



Universiteit Utrecht

The Implementation of the Mother Tongue in Education: Theory, Practice and Attitudes

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Abstract

For a long time, monolingualism has been imposed on multilingual children by public schools. Home languages are neglected or even taboo, since it is often thought that it is a disturbing factor in L2 acquisition, and policy makers fear that it will block successful integration into the society. An increasing body of literature claims the opposite and did not only show that bilingual children who were proficient in both languages outperformed monolinguals in almost all cognitive tests, but also that the implementation of the home language in classrooms has a positive impact on the L2 acquisition of pupils. More and more people are beginning to realise the benefits of the use of the mother tongue in classrooms, for example in the form of translanguaging. EDINA has actively contributed to this process. Currently, Europa experiences a large influx of immigrants from western and non-western countries, and similarly, the Dutch society is confronted with a rapid growth of immigrant children, yet they are an under-researched group (Onchwari et al., 2008). In order to meet the educational needs of immigrant children, the EDINA-project, which consisted of three (The Netherlands, Belgium and Finland) cooperative countries, was established. This thesis aims to investigate what attitudes towards bilingualism and the implementation of home languages in education were throughout history, if outcomes of scientific studies have had an influence on attitudes towards the implementation of native languages in education during those periods and whether the EDINA-project had a positive influence on attitudes of project members and non-project members with regards to the use of native languages in education.

An attempt to answer the first two questions is made by means of literature review and the second question by means of data collection by conducting interviews and surveys. Non-project members of EDINA were asked to fill in a survey and project members were interviewed. The main results include a positive change in attitudes of project members regarding the use of the mother tongue in education and non-project members were positive

about EDINA and assumed that the Tools will have a positive effect on their schools and workplaces.

Preface

Given that I was once a refugee myself and experienced every difficulty current refugees are going through, first, I would like to devote this thesis to my mother and father who took the difficult decision to flee Afghanistan and leave everything behind for the sake of their children and second, to all refugees who had to flee their homes and countries unwillingly leaving behind their families, properties, identities and sometimes even their languages just to be accepted by host countries in which they have to start all over again with the associated difficulties and adversities: not given the time to overcome the traumas, not given a chance by the host society and not being accepted because you look and speak differently. I know by experience that to address a change in attitudes, knowledge diffusion and education combined with practical solutions are a perfect way to start with. Projects such as EDINA and its passionate researchers have given me hope. However small, EDINA made a positive contribution to this wide-ranging discussion. I would like to thank Sergio Baauw for letting me have the opportunity to experience how it is to be part of such a valuable project and for guiding me through this thesis. I would also like to thank René Kager for his sharp comments and for keeping me alert.

1. Introduction

The current large influx of immigrants from, among others, Syria, Afghanistan and Africa to Europe is often considered as a challenge by European countries on many levels. If large groups of immigrants are planning to stay or are not able to move back to their country of origin, it brings up a range of complex policy issues for the government (Kirişci, 2014, p. 1). The authorities need to take a large number of decisions concerning, among other things, whether immigrants can remain and integrate or not. This leads to challenges on the fields of education, health, shelter and other needs (Kirişci, 2014, p. 1). It may also be the case that immigrants outnumber the amount of available space in refugee camps. It is not only more difficult and complex to assist immigrants living outside of camps, the government also struggles with registering all of them.

In addition, the mass influx of refugees does not only present challenges for host countries, but also for the refugee himself. Immigrants also struggle with challenges on many levels, such as systematic challenges: “[s]ystemic issues—limited resources, lack of integration of policies and programs and narrow service mandates—also limit service providers’ abilities to meet newcomer’s needs” (Simich et al., 2005, p. 259). Another challenge that immigrants face relates to negative attitudes and preconceived ideas that is often adopted by the majority of the people in the host community, for example immigrants face “perceived systematic discrimination in policy and practice ... especially with respect to employment and educational opportunities” (Simich et al., 2005, p. 259).

With an attempt to meet some of those challenges, the European Union established and subsidises projects to help develop economic growth, employment opportunities, equal opportunities and inclusion. EDINA (EDucation of International Newly Arrived migrant pupils) which is an Erasmus+ project focuses specifically on the field of education. It aims to spread knowledge, raise awareness and highlights the benefits of implementing home

languages in education. According to Cummins (2000) it is often thought by educators and parents that teaching in the mother tongue would have negative effects on the academic development of children's majority school language. This, however, has been proven wrong on different levels. Studies (see Cummins, 2000, p 218-219) suggest that children learning through their home languages are not only learning the language itself, but also concepts and intellectual skills "that are equally relevant to their ability to function in the majority language (Cummins, 2000, p. npp). Moreover, recognising the child's language means recognising himself: his culture and background (Cummins, 2000). With this in mind, researchers of three countries: Netherlands, Belgium and Finland hope to narrow the gap between theory and practice and developed practical Tools to help teachers, school principals and policy makers in meeting the children's educational needs. Hence, this thesis combines literature review and data collection to answer three research question which are: (1) what were attitudes towards bilingualism and the implementation of home languages in education throughout history? (2) Did outcomes of scientific studies have an influence on attitudes regarding the implementation of native languages in education and (3) did the EDINA-project have a positive influence on attitudes of project members (who participated in the EDINA-project) and non project members with regards to the use of native languages in education.

Specific references to the situation in the Netherlands are made throughout this thesis, since my internship at EDINA took place in the Netherlands. An attempt to answer the first two sub-questions is made in the theoretical background by means of a literature review concerning the history of bilingualism, policies and attitudes. Furthermore, in the theoretical background an effort is made to map the motivation of those in favour of bilingual education which relates to academic and cognitive advantages linked to bilingualism. This will serve as a basis for the next section which focuses on the negative consequences of condemning and rejecting the L1 in education. Subsequently, this will be linked to the data collected of project

members and non-project members of EDINA in which an attempt is made to answer the main research question. Consequently, the literature review and the collected data will be analysed and discussed in the discussion.

2. Theoretical Background

2.1. The Multilingual-immigrant child versus the monolingual-education system

First, it is important to note that there is a difference between the terms immigrant children and children of immigrants. ‘Children of immigrants’ refers to children born in the host country (second generation) while ‘immigrant children’ refers to those born abroad (first generation). Research (see Rumbaut, 2004) has shown that there are “major differences in the social and cultural adaptation of the two groups” (Portes & Rivas, 2011, npn). In this thesis the term ‘immigrant children’ is more relevant, since those are considered as ‘newcomers’ and have to learn the Dutch language as a second, third or fourth language.

Recent figures from Statistics Netherlands (CBS: Centraal Bureau voor de Statistiek, 2016) indicate the growth of refugees since 2014. Syria and Poland are the main countries of origin, next to Afghanistan, Iraq, Iran and Somalia. This includes economic immigrants as well as refugees. When it comes to temporal or permanent immigration and migration, people are free to decide whether they want to return to their country or area of origin. In other cases, people have no other choice than fleeing from violence, fear of death, prosecution or starvation. Those immigrants often have had extremely traumatic experiences “which may result in PTSD and sometimes chronic impairment” (Kinzie, 2006, p. 577). A study conducted in the Netherlands, indicated that the first generation immigrants, other than from western countries, have a greater risk of psychological diseases and psychosis, such as Schizophrenia (Kinzie, 2006). The different cultural and linguistic backgrounds require the

necessary measures to meet the psychological, social and educational needs of those immigrants.

In addition, in both cases, immigration will have an impact on their lives. Immigrant children, leaving their “home—a familiar language, culture, community, and social system” have to adapt emotionally and cognitively when arriving in a new country (Igoa, 1995, p. xi). They are generally thought of to be flexible in the sense that they can adapt easily (Igoa, 1995). Public schools often lack in offering necessary measures to meet the educational needs of immigrant children, since they are not aware of the difficulties affecting them “all of the moral and emotional perplexities which constantly harass [them]” (Addams, 2013, p. 27). Some educators who are in direct contact with immigrant children, however, are often more aware than the general public of the trauma’s and difficult transitions immigrant families experience (Igoa, 1995). A great number of studies (see Adams & Kirova 2006; Diler et al. 2003; Guo 2007; Omeroglu et al. 2006; Teghrarian 1997; Vidali & Adams 2006) have show that migration can have a devastating effect on the psychological well-being, educational and social development and academic achievement of immigrant children (Hu & Szente, 2010). According to Zakharchenko (2003), no matter how serious the situation and experiences of immigrant children may be, schools are able to solve problems related to immigrant children, but the question is whether they are ready to do this (as paraphrased in Hu & Szente, 2010; Addams, 2013).

Since immigrant children are growing in number, it is important for those working in the fields of education to learn and understand problems immigrant children may encounter in the classroom “so as to effectively meet their needs (Onchwari et al., 2008, p 267). Studies in different countries (Lialigene & Rupshene 2008; Zakharchenko 2003) have not only shown that immigrant children are “considered to be the most difficult among the most problematic populations in schools” (Hu & Szente, 2010, p. 476), but also that they have fewer

educational achievements than natives (Lesthaeghe 2000; Sierens 2006 as cited in Agirdag, 2010, p. 308). This is partly due to differences in socio-economic status and track placement, yet “the linguistic backgrounds of immigrants are still perceived as the main source of their learning difficulties (Agirdag, 2010, p. 308). For example, immigrant children in Turkey, in comparison with their non-immigrant peers, scored significantly higher on depression, anxiety and had lower self-esteem (Hu & Szente, 2010).

For many years it has been thought that bilingualism prevented successful academic achievement. Speaking the mother tongue in the classroom was forbidden and immigrant parents and their children were put under pressure to only speak the host language. This Monolingual approach to L2 learning was and still is reflected in school policies. Schools were motivated by a certain language ideology that prevailed in western countries. Language ideology has different definitions. This thesis uses the following definition for language ideology: a “cultural system of ideas about social and linguistic relationships together with their loading of moral and political interests” (Woolard & Schieffelin, 1994, p. 57). Since this thesis focuses on the educational needs, more specifically language related needs of immigrant children, the following paragraphs focus on immigrant children and challenges that they encounter related to language in public schools. Next to the fact that most school policies limit high access to multilingualism, the linguistic rights of minority groups are at stake (Peirce & Skutnabb-Kangas, 1994).

When arriving in the host country, as language minority pupils they are “typically lumped together in a school” (Igoa, 1995, p. xii). According to Hutchinson and Haasen (2004), the ethnicity and difference in dominant language which often leads to social disadvantages are main factors “to account for the high rate of schizophrenia in some immigrant groups (as cited in Kinzie, 2006, p. 579). In fact, language fluency has such an impact that those judged by language fluency are more prone to be depressed (Kinzie, 2006).

In this case, the biggest challenge for schools is to educate immigrant children who speak a different language than the instruction language of their public school. According to Valdés (1998), this is a worldwide problem: “With few exceptions, each of the world’s nations has groups of individuals living within its borders who do not speak the societal language or who may speak it with limitations, and who use other languages in addition to, or instead of, the societal or majority language to function in their everyday lives” (p.12). For over a decade, several countries are questioning how and which language they should use in education those “linguistic-minority children” (Valdés, 1998, p. 12). A great number of research has been conducted on aspects of education and language policies and the main conclusion is that all over the world, difficulties that immigrant children face relates to not being able to speak the societal language (Valdés, 1998). In general, countries deal with the same questions and problems relating to minority languages and school policies (Valdés, 1998). Several scholars indicate that efforts surrounding the establishment of a single language generates concerns regarding the ability of countries “to assimilate large numbers of very different groups of people” (Valdés, 1998, p. 13).

Public schools often opt a monolingual approach when it comes to language in which the societal language functions as the language of instruction and in which using/speaking the home language in classrooms is often forbidden. As mentioned before, immigrant children learn the societal language as a second, third or sometimes even fourth language. According to several scholars, the process of second language acquisition is a complex one (Valdés, 1998), next to the fact that individuals differ in the level of the second language: some achieve the level near native while others do not. When it comes to language learning, the general public and sometimes policy makers have strong ideas and believe that it often means drill practice or grammar instruction in which the home language is completely left out for both children and adults. Research, however, has shown that the monolingual

approach applied by public schools, which consists of leaving out the home language and completely immersing in the societal language, will not have the desired outcome with regards to immigrant children and will disappoint teachers, parents, policy makers and most importantly, immigrant children themselves (Valdés, 1998).

2.2. Multilingualism & attitudes; a brief history

The following chapter gives a brief overview of the history related to home languages in education, bilingual education and which factors influence attitudes concerning multilingualism. Bilingual education in this sense refers to education in and through the home languages (L1's) of pupils and students. For many years, it was believed that the best way for immigrant children to acquire a second language was through immersion in the target language (L2), whereby the first language (L1), the home language, was considered to be a disturbing factor in the learning process. Socio-political pressure was put on parents of minority groups and were advised to avoid speaking the home language with their children “which parallels the ever growing nationalism” (Agirdag, 2010, p. 307). The whole idea of teaching and learning in only the societal language, and in which home languages were taboo and avoided as much as possible had been reflected in school policies and classrooms and had hearts and minds of policy makers, educators and school authorities in its grip (Agirdag, 2010). Attitudes towards bilingualism of minority students and their languages were not quiet positive. Minority languages were neglected, ignored and “the linguistic identities of minority students were unwelcome in their schools” (Agirdag, 2010, p. 307).

