

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

Mirjam Günther & Joana Duarte

Jelske Dijkstra



The Holi-Frysk project

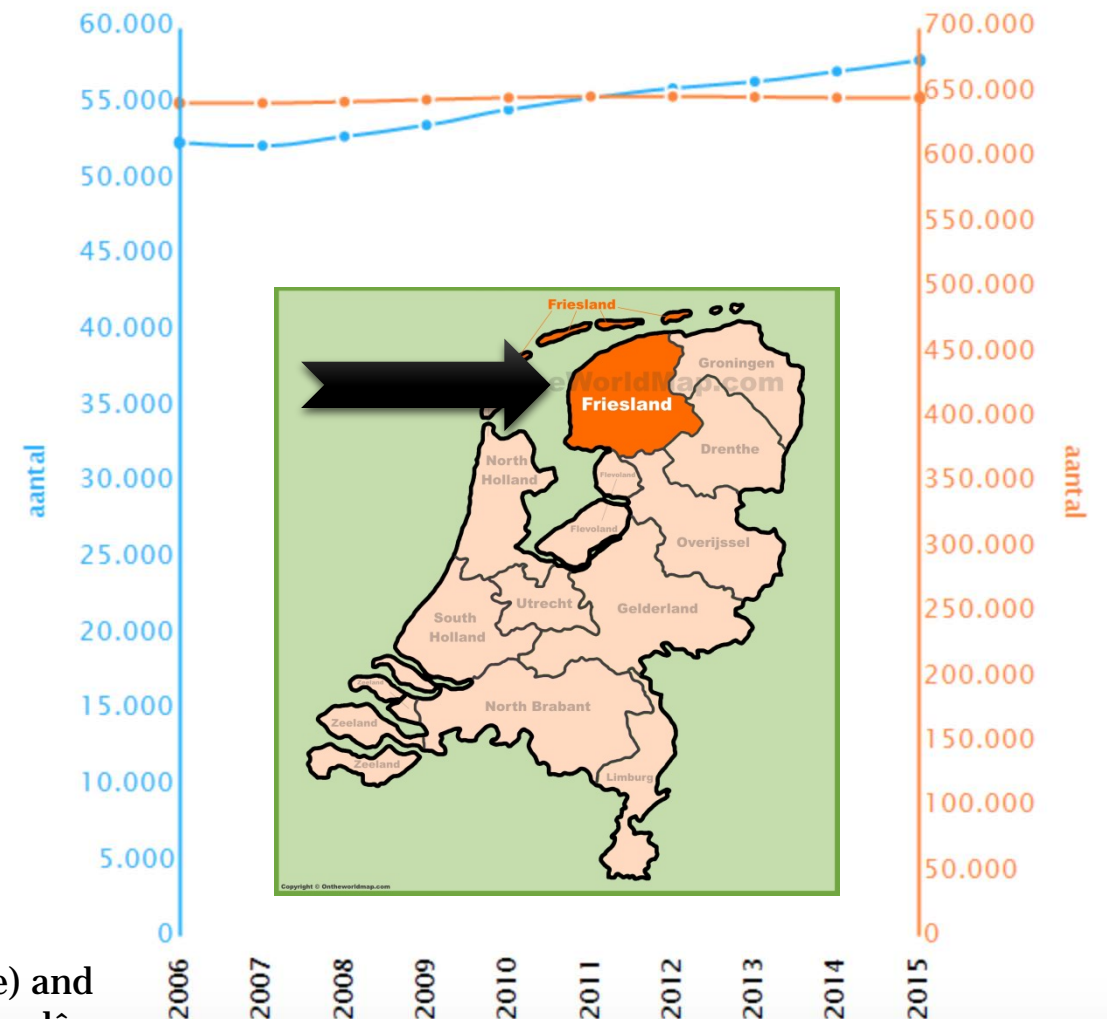
- A holistic approach for the use of Frisian in secondary education



