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REPORT ON RESEARCH RESULTS

Development of Parent Involvement Models for Bilingual Pre- and Primary Schools (PIM, CB35)

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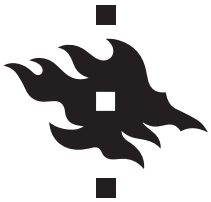

HELSINGIN YLIOPISTO

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Contents

Introduction

The international research aiming to determine and study the attitude and needs of parents in the sphere of bilingual education was conducted within the project "Development of Parent Involvement Models for Bilingual Pre- and Primary School". The core objective of the project is to support bilingual education in the Russian-speaking communities of Estonia, Latvia, and Finland by the means of developing the models of parent involvement in the education process of schools and pre-school institutions. Project timeframe: 1 September 2015 to 30 June 2017.

This international project has united researchers from three countries, Estonia, Latvia, and Finland. Project activities have been performed in several stages: the analysis of global implementation practices of bilingual education and opportunities for relevant parent counselling; conducting a survey among parents in order to determine their attitude towards various aspects of bilingual education and to identify the needs in this sphere; developing the parent support programme; mentor training; and implementing the programme for parents.

This study is the second stage of the project, during which the research group consisting of researchers from the three states developed a questionnaire for parents, conducted the survey among parents, and processed, analysed, and systematised the research results, which were introduced to the wider public during the pedagogical conference held at the University of Tartu Narva College (Estonia) on 26 August 2016.

Research organisation and methodology

The study was conducted by three higher education institutions: the University of Tartu Narva College, the University of Helsinki, and the University of Latvia.

Research objective: to determine the attitude and needs of parents in the sphere of children's bilingual education.

During the first stage of the research lasting from February 2016 to April 2016, a questionnaire for parents was developed by the workgroup including M. Gavrilina, L. Grigule, A. Dzhalalova, N. Zorina, and E. Protasova. The questionnaire consists of three pools of questions on the following topics (see the Attachment):

- General information about the respondents: questions about gender, age, education, profession, occupation, place of residence, and place of birth; questions about the place and year of birth of the respondents' children.
- •"Languages in our life" (17 questions): questions to discover the peculiarities of the command and usage of various languages (the mother tongue and the official national language) by the respondents and their children. The respondents also evaluate foreign language studies and usage needs, as well as their contentment with the language training of their children (concerning various languages); their attitude towards bilingual education is determined as well.
- •"Your cooperation with the school / pre-school in language learning" (12 questions): questions about the language environment of the kindergarten or school that the respondents' children attend; reasons for choosing the particular educational institution; the language of interaction between the parents and educational institutions; the presence/absence of problems related to the command of various languages in the process of cooperation; readiness for participation in the various events held by educational institutions; the parents' needs concerning additional information about their children's bilingual education.

Each pool consists of both quantitative and qualitative questions. The questionnaires for the three countries consist of identical questions apart from those concerning the languages (Estonian and Russian in Estonia, Latvian and Russian in Latvia, Finnish and Russian in Finland). The survey was uploaded as an online questionnaire.

At the second stage of the research lasting from May to June 2016, the online survey of parents was conducted. Various channels were used to find respondents: social networks, contact through schools and kindergartens, newspapers, television, radio, etc.

The third stage of the research lasting from July to August 2016 featured the mathematical and statistical processing of the data obtained by means of the SPSS software. The obtained data were generalised and analysed for each country separately. Next, a comparative analysis of the data concerning all three countries was performed.

The fourth stage (August 2016) was dedicated to data interpretation, after which summarised results were presented during the pedagogical conference held at the University of Tartu Narva College on 26 August 2016.

The fifth stage (September 2016) featured the preparation of this report on the research results.

Survey sample

The survey was conducted with the participation of 662 parents form three countries (Estonia, Latvia, Finland).

General information about the respondents is provided in Table 1.

Table 1. Survey sample (n = 662).

Country of residence	Total number	Female	Male
Estonia	253 (38%)	89%	11%
Finland	216 (33%)	92%	8%
Latvia	193 (29%)	80%	20%

The figures in Table 1 demonstrate that the majority of survey participants are women. Most of the respondents were in the age group ranging from 31 to 40 years (62%), followed by those aged between 41 and 50 (25%), the age group younger than 30 years was in third place (12%), the number of those aged between 51 and 60 came fourth (1.2%), and the smallest group consisted of people older than 60 (0.3%). (See Figure 1).

Figure 1. Respondents' age (n = 662).

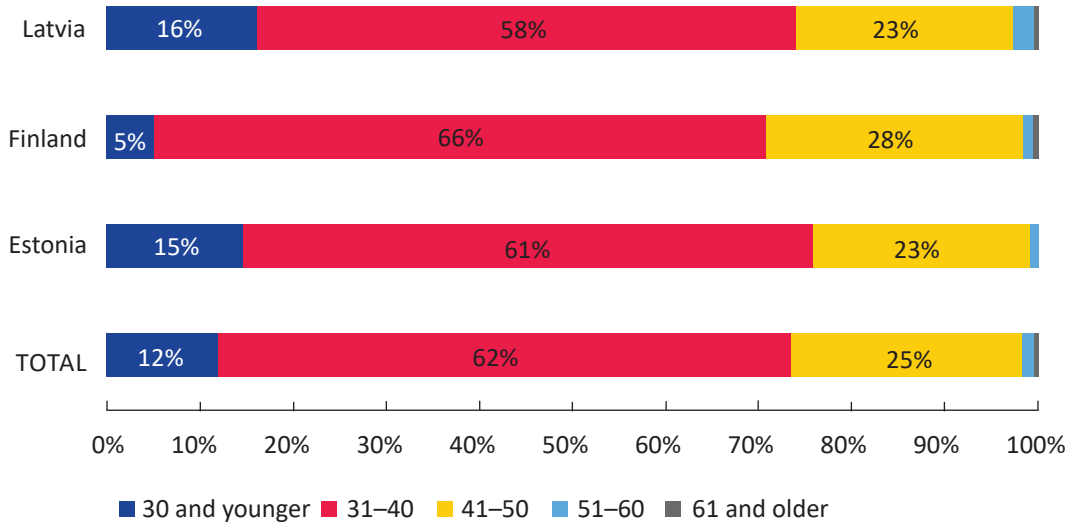
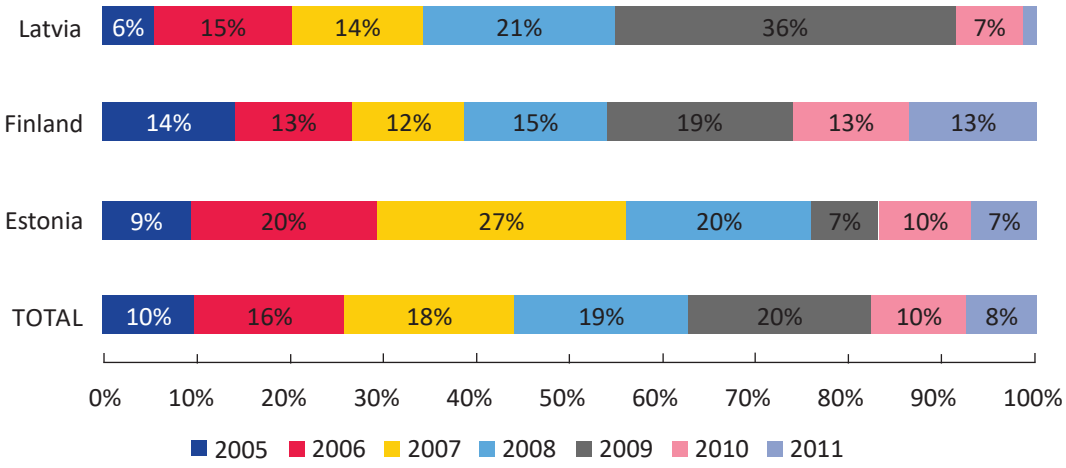


Figure 2 shows the distribution of children by the years of birth in each country. Overall, 10% were born in 2005, 16% in 2006, 18% in 2007, 19% in 2008, 20% in 2009, 10% in 2010, and 8% in 2011.

Figure 2. The child's year of birth (n = 662).



More detailed information about the sample of each country is provided further in the research results.

Results of the parents' survey in Estonia

Sample description

During the research, 253 questionnaires filled in by parents from Estonia were analysed, with 88.9% of the respondents being female and 11.1% male. The majority of the respondents were in the age group ranging from 31 to 40 (61.3%), followed by the age group of 41–50 (23.3%), with those younger than 30 coming in third place (16.3%), and the age group of 51–60 coming last (0.8%).

The overwhelming majority of the respondents were born in Estonia (83.8%). Other respondents state the following birthplaces: Russia (10.3%), Ukraine (2.4%), and other countries – 3.5% (Armenia, Belarus, Lithuania, Moldavia, the USSR). Most of the respondents not born in Estonia have been living in this country since the 1970s–1980s (58%) while almost a quarter (23%) came to Estonia in 2000–2010.

The level of education of the surveyed parents is rather high. About half of the parents (47%) have higher education with a bachelor's or a master's degree, 6% have incomplete higher education, 26% have secondary vocational education, and 13% have secondary education; other parents (8%) state other levels of education.

The parents' occupations vary greatly with 21% working in the manufacturing sector, 14% employed in the service sector, 14% working in education, 10% employed in the trade industry, and 6% being public sector employees while 6% stated their status as unemployed.

The distribution of children by the years of birth is the following: 26.9% were born in 2007, 19.8% in 2006 and 2008 each, 9.9% in 2010, 9.5% in 2005, and 7.1% in 2009 and 2011 each. The vast majority of children (96%) were born in Estonia with only 4% born in other countries (Ukraine, the United Kingdom, Belarus, Russia). Almost half of the children (49%) were born in the capital of Estonia, Tallinn, 19% of the children were born in Tartu, the second largest city of Estonia, the birthplace of 19% of the children is Narva (the third largest city of Estonia); 7% were born in Jõhvi and Kohtla-Järve and the rest were born in other cities and towns. All in all, respondents living in all major regions of Estonia participated in the survey.

The majority of the respondents (94.9%) speak Russian as their mother tongue. For 1.6%, it is Estonian and for 3.5%, it is other languages (Armenian, Moldavian, Ukrainian, and German). As far as the second parent's mother tongue is concerned, 94% speak Russian, 2.8% speak Estonian, and 3.2% speak other languages.

