

Activity plan for Pilot project on  
multilingual education development in Ukrainian schools  
**"Plurilingualism of preschool- and schoolchildren forming: Progressive  
ideas from European experience in Ukrainian context"**  
on the basis of preschool establishments and secondary schools of  
Zakarpattia, Odessa and Chernivtsi regions

**Abstract.** This paper summarizes the experience of the Ministry of Education and Science of Ukraine and its partners (guidance by PATRIR — Peace Action Training and Research Institute of Romania and the financial support of the Ministry for Foreign Affairs of Finland) had with initiating the National Pilot Project on Multilingual Education (MLE), taking place 2016-2021. It includes specific recommendations as to what could be included in the 5 year strategic plan for the Pilot project.

## **I. BACKGROUND AND CONTEXTUALISATION OF MLE PROCESS IN UKRAINE**

Globalization and integration processes in Europe and worldwide actualized the problem of information exchange and mutual understanding between representatives of different peoples and cultures. At the same time they led to the need to protect linguistic and cultural heritage of different nations. These developments have introduced plurilingual communicative competence of pupils to the category of educational priorities in many world countries. Multilingual education as an educational sector that is actively developing is an effective tool to prepare the young generation for life in the new environment of international cooperation and collaboration.

The multilingualism preservation and development experience of school age children is one of the main peculiarities in many countries of the European Union. The reforms, that have taken place in the education of these countries in the second

half of the XX – at the beginning of XXI century, significantly diversified students' linguistic repertoire and positively influenced to their intercultural competence level. Belonging Ukraine to Europe, focus on European integration necessitates formation of young Ukrainian' capacity to multilingual communication with the people of other countries. Among the main demands are: the ability to use effectively several languages, including their mother tongue, willingness to share new knowledge in the further education process and readiness to live in a multilingual and culturally diverse society.

**Prehistory.** This Pilot Project (MLE) is following to *Crimea Policy Dialogue*, which was managed by PATRIR and funded by the Ministry for Foreign Affairs of Finland. Its implementation started at the end of 2009. The intended result of the project implementation was the adoption of a new and thoroughly developed policy for resolution and prevention of conflict situations in Crimea by respective institutions. Such policy had to be based on solely multilateral dialogue and supported by factual data of respective studies.

The project supported the discussions on language, land and identity policies, and stipulated the possibility of studying the experience of political work on similar problems in other regions of Europe. The project participants elaborated the recommendations on land and language policies aimed at the continuous development, increasing trust, prevention conflicts and reducing isolation among the different ethnic groups of the peninsula. As regards the language policy, the project attempted to develop the conception of multilingual education in Crimea under the operating name of *The Crimean School*. This initiative was supported by the Ministry of Education and Science of Ukraine and contributed to by the Ministry of Education and Science, Youth and Sport of Crimea. But after the annexation of Crimea in March 2014 the continuation of the project *Crimea Policy Dialogue* was suspended.

During 2015 PATRIR and the Ministry of Education and Science of Ukraine in cooperation with local education authorities, scientists of the National Academy of Pedagogical Sciences of Ukraine, international experts held seminars, trainings and consultations for teachers of pilot schools in Kyiv (September), in Odesa, Uzhgorod, Chernivtsi (October) on election of schools implementing multilingual education model, developed guidelines for the development of multilingual education in educational institutions of Ukraine. A conference "Multilingual education in Ukraine" was held in Kyiv in November 2015.

**Activity and actors mapping.** According to the plan the preschool establishments and schools of three regions (Zakarpattia, Odessa and Chernivtsi) will take part in the experiment. The inhabitants of these regions are multilingual and multicultural, so they have a number of characteristic features relating to the use of some languages in the educational process. The problem is that before Independence (1991) in Ukraine in secondary schools with instruction in minority languages in addition to their native language has always been studied Russian, while the Ukrainian language has not been studied. The preservation of the rich linguistic heritage in Ukraine needs attention and care. The linguistic heritage consists of the Ukrainian language, which has the status of state language but is in a weak position in Ukrainian society and the languages of national minorities living in Ukraine. At the same time the theoretical rethinking and qualitative renewal requires the process of learning foreign languages at school. This, first of all, causes necessity of the development and implementation of a new model of pupils' plurilinguality, that includes state, native and foreign languages. In this context, among the most problematic issues are:

- the lack of practical oriented content of language education;
- the overloading the school curriculum by factual material;
- the misallocation of educational material according to the levels of education;

the lack of content continuity aspect development between of language education educational degrees;

insufficient consideration of regional characteristics;

large teaching load that negatively affects to the students' health;

the lack of opportunities to consider in the learning process pupils' individual educational needs, interests and creativity.

