



Multilingualism in education

Table of contents

1. Foreword	3
2. Internationalization of the Brainport region.	4
3. Cultural diversity	5
4. Immerse yourself in a language bath	6
<i>Disadvantages of a language bath</i>	6
<i>(Pre)judgments about multilingualism</i>	7
5. From a language bath to multilingual education	8
<i>What is multilingual education?</i>	8
<i>Double iceberg hypothesis</i>	8
<i>Benefits of multilingualism in education</i>	9
<i>Difference multilingualism PO and VO</i>	9
<i>Myths about multilingual education</i>	10
6. Getting started with multilingual education	11
<i>Multilingualism inventory</i>	11
<i>Making multilingualism visible</i>	11
<i>Talensensibilization</i>	12
<i>Functional multilingual learning</i>	12
<i>Make language agreements</i>	14
7. Stakeholders to work with.	15
8. Best practices in the Brainport region.	16
<i>Rijpelberg Child Center Helmond</i>	16
<i>Stedelijk College Eindhoven</i>	17
9. Want to know more?	18
10. Resource List	20
11. Attachments	21
1. <i>Guidelines of The Language-Friendly School</i>	21
2. <i>Teaching materials from Kindcentrum Rijpelberg</i>	21
<i>Pre-teaching in the mother tongue</i>	21
<i>Preparing with parents</i>	22
<i>Support for classroom processing lesson</i>	23
3. <i>Teaching materials of Stedelijk College Eindhoven</i>	24
<i>Subject: Dutch</i>	24
<i>Subject: History</i>	25
<i>Subject: Chemistry</i>	26

1. Foreword

Dear Education Professional,

The Brainport region has developed into an international society. Think of the arrival of skilled workers, but also refugees, seasonal workers and status holders. This development has many consequences for your profession. Within the walls of your classroom you will find more and more students whose mother tongue is not Dutch. The number of newcomers entering our education system is expected to continue to grow. On the one hand, this creates diversity in your classroom. It makes your job extra challenging and children learn from each other. But it also brings challenges. Because how do you deal with these different languages and cultures? What does that mean for the offerings in your classroom? And what impact does it have on you as an educational professional? All questions that your colleagues in the Brainport region also regularly struggle with.

How best to deal with children whose mother tongue is not Dutch? That is a quest. What is certain is that the scientific view on this topic has changed. The idea used to be: Dutch is best learned by immediately immersing students in a full Dutch language bath. It is now clear that this approach has (too) many disadvantages. But: what is the right way to teach students Dutch? And as an education professional, how do you deal with the challenges of multilingualism in education? You can read more about it in this white paper. As Brainport Development, we share the knowledge we have gained. We base this whitepaper, in addition to literature, on the expertise of these oral sources:

- **Anne van Buul**
Lecturer-researcher at Hogeschool de Kempel and Specialist in language and reading education and multilingualism
- **Hans Vasse**
Regional coordinator of internationalization education at Brainport Development and lecturer at Jan van Brabant College
- **Katinka de Croon**
Specialist equal educational opportunity, multilingualism, language and reading development training at Fontys University of Applied Sciences

'If you reject a child's language, you also reject the child itself.'

- Jim Cummins, professor of language and literacy development, University of Toronto

With this white paper, we want to help you as an education professional better respond to the changing needs of today's learners. Together, we can create an inclusive and enriching learning environment.

► On behalf of Brainport Development,
Dennis Witsiers
Regional internationalization education
coordinator

2. Internationalization of the Brainport region

In the Brainport region, 20 percent of the inhabitants have a non-Dutch speaking background. This percentage exceeds the national average and the proportion of non-Dutch speakers continues to grow steadily.

Recent research conducted by Decisio confirms this trend. The growth of multilingualism in this region is due in part to the influx of knowledge workers. They work for large companies such as ASML and Philips, but also for smaller organizations (SMEs). In addition, labor migrants and refugees live in this area. For this reason, the proportion of internationals in the total population in the Brainport region of Eindhoven has almost doubled in 10 years: from 11 percent in 2011 to 20 percent in 2021.