Command of languages

As the majority of respondents are Russian-speaking, the results of the parent survey with regard to language command and the use of languages in everyday life demonstrate a clear predominance of Russian.

None of the respondents chose not having command of the Russian language in any language skills. As demonstrated by Table 2, most of the parents evaluate their language command as excellent in all language skills. Self-assessment is slightly lower with regard to their skill of writing in Russian.

Table 2. Russian language command (parents) n = 253

Language skill	Excellent	Good	Poor
Listening comprehension	84.6%	15%	0.4%
Speaking	84.6%	14.2%	1.2%
Reading	83%	15.8%	1.2%
Writing	75.1%	23.3%	1.6%

The level of the children's Russian language command is also assessed as rather high by the parents (see Table 3). Language command is considered to be poorer with regard to skills like reading and writing, which can be explained by the children's age (5 to 10).

Table 3. Russian language command (children) n = 253

Language skill	Excellent	Good	Poor	None
Listening comprehension	70.3%	27.7%	2%	-
Speaking	63.6%	34.4%	1.6%	0.4%
Reading	42.7%	43.1%	5.1%	9.1%
Writing	28.4%	50.6%	11.1%	9.9%

More than half of the parents also consider their command of the Estonian language as generally rather good (see Table 4). There is about a third of the respondents who evaluate

their command of various skills of the Estonian language as poor, and only several parents state that they have no command of the Estonian language at all.

Table 4. Estonian language command (parents) n = 253

Language skill	Excellent	Good	Poor	None
Listening comprehension	17.8%	53%	26.1%	3.2%
Speaking	10.7%	42.7%	37.5%	9.1%
Reading	25.7%	53.8%	18.2%	2.4%
Writing	12.3%	53.8%	29.6%	4.3%

The parents also evaluated the Estonian language command of their children in each language skill (see table 5). Here we can see that the Estonian language command attributed to the children is significantly lower than that of the Russian language; at the same time, the parents believe that their children have a rather good command of the Estonian language despite their young age.

Table 5. Estonian language command (children) n = 253

Language skill	Excellent	Good	Poor	None
Listening comprehension	4.7%	39.9%	45.5%	9.9%
Speaking	2.4%	33.6%	50.2%	13.8%
Reading	9.5%	52.6%	21.7%	16.2%
Writing	6.3%	40.7%	35.2%	17.8%

Another aspect we asked the parents about was the extent of using languages in various activities and various groups of people; the questions concern both the parents and the children.

Evaluating their daily language of communication, almost all the parents (figures vary between 92.1% and 96.7%) state that they talk to their spouses, children, and relatives in Russian. The proportion of the Russian language in communicating with friends (85.7%) and teachers (78.5%) is slightly lower. The surveyed parents speak Estonian more often at work and in official institutional settings. That is, 44.3% of the respondents use both Russian and Estonian at work, and 17.9% of the parents speak only Estonian. The same can be observed in official institutional settings: both Russian and Estonian are used by 41.8% and Estonian only by 21.3%.

In evaluating their children's daily language of communication, the parents state that the child talks to the following people primarily (90%) in Russian: mother, father, siblings, relatives, and friends. The parents believe that their children mainly use Russian websites and Internet sources (85.5%). The proportion of Russian language use by children at school

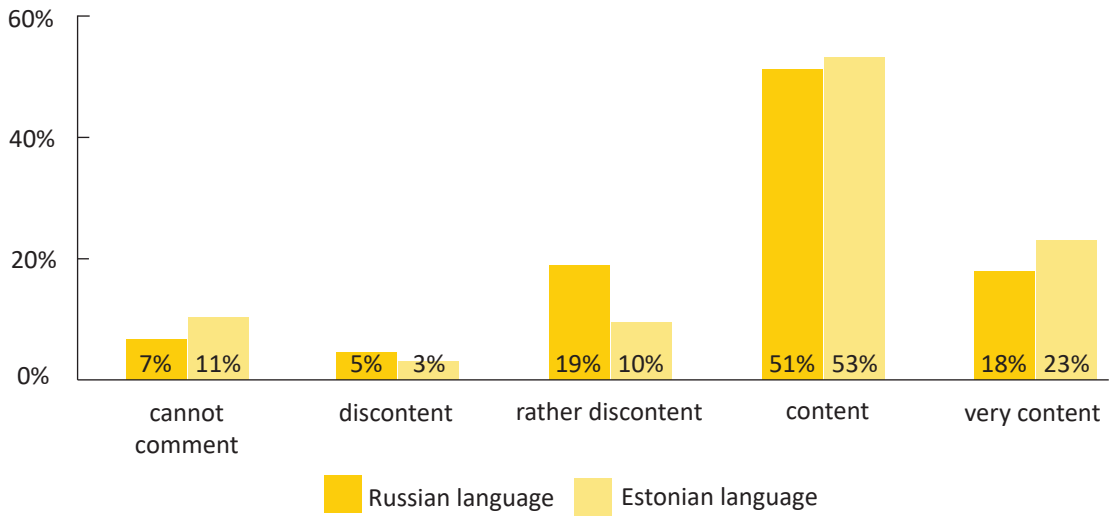
or kindergarten is also quite large, amounting to 69.2%. With regard to reading, there are children who read only in Russian (71.1%), as well as in both Russian and Estonian (21.4%).

The insignificant proportion of the use of Estonian and other languages by the families surveyed is illustrated by the results provided below. 18.3% of the respondents never attend events where the participants include people whose mother tongue is not Russian. A mere 10.6% attend such events on a weekly basis and 31.9% take part in such events once a year, while 46% never have guests whose mother tongue is not Russian. According to the parents, 41.7% of the children never spend time with friends whose mother tongue is not Russian. Only 6.1% of the children spend time with friends whose mother tongue is not Russian on a daily basis, and 80.6% of the children spend time with Russian-speaking friends on a daily basis.

Language training

Most of the parents are completely content with the way their children are taught the Russian and the Estonian language (see Figure 3). However, the number of parents expressing discontentment about Estonian language training is higher.

Figure 3. Parents' satisfaction with their children's language training



In their comments, the parents note that their contentment with their children's language training is due to the teacher's professional competence, and discontentment is mostly caused by the fact that the curriculum is complicated and the number of classroom hours allocated to Russian language teaching and development is too small. With regard to the Estonian language, many parents state that early language training (starting from pre-school) is definitely useful. At the same time, the parents express discontentment about the difficulty of the curriculum in schools, teachers' lack of professional competence, lack of consistency in teaching and in maintaining the development of Estonian language skills, teachers' methodological preparation, the schools' focus on drilling children to pass examinations and proficiency tests instead of developing communicative competence. The parents also consider it a problem if the teacher is not a native Estonian speaker.

It should be noted that the parents provide substantial help to their children in learning languages (see Table 6).

Table 6. Parent's help in language learning (n = 253)

Activities	RUS	EST
I read books/magazines or we read them together	80%	42%
I help with homework	63%	67%
I try to set an example of correct speech for the child	71%	28%
We watch TV shows together	57%	21%
I explain why good command of the language is important	68%	70%
We go to various events where my child can learn the language	40%	28%
The child goes to a club / clubs where this language is taught or spoken	6%	18%
I ask advice from the teacher teaching the language to my child	22%	26%
My child studies with a private language tutor	19%	12%

However, the extent to which various types of assistance are used in language learning varies, depending on whether it is Russian or Estonian. While the parents resort to various types of assistance in Russian language learning (except for private tutoring), in Estonian language learning, the most attention is paid to motivating children and helping them with homework.

The majority of parents (70%) have a positive attitude towards bilingual education; 13% remain neutral, the attitude of 9% is negative, and the same percentage could not comment on the matter. Over half of the parents (56%) believe that bilingual education contributes to the child's development; 28% believe that it contributes partly, equal proportions of 5% believe it does not contribute to development or could not comment, and 6% of the parents believe that bilingual education hinders the development of their children.

In describing the benefits of bilingual education, the parents agree that it fosters children's social adaptation (70%), broadens their mind (70%), promotes socialisation (72%), helps grasp the environment faster and more flexibly (68%), and develops cognitive abilities (63%). The following are stated as the downsides of bilingualism: it leads to the confusion of cultural identity (13%), prevents the child from mastering the Russian language (12%) or the Estonian language (7%), makes the child indifferent to their identity (5%). In their comments, the parents also point out that bilingual education steals too much of children's time and effort from other subjects, hinders gaining knowledge in special subjects (Physics, Chemistry, Environmental Studies, etc.), and hinders development.

The parents' opinions as to what it is that the child's performance in learning the second language depends on are virtually uniformly distributed among all the response options. The parents consider the methodology of language teaching to be of the greatest importance, followed by the teacher's professional excellence. The teacher's attitude towards the child comes third. Finally, parents place the age when the child begins learning the second language in last place.

Cooperation with the educational institution

The parents' survey pays special attention to the issue of cooperation of the educational institution with the family in the context of bilingual education. We have attempted to determine how content the parents are with this cooperation and what the families' expectations and needs are in supporting the child in the process of bilingual education.

In their interaction with teachers, the parents receive information about their children. The respondents state that half (52%) receive the above-mentioned information in Russian, 40% receive it in both Russian and Estonian, and 8% receive it only in Estonian. On this background, some parents note that they have difficulties comprehending if the communication with the teacher is in Estonian: 22% of the parents state that such difficulties occur sometimes, 7% have them often, and 6% always. The nature of those difficulties mainly lies in the inability to understand the overall meaning of messages.

We have faced curious results in the course of studying the extent of the parents' proactivity in their interaction with the educational institution: 70% of the parents state that they never show initiative or offer to help in the issues of their child's language training; 22% show initiative sometimes, and 4% do it often. The opinions on whether the educational institution would take their wishes and initiative into consideration distribute as follows: 58% of the parents believe that their wishes are never taken into account, 33% believe that they are sometimes considered, and only 9% believe it happens often. At the same time, the parents have doubts about the necessity of being proactive. The majority of the parents either doubt whether such cooperation is useful at all (35%) or find it difficult to say how efficient it is (39%) or bluntly state that it is not at all useful (14%). Only 12% of the parents believe that such interaction is useful.

Taking these results into account, it is surprising to see that the majority of the parents (66%) are content with the cooperation with the educational institution in the issues of their children's bilingual education while 44% are ready to participate in the cooperation with the educational institution regularly, and over a quarter of the parents (28%) also state that they would be ready to participate in some extent.

