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PARTNERSHIPS

DG Education and Culture

LEO EFFECT

« Learning from each other effectively »

2013-2015

COMPREHENSIVE GUIDE TO EUROPEAN SCHOOLS FOR EXTRACURRICULAR TEACHING

France	<i>«Russian Alliance» (Nice)</i> <i>«Centre of Bilingual development "Logos"» (Paris)</i>
The Netherlands	<i>«Pushkin School for Russian Language and Arts» (Leiden)</i>
Norway	<i>«Centre for Russian Language and Culture in Oslo» (Oslo)</i>
Spain	<i>«Centre for Russian Language and Culture A.S. Pushkin» (Barcelona)</i>

Contents

Introduction		3
Chapter 1	Thematic Program on Speech Development for Junior Preschool-age Children «Sem-Ya» <i>The Pushkin School for Russian Language and Art, Leiden, the Netherlands</i>	7
Chapter 2	Thematic Program on Speech Development for Intermediate Preschool-age Children «SKAZKA» <i>Centre for Russian Language and Culture in Oslo, Oslo, Norway</i>	11
Chapter 3	Thematic Program for Speech Development of Advanced Preschool-age Children <i>Centre for Russian language and culture 'Sun', Barcelona, Spain</i>	16
Chapter 4	Thematic Program for basic school children «Country Studies for children» <i>«Solnyshko» Russian School for Extracurricular Language Education, Russian Alliance Association, Nice, France</i>	21
Chapter 5	Thematic Program for Primary School-age Children «The World Around Us» <i>Russian School for Extracurricular Linguistic Education «Alye Parussa» of the Association «Centre for bilingual development LOGOS», Paris, France</i>	25
Annex	Building a Euro SELT – a development path <i>The Pushkin School for Russian Language and Art, Leiden, the Netherlands</i>	28

INTRODUCTION

The XXI century brought a challenge to the countries of the Europe Union and to mankind in general by raising political and practical problems regards the ‘peaceful’ coexistence of representatives of different cultures and speakers of different native languages, who need to learn to hear and understand each other’s ideas and viewpoints in the globally changing world.

Globalization tendencies acquire more significance in the social development of Europe though all people are attached to their own language that symbolizes cultural achievements and unique ethnic diversity. Many European families spontaneously develop bilingualism by sustaining and using native languages of the family members, whilst living in a non-native environment. A child born in such a bilingual family becomes bilingual from birth. Further on in life the language of the resident country is being sustained and developed both by the surrounding environment and the teaching institutions. The child’s native language, usually the language of (one of) his parents, will get under pressure and the child runs the risk of losing it altogether, thereby losing (at least part of) his cultural identity. His native language will tend to become his ‘second’ language (sometimes his ‘third’), but an increasingly ‘weak’ one. This is why many of these parents join forces and start small extracurricular schools in order to support the child in keeping up his native language and culture so as to better prepare it for his future within a multicultural environment.

The Europeans **SCHOOLS FOR EXTRACURRICULAR TEACHING** (Euro SELTs) providing educations of bilingual children have been widely spreading throughout various European countries in recent years. The European Project “LEO – to Learn from Each Other” (2009-2011) (2009-1-AT1-LEO04) – concentrated on research into these schools’ work. The ‘**CONCEPT OF THE EUROPEAN SCHOOL OF EXTRACURRICULAR TEACHING**’ (CONCEPT) is the documented theoretical result of this LEO Project which has been presented in 2011 at international professional forums. It is a cornerstone of internet discussions of the professional community of Euro SELTs directors and teachers.

The ‘LEO EFFECT Project 2013-2015 is a logical continuation of the ‘LEO’ Project, now with participation of Russian Euro SELTs from Norway, the Netherlands, Spain and France.

The urgency and efficacy of the CONCEPT was verified at the schools of the new Project participants from Norway, the Netherlands and Spain. The experience of these Russian Euro SELTs in supporting bilingualism and multilingualism of Russian speaking children in the partner-countries was thoroughly explored and examined. Further analysis, generalization and systematization of the information obtained allowed for the creation of the GUIDE that renders assistance to starting Euro SELTs for bilingual children in Europe, and although it was drafted by Russian-language Euro SELTs in Europe, we believe that it is also useful for Euro SELTs that offer other European languages. A next step, being a follow-up on the LEO EFFECT Project – possibly as a next EU project – could be a joint venture between Euro

SELTs with different language backgrounds in order to further improve and professionalize the GUIDE and the schools that use it.

The notion of convergence - integration of the best European practices of teaching and developing different methods into one model fully corresponding to the tasks set by the European Union within the preconditions of the resident country - was used as a cornerstone of the GUIDE. The GUIDE contains descriptions of the programs on various subjects – best programs of the participating schools for bilingual education.

Pupils who are being taught through the Euro SELT-system not only learn their native language but also other subjects in their native language. This provides them with an opportunity to enlarge the sphere of language usage. Thus, in order to support their native language, we provide recommendations for five education programs which contain the basic components of the teaching process of a Euro SELT, as well as some additional (facultative) components.

1. Basic components

- Native language (speech and listening development);
- Literature (reading development);
- Geography and history basics;
- Conduct of celebrations, festivities, competitions, festivals, exhibitions (including international ones).

2. Additional components (faculties)

- Mathematics (numbers, counting, arithmetics);
- Music and dance;
- Applied arts;
- Sports;
- Choreography;
- Basics of natural and technical sciences;
- Theatre and performing arts.

The GUIDE contains descriptions of five basic Thematic Programs for Euro SELTs. These Programs have been developed for pupils of the age groups between 3 and 9 years old. Research shows that exactly at this age the foundations of mastering a native language are being laid.

3-4 years old Thematic Program on Speech Development for Junior Preschool-age Children
'Sem-Ya' ('Pushkin School for Russian Language and Art', Leiden, the
Netherlands)

4-5 years old Thematic Program on Speech Development ‘Skazka’ (‘Centre for Russian Language and Culture in Oslo’, Oslo, Norway)

5-6 years old Thematic Program on speech development for advanced preschool-age children ‘Solnyshko’ (‘Centre for Russian Language and Culture A.Pushkin’, Barcelona, Spain)

7-8 years old Thematic Program for Basic School Children ‘Country Studies for children’ (‘Russian Alliance’, Nice, France)

8-9 years old Thematic Program for Primary School-age Children ‘The World Around Us’ (Centre for bilingual development ‘Logos’, Paris, France)

An explanatory note for each method offered includes a general description of the program and the recommendations on program compilation and implementation of the thematic program, which consists of 30 lessons per year. The detailed programs are included as attachments to this GUIDE.