**The Decisio study will be published in mid-February 2024.*

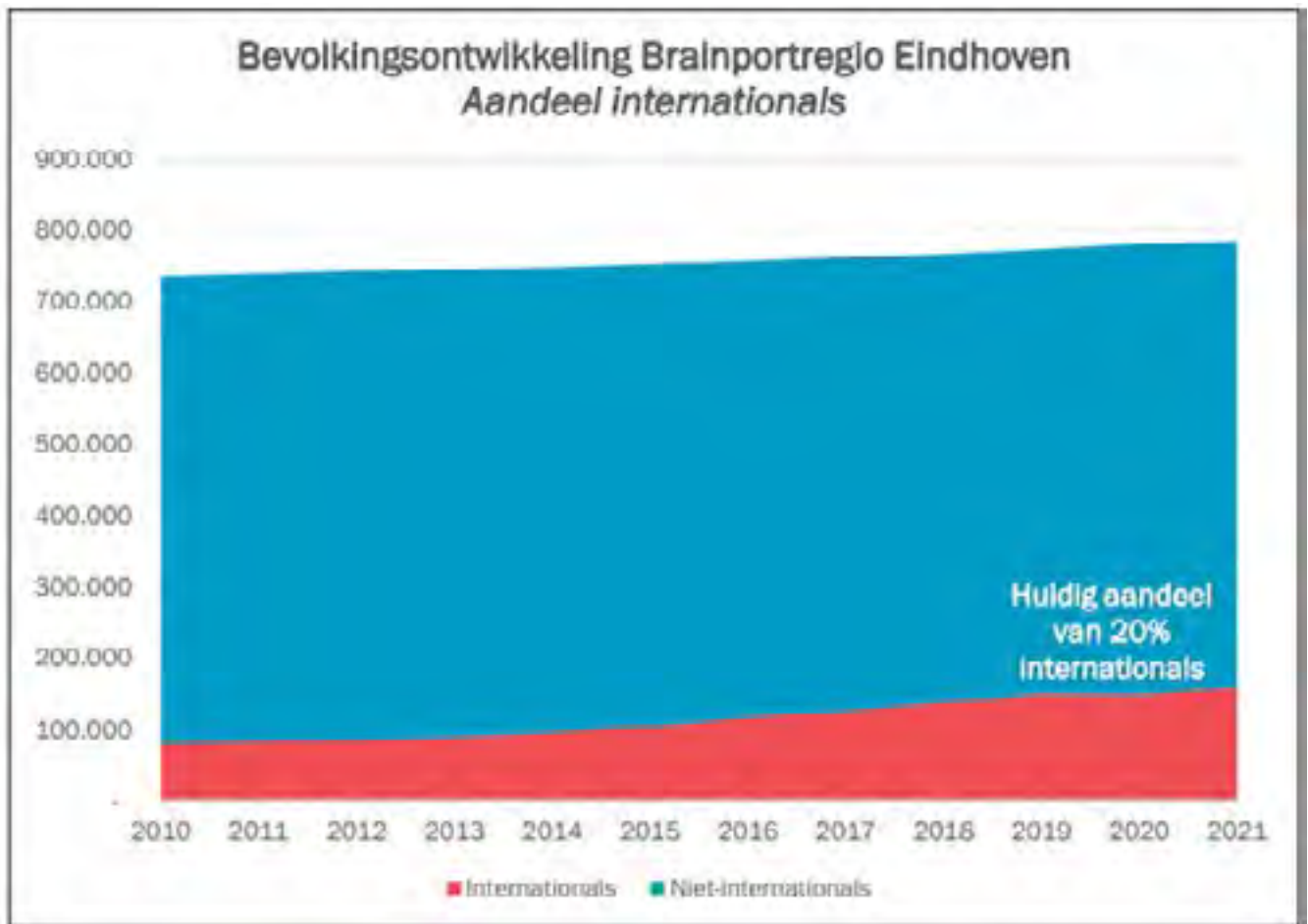


Chart on growth of non-Dutch-speaking residents of the Brainport region

3. Cultural diversity

That increasingly diverse region has an impact in several areas. The international nature of the region is also felt in the classroom. More and more schools have students with a home language other than Dutch. For many children, that language is their anchor in a changing world. Moreover, language and culture are connected. So it may be that in one class perhaps four or five different languages are spoken, and that includes different perspectives. Because where you grew up or what language you speak helps determine how you view the world. This also applies to the education professional. Being aware of this diversity is an important first step in dealing with multilingualism. Don't see it as a barrier, but as an enrichment. Because of this multicultural environment, there are many different stories to tell and we can learn from each other.

'If we stick to the "us versus them" thinking, where Dutch is pitted against other languages, we ignore the fact that we live in a multilingual society. A society in which we express thoughts and ideas through language, regardless of which language we speak. If you are aware of that, then you can see multilingualism as didactic capital instead of a problem.'

*- Katinka de Croon, equal educational opportunity specialist,
multilingualism, language and reading development training at Fontys
University of Applied Sciences*



4. Immerse yourself in a language bath

The language bath model is an approach to language teaching in which a learner is intensively immersed in a new language. By constantly being in a Dutch-speaking environment, a learner would absorb the language quickly. Similar to a sponge absorbing water, or a baby learning a native language. According to this theory, letting go of one's own language would promote integration. For years, immersion in a language bath was the most common method used within educational walls. Meanwhile, a change is underway.

Saba Khvedelidze was 9 years old when he arrived in the Netherlands in 2014. His family left Georgia for political reasons. He traded his homeland for the Netherlands, where he landed at the AZC in Budel.

'At home we spoke Georgian. The first day at school I remember having to introduce myself in Dutch. 'I Saba,' I said. Other than that, I had no idea what to say. Actually, for the first few months I had no idea what I was doing in school. When you don't know a new language yet, and you hear it around you all day, it's overwhelming. Especially as a child. As a nine-year-old, I wanted to talk to friends who spoke Dutch, but I couldn't. Sometimes that felt very lonely. Fortunately, I had one friend in class who spoke Russian, the language I had also learned a little in Georgia earlier. He helped me when the teacher explained something to me that I didn't understand. I wouldn't know how I could have learned Dutch without him. This friend was like a life preserver for me. I understand that a language bath is out of date. If you are allowed to use your own language, you un-retain Dutch words better, because you can link them to your own language.'

Studies show that language bath programs are not always as effective as thought for years. In addition to this, there are concerns about possible negative consequences. When children are immersed in a language bath, it can lead to a sense of cultural detachment and the loss of an important part of their identity. Jim Cummins, a leading Canadian linguist, says of this, "To reject a child's language is to reject a child. In other words, children who have to leave their language and culture at the door of the school building lose a (large) part of their identity in the process. This sense of rejection makes them much less likely to participate actively and confidently in education.

Disadvantages of a language bath

Emotional stress

Intense exposure to a new language can be stressful for some children, especially if they feel isolated or overwhelmed. This can lead to frustration, anxiety or loss of self-confidence.

Language delay in mother tongue

When a child focuses entirely on learning a new language, it can lead to a neglect of the mother tongue. For example, this can cause problems communicating with family members, but it can also lead to stagnant knowledge development. Indeed, it may be the case that a student has already mastered the necessary knowledge and can communicate about it in the home language, but is not yet sufficiently proficient in Dutch to be able to take the next thinking step in Dutch.

Social isolation

If a child is placed in an environment in which he or she has not yet fully mastered the new language, he or she may feel isolated from peers and feel that he or she does not belong.

Possible backlog

If a child has to do all subjects and all knowledge building in Dutch, it can lead to lower school performance. This is because most subject content is inaccessible to children in the beginning because the necessary language skills in Dutch are still developing.

(Benefit) judgments about multilingualism

"It is striking that in education we often speak of language deficiencies or language development disorders in the case of specific groups of multilingual students, while in the case of other groups of multilingual students we speak of good language proficiency. Mastering languages such as English, German or French is apparently seen as an advantage, while speaking Turkish, Arabic or Polish is rather seen as a disadvantage. What factors influence our judgment? That is a question we need to ask ourselves seriously in our pursuit of inclusive and equitable education.'

- Katinka de Croon, equal educational opportunity specialist, multilingualism, language and reading development training at Fontys University of Applied Sciences



5. From a language bath to multilingual education

We now know that a language bath is an outdated form of language teaching. In fact, we know that the better the native language is developed, the easier it is to learn a new language. This is because it is impossible for the human brain to completely "turn off" its own language when learning a new one. Thus, the native language can actually contribute to the learning of the new language.

'Children's native language development level is a strong predictor of their second language development'

- Jim Cummins, professor of language and literacy development, University of Toronto

What is multilingual education?

Those who choose to accommodate multilingualism in education recognize the value of students' home languages and encourage their preservation and development. Regional languages and dialects are also part of a multilingual language policy. Accepting the linguistic and cultural diversity of children at school is not enough. It also means giving pupils the opportunity to communicate in their mother tongue as well as organizing activities to celebrate their cultural and linguistic identity.

'Learning and producing new words is very intensive. If a native speaker of Dutch were only to hear Japanese all day and not be allowed to translate what those words mean in Dutch, then we too would 'drown'. Switching to your own language once in a while means catching your breath and taking a break from intensive language learning.'

- Anne van Buul, lecturer-researcher at Hogeschool de Kempel and Specialist in language and reading education and multilingualism

Double iceberg hypothesis

The model on the right was devised by Jim Cummins. The iceberg is often used to illustrate the complexity of language proficiency. This hypothesis states that language proficiency consists of two layers, similar to an iceberg. Of these, only a small part is visible on the surface, while most is underwater.

Above the surface, languages seem separate from each other. For example, if someone speaks Russian and Dutch, the output (that what we hear from it) is seemingly completely different, as if they were two separate systems.



Taken from "Building blocks for effective language pathways,"
University of Antwerp

Below the surface (i.e. in the head), however, languages are intertwined and there are certain shared language characteristics. So languages have shared underlying features that in the head form one system and are linked to knowledge.