The parents express the most interest in participating in the following events to support the child's development in bilingual education (Table 7):

Table 7. Parent's preferences in participating in events (n = 253)

excursions, walking tours, trips together	76%
celebrations, concerts, going to the theatre	66%
discussions with teachers	61%
teacher-parent meetings	60%
demo lessons/classes, lessons for children and parents together	53%
organising and participating in celebrations together	51%
"open house" events for parents	49%
volunteer work events, fairs/markets	47%
group or class websites/blogs	42%
seminars / training classes / workshops for parents	30%
parents' meetings / evenings / café outings	28%
lectures for parents on bilingualism and children's development	24%
legal advice	12%

The issues on which the parents would like to obtain additional information are provided in Table 8:

Table 8. The issues on which more information would be welcome (n = 253)

How can I help my child in the process of bilingual education?	51%
What are the efficient modern methods of language teaching?	51%
How can the parent support the child in bilingual education in the home environment?	47%
What means are there for preserving language command (language camps, quiz games, letter writing, etc.)?	46%
What psychological difficulties does a bilingual child face?	42%
What reading materials should be used for preserving children's language development and at what age?	41%
What options are there for distance language learning (online resources)?	38%
What type of bilingual education is the right one for your child?	35%
How can a Russian-speaking / bilingual family receive social protection?	20%
How can we retain our identity in a multicultural environment?	19%
What is bilingual education?	13%
How to bring up the child and foster their development in a bilingual family?	12%
What is the essence of integration?	9%
What are the peculiarities of bicultural families and international marriages?	7%

Key findings

- The majority of the respondents are lifelong residents of Estonia, mainly monolingual families (the Russian language).
- The respondents prefer using Russian for communication in their narrow social circle. The proportion of Estonian language use in everyday communication increases in interacting with a wider social circle.
- About half of the families have no contacts with the Estonian-speaking environment; at the same time, the majority of them assesses their Estonian language command as good.
- The majority of the parents are content with the way their children are taught Russian and Estonian.
- The means of helping children in their language learning vary: motivation is considered especially important in learning Estonian.
- The majority of children attend full or partial language immersion groups/classes.
- The attitude towards bilingual education is mainly positive.
- In most cases, the parents do not show initiative in the issues of language training, but when they do, the parents believe that their opinion is disregarded. The parents doubt if their proactivity will be useful.
- At the same time, most parents are content with such cooperation with the educational institution.
- The parents name joint celebrations, concerts, events, demonstration classes, discussions, and meetings as the most attractive cooperation activities.
- The parents demonstrate the greatest interest towards obtaining specific methodology-related information about teaching languages to their children.

Results of the parents' survey in Finland

Research into best practices shows that bilingual education and counselling for bilingual families are available in the large cities of Finland (although not within educational institutions) while families in remote and small communities do not have access to Russian language support services and need to rely on their own means; they sometimes go to large cities for counselling or have no information about children's bilingualism. The preliminary analysis of the interviews with stakeholders reveals that although there are numerous events for parents, as well as for children with parents, these are mainly carried out in the region of the capital. Besides, if such events are held on the initiative of the parents, their purpose primarily lies in fundraising for the school or pre-school, and if they are initiated by teachers, they are meant for sustaining the Russian language and culture. It also becomes clear that there is no interaction between the school and pre-school parents' committees participating in the project. The parents are not always willing to waste time on parents' committee activities; what they do not realise is that knowing other parents can help their child in future studies because the child often goes to school with the same group of children as they did in kindergarten.

Our objective was not only to map the preferences and needs of pre-school and schoolchildren's parents participating in the project but also to gather data from other regions of Finland in order to help people in the locations far from central areas. This is why our efforts in distributing the survey focused on looking for respondents (sending surveys to mailing lists of Russian language teachers in Finland, to all bilingual schools and pre-school institutions, advertising on TV, in printed media, and on websites, as well as in personal messages in social networks). In the end, we received responses from 69 populated communities and they distributed evenly throughout the country rather proportionally to the number of Russian-speaking residents of the relevant regions.

Table 9. Distribution of respondents by regions

	Region	Number of responses	of all answers
1	Helsinki district	135	38 %
2	Uusimaa	39	11 %
3	Etelä-Karjala	22	6 %
4	Kymenlaakso	21	6 %
5	Pirkanmaa	19	5 %
6	Varsinais-Suomi	17	5 %
7	Keski Suomi	15	4 %
8	Päjät-Häme	13	4 %
9	Kainuu	11	3 %
10	Lappi	11	3 %
11	Pohjois-Pohjanmaa	11	3 %
12	Kanta Häme	10	3 %
13	Satakunta	8	2 %
14	Pohjois-Karjala	6	2 %
15	Etelä-Pohjanmaa	5	1 %
16	Etelä-Savo	4	1 %
17	Pohjois-Savo	4	1 %
18	Keski-Pohjanmaa	3	1 %
19	Pohjanmaa	3	1 %

Sample description: Finland

A total of 375 responses was received, 317 of which qualified for the study on all parameters while 216 responses qualified on the children's age determined for the research in all the countries. The latter responses have been used further for comparison with the other countries. About 92% of the respondents are female and about 8% are male; younger than 30 years: 5.1%; aged 31 to 40: 65.7%; aged 41 to 50: 27.8%; aged 51 to 60: 0.9%, older than 61: 0.5%. The overwhelming majority of the respondents were born in Russia (76%); a substantial number come from Estonia (12%); 3% were born in Ukraine and Finland each; other countries stated as places of birth include the USSR, Bulgaria, Germany, Latvia, Lithuania, Kazakhstan, and Uzbekistan. Over half of the immigrants (57%) have been living here since the 2000s, about a quarter (26%) came in the 2010s, 16% came in the 1990s. With regard to the level of education, 41% have higher education, 10% have a master's degree, 9% are completing their master's studies, and 14% have secondary vocational education. Thus, the overall level of education is generally high. The parents' occupations vary greatly with teachers forming the largest group (8%), 5% of accountants, and 3% of each of the following: doctors, engineers, secretaries, philologists, and economists. Approximately 15% work in the service sector, 13% are employed in education, 11% are unemployed, 8% work in the social sector and in the trade industry each, 5% are employed in IT and 5% in the finance sector.

The distribution of children by the years of birth is rather uniform: 14.4% were born in 2005, 12.5% in 2006, 12.0% in 2007, 15.3% in 2008, 19.4% in 2009, 13.0% in 2010, and 13.4% in 2011. As to the place of birth, 70% of the children were born in Finland, 21% in Russia, 5% in Estonia, and the rest were born in Israel, Spain, Kazakhstan, Canada, Portugal, Ukraine, etc. (about 60 birthplaces in all).

Command of languages

Of all the parents surveyed, 98% speak Russian as their mother tongue, with the second parent also speaking Russian in 66% of the cases and Finnish or (rarely) Swedish in 24% of the cases; the rest state some other language as their mother tongue. The language of the parents' daily communication is only Russian in 78.2% of the cases, both Russian and Finnish in 2.0% of the cases, Finnish or Swedish in 19.8% of the cases. For communication with children, 94.9% of the parents usually use Russian, 4.7% use two languages, and 0.5% use Finnish or Swedish. With other relatives, 82.5% of the parents usually speak Russian, 14.2% use both languages, and 3.3% speak Finnish/Swedish. Daily communication with friends takes place in Russian in 64.5% of the cases, in two languages in 30,8% of the cases, and in Finnish/Swedish in 4.7% of the cases. Communication with the teaching staff mainly occurs in the official national languages (89.1%), less often in both Russian and the official national language (7.5%), and the least often in Russian only (3.5%). At work, 69.1% speak Finnish or Swedish, 22.3% speak two languages, and 8.5% speak Russian. In official institutional settings, 92.5% of communication occurs in Finnish or Swedish, 6.0% in Russian in addition to Finnish or Swedish, 1.5% in Russian only. Approximately 35% of the respondents also speak English, 2% speak Estonian, and the same goes for German; some other languages listed are French, Italian, Portuguese, Hebrew, Ukrainian, Arabic, and Hindi.

Excellent command of the Russian language is reported by 92.6% of the respondents, with speaking skills slightly above of writing skills (only 81% state that their writing is excellent), which is not surprising for the parents in the second generation of immigrants. Among the children, 60.6% have excellent oral comprehension skills in Russian, and 38.9% have good oral comprehension skills; the speaking skills of 48.1% are excellent, and 46.3% have good speaking skills, which is natural considering the children's age. Reading has not been mastered by 21.8%, 16.7% are excellent at reading, 16.7% have poor reading skills, and 44.9% are good at reading.

The respondents' listening comprehension in Finnish is rated as good by 59.7% of the sample; 24.1% consider it excellent, 15.3% state that it is poor, and 0.9% state that they have none. Speaking skills are considered good by 56% of the respondents, excellent by 13.0%, poor by 29.2%, and 1.9% do not speak Finnish at all. Reading comprehension in Finnish was rated as good by 57.9% of the respondents, considered excellent by 25.0%, poor by 15.7%, and 1.4% cannot read in Finnish. Writing skills in Finnish are considered good by 54.2% of the respondents, excellent by 9.3%, poor by 33.3%, and 3.2% state they have no writing skills. Thus, it can be seen that the respondents rate their receptive language skills higher than their productive skills, and oral skills are rated higher than writing skills.

All the children display listening comprehension in Finnish, with 51.9% on a good level, 41.2% – excellent, and 6.9% – poor. All the children can speak Finnish, with 49.1% rated as good, 37.0% as excellent, and 13.9% as poor. Many cannot read yet (22.7%) while 39.4% are good at reading, 25.0% are excellent, and 13.0% have poor reading skills. As many as 25,5% cannot write, 39.4% are good at writing, 17.6% are excellent, and 17.6% have poor writing skills. Naturally, children are ahead of adults in their language skills and developing normally.

In daily communication with the respondents, their children use Russian in 95.3% of the cases, two languages in 3.3%, and only Finnish in 1.4%; in communicating with the other parent, 71.9% use Russian, 3.9% use two languages, and 24,1% use the second language. With siblings, communication takes place in Russian in 72.9% of the cases, in two languages in 19.2% of the cases, and in the second language in 7.9% of the cases. The children speak Russian with other relatives in 71.5% of the cases, use two languages in 22.9% of the cases, and only the second language in 5.6% of the cases. The distribution is different in communication with friends: 49.8% use both languages, 29.6% use the second language, and 20.7% use Russian. In the educational institution, children mainly speak the official national language (70.0%), less often two languages (27.7%), and very rarely only Russian (2.3%). The children receive video information mostly in two languages (54.2%), but also only in Russian (38.3%), or in only the second language (7.5%). The distribution of languages in reading is the following: in two languages in 50.0% of the families, in Russian in 35%, and in the second language in 15% of the families. The distribution of languages in using the Internet is similar: 49.7% use both languages, 36.4% use Russian, and 13.9% use the official national language. Children also often use English or the language of the second parent if it is not Finnish or Russian. Communication in Russian is prevalent at home, and in Finnish outside the home.