Agirdag (2010) gives a brief overview of the history of language policies in general and in relation to scholarship. In the period from 1920 till 1960, also known as the era of ‘early assimilation’, attitudes towards bilingualism were in accordance with empirical studies in western countries. Studies claimed that “bilingual children suffered from a ‘language

handicap' and were inferior in intellectual development, indicating that linguistic assimilation was necessary" (p. 309). During this period, the notion of 'one language, one nation' gained popularity especially before World War II. Being monolingual was seen as being utmost loyal to the country and indicated a successful integration into society. Bialystok (2005), states that in the past, research on the development of bilingual children were in some cases un-objective in order to influence social attitudes regarding matters, such as immigration and to strengthen preconceived ideas concerning language and its role in education. On the surface it seemed as if bilingualism was a psychological problem, but in reality, it had a political dimension. The target audience was children who belonged to "specific ethnic groups, occupy particular social positions, and were members of communities of individuals who have recently immigrated" (p. 417).

Moreover, as a powerful reaction, the educational benefits of bilingualism were demonstrated by a growing amount of literature. "These studies have repeatedly shown that bilingual students, who are proficient speakers of both their home and host language, outperform their monolingual counterparts in academic achievement" (Agirdag, 2010, p. 308). The next period (from 1960 till 1990) is not without reason known as the 'differentialist turn'. The study of Peal and Lambert (1962) caused a turning-point in the history of research related to bilingualism. Their research showed that bilingual children outperformed monolinguals in cognitive ability. It also became clear that previous research related to bilingualism did not consider certain variables, such as socio-economic status. Peal and Lambert (1962), however, appropriately controlled the differences in socio-economic status, age, and sex. Since then, more and more studies confirmed that bilingualism had a positive influence on the educational performance of bilingual students. As during the period of 'early assimilation', attitudes in the 1960's, were in accordance with scientific literature and "a more pluralistic understanding of culture and linguistic differences gained influence and state-

sponsored teaching of linguistic minority languages became more prevalent in western countries” (p. 310). For example, in Wales, the Welsh Language Act of 1967 was established in which bilingual instruction was recognized through Wales and in the US the Bilingual Education Act was established through which funding and implementation of bilingual education was allowed by the US federal government. In some cases, the debate reached the area of health care. In the Netherlands, for example for many years the Child Care Health Centres explicitly advised parents to speak Dutch with their children. Currently, they advise parents to speak in the language they are comfortable with (Nortier, personal communication, 7 Sept 2017). In addition, Lodewijk Asscher, member of the Dutch Labour Party reversed the roles to make clear that double standards are being employed: “if you migrate to Thailand, and you take your partner and kids with you, and you have a job there, do you really think you and your family will only speak Thais at home while having to acquire the language within two years?” (as cited by Nortier, personal communication, 7 Sept 2017).

The third and final stage is known as “the return of assimilation”. From 1990 till present, a remarkable shift took place in which a breach between attitudes and scientific literature was seen. Scholars argue that bilingualism is “related to advantageous academic and socio-emotional outcomes” (p. 310), while policy makers see bilingualism (in minority languages) as a disturbing factor for integration into society and the debate on bilingualism is often discussed in the media. In 2017, an article in the Dutch newspaper *De Volkskrant* was published stating that Turkish citizens living in the Netherlands were poorly integrated because they speak mainly Turkish at home (Nortier, personal communication 7 Sept 2017). This does not only show that in the Dutch media, integration is linked with speaking the Dutch language properly and that there is still ignorance about L2 acquisition, but also that monolingualism is considered to be one of the main notions of proper integration. Not only did governments change language policies, but immigrants were also put under pressure to

avoid speaking the mother tongue and to only speak the host language. For example, changes in the US and the Netherlands include dismantling or limiting bilingual education or as in the case of the Netherlands, cutting off subsidies of almost all forms of bilingual education (in minority languages). Moreover, teachers, who belong to the majority group and are often not bilingual themselves, find multilingualism threatening (Peirce & Skutnabb-Kangas, 1994).

In addition, in some cases, multilingualism is considered positive. This depends on the status of the 2nd language in question. In the Netherlands, for example, ‘positive’ bilingualism refers nearly always to Dutch and English (Nortier, personal communication, 7 Sept 2017).

Growing up in a monolingual tradition, such as in the Netherlands, is a factor which influences how one forms his or her perspective on multilingualism. “In the Netherlands, monolingualism is the norm and bilingualism (a 2nd language other than one with status) a deficiency whereas, for example in West Africa, it is considered laughable if a person speaks only one language” (Nortier, personal communication, 7 Sept 2017). If the L1 of the child has low status in society and is considered to be less important, the child can be less motivated or receive less support in learning the L1 (Nortier, personal communication, 7 Sept 2017).

The large influx of immigrants did not only lead to different challenges, but also to growing anti-immigrant sentiments in European countries. For example, immigrant children are often accused of not willing to learn the societal language and being ungrateful for the opportunities society offers them (Valdés, 1998). Since the general public and policymakers are often not aware of what actually happens in schools, “far-reaching decisions are often made about immigrant children, about how they should be educated and about which language should be used in education” (Valdés, 1998, p. 13). Paulston (1986) explains that with regards to multi-ethnic societies, symbols, such as language or religion are factors which groups are mobilized around: “Language can thus emerge as an important rallying point in boundary maintenance, as a way of defining “us” in comparison to “them” (as cited in Valdés,

1998, p. 13). Moreover, political ideas relating to the assimilation of minority groups in the national language and culture surely played a significant role. For example, in Flanders as well as in the Netherlands the rise of far right-wing political parties such as, ‘Vlaams Belang’ and ‘PVV’ (Party for Freedom) led to social and political pressure for Dutch monolingualism and an aversion to bilingual education. These parties are not in power currently, but “their rising nationalism has considerably affected mainstream policies, which do not include linguistic pluralism” (Agirdag, 2010, p. 309). In addition, according to a report commissioned by the PO-council (primary education council, 2017), for years, linguists and educationalists have been advocating the acceptance of native languages in education. Except for a number of schools in Europe, native languages are not common in education despite the increasing number of studies that showed (cognitive) advantages of learning through the L1 (Hajar & Spee, 2017).

2.3. Using the mother tongue in education: road to translanguaging

Since this thesis focuses on attitudes and policies related to bilingualism in education, it is important to reflect on the motivations of those in favour of bilingual education in minority languages. Those motivations are based on personal, cognitive and academic advantages seen in children and proven by multiple scientific studies. The following two chapters try to map the multiple advantages of bilingualism in the educational context. Furthermore, additional attention will be paid to translanguaging, which is a language practice advised by EDINA.

A great number of studies have shown the benefits of studying through the native tongue (Peirce & Skutnabb-Kangas, 1994) and in 1957 this was recognised in the UNESCO declaration “which explicitly stated the right of every child to be educated through the mother tongue” (Peirce & Skutnabb-Kangas, 1994, p. 628). Before going into practical implementations of the mother tongue in education, it is important to look at literature and

theories underlying those practices. The native tongue does not only consist of vocabulary and a set of grammatical rules, it is much broader than that, for example language can play a role in cognitive development. Despite the fact that a number of studies (Macnamara, 1966) have shown no differences between bilinguals and monolinguals or claim that bilingualism comes with disadvantages (Rosenblum & Pinker, 1983), an increasing amount of research has shown that bilingualism and multilingualism have a positive effect on cognitive skills. Bialystok (2005), mentions, among other things, that bilingual and multilingual children are better at creative and flexible thinking. If an individual speaks two languages he is able to see things from two different perspectives. Bialystok et al. (2004) further explains that in contrast to monolingualism, multiple studies have shown that bilingualism has cognitive advantages on different domains, for example in “creativity (Kessler & Quinn, 1987), problem solving (Bain, 1975; Kessler & Quinn, 1980), and perceptual disembedding (Duncan & De Avila, 1979) (p. 290). This enhancement in control processing is explained by multiple psycholinguistic studies which showed that both languages of the bilingual speaker remain constantly active, even during speech in which one of the languages is used (Bialystok et al., 2004): “[t]he joint activity of the two systems requires a mechanism for keeping the languages separate so that fluent performance can be achieved without intrusions from the unwanted language” (Bialystok et al., 2004, p. 291).

Furthermore, according to Bialystok et al. (2012), with regards to executive control, bilinguals outperform monolinguals “matched in age and other background factors (p. 241). Bilinguals were expected to have lower scores on language tasks and even scores in non-verbal spatial tasks, but instead found that bilinguals outperformed monolinguals in almost all tasks (Bialystok et al. 2012). “This unexpected difference between monolingual and bilingual children was later explored in studies showing a significant advantage for bilingual children in their ability to solve linguistic problems based on understanding such concepts as the

difference between form and meaning, that is metalinguistic awareness (Ben-Zeev, 1977; Bialystok, 1986; Bialystok, 1988; Cromdal, 1999; Galambos & Goldin-Meadows, 1990; Galambos & Hakuta, 1988; Ianco-Worrall, 1972) and non verbal problems that required participants to ignore misleading information (Bialystok & Majumder, 1998; Mezzacappa, 2004, as cited in Bialystok et al. 2012, p. 240).

In addition, good knowledge of the native language forms a solid basis from which other languages can be acquired, whether it concerns Turkish, Dutch or Chinese and this gives the speaker an added advantage from the very outset (Nortier, personal communication, 7 Sept, 2017). Immigrant children already own a complete set of linguistic rules of the L1 and are already familiar with particular concepts which they acquired through their L1 while often, educators underestimate them and think that they are behind when they cannot express themselves correctly through the L2. For example, Cummins (2000) states that if a child knows the concept of time and how to tell the time in the L1, it is not necessary for them to learn this concept in their L2: “they simply need to acquire new labels for “surface structures” for an intellectual skill they have already learned” (n.p.). With regards to children who are more at an advanced stage, transfer across languages in academic and literacy skills can occur. Hence, it does not benefit the multilingual child when they have to speak only one language. A great deal of knowledge and skills can be gained from and through the L1 (Nortier, personal communication 7 Sept 2017). It is also important to note that there is a gap between theory and practice. According to Gazzola (2016) studying languages in school does not mean that the majority of pupils will learn them well or will be able to speak them (paraphrased by Nortier, personal communication, 18 Sept, 2018). This makes it even more important that pedagogical strategies that are research based are applied in classrooms.

The previous mentioned notion by Nortier, is summarised in the principle of ‘common underlying proficiency’ (CUP) in which Cummins (1980) compares language acquisition with

an iceberg (see Figure 1). Cummins believes that skills and knowledge of the L1 provides a solid basis for the next languages. While acquiring the L1, the child learns a set of skills and implicit metalinguistic knowledge that can be build upon and fall back on when necessary. In this way, languages will have a beneficial effect on each other. This also explains why it becomes easier to learn additional languages. Cummins (1980) explains that on the surface of the iceberg, the differences between languages in terms of phonetics, vocabulary, syntax etc. are observed, but beneath those differences are proficiencies that are common across languages and it also “determines an individual’s performance on cognitive/academic tasks (e.g. reading) in both L1 and L2” (p. 88-87).

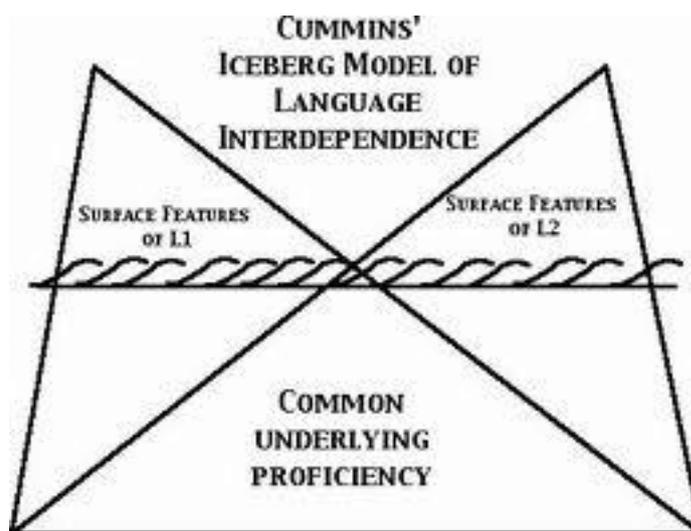


Figure 1: Cummins' Iceberg Model of CUP 1

Nortier adds that it is important to note that there is language-specific knowledge and non-language specific knowledge which are not language bound. The surface consists of language-specific elements and underneath lies shared knowledge (various concepts and skills) that is not language-specific, but in which both languages contribute to the development (personal communication, 7 Sept 2017).

Cummins (1980) also mentions the importance of having good knowledge of the L1. He states that the positive effects of bilingualism and multilingualism are experienced when both (or in case of multilingualism, all) languages receive enough attention. In addition, the study of Paul Leseman (2000) shows how reading to children in the mother tongue has a positive effect on the expansion of L2 vocabulary. Children who are regularly read to, have a greater Dutch vocabulary after a couple of years than children who are less often read to. It does not matter which language the child is read to as long as it is done in the L1 (as paraphrased by Nortier, personal communication, Sept 2017). Current school policies do not encourage immigrants to maintain their native tongues: “if students retain their culture and language, then they are viewed as less capable of identifying with the mainstream culture and learning the mainstream language of the society” (Cummins, 2000, npn.).

After discussing a couple of the theories underlying L1 usage in classrooms, the following paragraphs focus on the practical implementation of the mother tongue in classrooms. The implementation of minority languages in education goes beyond acceptance and tolerance of the child’s language and culture, it also means the “cultivation of languages through their use for teaching and learning” (Creese & Blackledge, 2015, p. 103). First things first, without the right knowledge, it will be difficult to change hearts and minds. Cummins (2000) states that in order for schools to provide appropriate education for culturally and linguistically diverse children, “a first step is to learn what the research says about the role of language, and specifically children’s mother tongues, in their educational developments” (npn.).