Positive experience is the result of experts' from different educational areas hard work for multilingualism development in these regions in the organic unity of national and ethnic interests. The process of collection information on pupils' plurilingualism formation for analysis and monitoring the situation in full school will be conducted during the project in several areas (for example according to the model presented in ANNEX 1).

## **II. THEORETICAL METHODOLOGICAL CONSIDERATIONS ABOUT INITIATING AN MLE PILOT IN UKRAINE**

The analysis of leading scientists' works (N.Barishnikov (Н. Баришніков), M.Bodon'yi (М. Бодоньї), V.Gamanyuk (В. Гаманюк), N.Galskova (Н. Гальскова), N. Yevdokimova (Н. Євдокімова), L.Moroz (Л. Мороз), P. Avermaet, G. de Angelis, L. Aronin, M. Byram, J.-C. Beacco, H. Baetens Beardsmore, C. Bake, J.-J. Weber, J. Vez, H. Vollmer, U. Jessner, O. Garcia, I. Gogolin, V. Cook, J. Cenoz, D. Coyle, J. Cummins, D. Lasagabaster, T. Skutnabb-Kangas, Ch. Hélot, Ph. Herdina, B. Hufeisen, M. Fleming and others) indicates, that the practice of multilingual education is widely used in Europe today. Multilingual education programs are the varieties which integrate the subject content and language training and are commonly named the immersion education programs. Such programs are used for learning the content of non-language subjects in more than one language. The result of such education is the mastery of subject matter and the ability to use freely several (at least two) languages. Such education is characterized by both languages replacement and complement, the

languages are equal to master the subject matter. But it does not mean that languages can be freely mixed, so during the lesson the teacher should clearly record the moments of transition from one language to another.

To intensify the process of language teaching at the secondary level we follow the important initiative of European experts (generally outlined in the document "Curriculum convergences for plurilingual and intercultural education. /Report by Francis Goullier at the Seminar 29-30 November 2011). It is to create a joint educational context for all languages included into the teaching and learning process or *language curriculum integration*. This process within one school is to bring together all the items in one language education sector. The integrated curriculum should be the basis for training programs with all learnt languages that allow adopting the common structure and the curriculum content. To achieve this:

the approval of the common terminology, principles and standards for the field of language subjects, particularly in the evaluation procedures is necessary;

creating recommendations on common methodological approaches used to establish connections between learnt languages to form cross-cutting skills and creating conditions for cross-language transfer is compulsory.

The principles of integrated curriculum in multilingual education formed in European schools at present can be characterized by following features:

initial training in native language has mandatory status for each student and includes forming literacy in writing, because the processes of thinking is established in individual's native language, it is the basis for capturing the subject content taught in non-native languages in the future study;

learning L2 and L3 is accompanied by constant comparison with native language in relevant aspects. In the past context of teaching foreign languages and bilingual education there was a clear linguistic distinction and separation of languages to avoid interference; in new conditions of comparative-contrastive approach the transfer of language skills is most extensively used;

learning additional language as a system (L2, L3, Ln) does not provide sufficient training students for using that language as a medium of instruction or means of mastering the contents of non-linguistic subjects. To facilitate understanding the subject content in the context of non-native language learning such technology as *scaffolding* is widely used. The *scaffolding technology* involves ongoing support provided to a learner by an expert (teacher or peer-student), which often means activating prior knowledge or introducing students to the processes associated with mastering subject content in the native language and giving learners structures or terms to use, acquainting with linguistic structures of the new language(s) to express the subject content meaning. To use L1 is not prohibited, but rather encouraged, because the level of mastery in subject matter (output) under the following conditions is higher.

The teaching and learning process takes place in the context of the methodological approach aimed at developing the pupil's ability to use the curriculum in all languages and therefore it requires:

the use of common procedures and strategies for the development of oral and written skills to understand and produce four kinds of speech activity;

the general information about language as a phenomena is actually presented in the context of mastering one language and is repeated and clarified in the course of other languages learning;

the forming of students *metalinguistic consciousness (awareness)* is developed through observation, analysis, conceptualization of linguistic phenomena in all the languages;

the motivation aspect on mastering and making use of every learnt language, forming attitudes towards manifestations of language cultural features requires special attention in learning each language;

the evaluation criteria are developed and decisions are made regarding each language introduced and the place in the curriculum considering the time given to teaching them;

besides *translinguaging* and *scaffolding*, which are commonly used, new forms of language-enhancing classroom interaction to provide maximizing learners' and teachers' linguistic resources, *transliteration* and *multimodal communication* are also applied.