Table 10. Frequency of contacts with the community.

Percentage	Every day	Every week	Every month	Every three months	Every year	Never
Attending events held in Russian	6.8	26.6	26.1	15.5	20.8	4.3
Attending events held in another language	12.6	26.2	26.7	21.8	11.2	1.5
The family has Russian-speaking guests	8.1	38.8	34.4	15.8	2.4	0.5
The family has guests speaking another language	2.9	22.3	28.2	17.5	16.5	12.6
The child spends time with Russian-speaking friends	25.1	37.0	16.1	10.9	5.2	5.7
The child spends time with friends speaking another language	48.8	29.4	13.3	3.8	2.4	2.4

Assistance in learning the Russian language is the most often provided in the form of reading and watching TV together, as well as talking; parents explain why it is important to know the language and help with homework less often; 2/5 of the children attend classes held in Russian.

The Russian language is mainly needed for work. Together with the children, parents make up fairy tales and songs; they teach the children by using various materials; they write in Russian; go on trips to Russia and other countries where Russian is spoken; cultivate love of reading; organise meetings and various events in Russian. Russian is an international language; it can be used for communication in many countries; "there are plenty of interesting things in Russian, including Internet resources; there are a lot of interesting things in Russia, including various nationalities and nature; Russian is a global language, many people use it for communication, there will always be someone to talk to anywhere you go"; Russian culture is important; if the children are Russian citizens, they have to know the language in case they decide to come back. "In order to talk to grandparents and other relatives in Russia; to read books translated to Russian (and not Finnish or Swedish) from other languages: more books have been translated, the translations might be better, more interesting"; "to know the culture without having it translated; to immerse yourself in the 'culture code', our values, our idioms, to understand quotations and jokes"; "the labour market is larger in Russia".

There is significantly less assistance in learning Finnish and helping with homework; explaining why knowing the language is useful and attending events together are the most common activities here.

The Finnish language is necessary for the future, to use it at work and to obtain education, to have friends and be accepted by the Finns as one of their own. The children have to become full citizens of Finland, sense the Finnish language as their second mother tongue; "the more languages, the more interesting one's life"; Swedish is "the language of the Nordic identity"; "for a complete personality development in the process of searching for one's identity". Complete transition to the second language is also an option; this is the child's decision but it is of no good forgetting the language of your loved ones; "to have a more extensive worldview and develop brain capacity". One of the parents wrote, "Finnish is my second language. I love it because it is my mother's language. When I was little, I was surrounded by numerous relatives who talked to one another in Finnish. Being a part of the Finnish culture and ethnos is an important part of my life, and it was formative for my personality. I would like to pass on to my children my attitude and interest towards the language, as well as my love for it; I would like Finnish to become their "own" language. The second language in the country where it is official provides more opportunities in all spheres of life, freedom, free choice in life situations, removes obstacles. It is needed for leisure activities.

Language training

The parents' satisfaction with the quality of language training is the following: 12% are very content, 23% are content, 19% are rather discontent, 13% are discontent, and 34% could not comment. This section contains a great number of the parents' substantive responses. For example, there is no opportunity to learn the language outside the home, the teacher disregards the child's individual needs, there are children of different ages in the group, there is no uniform curriculum, too few classroom hours, older children refuse to attend the lessons. "Speech therapist assistance is not available; there are no specialists or materials for teaching Russian to children living abroad (considering the fact that the children cannot learn Russian every day)"; "The school has no curriculum for teaching Russian. Russian language lessons have been arranged in another district of the city (there are no direct bus routes) and in after-school hours (the classes are not included in the study load), there are children of very different ages and language levels in the class. There are no studying materials (the children use the textbooks meant for regular schools in Russia, which are clearly unsuitable for children living abroad)"; "We attend general child development classes (letters, numbers, stories, seasons, drawing, moulding) carried out in Russian"; "Our child goes to a Russian-Finnish kindergarten. In the kindergarten, they teach communication with all the kids, focusing mainly on Finnish, because our family is Russian-speaking. No attention is paid to the Russian language. They do not teach children how to properly speak Russian, just how to be communicative"; "My daughter is too young for me to answer this question. I teach her myself, talk to her, read books, we watch Russian cartoons together. I think I will try to find time for additional Russian classes in the future"; "Professional approach to the education system in the private Russian family centre"; "The child finds it easier to speak Finnish and when he answers in Finnish, kindergarten teachers do not insist and do not keep speaking Russian; they switch to Finnish"; "It is not learning, 4 and 3 years old, there are no Russian language courses for such young kids in the city. The kindergarten is afraid that the children will not be able to succeed in learning Finnish. They said we must speak only Finnish at home". The parents are content with bilingual education in Finnish-Russian schools but in general, it is difficult to choose a proper curriculum for bilinguals. Some parents consider it necessary to send their children to a school of the Russian Embassy and/or hire a private tutor, say there is too little / too much homework. Teachers' levels of competence vary. The Russian-speaking personnel of bilingual institutions are advised to always speak only in Russian instead of incorrect Finnish.

With regard to teaching the Finnish language, 36% are very content, 48% are rather content, 6% are rather discontent, 2% are discontent, and 7% could not comment on the question. This issue raises somewhat fewer concerns. Still, some parents consider Finnish education illogical and unsystematic: “they read too little, do not learn anything by heart”; little grammar is explained; they let children use slang; “the child is not learning anything new”. Others praise the methods of teaching Finnish as a second language by means of special classes, including speech therapist sessions, with a simultaneous inclusion in the flow of events and ensuring communication in the Finnish language; positive opinions are expressed about the role-play method, individual approach, and fast progress; “the Finnish school is indeed the best in the world in all aspects”; “Finnish has become the child’s native language”. Helping the children with homework in Finnish, the parents translate texts into Russian together with the child and explain the material, for example, “they told us to speak only Russian at home because the child has a problem”.

Good attitude towards bilingual education is expressed by 92% of the respondents, 2% remain neutral, 6% could not comment, as they probably have no relevant experience. As to the statement that such an approach fosters the child’ development, 88% agree, 8% partly agree, 1% do not agree and the same proportion believe it hinders the development, and 25% could not comment. One response says: “You cannot speak only one language in today’s world; you have to know a lot of languages and at different levels at that; some of them, you have to master really well”. In choosing the educational institution, the parents generally pay attention to its proximity to home, opportunities to master Finnish well, and the teachers’ professional competence. There is often no choice; there is one case where the child’s interests mattered: a lot of music.

Social and cognitive skills come to the fore in describing the significance of bilingual education. According to the parents, success in learning depends primarily on the teacher’s professional excellence and attitude towards the child, as well as the cooperation of the teacher and the parents and whether the child wants to learn the language. What is also mentioned is the appropriate attitude of parents, interesting learning materials, and opportunities for socialising with peers; using the language for something interesting; negative experiences of communication in this language; emotional links with the language; rich and versatile language input; how natural the manner of its acquisition is; individual peculiarities; the environment; the parents’ and the child’s social circle; the attitude towards history and culture in Russia and Finland; personal examples of learning Finnish; the relatives’ attitude towards bilingualism; the teachers’ ability to support the child, and teaching as such.

The parents almost always receive information from the school or kindergarten in Finnish or Swedish (they are advised to use translator’s services), often in English, and in two languages from bilingual educational institutions. In relation to the aforementioned, 68.5% of the respondents have no difficulties, 25.5% sometimes have difficulties, 4.2% often face difficulties, and 0.9% always have difficulties. Those who do face difficulties believe them to be the result of insufficient knowledge about the culture of the society and celebrations, the fact that it is not possible to draw a parallel between the information and their personal experience, and sometimes they simply cannot understand everything.

The parents often show initiative in 2.8% of the cases, sometimes in 33.3% of the cases (for instance, they have asked to increase or decrease the number of classroom hours of a certain language, to transfer the child to another group, to replace the teacher, to use additional learning materials or dictionaries, to let children speak Russian, to decrease the study load, and held a Russian language lesson for everyone during the "International week"). Their recommendations are often accepted in 18.8% of the cases and sometimes in 34.1% of the cases. The parents believe that their proactivity can improve language training in 20.8% of the cases. Thus, the parents' general attitude is rather inactive and pessimistic. Still, 57.9% of the parents are content or very content with cooperation in the issues of bilingual education and 61.6% express readiness to help regularly. Those who have doubts state the following reasons: they do not know what bilingual education is, do not see an opportunity, there are no specialists, they have no qualification, have poor command of Finnish, have no time, are not interested, intend to leave the country, focus on Russian language training, trust the education system with teaching Finnish.

The parents would readily participate in events involving joint cultural outings, discussions with teachers and partly, parent meetings.

They express interest in the following lecture topics (in descending order): *what psychological difficulties does a bilingual child face? How can I help my child in the process of bilingual education? What are the efficient modern methods of language teaching? How can the parent support the child in bilingual education in the home environment? What reading materials should be used for preserving children's language development and at what age? What means are there for preserving language command (language camps, quiz games, letter writing, etc.)? What options are there for distance language learning (online resources)? What type of bilingual education is the right one for your child?* One of the parents writes: "It is not adaptation and integration that I am interested in but the opportunity not to lose Russian as our native language. At the same time, I do not want to demand special treatment for my child at school. In the future, I am going to hire a Russian language tutor. Still, I want to introduce my child to Russian literature and Russian history". The following topics suggested by the parents could be noted: *how to get the child interested in their native language and culture or bring back their willingness to learn and preserve it? Which problems related to children's upbringing most commonly occur in Russian-Finnish families? How does bilingualism affect the child's development and academic performance (on the whole)? What to do if there are more than two languages? How can we influence the Finnish system of our native language (Russian) teaching in school and pre-school (providing Russian language support as early as in pre-school, improving the quality of Russian language teaching, creating more bilingual schools and kindergartens)? How does bilingualism develop in the second generation? How and in which way do parents feel the responsibility and necessity for teaching the language to the child; what do parents do? How to teach a child who began learning Russian for native speakers in Russia? Is there a technique for the child's psychological adaptation in various language environments?*

The obtained responses made us think that after the end of the project, remote regions of Finland should also be provided with its results, and that we should gather

information about opportunities for bilingual education and about counselling families online. The parents' interest in the project and their willingness to support the children's bilingualism and to participate in the planning and implementation of the practical part of the project allow us to conclude that there is demand for the development of the relevant mentor-training programme and the dissemination of the obtained results in all regions of Finland.