The LEO EFFECT Project partners exchanged their experiences and conducted seminars, round tables, master classes under the auspices of the LEO EFFECT Project. The five Programs of this GUIDE have been drafted and extensively tested at the five participating SELTs. To this end, the committed opinions of parents (from all over the Russian-speaking world), the professional opinions of teachers and specialists on bilingualism and, last but not least, the pupils’ reactions were taken into account when drafting the final version of the programs. The ‘Sem-Ya’ program of the Leiden Pushkin School is a package of materials and educational recommendations and was published in Moscow by the ‘Bilingua Publishing Company’. It received a gold medal by the ‘Lutshee–Detam’ program of the Russian Federation (a.o.) as best education method for small children (www.rosdet.ru/laureati/, region of Moscow). In July 2015 it received a certificate by ‘Rosstandard’ and a strong recommendation for use for educational groups and bilingual children. It is now being used by several schools all over Russia. As a follow-up, both an English version will be prepared, as well as similar packages for other age groups. A textbook on the ‘Country Studies’ program by the ‘Russian Alliance Association’ school ‘Solnyshko’ in Nice was published and used as an integral part of the teaching process in 2014 – 2015 for 15 pupils of the school.

The utilization of all the programs of the participating schools in practice showed good results and received many positive reactions from the parents.

Finally, the GUIDE contains an annex on the organizational and administrative aspects of starting and running a Euro SELT. It describes the growth process of a Euro SELT in its most common form, starting as a joint initiative of parents who would like to transfer their native language and culture on to their children, on to the highly professional stages of a regular school with extracurricular language facilities or an ‘Institute’. Most of the Euro SELTs that we know of, are somewhere along this track, all trying to find their own specific way of dealing with local circumstances and chances, trying to build a sound financial basis, a reliable education structure, and professional teachers and staff. Most often, they work with

volunteers, paying them only a small allowance, but the more developed Euro SELTs are already starting to employ professional staff on the basis of steady contracts under market conditions.

The conclusion must be, that the phenomenon of the Euro SELTs will continue to grow and extend throughout the European countries and that they – because of the high commitment and personal experience of their parents and teachers who are native speakers themselves - offer a very essential and very specialized and in-depth language and culture program which the regular European education system is not able to provide. This gives the pupils of these schools, who also in most cases are enrolled in the regular schools, a head start when compared to their peers who only follow regular education. Not only will they be better prepared for the future in many ways because of their bilingualism, but according to recent scientific research they are more likely to better train and develop their brains and cognitive capacities than their peers. Thus, Euro SELTs are likely to prove to become indispensable for teaching and educating the new young European citizens. It is in this light that we hope this GUIDE and the programs that it refers to will find their way to the Euro SELTs and will provide them with some good suggestions to better fulfil their important task.

CHAPTER 1

Thematic Program on Speech Development for Junior Preschool-age Children «Sem-Ya»

*Developed and in use by
The Pushkin School for Russian Language and Art
Leiden, the Netherlands*

Explanatory Note

The thematic Program ‘Sem-Ya’ has been developed and is now successfully in use by the teachers of the Pushkin School for Russian Language and Art, the extracurricular linguistic education school in Leiden, the Netherlands, for children with a Russian-language background as well as for adults who want to learn Russian. The Program for children of 3-4 years old is compiled by a team of professional Russian teachers living in Leiden, who by now have over ten years of practical teaching experience with bilingual children with a Russian-language background. The Program is based upon the study and practice of modern European methods of working with bilingual children as well as upon intrinsic in-house teaching experience.

The goal of the Program is to provoke and enhance a child’s cognitive perception and capability within the framework of thematic teaching and playing activities. The main tasks include enlargement of the child’s vocabulary, enhancement of speaking skills and language capacity development. Thematic storylines aim at familiarizing the child with unknown and abstract notions such as the Russian alphabet letters, elementary calculation and colour ranges, images of objects, animals, birds etc. Elements of music, art and theatre activities are also included into the play process for better learning. The emphasis lies on integration of several of these aspects into a lesson. Attention is being given to shaping the child’s skills such as listening, hearing and repeating known and unknown sounds, words, simple phrases and sentences after the teacher. The Program on teaching bilingual children is based upon the main scientific guidelines for working with bilingual children in their native language and beyond their linguistic environment, and can be used both by teachers and parents in the form of a play. The teaching materials for the ‘Sem-Ya’ Program were specifically developed in co-operation with Russian and South-Korean designers in consideration of European standards for preschool education. The Program consists of 30 lessons per year.

Program Basis

The teaching basis of the Program is founded on a play in action. The verbal and intellectual development of a child is closely connected with a child’s motorial development. The part of the brain responsible for the movement of the fingers is located within direct proximity of the brain speech areas whereby the hand’s coordination occupies nearly one third of the brain

cortex responsible for movement activities. The stimulation of the finger movement area activates processes in the speech area. Thus the more developed the fingers' dexterity is, the higher its influence on a correct and speedy forming of a child's speech skills.

For this purpose, finger toys were designed in order to stimulate the development of various hand muscle groups: ones that are put on the index finger and ones that involve two fingers simultaneously – the index and the middle fingers. Noteworthy is the fact that for these two-fold finger toys several different hand and finger movements are required, both synchronized and non-synchronized, consecutive movements.

Because the toys are made from different materials a child gets an additional stimulus for senso-motorial development by learning to distinguish between the different 'feel' of the various finger toys. This is of the utmost importance for a full-fledged psychic development of the tender and preschool-age children as precisely this age is the most beneficial for the development and further improvement of the child's sensorial organs and for the accumulation of multifaceted impressions and images of its material environment. The usage of the toys not only provides playful images that help the child to learn the wider imagery around it but also to take in more easily (that is, faster) more abstract knowledge that is connected with it, but also offers to the child a tremendous developing potential for other creative use.

Each of the 30 thematic lessons of the 'Sem-Ya' Program uses both simple textual tales as well as rhythmic, rhyming quatrains written as riddles, where the last line contains a hint to the solution, for example the name of the main theme or of the main character of the tale, or a letter in the alphabet that corresponds with the theme. The verses are written in such a way that one particular sound is being used as often as possible. This way, the verse-text, being a rhythmically organized speech play, activates the child's vocal and articulatory capacities as well as facilitates its memory development. The verses help to form a clear and well-articulated speech.

Activity areas

The Program aims at the development of attention, memory, imaginative and associative thinking, speech, colour perception, and small motorial and movement coordination. It allows the child to better learn its surrounding world by enriching its sensorial experiences so as to positively influence its speech and intellectual development. It teaches the child to investigate, to find itself what it is looking for and to make and accept decisions.

An important aspect of the Program is the fact that the child is able not only to interact with an adult but also to create and play a game on his own. Staged plays serve as a natural step towards a freer self-supported child's play. A gradual inclusion of creative lines and improvisation into the existing plots triggers the child to create fully independently its own play plots.

Lessons with a teacher or a parent can be within a group or individually and comprise reading, repeating, learning by heart, guessing riddles, compiling stories from illustrations, finding

separate and related words, and integrated with that, art and musical activities, collective calculation, colours and painting, and working with the finger toys.

The Program focuses on an emotional commitment of a child to the learning process by using artful metamorphoses of known images into abstract notions, for example a letter, a word or a concept.

The unique capability of a child's brain to receive and absorb information via image perception that simplifies the memory process is the key pivot of the Program. Memorizing is furthermore stimulated by learning by heart and by connecting concrete and abstract images through direct visual object processing. Learning the alphabet through imaging reflects some aspects of eidetics – a capacity to memorize through an emotional reproduction of visual images of an object – a concept which is rooted in ancient Greece and was further elaborated by West European psychologists between 1920 -1940.