The implementation process of an integrated curriculum and evaluating its effectiveness was recognized by European experts as a complex task that should not be seen as '*curriculum revolution*', but rather as a process requiring gradual changes, as is aimed at creating educational communities in schools that are characterized by the presence of both horizontal and vertical links.

Particularly important in multilingual education is the formation of *intercultural competence*, which allows the person to exit the boundaries of their own culture and gain the skills of a cultural mediator or facilitator. These qualities are formed in learning languages and lie not only in mastering verbal communication but also for creating awareness of different cultures, cultural interaction between different cultures.

### **III. THE POLICY PROVISIONS AND STRUCTURES IN PLACE FOR THE NATIONAL PILOT PROJECT**

Before Independence (1991) in Ukraine in secondary schools with instruction in minority languages in addition to their native language has always been studied Russian, while the Ukrainian language has not been studied. In fact since Independence in Ukrainian schools there was the extensive use of logistical, human and organizational resources and previous system customization to the needs of independent state was taking place. The process of Improvement of the legislation is taking place just at present. The Project of the Law "About Education", Article 7 declares that:

1. The language of the educational process in educational institutions is the state language (Ukrainian). The educational institutions provide the learning of state language as a separate subject. For persons to whom the official language is not native (ethnic minorities, foreigners and stateless persons, etc.) the right conditions for learning the state language are created.

2. Persons belonging to national minorities have the right to study in their native language or to study their native language in state and communal educational establishments. Persons with hearing *випітквыкі* shall have the right to study sign language and the study of Ukrainian Sign Language. These rights are sold through a network of educational institutions, classes (groups), created under the law.

3. The state promotes the learning of languages of international communication especially English language in state and communal educational establishments.

4. Educational institutions in accordance with educational programs can make educational process in two or more languages (official language and minority languages, other languages) to teach one or more courses in English and / or other languages. At the request of applicants vocational and higher education institutions provide education opportunities to study their minority language at a level that allows for professional work in the selected field using the language.

#### **IV. ANALYTIC CONSIDERATIONS ABOUT THE MLE PILOT PROJECT FROM AN INSTITUTIONAL POINT OF VIEW**

The MLE Pilot, which focuses on language teaching process in preschools, primary and secondary schools of education system of Ukraine will substantiate scientifically, develop, test and verificate experimentally the effectiveness of new quality learning environment, which is based on curriculum integration of language subjects in the one school context. This is based on the assumption, that contrastive language learning in the context of the integrated curriculum will help pupils to

master deeply the language teaching content, and creating a high level of competence in each of languages learned.

The benefits of this type of education will include:

forming the metalinguistic awareness and intercultural competence of schoolchildren.

children in preschool institutions will come to know and understand that the thought can be expressed differently, and will know more about languages in their surrounding;

provision opportunities for pupils to study subjects (not only in linguistic field) with their terminology in several languages, which opens great opportunities for successful admission to higher educational institutions in Ukraine or to study abroad, to receive access to global databases of information, which makes possible further successful professionalization;

development of new models of language teaching in educational institutions with instruction in Ukrainian, national minority languages or foreign languages;

creation of the integrated system of education.

Based on this, the **objectives** that should fundament the work of the committee include:

to further analyze and learn from the the current world and European experience in school multilingual educational context for pupils' plurilingualism forming;

to further assess the condition of multilingual education development in some Ukrainian regions (Zakarpattia, Chernivtsi and Odessa);

to determine the sociolinguistic context peculiarities, in which learning takes place (external — languages of communication in the region, internal — the languages of communication in students' families, languages of learning the subject matter in schools, languages of communication during the organizational issues in

schools and after-school non formal education in free time, languages of free communication with peers);

to contribute establishing curriculum integration process in one school taking into the consideration the sociolinguistic context of the region;

to create new models of language teaching in educational institutions with instruction Ukrainian and languages of national minorities;

to develop models of pupils' plurilingualism formation in these regions, taking into account the progressive ideas from European experience;

to identify common and regional peculiarities and existing needs of training teachers for multilingual education and to create proposals for teacher training institutions;

to promote the creation of educational materials (electronic and print) for multilingual education;

to develop and to test evaluation criteria of pupils' plurilingual competence with European recommendations (CEFR and FREPA);

to test experimentally the effectiveness of models of Ukrainian pupils' plurilingualism formation.