Results of the parents' survey in Latvia

Sample description

During the research, the surveys filled in by 193 Latvian respondents (parents) were generalised. With regard to the gender distribution of the respondents, 80% are female and 20% are male. Such gender ratio is generally similar across all three countries although the proportion of men in Latvia is slightly higher than in Estonia and Finland.

The majority of respondents are aged between 31 and 40 (58%), followed by the group aged between 41 and 50 (23.3%), then those younger than 30 (16.1%), between 51 and 60 years (2.1%), and finally 61 and older (0.5%). The overwhelming majority of respondents were born in Latvia (170 participants) and the rest came from other countries: Russia (13 people), Belarus (4 people), Ukraine (1 person), Uzbekistan (1 person), Lithuania (1 person), and India (1 person). The respondents that were not born in Latvia have been living here since the 1980s (21 people) and only 6 people immigrated to Latvia in the 1960s–1970s.

Higher education is reported by 19.6% of the respondents (27 have a master's degree), 11.3% have begun studying in higher education institutions but never graduated; 14.5% of respondents have secondary education, and 19.2% have secondary vocational education. Only 3% of respondents have incomplete secondary education.

The professional distribution of the respondents is so versatile that it is difficult to claim that one or another profession predominates (with a slight overweight of economists and finance specialists, as well as teachers). Similar diversity can be seen in the respondents' occupations although it is easier to identify a system there: 19.6% are employed in the service sector, 12.4% work in the trade industry, 11.9% work in science and education, 7.8% are employed in the transport sector, and 6.7% work in the manufacturing sector.

The distribution of children by the years of birth is rather uneven, with 36% born in 2009, 21% born in 2008, 15% born in 2006, 14% born in 2007, 7% born in 2010, 6% born in 2005, and 2% born in 2011. The vast majority of children (185) were born in Latvia, only 4 came from Russia, and 1 came from each of the following countries: Belarus, Ukraine, the United Kingdom, and Cyprus. Of the children born in Latvia, 129 were born in Riga, 18 in Ventspils, 8 in Liepaja (the rest are distributed in other Latvian cities by 1 or 2). At the moment, the majority of the children (137) live in Riga, 28 children live in Ventspils, 4 live in Aizkraukle, and 3 live in Liepaja (the rest live in other Latvian cities). Generally speaking, respondents from all regions of Latvia participated in the survey.

Command of languages

The analysis of the Latvian respondents' answers to the questions referring to the command of languages (Russian, Latvian) and the use of these languages in everyday life shows obvious dominance of the Russian language in their lives and the lives of their children.

Thus, the parents' evaluation of their level of command of the Russian language in all language skills is rather high: on average, 80% of the respondents believe that their listening comprehension, speaking, and reading in Russian are excellent. Only writing displays inferior results: 66% of the respondents rated their writing skills in Russian as excellent. As far as the children's command of the Russian language is concerned, the parents believe that their children have excellent listening comprehension (67%) and speaking skills (64%) in Russian. The children's other language skills are rated lower, which can be explained with the children's age-related peculiarities:

- 34.2% of the parents state that their children's reading skills are excellent (57% of the parents believe them to be good and 7.8% of the parents rate them as poor);
- 23.8% of the parents state that their children's writing skills are excellent, 58.5% believe them to be good, 15% consider the children's writing skills poor, and 2.6% of the parents state their children cannot write in Russian at all.

The parents rate their own Latvian language proficiency as follows (see Table 11):

Table 11. Latvian language command (parents)

Language skill	Excellent	Good	Poor	None
Listening comprehension	42%	48.2%	8.8%	1%
Speaking	26.9%	52.3%	18.1%	2.6%
Reading	38.9%	53.4%	5.7%	2.1%
Writing	22.3%	57%	19.2%	1.6%

As for the children, the situation can be described as follows according to the parents (see Table 12):

Table 12. Latvian language command (children)

Language skill	Excellent	Good	Poor	None
Listening comprehension	8.3%	47.2%	36.8%	7.8%
Speaking	7.8%	34.2%	46.1%	11.9%
Reading	10.4%	53.9%	25.9%	9.8%
Writing	5.2%	40.4%	39.9%	14.5%

In the family environment, the majority of the children (94.2%) speak Russian to their parents; only 4.7% speak both Russian and Latvian, and 1% speak Latvian. The pattern of the use of languages changes somewhat in the children's communication with the following groups:

- other relatives: two languages are used by 11% of the children;
- friends: 19.4% speak two languages, 2% speak Latvian;
- in the pre-school institution: 20.6% speak two languages, 7.9% speak Latvian.

The proportion of the second language (Latvian) increases when the children do the following:

- watch TV shows, cartoons, etc.: 30.5% watch in two languages, 1.1% in Latvian;
- read magazines, books, etc.: 27.4% read in two languages, 1.1% read in Latvian;
- use the Internet: 21.1% use two languages.

Consequently, the Latvian environment where the children live encourages them to use the second (Latvian) language.

Judging by the participants' responses, their families take rather active part in events where Russian-speaking people can be met: 30.9% do it every week; 19.7%, every month; 19.1%, every day; 16%, once a year, and only 2.1% never go to such events. Many of the families welcome Russian-speaking guests at home: weekly in 39.1% of the cases, daily in 21.9% of the cases, monthly in 28.6% of the cases (0.5% never have such guests).

The respondents also like events held in Latvian or events attended by Latvian-speaking people: 27.3% participate in such events every month, 20.2% do it every week, 20.2% do it once a year, 9.8% do it on a daily basis, and 7,1% never take part in such events. Numerous families quite often invite Latvian-speaking guests to their homes: every month in 27.9% of the cases, once a year in 20.8% of the cases, and weekly in 13.7% of the cases; however, 16.4% never do it.

Still, the majority of Russian-speaking children spend their free time with Russian-speaking friends (75% of the children), and only 25.7% talk to their Latvian-speaking peers, while 12% of the children never spend free time with Latvian-speaking peers.

In answering what the child would need the Russian language for in the future, the parents rate the suggested options in order of importance as follows: 1) in order to remain Russian

(to retain one's identity), 2) to use Russian for their hobbies in their free time; 3) to have Russian-speaking friends, 4) to be accepted by Russians as one of their own, 5) to use Russian at work and 6) to obtain an education in Russian.

We can see a slightly different "values scale" in the responses to the question about the significance of Latvian for the child in the future: according to the parents, children primarily need Latvian in order to use it at work and obtain an education in Latvian, and only then the arguments about having Latvian friends, feeling comfortable in the Latvian-speaking environment, and using the language for one's hobbies in their free time follow.

Judging by the above-mentioned, it can be said that for the respondents, the importance of the Russian language is first of all, linked to the perception of one's identity and the emotional side of life while the attitude towards the Latvian language is principally pragmatic.

Language training

The overwhelming majority of parents are satisfied with their children's Russian language training (26% are very content, 56% are content). In justifying their positive attitude, the parents note teachers' professional excellence. However, many state that there are not enough classroom hours for the Russian language and express discontentment about Russian language studying materials. At the same time, according to the parents' responses, they provide active assistance to their children in learning Russian (see Table 13):

Table 13. Parents' assistance to their children in learning Russian

I read books/magazines or we read them together	78%
I help with homework	61%
We watch TV shows together	53%
I try to set an example of correct speech for the child	52%
I explain why good command of the language is important	43%
We go to various events where my child can learn the language	27%
I ask advice from the teacher teaching the language to my child	19%
The child goes to a club / clubs where this language is taught or spoken	13%

In evaluating how their children are taught Latvian, 69% state that they are content or very content (25% are discontent or rather discontent). In this case as well, the parents provide active assistance to their children in mastering the second (Latvian) language (see Table 14):

Table 14. Parents' assistance to their children in learning Latvian

I explain why good command of the language is important	63%
I help with homework	59%
I read books/magazines or we read them together	40%
We watch TV shows together	28%
We go to various events where my child can learn the language	27%
I try to set an example of correct speech for the child	24%
The child goes to a club / clubs	24%
I ask advice from the teacher teaching the language to my child	23%
My child studies with a private language tutor	6%

It inspires optimism that 62% of the parents surveyed in Latvia have a positive attitude towards their children's bilingual education. However, the percentage of those who take a negative view or are neutral about a person's / children's bilingualism is higher in Latvia than in Estonia or Finland (compare: negative attitude is expressed by 17% in Latvia, 6% in Estonia, and 0% in Finland). The same is true for responses to the question "Does bilingual education foster the overall development of your child?". The parents surveyed in Latvia are more reserved about the above-mentioned influence: 47% are convinced that bilingual education fully promotes it (compared to 88% in Finland and 57% in Estonia). However, 33% of the parents believe that bilingual education contributes to that only partially. According to 5% of the respondents, such education does not foster the child's development, and 8% of the parents believe that it even hinders children's development. Expressing their views in favour of bilingualism, the parents note that bilingualism broadens the mind (59%) and enriches the child's personality (50%), develops the child' cognitive abilities (55%), helps grasp the environment faster and more flexibly (52%), fosters children's better social adaptation (53%), and instils tolerance (48%). The negative effects of bilingualism that the parents mention are the following: it leads to the confusion of cultural identity (13%), prevents the child from mastering the Russian language (11%) or the Latvian language (9%), and makes the child indifferent to their identity (7%). In the "other" option, the parents state that bilingualism prevents the child from good performance in other (non-language) school subjects and "creates confusion in the child's head".

It is curious that the opinions of the parents surveyed in Latvia on what influences the success of the child mastering the second language are rather "evenly distributed" across all response options. What the parents consider the most important in this process (although by a slender margin) is the teacher's professional excellence and the methodology of language teaching, and they place the age when the child begins learning the second language last (the same is true for the responses of the parents surveyed in Estonia). In the "other" option, the parents state the importance of the child's physical health, favourable national language policy ("help but not dictation"), and the attitude of Latvians towards Russians.

