Multilingual education and more, as part of the educational innovation in Friesland

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Holi-Frysk
The Holi-Frysk project

- A holistic approach for the use of Frisian in secondary education
The Frisian context

- Rural areas are typically less affected by super-diversity than large urban areas.
- Regional minority languages (and to a certain extent dialects) have had less contact with migrant languages.
- But this is changing rapidly.
- The example of the province of Fryslân...

CBS 2016: allochthones (blue) and autochthones (orange) in Fryslân
Secondary Education in Fryslân

- Focus education system on Dutch (national) and English (foreign) (+ German, French), little attention Frisian (regional)
- In total 89 secondary schools
- Pilot trilingual education on 5 secondary schools:
  - Model: Frisian, Dutch and English as subject & medium of instruction
Monolingual ideologies in trilingual models

(Günther & Duarte)
Framing the research

- Rapid increase in the types of multilingual pupils in European schools – “super-diversity” (Vertovec 2007; Crul 2013): migrant & minority pupils
- Achievement gap of multilingual pupils (OECD 2015).
- Need to move from immersion or bi-/trilingual models based on monoglossic ideologies (Flores & Baetens Beardsmore 2015) towards multilingual education within mainstream schools based on heteroglossic ideologies.
- The “multilingual turn” in language education (Conteh & Meier 2014); plurilingual approaches (Beacco 2009).
- Role of translanguaging-based approaches (García 2009) in this context and how to foster professional development of teachers to develop them.
Translanguaging

- Foreign languages
- Migrant languages
- National languages
- Minority languages
Translanguaging-based approaches

- Multilingual pupils show better school results when their native languages are acknowledged and used in education (Sierens & Van Avermaet, 2014; García, 2009; Cummins, 2000; Duarte, 2011)

- Monolingual pupils show better results when their language awareness is increased and more positive attitudes towards other languages (Candelier, 2004; Hélot, 2012)
Model of multilingual education

TRANSLANGUAGING

- **LANGUAGE AWARENESS**: French, Turkish, Arabic, Polish, Serbian, Papiamento, Javanese
- **LANGUAGE COMPARISON**: Dutch, Frisian, German, English, Turkish, Russian, French
- **RECEPTIVE MULTILINGUALISM**: Dutch, Frisian, English, German, Low Saxon
- **CLIL**: Dutch, Frisian, English, German, French
- **IMMERSION**: Dutch, Frisian, English, German, French

(Günther & Duarte)
Design-based research
(McKenney & Reeves, 2012)

Co-construction of educational experiments

Improvement of approaches

IMPLEMENTATION & DISSEMINATION

ANALYSIS
DESIGN
CONSTRUCTION
EVALUATION
REFLECTION
PRACTICE
THEORY
Research questions

- How can we develop an innovative approach for Frisian with regards to multilingual education that:
  - (a) takes minority and migrant languages into account
  - (b) is suitable for schools with a high amount of Dutch-speaking pupils, trilingual schools, and schools with a high amount of allochtonous pupils?
School types

- School with predominantly Dutch-speaking pupils
- Trilingual school (Dutch, Frisian & English)
- School for refugees and newcomers
Questions from project schools

- How do we make sure that the language attitudes for the subject Frisian and culture of pupils from city schools get improved?

- How can language pedagogy and learning multiple languages simultaneously become easier?

- How do we explain school language (e.g. mathematics) in different languages (also Tigrinya or Arabic)?
Activities

- Three main modules:
  - Attitudes, knowledge & skills

- The activities can be divided into 5 categories:
  - Language awareness
  - Knowledge on languages in Friesland, Europe and the world
  - Knowledge on language differences (semantics and syntax)
  - Language learning strategies
  - Knowledge on cultural diversity
Swiet zoa sweet
doar deur door
noas neus nose
tsiis kaas cheese
**What is right?**

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- **defect** (Nederlands)
- **defekt** (Frysk)
- **défaut** (Français)
- **Defekt** (Deutsch)
- **defect** (English)
Effect study & deliverables

- Interviews with 6 teachers (at 3 schools)
- Observations in classrooms
- Questionnaires for pupils

Deliverables:
- Toolbox with multilingual approaches for teachers at different school types
- Report of effect study with best practices
- Available on website [www.holi-frysk.nl](http://www.holi-frysk.nl)
Summary & conclusion

- In the Holi-Frysk project, translanguaging-based approaches are used in different ways:
  - as a tool for **reducing language separation** in models so far based on immersion in three instruction languages
  - as a concept for changing **attitudes** of teachers towards the potential of using languages in more fluid and dynamic ways
  - as a means of **valuing home languages** of migrant pupils
  - as a bridge in the **communication with migrant families**
  - as a connection to language comparison and awareness approaches (**holistic approach**).
- Translanguaging-based pedagogies can trigger school change:
  - Tailored development by the teachers
  - Combination with other methods for plurilingual education
Call for papers!
ICML XVII welcomes proposals for colloquia, papers and posters

Proposals should relate to the theme:
Minority Languages in a Globalized Society


Deadline proposal submission prolonged:
15 October, 2018!
References I


• Ticheloven, A.H.L. (2016) Translanguaging. as pedagogy in a superdiversity classroom: Constraints and opportunities