**The benefits** of this Pilot at the structural level, including the scientific novelty and theoretical significance of the implementation of a pilot MLE project include:

major structural components will be developed and justified, as well as criteria, indicators and efficiency levels of the institution educational space;

the educational space of educational institution will be modeling;

a new organizational-educational model of educational institution with multilingual training will be creating;

a concept of multilingual education in Ukraine will be creating;

content-functional components of the model of modern education institution with multilingual training will be theoretically and experimentally justified;

organizational, psychological and pedagogical conditions for implementation of the multilingual education model in educational institutions will be defined.

**The term of the research-experimental work:** February 2016 – January 2021. **Stages of research:**

Ist (Organizational and preparative) stage - (February—April 2016);

IInd (Conceptual and diagnostic) stage – (May—August 2016)

IIIrd (Formative) stage – (September 2016—January 2020)

IV th (Generalizing) stage – ( September2020—January 2021)

The Program of the research-experimental work on the topic "Plurilingualism of preschool- and school children forming: Progressive ideas from European experience in Ukrainian context" on the basis of preschool establishments and secondary schools of Zakaepattya, Odessa and Chernivtsi regions according to the stages is presented in ANNEX 2.

## **V. FINAL CONSIDERATIONS, RECOMMENDATIONS AND CONCLUSIONS.**

While a lot has been mentioned above, it is important to stress a few key points that can guide the MLE Pilot Project:

The need for the project was acknowledged by the different stakeholders involved and consulted in the project. The multistakeholder nature of the process and the collaborative nature of the decision making and planning is a fundamental precondition of a sustainable implementation of the process.

A solid process of Monitoring, Evaluation and Learning represents the basis of a well implemented pilot. Therefore the inclusion in the First Stage of a solid Baseline (conducted for example according to the models of assessment presented as an ANNEX 3) on all the factors that are meant to be improved through the experiment (linguistic capacity, academic achievement, social cohesion etc.) is as important as it is the periodical assessment of progress and recording of results;

The continuous effort to provide and secure resources (both technical equipment and know-how) to all stakeholders is also very important. Therefore measures such as the provision of 15% salary bonus to teachers, prioritization of exchanges, international support are needed;

The recognition and building upon the substantial efforts to institutionalize the MLE process (in the Laws, New Curricula Orders etc) as well as the building of a teacher training system in collaboration with Universities and Continuous Education Centers

Continuing to seek support from the community, parents, local authorities, media etc.

### **Information about research participants**

**The research advisor:** Pershukova Oksana Oleksiivna

**Scientific research consultants:** Kurach Larysa Ivanivna, Fidkevych Olena Lvivna, Nikolska Nina Viktorivna, Kharchenko Svitlana Yosypivna.

**Zakarpattia region:** Shumytska Galyna Vasylivna, Lukach Andrianna Yuliivna

**Odessa region:** Zadorozhna Liubov Kyrylivna, Kriuchenkova Olena Yuriivna, Yurchenko Tetiana Valeriivna,

**Chernivtsi region:** Babych Nadiia Denysivna, Ostafii Olga Romanivna.

**The project coordinator:** Fomina Svitlana Petrivna.

The full information about the research participants is presented in ANNEX 4 information about the base of investigation is inserted in ANNEX 5.

## ANNEXES

## ANNEX 1

**Collection of information on pupils' plurilingualism formation in school**

The information:

is required to determine the sociolinguistic, linguistic, cultural and didactic aspects of multilingual education in a particular school;

initially specifies the language situation, indicates the roles and status of languages in the educational process and communicative situations outside lessons, and helps to determine the existing difficulties;

needs refinement and additions during the experiment;

can be used as a basis for questionings and surveys;

can be used for comparison with data obtained in other schools participating in the experiment;

## 1. General information about the school

Name of the school	
Address, phone number, e-mail	
Type of the school	
The duration of the school holidays	
The number of days in the academic year of study	
School budget (the way of funding or allocated money for research and development)	
School development planning (who performed and in what way)	
Decision-making (who is carried and in that way)	
School education policy (the current rules, ethics)	
What hinders the development of multilingual education at school? (specifically)	
School characteristics (urban, rural)	
Approximate number of hours of training per day in the experimental and control classes	