Cooperation with the school or pre-school

Slightly over half of the respondents' children (51.2%) go to school/kindergarten with instruction primarily in Russian; 31.6% of the children attend bilingual educational institutions, and 12.9% attend a Latvian school/kindergarten. In choosing the educational institution, the parents have considered the following significant factors (in order of importance): 1) teachers' professional competence, 2) the location of the educational institution, 3) the opportunity for the child's development/learning in Russian, 4) the opportunity to master the second language well, 5) recommendations from acquaintances, 6) facilities and resources of the educational institution, 7) the number of children in the group, 8) the image of the school/kindergarten.

The parents most often receive information about their children or events from the school or kindergarten in two languages (44.1%), in Russian (37.8%), and less often in Latvian (17.1%). At the same time, 76.3% do not have any difficulties receiving the information in this manner. Those who sometimes have difficulties amount to 16.6%, 2.6% of the respondents often have difficulties, and 3.1% always have them.

In answering the question "How content are you with the cooperation with the school/ kindergarten in the issue of your child's bilingual education?", 14.5% state that they are "very content", 46.1% are "content", 13% are discontent or rather discontent, and 26.4% could not comment. However, initiative to change something in the educational institution with regard to the language of instruction is often shown by a mere 4.7% of the parents (37.3% show initiative sometimes and 58% never do it). According to 46.7% of the parents, their initiatives are never taken into consideration by the administration of the educational institution (41.8% of the respondents state that their initiatives are sometimes accepted and 11.5% say it happens often).

The parents' positions on their participation in the activities of the educational institution in helping their children master the second language are the following: 21.2% are convinced that their help would be useful; 33.2% doubt it; 11.4% believe such assistance is pointless; 34.2% could not comment. However, readiness to regularly cooperate with the school/kindergarten in the issues of bilingual education is expressed only by 43% of the respondents; 25.9% of the parents are ready to do it sometimes; 13% are not ready for such cooperation; and 18.1% cannot answer.

The analysis of the participants' responses to the questions about their cooperation with the educational institution allows us to conclude that, on the one hand, many parents are not fully content with the situation in the educational institution and the nature of their cooperation with it; on the other hand, they do not demonstrate any willingness to participate in the cooperation process. The analysis of the parents' arguments shows that they primarily make reference to the lack of free time and their incompetence in the particular issue ("I think it is the school's / kindergarten's task to teach children, and I am not a specialist").

Despite the fact that the majority of the parents are not ready to cooperate with the school/ kindergarten, many agree to participate in the following events (see Table 15):

Table 15. Parent's preferences in participating in events

excursions, walking tours, trips together	77%
celebrations, concerts, going to the theatre	56%
organising and participating in celebrations together	42%
demo lessons/classes, lessons for children and parents together	41%
"open house" events for parents	35%
parents' meetings / evenings / café outings	24%
volunteer work events, fairs/markets	26%

It should be noted that the option of "lectures for parents on bilingualism and children's development", as well as "workshops for parents" only caught the interest of a fifth of the respondents. Unfortunately, none of the parents express their readiness, stating, for example, "Teach me, help me become competent in this issue, and I will be glad to participate in cooperation".

The respondents are interested in the following issues and would like more information on them (in order of importance):

- What are the efficient modern methods of language teaching? – 44%
- How can I help my child in the process of bilingual education? – 40%
- How can the parent support the child in bilingual education in the home environment? – 36%
- What type of bilingual education is the right one for your child? – 33%
- What psychological difficulties does a bilingual child face? – 32%
- What reading materials should be used for preserving children's language development and at what age? – 31%
- What means are there for preserving language command (language camps, quiz games, letter writing, etc.)? – 30%

- What options are there for distance language learning (online resources)? – 21%
- How can we retain our identity in a multicultural environment? – 17%

In addition to the questions for discussion stated in the questionnaire, the parents surveyed in Latvia would like to get answers to the following questions: How can I help my child overcome the psychological difficulties related to bilingual education? Why are textbooks in some subjects entirely in Latvian?

Summary

- Russian-speaking respondents (parents) living in almost all the regions of Latvia participated in the survey.
- The Russian language predominates in the life of the respondents and their children in various communicative situations; according to the respondents, they and their children alike have better command of Russian than of Latvian.
- The significance of the languages in the children's life, according to the respondents, varies in nature: good command of Russian is primarily necessary for the perception of one's identity and the emotional side of life while Latvian is needed for obtaining an education in this language in the future and using it in one's profession, at work.
- The majority of the parents are content with how Russian and Latvian are taught to their children in schools and pre-school institutions; they try to provide as much help to the children as possible in acquiring the languages.
- The attitude of the majority of the parents towards their children's bilingual education is positive; however, just under half of the respondents are convinced that such education fully supports their children's general development. Moreover, the percentage of those whose attitude towards bilingual education is negative is higher in Latvia than in Estonia and Finland.
- The majority of the respondents' children go to educational institutions where teaching is performed in Russian or two languages. In choosing the kindergarten or school, the respondents have primarily considered the teachers' professional competence, the location of the educational institution, and the opportunity for the child's development/learning in Russian.
- Just over half of the respondents express contentment with their cooperation in the issues of bilingual education with the school/kindergarten that their children attend. However, only a small proportion of the parents show initiative about what should be changed in the system of bilingual education, and only a few believe that their involvement in the operation of the educational institution to improve their children's bilingual development could be useful and efficient. The parents are ready to cooperate with the educational institution in traditional formats: excursions, walking tours, organisation of celebrations, etc.
- Numerous respondents are interested in the issues concerning the didactic aspect of bilingual education, as well as the problem of retaining one's identity in a multicultural environment and in the context of bilingual education.

Comparative analysis of the research results obtained in the participating countries (Estonia, Latvia, Finland)

Comparative analysis of the results of the survey among the respondents (parents) in Estonia, Finland, and Latvia concerning the "Command of languages" section:

- in all the countries, the majority of the surveyed parents are Russian-speaking;
- the respondents evaluate their own and their children's level of the Russian (first) language command as rather high (due to the age of the children, their reading and writing skills are inferior to listening comprehension and speaking);
- the level of the respondents' (parents) command of the second language (Estonian, Finnish, Latvian), in their own opinion, is inferior to the level of command of Russian in all three countries whereas receptive skills are evaluated as better than productive skills, and oral skills are said to be better than writing skills;
- as to the children's command of the second language (Estonian, Finnish, Latvian), there are substantial differences: in Finland, all of the respondents' children can understand and speak Finnish while Latvia and Estonia display a different picture with approximately 9% of the children unable to understand speech in Latvian or Estonian and 14% unable to speak those languages;
- as for the use of languages by the respondents in various communication situations, it is similar in all the countries: Russian is the primary language of communication in the families (among the parents, children, and other relatives); the proportion of the second language in communication increases when the respondents and their children spend time with friends. However, the respondents and their children in Finland use Finnish (and/or Swedish) more often in communicating with relatives, in educational institutions, at work, and in searching for information (reading, the Internet). In other words, the prevalence of Russian in communicating at home and the prevalence of the second language outside the home is typical for all three countries, but in Finland, the extent of the use of Finnish (and/or Swedish) by the

respondents "outside the home" is much greater than the extent of the use of the second language in Latvia and Estonia;

- there are some differences as to the frequency of participation of the respondents' families in various events in Russian and the second language or events attended by the speakers of different languages: in Finland and Latvia, the respondents and their children are more active participants of such events; and the respondents in Estonia do it significantly less often. However, it must be noted that it is common for Latvia and Estonia (unlike Finland) that the respondents' children prefer spending free time with Russian-speaking friends;
- the respondents' opinions differ partly with regard to the understanding of the role of Russian and the second language ("values scale of language"): according to the respondents in Latvia and Estonia, children need Russian to retain their identity (to remain Russian), to practice hobbies in their free time and talk to friends, and they need the second language primarily for obtaining an education and working in the future. In Finland, the concept of retaining one's Russian identity is not popular and bilingualism is strongly supported: according to the respondents, Russian is needed for work, for obtaining necessary information, travelling, and talking to relatives in Russia, and the official national language is needed for work, obtaining an education, and to be accepted by Finns as one of their own.

Comparative analysis of the results of the survey among the respondents (parents) in Estonia, Finland, and Latvia concerning the "Language training" section:

- the majority of the respondents in Latvia and Estonia are content with their children's language training at school or kindergarten, emphasising the teachers' professional competence, but only 35% of the respondents in Finland evaluate this aspect more or less positively, expressing discontentment with the methodology of teaching Russian, not enough classroom hours, the quality of study materials, etc.
- the respondents' opinions about their children's second language training in Latvia and Estonia compared to Finland are the opposite: the respondents in Latvia and Estonia are more often discontent with the process of teaching Latvian or Estonian to their children (chief complaints of the respondents: the curriculum is complicated, teachers lack professional competence, the quality of the study materials is low) while the majority of the parents surveyed in Finland are content with this process;
- in all three countries, the parents provide substantial help to their children in mastering the first language and the second language alike, and explain why it is important to know the second language;
- the attitude towards the children's bilingual education is in most cases positive in all three countries, and the parents' arguments in favour of bilingual education are essentially almost identical. However, the percentage of the parents who are neutral or negative about such education in Latvia is higher than in Finland and Estonia

(compare: negative attitude is expressed by 17% in Latvia, 9% in Estonia, and 0% in Finland). Moreover, a larger proportion of the respondents (parents) in Latvia and Estonia are convinced that bilingual education causes confusion about one's cultural identity, hinders the child mastering the Russian language or the Latvia/Estonian language and makes the child indifferent to their identity;

- there are no differences of opinion among all the surveyed parents as to what the child's success in mastering the second language depends on (according to the respondents, it primarily depends on the teachers' professional excellence).

