

Interventions for Multilingual Education: what works in including home languages in European education

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While the last decade has witnessed some improvement in the educational attainment of multilingual pupils across Europe, educational inequality remains a reality in many education systems (OECD, 2019). Some empirical studies actually show that many pupils from an ethnic minority background significantly underperform in all skills measured (reading-comprehension, mathematics, science). In fact, disadvantages are sometimes already measurable before children enter primary school, when their additional language skills are found to be less well developed than that of their monolingual peers (Scheele, 2010). By contrast, research suggests that the conceptual knowledge base in the home languages facilitates additional language learning (Verhoeven, 2007) and can also be transferred across languages (Cummins, 2000). However, in order to support young learners in benefiting from their home languages for learning, schools must have positive attitudes and pay explicit attention to pupils' home languages (Cummins, 2008).

In order to address this challenge, interventions to promote multilingual education have recently been implemented in schools throughout Europe, with the aim of promoting language development and education attainment of multilingual pupils. Qualitative studies suggest that pupils who participate in programs promoting two languages acquire higher language skills in both languages when compared to children who attend mainstream education (Roth & Terhat, 2015; Duarte, 2011). Other studies involving multiple languages suggest that taking on a translanguaging (García, 2009) perspective or adopting a holistic approach in which all languages are included in instruction (Duarte & Günther-van der Meij, 2018; Cenoz & Gorter, 2011) enhance multilingual pupils' participation in mainstream education and lead to fluid interaction practices in which existing language hierarchies are softened. For such interventions to be implemented, professionals must break with practices based on monolingual ideologies. Currently, however, the theoretical development of teaching approaches that use pupils' multilingual competences is more advanced than empirical research on the implementation and effectiveness of such models (Herzog-Punzenberger, Le Pichon-Vorstman, & Siarova, 2017).

The main aim of this symposium is to explore the opportunities and challenges of interventions for multilingual education across European schools and analyse their influence on a number of aspects connected to language development, educational attainment, motivation, participation and well-being of pupils. The overarching research question for the current symposium is: what kind of multilingual approaches are currently developed and implemented across Europe and what is their effect on pupils as well as teachers and schools? The symposium follows the path of education from early via primary to secondary education.

First, Claudine Kirsch will present on multilingual practices in early education in Luxembourg and how professional development courses aim to provide educators with knowledge on multilingual practices. Second, Jasone Cenoz and Durk Gorter will present translanguaging approaches in primary education in the Basque Country. Third, Myrthe Coret-Bergstra, Mirjam Günther and Joana Duarte will focus on the effect of multilingual approaches in

secondary education in the province of Fryslân (The Netherlands) on pupils' and teachers' attitudes and behavior towards multilingualism.

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First steps into developing multilingual practices in ECEC in Luxembourg: accounts from teachers and educators

Claudine Kirsch

Translanguaging pedagogies promise to take account of students' language and socio-cultural backgrounds and contribute to their academic achievements (García, Johnson, and Seltzer, 2017). Researchers who have investigated translanguaging practices in monolingual, bilingual and multilingual contexts, have shown that translanguaging promotes learning, well-being, and identity-building (Lewis, Jones, and Baker, 2012; García & Sylvan, 2011; Young & Mary, 2016; Vaish 2019a). Studies in early childhood education and care (ECEC) remain scarce, particularly those that focus on the use of institutional languages and home languages. Furthermore, little is known about the implementation of translanguaging pedagogies and the challenges faced by professionals. One exception comes from Vaish (2019 a, b) who investigated the practices of primary teachers in Singapore who taught in English, Chinese and Malay. She identified three main challenges: superdiversity, negative attitudes towards home language, and teacher-centred pedagogies. Studies on professional development (PD) in ECEC have shown that PD can help practitioners change beliefs, knowledge and practices to some extent (Egert et al. 2018).

