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RIGA
SECONDARY
SCHOOL
allow yourself to learn more

Development and Introduction
of Multilingual Teacher Education Programmes
at Universities of Georgia and Ukraine

11.04.2014.



Introductory Part

The Head of the School

Irma Lihachova

Introduction

- The experience shows that it is impossible to acquire the official language if it is taught only as the separate subject. One of the solutions is to teach several other subjects in the target language.
- Bilingual education presupposes that the target language is used as a medium to teach other subjects.
- In 1992 there were serious and goal-oriented activities that aimed to change education system in Latvia.
- Since 1995 there has been a gradual introduction to national education standards, programmes as well as the system of programme approval.
- Before 1995 there were two types of schools in Latvia:
 - education only in Latvian
 - education only in Russian

The Stages of Introduction of Bilingual Education

1992/93 School Year	Preparatory stage
1993/94 School Year	Year 1 – enhanced acquisition of the Latvian language (6 lessons a week, division into groups)
1995/96 School Year	Participation in Riga city pilot project (bilingual education in Biology, Geography, Household Arts, P.E. and Music lessons in basic education)
1996/97 School Year	Bilingual education in Biology and Geography lessons in secondary school.
1997/98 School Year	Form 5 L – Nature Studies and Math lessons are in Latvian

The Stages of Introduction of Bilingual Education

2001/02 School Year	<p>Teacher training courses LAT-2. The school became basic in Riga. The obtained experience is summarised within the framework of the project entitled 'The Situation of Bilingual Education and Potential Opportunities of Schools in Riga'.</p> <p>The approval of educational programmes:</p> <ul style="list-style-type: none"> - model 4 in basic education - comprehensive and mathematical profiles in secondary school
2003/03 School Year	<p>The approval of the programme entitled 'Comprehensive Programme for Secondary School with the Latvian language of Instruction' (Form 10¹)</p> <p>Teaching Physics, Chemistry, Biology, Geography, IT and Maths in Latvian</p>
2004	<p>The Reform of Education.</p> <p>Language proportion: 40% -in Russian and 60% in Latvian (official language) in secondary school.</p>

The Results of Goal-Oriented Activities

Competitive ability of school leavers

The unified examination for schools with bilingual education and education in Latvian

Preparation for the reform in 2018

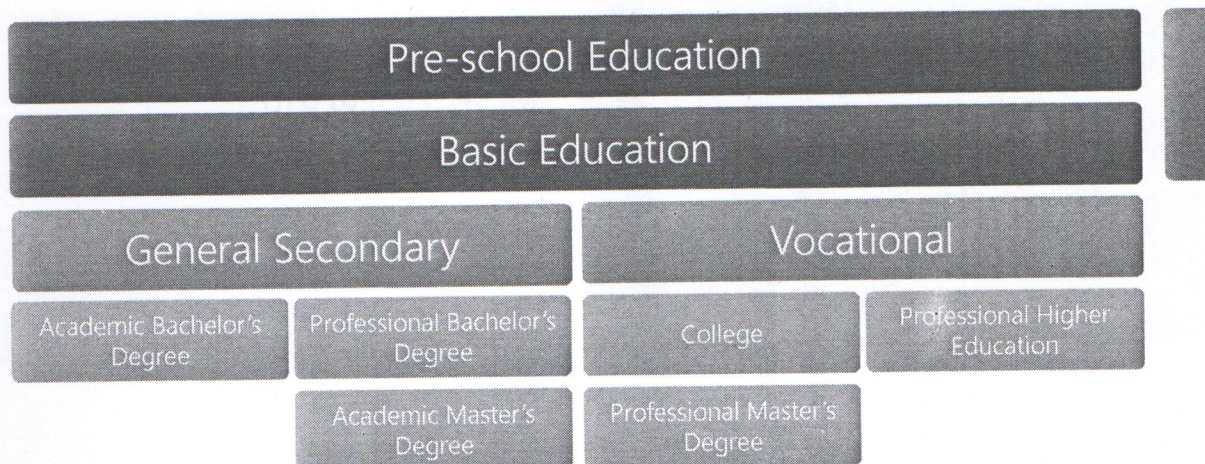
The Plan of the Implementation of the Reform in 2018