To summarise the abovementioned paragraphs, studies have shown that (1) bilingualism and multilingualism have positive effects on cognitive and educational development of children, (2) that the development of the L1 predicts the the development of the L2, (3) if governments implement minority languages in schools, they automatically

invest in the L2 (if the L1 is well developed, there is more chance that the L2 will too), (4) language loss will be more likely prevented. To address the problem of language loss, schools can (1) undertake projects to educate and develop children's language awareness "(e.g. surveying and celebrating the multilingualism of students in the class)" (Cummins, 2000, npn.), (2) share the different L1s of children: every child chooses a word from their L1 and brings it to class. This word will then be learned and discussed by the teacher and the entire class (Cummins, 2000). Furthermore, languages in bilingual education are often kept and taught separate from each other (without translation or language mixing). It was believed that this would help the child (Creese & Blackledge, 2015). Cummins (2005) believes that this approach is based on the "monolingual instructional approaches" that schools adopt (as cited in Creese & Blackledge, 2015, p. 105). Educators, however, began questioning this approach and its effectiveness and slowly introduced translanguaging in their classrooms (Creese & Blackledge, 2015). Baker (2011) describes translanguaging as "the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (p. 288, as cited in Lewis, Jones & Baker, 2012, p. 655). It means that all the child's linguistic resources are encouraged in the classroom to enhance understanding and achievement. "Thus both languages are used in a dynamic and functionally integrated manner to organise and mediate mental processes in understanding, speaking, literacy, and, not least, learning" (Lewis, Jones, Baker, 2012, p. 655).

2.4. Translanguaging

Translanguaging has different forms and can be applied on different skills, such as "academic reading and writing (Lu 2009), internet communication (Williams 2009), youth performative conversational interactions (Rampton 2008), hip hop (Pennycook 2007), children's interactions (Jørgensen 2008), street signage (Gorter 2006), and indigenous literacy

(Hornberger 2003) (as cited in Canagarajah, 2011, p. 2). It can be spontaneous, natural or pedagogical intentional and a number of scholars (such as Baker) believe that it needs to be adapted to the age group (Gorter, personal communication, 25 Apr, 2018). Gorter (2006) also mentions that through translanguaging, metalinguistic awareness and language awareness can be reinforced.

Consequently, the next paragraph focuses on translanguaging practices implemented in classrooms. Cummins (2014) mentions a couple of examples of translanguaging in an educational setting. Researches in Canadian context explore how this might happen while at the same time maintaining separation of languages. Students were offered English and French. They chose book series in both English and French, and alternate reading of the chapters in the book took place. On Mondays, the French teacher read chapter one in French and Tuesday the same chapter in English. This was not a mixing of languages, but students were gaining access to the same content in both languages. This resulted in a high level of motivation. In some cases, the English teacher started the session off with the question: ‘tell us what happens in chapter two’. The children would then tell in English what they heard in French. This is an example of an innovative practice that can happen at school level.

Another example is to make a contrast between two languages. Students work in language specific groups except for one group (which is not language specific), and they write down how home languages are similar or differ from the main language of instruction (for example, Dutch in the Netherlands). This method increases metalinguistic awareness.

The next example relates to a non-immersion context called ‘the dual language showcase’ in which students write in two languages. They can start off in the societal language, for example Dutch or home language (depending on the context). They work with parents or teachers who know their home language to translate what they wrote in Dutch into their home language. This idea came from the teacher himself. Teachers across Canada were

exploring how to have their students to write in two languages. One teacher suggested to write a story in the home language, in this case Hebrew, then translate it into English. They experienced that students initially could not read the story in English. After they had written it, they could read it. This shows that when the multilingual repertoires of students are activated it leads to a higher performance in the L2.

The following practice includes identity. Translanguaging can be applied in every subject. For example, in social studies, when discussing immigration, the teacher can ask groups of students to write a story about coming (immigrating) to the host country and put their experiences in a story. A story includes different parts, such as a plot, illustrations etc. The first draft can be written in the host language. during this stadium, a great deal of discussion can take place about the connection between the two languages (the host language and the mother tongue). After the teacher provides feedback, the groups of students write the story in their mother tongue. Similarly, during this stadium, a great deal of discussion will take place about the home language and how to express certain things in the native tongue. In this way, the students produce a product that reflects their identities and connects with their lives. They enhance themselves from the feedback they receive and will be more likely motivated since it is linked with their identities. Finally, Cummins (2018) argues that schools need to ensure that goals of programmes are being attained through pedagogical decisions (personal communication, 25 Apr, 2018).

2.5. Rejecting the L1 in classrooms & educational underachievement

Societies in which minority and majority groups are combined, cultures of both groups “constitute pools of cultural values from which members can draw to formulate their own cultural personal systems” (Smolicz, 1980, 1983 as cited in Smolicz, 1992, p. 277).

According to Nortier, each ethnic group has its own values which are considered important. If one observes those values he can rightly call himself a member of that group. For example, for the Vietnamese, speaking the language is one of those values and essential to be a member of the group. Turkish people are proud of their origin and to be a member of the group, language is also considered an important value. In the Moroccan community, they speak more Dutch than their native languages. In the last case, there is a form of language shift. Language shift is closely connected to language politics and it occurs mostly in the context of immigration. Language shift means ‘shifting’ towards the majority language. All immigrant communities in the Netherlands are slowly losing their language in favour of the Dutch language. This occurs faster in the Moroccan community than in the Turkish community (Nortier, personal communication, 16 Sept, 2017). This may imply that the Moroccan community does not connect language to identity as much as the Turkish community does. Cummins (2000) states that children can lose their L1 quite rapidly and educators are not aware of that. When children become adolescents, “the linguistic gap between parents and children has become an emotional chasm. Pupils frequently become alienated from the cultures of both home and school with predictable results” (n.p.). Schools can help maintain minority languages and prevent language loss by educating them about the value of knowing multiple languages and the benefits of bilingualism. In the previous chapter (2.3), an example is mentioned on how schools can maintain home languages. Thus, each ethnic group has its own ethnic core values which are an essential element and determines whether one can consider himself as a legitimate member of the group (personal communication, 11 Sept,

2017). This means that language and culture are important elements for an individual's identity.

Although, physical penalties are not assessed when students speak their native tongues in the classroom, it does communicate a strong message to them that they will be accepted by their teacher and the society only if they “enounce any allegiance to their home language and culture” (Cummins, 2000, npn.). This means that their language and culture are rejected in society, instead, it should only be expressed privately at home. Cummins (2000) states that in this case, not only the child himself is rejected (the important elements of his identity: language and culture), but also the development of the L1 and L2 stagnates “their personal and conceptual foundation for learning is undermined” (npn.). Identity is closely related to language. If the native language of the child is neglected or ignored, the identity of the child will be negatively affected (Taallectoren & kootstra, 2017). Cummins (2000) argues that this rejection can lead to children participating less actively and confidently in classroom instruction. Yet, acceptance of the child culture and identity is not enough, “they must be proactive and take the initiative to affirm children's linguistic identity by having posters in various languages of the community around the school” (Cummins, 2000, npn.). They should encourage children to read and write in their L1 and L2, for example by writing bilingual books, “and generally create an instructional climate where the linguistic and cultural experience of the whole child is actively accepted and validated” (Cummins, 2000, npn.).

In his article, Cummins (1986), gives an overview of the different factors that can negatively influence academic performance of minority students. Although, the article dates back to 1986, the factors mentioned by Cummins (1986) are not time-bound and can still be applied on the current situation. He states that a major cause of the educational difficulties of language-minority students is “the switch between the language of the home and the language of the school” (Cummins, 1986, p. 20). Cummins (1986) puts the educational

underachievement of language-minority students in a broader social context and mentions a couple of reasons for their educational difficulties. After closely analysing the relationship between teachers and students, schools and communities, he states that personal and institutional reforms are necessary on three levels: (1) interaction between students and teachers in the classroom, (2) the relationship between schools and minorities, and (3) the model of power sharing between the state and the members of society (Cummins, 1986). The model of power sharing between the majority and minorities is a determining factor for academic performance. For example, Finns living in Sweden had lower school performances than Finns living in Australia, since those living in Sweden had lower status than those living in Australia.

In addition, the lack of cultural identification, economic and social discrimination in combination with the second-class status that is ascribed to minorities, all play a role in educational underachievement. Since, minority languages are not considered in education, parents have less access to economical recourses or educational material. Negative attitudes towards minority cultures and the use of the L1 at home are also disturbing factors in minority language students' academic performance. Moreover, with regards to the educational setting, Cummins (1986) mentions four factors, if not considered, cause educational underachievement of minorities: (1) to what extend is the cultural background and language of minorities involved, (2) to what extend are parents of minorities involved in the educational process of their children, (3) how are the notions with regards to pedagogy and what approach do they take in classrooms, and (4) how are minority students assessed? Cummins (1986) concludes that "[t]he major relevance of these findings for educators and policymakers derives from their demonstration that educational programs can succeed in preventing the academic failure experienced by many minority students" (p. 32). He states that [s]pecifically, language-minority students' educational progress is strongly influenced by

the extent to which individual educators become advocates for the promotion of students' linguistic talents, actively encourage community participation in developing students' academic and cultural resources, and implement pedagogical approaches that succeed in liberating students from instructional dependence" (p.32).

2.6 Erasmus+ and EDINA

EDINA stands for EDucation for International Newly Arrived Migrant Students and is developed by Emanuelle le Pichon-Vorstman and Venhar Sariaslan. As an Erasmus+ project, it focuses on all education sectors and sector for young people. Erasmus+ also supports organisations that enter international collaborations in the form of projects. Such partnerships may be aimed at innovation, but also at learning together and sharing experiences and successful practices. Erasmus+ encourage young people to get involved with the youth policy at local, national and international level. Erasmus+ aims to make a contribution to economical growth, employment opportunities, equal opportunities and inclusion in Europe. As a Grant programme, it allows as many people as possible to fully participate in society and labour market. This could be achieved by developing professional and personal skills and competences. At the same time, due to the international cooperation, it supports and improves the quality of education, training and youth work. This, eventually, contributes to sustainable social and economical development and in which the competitiveness of Europe increases.

As mentioned before, the factors that form educational difficulties and educational underachievement for language-minority speakers discussed by Cummins (1986) in section 2.4, still pose problems for current minorities. In an attempt to meet those challenges, EDINA focusses on, among other things, (1) raising awareness in order to change hearts and minds of the public, educators and policy makers, (2) cultural identification by introducing and implementing the L1 in education, (3) strengthening metalinguistic awareness of the child by

feeding, encouraging and calling upon the different languages of the child, (4) creating a pedagogical proof environment for the child by encouraging translanguaging. In this case, innovative methods, such as involving parents in language classroom activities are also encouraged. (5) Providing solutions for practical problems that educators and policy makers may encounter in the form of Tools and the EDINA-website in which the Tools, additional information and guidelines are provided.

The Tool-sets are designed by researchers connected to Utrecht University (The Netherlands), the University of Ghent (Belgium) and the University of Helsinki (Finland). The Tools consist of three subjects, the descriptions of the Tools are taken from the EDINA website: (<https://edinaplatform.eu>). Toolset 1 focuses on Transition, Reception and Evaluation and is created by Utrecht University: Transition, Reception and Evaluation” is part of the classroom based assessment, and this can be a good alternative for current practices. Reception pertains to classroom situation with (new) pupils, such as diagnostics and the involvement of relatives. Evaluation is linked to the observation and assessment of the pupils, their multilingualism, and the learning of the school language”.

The Tool is meant for both primary education and secondary education and it has multiple goals, such as (1) to educate, (2) initiating debate (3) changing attitudes, providing a basis for policies with regards to transition, reception and evaluation, (4) to give appropriate guidance concerning adjustment to variation and improvements within the current school policy, (5) to develop a broader vision on the education pathways of pupils within the educational system, (6) to recognize and develop the strengths and talents of pupils in stead of focusing on educational shortcomings and finally (7) to introduce innovative practical examples by way of inspiration.

In addition, the Tool consists of three sections. The first section, ‘Transition’ focuses on the transition of children/pupils and how to facilitate this. The second section ‘Reception’

covers situations in classrooms with (newcomers) pupils, such as diagnostics and involving parents/relatives. The last section ‘Observation’ covers literature and practical advice about observation and evaluation of pupils, multilingualism, and learning the school language.

The second Toolset focuses on: Differentiation and is created by Ghent University: “we need to explore the difference between convergent and divergent differentiation. Divergent cannot be the only mechanism to structure the pedagogical/didactical environment. Plus: how can we make use of the existing multilingual repertoires? Differentiation should start from a diversity- and not from a deficit- paradigm”. The Tool consists of three focal points, namely: (1) the student, (2) activities and (3) working methods. Each section provides general information, advice, practical tips and practical experiences of teachers working with newcomers in which language and identity are the main subjects. To give an example of activities based on translanguaging. The first section (students) includes activities that focus on the personality and identity of the student and they include: ‘Topic words’. In this activity, at the beginning of each new theme, keywords with a clear drawing are visualised in classrooms. Parents are asked to write the translations next to the drawings (if needed phonetically). This increases the recognisability for newcomers when the teacher plans to include those words in activities. Words mastered by students can be kept in folders that can be extended to ‘Word-portfolios’. Another example is: “Language of the Month” in which each month another language is central. In the ‘language corner’, students can study and explore the language using videos, songs, books, newspapers or a student that speaks that particular language. references to websites in which useful material can be found are made.

In the second section (activities), first general information about ‘differentiation’, materials, basic principles, linguistic elements and a short explanation about why it is important to have a positive view on the mother tongue. Translanguage activities in this section include: the working method DILIT created by Christopher Humphris and bears great

resemblance to the learning strategy “Think, Pair, Share”. In this activity students with the same L1 or relay language work in pairs. After the teacher reads out a story, students discuss in pairs and in their native languages what they have comprehended of the story. After two or three rounds in which the teacher reads out the story again, students change partners and exchange information. The teacher does not interfere in the discussions and his main job is to keep track of time. If needed, the teacher can provide feedback to have a clear picture of students’ comprehensibility. This can be done by asking questions or by a group conversation. It is also possible to let students of different native languages work in pairs in the second round in which they discuss the story in the target language.