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

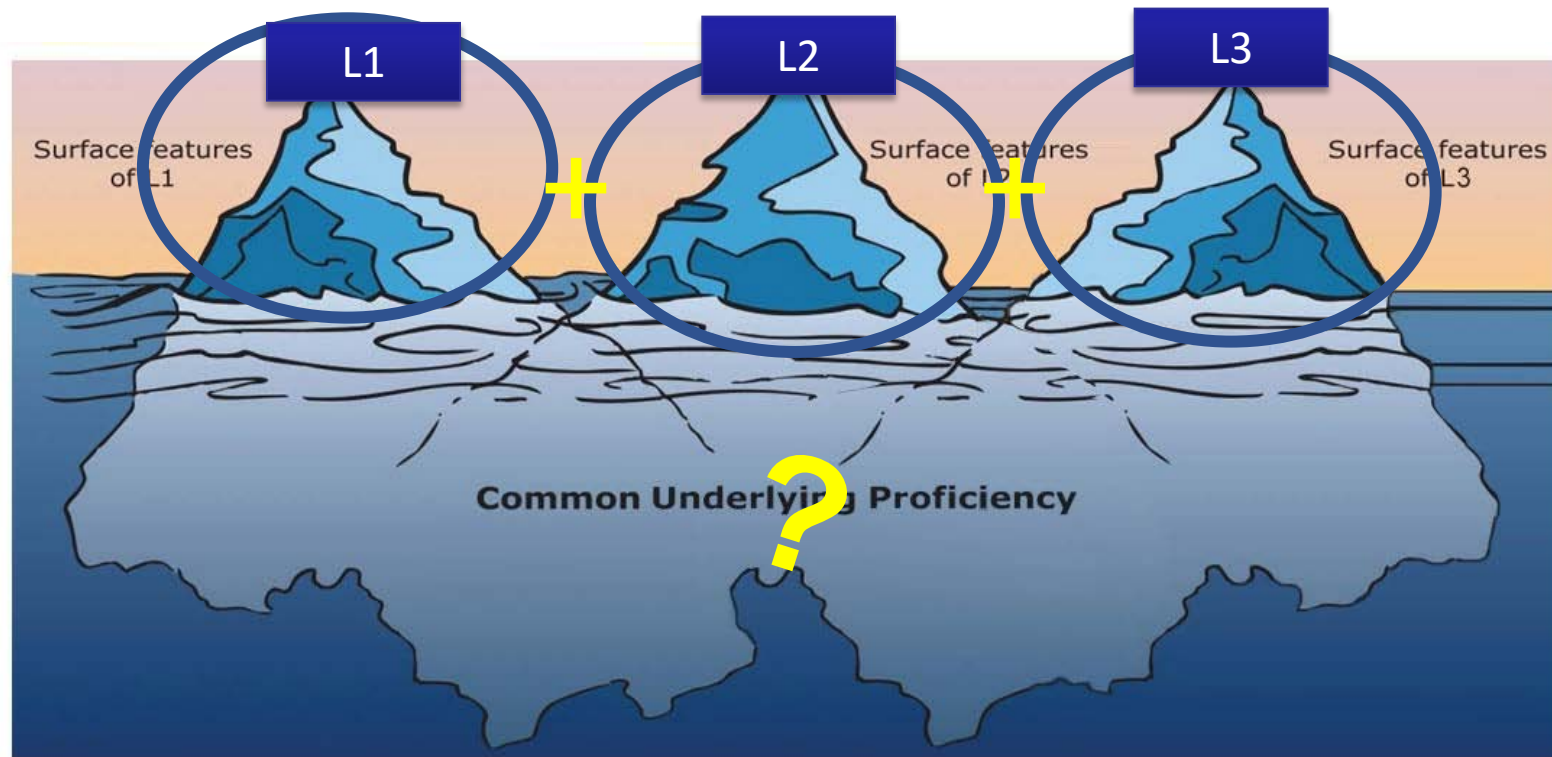


Secondary Education in Fryslân

- 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.