- The change of language proportion in 2018: 20% - the native language and 80% - the official language
- Conducting a poll among teachers in order to find out what subjects they are ready to teach in Latvian.
- 2014/2015 school year – every teacher teaches the subject in Latvian in one of the forms. (2015/2016 – in two forms)
- The system of teacher support
(Adviser– support team – the enrichment of professional vocabulary – supervision)
- Supervision and correction

The System of
Education in Latvia

System
Division

The System of Education



The Devision of Schools

Types of Schools	The Language of Education	Основатель	Форма образования
<ul style="list-style-type: none"> • Primary School • Basic School • Secondary School • Grammar School • Special-Needs School • Boarding School 	<ul style="list-style-type: none"> • Official language • Official language + bilingually • Official language + bilingually+national minority language 	<ul style="list-style-type: none"> • The state • Municipality • Juridic person 	<ul style="list-style-type: none"> • Full time • Part-time • Distance

Bilingual Education

Methodology
Peculiarities
«Success Stories»

Bilingual Education in Schools

- Is carried out in pre-school, basic and secondary education after the procedure of approval
- Pre-school:
 - Level 1 – under the age of 2
 - Level 2 – under the age of 3
 - Level 3 – under the age of 5
 - Level 4 – under the age of 6
- Basic:
 - 4 models with different proportions of bilingual education
- Secondary:
 - Proportion 60/40 (the subjects are chosen by schools)

Bilingual Methodology

Norway 1993.
Switzerland 1998.
Latvia 1999.

Promotes the
acquisition of both
native and second
languages

Provides the
enrichment of
vocabulary

Requires the use of
different models of
bilingual education

It does not interfere
with the prevalence of
the native language in
school

Children switch to
another language
without any
psychological problems

The Peculiarities of the Methodology

stages, system,
longtermness, variation

both languages are the
source of information

both languages are used
as a medium

As much as is possible –
in official language; as
much as necessary – in
native language

Native language is used
to follow psychological
conditions of motivation
of learning