## 2. Information about students and their families

Number of pupils (total)	
Number of students in the classroom (approximately)	
Ratio of teachers and students in school	
Ethnicity of students, their nationality (number or %)	
The social status of students' families (residents, workers, migrants)	
Information about parents, their education, occupation (if applicable)	
Participation of parents in school life (to determine the level of participation: high, medium, low)	
The attitude of parents and relatives to the student plurilingualism. Do they consider students' plurilingual development during learning at school?	
The number of languages which are used in community (public sector, household, cultural, religious spheres )	
The levels of language skills of students in different languages (reading, writing, speaking, listening) for the evaluation of teacher and student self-assessment (initial, satisfactory, good, high)	
Students interests, the level of motivation to master the languages, their attitude to learning in general (in the experimental and control classes)	
Students' special needs, including students with delayed language development (oral or written) in the experimental and control classes	

### 3. Information about teachers

The total number of teachers (in experimental and control classes)	
Teachers' qualification level (in experimental and control classes)	
The experience of teaching the subject (including two languages) overall experience length, age (working in experimental classes)	
The ethnic composition of the members of teachers team and other school staff	
Languages of communication of members of teachers team and other school staff	
Readiness and willingness to diversify language education including the integrated education in schools (as put to work in a team with other teachers)	
Readiness to participate in the work of other institutions as an expert on the development of multilingual education	

#### 4. Information about the programs of study

Results of students' language proficiency testing at the start of the project in experimental and control classes	
The application features of contrastive approach in teaching native, state and foreign languages (give examples of relevant phenomena in different languages comparison)	
Are the peculiarities of language teaching content integration taking into account (common terminology, educational strategies, assessment procedures)?	
In what way is the integration of subject content teaching in non-native language taking place?	
Evaluation methods, frequency of testing, assessment features of the method of performance. Is it necessary to have language portfolio for each student?	
Assistance to students with language problems	
Results of students' language proficiency testing: intermediate (during the project) and at the time of completion of the project	

## 5. Information about languages in school and peculiarities of language teaching

<p>Languages of study (specify peculiarities of languages learned as structures and as means of mastering the subject content, when learning a new language is introduced and in what way)</p>	
<p>Languages of school assembly and other events</p>	
<p>Languages of explanations of incomprehensible questions</p>	
<p>Historical practice of language teaching in school</p>	
<p>The availability of resources and educational and methodological support for teaching languages: quantity and quality of textbooks, manuals and other training materials (printed and electronic, including domestic and foreign production or origin (such as open electronic libraries)</p>	
<p>Opportunities for alternative learning, self-study or distance learning (whether exist and are used)</p>	
<p>The attitude of students, teaching staff, administrative and technical staff of the school to multilingualism and plurilingualism. Do they believe this phenomenon should be developed?</p>	

## ANNEX 2

**The Program of the research-experimental work on the topic "Plurilingualism of preschool- and school children forming: Progressive ideas from European experience in Ukrainian context"**

on the basis of preschool establishments and secondary schools of Zakarpattya, Odessa and Chernivtsi regions

№	The task content	Deadline	Expected results
<b>I. Organizational and preparatory phase (February - April 2016)</b>			
1.	The formation of legal security experiment provision of teaching councils experimental schools with the aim to discuss their work program	February 2016	The preparation of educational groups work in the first phase of the establishment experimental activity
2.	The development program realization of scientific-research and experimental work	February 2016	The scientific and theoretical training program development of educational groups by the chosen theme
3.	The development and approval of research-experimental work schedules.	February 2016	The development and approval of research-experimental work schedules
4.	Identifying potential subject opportunities of the research-experimental work and the formation of creative groups in research areas	February - March 2016	Determining the readiness level of teaching staff of educational institutions to experimental

			activities. Creating the conditions for realization teachers' creativity potential
5.	Organization of the theoretical and methodological seminar for teachers on research topic, training, round tables, etc.	February 2016	Improving the teachers' professional skills
6.	Set-up common activity with the agencies that conduct teachers' professional training	March – April 2016	The development cooperation of structural and functional model. Signing cooperation agreements and common scientific-research work
7.	Carrying out a comprehensive diagnosis of participants' readiness of the training-educational process in the design, implementation and testing of content research program	March – April 2016	The organization proposals of scientific and methodological work with teachers for the developing purpose, implementing and testing the studied program content
8.	Development of didactic and methodological support of the research-experimental work	March 2016 poky	Adding changes to the planning methodical work of educational establishments
9.	Organizational and preparatory phase generalization of the research -experimental work	April 2016 poky	The report about the results of the organizational and preparatory phase of the research experimental work
<b>II. Conceptually-diagnostic stage (May - August 2016)</b>			