Comparative analysis of the results of the survey among the respondents (parents) in Estonia, Finland, and Latvia concerning the "Cooperation with the educational institution" section:

- in Latvia and Estonia, the parents usually receive information about the child or school events in Russian or the second language in the process of cooperation with the educational institution, and in Finland, such information is more often provided in Finnish or Swedish; according to the respondents, the majority do not face any difficulties in relation to this aspect;
- approximately the same number of parents in all the countries (about 60%) are content with the cooperation with the educational institution on the issues of their children's bilingual education, but the readiness to actively cooperate with educational institutions in Finland is expressed by 61.6% of the respondents while the relevant proportion of the parents in Latvia and Estonia is just over 40%. The parents' responses demonstrate that only a few of them often suggest changes in the educational institution with regard to the language of instruction; in Finland, such initiatives by the parents are more often taken into consideration by the administration of the educational institution, whereas it is extremely rare for Latvia and Estonia;
- the events where parents would readily participate in fostering their children's comprehensive development in the process of bilingual education are traditional and coincide strikingly in all three countries (participating in excursions, organising celebrations, discussions with teachers, etc.). It should be noted that the parents surveyed in Finland expressed more interest in lectures on bilingual education than those in Estonia and especially in Latvia;
- in all three countries, the respondents are interested in answers to almost all of the suggested questions but a larger proportion of the parents in Latvia and Estonia are concerned about the question "How can we retain our identity in the multicultural environment?" compared to Finland.

Conclusion

In Latvia and Estonia, the Russian-speaking minority can make do with the Russian language in their environment while it is almost impossible to "survive" in Finland without Finnish (the Russian minority in Finland is inconsiderable in number). While in Latvia and Estonia the issue is integration with the bulk of the population, in Finland, it is about supporting Russian as a native language. Such differences in parents' points of view suggest that it would be good for them to exchange opinions about children's bilingual development and help one another understand how bilingualism forms in different conditions; for that purpose, a meeting of parents from the different countries could be provided for in the future.

The parents view the school with a rather critical eye; they see the good and the bad aspects, and bilingual education as such does not provoke rejection (it is received more positively in Finland than in Estonia and more positively in Estonia than in Latvia); but in general, everyone wants a balance between the two languages so that neither dominates. In broader terms, the parents consider their command of Russian good but worse than that of the official national language. The children's grades in languages can be easily explained and fit the norm but some parents express concern that the children's progress is too slow. In Latvia and Estonia, the respondents are more content with how Russian is taught, and in Finland, how Finnish is taught produces more contentment. In Estonia, the parents are discontent about the curriculum, which is too complicated, and in Finland, many push for the promotion of providing specific knowledge and cognitive development while what bothers the parents is the teachers' lack of professional competence.

The purposes of a good command of languages also vary. In Latvia and Estonia, the Russian language is important for retaining one's identity and for contacts with other people. Using Russian for one's hobbies in spare time is the second most important purpose of the language in all three countries. In Finland, the concept of retaining one's identity is not popular and bilingualism is strongly supported while Russian is considered necessary for work. The official national language is definitely needed for work and for obtaining an education in all three countries.

It is surprising to see the needs of the parents differ with regard to obtaining information about bilingualism: in Finland, unlike the other two countries, bilingualism is perceived rather as acquiring the language and not as teaching the language. Still, the content of

mentor training should touch equally upon all the aspects of bilingualism; otherwise, some issues can be neglected and the parents will not understand the essence of the problems.

The results of the analysis of the responses show that there are numerous willing parents who are ready to acquire new information and support the project; and it is them our efforts should be focused on. If they form the motivated core, they can further spread information about the potential forms of cooperation.

АНКЕТА ДЛЯ РОДИТЕЛЕЙ (ОПЕКУНОВ)

Уважаемые родители (опекуны[1])!

Три европейских университета – Нарвский колледж Тартуского университета, Хельсинкский и Латвийский – хотят помочь Вам воспитать ребёнка двуязычным. Этому посвящён наш совместный проект. Мы будем встречаться и рассказывать о многоязычии, но прежде чем начать эту деятельность, нам нужно знать Ваши потребности.

Приглашаем Вас принять участие в обсуждении вопросов, связанных с развитием и обучением Вашего ребёнка на родном и втором языках в детском саду и начальной школе. Ваши искренние ответы помогут нам лучше понять особенности, актуальные вопросы обучения и поддержки русскоязычных детей в условиях мультикультурности.

Анкета анонимна, результаты будут использоваться только в обобщённом виде. Заполнение анкеты не займёт у Вас более 20 мин. Если у Вас двое или трое детей этого возраста, будем благодарны Вам, если Вы заполните анкеты на каждого из Ваших детей.

Заранее благодарим Вас за участие!

С вопросами можно обращаться:

Эстония – Анна Джалалова (anna.dzalalova@ut.ee), Наталья Зорина (natalja.zorina@ut.ee)..

1 Далее везде, где говорится о родителях, имеются в виду также опекуны.

Ответьте, пожалуйста, на вопросы о Вас и Вашем ребёнке

Ваш пол

- ☐ мужской
- ☐ женский

Ваш возраст

- ☐ до 30
- ☐ 31-40
- ☐ 41-50
- ☐ 51-60
- ☐ 61 и старше

В какой стране Вы родились?

- ☐ Латвия
- ☐ Финляндия
- ☐ Эстония
- ☐ Россия
- ☐ Другое: .....

Если Вы родились не в Эстонии, укажите, пожалуйста, с какого года Вы проживаете в этой стране.

.....

Ваше образование

- ☐ незаконченное среднее
- ☐ среднее
- ☐ среднее специальное
- ☐ незаконченное высшее
- ☐ высшее
- ☐ бакалавр
- ☐ магистр
- ☐ доктор
- ☐ иное

Ваша профессия: .....

Укажите сферу(ы) Вашей деятельности

- ☐ производство
- ☐ строительство
- ☐ транспорт
- ☐ торговля
- ☐ сфера обслуживания
- ☐ образование, наука
- ☐ государственная служба
- ☐ инфотехнологии
- ☐ социальная сфера

☐ сельское хозяйство
☐ туризм
☐ СМИ, медиа, журналистика
☐ финансовое дело, банки
☐ творческая деятельность, искусство
☐ безработный
☐ Другое:.....

Год рождения Вашего ребёнка

☐ 2005
☐ 2006
☐ 2007
☐ 2008
☐ 2009
☐ 2010
☐ 2011
☐ 2012
☐ 2013
☐ 2014
☐ Другое:.....

В какой стране родился Ваш ребёнок?

☐ Латвия
☐ Финляндия
☐ Эстония
☐ Россия
☐ Другое:.....

В каком городе родился Ваш ребёнок?.....

В каком городе вы живете?.....

Языки в Вашей жизни

1. Ваш родной язык(и) .....

2. Родной язык(и) второго родителя .....

2.1. В случае неполной семьи укажите, пожалуйста, регулярно ли второй родитель общается с ребёнком.

☐ да
☐ нет

3. На каком языке Вы обычно общаетесь?
(варианты ответов: на русском – на эстонском – на русском и эстонском)

- с супругом/супругой .....
- с ребёнком/детьми .....
- с родственниками .....
- с друзьями .....
- с воспитателем/учителем .....
- на работе .....
- в учреждениях .....

3.1. Если в общении Вы используете другие языки (не русский или эстонский), укажите, пожалуйста, какие.

.....
.....

4. На каком языке Ваш ребёнок...
(варианты ответов: на русском – на эстонском – на русском и эстонском)

- разговаривает с мамой .....
- разговаривает с папой .....
- разговаривает с братом/сестрой .....
- разговаривает с другими родственниками .....
- разговаривает с друзьями .....
- общается в детском саду/школе .....
- смотрит телевизионные передачи, фильмы, мультфильмы .....
- читает книги, журналы .....
- пользуется Интернетом .....

4.1. Если Ваш ребенок в общении использует другие языки (не русский или эстонский), укажите, пожалуйста, какие.

.....
.....

5. Где и с кем общается Ваша семья.
(варианты ответов: каждый день – еженедельно – ежемесячно – каждые 3 месяца – раз в год – никогда)

- Вы посещаете мероприятия, в которых участвуют русскоязычные люди .....

- Вы посещаете мероприятия, в которых участвуют люди, родным языком .....
- У Вас дома бывают русскоязычные гости .....
- У Вас дома бывают гости, родным языком которых является эстонский язык .....
- Ваш ребёнок проводит свободное время с русскоязычными друзьями .....
- Ваш ребёнок проводит свободное время с друзьями, родным языком которых является эстонский язык .....

6.1. Оцените, пожалуйста, как Вы владеете русским языком.
(варианты ответов: не владею – плохо – хорошо – отлично)

- понимаете .....
- говорите .....
- читаете .....
- пишете .....

6.2. Оцените, пожалуйста, как Ваш ребёнок владеет русским языком.
(варианты ответов: не владеет – плохо – хорошо – отлично)

- понимает .....
- говорит .....
- читает (если Ваш ребёнок умеет читать) .....
- пишет (если Ваш ребёнок умеет писать) .....

7. Для чего Вашему ребёнку нужен русский язык в будущем?
(Оцените каждый параметр по 7-балльной шкале, где 7 – очень значим, а 1 – совершенно не значим.)

- чтобы оставаться русским (сохранить свою идентичность) .....
- чтобы быть своим среди русских .....
- чтобы иметь русских друзей .....
- чтобы получить образование на русском языке .....
- чтобы применять русский язык на работе .....
- для своих увлечений в свободное время .....

7.1. Если Вы в предыдущем вопросе не указаны значимые, по Вашему мнению, критерии, то укажите их, пожалуйста.

.....
.....

8. Довольны ли Вы тем, как Вашего ребёнка обучают русскому языку?

☐ очень доволен
☐ доволен
☐ скорее не доволен
☐ не доволен
☐ затрудняюсь ответить

8.1. Объясните, почему?

.....

.....

9. Если Вы помогаете ребёнку в изучении русского языка, укажите, каким образом Вы это делаете? Если нет, переходите к следующему вопросу.

- ☐ читаю или читаем вместе книги, журналы
- ☐ смотрим вместе телевизионные передачи
- ☐ помогаю выполнять домашние задания
- ☐ объясняю, почему важно хорошо знать язык
- ☐ стараюсь быть образцом правильной речи для ребёнка
- ☐ посещаем вместе различные мероприятия, где ребёнок может учиться языку
- ☐ ребёнок посещает репетитора по языку
- ☐ ребёнок посещает кружок/кружки, где обучают русскому языку или говорят по-русски
- ☐ консультируюсь с педагогом/учителем, который учит ребёнка языку
- ☐ другое:

10.1. Оцените, пожалуйста, как Вы владеете эстонским языком.
(варианты ответов: не владею – плохо – хорошо – отлично)

- понимаете .....
- говорите .....
- читаете .....
- пишете .....

10.2. Оцените, пожалуйста, как Ваш ребёнок владеет эстонским языком.
(варианты ответов: не владеет – плохо – хорошо – отлично)

- понимает .....
- говорит .....
- читает (если Ваш ребёнок умеет читать) .....
- пишет (если Ваш ребёнок умеет писать) .....