Official language is used
to achieve the goals of
the national standards

Success Stories

Primary School

- Integrated lessons
- Creation of the environment
- Unconscious use of language

Basic School

- Interactive methods
- Conscious use of language

Secondary School

- Scientific research
- Native language is used only when there is a necessity

Teaching
Programmes and
Syllabi

Versions
Differences

E-Education

Levels
Models
Implementation

The Levels of E-Education

Offline education

Web-supplemented programs

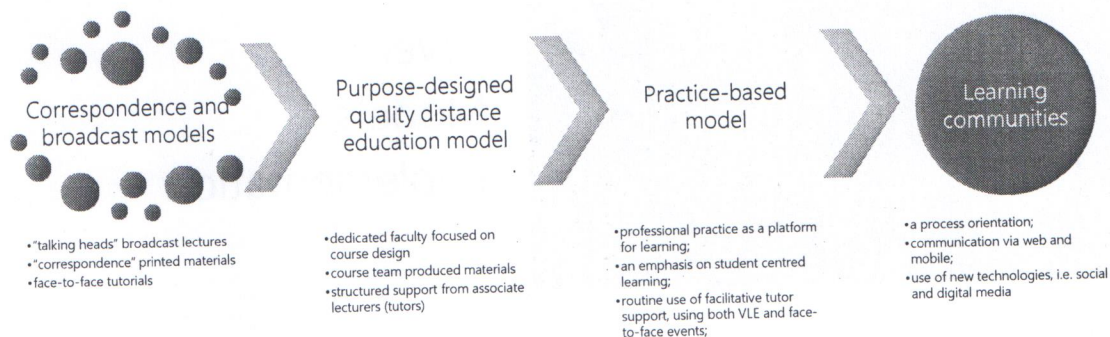
Web-dependent programs

Pure online-programs

Online scientific research

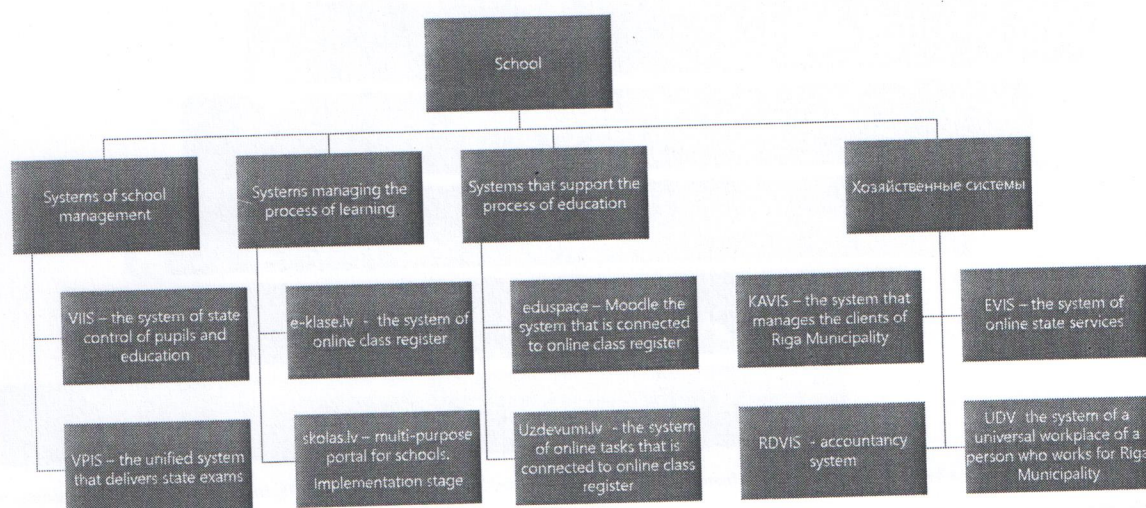
Lena Bader, M. K. (2013). E-learning from a student's view with focus on Global Studies, ISSN 1750-497X. Multicultural Education & Technology Journal.

Blended learning



Fleck, J. (2012). Blended learning and learning communities: opportunities and challenges, ISSN 0262-1711. Milton Keynes, UK: Open University Business School, Open University.

Interaction systems



Experience with Moodle

Levels
Models
Implementation

Why Moodle?

Easy to
adapt

Can be fully
deployed

Precise

Easy to
understand

Interactive

1 Pētnieciskā darbība ķīmijā

- SK - Pētnieciskā darbība ķīmijā
- MD - Pētnieciskās darbības posmi
- SK - Kvalitatīva un kvantitatīva analīze
- NT - Pētnieciskā darbība ķīmijā (Jēdzieni un metodes ķīmijā)
- ZT - Pētnieciskās darbības posmi
- ZT - Laboratorijas trauki un piederumi
- LD - Tilpuma precīza mērīšana
- SK - Titrēšanas simulācija
- LD - Vielas masas nezudamība

Challenges of Implementation

Time-
consuming

Work
distribution and
accessibility

Flexibility

Monitoring and
assessment

Problems and Advantages of Implementation

Advantages

Control and
assessment
Accessibility and
systemacity
Social responsibility
Variety

Time consumption
Work distribution
Flexibility
Monitoring

Problems

The Time of Development

30-student group	Preparation	Control	Variations	Activities outside Moodle
Level 1 control (20-question test)	1-2 h	<5 sec	One/several options Calculations	50 min
Level 2 control (10 combined tasks)	3-4 h	<5 sec	Attached tasks	5 h
Level 3 Control (essay)	30 min	5 h	Essay Mind Map	5 h

Thank you for your
attention

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