Benefits of multilingualism in education

Better language development

Research shows that students learn Dutch better in multilingual education, rather than in a language pool. This is because below the surface, languages are connected. When you learn a new word for the concept dog (for example, the English dog, or the France chien), you "stick" that new word in that other language (a so-called label) to the Dutch label for the concept dog.

Thinking more leniently

Some research shows that multilingualism has cognitive advantages. The more advanced languages are developed, the easier it is to switch between them. With constant switching in the brain, students become better at multitasking, can concentrate better and have better developed problem-solving skills.

More background knowledge visible

A student brings all kinds of background knowledge into the classroom. That knowledge is linked to vocabulary. Only when a student has the words for something does a student express that background knowledge. By allowing the home language in the classroom, a child can better address and bring in the knowledge they already have. There- by also makes it easier to acquire new knowledge.

Suppose you have a world orientation topic about volcanoes. A multilingual pupil has already learned something about this in the country of origin, but cannot yet say it in Dutch because he does not yet know the words. By watching a movie, writing something down or discussing it in the home language, it is possible to develop knowledge at a level. After that, it is much easier to learn to understand and use the accompanying school and professional language in Dutch.'

- Hans Vasse, regional coordinator of internationalization education at Brainport Development and lecturer at Jan van Brabant College

Increased self-confidence

Children who are offered multilingual education often feel a sense of pride and self-confidence because they have mastered more than one language. Their sense of belonging is also increased when a home language is valued at school.

Social and cultural inclusion

Children are encouraged to share and appreciate their own language and culture, reinforcing a sense of identity and belonging.

Better understanding of others

Multilingual children often have a deeper understanding of other languages and cultures, which enhances their empathy and

can increase understanding of other people. This contributes to more positive social relationships and intercultural communication. The same is true for students who are not multilingual but are in class with children who receive multilingual education.

Difference multilingualism PO and VO

The difference between multilingualism in primary education (PO) and multilingualism in secondary education (VO) is evident in the dynamics of teaching and the role of language in the learning process. In PO, there is one teacher who is responsible for the entire curriculum of a class, which makes it easier to integrate home languages from the class into different subject areas. The transfer of knowledge to different parts of the curriculum is made faster.

In VO, on the other hand, subject teachers are seasoned in one subject. Moreover, they have multiple classes, with thus multiple home languages occurring in them. In addition, subject teachers in VO are not always naturally focused on language and may overlook the role of language in their subject area.

'Fortunately, I see that the transition of newcomers from PO to VO is getting attention in the Brainport region. Elementary schools are trying to provide opportunity advice and secondary schools are trying to provide language support for students who, with that support, can develop more at grade level.'

- Anne van Buul, lecturer-researcher at Hogeschool de Kempel and specialist in language and literacy education and multilingualism

Myths about multilingual education

Even though the number of education professionals who see the benefits of multilingual education is growing, not everyone is "on board" yet. The following debunks some of the most common myths and prejudices about multilingual education to highlight why multilingualism is a valuable approach to learning.

'Our assignment is to learn Dutch in school, so we speak Dutch'

It is true that learning the Dutch language is an important part of education in the Netherlands. But paying attention to the value of using the home language can contribute to the better development of Dutch language skills. After all, skills learned in your first language can be transferred to a new language, such as Dutch.

'When they use the home language at school, students start gossiping and you get cliques'

Research in Flanders shows that multilingual education has positive rather than negative effects on social dynamics. This study by KU Leuven shows that multilingualism in schools does not lead to clique formation, but rather to a strengthening of social relations and better understanding between students with different language backgrounds.

'If I can't understand students, I have no control'

Teaching where multilingualism has a place does indeed require classroom adjustment. But it is important to remember that control is not solely dependent on language comprehension. Control in the classroom has more to do with effective instructional techniques, positive classroom management strategies and creating an inclusive and respectful learning environment. You can also always ask a child with the same home language to translate or mediate. Moreover, research shows that when students talk in their home language, 80 percent of the time it is about the lesson material.

'Before you know it, students only talk in their home language'

Students' use of the home language may initially become more frequent when they are in multilingual education, but this is a natural and temporary process. It is a useful bridge for understanding concepts and ideas before they are conveyed in Dutch. Making language agreements about when use of the home language can be helpful and is allowed creates clarity and space for Dutch.

'Multilingual education costs me too much time'

Multilingual education is not something extra, but a mindset that runs like a thread through education and leads to an enriching learning environment. Students' school performance improves, making the extra effort and time worthwhile in the long run. It is an investment in the future growth and development of students and contributes to the creation of responsible world citizens.

6. Getting started with multilingual education

If you are an educational professional who has read the above, you may be convinced that home languages should be valued and utilized in your classroom as well. In this chapter, we bridge from theory to practice. How can you integrate multilingualism into the classroom?

Below are not sequenced steps, but rather a continuum for creating positive language awareness and actively using languages present in the classroom.

Multilingualism inventory

Taking stock is a first step in thinking about a vision for multilingualism. It gives educational institutions a deeper understanding of the languages spoken by students at home. This step is essential to ultimately offering targeted and effective multilingual education.

By making so-called language portraits, students and the teacher become aware of the languages in the classroom and the languages that play a role in students' environment. During an activity, students name the languages they speak and hear in the environment and color them in a silhouette. This encourages reflection on language and multilingualism. Another appropriate activity is to create a language tree, in which students map the languages in their family.

Making multilingualism visible

If you know what languages children speak, you can also make them visible in the school. Hang up flags of several countries, set up a home corner with attributes from different cultures and expand the library collection with multilingual books.

Making multilingualism visible not only helps students better understand their language situation, but also fosters respect and appreciation for multilingualism. It can lead to an inclusive and enriching learning environment in which all languages are considered valuable.



A wall at Kindcentrum Rijpelberg showing all the nationalities of the students.

'Upon entering every morning, you can greet your students in their own language. Is a child's birthday? Sing "Happy Birthday" in the child's language. You will see: the child beams!

- Anne van Buul, lecturer-researcher at Hogeschool de Kempel
and specialist in language and literacy education and
multilingualism

Talensibilization

Language sensitization is an educational approach that makes students aware of and sensitive to linguistic diversity and multilingualism. Moreover, it encourages them to value different languages and cultures. Through playful and motivating activities, students come into contact with different languages.

'An example of a playful activity is comparing colors in different languages during a game of Uno: yellow, gelb, giallo, sari, amarillo, amarello, and so on. In this way, students experience that you can say the same thing in different languages. In addition, they notice that some students are better at one language and other students are better at another language. This creates appreciation of the languages. Language awareness prepares students for a globalized world in which language skills and cultural sensitivity are increasingly important. So language sensitization can help education professionals create a culture of diversity and respect in the classroom.

*- Katinka de Croon, equal educational opportunity specialist,
multilingualism, language and reading development training at Fontys University
of Applied Sciences*

Talent sensitization has multiple goals:

Awareness of language diversity

Students become aware of the languages spoken in their environment and the diversity of languages worldwide.