The third and final Toolset focuses on Teachers’ Competences and is created by the University of Helsinki. Teachers’ competences “are part of every concept. Competences should shape these broad assessments, should shape the powerful learning environment, are needed to handle the divergent and convergent differentiation methods, should shape the four different functionalities”. The document consists of two sections. The first section focuses on 9 recent published articles. The articles are critically reviewed and are based on themes related to NAMs. The second section provides a list of competences for teachers who work with NAMs. The proposed framework is based on relevant points from the literature and on the work of The Education of Diversities Research Group in the University of Helsinki which has been involved in various project including, translanguaging and Roma education. Finally, it is also based on observations of teacher practices in Finnish schools.

The statements are divided in five topics. The first topic relates to ‘teaching as ‘real’ and honest empowering’, the second topic relates to: ‘Valuing the presence of NAMs’, the third topic is about ‘paying attention to behaviours and discourses’, the fourth topic relates to using the school environment for inclusion and giving a voice’, and finally the fifth topic relates to ‘playing a more active role in relation to NAMs in society’. Statements in the

proposed framework related to translanguaging include: (1) “I make constant use of their knowledge and skills”, (2) I seize occasions to allow translanguaging to happen in the class even if I don’t understand the languages”. With each statement teachers can indicate, on a scale from 1 to 5, to what extent the statement applies to their situation.

EDINA offers workshops and information sessions to inform the target audience of the three Toolsets. Consequently, the schools that participated in the EDINA-project, implemented the Tools in their classrooms and the extent to which it was learned to be successful will be discussed in section 4.

2.7 Perspectives of multilingual teens

A large amount of literature is written about minorities, immigrants and language-minority speakers, but equally important is to know about their own experiences as multilingual language speakers. Daniel & Pacheco (2016) and Agirdag (2010) try to shed light on this subject. The study of Daniel & Pacheco (2016) has shown that minority-language students feel that their native languages are not useful or undervalued in school. They also believe that translanguaging will support student learning, and, therefore it should be a norm in schools (Daniel & Pacheco, 2016). Interviews with students show that they all productively translanguage. “However, all four teens also seem to have internalized dominant ideologies in the U.S. school system, where English is of primary importance” (Daniel & Pacheco, 2016, p. 8). On their own initiative, students practice translanguage practices and learned that their successful. Practices such as “identifying cross-language connections, using bilingual dictionaries, and discussing texts in their heritage languages” (Daniel & Pacheco, 2016, p. 8) show that students L1 is always active, even if their heritage languages are not valued in the classroom, “students use multiple languages in their thoughts, writing, and speech” (Daniel & Pacheco, 2016, p. 8).

An interesting suggestion is done by Matínez (2010), who states that the personal translanguaging practices of students can be used as discussion points “about how language is used strategically within different contexts” (as cited in Daniel & Pacheco, 2016, p.9). This idea is built on the suggestion of Norton (2000), who states that students should keep journals about how they use their multilingualism in their daily lives or experiences when switching between languages. This provides new discussion points about strategically using language within different contexts (as paraphrased in Daniel & Pacheco, 2016).

In addition, in the study of Agirdag (2010) bilingual-immigrants are punished when they speak their native tongues in classrooms. His study shows that immigrant-bilinguals believe that the majority language, in this case Dutch, is advantageous, “whereas an awareness of the beneficial outcomes of bilingualism is absent” (p. 317). Nevertheless, since they try to speak their native tongue amongst each other, in a way, suggests resistance to (Dutch) monolingualism that is imposed upon them. This does not diminish the fact that the use of those mother tongues is very limited since the speakers themselves believe that using the Dutch language only ensures optimal results (Agirdag, 2010). “Hence, using home languages is not only discouraged by teachers and school staff, but bilingual students regret their own practices that oppose Dutch monolingualism” (Agirdag, 2010, p. 317).

2.8 Summary theoretical background

The debates on the history, the use and advantages of the L1 in education are discussed in the theoretical framework. In the following two tables, the findings that are considered relevant and important to this study are summarised.

| | | Development of language policy related to minority languages in education. | |
|--|---|---|---|
| | | <u>Early assimilation – 1920 – 1960</u> | <u>Differentialist Turn –1960 - 1990</u> |
| Attitudes towards using the L1 in education | In accordance with empirical studies in western countries | <p>According to empirical studies, linguistic assimilation was necessary:</p> <ul style="list-style-type: none"> - The notion of ‘one language, one nation’ gained popularity. - Monolingualism was a sign of ultimate loyalty to the country and indicated successful integration into society. - In some cases, research was un-objective to influence attitudes regarding immigration (<i>Bialystok, 2005</i>). - Bilingualism looked like a psychological problem, but, in reality, it had a political dimension. | <p>The study of Peal & Lambert (1962) caused a turning-point:</p> <ul style="list-style-type: none"> - Their research showed that bilingual children outperformed monolinguals in cognitive ability. - Previous research related to bilingualism overlooked variables, such as socio-economic status - A more pluralistic understanding of culture and linguistic differences - State sponsored teaching of linguistic minority languages in western countries. - The Welsh Language Act of 1967 |

| | | | |
|---|--|--|---|
| <p>Attitudes towards using the L1 in education</p> | <p>A breach between attitudes and scientific literature</p> <p>Multilingualism is often seen as a threat by monolingual speakers</p> | <p><u>The Return of Assimilation – 1990 – present</u></p> <p>Scholars and policy makers disagree about the advantages of bilingualism:</p> <ul style="list-style-type: none"> - Scholars argue in favour of advantageous academic and socio-economic outcomes. - Policy makers see bilingualism (minority languages) as a disturbing factor for integration into society. - Governments edited language policies and immigrants were put under pressure to avoid speaking the L1. - In the US and the Netherlands: dismantling of limiting bilingual education - Growing anti-immigrant sentiments in Europe causes immigrant children to be accused of being ungrateful and not willing to learn the societal language | <p>EDINA’s contribution see section 6.1</p> |
|---|--|--|---|

Table 1: Relevant findings from the TF 1

| | |
|---------------------------------|--|
| <p>Cognitive advantages</p> | <ul style="list-style-type: none"> - Creative thinking - Flexible thinking - Different perspectives |
| <p>Metalinguistic awareness</p> | <p>-Advantage from the very outset: L1 = a complete set of linguistic rules</p> |

| | |
|---------------------|---|
| | <ul style="list-style-type: none"> - Positive transfer - CUP: can be build upon metalinguistic knowledge |
| Language advantages | <ul style="list-style-type: none"> - Paul Leseman showed that reading to children in their L1 expands L2 vocabulary. - The L1 and L2 will develop more rapidly and accurately |
| Identity | <ul style="list-style-type: none"> - Recognition of the child itself: its language and culture. |
| In the social field | <ul style="list-style-type: none"> - Language loss is prevented |
| Academic advantages | <ul style="list-style-type: none"> - Learning through the L1 positively influences academic achievements. |

Table 2: Relevant findings from the TF 2

Table 1 shows that until 1990, attitudes towards bilingualism were in accordance with academic research, although, not all research on bilingualism was objective. It seems that, from the start, policy makers, who are against immigration, are also against linguistic pluralism. The rise of right-wing political parties in Europe have influenced attitudes towards bilingualism and studying/teaching in minority languages. Nevertheless, various organisations and researchers try to send a strong signal against this by conducting research and promoting multilingualism, EDINA is one of them.

Table 2 shows the advantages of bilingualism and teaching minority languages on different levels. The theoretical framework shows that learning through the L1 offers personal, academic, social, linguistic and cognitive advantages. Yet, educators and policy makers are often ignorant of those advantages and see multilingualism as a threat to the society and cultural identity.

3 Research question

This thesis examines attitudes related to bilingualism and bilingual language policies in education, with regards to minority languages in western countries. Through literature review as well as empirical study, this paper aims to answer the research question and the two sub-questions. The two sub-questions are dealt with in the theoretical framework. The first sub-question concerns the development of attitudes towards bilingualism and the related languages policies. The second sub-question relates to the influence of scientific studies on attitudes. On the basis of the two sub-questions and through empirical research an attempt is made to answer the main research question.

- **Sub-question 1:** what were attitudes towards bilingualism and the implementation of home languages in education throughout history in western countries.
- **Sub-question 2:** did outcomes of scientific studies have an influence on attitudes towards bilingualism and the implementation of native languages in education
- **Main research question:** Did the EDINA-project have a positive influence on attitudes of project members (who participated in the EDINA-project) and non project members with regards to the use of native languages in education.

The main research question will be focused on in the following sections. By evaluating the results of how project members and non- project members feel about the EDINA project, this paper aims to provide insight into whether EDINA (which is research based) changed hearts and minds and had a positive influence on attitudes regarding the implementation of the L1 in classrooms.

4. Method

Survey

In order to develop an overall picture of the attitudes towards EDINA and the Tools, a survey was distributed among visitors at the Multiplier event. A total of 13 respondents filled in the survey. At first, the survey questions were formed by myself and a fellow trainee. Thereafter, several questions were adapted and replaced by researchers of EDINA. The survey consists of three sections with a total of 18 items in which respondents had to indicate by means of a Liker-scale to what degree the statements fit their attitudes (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree).

Nemoto & Beglar (2014) mention a couple of advantages using a Liker-scale. (a) a large amount of data can be gathered relatively quickly from large number of respondents, (b) they can provide reliable person ability estimates, (c) the validity of the interpretation of the gathered data can be established through a variety of means, (d) and the data can be compared, contrasted and combined with qualitative data-gathering techniques, such as open-ended questions, participant observation and interviews (p. 2). In addition, a major disadvantage of Liker-scales is that respondents have to read the entire statement rather than a short sentence, and this takes longer to complete than other itemizing rating scales (Malhotra, 2006, p. 88).

The survey consists of three sections. Section one contains seven items which includes two statements on general knowledge of multilingualism and language acquisition, three statements on the personal experiences of the participants regarding EDINA gatherings, networking and contact with fellow colleagues and other expertise, and finally, two statements on the future prospect of EDINA and activities organised by EDINA as well as general knowledge spread by EDINA. The aim of the first section is to evaluate general knowledge on multilingualism and language acquisition, personal experiences of gatherings

of EDINA and personal benefits that arose from those gatherings and what respondents hope to see in the future.

The second section contains seven items which includes two statements on personal knowledge development and personal experiences regarding the Tools, three statements on attitudes concerning the multilingualism of NAMS (newly arrived migrant students), knowledge spread by EDINA and future objectives regarding practical implementations in the classroom, and finally one statement on the personal experiences of the newcomers of the school in question concerning the new pedagogical insights provided or affirmed by EDINA. The second section aims to evaluate the Tools, attitudes of both sides: teacher and students, attitudes towards the multilingual student and whether this has changed and whether the student benefits from the new pedagogical insights of EDINA.

Finally, the third section contains four items and is meant to evaluate the thoughts of respondents who did not work with the Tools and to find out whether respondents became enthusiastic about EDINA and the Tools and wished to participate in the next project of EDINA. Two of the items relate to the possible benefits and usefulness of the Tools in general and its possible positive contribution to the school. It contains one statement concerning the preference to receive assistance and support from researchers who were actively involved in EDINA, and one statement relates to the guidance and advice of EDINA regarding the Toolsets. Finally, at the end of each section, respondents were able to add additional comments and suggestions.

4.1 Survey Respondents

The survey was distributed among visitors who had one or more encounters with EDINA. They did not participate in the EDINA-project and did not attend workshops organised by EDINA. Table 3 shows an overview of the respondents, their profession and the number of encounters that they had with EDINA. For the sake of clarity, the participants are given a number. Moreover, to guaranty anonymity, the names of the respondents' workplaces are left out.

| Respondents | Profession | N. of attended meetings of EDINA |
|--------------------|---|---|
| 1 | Teacher of International Intermediate Class | 1 |
| 2 | Speech pathologist | 1 |
| 3 | Teacher D2L and internal guide | 1 |
| 4 | (educational) Developer/advisor | 1 |
| 5 | Managing director | 1 |
| 6 | Co-teacher | 1 |
| 7 | Coordinator VLT | 1 |
| 8 | School principal | 2 |
| 9 | Researcher | 2 |
| 10 | Junior researcher | 3 |
| 11 | Teacher/researcher | 2 or 3 |
| 12 | Programme officer | 4 |
| 13 | PHD-student | All |

Table 3: Overview survey respondents

As seen in Table 3, the respondents vary in their professions and number of encounters with EDINA. For seven of the respondents, the Multiplier Event was the first EDINA-meeting they attended. Three of the 13 respondents had visited EDINA meetings at least twice and two other respondents had attended EDINA meetings three times or more.

4.2 Interviews

A semi-scripted interview was opted. In this way project members (PM) were able to express themselves freely while the interviewer could touch upon relevant matters and views expressed by PMs during the interview. The interview consists of eight questions. The first question tried to trigger the first most important thoughts of PMs about EDINA. This shows how they remembered the project. The second question relates to the benefits brought by the project to the school/workplace. Do they consider their schools to be expert schools after implementing the new method that was introduced by EDINA? The third question tried to evaluate to what extent migrant pupils are given a voice in the PM's schools. To what extent are they included in the educational system behind the scenes? The fourth and fifth question concerns personal experiences of PMs about the usefulness of activities. The sixth and seventh question tries to zoom in on their opinion of the usefulness and benefits of the Tools in a different educational setting and it relates to their opinion on whether they find that the project will bring its benefits in primary education as it will be the case in secondary education. The seventh question relates to the evaluation of the project and ideas for new projects. Finally, the eight question tries to evaluate in what ways newcomers are welcomed and whether EDINA had any influence in this.