1.	The preparation of scientific-methodical support of the educational process in terms of topic research	May-June 2016	Methodical recommendations as for topic research work  Materials on students' diagnosing
2.	Summing up the intermediate results of the research-experimental work	June 2017	Analytical materials
3.	Modern technologies practical mastering and teaching methods, aimed at implementing the main goal of the experimental work	July - August 2016	Possible recommendations to experimental teachers as for organization and conducting a pilot study on modern technologies and techniques
4.	Improving the professional competence of teachers-researchers	August 2016	Educational council, meeting creative groups, mutual learning, self-education
5.	The analysis readiness of schools for research-experimental work implementation	August 2016	Analytical reference
6.	Development and approval of schools' experimental curricula	May-August 2016	Working curriculum
7.	Providing work conditions of experimental procedures the research-experimental work	During stage	The necessary documents development for the purpose of implementing the research-experimental work

8.	The common approaches development to implementing the concept of experimental work	August 2016	Possible recommendations to experimental teachers as for organization and conduct a pilot study
9.	Identify positive and negative trends, difficulties in the teachers' organizational-pedagogical activity of participating schools	August 2016	Analytical materials
10.	Summarizing the conceptual-diagnostic phase of the pilot study	August 2016	Report on the results of conceptual and diagnostic phase
<b>III. Molding phase (September 2016 - August 2020)</b>			
1.	The introduction of innovative teaching technologies, interactive forms of national minorities learning languages	2016-2018 years	Presentation of various work forms
2.	The implementation educational achievements monitoring of students and pupils with learning languages	October - November 2018	Comparative results analysis of advisory and control sections of student achievements before and after the introduction experiment
3.	The development of methodical recommendations for multilingual education implementation in preschools and in secondary school	December 2019	Methodical recommendations as for the implementation of multilingual education in preschool and secondary school

4.	Testing training, teaching-methodological, methodical administrative, diagnostic software experiment in international, national and regional scientific-practical conferences, workshops, etc.	2016-2020 years	Speeches, publications, etc.
<b>IV. The summary stage (September - January 2021)</b>			
1.	Extending the research-experimental work based on publications, participation in scientific-practical conferences etc.	2019- 2020  academic year	Publication in professional journals, conferences, workshops
2.	Summarizing the research-experimental work	June 2020	Scientific report
3.	The experiment results presentation in educational fairs, exhibitions, conferences	2020 - 2021years	Promoting the experiment results.

The research advisor

The advicers

The Coordinator

O. O. Pershukova

S. J. Kharchenko

S. P. Fomina

## ANNEX 3

**6. Evaluation paper of learning outcomes №1\*:**

Form....., subjects .....,.....teachers.....

Year of study 2016/17, month September

№	The criteria of evaluation	Student 1	Student 2	Student 3	Student 4	Student N	For special remarks and explanations
1.	The level of competence in L1 (score in points 1-12)						
2.	The level of competence in L2 (score in points 1-12)						
3.	The level of competence in L3 (score in points 1-12)						
4.	The level of subject competence (score in points 1-12, indicate the name of the subject, languages of teaching)						
5.	The level of subject competence by testing (score in points 1-12)						
6.	The result of project performance, language+ subject content (score in points 1-12)						
7.	The result of student's work in group (score in points 1-12)						

8.	The result of student's self-assessment (score in points 1-12)						
9.	The result of student's efforts in learning (score in points 1-12)						
10.	The level of student's ability to transfer the skills or to transmit the same idea in different languages (low, middle, high)						
11.	The level of student's creativity in using several languages for new information receiving (low, middle, high)						
12.	The level of student's ability to communicate in several languages and act as an interpreter-mediator in other persons' communication, (low, middle, high)						

\* Be filled monthly

1. Executors: (teachers' names, family names, subjects taught).....
2. Points 7-12 completed (*by whom?*)....., with the agreement of colleagues  
...yes/no.....;
3. If the teacher disagree he/she can indicate the personal view here  
.....

Signatures.....

The date of last notes.....



7.	The result of student's work in group (score in points 1-12)										
8.	The result of student's self-assessment (score in points 1-12)										
9.	The result of student's efforts in learning (score in points 1-12)										
10.	The level of student's ability to transfer the skills or to transmit the same idea in different languages (low, middle, high)										
11.	The level of student's creativity in using several languages for new information receiving (low, middle, high)										
12.	The level of student's ability to communicate in several languages and act as an interpreter-mediator in other persons' communication, (low, middle, high)										

\* Be filled monthly

1. Executors: (teachers' names, family names, subjects taught).....;
  2. Points 7-12 completed (by whom?)....., with the agreement of colleagues ...yes/no.....;
  3. If the teacher isn't agree he/she can indicate the personal view here .....
- Signatures.....  
The date of last notes.....

