

TEACHING STRATEGIES OF READING COMPREHENSION IN MULTILINGUAL SETTINGS

An international comparison between Germany, Sweden and Chile

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Globalization has not only changed our society, it has had a profound effect on education. Many schools are now dealing with increasingly multilingual student populations. Politically, there are few who argue against the importance of multilingualism, however in practical terms the challenges associated with teaching and educational policies have increased as a result of cultural and linguistic diversity among student bodies. Reading comprehension is certainly seen as a key learning skill, but how is the students' life-world multilingualism taken into consideration? And what is the teachers' understanding of multilingualism?

In order to highlight these vital yet mainly unanswered questions, Monica Bravo Granström initiated her PhD project in an international comparison approach. The study focuses on which strategies are being used for teaching reading comprehension in Grade 4, a crucial year for students since at this point in their education they should move from "learning to read" to "reading to learn".

Classroom observations were conducted in regular national schools in Germany (Baden-Württemberg), Sweden, and in one bilingual private school in Chile. Semi-structured interviews were conducted with the teachers in order to further understand the used teaching strategies. The project is now in its final phase. The methodology and results obtained to date will be presented.