

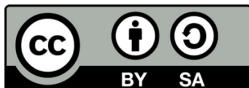
Monolingual Ideologies vs. Multilingual Realities

Institutional Structures and the Linguistic Inclusion of Recently Immigrated Students in the German ELT Classroom

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Abstract: Despite the strive for social justice for and inclusion of recently immigrated students (RIS), the German school system (GSS) is deeply rooted in a monolingual ideology that hinders RIS' access to equal education. Additionally, monolingual English teaching practices, often paired with the occasional use of German in specific situations, still dominate in English Language Teaching (ELT) classrooms, thus placing RIS who cannot speak either language at a disadvantageous position. The questions of what attitudes ELT teachers articulate towards RIS' linguistic inclusion, how they assess the role of institutional structures and what would help them to make their classroom more inclusive for RIS is the focus of the research. The core of the study's data consists of interviews that were conducted with three ELT teachers and evaluated using qualitative content analysis. This article uncovers that the teachers recognize the potential and importance of RIS' linguistic backgrounds and are sensitive to the needs of RIS. Still, they are not able to accommodate them within their lessons due to the structures of the GSS and teacher education. The article concludes by presenting measures for practices and policies in language education based on the interviewees' statements that would improve the linguistic inclusion and access to educational opportunities of the increasing body of RIS, ultimately contributing to social justice at German schools.

Keywords: ELT classroom; linguistic diversity; immigration; social justice in education

1 Introduction

As a teacher, you often have very little guidance. Often, they say: "here you go and deal with it". And then you have to somehow figure out what's the best way to do it. And then it's often very difficult to teach in general [laughs]. And that [including newly immigrated pupils] is the first thing that falls away. (Interviewee 2, ELT teacher at a Gesamtschule in Germany; translation L.P.L.)¹

Globalization, immigration, and inclusion are keywords that have shaped the educational discourse for several years, and how to integrate students' diverse linguistic repertoires is increasingly forming an integral part of disciplines

¹ The original reads as follows: "Man hat oftmals als Lehrkraft sehr wenig Anleitung. Also das heißt dann immer ganz oft: 'bitte schön und deal with it'. Und dann muss man irgendwie herausfinden, ja, wie kriegt man das jetzt irgendwie am besten hin. Und es ist halt dann oftmals sehr schwer generell irgendwie [lacht] Unterricht zu machen. Und das [Inkludieren neu zugewanderter Schüler*innen] ist so das Erste, was wegfällt."

related to teaching and learning (Jakisch, 2015, p. 15). The concern about integrating students' linguistic repertoires in various educational systems indicates that education today has to be comprehended in dimensions beyond national borders, as schools nowadays are loci for linguistic and cultural diversity (Mattig et al., 2018, p. 7). While students' multifaceted linguistic repertoires must be understood as a potential and their holistic use should be linked to a contribution to greater educational equity and social justice (Pennycook, 2021, p. 53), this linguistic diversity is still treated as a core challenge for teachers and the German school system (Meisnitzer & Wocker, 2017, p. 26).

In Germany, linguistic and cultural diversity are stable phenomena as transnational mobility and immigration are facilitated by globalization and the continuous enlargement of the European Union (Zacharaki, 2015, p. 15). In recent years, linguistic and cultural diversity have been "massively reinforced by recent immigration movements" (Reimann, 2016, p. 59) and rising numbers of immigrants who leave their home countries due to political, social, or economic hardship (Niederhaus & Schmidt, 2016, p. 263). As the immigrant population is significantly younger on average, it is unsurprising that German schools must accommodate recently immigrated students (RIS) with diverse cultural and linguistic backgrounds (Gogolin, 2016, p. 61).

Increasing ethnic and linguistic diversity has become a largely acknowledged reality as it is not uncommon for students at German schools to have different prior and family language (FL) skills, for example, in the form of a different FL, which influences teaching, learning, and school life (Jakisch, 2015, p. 47). Considering this reality, schools need to acknowledge and include the pupils' FL and culture of origin to influence their self-concept positively, counter negative stereotypes, and revalue performance expectations that do not consider their linguistic backgrounds. Furthermore, recognizing that students' linguistic repertoires can be valuable assets for their personal and academic lives seems especially important to include the students' multifaceted identities in an increasingly multicultural world. Therefore, teachers and schools need to develop and implement inclusive approaches that support, recognize and promote students' holistic linguistic identities at schools and address and deconstruct linguistic inequities to create equitable opportunities for all students (Göbel, 2018, p. 31).

While educational institutions should perceive linguistic diversity as a resource and opportunity, it is often viewed from a deficit-oriented perspective and described as a 'problem' in public and educational discourse in Germany

(Fürstenau, 2011, p. 33). Regarding the response to a linguistically and culturally diverse student body, Germany stands out negatively in international comparisons (Löser, 2011, p. 203), which shows the German School System's (GSS) lack of recognition and systematic inclusion of the linguistic repertoires of students with immigration backgrounds² and of those who have recently immigrated³ (Mattig et al., 2018, p. 13). Students' diverse linguistic identities often seem to be overshadowed by a monolingual ideology deeply rooted in the GSS that is based on the normative premise that being a monolingual German speaker represents the ideal and 'normal' starting point at German schools (Fürstenau & Gomolla, 2011, p. 15). The inconsideration of the needs of linguistically diverse students, paired with a strive for quick assimilation to socially dominant linguistic norms, has significant consequences for RIS, as their German proficiency is not compatible with the requirements and structures of the GSS. Therefore, support efforts provided for RIS are primarily aimed at making them fit into the monolingual classroom to conduct lessons as smoothly as possible (Niedrig, 2011, p. 94). Thus, while securing the schooling of RIS, educational programs designed to include them often create structural barriers and forms of institutionalized discrimination that prevent students from profiting from their linguistic knowledge and foster a school climate where RIS are frequently stigmatized, disadvantaged, and excluded (Panagiotopoulou & Knappik, 2022, p. 2).

To counter this "systematic education inequality" (Bonnet & Siemund, 2018, p. 13), educators and researchers have continuously worked on developing

² According to the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in Germany, a student has an immigration background if one of the following criteria is met: no German nationality; non-German country of birth; non-German lingua franca in the family or home environment (KMK, 2021, p. 32). The definition of a student with an immigration background shows that not only the place of birth but also the family immigration history is relevant for determining students' immigration background.

³ According to the Ministry of School and Education in North Rhein-Westphalia (MSB NRW, 2018), a student is considered to be recently immigrated if one of the following criteria is met: a student who is attending a German school for the first time and does not yet have sufficient knowledge of German to follow regular lessons; a student who when changing school level (from primary to lower secondary level or from lower secondary level to upper secondary level) or due to their short stay at their previous school has not yet been able to acquire the necessary German language skills.

inclusive approaches to teaching, trying to raise awareness for linguistic diversity as a relevant aspect of school life, and slowly opening the GSS to multilingual approaches that give all pupils the best possible chance of development and education (Krumm, 2016, p. 49). While the awareness for including students' linguistic diversity seems to establish itself in research and practice regarding subjects taught in German, there is less attention given to how RIS' linguistic repertoires are being considered in the English Language Teaching (ELT) classroom. However, similarly to other classrooms, “[f]oreign language classrooms are increasingly populated by students with diverse language backgrounds” (Bonnet & Siemund, 2018, p. 2), which is why it is also crucial for ELT teachers to be aware that these diverse language backgrounds also influence their students' English language acquisition process and identity development in and outside of the classroom.