Specific attention has been paid to the organizational aspect of the lessons, for example arranging group, individual or semi-individual lessons.

Didactic recommendations for teachers and parents

First and foremost, the lesson should be interesting to the child. The teacher may attract the child into an entertaining play whereby concrete skills are being developed from simple to more complex, with a gradual sophistication of the task, repeating a sound or a word a few times if necessary. When using a game play, it is important to consider its effectiveness. Thus, through implementation of a task a child should get a concrete result: a car drawn, a circle cut, a house glued. Visual imaging teaching is one of the main conditions of this Program.

Apart from the finger toys, when using the Program the teacher can apply the Program's object cards, thus widening the range of implementation tasks. The teacher can also invent lively dialogues together with the children that involve the toys as plot characters. When playing these games the teachers' initiative can gradually dissipate and get transferred into the hands of the child. By playing the child may not only remember the verses used in the Program but also invent its own game and texts for it. The children like to find their own uses of the material. By working with pictures or drawings it is possible to compile thematic stories, find concrete images.

When asking the child to repeat a pronounced word correctly, it is important to emphasize the required sound and extend it a bit longer than in usual speech. It is vital that the child hears how this or that sound is pronounced correctly so that it will be able to repeat it and get compelled to initiate or participate in a talk. If the word is unknown to the child it needs to be repeated several times together with the child.

Showing the finger toy in your hand you may indicate a picture. If you work with letters you may show the letter on a picture with your finger and draw it in the air together with a child. A child may repeat the names of all objects on the picture after the teacher. Then the teacher or an adult may ask questions pertaining to these objects. For example, ask the colour or count

the objects together or sing a nice song related to the plot or just sing the newly learned words extending the necessary sounds.

One of the main challenges of the ‘Sem-Ya’ Program is to enrich the child’s vocabulary. It is possible to compile a vocabulary of necessary words that will get filled up gradually – ‘My First Vocabulary’. Compose a short story, a fairy tale and ask a child to invent the ending. The ‘Sem-Ya’ Program aims at speech development and is specifically designed to stimulate cognitive, imaginative, sensorial and verbalizing skills.

It is important to praise the child under any circumstances in order to help it develop its self-confidence.

Planned results of the Program

Speech development	<p>The child’s vocabulary is being increased by up to 20-30 suggested plot themes.</p> <p>The child is able to combine similar objects into groups: furniture, dishes, clothes; is able to name one attribute of each object.</p> <p>The child is able to perceive images and retell what he sees.</p> <p>The child is able to name activities of people and animals.</p> <p>The child is able to hear and distinguish sounds, is able to reproduce them correctly, to hear and repeat words, short phrases, simple 3-5 words sentences, verses, songs.</p> <p>The child is able to find specific objects on the picture cards, is able to name them, to name colours, count to 10.</p> <p>The child is able to hear, understand and answer the teacher’s questions.</p> <p>The child knows his own name and last name, and is able to name his family members.</p> <p>The child is able to manage his voice and speak loudly or softly.</p>
Development of skills	<p>The child is able to work with the picture cards, finger toys, other demonstrative materials on specific topics. It knows the names of the objects drawn, is able to show, delineate and paint a picture or a drawing.</p> <p>The child recognizes and is able to draw geometric figures – a point, a line, a circle, a square, a triangle.</p> <p>The child is able to cut, glue, draw with markers, pencils, chinks, is able to sculpt, make an ornament.</p> <p>The child is easily drawn into a game and is able to play individually.</p>
Surrounding world	<p>The child knows and is able to distinguish animals, birds, flies. Knows the names of the main plants, trees, flowers, vegetables, fruits, berries, mushrooms.</p> <p>The child has an understanding of the materials the objects that surround it are made of.</p> <p>The child knows the time of the day – morning, day, evening, night.</p> <p>The child is able to name natural phenomena – rain, snow, wind.</p>

CHAPTER 2

Thematic Program on Speech Development for Intermediate Preschool-age Children «SKAZKA»

*Developed and in use by the
«Centre for Russian Language and Culture in Oslo»
Oslo, Norway*

Explanatory Note

The Thematic Program on Speech Development ‘Skazka’ was designed by, and is being successfully used at the Centre for Russian Language and Culture in Oslo. The main goal of the Centre is the work and interaction with preschool age children: multifaceted development of a bilingual child based upon national and universal values taking into account the level of preschool child development and the outside world realities. In accordance with the Charter of the Centre and work peculiarities (lessons are taking place once a week) the teaching methods are based upon the works of leading specialists in the field of bilingual education such as E.A. Khamrayeva, U.J Protasova and E. V. Kolesnikova.

The Program is calculated on the basis of 30 lessons in an academic year.

‘SKAZKA’ or ‘Fairy Tale’ is the core of this Schedule (technology of communicative learning of a fairy tale). It is via the specifics of a fairy tale that the tasks set (‘Communications’ and ‘Reading Literature’) are being achieved. The fairy tale approach helps to switch between the languages in a comfortable manner enhancing the mastering of the Russian language and culture. Other fields of study namely ‘Socialization’, ‘Work’, ‘Knowledge’, ‘Artistic Creativity’ and ‘Music’ are also based upon the fairy tale concept.

The technological method of the fairy tale communicative learning is built upon the guidelines of the technological method of the communicative learning of a foreign-languages based culture (author E. I. Passov, 2000).

1. The speech focus of a mutual activity with a grown-up foresees a gradual accumulation of lexical and grammatical units. Practically each language unit should be used in terms of live intercommunication.
2. The teaching of efficient communication should be based upon situational context – a role play organization of a teaching process. Only real life situations or ones modelled by a play induce a desire to speak for a child.
3. The frequent change of activity, venue, methods and forms in the working process of a single activity creates a novelty feeling and activates the child’s speech efficacy (not in terms of learning the language but learning the world through language).

4. All exercises have a speech induced mode under communicative learning method.
5. The necessity to thoroughly select the material for presenting the culture of the Russian people is vital.
6. Usage of special technological methods is a prerogative: 'the fairy tale characters' dialogue', 'a narrative of one character of the fairy tale about himself'.

The Thematic Program on Speech Development 'Skazka' has two educational domains:

Communication

1. Inoculation of audio speech culture (correct and clear pronunciation).
2. Formation and development of the speech culture of communication, inoculation of norms and standards of the literary pronunciation, speech etiquette norms. Formation of an understanding of polite and literary speech norms of the Russian language.
3. Development of expressive speech (pitch and timbre of the voice, tempo and rhythm of the speech, maintenance of logical pauses).
4. Expansion of the active and passive vocabulary.
5. Development of phrase speech by means of spreading the sentence and mastering the methods of expression of the dominant members of the sentence using diverse materials and methods among others those used with the Russian fairy tales and folklore. Development of the consequent narrative of the events that happened in the fairy tale. Narration is based upon visual support of one or many plot pictures.
6. Assistance in establishing and developing a subjective position of the child in his speech activity (usage of audio skills when solving problematic situations and conflicts during a play or interaction).

