options – also IT-wise with dictionaries, etc. On all grades at the school, we work with “The fantastic 4” which is a guide for reading. See the illustration on the right.

### The important dialogue

The most important aspect is to have a dialogue about the reading – both the pupil’s own “dialogue” with the text (see “The fantastic 4” below) and especially the dialogue between parents and child:

*It is crucially important that you speak with the child about the text BEFORE, DURING and AFTER reading.*

Research shows that when you and your child read together on a daily basis and discuss what you read, your child’s language and reading development will clearly be enhanced.

*“The fantastic 4” is an illustrative guide and help for reading. It teaches the pupils to have “a dialogue” with the text: To predict action, ask questions about the text, explore the words and concepts and finally to summarize the text. Randers Realskole makes use of “The fantastic 4” in all grades.*

## De fantastiske 4



### Forudsig

Brug spor fra teksten eller illustrationerne for at forudsige, hvad der kommer til at ske.  
Jeg tror ... fordi ...  
Jeg tror, der sker det ... fordi ...

### Spørg

Stil spørgsmål, mens du læser. Nogle svar finder du i teksten, og andre må du tænke dig til.  
Jeg god vide ...  
Hvem? Hvad? Hvornår?  
Hvor? Hvorfor? Hvordan?



### Opklar

Find ud af betydningen af svære ord og udtryk. Jeg forstod ikke (ordet, udtrykket, afsnittet), så jeg:  
• læser igen  
• udtaler/staver ordet  
• spørger om det giver mening  
• spørger min makker



### Opsummer

Sammenfat hovedpunkterne fra teksten i rigtig rækkefølge.  
Teksten handler om ...  
Afsnittet handler om ...  
Først ...  
Derefter ...  
Så ...  
Til sidst ...



# THE FAMILY'S IMPORTANT WORK

## Advice, suggestions and expectations

### Assist your child to good education:

- Speak with your child in the language you master best. Children listening to correct language are more likely to develop correct language use – both in mother tongue and second language.
- Read aloud to your child. Surveys show that children who have been read aloud to a lot perform better at school. If your Danish is not good, you can read books in your own mother tongue. The children will learn poor Danish from having poor Danish read aloud. Take advantage of the library. The employees can assist you with inspiration for books.
- When reading aloud: Talk about the book before, during and after reading.
- Your child should read at least 20 minutes every day.
- When your child reads alone: Ask the child to retell or ask questions about the text – did he or she understand? Talk about the text.
- Talk to your child about the meaning of words. Explain words the child does not know and be curious of new words together.
- Ask open questions to ensure that your child does not only answer with yes and no but instead learns to explain themselves in full sentences.
- Watch Danish TV and read newspapers.

*You can expect a professional teaching set-up and that we are dedicated and listening – but also that we have clear-cut expectations for the school and home to cooperate on providing the child with the best possible learning and development.*

### We expect:

- That you will support your child and help with homework.
- That your child gets enough sleep, that they eat breakfast so they are not tired during school.
- That your child brings a healthy lunch to school, because school days require good energy.
- That your child is on time.
- That you help your child with keeping order in schoolbag and pencil case.
- That you read messages in "Forældreintra" and attend parent meetings and other events at the school in order to receive the necessary information.
- That you support your child in socializing with Danish friends in order for them to learn Danish. Encourage your child to attend an activity in the spare time and invite the child's playmates over and arrange for your child to visit them.

# RELATIONS AND DEVELOPMENT

## Important areas of focus for multi-lingual pupils

*We are a school offering many opportunities. We also offer to make demands, and we expect that school, pupil and parents positively cooperate to create the best conditions for the individual pupil. This illustration shows some of the important areas of focus related to providing the best possible support to multi-lingual pupils.*

### Relations

Parents  
Teachers  
Pupils  
The class  
Friendships  
Association activities

### Systematic approach

On-going tests and evaluation  
Adaptation of goals and strategies

### Tools

Reading aloud  
Dictionary  
Reading guides:  
*Fantastic 4*  
*Dialogical reading*

### Randers Realskole

Expectations  
Clarity  
Framework and structure  
Professionalism  
Dedication

### Support and supervision options

Initiatives  
Help with linguistic understanding  
Supervision on cultural issues  
Clarification of concepts

### Objectives and motivation

Self-understanding  
Awareness  
Openness  
Positive cooperation  
Practice and training  
I (we) can do it!

*In our web page [randersrealskole.dk](http://randersrealskole.dk), you will find various links (in Danish)  
for further information by choosing the menu:  
Undervisning/Generelt/Elever med flere sprog.*



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