Language choice in the ELT classroom has been a major theoretical and practical issue that for “decades has dominated SLA [second language acquisition] research and L2 pedagogy” (Martinez Agudo, 2017, p. 76). While monolingual approaches have been an integral part of the “perceived didactical correctness for so many years and in so many countries” (Butzkamm & Caldwell, 2009, p. 13), they are being challenged by a more moderate approach towards monolingual ELT teaching in Germany (Martinez Agudo, 2017, p. 76). While “multilingualism as an educational policy is a recent phenomenon” (Byram, 2018, p. 38), it established itself as a central field of discussion in contemporary foreign language teaching (Reimann, 2016, p. 58). Researchers promoting multilingual approaches argue that the “dominant political and ideological pressures to keep ‘languages’ pure and separate” (García & Wei, 2014, p. 58) reinforce unequal power relationships in language classrooms. With their pedagogical concepts, researchers try to “challenge monolingual ideologies in teaching and learning” (Melo-Pfeifer, 2018, p. 199) and change “social consciousness and [reinforce] positive attitudes towards linguistic and cultural diversity” (Melo-Pfeifer, 2018, p. 199). The fact that language education tends to “strictly separate languages, [but] students and teachers constantly violate this principle” (García & Wei, 2014, p. 52) points to the naturalness of the use of multiple languages, especially in linguistically diverse contexts. As EFL classrooms in Germany accommodate students from diverse linguistic backgrounds, it seems adequate for teachers and teacher trainees to implement multilingual practices in their work. Especially the EFL classroom seems to be the perfect field for considering other languages and to offer opportunities for students to use linguistic resources critically, flexibly, functionally, and purposefully (Elsner & Lohe, 2021, p. 5).

Furthermore, language-sensitive EFL classrooms that consider students' language backgrounds provide a more inviting environment for those who "tend to remain silent and feel isolated in mainstream contexts" (Yoon & Kim, 2012, p. 157).

Regardless of the many benefits of including the diverse linguistic repertoires of students and increasing interest regarding multilingualism and how to incorporate multilingual ELT practices in daily teaching, the focus of the discussion surrounding language choice in ELT classrooms in Germany seems to be when, how, and to what degree the use of German is accepted as an integral part of language teaching and learning (MSB NRW, 2014, p. 50). Official statements (i.e. the *Kernlehrplan*) addressing educators underline that the practice of functional monolingualism should be applied, which means that teachers should conduct their English lessons in the target language but can make use of the FL (understood as German) in specific situations, following the principle of using as much English as possible and as much German as necessary (MSB NRW, 2012, p. 7).⁴ Though offering a more moderate approach to monolingualism, such statements only explicitly consider the occasional use of German as an accepted part of ELF teaching and learning, following the principle of functional monolingualism (MSB NRW, 2012, p. 7).⁵

Despite the fact that creating input that the students can understand is an "essential ingredient for second language acquisition" (Nava & Pedrazzini, 2018, p. 31; see also Krashen, 1982, p. 62) and language researchers argue that the family language "is the greatest pedagogical resource that learners bring to foreign language classes, as it lays the foundations for all other languages we might want to learn" (Butzkamm, 2015), the given conditions make it difficult for teachers to engage in multilingual ELT practices that could help counter the inequalities and power relations that influence the inclusion of RIS in the EFL classroom. Therefore, it is not surprising that while multilingualism has been widely promoted in academic discourse, the implementation of such ap-

⁴ The original reads as follows: "So viel Englisch wie möglich, so viel Deutsch wie nötig" (MSB NRW, 2012, p. 7).

⁵ Functional monolingualism means that the teacher conducts lessons in the target language but resorts to the German to clarify individual technical problems (such as grammatical phenomena) and, in exceptional cases, with a clear distinction from the English lessons usually conducted in the target language (QUA-LiS NRW).

proaches remains scarce, and monolingual approaches in the EFL classroom and teacher training still prevail. Therefore, using other languages besides English in the ELT classroom still “represents a common but undesirable practice” (Martinez Agudo, 2017, p. 75).

When looking closely at the discussions surrounding the use of students’ FL(s) in ELT classrooms within the German school context, there is little discussion about whether other languages besides English and German should be considered. The FL, on which most discussions center, is the dominant national language in which all students should be fluent. But what about those students who recently immigrated to Germany and whose FL is neither German nor English? What structures does the GSS provide to include those students so that they can participate and learn in the ELT classroom as well as their German-speaking peers?⁶ How does teacher education prepare ELT teachers to include linguistically diverse students in their ELT classrooms? What do ELT teachers think about the demanding task of teaching increasingly linguistically diverse students and creating a language learning environment “within four walls and against the clock of perpetually inadequate numbers of instructional contact hours” (Levine, 2011, p. 4) that considers their specific linguistic needs?

When looking at ELT classrooms in Germany, there seems to be a double monolingual ideology stressing “target language use in the FL classroom, occasionally complemented by using the national majority language in certain situations” (Bonnet & Siemund, 2018, p. 13). However, regarding the current trend of demographic change and its consequences for school life, it seems crucial for the GSS and ELT teachers to be prepared to include linguistically diverse students who have recently immigrated to Germany and whose FL is neither German nor English. Investigating and understanding the teachers’ perspectives on the inclusion of linguistically diverse students seems crucial to understand how educators, key figures in the implementation of inclusive practices within classrooms (Cummins, 2000, p. 47), position themselves in this discourse and what influences their language choices in the classroom on a daily basis. Considering the complex interplay between the monolingual ideology of the GSS, the decades-long dominance of monolingual approaches

⁶ The disadvantages of students who do not speak German fluently is presented by Elsner (2015); the author discusses the connection between success in English and German skills.

in ELT teaching, and the multilingual realities of German schools nowadays, the focus of this article is to answer the following research questions:

- I. What are ELT teachers' attitudes to and experiences with different languages in the ELT classroom?
- II. What are ELT teachers' thoughts on how institutional structures influence the inclusion of RIS in the ELT classroom?
- III. What would help ELT teachers make the ELT classroom a more inclusive space for RIS?

2 Data collection and analysis

The following section will present the research aimed at answering the above mentioned research questions. The focus of the research was set on conducting semi-structured expert interviews with three English teachers working at a *Gesamtschule* in North Rhine-Westphalia, Germany, from August of 2023 to January of 2024 teaching at least three RIS in their English classes. A qualitative approach was chosen for the research because it is especially suitable for studies that aim for deep and comprehensive insight and understanding of the research context, individual perspectives of the participants, and its connection to larger social processes (Gerlach, 2023, p. 147). The choice of conducting individual expert interviews as the main instrument for data collection was made because, especially in this field of study that focuses on language choice and attitudes in linguistically diverse environments, it is important to gain insight into internal and external factors that influence the behavior of its key figures (Hatoss, 2018, p. 430) and uncover their thoughts and subjective perspectives for which a direct and personal dialogue is necessary (Reinders, 2016, p. 8).