Reading literature

1. Developing interest in reading.
2. Formation of interest in active listening of literature.
3. Teaching methods to define the peculiarities of literary characters.
4. Teaching various methods of interpretation of literary works during reading (scene play, talk, drama play).
5. Developing interest in Russian literary creative works.

Study Guide to the Thematic Program

The goals set cannot be achieved without taking into account the psychological age of the children and the multicultural traditions of the families of our pupils. When planning a lesson the teacher should pay attention to the 4 y. o. children age peculiarities. This is an age when the preschool children have an acute need in active movement. When the activity is limited the children are promptly overexcited and become unmanageable and capricious.

The children express a need to actively interact with their age-mates. Their speech contacts become more effective and active.

The preschool children of 4-5 years old willingly cooperate with adults in practical matters expressing their interest to learn the surrounding world and interact on a higher intellectual

level. The age of 'whys' is greatly expressed in numerous questions to their teachers: 'Why?', 'For what purpose?'

The 4 year olds have an acute interest towards playing games. The game is getting more and more complex with regards to the contents, number of role actors and role dialogues. Fantasizing is a specific feature characterizing them as they often mix reality and fiction.

The vocabulary is increasing up to 2000 words and more. The child starts using complex sentences and phrases when talking.

Guidelines for bilingual education

1. Each child should be treated as an individual.
2. Individual approach is essential as the volumes of first and second language knowledge might be different and speech skills asymmetric.
3. The children need to have an opportunity to interact with other children that master the language better.
4. The teaching process is based upon teaching fields integration.
5. Partner relationship needs to be formed between a child and a grown-up.
6. It is important to develop an aspiration trait in children to look for information themselves.
7. It is vital to accept and develop the existing tradition of a multicultural society and enhance the interaction between various cultures.
8. Children having difficulties to learn new words and grammar structures need to be given more attention to.
9. A mistake needs to be corrected only when the meaning is distorted.

The teacher should create proper conditions so that each child can achieve results during the teaching process.

Guidelines for development teaching

1. Psychological comfort during the lessons.
2. Activity. The new topic is introduced not as a ready piece of information but through a method of own discovery.
3. 'Minimax'. Each child moves at own tempo.
4. Integration. When introducing new piece of knowledge it is needed to present it in coherence with subjects and phenomena of the outside world.
5. Variation. Own choice possibility is provided.
6. Creativity. The teaching and learning process focuses on children's own experience of creative activity acquirement.
7. Consistency. Consistency is vital when passing from preschool to school education.

The main challenge and goal of the teacher is to organize a communicative-active approach in teaching to preschool children.

“Communicative approach means to provide teaching with audio- and verbal directionality, stimulate verbal-mental activities, individual learning, audio functionality, create situation-teaching, maintain novelty principle and non-standard teaching process organization.”

(G. V. Rogova).

A fairy tale helps the preschool pupils’ teacher.

Fairy Tale Teaching Milestones

➤ **Goal-oriented observation**

- Directing the attention of children towards those artistic means with the help of which nature sketches are being done, the fairy tale characters’ actions, humoristic moments.
- Motivating children to make drawings that express words.
- Drawing pictures to illustrate texts read, implementation of creative artwork.
- Listening to the suitable for the fairy tale music.

➤ **Comparison**

- Audio games
- Comparison of various painters’ illustrations made for the same fairy tale.
- Comparison of what has been heard to enhance reading experience.

➤ **Analysis**

- Conduct a discussion with some basic analysis on topic read.
- Comparison of the fairy tale with a similar and known in a different language tale.
- Comparison of the action location in the tales.

Planned Results of the Program

Reading Literature	<p>The child expresses interest to listen to fairy tales, to get acquainted with other literary genres (poems, puzzles, nursery rhymes).</p> <p>The child gives an emotional response to the plot of the tale, has a happy feeling in anticipation to meet a fairy tale character.</p> <p>The child starts to take part in a discussion on the read fairy tale.</p> <p>The child stays silent during the tales’ hearing process, thus acquiring a skill for listening in concentration.</p> <p>The child manifests a need to listen to tales in an active way.</p> <p>The child is able to establish and ground the cause-and-effect links in the plot.</p> <p>The child is able to differentiate between literary genres: a tale, a fairy tale, poems, nursery rhymes, puzzles.</p>
Communication	<p>The child willingly reads poems, nursery rhymes, counting rhymes.</p> <p>The child is able to transmit the emotions of the tale character when retelling an episode from a tale.</p> <p>The child is able to adequately use verbal- and non-verbal means of communication, is mastering a dialogue.</p>

	<p>The child clearly pronounces vowels and consonants (with the exception of hushing sounds and sonorants).</p> <p>The child willingly replicates sound effects and words with a given sound base.</p> <p>The child is able to align words of different parts of speech in gender, number and case.</p> <p>The child is able to understand when is being addressed to, is able to express his own thoughts and feelings when interacting.</p> <p>The child knows and uses polite forms of speech.</p> <p>The child begins to observe the rules of conducting a dialogue.</p> <p>The child expresses a desire for an independent entry into a dialogue with further upkeep and development.</p> <p>The child is able to use generalizing words in his speech.</p> <p>The child is able to make new words, new forms of words by using suffixes and prefixes when having an example – an adult’s model of speech - is also able to think and express creatively.</p> <p>The child is able to compose a descriptive tale (together with a grown-up).</p> <p>The child is able to establish simple cause-and-effect links between objects and phenomena.</p> <p>The child is able to concentrate on listening while implementing audio and domestic tasks.</p> <p>The child is able to perform exercises on articulation and speech breathing.</p> <p>The child is able to name the qualities of subjects (colour, form, size, material).</p> <p>The child is able to answer simple questions on subject and plot lines on pictures.</p> <p>The child is able to explain the meaning of generalizing words.</p> <p>The child knows that words are comprised of sounds and is able to define the first sound in a word.</p>
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CHAPTER 3

Thematic Program for Speech Development of Advanced Preschool-age Children

*Developed and used by
the Centre for Russian Language and Culture 'Sun',
Barcelona, Spain*

Explanatory note

The thematic Program has been made on the basis of the curriculum for progress of speech which 'Sun' created at the school for additional linguistic formation at the A.S. Pushkin College for Russian Language in Barcelona. The curriculum is developed for children of 5-6 years old who receive extracurricular education at a European School for Extracurricular Language Teaching (Euro SELT). The program aims at language teaching of bilingual children and is based on the main principles of working with bilingual children in their native language within a non-native language environment.

The prime objective of the Program is the child's personal and all-round development - a bilingual development on the basis of national and general human values, the progress of the preschool child and of the reality surrounding it.

The work of leading experts in the bilingualism field is taken as a basis: E. Protasova, E. Hamrayeva, N. Rodina, O. Chubarova.

Considering the specific character of the schools for extracurricular teaching (most of them are operational only one day per week, on Saturdays or on Sundays), the curriculum is calculated on 30 education days thus comprising one educational year.

