

name of the project	Harmonisation of the Swiss school system (HarmoS): The definition of standards for the language of education (L1) in multilingual Switzerland – Preliminary Results
project-number	
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project-team	Konsortium HamoS-L1. Leading House: Pädagogische Hochschule Zürich. (Leading Prof. Dr. Peter Sieber)
abstract	<p>Objective: Swiss educational policy aims at unifying and coordinating the 26 different cantonal school systems across language territories (Germ.; It.; Fr.; Raeto-Rom.). One of the main objectives is to implement binding basic educational standards within every school discipline. In regard to the language of education L1, a scientific committee of linguists, educational researchers, language methodologists and teachers has generated over the period of three years a competency model which will provide the base for both developing standardised curricula and performance measurements. The competency model is based on a pragmatic language approach consisting of four language domains (i.e. writing, speaking, reading and listening) and of five language aspects respectively (i.e. actualising, situating, revising, evaluating and planning language). This construct was tested by means of a representative sample. Based on this construct basic performance standards were defined for the 4th, 8th and 11th graders of the Swiss school system.</p> <p>Method: For the 8th and the 11th grades 183 task-units were designed and submitted to students. The sample consisted of approx. 2'700 German, 2'700 French and 1'200 Italian speaking students per grade. For the 4th grade the sample size was reduced. Gender and language background were controlled. The competency model was tested by means of Rasch-type scales.</p> <p>Results: <i>General results:</i> By the time of this publication (April 2008), the results of the 8th and 11th graders in the domains of writing, reading and listening are at hand. Approximately 60% of the test-items fulfilled the criterion of discriminability and could be analyzed within the national sample. <i>Proficiency levels:</i> Furthermore, four proficiency levels could be fixed taking in account the difficulties of the students (a) with the content of the text, (b) with the text format and (c) with the questioning and the answering format. <i>Fixing the basic standards:</i> On the base of the two lower proficiency-levels 47 basic standards could be formulated. However, they cover only a part of the postulated competency model. <i>Validation of the competency model:</i> Validation of the model was therefore only partially successful. At the moment the model accounts well for the domain of writing. For the domains of reading and of listening the two language-aspects (a) planning and (b) revising language were difficult to operationalize and did therefore not account well for the model. <i>Next steps:</i> The competency model will be revised and will undergo modifications. The missing educational stan-</p>

dards will be completed. The proficiency levels for the 4th graders and for the domain of speaking will be fixed. Both analyzed proficiency levels and basic standards are to be considered as preliminary.

key words	Key-words: standards of education, first language acquisition, language of education, educational planning, assessment.
duration	1 st of September 2005 until 31 st December 2007
publications	<p>HarmoS-L1 (2007a) Kompetenzmodell. Teil 1 des Schlussberichts des Konsortiums Harmos-L1 vom 16. Dezember 2007. (88 pages) Bern: EDK.</p> <p>Harmos-L1 (2007b) Basisstandards. Teil 2 des Schlussberichts des Konsortiums Harmos-L1 vom 16. Dezember 2007. (34 pages) Bern: EDK.</p> <p>Harmos-L1 (2007c) Zusammenfassung Teil 3 des Schlussberichts des Konsortiums Harmos-L1 vom 16. Dezember 2007. (53 Seiten) Bern: EDK.</p> <p>Harmos-L1 (2007d) Anhang. Teil 4 des Schlussberichts des Konsortiums Harmos-L1 vom 16. Dezember 2007. (21 pages) Bern: EDK.</p> <p>De Pietro, J.-François; Müller, Romano; Wirthner, Martine (2007) HarmoS-L1 : Vers des standards de base pour la langue de scolarisation – In Richtung Basisstandards im Bereich der Schulsprache. <i>Babylonia</i>, 4, 40-50.</p>