In this case, experts are chosen as the subject of the research because they can, on the one hand, provide researchers with field-internal and specialized expertise, which is not accessible to everyone in the field of interest (Gläser & Laudel, 2004, p. 9), and, on the other hand, possess a unique perspective on the field of research (Dörnyei, 2007, p. 134). Therefore, the goal of the investigation was to uncover and understand one expert's perspective and compare it with the perspective of other experts, as well as to consider how their perspectives are shaped by the sociocultural conditions that create expert knowledge (Meuser & Nagel, 2005, p. 45). ELT teachers specifically were chosen as subjects of this research because it can be assumed that they gained insight into language acquisition processes and were sensitized to language-

related phenomena during their education and training (Bonnet & Siemund, 2018, p. 24). Accessing “their attitudes towards languages, their language ideologies and/or their practiced policies” (Young, 2018, p. 28) through interviews can help researchers understand how the monolingual ideology of the GSS and double monolingual ideology of the ELT classroom influence their language choices in the ELT classroom, make the individual teachers’ subjective perspectives intersubjectively comprehensible, and use the insights gained in the research process to provide suggestions for improvements regarding the inclusion of RIS in the ELT classroom.

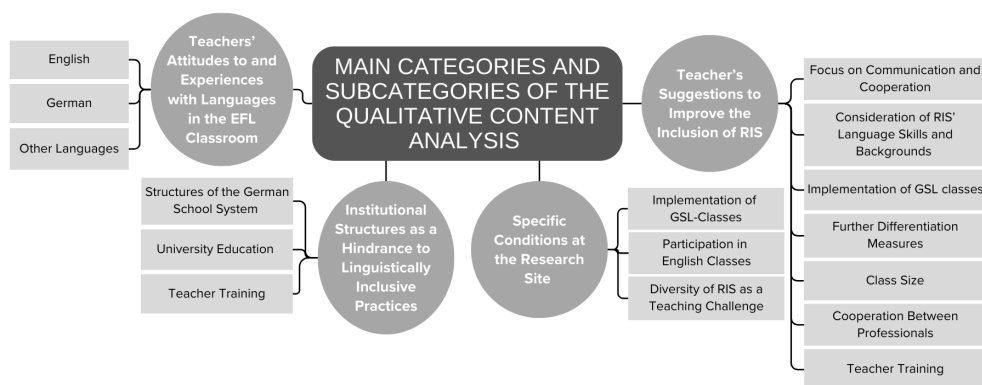
The interview guideline used during the interviews was based on previously conducted classroom observations with the interviewees and specifically tailored to the field of research. The expert interview was conceptualized in a semi-structured way and consisted of open-ended questions relating to the research questions stated above. The first segment of the interview guideline centers on the teachers’ experiences with and attitudes to linguistic diversity in the context of ELT. The second segment focuses the teachers’ knowledge and opinions on the institutional structures surrounding the inclusion of RIS by addressing the GSS generally, the structures within the research school specifically and how the inclusion of RIS is considered in teacher education. In the third thematic block, the researcher directs the interviewee’s focus toward the inclusion of RIS in the teachers’ ELT classroom. This thematic block of the interview guideline gives the interviewees a chance to voice recommendations and suggestions that would improve current structures and enable them to better include the RIS in their ELT classrooms.

After interviewing the teachers, a transcription of the audio recording was made. The transcription focused on the semantic content of the interviews as the primary goal of the research is to explore the content of the ELT teachers’ utterances and to find significant patterns that relate to their perspective on the inclusion of RIS in the ELT classroom. Here, the semantic content transcription rules according to Kuckartz and colleagues (2007, pp. 27f.) were applied. The subsequent transcript analysis followed the procedural rules of inductive and deductive category formation, according to Kuckartz and Rädiker (2022), to sort relevant information gathered during the interviews into “logical groupings” (Burns, 2010, p. 106) and develop a category system that presents the content of the transcript in a concise and organized manner. The first step of analysis consisted of creating a category system in the form of a table by defining categories based on the research questions and interview

guidelines, thus in a deductive manner.⁷ As the formation of categories is understood as a cyclical process, additional categories emerged inductively during the data analysis and were added to the category system. During this process, multiple codings of the same passage was allowed. The search for relevant information within the transcripts to answer the research questions translated the information into “manageable units of analysis” (Jakisch, 2015, p. 150) by systematically extracting and sorting it into the category system. In addition to the main categories, subcategories were defined, and all categories were provided with an anchor example which describes the categories best.⁸

3 Results

The subsequent section will present the results and summarize the key findings of the qualitative content analysis. The procedural rules of inductive and deductive category formation according to Kuckartz and Rädiker (2022) led to the formation of four main categories. The research results will be outlined by discussing each category and its subcategories (see Figure 1) individually and pointing out the particularities and similarities between the interviewees’ statements relating to each category.



RIS = recently immigrated students; GSL = German as a second language.

Figure 1: Overview of the main categories and subcategories (own research)

⁷ The category system can be found in the Appendix.

⁸ As this paper is based on a degree project, no intercoder validation was conducted but I am open to engage in a critical exchange regarding the analysis of the data gathered in this research.

3.1 Teachers' attitudes to and experiences with languages in the ELT classroom

The first main category relates to the teachers' attitudes to and experiences with different languages in the ELT classroom and is divided into the subcategories "English", "German" and "Other Languages". Regarding the importance of English in the ELT classroom, all teachers note that the primary and ideally only classroom language should be English, especially in higher grades. Kim⁹ highlights this attitude by saying that good (English) teaching is monolingual English teaching (ll. 16ff.)¹⁰. While all teachers aim for monolingual English teaching, all mention that its implementation is challenging, especially in lower grades where the students have not yet acquired the necessary language skills. Due to the difficulties the teachers encounter when teaching monolingually, all state that they use German frequently in their English lessons. According to the teachers, German is used to prevent incomprehension, frustration, and restlessness, save time, clarify the meaning of words, introduce and explain grammatical structures, talk about learning strategies and assignments that were not understood after repeated explanations, in instructional and reflection phases, as well as in individual conversations with students. Even though all teachers use German systematically and unsystematically in their English lessons, it is generally regarded as something they try to avoid.

Considering the frequent use of German in English lessons and the fact that RIS attend those lessons and may not have high language skills in either language, the teachers were asked whether they make use of other languages besides English and German in their English lessons. Robin and Kim stated that they encourage their students to keep a trilingual vocabulary list, and Kim adds telling their students to ask for their parents' help when translating as they cannot check whether the translations made by the students are correct (ll. 58–61). It is also mentioned that RIS use translation tools on school iPads to better understand the materials used in the English lessons (Taylor, ll. 346–

⁹ To guarantee the interviewees' anonymity, pseudonyms (Kim, Robin, Taylor) were used to give them a personalized voice while being able to differentiate between their statements.

¹⁰ The interviewees' statements are taken from transcripts that are not published in this publication in their entirety for privacy reasons. Many quotes can be found in the Appendix.

350; Kim, ll. 446–452). Still, Kim critically reflects on using German in their English lessons by saying:

Und was bedeutet das für die Schüler, die kein Deutsch können? Die kriegen es auch nicht mit. So, und ich habe keine Lösung. Habe ich nicht. (ll. 348f.)

And what does this mean for students who don't know German? They don't get it. Well, and I don't have a solution. I don't. (ll. 348f.)

Robin also repeatedly states that the issue of integrating the languages RIS bring to the ELT classroom is new for them, explaining:

[...] dadurch, dass ich halt nur Deutsch und Englisch spreche, bin ich ja überhaupt nicht sensibilisiert auf die anderen Sprachen und dadurch, dass es hier auch an der Schule SO viele verschiedene Sprachen gibt. Es sei denn du lernst alle Sprachen, aber das ist auch utopisch. (ll. 427–430)

[...] because I only speak German and English, I'm not at all sensitized to the other languages and because there are SO many different languages here at school. Unless you learn all languages, but that's also utopic. (ll. 427–430)

Here, Robin acknowledges that on the one hand, due to their linguistic background, they are not sensitized to other languages, but on the other hand, the diversity at school makes it necessary to deal with a multitude of languages. This statement may hint to a feeling of being over-challenged and not well prepared to deal with linguistic diversity in a real school setting. Therefore, it is not surprising that out of all interviewees, only Taylor, who speaks another language fluently, mentions actively using Russian when talking to their Ukrainian RIS (ll. 306ff.).