Goals of the program

The study of any language positively influences the general mental and emotional progress of the child, its speech capacities, and it expands its general outlook. The five/six-years age is unique for mastering the second language thanks to such mental features of the child as fast storing of language information, capacity to analyze and systematize speech streams in multiple languages, not mixing these languages and their means of expression, plasticity of the natural mechanism of mastering speech, intensive formation of cognitive processes, a special capacity to imitate, absence of fear of making mistakes. Language training at an early age contributes to practical and educational goals for raising the child. The practical aspect consists of orally teaching speech to children, as they are not able to read and write yet.

Features of language teaching to bilingual children

The teaching process should be directed to the actual language level and the person of the child. Therefore, while working with five and six year olds it is necessary to follow some specific rules. For children of preschool age it is important that the acquisition of language comes naturally by itself. Therefore, substantial aspects of the teaching (about what to speak, what to listen to, what to do) prevail over the technical aspects of the language, thus the content of the teaching program should touch on the actual interests of the child and meet its demands for dialogue and knowledge. While considering individual and age features of five and six year old children, various games are indispensable as important methodical means for language reception. Situations in which the children just sit and 'keep silent' should be impossible. It is necessary to use not only role-playing games, but also mobile, dynamic games, as well as desktop and printing games (type of a lotto, a domino, guidebooks), various emotional-mimic games, and finger-type, magnetic games.

Contents of the teaching program

The contents of the second-language teaching program for five and six year old children include the following:

- Language materials: phonetic, lexical and grammatical which are presented in the program in speech structures and examples.
- Communicative skills describing a level of mastery of a language.
- Imitations of actual situations and areas of dialogue, verses, songs, games, fairy tales, short funny histories and stories.
- Art-graphic means for realizing the most frequent communicative intentions in daily dialogue situations.
- Information on some national-cultural features of the country of the language (a proverb and a saying, a riddle, holidays, national signs, songs, etc.).
- Studying letters of the alphabet «a dot method».

Methodical recommendations for implementing the Program

The successful achievement of the tasks set cannot occur without taking into account the psychological age of the children and the multicultural traditions of their families.

In planning a lesson, the teacher should consider the specific characteristics of five and six year old children.

At this age, preschool children feel a sharp need for movement. In case of restriction of vigorous motive activity they quickly are overexcited, become disobedient, whimsical.

Their aspiration to communicate with their peers is actively shown. Their speech contacts become more productive and effective.

Five and six year old preschool children willingly cooperate with adults in practical affairs, but more and more actively aspire to cognitive, intellectual dialogue as well. The age of 'Why'-asking is shown in numerous questions to their teacher: « Why so? », « What for? ».

Children at the age of five and six show a bright interest in games. Games become more complicated as to their content, the quantity of roles involved and the role dialogues.

A remarkable feature of children is imagination, quite often they confuse fantasy and reality.

The dictionary of children increases to 2,500 words and more. In conversation the child starts to use complex phrases.

It is important not to forget the following principles of the bilingual development of a child:

- Each child must be considered as a person.
- Individual approach. The volume of knowledge of the first and second language may be different for different children, and their speech skills asymmetrical.
- Children should have a possibility, during activity, to communicate with other children using the language that they know the best.
- The educational process is based on integration of educational areas.
- Between the adult and the child partner attitudes are to be established.
- It is necessary to develop in the child an aspiration to independent information search.
- It is necessary to accept and develop already existing traditions of a multicultural society, to emphasize interoperability of cultures.
- Pay a great deal of attention to children having difficulties with mastering lexicon or grammatical designs.
- Correction of the child is necessary only in case of communicatively meaningful mistakes.

During educational activity the teacher creates conditions so that each child reaches the planned results.

For this purpose the following teaching principles are being used:

- Principle of psychological comfort during the lessons.
- Principle of activity. A new element of knowledge should not be presented as fixed, but should be acquired by the child through active self-discovery.
- Principle of 'minimax'. Every child progresses in its own pace.
- Principle of integration. At the introduction of new knowledge its interrelation with the subject as a whole and with the phenomena in the outside world are to be revealed.
- Principle of variability. It enables own choice.
- Principle of work. The process is focused on learning by the children by means of their own experience and creative activity.
- Principle of continuity between preschool and school education.

The most important goal of the teacher is to organize his lessons communicatively and to attain an active approach in teaching preschool children at all times.

To the teacher who works with preschool children, using *games* is very helpful.

Considering that playing games is one of the most important activities of children, the development of speech skills is central during the organization of game-playing educational situations and other educational methods such as performance of varied exercises, story-performances with new and acquired language materials, learning of verses, songs and riddles. The subjects of colloquial exercises have to be connected with topics from the child's environment (subject matters of a life, a toy, fruit, plants, etc.) with the life of the child in his family, during the year, along with various holidays. Role games, performances, learning of poems, counting games, songs, guessing of riddles, execution of the teacher's instructions and making comments on actions, the description of pictures, work with slideshows – all these help to increase the children's interests in studying language and accumulation of its stock of elementary words and expressions, to master oral speech, and to create a practice of dialogue in that language.

Planned results of the Program

Auditive	<p>Skill to distinguish the sounding of foreign speech from native.</p> <p>Understanding of emotional colouring of the phrase, distinctions in intonational remarks.</p> <p>Skill to distinguish sounds and sound combinations and to properly reproduce them.</p> <p>Selection of different meanings of phonemes of the second language and their proper reproduction.</p> <p>Skill to memorize speech chains of different length (from words on the certain subject matter up to verses, texts, songs).</p> <p>Understanding of short counting rhymes, verses, songs, stories, fairy tales appropriate to the level of development of the child, representing the specific interest for them.</p> <p>Understanding of commands, instructions, settings during the lessons and game activity.</p>
Speaking	<p>Skill to contact the partner in dialogue: to welcome the partner and to answer its greeting; to ask to give something; to thank, induce to action or game; it is polite to refuse something; to be presented something or to present someone; to congratulate someone to have a good holiday; to express agreement / disagreement; to express desire / unwillingness.</p> <p>Skill to state elementary information on members of the family, a favourite animal, a friend, etc.</p> <p>Skill to specify and answer questions as to: name, age, hobby, residence,</p>

	<p>favourite sites in city; fruit, toys; qualities of subject matters (name, colour, size, a site); questions about animals (referring to big, small, kind, malicious, where they live, etc.).</p> <p>Skill to reproduce familiar rhymes, short counting rhymes, songs, verses and so forth.</p> <p>Skill to make a descriptive story (together with the adult).</p> <p>Skill to establish simple causality – investigative communications about objects or phenomena.</p> <p>Knowledge and skill to use speech forms of polite dialogue.</p>
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CHAPTER 4

Thematic Program for basic school children «Country Studies for children»

*Developed and in use by
the «Solnyshko» Russian School for Extracurricular Language Education
Russian Alliance Association
Nice, France*

Explanatory Note

The thematic Program ‘Country Studies for Children’ is developed on the basis of the study Program ‘Country Studies for Children’ of the ‘Solnyshko’ Russian School for Extracurricular Language Education of the ‘Russian Alliance’ Association. The study Program was designed by the School’s authors for 6-8 years old children, taking classes at Euro SELTs, with the aim to make the pupils get acquainted with the geographic position and the historic and cultural milestones of the country in study. The Program is directed at bilingual children and is based upon the main working methods with bilingual children in their native language outside of the language environment.