This presentation comes from multilingual Luxembourg, where 63.7% of the 4-year-olds do not speak Luxembourgish as their home language. Since 2017, educators in ECEC are required to develop children's skills in Luxembourgish, familiarise them with French and value their home languages. Professional development courses help practitioners move away from monolingual policies and practices that existed prior to 2017, and implement multilingual pedagogies. This paper examines the challenges teachers and educators faced during this process. It is based on seven group interviews carried out during two research projects; the

first aimed to develop multilingual pedagogies (MuLiPEC), the second collaboration with parents and multiliteracies (COMPARE). The findings, based on thematic analysis, indicate, firstly, that the educators faced multiple challenges when trying to change their practices such as their uncertainty of how to deal with multiliteracy, their behaviourist views on education, their inexperience of planning literacy activities in multiple languages, and, secondly, the ways in which they overcame them. The PD courses helped them reflect on their beliefs, challenge monolingual ideologies, and develop knowledge about language learning and new multilingual practices (Kirsch 2020). The findings shed light on the complexities of the implementation process and the support needed for professional learning.

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Multilingualism in primary education in the Basque Country

Jasone Cenoz and Durk Gorter

The Basque Country spreads on both sides of the Pyrenees in France and Spain and historically the area is divided into seven provinces. This presentation refers to the challenges related to multilingualism in primary education in the three historical territories that make up the Basque Autonomous Community (BAC) where Basque and Spanish are official languages. Basque is a minority language spoke by approximately 33.9 % of the population (Basque Government, 2016) but it is the main language of instruction at school. English and French are taught as foreign languages and nowadays students not only have Basque and Spanish as home languages but also other European, Asian and African languages. In this presentation we analyze the challenges of developing language skills and learning content in a second or additional languages. Students in this context need to develop communicative and academic competences in several languages. In order to achieve this goal, it is necessary to focus on students as multilinguals who can use resources from their whole linguistic repertoire and translanguage to optimize their learning process (Cenoz & Gorter, 2017). In this presentation, the concept of pedagogical translanguaging will be discussed and some examples of

pedagogical translanguaging that have been used in Basque primary schools will be shown. Pedagogical translanguaging is aimed at developing Basque, Spanish and English and also metalinguistic awareness and language awareness. The result of some evaluations and students' and teachers' feedback on multilingual school practices based on pedagogical translanguaging in the Basque Country will also be presented (Aldekoa, 2018; Leonet, Cenoz & Gorter, 2019).

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Secondary education in the Netherlands: using multiple languages to learn

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Friesland is a bilingual province in the north of the Netherlands, in which linguistic diversity is currently increasing. Pupils have a range of different home languages: next to the majority language Dutch, there is the regional minority language Frisian, many regional dialects and a growing number of migrant languages. In addition to these languages, teachers in secondary education have to deal with at least three foreign languages in the curriculum (English, French and German). Although there is much evidence that shows that the inclusion of pupils' home languages has positive effects on pupils' social and cognitive development as well as their educational attainment (see i.a. Cummins, 2008; Sierens & van Avermaet, 2014), the monolingual self-understanding of most secondary schools leads to language separation pedagogies and an exclusion of pupils' home languages from instruction. The presentation will focus on the Holi-Frysk project, which addresses some of the challenges that teachers in highly diverse settings face, namely, how to include all these home languages in their classrooms in addition to the other languages in the curriculum. Moreover, the project aims to improve teachers' and pupils' attitudes towards multilingualism.

The presentation will present data from questionnaires conducted within the project, showing that negative attitudes towards Frisian and migrant-induced multilingualism are widespread, especially among pupils. Most pupils prefer English or Dutch over Frisian and regional dialects; they feel these languages are nicer to listen to and more important to speak. The need to improve these attitudes is also evident from the fact that 37% of the pupils claims to sometimes feel ashamed when speaking Frisian in public.

Within the Holi-Frysk project a holistic multilingual intervention (Duarte & Günther-van der Meij, 2018) was developed and implemented. This intervention aims to a) improve the attitudes from teachers and pupils towards the regional minority language Frisian and multilingualism in general, and b) provide teachers with tools to make the classroom more inclusive and acknowledge the pupils' diverse languages and backgrounds. This talk will also provide examples of the classroom activities that are part of this intervention and show whether we find changes in attitudes (measured by questionnaires and interviews) and behavior (measured by observation of classroom interactions) from teachers and pupils.

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