Appreciation for multilingualism

Students learn that speaking multiple languages is an advantage and adds to their identity and cultural richness.

Respect for different languages and cultures

Language awareness promotes respect for the cultural and linguistic backgrounds of others and encourages tolerance and understanding.

Increase understanding of the characteristics, similarities and differences between languages

Language sensitization increases language skills and awareness, even in children who speak only Dutch.

'At Jan van Brabant College, we also celebrate holidays other than the usual ones. Every holiday has untranslatable jargon: St. Patrick's Day has words like shamrock and leprechaun, Keti Koti is about broken chains. With those holidays and words also come stories. Foreign-speaking students are confirmed in their identity through language sensitization, and precisely because of this they in turn become more open to the Dutch language and culture.'

*- Hans Vasse, regional coordinator of internationalization education at Brainport Development
and lecturer at Jan van Brabant College*

Functional multilingual learning

Whereas language sensitization focuses on developing a positive attitude toward multilingualism, functional multilingual learning focuses on actually using multiple languages. Another benaming is translanguaging. It means using your entire linguistic repertoire in education, with the goals being:

Social

- o Increase engagement, participation and well-being so children feel better
- o Openness to other languages
- o Making being multilingual attractive

Cognitive

- o Using languages to enhance learning
- o Easier bridges between languages and thus easier language learning

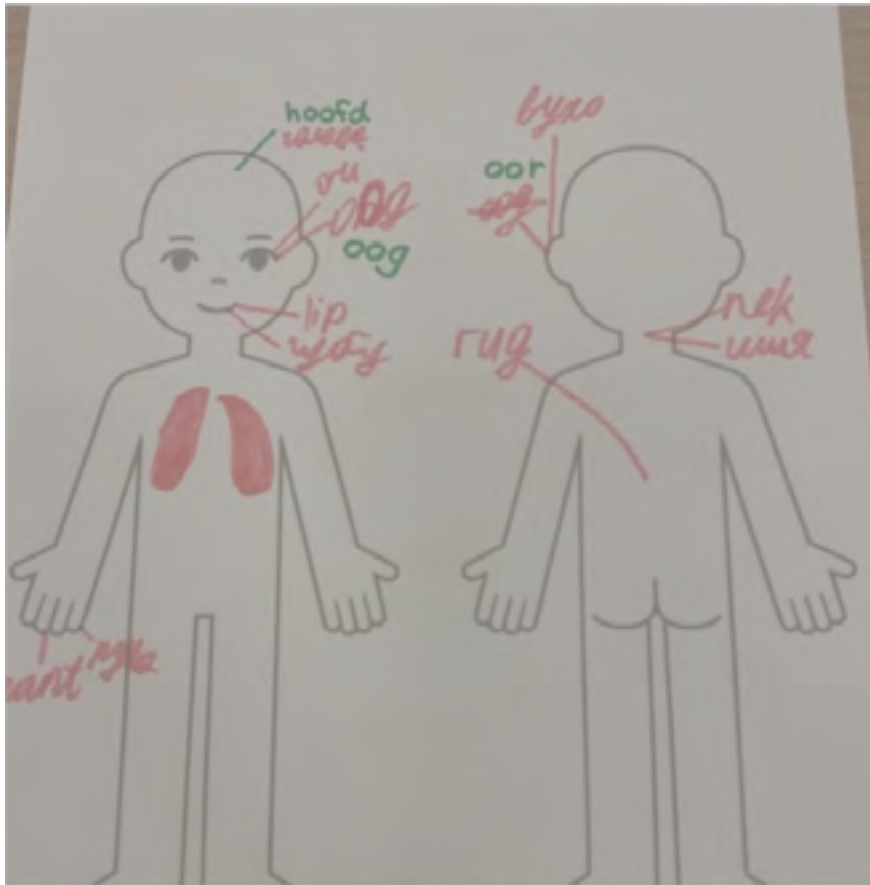
Inclusiveness

- o Children who speak the language become experts
- o 'Power relations' between languages change (all languages are equal)
- o Making invisible languages visible

Examples of functional multilingual learning include:

Multilingual conversations

Encourage students to communicate with each other in different languages during class. This can happen during a consultation, class discussions, group work, or everyday interactions in class.



A lesson about the body at elementary school 't Palet in Eindhoven. Students write down li-cham parts in Dutch and in their home language.

'Having multilingual conversations is not an end in itself. The goal is to arrive at learning insights, for example understanding how the water cycle works. Employing the home language can help arrive at those learning insights. If then the most important concepts and thinking steps are offered in Dutch, they will sink in faster.'

- Katinka de Croon, equal educational opportunity specialist, multilingualism, language and reading development training at Fontys University of Applied Sciences

Multilingual presentations

Have students give presentations in different languages. They can use both their home language and the language of instruction to communicate and present information, contributing to their cognitive and linguistic development.

Bilingual reading, writing and reading aloud

Students can read and write texts in their home language or in multiple languages. This may include (pre)reading books or writing texts such as a report, story or e-mail.

"The children's book *The Gruffalo* has been translated into many languages. Have an upper school Polish-speaking student read that book to Polish-speaking preschoolers. If the teacher then reads the book in Dutch, they already understand the story. So they pick up much more of the content and the Dutch language.

- Anne van Buul, lecturer-researcher at Hogeschool de Kempe and specialist in language and literacy education and multilingualism

'Have two Ukrainian students discuss the solution to a math problem together. Then, as a teacher, go over which thinking steps they took and give words to them in Dutch.

Preferably using school and math language.

- Katinka de Croon, equal opportunities specialist, multilingualism, language and literacy training at Fontys University of Applied Sciences

Multilingual vocabulary building

Encourage students to expand their vocabulary in different languages by reading and reviewing information sources about the same learning content in both Dutch and the home language.

'Use a language notebook for multilingual students. Have students choose and write down words they need to understand the lesson, looking up a translation into the home language themselves. For example, is a lesson about volcanism? Then the student writes down the words eruption, lava and crater, for example, with the home language label next to it.'

- Hans Vasse, regional coordinator of internationalization education at Brainport Development and lecturer at Jan van Brabant College

Listening Language

Students use their own language to understand each other without actively using the other's language themselves. For example, a teacher reads a story aloud in Dutch and the student writes down the key words in their own language. Or organize role-plays in which students simulate situations in which they use multiple languages.

These examples are all forms of multilingual language support, where you use all the languages the child has mastered as stepping stones to gain as much knowledge as possible and develop thinking.

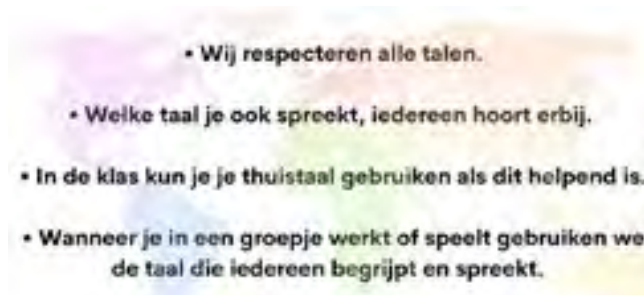
Make language agreements

As a school team, do you choose functional multilingual learning? Then it is nice for both educational professionals and students to have clear language agreements that are school-wide.