The Euro SELTs for bilingual children set an objective not only to directly study the second native language but also to expose the pupils to the culture and history of the country in question. The main challenge at the initial stages of education consists of the fact that many pupils have never been to their second native country and do not have an extensive knowledge about their historic motherland. It is almost impossible to start studying the culture of a country and its history without a certain basic country background. The new subject ‘Country Studies for Children’ serves this purpose.

The curriculum in the European countries includes country studies for secondary schools and universities. These Programs comprise geographic and geopolitical country studies, social and cultural and historic studies highlighting the major state and country developments. To illustrate, the Program ‘Russia Studies for Children’ is based upon a new subject ‘Russia Studies’ introduced in 1994 by Prof. V.F Shapovalov, Moscow State University, Faculty of Philosophy, for the senior course students of the Russian Humanities Institutes and Universities.

A fair amount of comprehensible information about the country-in-study- will make the Program successful for the bilingual children. In particular the lessons include information on the geographic positioning of the country, basics about history and culture, country and state, main historical names thus preparing the foundation for a further more detailed study of the country. As such the Program “Country Studies for Children” is comprised of basic knowledge of the following three main subjects: geography, history and culture.

The primary educational focus of the ‘Country Studies for Children’ Program is to establish basic knowledge of geography, history and the role of the country-in-study in the world arts and culture.

The Main Tasks of the Program

- To illustrate the role of country studies within the learning process of the entire world as a whole and the country in question in particular;
- To create images of the country in general, its geographic, territorial and ethnographic peculiarities, historical and cultural traditions;
- To establish the basis for the pupils’ cartographic literacy by working with the maps of different contents and scales (geographic maps of the continents or separate countries, historical maps, maps-charts of the military actions etc.), learning methods of depicting geographic/historical objects, events and phenomena;
- To develop practical geographic, historical and cultural skills i.e. the skills to obtain information from various sources.
- To encourage forming of both active and passive vocabulary of the language-in-study by means of information search about the country-in-study;
- To facilitate the process of bringing up children in the spirit of respectful attitude towards other peoples to enable them for a peaceful co-existence by developing their knowledge base with regards both to the country-in-study history, culture, traditions and mentality and that of the permanent residence by fostering multiculturalism and preserving own identity.

Study Guide to the Thematic Program

‘Country Studies for Children’ is a logical continuation of the ‘Outside World’ study subject for the pre-school children and an introductory course to prepare the pupils for a more thorough study of the history of the country in question (at Russian School ‘Solnyshko’ it is the course ‘History of Russia’). The study course is designed for 30 learning hours.

It is necessary to take into account the value-meaning, emotional-sensuous, cognitive, rational-logical, operational and personal aspects of the primary geographic, historical and cultural education when planning the Thematic Program.

1. Realization of the importance of the country studies while learning the outside world and its sustainable development.

The value-based indicators, dominant perceptions and meanings for the whole study process are being provided. To create and sustain a positive attitude of the pupils’ motivation, actualization of the available subjective experience, communication and reflection are being used.

2. Mastering a system of geographic knowledge on nature, population, geopolitical situation to help pupils develop geographic thinking.

A gradual introduction into history, exposure to the ethical, cultural and historically set peculiarities of peoples’ lives will help pupils understand the country in question and her people and elaborate their own attitude towards it.

3. Mastering of geographic and historical skills will facilitate the development of analytical thinking.

Systematic work during the lesson in a ‘teacher-pupil’, ‘teacher-pupils’ or ‘pupil-pupil’, ‘pupil-group of pupils’ mode will sharpen the systemic analysis skills as well as the development of an explanatory-analytical, valuating, communicative character of the pupils.

4. Usage of maps (geographic and historical) as a basis for informative image-bearing models of reality.

Cartographic method provides observability, visualization possibility of the geographic and historical-cultural information of the maps and atlases. This method facilitates acquirement of componential and complex descriptions’ functions as well as helps pupils develop calculating-analytical planning skills.

5. Understanding the underlying essence of personal activity and an ability to assess an activity of another person (a classmate, historical character) contributes to the formation of pupil’s personal character features.

When planning for the lesson we advise the teacher to take into account certain peculiarities that are age-and psychological-related. The learning activity becomes a leading one at the primary school age. It is precisely this learning activity that defines the most important changes that take place in the mental and psychic development of the children, facilitates emotional evolution and helps direct and transform cognitive interest into concrete learning targets. Along with learning skills one acquires the basics for communicative and behavioural aptitude. Provided that children of the given age (6-8 y. o.) are generally very active and try to be such also during lessons we advise to conduct mixed-type lessons while constantly switching pupils’ attention, arrange competitions, creative and research laboratories, make ‘virtual excursions’ etc.

Didactic recommendations to teachers and parents

- **VISUAL EXPRESSION.** Didactic materials (video- and audio materials that add to the teacher’s narrative, geographic, historical and line maps, handout materials such as additional texts on lesson’s topic, handout cards with images of historical places, geographic data etc.) are handed out at each lesson. This mode of learning allows for a ‘live’ experience of the subject on study, it triggers and develops pupils’ imaging capacities as well as a creative subject perception;
- **CONSCIOUSNESS AND PROACTIVENESS.** The pupils should at all times be aware of the meaning and purpose of given study tasks. It is vital to trigger interest not only towards the contents of the subject on study but to the whole studying process itself. An active involvement of the pupils during the lesson – is a key factor of success. The pupils are being involved into the studying process, they answer the questions, make conclusions, express their opinion. The teacher should constantly watch the pupils’ activities and facilitate it by changing the tasks, voice intonation, frequent addressing;

- **ACCESSIBILITY.** Presentation of learning material should be conducted in the mode accessible for the pupils. New words and terminology should be properly explained and repeated. It is important not to make an own opinion final when characterizing a socio-historical process but create a possibility for the pupil to define his own point of view, to teach him to validate it and support it with a further reasoning;
- **CONTINUITY AND FOLLOW-UP.** The course ‘Country Studies’ is set up in accordance with a logical composition of learning material studies. Historical facts, geographic peculiarities and cultural-historical events need to be taken up gradually. The most important notions and terms (country, state, cartography, archaeology etc.) need to be repeated and mentioned at each lesson.

Planned results of the Program

Geography	The pupils should know the main geographic characteristics of the country under study (positioning on the continent, neighbouring countries, climate peculiarities etc.); they should be able to provide a complete answer to a question about their country based upon the learned knowledge.
History	<p>The pupils should master the main terms and notions (era, epoch, genealogical tree etc.), they should be able to make proper use of them in their oral and written speech.</p> <p>They should have an idea about the main events and historical periods of the country on study (names and locations of the first settlements, important historical dates, names of the most famous historical public figures; they should be able to express their own opinions on the given historic matter or event).</p> <p>They should be able to know and recognize the state symbols.</p>
Culture	<p>The pupils should know the main features specifying the culture and traditions of the people/peoples that populated the country on study during the historical periods; they should be able to provide an extensive answer on this topic within the learning material framework.</p> <p>They should know the names of artists and other public figures that have made a significant contribution into the development of the country.</p> <p>They should also be able to find and select information on subjects of interest as well as answer questions on the materials learned and provide own opinion when requested.</p>

CHAPTER 5

Thematic Program for Primary School-age Children «The World Around Us»

*Developed and in use by
the Russian School for Extracurricular Linguistic Education «Alye Parussa»
of the Association «Centre for bilingual development LOGOS»
Paris, France*

Explanatory Note

The thematic Program ‘The World Around Us’ is developed and in use by ‘Alye Parussa’ school for extracurricular linguistic education of the Association ‘Centre for bilingual development LOGOS’. The Program is designed for children of 8-9 years old and is compiled on the basis of A. A. Pleshakov’s ‘The World Around Us’ course, which is used for teaching at the second class of the secondary schools in the Russian Federation.