Foreign languages



Migrant
languages

Translanguaging

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

LANGUAGE
COMPARISON

RECEPTIVE
MULTILINGUALISM

CLIL

IMMERSION

French, Turkish,
Arabic, Polish,
Serbian,
Papiamentu,
Javanese

Dutch, Frisian,
German, English,
Turkish, Russian,
French

Dutch, Frisian,
English, German,
Low Saxon

Dutch, Frisian,
English, German,
French

Dutch, Frisian,
English, German,
French

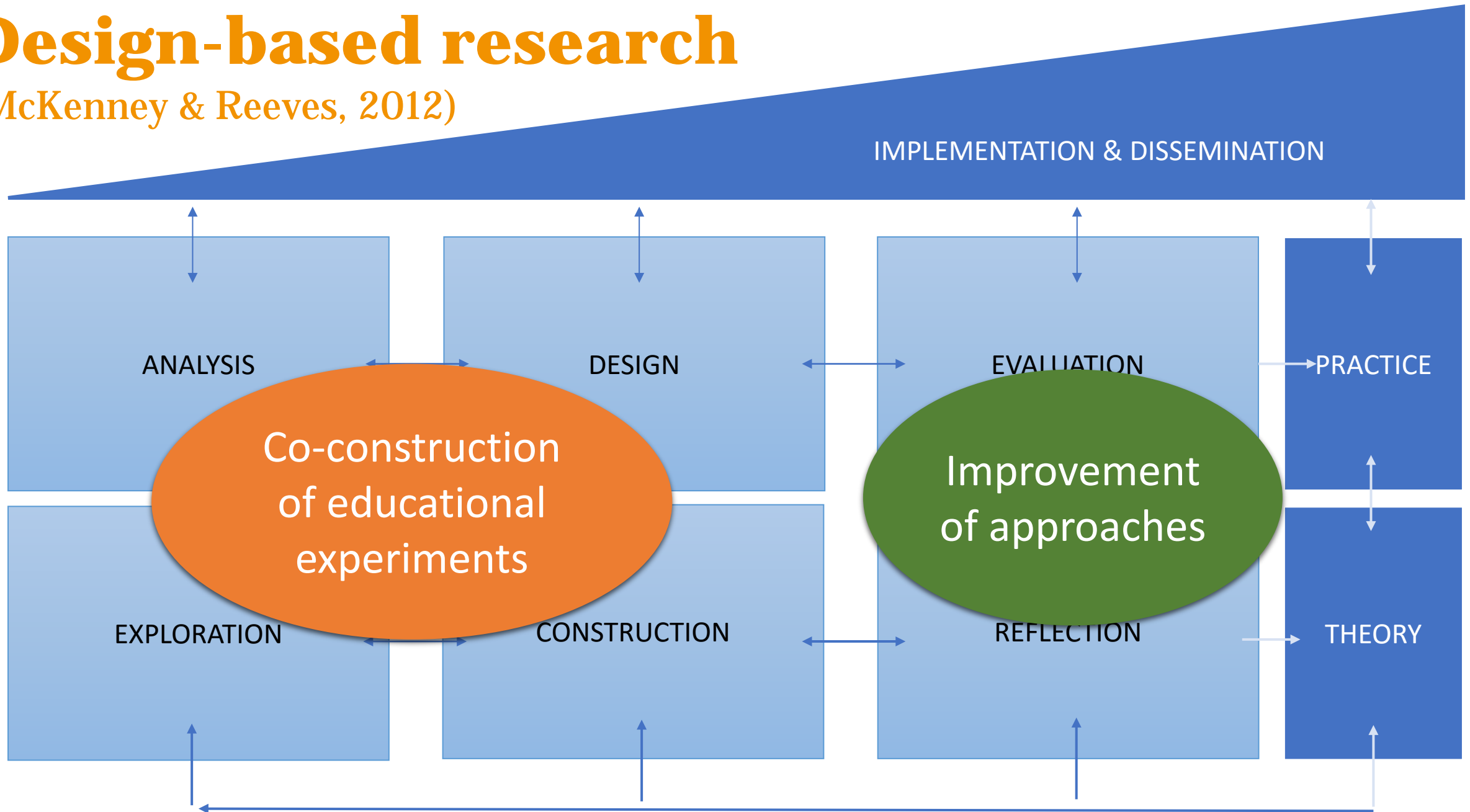
**Acknow-
ledgement**

Continuum of multilingual education

**Use in
instruction**

Design-based research

(McKenney & Reeves, 2012)



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

Leeuwarder
Lyceum®



ISK®

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)?