Some examples:

- Instructions are in Dutch
- Consultation may be in the home language, as long as everyone you consult with understands that language

Ensure that language agreements are clearly visible in the school and that there is no differentiation by class.



Language agreements at Kindcentrum Rijpelberg in Helmond. They hang in every classroom.

7. Stakeholders to work with

Want to get started? Then don't forget to involve parents first. If the school and teachers are more open to parents' cultures and home languages, parents are also going to feel more involved in the school and the learning process. So be sure to inform them well about multilingualism and involve them in cultural projects. In addition, collaboration with outside parties can strengthen multilingualism in education.

The library

The local library can help establish a multilingual school library at school. Also consider collaborating with the library on school themes, for example, Children's Book Week, National Read Aloud Days and poetry projects.

Through the At home in all languages project of the Eindhoven Library, schools can have a multilingual book collection put together free of charge. The condition is that your school already has a Library at School (dBos) and that part of your team follows a training on working with a multilingual book collection.

The Language-Friendly School

The Language Friendly School is an initiative of the Rutu Foundation for Intercultural Multilingual Education, a nonprofit organization that aims to contribute to making learning environments more language-friendly for all children. Schools participating in the initiative receive the official Language Friendly School label and can benefit from a network of language-friendly schools and professionals who share knowledge and tools among themselves. Appendix 1 of this white paper contains the guidelines of The Language-Friendly School.

The municipality

The municipality and the school board can play an important role by facilitating schools in terms of finances, but also in providing information in dealing with multilingualism.

Home language schools

Advise parents to have their children homeschooled. In the city of Eindhoven alone, there are 24 recognized home language schools, or Heritage Language Education Programs. The Chinese school, for example, has more than 400 students.

8. Best practices in the Brainport region

Rijpelberg child center in Helmond

'Multilingualism is not a problem, but rather a wealth'

Helen Vink is coordinator of School and Educational Development at Kindcentrum Rijpelberg in Helmond. With more than thirty different nationalities, the child center does an awful lot in the area of multilingualism.

When did you know: we want to work with multilingualism?

Kindcentrum Rijpelberg has two locations. At location De Rakt 35 percent of the children have a home language other than Dutch. At location De Straap this is even 69 percent. So on our schoolyards you hear much more than just the Dutch language. Teachers noticed that children with the same origins sought each other out and relaxed when they communicated in their home language. As if they were allowed to take a break. This gave us food for thought: how can we best deal with all these nationalities and home languages? Coincidentally, in the 2019-2020 school year we were also just working on a new vision, in which multilingualism was thus given a lot of space.'

How did that search for a new vision go as a team?

'Actually very easy. We studied the latest scientific findings and discussed them in the language working group and then within the team. The core of our vision is that all children are welcome at Kindcentrum Rijpelberg and are therefore allowed to speak and learn in the language they master best. We do not see multilingualism as a problem, but rather as a wealth that we utilize in education. When learning a new language, we build on the foundations of the first language.'

Did you also make language agreements?

'Sure enough, as a team we collectively came up with four language agreements (see image on page 13). In March 2021, we celebrated. Two teachers were "world teachers" that day. They walked through the school with a suitcase to present the language agreements together with a world map (where are you from?) in the classes. All classes were instructed to count down from 10 to 0 in all the languages of the class, after which the language agreements became official.

How does the third language convention work in practice? So when is using a home language helpful for students?

'For example, when students spar about a topic before starting a Dutch-language paper. But it could also be giving a fellow student an explanation in a home language, or reading to younger students in the home language. Also, children first read about a topic in their home language before addressing it in Dutch.

How did you get all your colleagues' noses in the same direction?

'From the beginning we have been doing this as a team. After all, we all felt the need for multilingual teaching. That team spirit is our strength. Under the guidance of Anne van Buul, we followed a professionalization program as a team. She is a teacher-researcher at Hogeschool de Kempel and a specialist in language and reading education and multilingualism. She gave us practical tools on how to integrate multilingualism in our education.

What does multilingual education look like now at your child center?

'If you walk through our locations, you will see that we make the different home languages visible. Think of the language conventions you see when entering our schools, or the math concepts in different languages. Within our child center, this makes us radiate that we are proud of all languages in the school and that all languages are allowed to be there. We also have a foreign language book collection in our school library, so that children and their parents can read in their home language. And in addition, we are running the pilot "Equity of Opportunity and the Power of Mother Tongue. For this we have hired two Polish teaching professionals: a teaching assistant and a teacher. They provide pre-teaching in reading comprehension, where they collect prior knowledge from the children before a lesson. For example, they talk in Polish about plastic soup. During a number of sessions, they increasingly make the connection to Dutch. In addition, the teacher and teaching assistant also provide support in the groups.'

What's left in the barrel?

'Because we have so many Polish students, that was the group we started our pilot with. But of course we also have other cultures at school. Our dream is to give the home language of as many children as possible a place within our education.'

What is your most important tip for other education professionals?

Make agreements with your team, based on a shared vision, about multilingualism and especially about the use of the home language within your education. Start small and see what it does to the students in terms of safety and well-being. From there you can build further towards functional multilingual learning.'

In Appendix 2 of this white paper you will find three teaching materials from Kindcentrum Rijpelberg. If you would like to get in touch with Helen, please email helenvink@obsh.nl.

Stedelijk College Eindhoven

'Our goal? Everyone at Stedelijk College language aware'

Mara Rooijmans teaches Dutch at the Stedelijk College Eindhoven and is the initiator there of the multilingualism theme. What can other education professionals learn from this secondary school, where they are already advanced in providing education in a multilingual environment?

What is your vision for multilingualism in education?

'Our goal is to make all teachers and students language aware. That means that everyone realizes that explaining learning, and therefore learning, is through language. Is a student not fluent in Dutch? Then our education professionals deploy didactic skills, which they learn during all kinds of training sessions and meetings that I organize.'

Do you have some examples of didactic skills you can use in multilingualism in teaching?

'Sure. At the beginning of each class period, many subject teachers write down on large boards important words that will be covered in a period. Multilingual students translate those words into their home language. They may do this together with their parents, so that we also involve them in their child's language development. Another example is allowing students to speak their own language when they are engaged in learning, such as to confer. These examples help them make the connection with the knowledge they have already acquired.'

How do you convey that you are a school where all languages are welcome?

'We are affiliated with the Language Friendly School, a network of schools. A Language Friendly School welcomes and values all languages spoken in a school. In fact, we use a mother tongue precisely to strengthen education. It is also a kind of label, which we use to show that everyone is welcome at our school. It also stands out within the school walls. For example, on one of the learning squares we have a work of art in which many different languages recur.'

How do you get all the noses of education professionals in the same direction when it comes to multilingualism in education?