## ANNEX 4

**Information about research participants of the**  
 Pilot project on multilingual education development in Ukrainian schools  
**"Plurilingualism of preschool- and schoolchildren forming: Progressive**  
**ideas from European experience in Ukrainian context"**

on the basis of preschool establishments and secondary schools of  
 Zakarpattia, Odessa and Chernivtsi regions

*The research advisor:* **Pershukova Oksana Oleksiivna**, Candidate of pedagogic sciences, senior scientific researcher department of minority languages and literature education, Institute of Pedagogy NAPS of Ukraine.

*Scientific research consultants:*

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**Fidkevych Olena Lvivna**, senior scientific researcher department of minority languages and foreign literature teaching department Institute of Pedagogy the National Academy of Pedagogical Sciences of Ukraine, candidate of Philology sciences.

**Nikolska Nina Viktorivna**, lecturer in foreign languages department of Podilskyi State Agrarian Engineering University, candidate of pedagogic sciences.

*Consultants:*

**Kharchenko Svitlana Yosypivna**, chief specialist of educational content department, language policy and national minorities education, Department of Secondary and Preschool Education, Ministry of Education, Master of Public Administration.

**Koshkina Zhanna Oleksiivna**, methodist of higher category, education sector of the information department of Educational Policy Institute modernization of educational content, Ministry of Education and Science of Ukraine.

**Coordinator: Fomina Svitlana Petrivna**, the head of the national minorities languages sector, languages learning assistance department, Institute of content education modernization Education and Science Ministry of Ukraine.

***Coordinators.******Odessa region:***

**Zadorozhna Liubov Kyrylivna**, candidate of Philosophy sciences, head's assistant of scientific-methodical and educational work Odessa regional Institute of teachers' perfection.

**Kriuchenkova Olena Yuriivna**, candidate of Pedagogic sciences, senior scientific researcher in Odessa regional Institute of teachers' perfection.

**Yurchenko Tetiana Valeriivna**, head of scientific-methodical laboratory of Foreign Languages Odessa Regional Institute of teachers' perfection

***Chernivtsi region:***

**Babych Nadiia Denysivna**, Professor of the Ukrainian language History and Culture Department Chernivtsi National University named Yuriiia Fedkovycha, candidate of Philology sciences, co-author of Ukrainian language textbooks in secondary schools with instruction in Romanian language.

**Ostafii Olga Romanivna**, the chief specialist of pre-school department, secondary, special education and social protection of the Department of Education and Science of the Chernivtsi Regional State Administration

***Zakarpattia region:***

**Shumytska Galyna Vasylivna**, candidate of Philology sciences, dean of the Philology Faculty of State Higher Educational Institution "Uzhgorod National University".

**Lukach Andrianna Yuliivna**, head of the regional methodical center at the Department of Education and Science of Zakarpattia Regional State Administration.

***Responsible executives:***

**Kasynets Oksana Ivanivna**, head of kindergarten institution № 42 (general development) Uzhgorod city council Zakarpattia region

**Fedynets Mariia Ivanivna** specialized secondary school director of I-III levels № 4 with Slovak language-depth learning of Uzhgorod city council;

**Pinti Mariia Dmytrivna**, director Horodnenska secondary school of I-III levels Bolgrad district council, Odessa region;

**Kochmar Raisa Mykolaivna**, the head of Vynogradiv CEI "Dzhereltse";

**Kulava G. S** the director Utkonosivska secondary school of I-III levels Izmail district of Odessa Region Council

**Georgiieva O. I.**, the head of the municipal institution "Zoryanskyi preschool institution (nursery - kindergarten) № 2";

**Zholobniuk Ganna Vasylivna**, the head of Velykodolynskyi preschool institution "Teremok" vtt Velykodolynske Ovidiopolskogo district Odessa region;

**Ignat Ivan Avrelovych**, the director of Chernivtsi gymnasium №6 Chernivtsi region.

**Executives:**

**Shyshmakova Victoriia Oleksiivna**, teacher of kindergarten institution №42 (general development) Uzhgorod city council Zakarpattia region

**Kasarda Zuzanna Yanoshivna**, educator of kindergarten institution №42 (general development) Uzhgorod city council Zakarpattia region