When adapting this course for bilingual children the main task set is to provide the children with an additional opportunity to develop oral speech and to enrich their vocabulary. The narration regarding the themes of establishment and regularities of the surrounding world allows for an input of new words and terminology into their speech, and of new notions seldomly used in the daily life in the non-native language environment.

The main educational task of the teaching Program ‘The World Around Us’ is to deepen the knowledge with regard to the diversity of the flora and fauna on earth, to receive information about our planet, to realize the significance of the sun as a source of warmth and light for the life on earth, to study nature’s phenomena, weather and seasonal changes as well as an acquisition of the fundamental ideas and knowledge on the economic and social structure of the society. The Program includes the basics of country studies – cognitive awareness and perception of geography, history and symbolism of the native country and the country of residence.

The main tasks of the course are the following:

- To prepare the pupils for perception and understanding of the diversity of natural phenomena in multifaceted and complex ecological systems: nature and the position of mankind;
- To form an active as well as passive vocabulary of the language, taught by means of exploration and studying of the given subject;
- To provide possibilities for discussion, narration and opinion exchange.
- To develop logical thinking, analytical and comparative skills.

Didactical recommendations on the implementation of the thematic Program

The Program ‘The World Around Us’ for children of 8-9 years old is a logical continuation of the course ‘The World Around Us’ for the first class pupils (6-7 years old). While the program for the earlier age group is characterized by a personal perception of the teaching material focused on the subjects and phenomena of the surrounding world by each child (‘My home’, ‘My street’, ‘How the water came into the house’, ‘The shops at our street’ etc.), the program for the next age group of 8-9 years old children comprises of systemic understanding of notions and ideas. The second class of ‘The World around Us’ Program contains learning the natural and social environment of the pupils. The education is directed at an integration of natural and societal sciences’ knowledge in a given educational area. The mastery of the knowledge on nature is connected with an enrichment of the socio-moral experience of the junior pupils.

The study course is designed for 30 teaching lessons per year.

Didactical principles and methods of working with pupils

1. Self-sufficient work

The Program is designed for pupils’ self-sufficient work to acquire the contents, perception, the ability to formulate conclusions and generalizations, the ability to express a valuating position towards the facts and phenomena studied. Tasks for observation, comparison, modelling of connections between natural objects, grouping, systematization, estimation, creative works, solutions to problematic issues have been developed for the pupils.

2. Use of highly sophisticated, artful works

The Program uses highly sophisticated, artful works to provide a deep and emotionally colored attitude to pupils. A discussion on the topics of study increases the part of the pupils’ self-sufficient work during the process of studying the theme, it triggers the pupils towards a dialogue: a pupil and a pupil; a pupil and the teacher.

3. Direct observation of the pupils

Much attention is being paid to the direct observation by the pupils of the natural objects and phenomena, of the lives of surrounding people, of practical tasks, the organization of communicative interaction of the children with the surrounding world.

4. Pupil oriented teaching

The tasks system puts the pupils into a situation whereby they need to think, contemplate, search, discover and solve problematic issues, an evaluate their experience in the light of newly acquired notions and knowledge. The tasks indirectly facilitate the development of speech culture. The children learn to express their moods, thoughts and feelings verbally

and thus enrich their learning process. The moral values of a pupil are being set and enriched. The children are being offered to express their viewpoints, to tell about their observations and their impressions on interaction with the surrounding world.

5. Illustrations and other similar handbooks

An important dimension is being attributed to illustrations and other similar handbooks that enrich the imaginations and perceptions of junior schoolchildren. These are the images of objects and phenomena of the surrounding world, such as slides, pictures with a problematic issue, schemes, models that abstract the existential features of the objects and the interconnection between natural phenomena. Electronic devices that go with Pleshakov's 'The World Around Us' textbook and other audio- and video materials are widely used. This allows for imagination development, thinking and creative perception.

Planned results of the Program

Nature and the world	<p>To know the main features and differences between nature and the handmade world; to distinguish the animated and non-animated nature; to define the main types of plants and their structure, types of animals and their main characteristics.</p> <p>To be able to describe and characterize the main natural phenomena and their seasonal changes, to give a detailed story on weather (today, at a certain period, time of the year etc.).</p> <p>To learn the main notions about the cosmic structure of the universe (the planet system, the sun's significance, the sky and the stars, zodiac signs).</p> <p>To know the main features of natural resources (earth, ground, natural resources), to learn about the air, water and its conditions (snow, ice) and the necessity to protect the environment.</p>
Economy	<p>To know the main aspects of economic spheres (trade, industry, agriculture, transport, construction). To distinguish types of transport (personal – public, type of movement, special transport).</p> <p>To be able to tell what is made of what.</p>
Social life	<p>To know the main traffic rules, the rules of etiquette and social interaction. To know the main dangers – at home, on the street, at a public place.</p>
Basics of geography and country study	<p>To be able to orientate at a place (plan, map, parts of the world, horizon line etc.). To know the form of the earth surface. To describe the main features of the native country (place on the map, symbols etc.) and the country of residence.</p>

ANNEX

Building a Euro SELT – a development path

Written by

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Euro SELT are everywhere! They are a striking example of what Germans call ‘Bürgerinitiative’: citizens’ initiatives. When people move to another country with the intention (and possibility) to stay there for a long enough time, after a while they feel a need to uphold their native language and culture and teach their children about it. They feel that in the new country their own language and culture gets under pressure and threatens to slowly wither away. Especially their children run the risk of adopting the new language and culture of the country of residence very quickly and lose touch with their native tongue. Parents experience this as a loss. They like to live in the new country, learn the new language and the new habits, but they do not want to lose touch with their native country, language and traditions. This is what makes their children differ from their peers in the country of residency which do not have this ‘double’ experience of a native background while living in a new environment. They are drawn to both sides at the same time, and they cannot afford to lose touch and commitment to either side. So it is an existential necessity for them to be bilingual and bicultural. So it is not a matter of ‘dwelling in their own culture’, when immigrant parents want to transfer their native language, traditions and culture to their children. Apart from the fact that this is quite a common human desire, they know that their child will need a close contact with both languages and cultures in order not to fall ‘in-between’. And they know, too, that additional knowledge of another language will be of advantage later on, when the child will enter the labour market. To put it another way, these parents know that bilingualism helps their child to function in their new, multicultural environment.