3.2 Institutional structures as a hindrance to linguistically inclusive practices

The second category, “Institutional Structures as a Hindrance to Linguistically Inclusive Practices”, collects interview statements that provide insight into the teachers' thoughts on institutional structures surrounding the inclusion of RIS and is divided into three subcategories. The first subcategory focuses on the “Structures of the German School System” that impact the inclusion of RIS. Due to the complexity of school life, the short time available for ELT teaching, time pressure, the number of tasks to fulfill, and the diversity of the student body, the teachers mention not feeling able to do justice to and sufficiently support the RIS' linguistic needs and to include them into their ELT classrooms successfully. When asked whether they think the RIS have

equal educational opportunities compared to the other students, the interviewees underline that the ways in which RIS are educated are drastically different from how other students are being taught at their school, especially because they miss regular classes due to the German as a Second Language (GSL) classes (ll. 13–17). Another structural aspect mentioned by Taylor and Kim is that neither the school curriculum, ELT school books, or mainstream ELT didactics consider RIS linguistic needs, making it very difficult for teachers to provide them with appropriate material and academic objectives. Kim also points out that German is still the dominant language of communication in the classroom (ll. 62ff.) and that the inflexible and limiting structures of the GSS, such as the separation of students into grades whilst not considering their individual skills in different subjects, do not motivate and help students achieve higher educational goals but reinforce inequities (ll. 94–107), often leaving RIS alone with the problems created by the structures of the GSS. Taylor also voices their concern that RIS do not receive enough individualized support to develop academically in the best possible way (ll. 509–521). The feeling of being unprepared, frustrated, and overwhelmed with the responsibilities of teaching highly diverse students in one classroom under extremely challenging circumstances is shared among all interviewees.

In the second subcategory, “University Education”, the teachers recall how the inclusion of RIS was addressed during their studies at university. All interviewees recall having gotten insufficient instruction explicitly addressing how to teach English to linguistically diverse students during their university education. Robin explains that their university seminars in English didactics were monolingually oriented and had little to do with the reality most teachers face (ll. 194–204). Still, both younger teachers, Taylor and Robin, attended obligatory GSL seminars during their master’s degree. Taylor remembers the content of the seminars as such:

Also wir hatten DaZ-Unterricht natürlich, also das DaZ-Seminar. Da ging es ja darum, wie man wie man Deutsch mehr oder weniger vereinfacht im Unterricht. Aber nicht Englisch. Es wurde auch nicht davon gesprochen, was macht man denn jetzt, wenn man da Schüler sitzen hat, die können kein Deutsch, denen sollst du aber Englisch beibringen. Wie erklärt man sich denn? [...] also das Gefühl ins kalte Wasser gefallen zu sein, ich glaube das haben viele Lehrkräfte und das ist glaube ich auch flächendeckend so. Ich denke die systemische Ebene, die da gescheitert ist zu sagen. (ll. 103–111)

Of course we had GSL-lessons, the GSL seminar. It was about how to simplify German in the classroom. But not English. We also didn’t talk about what to do if you have students sitting there who can’t speak German, but you have to teach them English. How do you explain yourself? [...] well, the feeling of being

thrown in at the deep end, I think many teachers have that feeling and I think it's the same across the board. I think it's the systemic level that has failed.
(ll. 103–111)

Statements on the role of “Teacher Training” in developing inclusive practices regarding RIS are collected in the third subcategory. Taylor, who is currently attending teacher training, states that in the ELT seminars monolingual ELT teaching is perceived as didactically correct and that disregarding this approach to language choice in the ELT classroom normally leads to lower grades during class visits (ll. 176–180). The lack of consideration in teacher training for RIS who can neither speak German nor English is also commented on by the other teachers who state that during teacher training, monolingual English teaching was explicitly favored. Robin adds that even though teacher training was helpful due to its practical orientation, time issues impede teachers in considering all aspects of student diversity, an aspect which is also mentioned by Taylor (Robin, ll. 196–204; Taylor, ll. 619–624). Regarding further teacher training, all teachers state that they had never been offered further training on the topic of including linguistically diverse students or RIS in their ELT classes. Only Kim mentions having attended further training on inclusion and English didactics and that during those seminars monolingual language teaching was promoted, arguing that it helps all learners equally (ll. 125–141).

3.3 Specific conditions at the research site

Category three collects all examples containing information on the specific conditions at the research site, the teachers’ experiences working under these conditions and how they influence the ways in which they can include the RIS into their ELT classroom. The first subcategory, “Implementation of GSL Classes”, summarizes the teachers’ statements that relate to the implementation of GSL classes at their school. All teachers describe that even though the RIS participate in regular classes, they miss many of those lessons because of GSL classes and that depending on their individual schedules some miss out on more English lessons than others (Taylor ll. 13–17). When commenting on the implementation of the GSL lessons, which take place in a building located approximately five minutes by foot away from the main school building, Robin comments that the students’ individual schedules make it difficult to track the RIS’ attendance but think that it is reasonable that the students have a separate place where they can acclimate and arrive (ll. 207–219). In contrast, Kim criticizes the spatial separation of the GSL and the main school building, arguing that the transition between buildings and the lack of time to

do so is a burden for the RIS (ll. 198–217). Still, Kim finds it important for RIS to receive GSL classes but does not see how those students are being supported in catching up with the missed content, which can negatively affect their academic development (ll. 38–41).

The second subcategory, “Participation in English Classes”, relates to the teachers’ statements regarding the RIS’ participation in English classes. The teachers mention that frequently missing regular lessons often reduces the students’ participation during the classes in which they are present as they often struggle with keeping up with the contents and are encouraged to continue practicing German and doing other tasks instead of actively participating in regular lessons (Taylor, ll. 14–20). Taylor furthermore mentions that the absence of the RIS in the English classes also hinders their inclusion in the class community and states that the fact that RIS do not receive grades and do not have to attend all regular classes leads to tension within the class community as some students do not understand why RIS are being treated differently (ll. 211–219). The lack of binding agreements and useful structures regarding the inclusion of RIS in their ELT classrooms is furthermore underlined by the fact that no teacher recalls the inclusion of RIS in the ELT classroom being a topic of discussion during meetings of the English department. The teachers also comment that the lack of regulations regarding the RIS at their school makes it difficult to know how to deal with RIS when they attend regular lessons, which often leads to disregarding the RIS’ development.

Another aspect that influences the teachers’ efforts to include the RIS in their ELT classroom is collected under the third subcategory: “Diversity of RIS as a Teaching ‘Challenge’”. All interviewees mentioned that some RIS can cope with missing out on regular classes and have the resources to catch up on what they missed, but that this is not the case for every RIS. Their students’ highly diverse linguistic backgrounds as well as their other aspects regarding their learning abilities is seen as a ‘challenge’ by all teachers, who would welcome adapting the teaching materials to the RIS’ language background but state that there is no time to do so. The lack of time to cater to the RIS’ individual linguistic needs is underlined by Robin, who laments that the RIS’ different skills, talents, and needs are not adequately considered at school, resulting in Robin’s perception that RIS often waste their time in regular classes (ll. 220ff.).