'By showing that the subject becomes more fun. In fact, multilingual students perform better because they feel more seen. In addition, we provide as much information about multilingualism as possible. Think of messages in the newsletter, a PLG multilingualism and a school plan with multilingualism as a pillar. All this is also supported by the MT. In addition, I try to be visible at school so that colleagues know how to find me if they have questions. It also helps that we have an extensive database of teaching materials that education professionals can draw from.'

What would you like to say to teachers who are still in resistance?

From subject teachers I sometimes hear: 'I don't have much with language'. But we all teach in a language. It is important to be aware of that. In the Brainport region, with so many NT2 students, you simply cannot escape it. That does not mean that educational professionals should completely adapt their lessons. It can also be found in small things, such as allowing students to look up information in their own language or giving students a list of words in advance that they can translate at home.'

What is your next step in multilingualism?

'Soon the minor 'The basis for intercultural learning and working' will start at Fontys, in which we as a school are involved. By constantly taking small steps, we continue to grow and get closer to our final goal: that everyone within Stedelijk College Eindhoven is language aware.'

In Appendix 3 of this white paper you will find four teaching materials from Stedelijk College Eindhoven that deal with multilingualism in education. If you would like to get in touch with Mara, please email mrooijmans@stedelijkcollege.nl.

9. Want to know more?

Have you become enthusiastic and want to work (even better) with multilingualism at the school where you work? The tips on this page can help you. Relevant books can be found on the resource list of this white paper.

Education

Training multilingual preschoolers

In this training you will learn how to make your classroom a powerful language learning environment for multilingual preschoolers. The training consists of four sessions and is aimed at elementary school teachers.

Want to know more? [Click here.](#)

'Do you want to professionalize? Take a look at 'workshops intercultural learning and working', a professionalization program of Fontys and Trion Training Schools (with support from Brainport). In three knowledge sessions (themes: culturally responsive teaching, education with an eye for the multilingual repertoire of students and NT2) we work towards learning and developing knowledge and expertise together. The development question of participating schools is central.'

- Katinka de Croon, equal educational opportunity specialist, multilingualism, language and reading development training at Fontys University of Applied Sciences

Documents

Team guide to multilingualism.

Multilingualism in education reaches beyond your own classroom walls. Explore with your team how to give multilingualism a place at school. On the website of SLO you will find a practical description for the first meeting of your team, but also for subsequent meetings.

View the document [here.](#)

Handbook of multilingualism

[Multilingualism in primary education - openresearch.amsterdam](#)

Websites

Language Friendly School

Schools that embrace multilingualism can join the Language Friendly School network (see Appendix 1). Member schools have access to an online database of the latest research findings on multilingual teaching strategies, including videos, webinars and lesson plans that they can use immediately. Teachers and staff have the opportunity to meet during Language Friendly School conferences; informal gatherings to exchange ideas and gain inspiration.

Visit the website [here.](#)

Babadada

Babadada is the largest multilingual and visual dictionary in the world. They sell books, but also have an online database. Babadada makes learning a new language more visual and therefore easier and more fun. Language lovers from all over the world are constantly contributing by adding new languages and dialects. Visit the website [here.](#)

Picture books in all languages

On this website you will find audio translations of picture books in various languages: from Dutch to Mandarin and from Ukrainian to Swedish. The picture books and audio translations are useful for increasing story comprehension and language awareness.

Visit the website [here.](#)

SLO

Are you looking for information about multilingualism, inspiring lesson ideas or interesting publications? On this theme page you can read more about multilingualism and in which ways you can give it a place as a teacher in primary education or in Dutch and modern foreign languages in secondary education. You will also find information about Frisian and teaching newcomers.

Check out the website [here](#).

In a language bath you drown

Non-native speakers should be immersed in the language pool, but why do so many go head-on? In this 2014 article, Piet Van Avermaet and Stef Slembrouck prefer to use the image of the language pool, in which you are given time for water habituation, and occasionally allowed to hang out at the edge (the home language) to rest. This is how you learn to swim.

Read the article, published in De Standaard, [here](#).

Video

The class of teacher Jelke

In just a few months, teacher Jelke's preschoolers are making great strides in their language development. Jelke is working hard to create a rich language environment in the classroom. She receives tips for this from language teacher Marlies Algoet and Prof. Piet Van Avermaet.

Watch the video [here](#).

Taal yn Byld

Taal yn Byld is a Frisian project meant for the middle and upper grades of primary education and the lower grades of secondary education. The approach is to visualize the own mother tongue, the own identity and the conversation about it (together with parents). This adds up to an appreciation for each other's mother tongues and backgrounds. On the website you will find a booklet, worksheets in different languages for conducting interviews and powerpoints.

Check out the website [here](#).

Hello in all languages

On Youtube you can find all kinds of videos saying hello in different languages. For example, the song "Hello to all the children in the world."

Listen to the song [here](#).

University of Flanders

Multilingual students often don't do well in school. Is it because they are multilingual? Why are they also apparently worse at math? The debate over whether children should speak only Dutch at school sometimes gets very emotional. Educational sociologist Orhan Agirdag uses facts and figures to find out what is going on.

Watch the video [here](#).

Toolbox

More Opportunities With Multilingualism (3M)

3M's toolbox targets children ages 4 to 12. You will find teaching activities and projects on language sensitization and multilingual learning. The toolbox is continuously updated.

View the toolbox [here](#).

HLE Network

Heritage Language Education Network, the network of native language programs in Eindhoven region, developed a toolbox on home language reading.

View the toolbox [here](#).

10. Resource List

Books

Language-aware teaching

Getting started with linguistic diversity in elementary education

Joana Duarte, Mirjam Günther-van der Meij, Fauve De Backer, Carolien Frijns, Babs Gezelle Meerburg
Publisher Coutinho, 2022

Multilingualism and education

Visions and experiences of multilingualism Orhan

Agirdag, Ellen-Rose Kambel

Tree, 2018

Making work equal opportunities

Practical insights from research for elementary school teachers

Linda van den Bergh, Eddie Denessen, Monique Volman

Didactief Research, 2020

How many languages do you speak?

What you always wanted to know about multilingualism

Marinaella Orioni

SWP Publishers, 2019

The airplane class

Towards strong language teaching in elementary

school Carolien Frijns

Pelckmans Pro, 2019

Links

<https://www.skolo.org/nl/2018/10/22/meertaligheid-en-onderwijs-orhan-agirdag-over-witte-en-gecolor-de-languages/>

<https://lt-tijdschriften.nl/ojs/index.php/ltm/article/view/1523>

[inauguration_book_joana_duarte.pdf \(nhlstenden.com\)](#)

[handreiking-space-for-new-talents \(poraad.nl\) Web](#)

[version public lesson Jantien Smit \(1\).pdf](#)

[Chance approach: dealing with multilingualism | Educational Knowledge.](#)

[Language support: more than a grab bag - Tijdschrift Taal \(journal-](#)

[language.com\)](#)

<https://hsnbundels.taalunie.org/bijdrage/2012-talensensibilisering-in-het-basisonderwijs-op-een-positive-manner-handling-languages-in-the-classroom/>