Because the educational system of the country of residence usually does not offer the possibilities for education of - and in - their language, there is only one solution left: start their own schools. They join forces with fellow countrymen, find a place to meet, call their children together and start teaching them themselves or have them taught by someone they trust. This is the first stage of a Euro SELT: a school for extracurricular teaching. More often than not, the parents are teachers themselves, and they do not want to lose their professional skills when they do not have an educational job in the new country. Because their children are already attending regular schools, or because these parents have regular jobs during the week, these small Euro SELTs only meet in the week-ends, usually on one day, either Saturdays or Sundays. And most often, it is the mothers who take the initiative. That should not astound us, because – at least in the Russian-speaking world and Central Europe, but to a lesser extent also in Western Europe – education is primarily a women’s business.

When immigrant communities grow larger and such a Euro SELT proves to be successful, the Euro SELT itself will grow as well. More children are enlisted, more parents commit themselves to become a teacher or a volunteer, and the areas of the teaching program grow. The Euro SELT needs some organization, some basic administration, and a number of committed people who feel responsible for running the Euro SELT. The Euro SELT gets rooted in the community and often starts to serve as a meeting centre for all kinds of other cultural activities and celebrations. In this second stage, the Euro SELT becomes a semi-professional organization. The need for a legal and fiscal arrangement will become stronger. The board of the Euro SELT will have to think about its status as either an Association, a Foundation, a Co-operation, or even a commercial form. Volunteers get paid, and this makes it necessary to arrange contracts with them, to find out about specific fiscal arrangements and facilities, to arrange for different kinds of insurances, and to establish clearly the responsibilities of the members of the board or leadership. Teachers will put their experience at the Euro SELT on their CV because it is likely to help them trying to find a regular job at a regular school, at a regular salary, or at an international company which needs employees with this specific background and experience.

Another aspect of this second stage of the Euro SELT is the fact, that not only language lessons are offered, but also lessons in areas such as culture studies, art, history, geography, theatre and dance, arithmetic and the like. For all these areas, teachers have to be found, as well as financial means to keep the Euro SELT going. With all these different activities in the program, some central to the Euro SELT, others as fringe activities, such a Euro SELT starts to function as a 'cultural center' and often calls itself that way. Some of the schools who wrote this GUIDE call themselves Center. It starts to build and maintain relations with the local municipalities, local newspapers or radio stations, and all kinds of other organizations, for example companies that operate in the native country as well. It will go looking for sponsors in order to find structural financial coverage of, especially, the monthly rent of the Center's premises. When such a structural financial basis can be found, it will become possible to rent premises every day of the week, often at strongly reduced rates. In most European countries, however, it is not possible to receive government funding as long as the Euro SELT does not have official education licenses as a regular school. But becoming a regular school is not what most extracurricular SELTs have in mind, because then they have to comply to all sorts of regulations by the national Ministry of Education, including the obligation to offer a complete educational program in the nation's language. Euro SELTs, on the other hand, are not set up for this purpose and lack the means to organize it.

In the third stage of growth, the Euro SELT extends its professionalization of work processes, of its administration, its board members and of its teachers. It offers training courses to teachers and staff, and sometimes is able to employ them on a more regular and legally sound basis. The network structure of the Euro SELT becomes more complex, even international, and it starts to maintain working relations with universities or other scientific institutions in the fields of education and bilingualism. These networks often depend on one or two leading board or administrative staff members and are not structurally embedded in the whole of the teaching staff. European cooperation projects sometimes offer the financial means to let the

teaching staff participate in the networks as well, thus enlarging their professional skills considerably. Mostly, the teachers are still from the immigrant community, whereas the board and staff increasingly include autochthonous people, if only because they possess the professional skills and knowledge that are needed to cope with national legal and fiscal peculiarities. In this stage, more often than not pupils are still not separated along age lines, but along the lines of their expediency in the native language. The focus of education is still the language as such, with other areas on the side.

In the fourth stage, pupils are being allocated to separate age groups, and their teachers focus on specific educational contents, methods and materials for 'their' age group. Often, these methods are not clearly defined nor based upon some scientific principle or theory, although there will be an increasing consciousness that methods should be more professionalized and standardized. Together with this methodical standardization per age group, there is strong surge for a vertical integration of teaching methods. The Euro SELT is now a professional school, offering more languages than the original one, a with a considerable range of other areas on the side, which sometimes are part of the program, at other times facultative, depending on what parents prefer for their children. The financial contribution that parents pay can vary with either of these situations, sometimes causing the division between the two, at other times being a consequence of it.

In the fifth stage, the trend towards a vertical methodological integration comes to its end. Every age group works along the same methodological lines, and the contents of the consecutive age group programs are a logical continuation and extension of the previous ones. This is the highest stage of professionalization of a Euro SELT. The Euro SELT becomes increasingly interesting for other people who want their children to study an additional language at the Euro SELT, so the Euro SELT will try to market its expertise to a wider public.

In the sixth and final stage of the development of a Euro SELT, it extends its teaching programs to include adults as well, thereby becoming a real language Institute that, apart from its programs for preschool-age and primary school-age children, offers vocational language training, be it at the Euro SELT, or private or in-company lessons. These vocational programs for adults are mostly only focusing on the language itself, with just enough cultural elements so as not to let the language learned hang in the 'void'. To make these language lessons more interesting for adults – this applies specifically for in-company lessons – the contents of them may contain specific 'jargon' that is related to the company's field of operations. In-company language courses may offer the Euro SELT a sound flow of income that may finance its other activities and programs. It may be helpful, for tax reasons among other things, to separate activities for adults from those for children by means of two separate organizations. Activities for adults will most often be of a commercial nature, while those for children are of a school nature, and in most countries, this different character between the two is the reason for their different status under tax legislation. Anyway, marketing will become more and more important to the Euro SELT, and it may wish to integrate highly advanced educational technologies into its programs (internet programs, electronic teaching technology etc.) in order to be able to compete with other professional language institutes.

The Euro SELT is licensed to develop its own tests and exams and complies with national and/or international examination standards that allow it to prepare its pupils for studies on a university level. The Euro SELT becomes demand-driven and will, apart from its professional organization, develop methods for accurate capacity planning, with a highly variable component depending on the kind of demand on the 'market'. For this reason, it will maintain wide networks of highly trained, specialized teachers of which a nucleus have regular contracts and salaries, as well as motivated volunteers (which, by the way, are still mostly parents of the children at the Euro SELT).

Thus far, most Euro SELTs that we know of are mainly in their first, second and sometimes third stages. That does not prohibit them to sometimes include elements and aspects of later stages. The presented model here is of an ideal nature, but much local variety is possible and actually exists. That leads to the very interesting conclusion, that for most of the Euro SELTs, there is still a long way to go, a wide future of exciting development lies ahead of them. Not only does it mean a continuous integration of Euro SELTs into the educational system of the countries in which they work, but also a strong impulse for integration of their teachers and pupils into the languages and cultures of these countries, while at the same time offering all the benefits and advantages to their pupils and students of being bilingual. In a multicultural environment, which sometimes is not that multicultural as we would like it to be, this is a strong asset for Euro SELTs and the people who study or work there.