THE FRUIT OF COOPERATION: ABOUT THE U.S. SUPPORT IN THE LAUNCH OF THE TWO-WAY LANGUAGE IMMERSION MODEL IN ESTONIA

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CURRENT STATE OF IMMERSION IN ESTONIA

1. NATIONAL PROGRAM
2. PART OF NATIONAL CURRICULUM
3. VARIETY OF MODELS:
   • Total early immersion in schools since 1998, first forms opened 2000)
   • Total early immersion in kindergartens since 2002 (+partial 2008)
   • Late immersion in schools since 2007
   • Two-way immersion in kindergartens since 2013 (groups opened in 2015)
IMMERSION IN NUMBERS

Laste hulk keelekümblusprogrammis

Year: 2000 - 2015

- Koolid
- Lasteaiad
Vision 2020+

With the implementation of content and language integrated learning in the Estonian education system, language immersion has fostered that on finishing basic school, pupils, being multilingual independent learners, have wide possibilities for further studies and at the labour market as well as they value their ethnic identity and mother tongue.
Mission
We create conditions for high-quality multilingual learning which considers best pedagogical practices, different cultural background of programme members, and international experience.

**Principles:** sustainability; involvement and teamwork; equal possibilities; quality; multiculturalism
WHY GO BEYOND THE ONE-WAY IMMERSION? (1)

• Recognition of the growing need for possibilities for early bi/multilingualism (European Commission)

“Bringing very young children into contact with foreign languages may result in faster language learning, improved mother tongue skills and better performance in other areas. That is why EU education ministers support the teaching of at least two foreign languages from a very early age”.

WHY GO BEYOND THE ONE-WAY IMMERSION? (2)

- Aim at the “all inclusive” program status in Estonia
- Growing interest of Estonian-speaking families
- Research findings
WHAT IS TWO WAY IMMERSION?

• 50/50 in the linguistic composition of the kindergarten group
• 50/50 of time spent in the languages of instruction
• Two teachers and one teacher assistant
• No translation
• Lots of visuals
• Free choice of language during playtime
PREPARATORY PERIOD: 2013-2015

STAGES IN PREPARATION:

• AWARENESS
• RECOGNITION
• REALIZATION
PREPARATORY PERIOD: 2013-2015
AWARENESS

• Choice of future two-way immersion kindergartens (and schools)
• Research in the two-way immersion experience in Europe and the USA
• Finding our mentors (Prof. Diane Tedick and Prof. Tara Fortune) and receiving support from the U.S. Embassy in Tallinn
MAIN TOPICS OF THE TRAINING IN 2014

The 4-day training focused on the following topics:

• differentiation of language teaching
• peculiarities of teaching the language to its native and non-native speakers at the same time
• importance of setting different language goals for the same set of vocabulary
• the role of BICS and CALP in the two-way immersion context (e.g. “egg” as BICS – something you can have for breakfast, “egg” in CALP – the initial stage in the cycle of life)
PREPARATORY PERIOD: 2013-2015 RECOGNITION

The central event of the stage was the study trip to Minneapolis in February 2015. We visited three educational institutions and made an educational film about our trip.
Preparatory Period: 2013-2015
Realization

• May 2015: Training with Professors Tedick and Fortune
• Groups preparation
• Launch of the program in Tartu and Pärnu in September 2015 and Tapa and Tallinn in September 2016
TWO-WAY IMMERSION TODAY

- Well-functioning program
- Recognition of the teachers
- Growing interest towards the two-way immersion:
  - New kindergartens to join the program
  - Research interest (Kara D. Brown, Natalja Gusjuk)
THE FRUIT OF COOPERATION

The Foundation Innove and the two-way immersion kindergartens are very grateful to the U.S. Embassy in Tallinn for belief in the new model, for inspiration, and for the continuing support to the two-way immersion model and the language immersion program on the whole.
THANK YOU!

FOUNDATION INNOVE www.innove.ee