11. В каком возрасте Ваш ребёнок начал изучать эстонский язык?

.....

.....

12. Для чего Вашему ребёнку нужен эстонский язык в будущем?
(Оцените каждый параметр по 7-балльной шкале, где 7 – очень значим, а 1 – совершенно не значим.)

- чтобы быть своим в среде национального большинства .....
- чтобы иметь друзей из среды национального большинства .....
- чтобы получить образование на эстонском языке .....
- чтобы применять эстонский язык на работе .....
- чтобы отличаться от русских .....
- для своих увлечений в свободное время .....
- другое .....

12.1. Если Вы в предыдущем вопросе отметили значимость «другого», объясните, пожалуйста, что Вы имели в виду.

.....

.....

13. Довольны ли Вы тем, как Вашего ребёнка обучают эстонскому языку?

- ☐ очень доволен
- ☐ доволен
- ☐ скорее не доволен
- ☐ не доволен
- ☐ затрудняюсь ответить

13.1. Объясните, почему?

.....

.....

14. Если Вы помогаете ребёнку в изучении эстонского языка, укажите, каким образом Вы это делаете? Если нет, переходите к следующему вопросу.

- ☐ Читаю или читаем вместе книги, журналы
- ☐ Смотрим вместе телевизионные передачи
- ☐ Помогаю выполнять домашние задания
- ☐ Объясняю, почему важно хорошо знать язык
- ☐ Стараюсь быть образцом правильной речи для ребёнка
- ☐ Посещаем вместе различные мероприятия, где ребёнок может учиться языку
- ☐ Ребёнок посещает репетитора по языку
- ☐ Ребёнок посещает кружок/кружки, где обучают эстонскому языку или говорят на этом языке
- ☐ Консультируюсь с педагогом/учителем, который учит ребёнка языку

15. Как Вы считаете, от чего зависят успехи ребёнка в изучении языков? (Оцените каждый параметр по 7-балльной шкале, где 7 – очень значим, а 1 – совершенно не значим).

Успехи ребёнка в изучении языков зависят:

- от возраста, когда он начинает изучать язык .....
- от способностей самого ребёнка .....
- от желания ребёнка изучать язык .....
- от помощи родителей от отношения родителей к изучению языков .....
- от методики преподавания языков .....
- от профессионального мастерства педагога .....
- от отношения педагога к ребёнку .....
- от сотрудничества учителя – ребёнка – родителей .....
- другое .....

15.1. Если Вы в предыдущем вопросе отметили значимость «другого», объясните, пожалуйста, что Вы имели в виду.

.....

.....

16. Как Вы относитесь к двуязычному (билингвальному) обучению Вашего ребёнка?

- ☐ положительно
- ☐ нейтрально
- ☐ отрицательно
- ☐ затрудняюсь ответить

17. Как Вы считаете, способствует ли двуязычное обучение общему развитию Вашего ребёнка?

- ☐ да
- ☐ частично
- ☐ нет
- ☐ мешает
- ☐ затрудняюсь ответить

17.1. Объясните, пожалуйста, своё мнение.

На мой взгляд, двуязычие...

- ☐ обогащает личность
- ☐ расширяет кругозор
- ☐ делает человека безразличным к своей идентичности
- ☐ развивает познавательные, умственные способности
- ☐ помогает быстрее и гибче ориентироваться в ситуации
- ☐ приводит к утрате идентичности
- ☐ формирует толерантность, положительное отношение к другим людям
- ☐ мешает ребёнку освоить русский язык
- ☐ мешает ребёнку освоить второй язык
- ☐ способствует лучшей социальной адаптации
- ☐ приводит к смешению, путанице культурной идентичности
- ☐ способствует успешному изучению других языков
- ☐ расширяет социальные контакты
- ☐ способствует социальной защищенности
- ☐ Другое: .....

Ваше сотрудничество с детским садом / школой в изучении языков

1. Какую группу детского сада/класс школы посещает Ваш ребёнок? Если «Другое», то укажите тип группы/класса.

- ☐ Класс/группа с русским языком обучения (группа/класс русскоязычных детей учится на русском языке)
- ☐ Класс/группа с эстонским языком обучения (русскоязычный ребёнок учится на эстонском языке в группе/классе, где большинство эстоноязычных детей)
- ☐ Класс/группа, в котором(ой) русскоязычные дети учатся на двух языках
- ☐ Класс/группа, в котором(ой) русскоязычные дети учатся на эстонском языке
- ☐ Другое: .....

2. Что оказалось для Вас самым важным при выборе детского сада/школы, в котором(ой) воспитывается/учится Ваш ребёнок?
(Оцените каждый параметр по 7-балльной шкале, где 7 – очень значим, а 1 – совершенно не значим).

- ☐ Место расположения (близость к дому)
- ☐ Профессионализм воспитателей/учителей
- ☐ Рекомендация знакомых, родственников
- ☐ Хорошая материальная база (состояние, оборудование и др.)
- ☐ Возможность для ребёнка хорошо выучить эстонский язык
- ☐ Возможность для ребёнка развиваться/учиться на русском языке
- ☐ Возможность для ребёнка хорошо выучить как родной, так и эстонский языки
- ☐ Количество детей в группе/классе
- ☐ Сам(а) посещал(а) этот детский сад/учился(лась) в этой школе
- ☐ Престиж детского сада/школы, элитарность

2.1. Если при выборе детского сада/школы Вы руководствовались другими мотивами, то опишите их.

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3. На каком языке Вы получаете информацию о ребёнке из детского сада/школы?

- ☐ на русском языке
- ☐ на эстонском языке
- ☐ на русском и эстонском языках
- ☐ Другое: .....

4. На каком языке Вы получаете информацию о мероприятиях детского сада/школы?

- ☐ на русском языке
- ☐ на эстонском языке
- ☐ на русском и эстонском языках
- ☐ Другое: .....

5. Испытываете ли Вы трудности, получая информацию от детского сада/школы на эстонском языке?

☐ да, всегда
☐ часто
☐ иногда
☐ нет
☐ затрудняюсь ответить

5.1. Уточните, пожалуйста, какие именно трудности Вы испытываете.

☐ не понимаю всех слов или смысла написанного
☐ не понимаю, что я должен(жна) делать
☐ не согласен(сна) с тем, что предлагается, но не могу возразить
☐ Другое: .....

6. Как часто Вы выступаете с инициативой, предлагаете свою помощь или необходимые изменения детскому саду/школе в связи с языком обучения?

☐ часто
☐ иногда
☐ никогда

7. Если Вы выступаете с инициативой, то принимаются ли во внимание Ваши советы и пожелания по поводу языка обучения и обучения языку(ам) в детскому саду/школе?

☐ часто
☐ иногда
☐ никогда

7.1. Приведите, пожалуйста, пример Вашей инициативы (что Вы посоветовали изменить в связи с языком обучения или обучением языкам Вашего ребёнка и к кому обратились с советом).

.....

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8. Как Вы считаете, Ваше активное участие в жизни детского сада/школы помогло бы Вашему ребёнку лучше обучаться языкам?

☐ да
☐ сомневаюсь в этом
☐ нет
☐ затрудняюсь ответить

8.1. Объясните, почему Вы так думаете.

.....

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9. Насколько Вы удовлетворены сотрудничеством с детским садом/школой в вопросах двуязычного (билингвального) обучения Вашего ребёнка.

☐ очень доволен
☐ доволен

☐ скорее недоволен
☐ недоволен
☐ затрудняюсь ответить

10. Готовы ли Вы активно сотрудничать с детским садом/школой в вопросах двуязычного (билингвального) обучения Вашего ребёнка?

☐ готов(а) делать это регулярно
☐ иногда
☐ не готов(а) к этому
☐ затрудняюсь ответить

10.1. Если Вы ответили «иногда» или «не готов(а) к этому», объясните, что мешает Вашему активному сотрудничеству.

☐ нет времени
☐ нет интереса
☐ ребёнок перейдёт в другую школу/детский сад
☐ считаю, что учить ребёнка - это дело детского сада/школы
☐ не думаю, что я это специалист в этом вопросе
☐ наша семья уедет из Эстонии, поэтому эстонский язык ребёнку не понадобится в будущем
☐ Другое: .....

11. В каких мероприятиях Вы готовы участвовать, чтобы помочь ребёнку быть более успешным в процессе билингвального/двуязычного обучения?

☐ совместные экскурсии, походы, поездки
☐ лекции для родителей о двуязычии и развитии детей
☐ субботники, ярмарки/базары
☐ совместная организация и проведение праздников
☐ открытые уроки/занятия, совместные уроки детей и родителей
☐ дни открытых дверей для родителей
☐ праздники, концерты, посещение театров
☐ родительские собрания
☐ семинары/тренинги/мастерские для родителей
☐ юридические консультации
☐ беседы с педагогами
☐ родительские встречи / вечера / кафе
☐ домашние интернет-страницы/блоги группы или класса
☐ Другое: .....

12. По каким вопросам Вы хотели вы получить больше информации?

В чём суть интеграции?

☐ Что такое билингвальное/двуязычное обучение?
☐ Какой тип двуязычного образования подходит для вашего ребенка?
☐ Как воспитывать и развивать ребёнка в двуязычной семье?
☐ Каковы особенности бикультурных семей и интернациональных браков?
☐ Как получить социальную защиту русскоязычной/двуязычной семье?
☐ Как помочь ребёнку в процессе двуязычного/билингвального обучения?
☐ Какие существуют современные, эффективные методы обучения языку?

☐ Какие есть возможности дистанционного обучения языку (Интернет-ресурсы)?
☐ С какими психологическими трудностями сталкивается двуязычный ребёнок?
☐ Как родитель может поддержать ребенка при билингвальном обучении в домашних условиях?
☐ Как сохранить свою идентичность в мультикультурной среде?
☐ Что и в каком возрасте читать детям для поддержки речевого развития?
☐ Какие есть средства поддержки языка (языковые лагеря, викторины, переписка и пр.)?
☐ Другое: .....

12.1. Если у Вас есть вопросы, не вошедшие в представленный список, укажите их.

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Благодарим Вас за сотрудничество!

Если Вы хотите узнать о результатах исследования или участвовать в тренингах для родителей, просим Вас оставить свои контактные данные:

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.....

Ваш электронный адрес: .....

Телефон: .....

Ваши комментарии / пожелания .....
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