3.4 Teacher's suggestions to improve the inclusion of RIS

Considering all the structural circumstances that complicate the inclusion of RIS in the ELT classroom, the teachers were asked which measures should be taken to better include RIS in their lessons. The suggestions mentioned throughout the interview were summarized under the category "Teacher's Suggestions to Improve the Inclusion of RIS" and divided into several subcategories that present the teachers' recommendations. A suggestion mentioned by all teachers is to plan English lessons focusing on communication and cooperation (Subcategory I) and more consideration of RIS' skills and linguistic backgrounds (Subcategory II). The interviewees argue that implementing, for example, dialogues and tandem learning would improve the classroom atmosphere and enable all students to interact and profit from each other. All teachers also mention that the students' language skills and backgrounds should be better assessed and considered when planning and conducting English lessons to provide them with adequate differentiation measures, by, for example, using the RIS' FL whenever German is used and practicing how to productively deal with language difficulties with RIS (Robin, ll. 31f., 358–369). Relating to subcategory II, Kim suggests that teachers should be either offered time to develop more inclusive teaching materials or provided with ELT textbooks that are more open to and flexible regarding the linguistic backgrounds of all students (l. 428f.). Furthermore, Kim argues that it is necessary to revise the school curriculum to develop a more flexible guideline that considers students' prerequisites (ll. 640–643).

All teachers would also welcome a change in scheduling and implementing GSL classes (Subcategory III). The interviewees state that a standardized and considered approach to implementing support classes for German and English would help to include RIS in regular classes and ensure that they are continuously and adequately supported in their language development. Robin also points out that, even though they see the positive aspects of spatially separating the RIS, the inclusion of the RIS would be facilitated if they had GSL lessons within the main building of their school. Furthermore, Robin argues that it would be useful to plan GSL so that RIS can attend classes for which high German skills are not necessary to participate successfully, such as arts, physical education and English (ll. 145–148).

The interviewees also mention the implementation of further differentiation measures (Subcategory IV). Their suggestions include changing the school structure itself by implementing structures and methods that divide students into different levels according to their language skills rather than age, as well

as enabling teachers to give grades according to individual learning growth. Relating to structural issues, all teachers argue that to establish a personal relationship with students and provide them with individualized and differentiated education, class sizes should be reduced (Subcategory V), and more professionals should be hired (Subcategory VI). Taylor and Robin mentioned team teaching as a way to do justice to the students' individual needs. The cooperation between professionals (Subcategory VII) was expanded on by Kim, who would welcome implementing training days dedicated to exchanging information and practical advice between schools and teachers (ll. 429–443). In line with the idea of sharing relevant information on how to best deal with the realities of school life, Taylor and Robin think that teachers should be offered further teacher training (Subcategory VIII) focusing on teaching RIS to be better prepared to include them into the ELT classroom (Taylor, ll. 390f.; Robin, ll. 392–398).

4 Discussion of the results

The interview results reveal the complexity of school life, in particular when related to the teachers' efforts to include RIS in their ELT classrooms in a system that does not support them in doing so. In this section, the results are interpreted by reconstructing the individual perspectives of the interviewees from a comparative point of view, to answer the research questions guiding this research.

I. What are ELT teachers' attitudes to and experiences with different languages in the ELT classroom?

When it comes to the role of different languages in their ELT classroom, all teachers stress the primacy of English during English lessons and show how their perspective on ELT is influenced by a curriculum that promotes functional monolingualism rather than multilingual ELT. Still, the attitudes to uphold monolingual language practices in the ELT classroom vary depending on the interviewee. Robin has a more moderate attitude towards using German during English lessons, comparing their more relaxed perspective nowadays with their stricter adherence to monolingual English teaching at the beginning of their career. Kim often underlines that they see it as ideal to speak only English but also acknowledge that ELT teaching must be adapted to the students' language skills. Taylor seems to be the teacher with the strictest attitude towards monolingual ELT teaching while also being the only interviewee in teacher training and with a FL other than German.

While all teachers stress the importance of English use in English lessons to varying degrees, they also mention several occasions in which German is used during their English lessons. Though frowning on the use of German in English lessons, they mention situations and reasons for their language choice. The interviewees mentioned using German when giving instructions to carry out activities, during grammar explanations, to speed things up due to time pressures, and to check comprehension, all reasons which are also mentioned in Macaro's study from 2001 (p. 535). Their arguments for using German are in line with current mainstream discourse (see Section 1 above), which indicates that the use of the students' 'first language' (understood as German) is a common practice among ELT teachers and can serve many purposes.

The teachers' statements on the advantages of using German in English lessons, on the one hand, indicate that they acknowledge that using their students' FL can be beneficial. On the other hand, it also shows that most RIS cannot benefit from this language practice as German is not only not their FL but is mostly still a foreign language to them. The disadvantages created by only using German and not the RIS' FL are further underlined by the teachers' statements showing that these languages, unlike the use of German, are not systematically considered in their English lessons. The lack of consideration for the RIS linguistic backgrounds in the ELT classroom is partly blamed on university education and teacher training. Every teacher recalls the strong normative load put on monolingual language practices in the ELT classroom during their professionalization which stigmatizes the teachers' use of other languages besides English. A study on the influence of (language) norms on the (linguistic) behavior of English teachers by Wilken (2021) shed a light on the tension between the normative demand to recognize diversity as a resource (p. 13) and monolingual English teaching as being one of the most prominent norms during the professionalization of English teachers in Germany (p. 24). Therefore, it is less surprising that in a professional field in which even the use of German is stigmatized, teachers are not encouraged to open the ELT classroom to include other languages.

While all teachers seem to be aware of the diversity of the linguistic backgrounds and difficulties their RIS face when learning English, they do not integrate their FL the same way they integrate German into the ELT classroom, placing them at a disadvantage compared to the students who understand German. Thus, the teachers' language choices and practices seem to uphold structural obstacles that impede a "parity of participation" (Fraser, 1998, p. 10), which leads to exclusion and unequal access to the contents of ELT classes for students who do not speak the dominant school language (in

this case German), ultimately silencing rather than empowering them to actively participate in the ELT lessons. In addition, the teachers' statements on the inclusion of RIS' FL show that the teachers oftentimes tend to see their students' linguistic diversity as a challenge rather than a resource within the ELT classroom and are not able to use their students' linguistic repertoires productively through inclusive practices in their ELT classrooms. This state of exclusion within the few hours available to the RIS as a part of the classroom community underlines how social injustice is created by systems that promote monolingual teaching practices. It also shows, in a more positive light, how important linguistic inclusion is to create an environment that sees the students' diverse linguistic repertoires as an integral part of the ELT classroom and contributes to social justice.

II. What are the ELT teachers' thoughts on how institutional structures influence the inclusion of RIS in the ELT classroom?

The teachers' statements on the instructional structures surrounding the RIS' inclusion in the ELT classroom, on the one hand, show how complex the teaching profession is but, on the other hand, also reveal that these structures do not systematically approach the inclusion of RIS and provide teachers with the necessary resources to include them into their ELT classrooms successfully. The teachers' frustration when it comes to the shortcomings of the GSS are present throughout the interviews and relate to several issues, from the systemic disadvantages of RIS within the GSS to the general frustration of having to work under pressure constantly, and not being able to do justice to the education of their highly diverse students.