The interview was carried out in Dutch since the participants were native speakers of Dutch and to ensure that they feel comfortable enough to give long detailed answers. Each PM was interviewed by a different researcher after the event. This was done so that they did

not have to wait for the interview and as not to take up too much of the participant's time. PM 4 was interviewed by me.

4.3 Project members

As seen in Table 4, the PMs had different professions, but they all worked in education and specifically with newcomers. The project members were active in secondary education (PM 1 & 2) as well as in primary education (PM 3 & 4).

| Project member 1 | Project member 2 | Project member 3 | Project member 4 |
|--------------------------|------------------|------------------|------------------------|
| Member of a school in SE | Teacher in SE | Teacher in PE | School principal in PE |

Table 4: Overview Project members

4.4 Procedure

Multiplier event

The Multiplier event is funded by the European Union and its main goal is to share instinctual outputs of a project with a wider audience. As mentioned on their website (easierasmus.com) "It can take place in a partner country and a programme country that is part of the partnership" which in this case, took place in all three countries. The data of this research was collected during the Multiplier event in the Netherlands which took place in Rotterdam.

During the Multiplier event, the survey was distributed among visitors. Next, the surveys were collected by myself and a fellow-trainee. After the Multiplier event, interviews were held with four participants who work in the schools that took part in the EDINA-project. They and their schools were actively engaged in the EDINA-project and regularly attended workshops organised by EDINA. The interviews and the survey were in Dutch, since the participants were native speakers of Dutch. Each interviewer used their own device to record

the interviews. The interview with PM4 was recorded on a Samsung Note 3 using the built-in voice recorder. The audio-files were then extracted onto a MacBook and transcribed using the f4transcript software. For the sake of convenience, repeated hesitations have been omitted in the transcriptions. The transcriptions were transcribed using the *Guide to Transcribing* by Áine Humble (n. d.). The survey and interview questions, and the transcriptions can be found in the Appendix.

5. Results

5.1 Survey results

Each item has been evaluated and the percentages are displayed in a pie chart. The first two statements were related to general knowledge of multilingualism and 2nd language acquisition. Figure 2 shows that out of the total of 13 respondents, 4 (30%) agreed that their general knowledge of multilingualism and 2nd language acquisition has increased, 8 (60%) were neutral and 1 (7%) found it irrelevant.

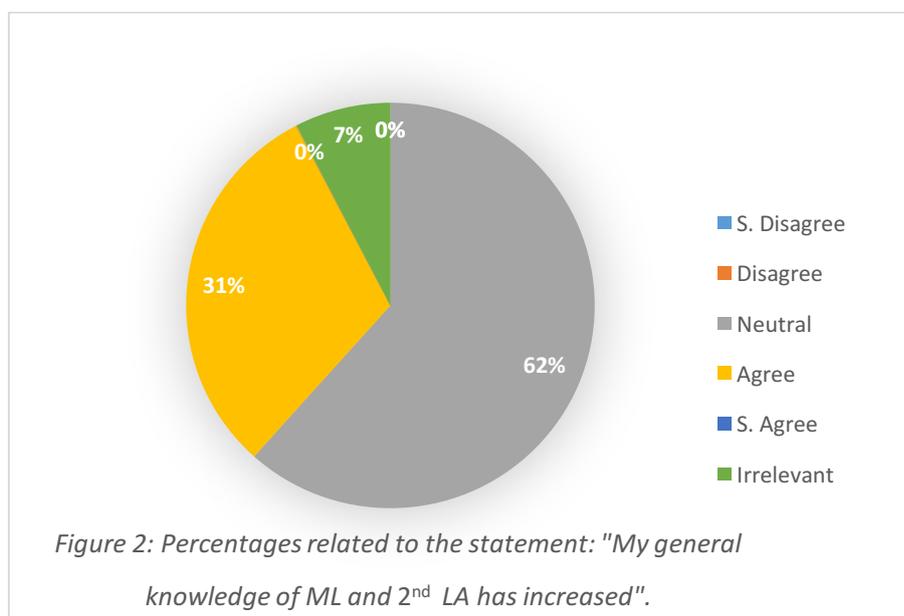


Figure 3 shows that 4 (30%) respondents out of the total found that there is not enough information available on multilingualism and language acquisition. As opposed to 4 (30%)

other respondents who found that there is enough information available on multilingualism and language acquisition, although one respondent described this availability of knowledge with “very scattered”. The majority of 5 (38%) respondents were neutral.

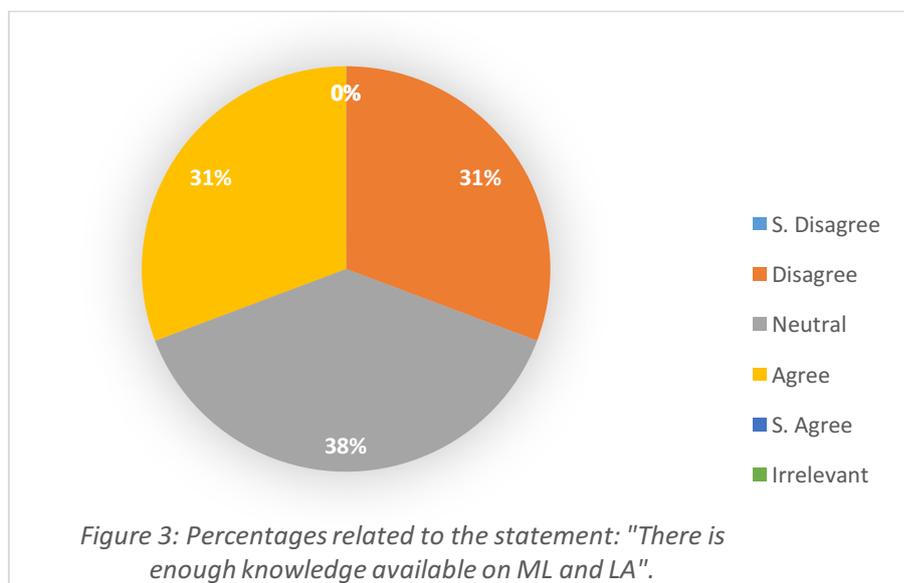


Figure 4, 5 and 6 evaluate the attitudes concerning the multilingualism of NAMS, knowledge spread by EDINA and future objectives regarding practical implementations in the classroom. Figure 4 shows that a majority of 10 respondents (77%) agree that the meetings organised by EDINA were particularly interesting. 1 (7%) respondent strongly agreed to this statement and 2 respondents (15%) were neutral.

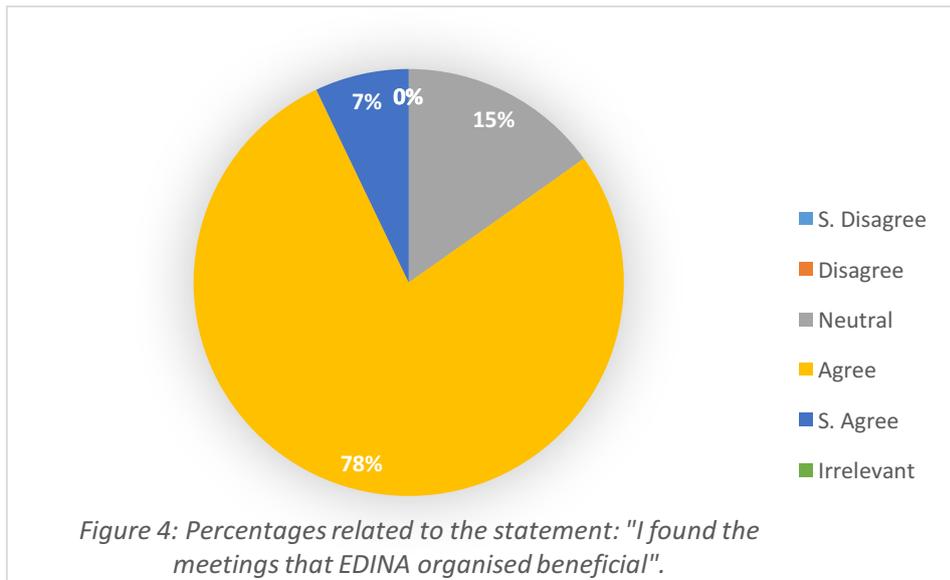


Figure 5 shows that four (30%) out of the total benefitted of the fact that they were able to build a network via EDINA. One respondent (7%) strongly benefitted by the meetings, six (47%) respondents were neutral, one of them stated: "barely, because this is the first time", and two (15%) found it irrelevant since this was the first meeting of EDINA that they attended.

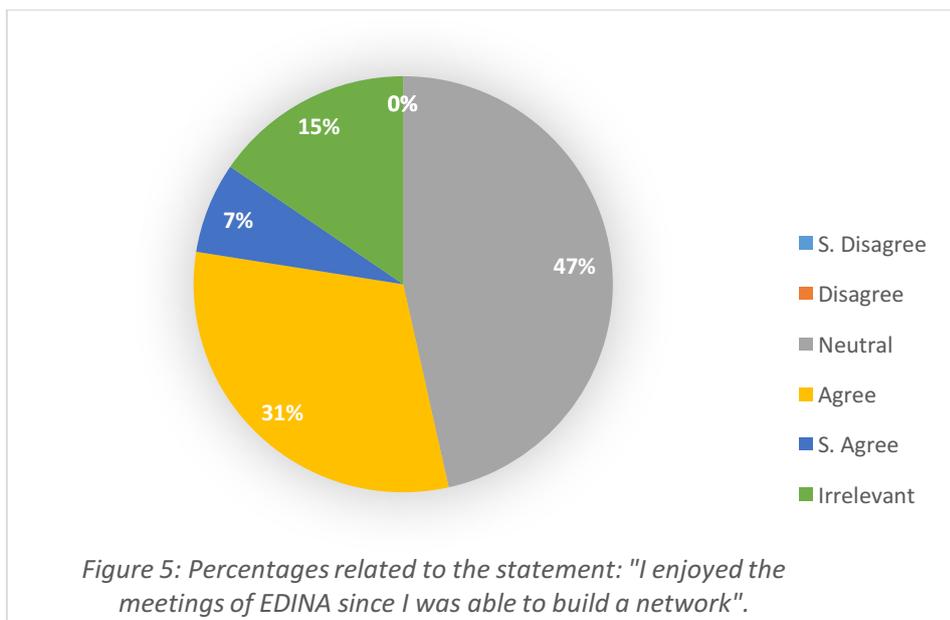


Figure 6 shows that six (47%) of the respondents enjoyed the contact that they had with colleagues and other expertise (teachers, policymakers, researchers). Five (39%) respondents were neutral and two respondents disagreed (7%) and found it irrelevant (7%).

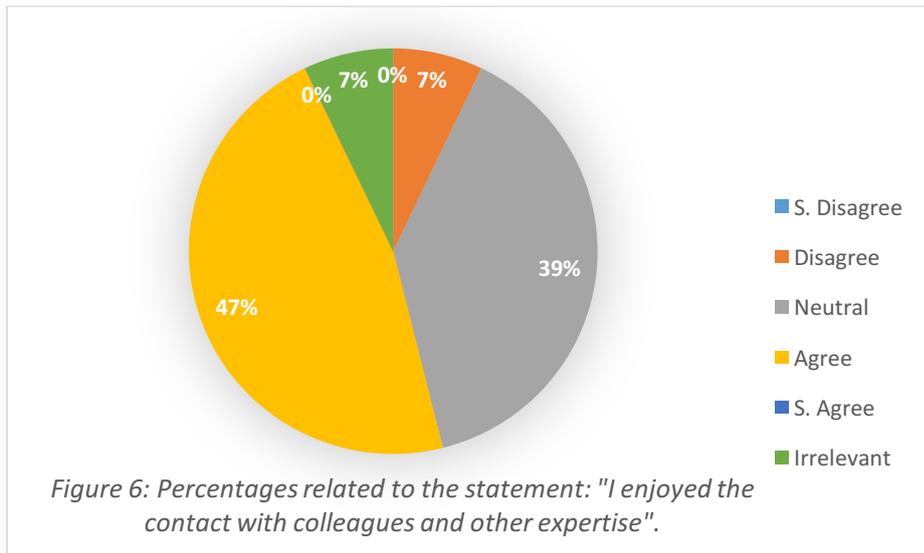
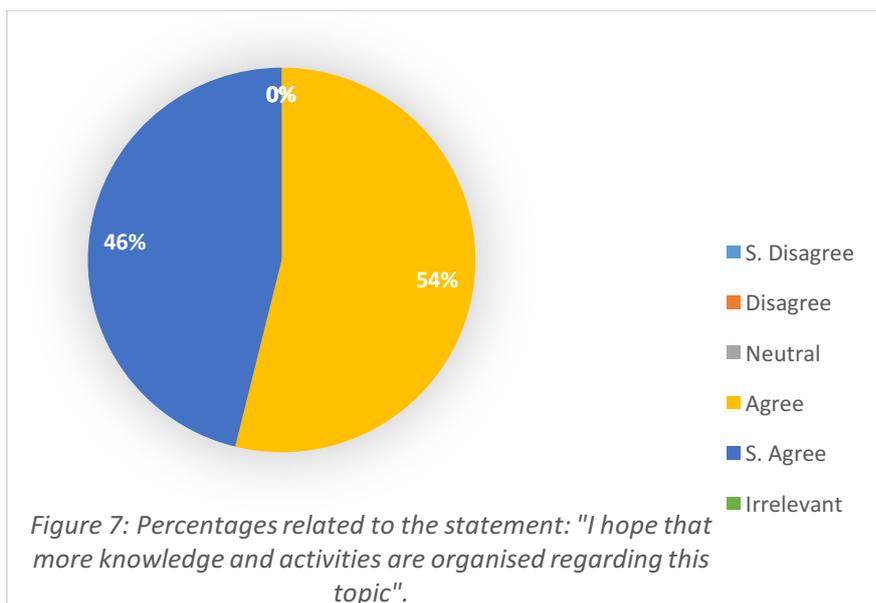
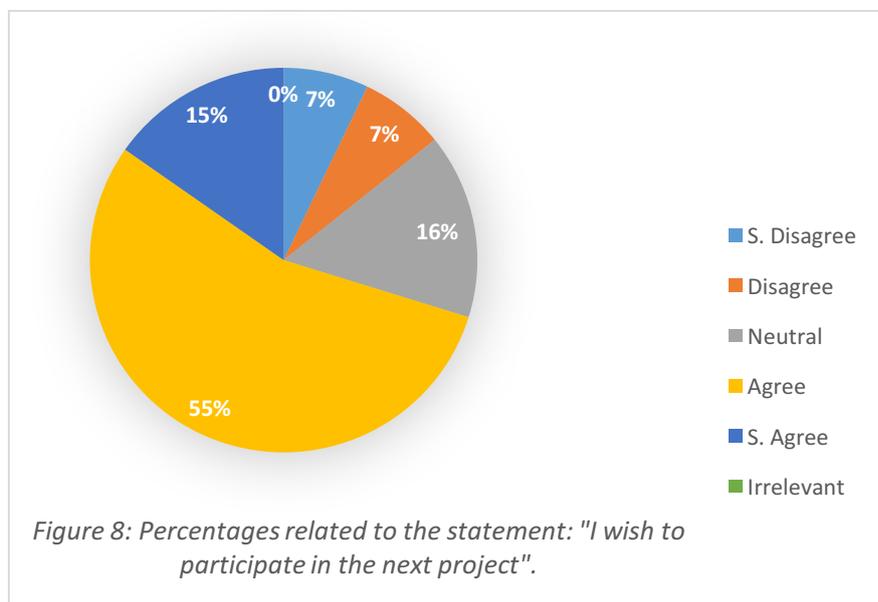