<https://openresearch.amsterdam.nl/page/98924/handboek-meertaligheid.pdf>

11. Attachments

1. Guidelines of The Language-Friendly School

WAT WE NIET DOEN	WAT WE DOEN ALS TAALVRIENDELIJKE SCHOOL			
	Als school		In de klas	
<ul style="list-style-type: none">• We verbieden of ontmoedigen het gebruik van andere talen op school niet.• We betreffen onze leerlingen niet als zij hun thuishalen op school gebruiken.• We verbieden of ontmoedigen ouders niet om hun thuishalen te gebruiken op school.• We adviseren ouders niet om thuis een andere taal te spreken met hun kinderen.• We laten geen uitsluiting of pesten toe rondom talen, dialecten of accenten.	<ul style="list-style-type: none">• We ontwikkelen samen een taalfriendelijk beleidsplan.• We evalueren ons taalfriendelijk plan regelmatig en passen dit aan waar nodig.• We hebben een taalcoördinator die let op de uitvoering van het taalfriendelijk beleidsplan.• We bevorderen het systematisch inventariseren van de thuishalen van leerlingen.• We maken de thuishalen van leerlingen zichtbaar op school.• We zetten Taalmaatjes in voor leerlingen die dezelfde talen spreken.• We hebben aandacht voor uitsluiting of pesten rondom talen, dialecten of accenten.	<ul style="list-style-type: none">• We informeren de hele schoolgemeenschap over het belang van thuishalen.• We werken als leerkrachten samen met ouders om het leren van de kinderen te ondersteunen.• We faciliteren bijeenkomsten waar ouders hun thuishalen kunnen gebruiken.• We faciliteren meertalige communicatie met ouders.• We faciliteren naschoolse taalclubs.• We zorgen dat er boeken in meerdere talen aanwezig zijn.• Onze leerkrachten en staf zijn zich bewust van taal en leerscommissies in relatie tot meertaligheid.	<ul style="list-style-type: none">• Onze leerkrachten zijn geïnformeerd over de rol van thuishalen bij het leren van andere talen.• We bieden regelmatig nascholing aan om onze leerkrachten en staf te ondersteunen bij hun meertalige pedagogische benaderingen.• We delen en reflecteren regelmatig gezamenlijk over onze aanpak en de materialen die we gebruiken.• We reflecteren op onze eigen woorden en ideeën en zijn ons bewust van onze houding tegenover talen, culturele en etnische diversiteit.• We bieden onze leerkrachten instrumenten voor zelf-evaluatie.	<ul style="list-style-type: none">• We maken ruimte voor de thuishalen van de leerlingen als onderdeel van het leerproces.• We moedigen alle leerlingen aan om hun hele taal-repertoire te ontwikkelen, inclusief dialecten en accenten.• We bieden voor zover mogelijk instructie in de aanwezige thuishalen aan.• Alle aanwezige thuishalen zijn zichtbaar in onze klaslokalen.• We bevorderen schriftelijke, mondelinge, gebaren- en alle andere vormen van communicatie om inclusie te stimuleren.

2. Teaching materials from Kindcentrum Rijnberg Pre-teaching in the mother tongue

Lesson 1: Pre-teaching with News Comprehension 1 (20 min)

Who

Polish-speaking teacher

Target

Activate and apply prior knowledge and (Polish) word knowledge about the topic central to the News Comprehension text in Polish.

Preparation

- Look for yourself (to the topic of the News Comprehension text) and read the text to open the conversation.
- Find a video related to the topic that can also be shared with parents (the video from News-understanding, a snippet from the children's news or a video in Polish)
- If necessary, also find a text in Polish on the topic.

Phases

This entire lesson may be conducted in Polish.

1) Introduce the topic of the News Comprehension text using objects and/or pictures. Engage in conversation about the materials. Ask students questions: what do you see? Have you seen this before? When, where, with whom? What do you think about it?

2) Explain the connection between the object/picture and the topic of the classroom reading lesson. Tell a little more about the topic yourself. Make the link to the child's own experiences and world. This is how you bring in prior knowledge. So enrich the prior knowledge the children show in phase 1 with your own input. Do not simplify your language. (+/- 10 min for phase 1 and 2 together).

3) Watch the video together or read the Polish text together. Stop the video several times while watching to point out and name things and ask comprehension questions. If necessary, give some more information about the video, especially about things you know will appear in the News Comprehension text. If you read the Polish text, first read it once in its entirety and then read it again sa- men. The second time you can ask questions in between and clarify understanding. Use as much school language as possible when talking about the text. (+/- 10 min)

Lesson 2: Pre-teaching with News Comprehension (20 min)

Who

Polish-speaking teacher

Target

Semanticize (explain, illustrate) and consolidate (practice) high-frequency and unfamiliar words from the News Comprehension text using the home language to make the reading text accessible to students.

Preparation

Select words from the News Comprehension text that need to be explicitly taught. Select words that:

- Frequent occurrence
- (Presumably) still unknown to students
- Crucial to understanding the text
- Return in the questions and assignments to the text (this can include school language from the questions and assignments)

Find the Polish translation for the words and think about how to explain the words in Polish, how to act them out and whether you can use them to make a sentence in Polish.

Consider an appropriate way to visualize or express the meaning of these words in a coherent whole. Consider a mind map with words and pictures, a timeline, a step-by-step diagram, a comic strip, a story, etc. It is important to make the connection between the words explicit so that they also learn to use the words in a sentence context. It is also important to include both languages (Polish and Dutch) in the visualization as well as to combine the words with images. Below is a monolingual and a multilingual example. An elaboration with more text than pictures, sometimes writing in two languages, is also a good option.

Phases

Polish may be used throughout the lesson. Mention more than once the Polish translation of the words from the glossary.

- 1) Revisit the previous pre-teaching. Briefly recall the knowledge that was activated and applied last time with the object/picture and the video. Repeat this in Polish. Complement each other.
- 2) Make the link between the main concepts in Polish and Dutch. Do this by writing down the central topic in Polish and saying and writing the Dutch name next to it. Then make a visual representation of the words together with the children in which the links between the words and their meanings are made explicit. First name the Polish words and let the children think about their translation into Dutch. Write both down. While visualizing, try to make sentences with the words in both Polish and Dutch.
- 3) Have the children take the visualization to class as a reminder.

Pre-processing with parents (+/- 10

min) Who

Parent(s)/caregiver(s), with Polish teacher as contact person

Target

The children activate prior knowledge and (Polish) word knowledge around a topical topic from the reading lesson in a safe setting with a parent, increasing parent involvement at home and addressing and increasing Polish vocabulary for both parent and child.

Planning

This activity can be scheduled anytime during the days prior to the News Comprehension lesson in the regular classroom and can be done at home.

Tasks for the Polish teacher

Find an appropriate clip to accompany the News Comprehension text that can be sent to parents. This could be the clip from the Newsbegriples or a clip from the Youth News or a Polish clip on the same topic. The clip should be related to the topic of News Comprehension. The most important concepts from the lesson should be reflected in it, but it does not necessarily have to be exactly the clip from the lesson. If you don't have a movie, a photo series or talking picture can also be used.