When the interviewees were asked to comment on how university education, teacher training, and further offers of teacher training addressed the inclusion of RIS, all interviewees recalled not having dealt with the topic or it to have been addressed very peripherally during their education and career. Even though the younger teachers mentioned attending obligatory GSL seminars during their studies, Taylor commented that while these seminars covered how German can be made accessible for linguistically diverse students, they lacked practical orientation and did not consider the specific situation for ELT. Additionally, no interviewee recalls discussing either linguistic diversity or the inclusion of RIS in the ELT classroom during teacher training; all of them pointed out that their teacher training strongly promoted monolingual ELT. The lack of training on including RIS in the ELT classroom can also be seen in the teachers' statements on further teacher training, as no interviewee

had the opportunity to attend seminars that focused on including RIS in the ELT classroom.

Regarding the structures at the teachers' school, all interviewees commented that RIS often miss regular classes because of their GSL classes. Missing out on regular classes leads to many RIS struggling with keeping up with the contents of the English lessons, often not participating actively during the lessons they are present for, and not finding their place within the classroom community. The lack of uniformity and purposefulness regarding structures influencing the inclusion of the RIS is also visible in the teachers' elaborations.

The structural conditions within the school as well as the general difficulties stemming from the institutional structures of the GSS and teacher education show that little attention is given to systematically including the RIS in the ELT classroom. Especially the fact that teachers completed their education and training at different times but recall a lack of focus on the inclusion of RIS during their career shows how this topic was and still is not being addressed adequately by educational policies and that no significant structural changes are being made that take the presence of RIS in the GSS into consideration during teachers' professionalization processes. Also, the teachers' explicit criticism of the GSS general structures and the structures at their school underlines that even if the teachers were willing to consider their students' linguistic diversity in the ELT classroom, their education and professional environment would not provide them with the necessary skills, sensitivity, and resources to approach the inclusion of their RIS effectively. Therefore, the given situation forces RIS to fit into a system that does not adapt to the changing circumstances of a multilingual society and that does not empower teachers for including linguistically diverse pupils.¹¹

III. What would help ELT teachers make the ELT classroom a more inclusive space for RIS students?

When being asked for suggestions on how to improve the current situation regarding the RIS, the teachers came up with different ideas that ranged from

¹¹ Due to the institutional structures that influence the linguistic inclusion of RIS in the ELT classroom which can function as obstacles to inclusion, it is ultimately the teacher's choice to actively employ multilingual and inclusive approaches in their ELT classrooms (Wilken, 2021, p. 195). Thus, their choices and personal engagement in their daily work are fundamental to establish practices of inclusion (Louloudi, 2024, p. 20).

adopting more communicative and cooperative teaching arrangements, implementing differentiation measures according to the students' linguistic backgrounds, developing and using appropriate teaching materials to adapting official policies and guidelines to the everchanging reality of school life. Other suggestions relate to structures that would improve the inclusion of the RIS at the *Gesamtschule*. Here, the teachers suggest restructuring the implementation of the GSL classes, implementing an inclusive approach that enables RIS to participate in more regular classes, and reconsidering the structure of separating students by age rather than skills.¹² Furthermore, the teachers would welcome smaller classes and more cooperation between professionals to support each student individually and adequately. The suggestions made by the teachers are believed to build personal relationships between the students, improve teacher-student relationships, and lead to mutual support among teachers.

Regarding the education and training of the teaching staff, the teachers see an urgent need for better preparation and information on how to include their RIS in the ELT classroom. For that, they see it as necessary for university education to address the topic specifically, implement a higher number of practical phases, and for current teachers to be provided further teacher training to get information and practical advice on including RIS in their ELT classroom. The teachers' suggestions to improve the inclusion of RIS in the ELT classroom once again underline the different factors influencing how teachers can provide their students with an individualized and adequate education. While some ideas could be implemented more easily by individual teachers, most require fundamental changes to the GSS and teacher education to improve learning for RIS.

5 Conclusion and outlook

The research revealed the discrepancies between the monolingual ideologies and the multilingual realities in the GSS by focusing on ELT teachers' perspectives on including RIS in the ELT classroom at a German *Gesamtschule*. The teachers' perspectives revealed the unique and personal as well as structural levels that influence how RIS are included in the ELT classroom and how a double monolingual ideology that seems to govern the ELT classroom

¹² Further information on the different models for educating RIS including their advantages and disadvantages can be found in Kuhs (2017, pp. 522–526).

prioritizes the use of English and German and leaves little space for the languages RIS bring to the ELT classroom. Therefore, conducting research in this field provided an “important first step in understanding the challenges and opportunities of teaching in a linguistically and culturally diverse setting” (Young, 2018, p. 25) and uncovered how the lack of linguistic inclusion of the RIS puts them in a disadvantaged position, which can have severe personal and academic consequences.

The study also revealed that while the individual teachers vary in their attitudes and opinions on dealing with linguistic diversity and including different languages in the ELT classroom, external factors reinforcing a double monolingual ideology apparently influence the teachers’ classroom practices and language choices that uphold the double monolingual ideology in ELT classrooms. Even though they might be open to including other languages in their English lessons, their perception of structural circumstances limits their awareness of RIS’ linguistic rights and needs, which complicates the implementation of inclusive language practices. One reason is that monolingual English practices are often upheld and unquestioned in university education and teacher training. During their professionalization the teachers recall being encouraged to use as much English as possible and as much German as necessary and not being formally educated on how to deal productively with students who cannot profit from the use of German. Furthermore, institutional structures and insufficient human and material resources complicate and impede teachers’ efforts of successfully including RIS’ languages in the ELT classroom.

The results of three interviews with ELT teachers working at the same *Gesamtschule* in Germany gave insight into societal issues regarding the inclusion of RIS and helped understand the reasons and motives of the teachers’ language practices. The results also revealed how the double monolingual ideology is rooted in both the macro- and micro-structures of the GSS, which tends to exclude minority languages and reinforce marginalization of those who do not speak the national standard language sufficiently (Steinbach, 2016, p. 286). Regarding the findings of the research, it seems important to address and challenge the “misconceptions and language ideologies upon which teachers base their practices” (Steinbach, 2016, p. 28) as teachers can contribute to maintaining or challenging relations of difference and, therefore, must be aware that their language choices influence their students’ inclusion in the ELT classroom.

An important step towards inclusive education for RIS is for teacher education to create a structurally anchored space for critical self-reflection on teaching behaviors and assumptions on language choice, their implications, consequences, and whether they are pedagogically effective (Roberts Auerbach, 1993, p. 12). Making teachers aware of discriminatory classroom practices also entails encouraging them to “discover naturalised practices on the macro- and micro-level of their L2 classroom discourse as well as to engage in a reasoning process about these practices” (Schildhauer, 2023, p. 64). Creating spaces for critically analyzing the structures of social systems can also help (future) teachers uncover how they may be involved in (re-)producing asymmetrical power relations influenced by common ‘world views’ with invisible ideological roots (Gogolin, 1994, p. 39). To equip current and future teachers to function effectively in culturally and linguistically diverse contexts, it is important to raise their awareness and sensitivity to the “linguistic resources, rights and needs of their pupils” (Mary & Young, 2017, p. 125) and to prepare teachers “to be open to otherness, curious and eager to learn alongside their pupils about language, languages and cultures” (Young, 2018, p. 26).