Figure 7 and 8 evaluate future prospects and activities of EDINA. Figure 6 shows that a majority of seven (54%) respondents hope that more activities and knowledge will be available concerning this topic, while six respondents (46%) strongly agree to this.

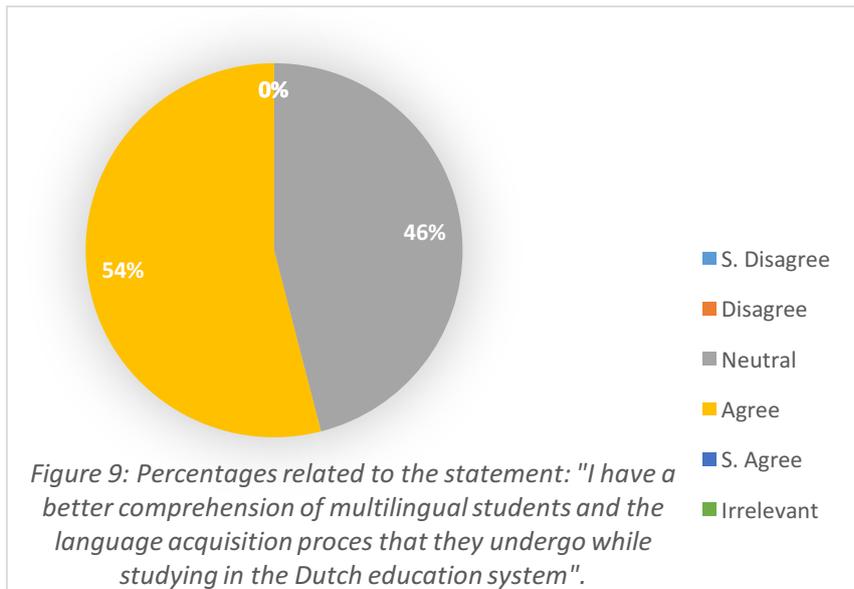


As opposed to Figure 7, Figure 8 shows more variation in the respondents' choices. The majority of seven (55%) respondents want to be part of the next project and two (15%) respondents strongly agreed with this, one of them left his/her contact details. Two (16%) respondents were neutral, one of them stated: "Maybe". One (7%) respondent strongly declined participation in the next project of EDINA, whereas one (7%) other respondent indicated that he did not want to be part of the next EDINA project.

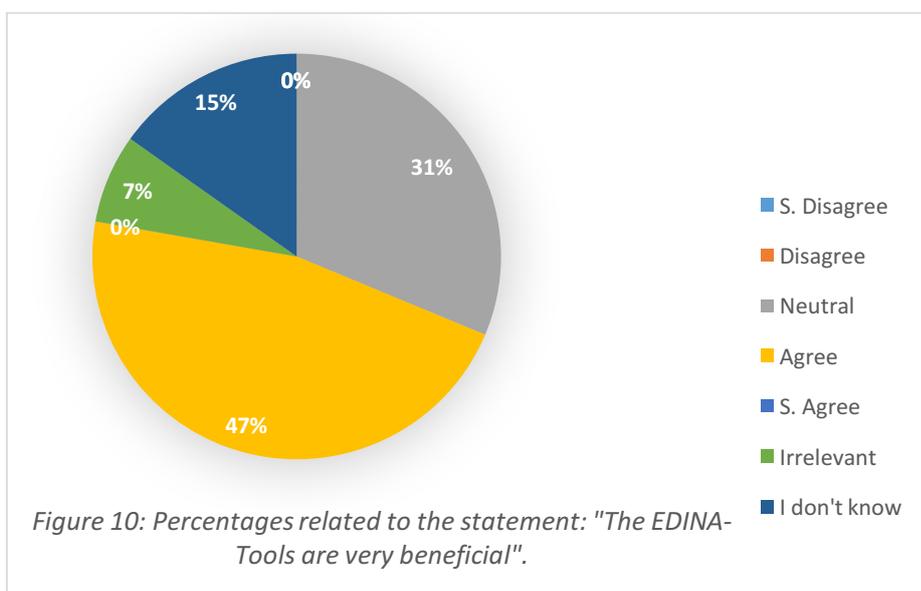


The following paragraph evaluates the results of section 2 of the survey.

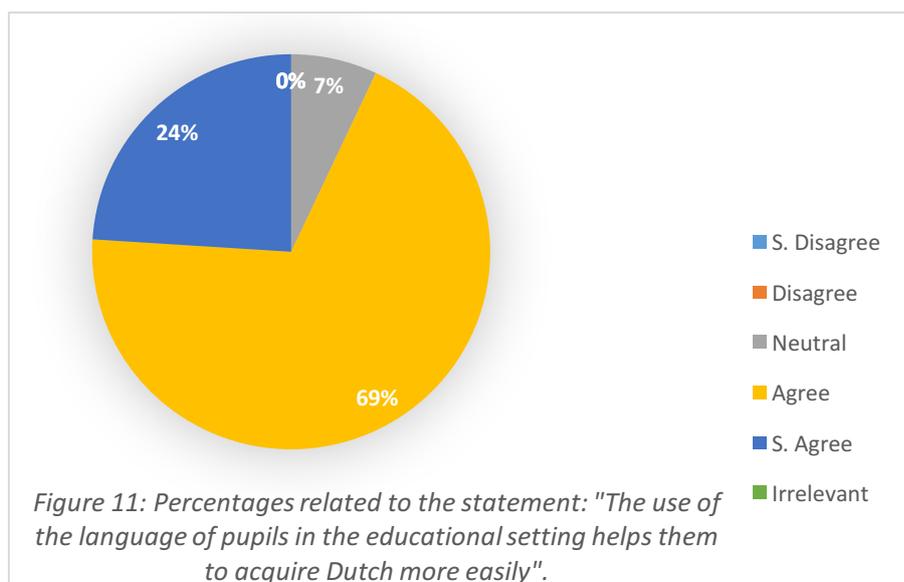
Section 2 concerns with personal experiences with EDINA, attitudes towards multilingualism, activities of EDINA and future objectives. When it comes to comprehending the multilingualism of students and the process of language acquisition that they undergo while studying in the Netherlands, Figure 9 shows that nearly half (54%) of the respondents indicate that they have a good grasp of this subject. Moreover, six (46%) respondents were neutral.



With regard to the benefits of the EDINA-tools, Figure 10 shows that a majority of six (47%) respondents agreed that the EDINA-tools are beneficial, although some of them made the following statements: "I still have to discover the benefits of the Tools" and "currently, I cannot prejudice its position". Four (31%) respondents were neutral, one of them stated: "I have to take a look at them, but I think it is!" 1 (7%) respondent found it irrelevant and 2 (15%) respondents stated that they did not know whether the tools are beneficial, one of them indicated that he/she did not have a good look at the Tools.



When it comes to the benefits of using the multilingualism of pupils to acquire the Dutch language more easily within the educational setting, Figure 11 shows that nearly nine (69%) respondents agreed with this. Three (24%) respondents strongly agreed and one (7%) respondent was neutral.



As seen in Figure 12, six (47%) respondents indicated that they agreed that all NAMS are becoming multilingual and they should be considered as such. Four (31%) respondents strongly agreed, two (15%) were neutral and one (7%) did not comprehend the statement, since he wrote a question mark next to the statement.

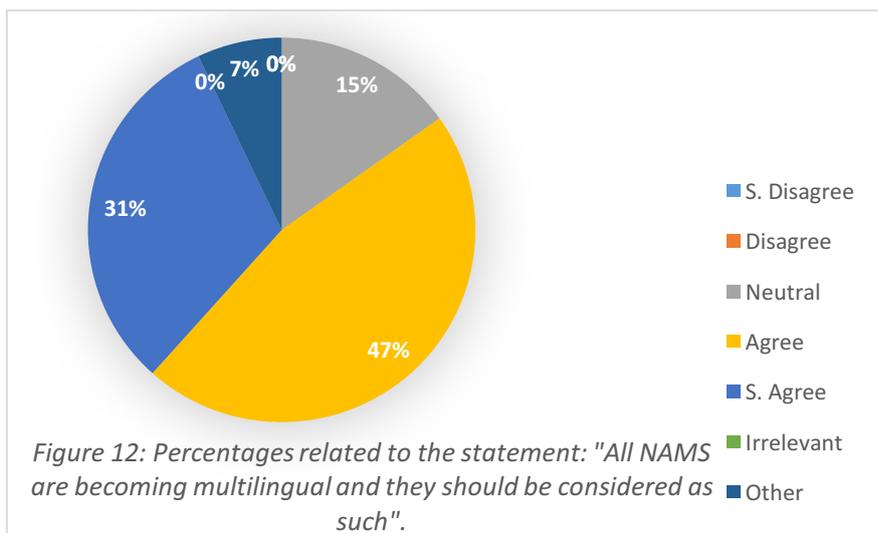


Figure 13 shows that three (23%) respondents will pay more attention to multilingual capacities of their pupils. Likewise, four (31%) respondents were neutral and four (31%) other respondents strongly agreed to this statement. Two (15%) respondents found it irrelevant.

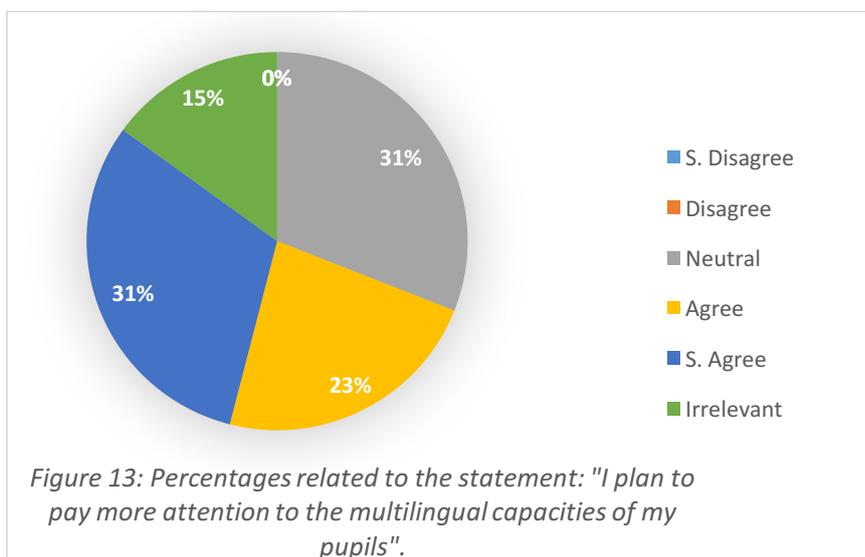
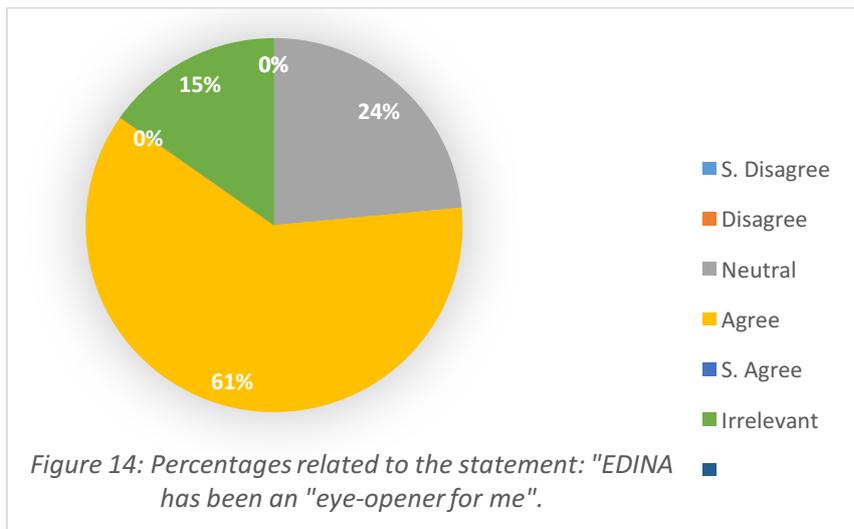
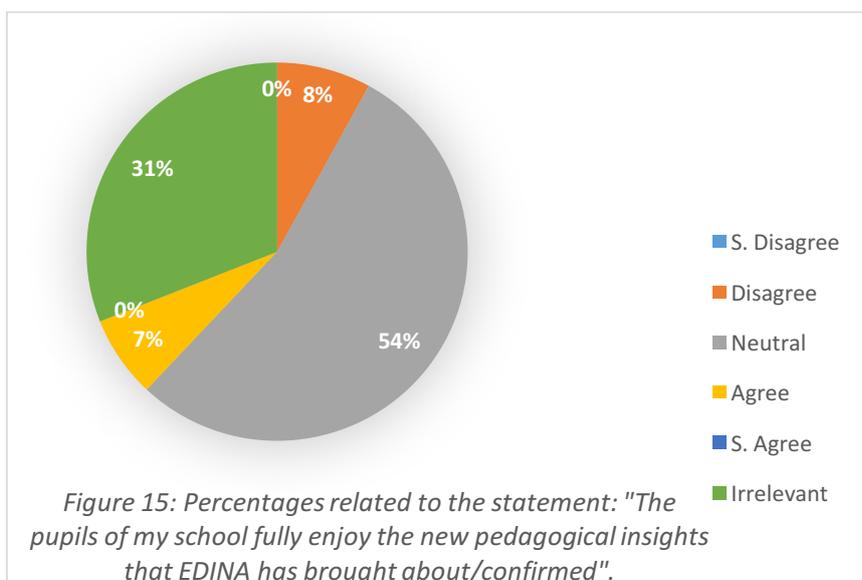