Leeuwarder
Lyceum®



ISK®

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



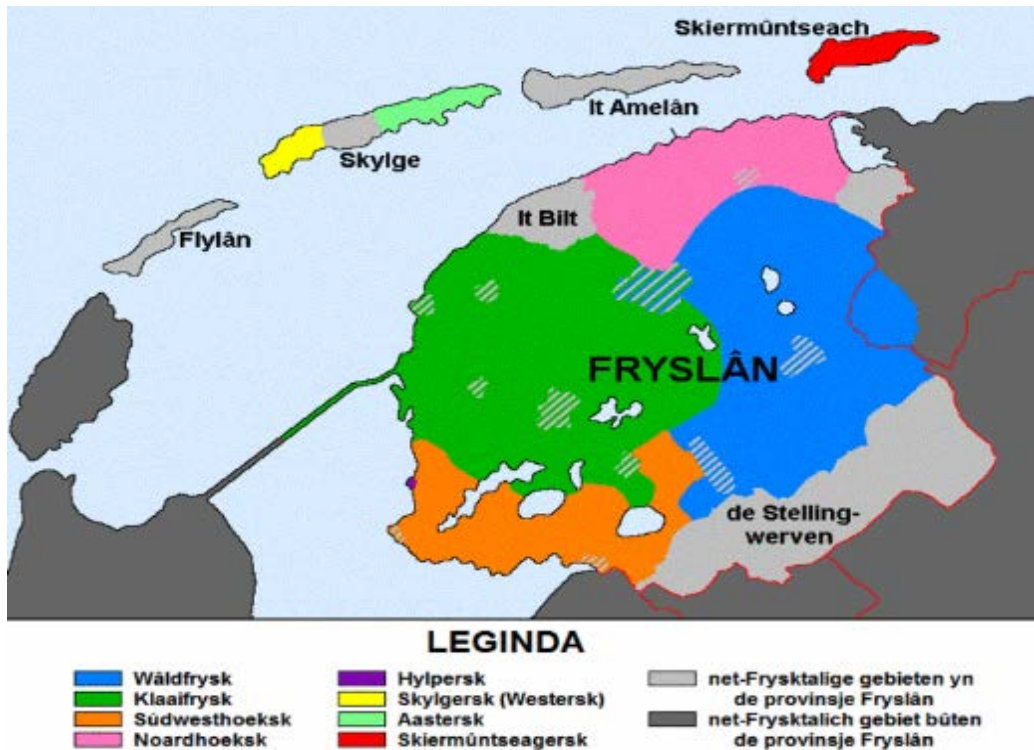
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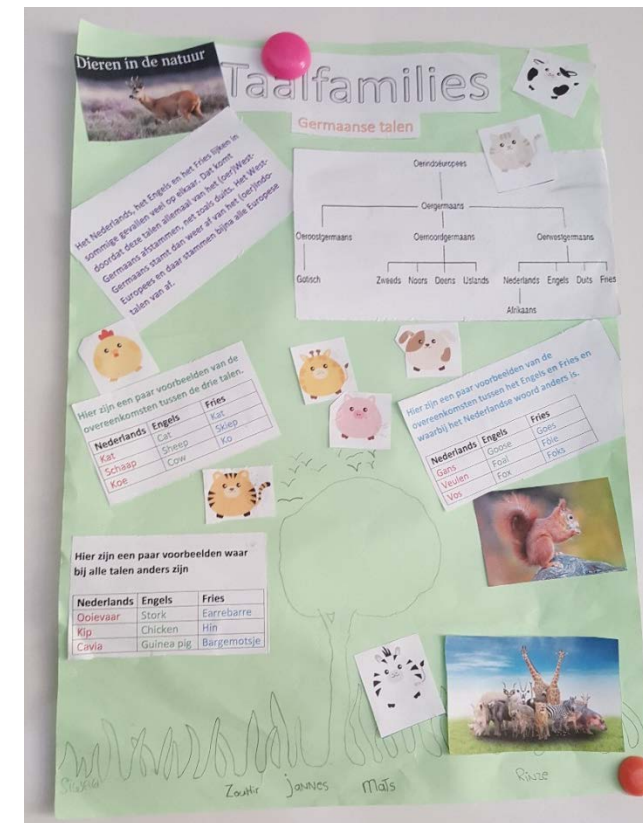