Enabling teachers to use languages in a planned, conscious, and purposeful way is only possible if school environments are marked by a cooperative atmosphere among all people involved in teaching RIS. Teachers, researchers, university educators, teacher trainers, headteachers, and policymakers all need to develop sensitivity and awareness when it comes to including RIS. Only the involvement of an interdisciplinary dialogue between all professional groups can ensure that the inclusion of RIS is improved from the bottom up as well as from the top down. Identifying and sharing practices “in which languages and materials are used flexibly and effectively” (Hopewell, 2017, p. 87) can accelerate structural change and counter teachers’ concerns about including other languages with action-guiding recommendations, materials, projects, and positive real-life examples. Therefore, (official) language policies and education programs need to consider the presence of RIS in the ELT classroom and the GSS generally and provide the necessary financial and human resources so that teachers “are equipped to meet the needs of a more linguistically diverse student population” (Paulsrud et al., 2017, p. 229). Efforts are already being made by the KMK who include the importance of promoting a “plurilingual competence” in more recent reports (2023, p. 6). Still, these new developments and approaches to ELT specifically and dealing with linguistic diversity generally need to be implemented systematically and purposefully into teaching practices, programs, and assessments to integrate all students’ linguistic repertoires, fundamentally promoting a systemic change and empowering all students and shifting deficit-

oriented ideologies towards asset-based educational paradigms (Da Silva Id-dings, 2018, pp. 522f.).¹³

Due to current estimates predicting a sharp rise in the number of immigrants due to war, oppression, and ecological disasters, the GSS needs to be adapted to the multilingual present and future and not waste valuable resources on short-term solutions that aim for students' quick assimilation or integration without considering their linguistic abilities and needs. This research indicates the current state of teaching practices in the ELT classroom and presents possible steps to improve the situation for RIS. Still, further research in this field must be conducted.¹⁴ To ensure that research does not solely remain part of academic discourse but finds its way into the mainstream classroom and teachers' practices, those involved in the education of teachers need to acknowledge scientific findings on language choice in the ELT classroom and incorporate them into their professional decisions. The consideration of RIS' linguistic needs and rights in all phases of teacher education and the development of a collective and constructive approach towards their inclusion seems fundamental for implementing essential changes, as linguistic inclusion can be a way to contribute to social justice by reevaluating language use in the ELT classroom from a critical perspective (Pennycook, 2021, p. 53ff.). Such changes can empower future and currently practicing teachers to make better-informed decisions regarding the inclusion of RIS in their English classrooms

¹³ The issue of how future teachers are invited to engage critically with inequity and systemic differences in the school context during teacher education and promote social justice in their future work is discussed in Louloudi & Schildhauer (2024). In their article the authors point out the importance of critical teacher education, propose five fundamental elements of social justice teaching, and present their incorporation of the topic of social justice in university seminars. This practice-focused research approach shows how teacher education can actively promote criticality and engage with the topic of social justice and can serve as a model for applying similar seminars in teacher education in other contexts.

¹⁴ Further research could involve interviewing ELT teachers working at different types of schools, university professors and teacher trainers. Additionally, interviews with GSL students and teachers, headteachers, and other professionals involved in implementing GSL classes at schools would help in further accessing and assessing how RIS are included in the GSS and understanding the decision-making process determining their education. To do justice to the complexity of linguistic diversity, further research would also include looking at the influence of the language backgrounds of students who have an immigration background but are not considered to be recently immigrated.

instead of feeling left alone in ‘dealing with it’. And even more importantly, implementing changes that would improve linguistic participation is a way to provide equal access to education for all students, give marginalized students a voice and positively impact their academic trajectory, ultimately contributing to social justice and equity within the GSS.

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Appendix: Category System

Main Categories	Subcategories	Anchor Examples
<p>Attitudes to and Experiences with Languages in the ELT Classroom</p> <p>Statements that relate to the teacher's attitudes to and experiences with different languages in the ELT classroom</p>	<p>English</p> <p>Statements that relate to the teacher's attitudes to and experiences with the use of English in the ELT classroom</p>	<p><i>Guter Unterricht wäre dann eigentlich oder was die Schüler eigentlich auszeichnen würden, wäre, wenn es möglich wäre, rein in Englisch zu unterrichten. (Kim, ll. 16ff.)</i></p>
	<p>German</p> <p>Statements that relate to the teacher's attitudes to and experiences with the use of German in the ELT classroom</p>	<p><i>Also ins Deutsche wechsele ich häufig, wenn ich merke, es gibt Unverständnis, Aufgaben werden nicht verstanden. (Taylor, ll. 294f.)</i></p>
	<p>Other Languages</p> <p>Statements that relate to the teacher's attitudes to and experiences with the use of other languages besides English and German in the ELT classroom</p>	<p><i>Mittlerweile sehe ich das etwas unproblematischer, auch die Sprache zu switchen und nicht nur alles einsprachig zu machen. Je höher die Klasse, desto mehr Einsprachigkeit ist da auf jeden Fall, aber ansonsten gerne auch mal auf Deutsch so eine Erklärung, oder zulassen, dass sie auf Deutsch reden und ich versuch auf Englisch zu bleiben und die reden das auf Deutsch. Aber ich habe glaub ich noch nie so richtig andere Sprachen außer Deutsch und Englisch im Unterricht irgendwie miteinbezogen [...]. Aber ich habe dafür auch keinen Grund, also wüsste ich jetzt nicht, warum ich das nicht gemacht habe oder warum ich das machen sollte. Ich glaub damit habe ich mich noch nicht beschäftigt. (Robin, ll. 71–78)</i></p>

Main Categories	Subcategories	Anchor Examples
<p>Institutional Structures as a Hindrance to Linguistically Inclusive Practices</p> <p>Statements on institutional structures that influence and possibly hinder the inclusion of RIS in Germany</p>	<p>Structures of the German School System</p> <p>Statements relating to the German school system and how its structures influence the inclusion of RIS in Germany</p>	<p>[...] <i>man hat oftmals als Lehrkraft sehr wenig Anleitung. Also das heißt dann immer ganz oft: „bitte schön und deal with it“. Und dann muss man irgendwie herausfinden, ja, wie kriegt man das jetzt irgendwie am besten hin. Und es ist halt dann oftmals sehr schwer generell irgendwie [lacht] Unterricht zu machen. Und das [inkludieren neu zugewanderter Schüler*innen] ist so das Erste, was wegfällt.</i> (Robin, ll. 295–299)</p>
	<p>University Education</p> <p>Statements on the role of university education and how its structures influence the inclusion of RIS at German schools</p>	<p><i>Also ich hatte damals in meiner Ausbildung also in meiner universitären Ausbildung hatte ich ein oder zwei Semester DaZ. Und da war auch nicht die Verbindung zum Englischunterricht. Also da fehlte das komplett [...].</i> (Robin, ll. 178ff.)</p>
	<p>Teacher Training</p> <p>Statements on the role of teacher training and further teacher training and how its structures influence the inclusion of RIS at German schools</p>	<p><i>Also, wir sprechen ja im Englischseminar vom ZFSL dann über Differenzierungsmaßnahmen oder so, aber die sind häufig jetzt nicht auf DaZ-Schüler zugeschnitten, sondern schon auf Schüler, die hier geboren sind und hier aufwachsen, die einfach Defizite haben. Das heißt, auf DaZ geht man da auch nicht ein. Das ist halt mehr oder weniger so ein Randproblem, wo man weiß, wenn man das angehen will, ist das so aufwendig, dass man es lieber lässt.</i> (Taylor, ll. 132–137)</p> <p><i>Nicht, dass ich wüsste. [bezogen auf Angebote, an Fortbildungen zum Thema DaZ und das Einbeziehen anderer Sprache im Englischunterricht teilzunehmen] (Robin, l. 190)</i></p>