**Dolich Nataliia Vasylivna**, teacher of mathematics, specialized secondary school I - III levels № 4 of the deep learning of Slovak language Uzhgorod city council;

**Kalynych Nadiia Vasylivna**, labor training teacher specialized secondary school I - III levels № 4 of the deep learning of Slovak language Uzhgorod city council

**Giurtler Anna Yuriivna**, biology teacher specialized secondary school I - III levels № 4 of the deep learning of Slovak language Uzhgorod city council;

**Ganzel Kateryna Yuriivna**, teacher of fine arts specialized secondary school I - III levels № 4 of the deep learning of Slovak language Uzhgorod city council;

**Mylkov Anatolii**, methodist of the district methodical cabinet Bolgrad department of education district administration Odessa region

**Gaidarzhy Ivan S.**, head's assistant of NVR Horodnenskoii secondary school I-III levels. Bolgrad District Council Odessa region;

**Nedelcheva N. M.**, psychologist Gorodnenskoii secondary school. I-III levels. Bolgrad District Council Odessa region;

**Dimitrova O. A.**, primary school teacher Gorodnenskoii secondary school. I-III levels. Bolgrad District Council Odessa region;

**Lokhmatova N. M.**, primary school teacher of fine art Gorodnenskoii secondary school. I-III levels. Bolgrad District Council Odessa region;

**Gaidarzhy G. P.**, senior teacher of kindergarten Vynogradivskogo CEI “Dzhereltse”.

**Nedeva M. I.**, senior teacher of kindergarten Vynogradivskogo CEI “Dzhereltse”.

**Pometko S. Ya.**, Musical Director of kindergarten Vynogradivskogo CEI “Dzhereltse”.

**Zhuravel M. I.**, the methodist of the district methodical cabinet department of education of Izmail district administration

**Radilova S. S.**, methodist of the district methodical cabinet education department of Izmail district administration

**Yovchu D.F.**, head's assistant of NVR;

**Kiru V. M.**, primary school teacher;

**Arnautova Olena Manoilivna**, methodist KU “Saratskyi RMK on Education questions”;

**Vlaieva Mariia Petrivna**, younger group tutor of municipal institution "Zorianskyi pre-school institution (nursery - kindergarten) № 2";

**Vasiuk O. G.**, teacher-methodologist of kindergarten "Teremok";

**Arsonova Kateryna Yuriivna**, educator of senior group

**Liznova G. V.**, practical psychologist;

**Sidor Valeriia Ivanivna**, head's assistant of educational work, math teacher, specialist of the highest category, the teacher-methodologist;

**Gryshko Valentyna Volodymyrivna**, primary school teacher, head of methodical associations, specialist of the highest category, the teacher-methodologist;

**Verbovyi Andrii Viktorovych**, English teacher, specialist of the highest category;

**Vornik Aurel Sergiivych**, history teacher, specialist of the highest category, teacher-methodologist;

**Istratii Valentyna Porfyriivna**, primary school teacher, specialist of the highest category, teacher-methodologist;

**Kilaru Aurica Georgiivna**, teacher of mathematics, specialist of the highest category, senior teacher;

**Tkachuk Andriana Vasylivna**, geography teacher, specialist II category

## ANNEX 5

**The base of investigation.**

Pilot project on multilingual education development in Ukrainian schools

**"Plurilingualism of preschool- and schoolchildren forming: Progressive ideas from European experience in Ukrainian context"**

on the basis of preschool establishments and secondary schools of Zakarpattya, Odessa and Chernivtsi regions

***Zakarpatska region:***

1. Preschool educational establishment № 3 (common development) Uszhgorod city rada Zakarpatska region.
2. Specialized secondary school of I-III stages № 4 with advanced learning the Slovak language Uszhgorod city rada Zakarpatska region.

***Odessa region:***

1. Horodnensk secondary school of I-III stages Bolgrad district rada Odessa region.
2. Preschool educational establishment "Dzherel'tse" Vinogradiv village rada Bolgrad district Odessa region.
3. Utkonosiv secondary school of I-III stages Ismail district rada Odessa region.
4. Velykodolinsk preschool educational establishment "Teremok" Ovidiopol district Odessa region.

***Chernivtsi region:***

1. Chernivtsi secondary school of I stage № 29 Chernivtsi city rada.
2. Chernivtsi gymnasium № 6 Chernivtsi city rada.
3. Educational establishment "Boyanska gymnasium" (secondary education and preschool education establishment) Boyanska village rada Novosekytsky district Chernivtsi region.