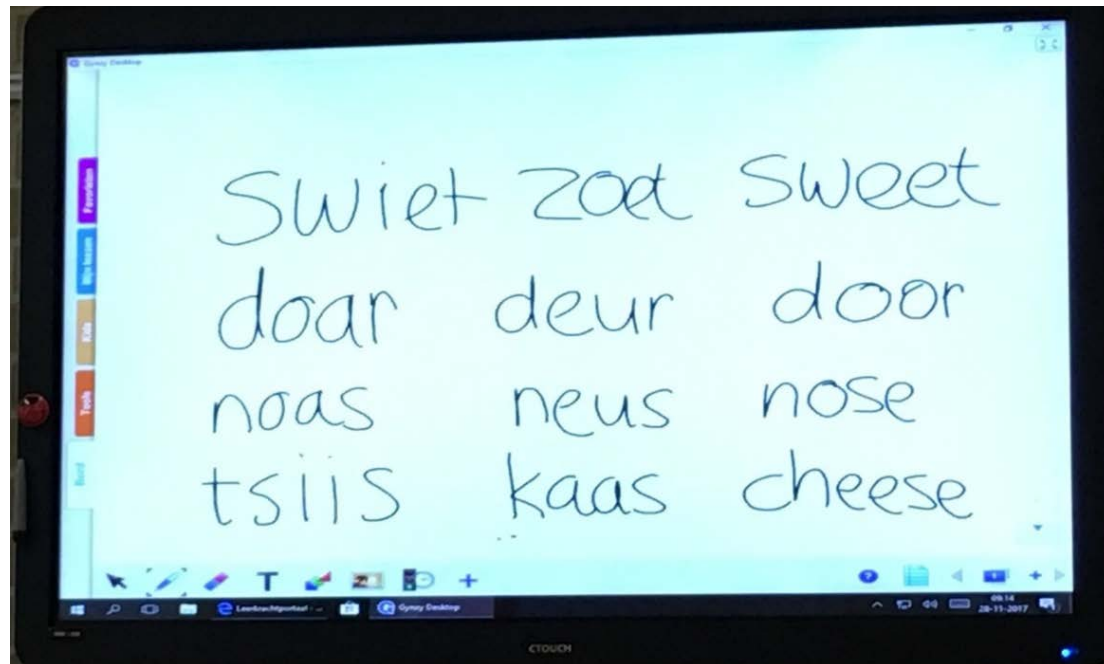
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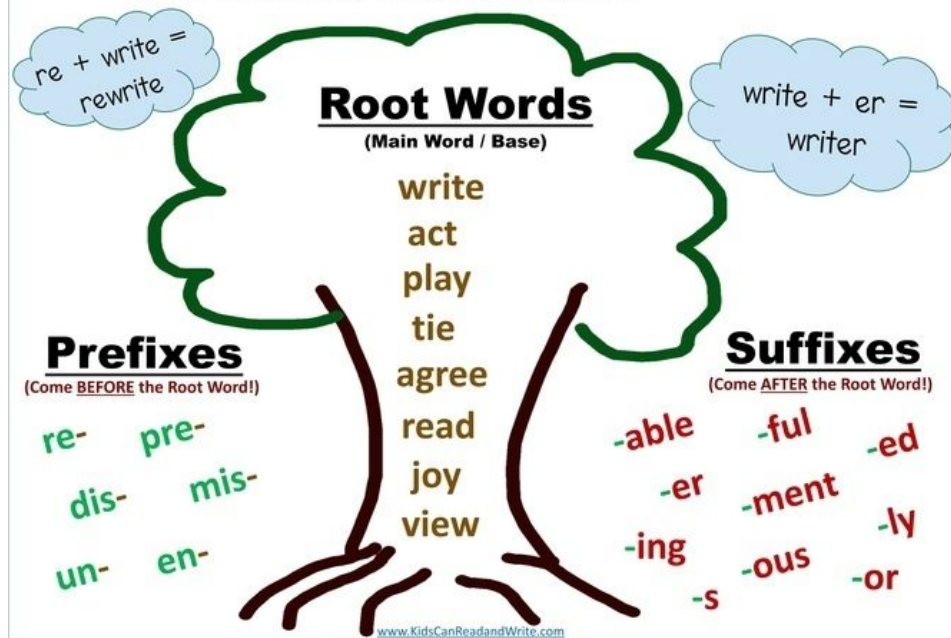
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MULTILINGUALISM