Main Categories	Subcategories	Anchor Examples
<p>Specific Conditions at the Research Site</p> <p>Statements containing information on the specific conditions at the teachers' school and their experiences working under these conditions</p>	<p>Implementation of GSL-Classes</p> <p>Statements relating to the implementation of GSL-classes at the research school</p>	<p><i>Der DaZ-Unterricht wird ja systemisch so gelegt halt, dass es gerade irgendwie passt, aber nicht Rücksicht genommen darauf, welche Unterrichtsstunden dann verpasst werden. [...] Wie es gerade vom schulischen hier eher besser passt, aber nicht unmittelbar mit pädagogischen oder irgendwelchen Überlegungen anscheinend dahinter [...]. (Kim, ll. 621–626)</i></p>
	<p>Participation in English Classes</p> <p>Statements relating to the participation of the RIS in the English classes</p>	<p><i>Dadurch, dass sie so viel Unterricht verpassen, ist ja auch die Hemmschwelle viel größer, sich überhaupt zu beteiligen, wenn sie da sind. Weil sie wissen, dass sie weniger können oder weniger mitbekommen als die anderen und dann teilweise auch aus der letzten Stunde gar nicht wissen, was da gemacht wurde und dann thematisch auch raus sind. (Taylor, ll. 288–291)</i></p>
	<p>Diversity of RIS as a Teaching 'Challenge'</p> <p>Statements relating to the diversity within the group of RIS and how it may represent a 'challenge'</p>	<p><i>[...] die leistungsstärkste Schülerin von den drei ukrainischen Schülerinnen, die ich da habe, die kommt damit generell eigenständig sehr schnell zurecht. Die anderen zwei, die haben da eher Schwierigkeiten. Bei denen versuche ich es dann persönlich noch mal entweder auf Deutsch oder Russisch zu erklären. Genau. Ich habe noch andere DaZ-Schüler bei mir, die nicht aus der Ukraine sind. Bei denen mache ich es dann ausschließlich auf Deutsch, wenn ich denen das noch mal erklären muss. (Taylor, ll. 336–341)</i></p>

Main Categories	Subcategories	Anchor Examples
<p>Teacher's Suggestions to Improve the Inclusion of RIS</p> <p>Statements that present the teacher's suggestions for measures that would help to improve the inclusion of RIS at German schools</p>	<p>Focus on Communication and Cooperation</p> <p>Statements that refer to how lesson planning with focus on communication and cooperation can improve the inclusion of RIS</p>	<p><i>Also ich glaub ich würde viel davon halten, wenn es so eine Art Tandemlernen gäbe. Also man deutsche Schülerinnen und Schüler nimmt und die mit DaZ-Schülerinnen und Schülern zusammensetzt. Wenn wir schon wollen, dass die soziale Anbindung haben, sollten die sich jemanden finden, gerne auf freiwilliger Basis, die in Deutsch bessern können und denen dann helfen. [...] man merkt auch, dass die zugewanderten Schülerinnen und Schüler ein Problem damit haben, dass sie in ihrer eigenen Sprache BLEIBEN. Weil sie nur in ihrer eigenen Clique bleiben, und so wäre das zwar zwanghaft aufgebrochen, aber sie würden sehr viel schneller in diese Sprachkenntnisse eingeführt werden. Und dieses Tandemlernen wird denen auch eine soziale Anbindung geben.</i> (Taylor, ll. 438–447)</p>
	<p>Consideration of RIS' Language Skills and Backgrounds</p> <p>Statements that refer to how a more thorough consideration of the RIS' language skills and backgrounds can improve their inclusion</p>	<p><i>[...] ich weiß doch sehr genau, wer in meiner Klasse welche Sprachfertigkeiten hat, ich kann auch sofort sagen, welche Schüler weiterhin, obwohl sie vielleicht nicht als DaZ-Schüler anerkannt sind, auch in Deutsch oder in anderen Sprachen Schwierigkeiten haben [...].</i> (Kim, ll. 630–633)</p>
	<p>Implementation of GSL Classes</p> <p>Statements that refer to how a different approach to the implementation of GSL classes can improve the inclusion of RIS</p>	<p><i>[...] weil es das Fach Kunst, Sport oder halt auch Englisch ist, gut nutzen könnten, um da halt direkt immer von Anfang an anzuknüpfen. Manchmal denke ich, es wäre ja schon ganz cool, wenn die Stundenpläne so abgepasst sind, dass die Kinder die Fächer, die frei sind von sprachlicher Barriere, zumindest alle gemeinsam unterrichtet werden [...].</i> (Robin, ll. 145–148)</p>

Main Categories	Subcategories	Anchor Examples
	<p>Further Differentiation Measures</p> <p>Statements relating to how implementing further differentiation measures can improve the inclusion of RIS</p>	<p><i>[...] das wäre jetzt doch eigentlich perfekt, wenn man das so nach Leveln macht und nicht nach Klassenstufe, sondern nach wirklich Skills. [...] Welche Rahmenbedingungen bräuchte es dafür? Ein sehr flexibles Fächersystem und viele Räume und Lehrkräfte vielleicht noch nicht mal mehr, sondern einfach eine andere Struktur. [...] Vielleicht wäre das die Lösung. (lacht) Keine Ahnung. (Robin, ll. 382–392)</i></p>
	<p>Class Size</p> <p>Statements on how smaller classes can improve the inclusion of RIS</p>	<p><i>Also ich glaube, jede Art von Inklusion funktioniert besser in kleineren Gruppen. [...] Das geht also, das verringert auch die Störfaktoren, ja, die Faktoren, sich abzulenken. Und allein das wird schon mal sehr vieles tun, denk ich. (Taylor, ll. 386–390)</i></p>
	<p>Cooperation Between Professionals</p> <p>Statements on how cooperation between professionals can improve the inclusion of RIS</p>	<p><i>Nicht nur Lehrer und Lehrerinnen, sondern auch Sozialpädagoginnen und Sozialpädagogen. (Kim, ll. 426f.)</i></p> <p><i>Also positiv wäre, alle Schulen, [...] alle Gesamtschulen, alle Englischlehrer der Gesamtschulen hier bekommen ein oder zwei Tage mindestens im Jahr oder vielleicht im Schulhalbjahr, um sich zusammensetzen, sich auszutauschen. [...] Ein Austausch von Informationen, von Best Practices [...]. (Kim, ll. 434–439)</i></p>
	<p>Teacher Training</p> <p>Statements on how teacher training in the field of GSL can improve the inclusion of RIS</p>	<p><i>[...] und definitiv mehr; mehr Ausbildung was DaZ angeht oder halt auch jetzt auch der Umgang mit zugezogenen Schüler*innen, [...] ich persönlich wüsste da jetzt nicht irgendwie was jetzt zu tun ist oder hab wenig Anleitung wie wir es jetzt wirklich auch dann im Klassenraum behandeln sollten. (Robin, ll. 392–398)</i></p>

Information on the article

Quotation:

Pimentel Lechthoff, L. (2025). Monolingual Ideologies vs. Multilingual Realities. Institutional Structures and the Linguistic Inclusion of Recently Immigrated Students in the German ELT Classroom. *PFLB – PraxisForschungLehrer*innenBildung*, 7 (2), 42–77. <https://doi.org/10.11576/pflb-7799>

Online accessible: 28.03.2025

ISSN: 2629-5628



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