- Draft a message to the parents explaining that their help in preparing the reading lesson is requested. Emphasize that the school finds it important that children with a different home language also develop in this language, because research shows that the better they master their home language, the more easily they will also learn Dutch. Therefore, the school wants to explicitly link the different languages in its teaching.

- Send the link to a video along with the message.

- Ask the parents to watch the video with the child together and talk about it together in Polish. Explain that it is not necessary for the parents to understand all the Dutch text and that it is also not necessary to talk about it in Dutch. Feel free to stop the movie several times while watching it to talk about it longer. Talking about the content in Polish is the most important thing.

Support (scaffolding) in classroom processing lesson (+/- 30 min)

Who

Polish teacher in the classroom.

Target

Students receive support in completing the processing assignments to the News Comprehension text so that they can complete them to the best of their ability.

Planning

This activity takes place at the time of the last News Comprehension lesson of the week in class.

Teaching skills of the Polish teacher The Polish teacher provides support in carrying out the processing tasks to the text in class. This support can take different forms:

- Read the assignment carefully together, clarifying concepts and school language, translating into Polish if necessary.
- Sparring with the children in Polish about how to approach a question/task and teaching reading strategies (after which they can do the question/task in Dutch).
- Refer back to the visualization created earlier outside of class.
- Encourage students to use their full language repertoire (Polish-Dutch) and always switch between languages.

3. Teaching materials from Stedelijk College Eindhoven

Subject Dutch

TITLE	LEENWORDS
OBJECTIVE	By the end of the lesson, students will be able to state in their own words what a loan word is. Students will also be able to name several examples of loan words from their own native language.
GROUP(S)	Bridge class or depending on duo class with history
DURING	50 minutes
LINK TO CURRICULUM	Loan words, language review, fluency
LANGUAGES	Dutch, mother tongues of students
LINK TO FREPA	Intercultural approach + integrated didactic approach
QUESTIONS	Listening, reading, speaking, writing
THEORETICAL UNDERPINNING	Translanguaging, language awareness, language comparison
DESCRIPTION OF ACTIVITY	<p>Examples of loan words are on the board. Teacher asks what the similarity is between these words.</p> <ul style="list-style-type: none"> • Link is made between this lesson and the lesson of history. Language is influenced by history. In what other areas will you see this reflected? What else is language influenced by? • Students take their own native language and they look for words that are now used in Dutch. • Results are shared with the class. Teacher makes a summary of this on the board. • Classroom video https://youtu.be/tJJBQisgMr8 view • Teacher explains that that some people find it annoying that so many words from English end up in our language. • Students will look for arguments why it is good to copy words and they will look for arguments why you wouldn't want to. Possibly have some kind of discussion about this with the students start.
MATERIALS	<ul style="list-style-type: none"> • https://kunst-en-cultuur.infonu.nl/taal/156080-woorden-die-we-borrowing-from-other-languages.html • https://kunst-en-cultuur.infonu.nl/taal/195280-nederlands-franse-latine-german-and-English-leaning-words.html • https://kunst-en-cultuur.infonu.nl/taal/157825-engelse-leenwoorden-rich-the-dutch.html • https://www.trouw.nl/nieuws/stop-verengelsing-van-taal-b-f6d2682/?referer=https%3A%2F%2Fwww.bing.com%2Fsearch%3F-q%3Dstop%2Bengelse%2Bleenwoorden%2Bin%2Bhet%2Bnederlands%26form%3DDEGEAR%26qs%3DPF%26cvid%3Dcb5b6cb-d84af452388f8ac7ba8495510%26cc%3DNL%26setlang%3Dnl-NL%-26DAF0%3D1 • https://www.neerlandistiek.nl/2017/10/het-nederlands-heeft-al-ge-noeg-words/

Subject History

TITLE	DUTCH-INDIA (+ LOAN WORDS)
OBJECTIVE	At the end of the lesson, the students can indicate in their own words how words from Indonesian ended up in Dutch and vice versa. They can also explain in their own words how words from their mother tongue ended up in other languages. came and vice versa.
GROUP(S)	Where the Dutch East Indies are on the program
DURING	50 minutes
LINK TO CURRICULUM	Dutch East Indies, loanwords, language appreciation, influence of history on language
LANGUAGES	Dutch, Indonesian, native languages of students
LINK TO FREPA	Intercultural approach + integrated didactic approach
QUESTIONS	Listening, reading, speaking, writing
THEORETICAL UNDERPINNING	Translanguaging, language awareness, language comparison
DESCRIPTION OF ACTIVITY	<ul style="list-style-type: none"> • Teacher provides explanation appropriate to the topic of the Dutch East Indies • If necessary, related assignments are covered • The teacher discusses what you see from that history in contemporary life, for example, apologies from the king, but also Indonesian words in Dutch • In doing so, discuss which words come from Indonesian that we now use in Dutch • Do you see such a phenomenon (taking over words) in other languages as well? Is there an explanation for this from history? • Students take their own native language and they look for words that are now used in Dutch and that comply with such a statement where you can make a link to history. You could possibly take another language as an example and discuss it in class. They may look up information in their own preferred language. • Students present what they have found in Dutch to the rest of the class. • Optionally, as a teacher, you can take a number of words that have been adopted from another language where you can make a link to a period in history. The students should look for the language from which these words originated and they should be able to indicate how these words ended up in Dutch, i.e. what period of history is linked to this.
MATERIALS	<ul style="list-style-type: none"> • https://isgeschiedenis.nl/longreads/handel-in-woorden • https://historiek.net/top-50-arabische-woorden-in-het-nederlands/63173/ • https://historiek.net/top-50-jiddische-woorden-in-het-nederlands/60629/

TITLE	PERODIC SYSTEM
OBJECTIVE	By the end of the lesson, students will be able to tell in their own words which languages the abbreviations in the periodic table come from.
GROUP(S)	3rd grade
DURING	50 minutes
LINK TO CURRICULUM	Periodic system
LANGUAGES	Different languages at least Dutch
LINK TO FREPA	Integrated didactic approach
QUESTIONS	Listening, reading, speaking, writing
THEORETICAL UNDERPINNING	Translanguaging, language awareness, language comparison
DESCRIPTION OF ACTIVITY	<ul style="list-style-type: none">• Teacher explains the periodic table.• Students work in pairs.• Each pair is assigned a group within the perodic system.• They try to find out from the abbreviations in their group which language that abbreviation comes from. They may look up this information in their preferred language if necessary.• In addition, the pairs look at the properties of the elements in their group. They try to find the different and the similarities there.• Students make a video at home presenting information about their group. Students are free to choose the format for their video as long as it reflects the information from the assignment.• The next lesson the different videos will be watched.• While watching the videos, they are given a bingo card by their teacher. On it are several key words that recur in the videos. If they hear one of their key words in one of the videos, they may cross it off.• The one who fills the card first wins.
MATERIALS	<ul style="list-style-type: none">• https://periodieksysteem.com/