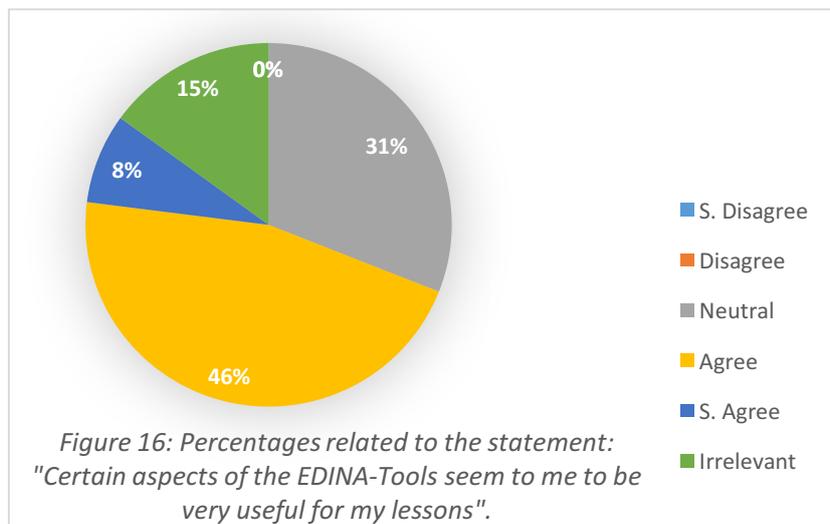
Figure 14 shows that eight (61%) respondents were neutral about EDINA being an “eye-opener” for them, one of them stated:” It’s still too unknown to me, I still have to find out” and three (24%) respondents agreed. Two (15) respondents found it irrelevant.



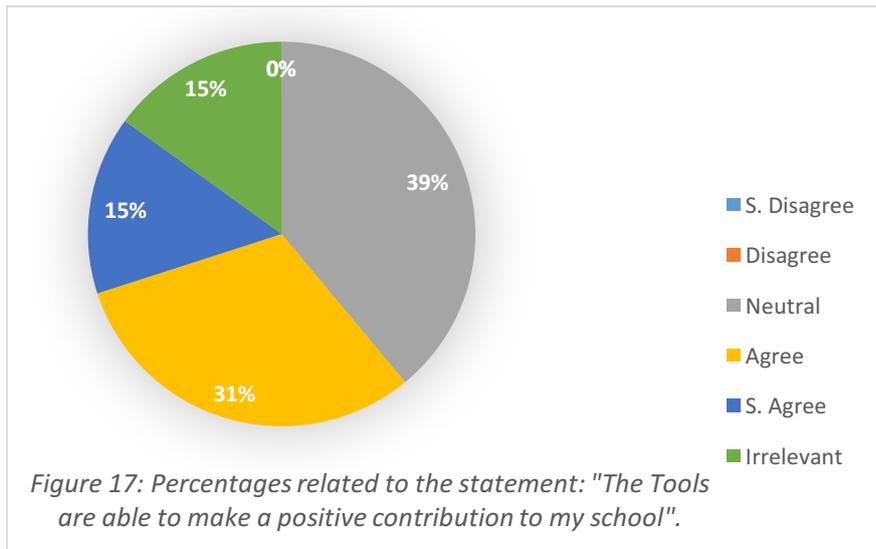
Lastly, with regard to the benefits of new pedagogical insights, Figure 15 shows that a majority of seven (54%) respondents were neutral, two of them stated: “Don’t have students”. One (7%) respondent agreed that pupils of his/her school fully enjoyed the new pedagogical insights that EDINA has brought about. One (8%) disagreed, and stated: “Not yet, that is still to come”, and four (31%) found it irrelevant, one of them stated: “I don’t teach, so question 7 is irrelevant”.



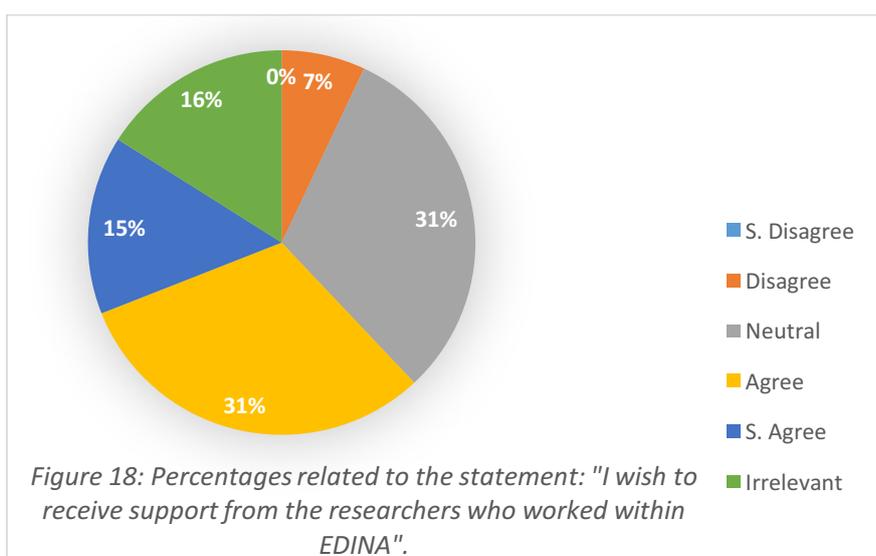
In the following paragraph the third section of the results will be analysed. In the third section respondents are given the possibility to indicate their thoughts about the Tools and if they wish to participate in the next project of EDINA. Figure 16 shows that a majority of six (46%) respondents agreed that certain aspects of the EDINA-Tools seem to be useful for their lessons. One (8%) respondent strongly agreed, four (31%) were neutral and two (15%) respondents found it irrelevant.



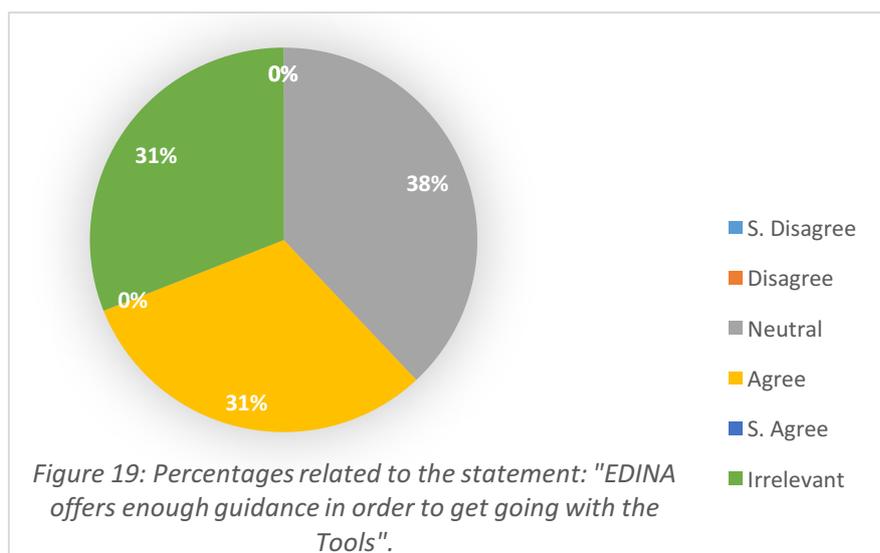
As seen in Figure 17, four (31%) respondents agreed with the statement that the Tools are able to make a positive contribution to their schools or workplaces. Two (15%) respondents strongly agreed, five (39%) were neutral and two (15%) respondents found it irrelevant.



When it comes to support from the researchers who worked within EDINA, Figure 18 shows that four (31%) wish to receive support from these researches whereas four (31%) other respondents were neutral, one of them stated: "that will be for the future to show". Two (15%) respondents strongly agreed with this, one of them stated: "gladly!" Two (16%) other respondents found it irrelevant and one (7%) disagreed and did not wish to receive support from the researchers.



Lastly, Figure 19 shows that four (31%) respondents agreed that EDINA offered enough guidance in order to get going with the Tools. Five (38%) respondents were neutral, one of them stated: “I have to read up”, and four (31%) respondents found it irrelevant, one of them stated: “Don’t know yet” and one stated: “I think they do”.



5.2 Summary survey results

In general, respondents were positive about the couple of encounters they had with EDINA. Survey items 7, 8 and 14 reflect to what extent respondents had a positive experience with EDINA and whether they would like to have more information or even want to participate in the next project. It seems that EDINA was an eye-opener for more than a half (61%) of the respondents. All of the respondents (100%) were in favour of more knowledge and activities organised regarding this topic and a large number of respondents (70%) was interested in participating in the next project of EDINA.

Furthermore, even though most respondents did not have a great deal of knowledge and nearly none experience with EDINA, they were positive about the organisation, its activities and tools. Looking at survey items 9, 10, 16 and 17, it seems that the knowledge spread by EDINA had a positive influence. Nearly half (54%) of the respondents found that they had a better understanding of the multilingual students and the language acquisition process that they undergo. More than the half (62%) of respondents agreed that the Tools are beneficial or indicated that they think it will be beneficial. The remaining respondents did not experience the Tools. When looking at whether some aspects will be beneficial for their lessons, half (54%) agreed to this and almost half (46%) was of the opinion that the Tools will have a positive contribution to their schools or workplaces, the rest found it irrelevant. Lastly, although almost all (70%) respondents wanted to participate in the next project of EDINA, not all respondents (46%) wanted to receive support from researchers who were active in EDINA.

5.3 Possible factors influencing the results.

Although all statements were filled out by almost all respondents, it is still difficult to accurately assess the results, since some factors might influence this. First, there is a large number of statements that were marked with 'neutral' or 'irrelevant' since for most participants the Multiplier Event was the first, second or third encounter that they had with EDINA.

Second, not all questions were relevant to the respondents in general and perhaps not even suitable for respondents who had a first or second encounter with EDINA. One participant indicated that he/she did not work on an educational institution and therefore most questions were irrelevant and two respondents left section three open. The respondents who left section three open visited EDINA meetings twice and three times. This indicates that

these questions were irrelevant even for respondents who had more than one encounter with EDINA.

Third, some respondents chose an option while in fact they did not have the right knowledge to answer the question, as seen in item 9 of the survey. One respondent agreed that the EDINA-tools are beneficial while in fact he/she did not experience the benefits of the Tools and another respondent stated that he/she cannot prejudice its position at the moment. It is questionable whether other respondents behaved the same and chose an option that was inconsistent with his/her experience regarding the statement without mentioning this in the comment section.

Fourth, one question was not comprehended by at least one respondents. It is not clear whether this was the case with other questions and other respondents, since there is no direct contact with respondents it is difficult to know whether they understood the statements correctly or not.

Lastly, respondents who had a first encounter with EDINA could not have known the answer to some statements. Still, a number of respondents chose an option that he/she could not have known the answer to. This is the case with survey item 15 in which respondents had to indicate whether pupils in their schools enjoy the new pedagogical insights brought about by EDINA. One respondent, who happened to be a teacher and attended two or three meetings of EDINA agreed to this. This is difficult to assess if they attended a limited number of meetings of EDINA. They would have to implement some elements of the Tools in order to learn the benefits of this new pedagogical insights and this was not the case. Moreover, regarding survey item 10, the same respondent indicated that he/she did not know whether the Tools are beneficial. This implies that he/she is not aware of what the Tools are about.

5.4 Interview results

While the interviews revealed striking similarities between project members, there were also various differences. In general, all four project members were positive about the EDINA-project and specifically about its activities and meetings. In addition, the interviews revealed a number of issues. For the sake of conveniences, in-text references to the statements of the participants are left out. All references can be found in Appendix B.

Knowledge sharing and knowledge development

All project members benefitted from knowledge spread by EDINA. PM1, 2 and 3 all referred to the concept of gaining and spreading knowledge. PM1 mentioned “gathering additional knowledge”, “learning new situations in other countries” and “things that he never thought of now serve as solutions” as the three first things that occurred to him when he thought about EDINA. PM2 mentioned that she was inspired by the great amount of extensive knowledge of the researchers who were active in EDINA. PM4 stated that among other “knowledge sharing and Knowledge development” were the first words that occurred to her when thinking about EDINA. She also stated that the “steering group meetings” and “National Project Groups (NPG)” were the most useful since those gatherings offer a great deal of relevant knowledge and new developments were presented.