CLIL

IMMERSION

Prefixes, Root Words, and Suffixes Challenge!

Word Activity, Writing Activity, and Testing Sheet!



What is right?

✗	✗	✓	✓	
Enread	Readous	Reading	Misread	
✓	✓	✓	✓	✓
defect (Nederlands)	defekt (Frysk)	défaut (Français)	Defekt (Deutsch)	defect (English)

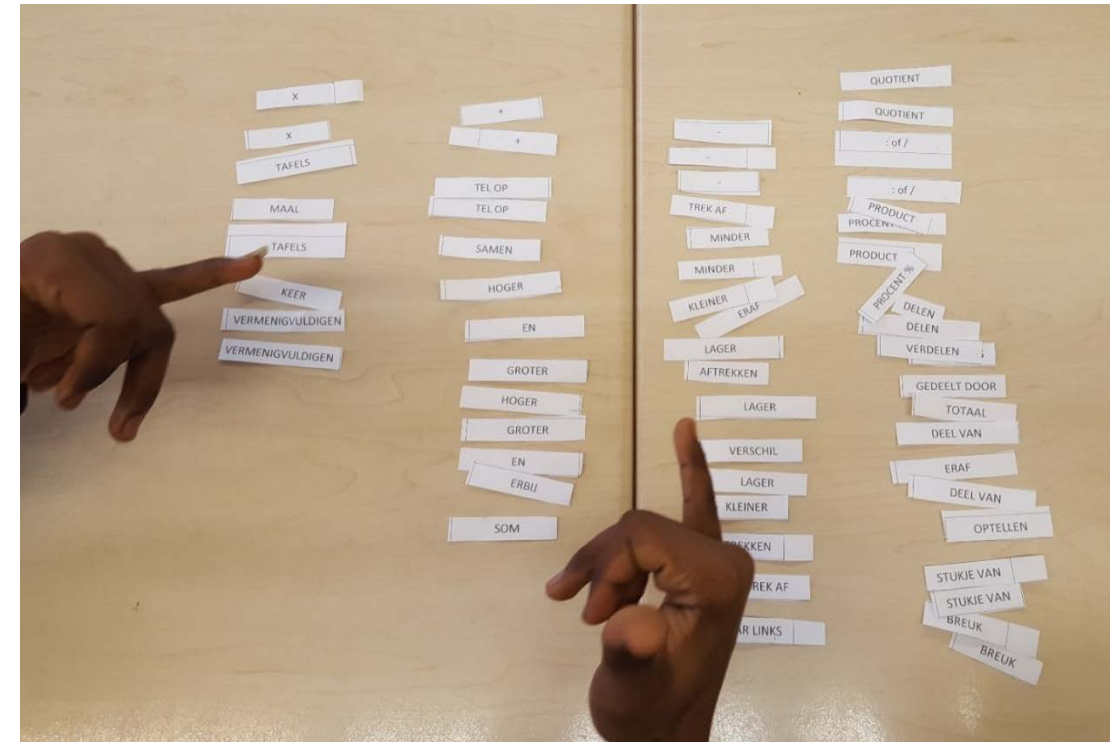
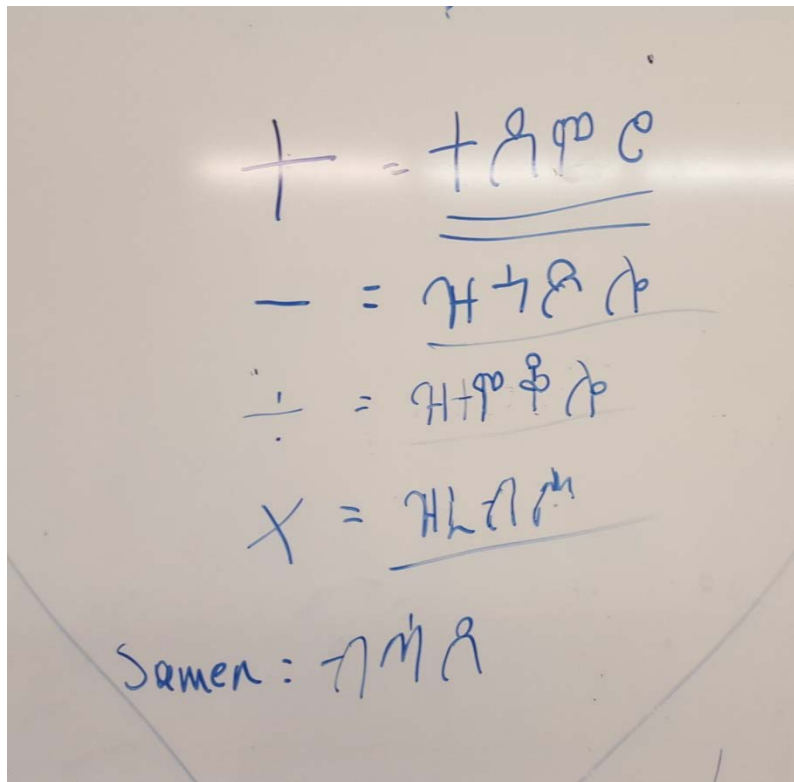
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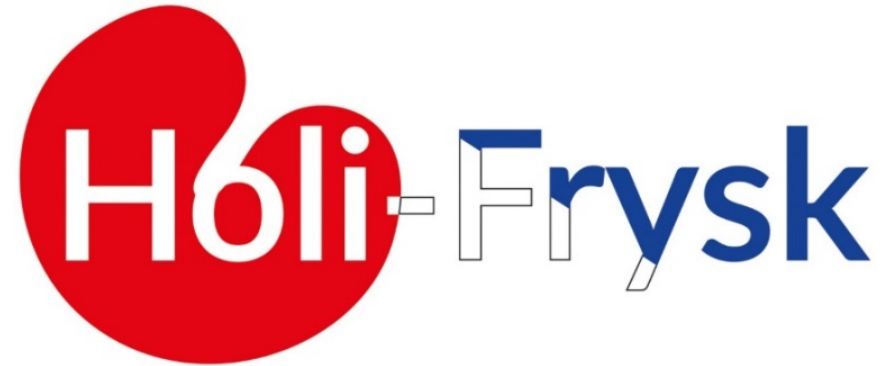
Effect study & deliverables

- 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

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



www.holi-frysk.nl



ICMLXVII

International Conference on Minority Languages

22-24 May 2019 - Leeuwarden (NL)

www.icml.eu

Call for papers!

ICML XVII welcomes
proposals for colloquia,
papers and posters

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

Submission for proposals: 15 October 2018.

**Deadline proposal submission prolonged:
15 October, 2018!**

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