With regards to knowledge sharing, all PMs were of the opinion that more knowledge should be spread regarding this subject. They also found great benefits in collaborating with colleagues from other countries. PM1 stated that he “enjoyed meeting different people from different places.” PM2 stated that she found it a surprising experience when she was able to take a look at how her Belgian colleges went about. She also stated that she gained relevant and valuable knowledge and expertise, which she did not possess before, and now she is able to disseminate it to others. She also stated that she gained a great deal of knowledge from the

workshops she attended, though she did not experience the exchanges. Similarly, PM3 stated that he enjoyed the exchanges with colleagues in Gent (Belgium) and that he was surprised how limited the teacher's access to relevant educational knowledge and material was and that there were hardly any methods available for teachers. He stated: "I showed them the website of LOWAN and they amazingly said "wauw, [I can't believe] you have that!?" In addition, PM4 stated that although personnel of her school already possessed a great deal of relevant knowledge, EDINA provided real added value to their knowledge and expertise (for more information see section X). PM3 was the only one that did not refer to knowledge development and sharing knowledge, instead, he mentioned "multilingualism" and "transition" as the first words that occurred to him when thinking about EDINA.

Professional development

Although all PMs except for PM4, were uncertain whether their schools can now be considered as an expert-school, they were all of the opinion that by participating in the EDINA-project they were able to develop themselves professionally. PM1 stated that they made great progress. PM2 stated that they have gained a great deal of knowledge from the project. PM3 stated that they are on their way to becoming an expert-school and "we are working on this, it is not yet complete and is currently under development." As mentioned before, PM4 stated that the reason why EDINA approached them was because they were an expert-school, thus, she considered her school to be already an expert-school. EDINA provided added value by new knowledge and insights regarding the introduction and use of the mother tongue in education.

Furthermore, the PMs experienced different activities to be useful for them. PM1 did not mention a specific activity, but he mentioned the use of the mother tongue in an educational setting to be the most useful he had learned. PM2 stated "I found the workshops

about language and working methods to be very insightful: “I gained a lot of practical information which I can directly implement in my lessons.” PM3 stated that he found the workshop about the different tests very useful: “then you see how children react differently to tests.” Lastly, PM4 mentioned the “Steering Group Meetings (SGM)” and “National Project Group (NPG)” to be very useful. She mentioned that during the gatherings of SGM, it was able to talk about EDINA, reflect, evaluate and gain new knowledge. External speakers were invited. She found these gatherings to be the most enjoyable. The NPG was useful in the sense that new speakers shared their knowledge, new research and relevant developments were presented and new projects were shared: “This makes you able to establish links and broaden your network.”

Eye-openers and new insights: the mother tongue

Notably, all PMs indicated that introducing the use of the mother tongue in education was the unexpected eye-opener for them. PM1 stated “I firmly opposed the use of the mother tongue in education and now this has totally inverted”, PM1 mentions this as the most useful thing he has learned during the project. PM2 mentioned the same subject as being valuably useful since knowledge was shared which she was able to implement directly in her lessons. Likewise, PM3 stated “I have been active in education for newcomers since 2000, and the general rule was: speak Dutch, speak Dutch, speak Dutch. In the meantime, my eyes are opened and I gained new insights. I think it’s important to implement and use the mother tongue of pupils where and whenever possible.” As mentioned before, PM4 stated that the most valuable insight gained from the project was the use and implementation of the mother tongue of pupils in the educational setting.

The value of the project: valuable for PE and SE

Although the PMs were not entirely sure, but all of them found EDINA equally valuable for primary education (PE) as it is for secondary education (SE). PM1 and 2 are active in secondary education and PM3 and 4 are active in primary education. The fact that all of them were positive about EDINA and its positive influence on their schools indicates that EDINA is equally valuable for PE as it is for SE. PM1 stated that “EDINA is equally valuable for both, though I had the impression that there was more emphasis on primary education, but we saw, learned and picked up a lot of things.” Likewise, after PM2 mentioned that she found it difficult to assess EDINA’s value for SE, she stated: “I think it is, it is definitely valuable for SE though, everyone will benefit from it in its own way.” PM3 stated: “EDINA is definitely equally valuable for both. It should be promoted for PE, formal education doesn’t have the Tools, knowledge and connection to LOWAN that we have. The extension to PE should be improved.” Similarly, PM4 indicates that EDINA is valuable for SE, but she is not sure about PE. She also made a distinction between Tools: she stated: “I think that the Tools of Finland and the Netherlands are valuable for both, but I’m not sure when it concerns differentiation, but EDINA is definitely valuable for SE.” The PMs refer to their own personal experiences and to their own field of expertise and field of education. All of them were pleased with EDINA and this implies that EDINA is equally valuable for SE as it is for PE.

Involvement of newcomers: limited voice

The interviews show that the voice of migrant students and their families is limited in all four schools. The PMs mention a number of reasons. PM1 stated that migrant students and their parents are often in a position of gratitude. “They are confident with what we do. In general, the students are positive without having a voice in changing or adjusting certain matters.” PM2 stated that they have a Students’ Council and that generally parents are not involved:

“not because they don’t want to, but they often are pleased and content with what we do and we respect that, but we are still working on this, that is for the pupils at least.”

Similarly, MP3’s school offers a Students’ Council which is also participated by parents and there is a great deal of parental involvement: “Once a week, in almost every class, parents are able to stay in class in the mornings. Methods and projects are explained to them and we play Kanjertraining games.” Another example he mentions is parental involvement behind the scenes of student performances: ‘they helped making masks for the pupils.’ PM4 states that the newcomers have a voice in her school in the form of a Student’s Council. Although, this is meant for students who were previously NAMS. She also mentions that during certain school hours, pupils are able to chose out of four activities in which they wish to participate. As in the school of MP3, sometimes, parents are able to stay in the mornings. “We are working on this with two teachers. The intention is that they take joint activities and this allows the school to be approachable for parents.”

Regarding parental involvement, they offer a Parents’ Council.” In addition, at the beginning of the school year, they have introductory meetings with parents. “We ask the parents and tell the parents that they are the experts, tell us about your child, home situation and what you find most important or the problems you encounter.”

Furthermore, MP1 mentions that it is difficult to give the pupils more voice, since migrant pupils and their parents stay only a short time in ISK: roughly one and a half year. Not to mention that since everything is new for the pupils, it more complicated to change anything, but it’s something to think about.” The interviews show no striking differences between PE and SE regarding this subject.

Future objectives: Tools, transition and evaluation

All PMs indicated that it was necessary to focus on the Tools. They do not see the necessity of a new project and instead they stated that more benefits would be gained if the Tools would be evaluated. All PMs indicate that the transition from the ISK setting to formal education should be taken into account. PM1 stated: “I think that there’s a problem in finding the proper way in sending those pupils away at the right level. He also mentioned that it was necessary to zoom in on the transition moments, in particular the transition from ISK to the following step (after ISK). PM2 stated that it was necessary to evaluate the pupils who are putting their first steps in further education. She stated: “The link from primary education to secondary education should be taken into account.” Similarly, PM2 argues for further research with regards to transition moments. Furthermore, she mentions that some ISK-pupils with a higher level in education are underestimated and not easily accepted in formal education: “that’s because they’re afraid that the former ISK-pupils cannot maintain the high levels of senior-general secondary education (havo) and pre-university education (vwo) or that they will miss certain subjects”. She argues for a solution to this problem.

Moreover, PM3 stated: “I, and maybe other teachers as well, don’t look forward to something new. I think it’s important to build upon this and to implement it in more schools. Focus on transition and multilingualism.” He argues for further development of the Tools and its implementation in more schools so that everyone is able to make use of it: “we just started and I really don’t look forward to a new project.” PM4 also believes that it is necessary to continue working on the Tools. The Tools should be implemented in more schools followed up by extensive analysis and evaluation: “so it should not be limited to ‘plan-do’ but extended to a ‘check-act’, in other words, what are the effects and impacts of the Tools on other schools.”

The inclusion of newcomers

PMs described the inclusion of newcomers in their schools in three words. Their choice of words shows that some PMs (PM3 and 4 from SE) referred to specific activities inspired by EDINA while others (PM1 and 2 from PE) referred to certain concepts. PM1 used the words “welcome, commitment and success” while PM2 stated: “safety, being seen, recognition: “despite them (pupils) lacking in the Dutch language, other skills are recognised.” PM3 stated: “Buddy Project, welcome and good integration. He mentions that newcomers are welcomed with open arms by both pupils and teachers and that integration has changed a great deal in his school. PM4 stated: “Language Buddy Project, Kanjertraining and the use of the mother tongue. Perhaps there is a difference between SE and PE or perhaps the choice of words is simply based on their personal experiences. Overall, PMs find it important that newcomers feel welcome and successful. Their potentials are recognised and different research-based activities are applied in schools to ensure that newcomers feel safe enough to develop themselves as much as possible socially, emotionally and intellectually.

5.5 Summary interview results

Table 5 relates a short summary of the interview results.

| Interview question | Project member 1 | Project member 2 | Project member 3 | Project member 4 |
|--|---|---|---|---|
| 1: What are the first words that occur to you when you think about EDINA? | Gathering additional knowledge, learning new situations in other countries Things I never thought of now serve as solutions | Inspired by the amount of knowledge researchers possessed Surprising: looking at the approach of Belgian colleagues Punctually accurate | Multilingualism Transition | NAMS Knowledge sharing and knowledge development Cooperation between 3 countries |
| 2: Do you feel like now your school should be considered as an expert school? | Uncertain about the label 'expert-school', but we made great progress | Uncertain about the label 'expert-school', but gained a great deal of knowledge and is able to share this with others | Uncertain about the label 'expert-school', but we are still working on it | Certain about the label 'expert-school' that's why we were approached by EDINA in the first place Added value of EDINA: learning about the use of the mother tongue in the educational setting |

| | | | | |
|--|--|---|---|--|
| <p>3: Do the newly arrived migrant students and their families have a voice in your school? How does that work?</p> | <p>Voice is limited, this is difficult to change due to the short stay of pupils in an ISK-setting and due to the overwhelming new situation for newcomers</p> | <p>Voice is limited, but there is a Students' Council.</p> <p>Parents are mostly not involved</p> <p>It is still in progress</p> | <p>Voice is limited, but there is a Students' Council</p> <p>Parental involvement includes: 'open morning hour' once a week and Behind the scenes at students' performances</p> | <p>Voice is limited, but we offer 'keuze uur' pupils may choose out of 4 activities during this hour,</p> <p>Students' Council and Parents' Council</p> <p>'Open morning hours'</p> <p>Introductory meetings with parents at the beginning of the year</p> |
| <p>4: Which activities of EDINA did you like most?</p> | <p>Meeting new people who experienced other situations</p> | <p>Workshops were insightful, especially those about language and working methods</p> <p>Did not attend exchanges</p> | <p>Workshop about testing</p> <p>Learning about the use of the mother tongue in education</p> | <p>Steering Group meetings</p> <p>Argument: we were able to evaluate, reflect and share new knowledge</p> |
| <p>5: Which activities of EDINA did you find most useful?</p> | <p>Learning about the use of the mother tongue in the classroom.</p> <p>I changed from being firmly opposed to a strong supporter</p> | <p>Workshops about the mother tongue</p> <p>I acquired a great deal of knowledge which I can implement directly in my lessons</p> | <p>Exchange with Gent (Belgium)</p> | <p>National Project group meetings (NPG)</p> <p>Argument: external speakers were invited, new research and developments were presented</p> |

| | | | | |
|---|---|---|---|--|
| <p>6: Is EDINA equally valuable for Primary Education as it is for Secondary Education?</p> | <p>I believe it is, but emphasis was more on PE. Still, a great deal of knowledge can be acquired from it</p> | <p>I believe it is Everyone will benefit in its own way</p> | <p>Definitely, it should be promoted and expanded to formal PE</p> | <p>Not quiet sure, Tools of Finland and Netherlands are equally valuable Not sure if this counts for differentiation</p> |
| <p>7: What would you do differently for a next time? What should be the focus of the next project?</p> | <p>Focus on the Tools. Zoom in on transition moments, particularly the transition from ISK to formal education</p> | <p>Evaluate learning process of pupils Zoom in on transition from ISK to further education Focus on the transition from PE to SE Focus on problems pupils encounter in further education: not being accepted because of certain prejudices about former ISK-pupils</p> | <p>Build on the Tools and experiences Implement Tools in more schools Zoom in on transition moments I'm not in favour of a new project</p> | <p>Build on the Tools Evaluate effects of Tools Implement Tools in more schools Not just 'plan-do' but also 'check-act'</p> |
| <p>8: Could you describe the inclusion of the newcomers in your school in three words?</p> | <p>Welcome Commitment Success</p> | <p>Safety Being seen Recognition of skills</p> | <p>Buddy project Warm welcome by both teachers and pupils Good integration</p> | <p>Language Buddy project 'Kanjertaining' Learning about the use of the mother tongue</p> |

Table 5: Summary interview results

5.6 Concluding statements

Although participants of the survey and those of the interviews did not have the same amount of experience with EDINA, the survey and interviews suggested that in general, participants were positive about EDINA or assumed that the Tools will have a positive effect on their schools and workplaces. Beneficial and relevant theoretical knowledge shared by EDINA was appreciated or put into practice. Research-based activities were applied in classrooms and were seen as positive. For the beginners (survey respondents), EDINA seems promising and with regards to the experienced ones (interview participants) EDINA added beneficial knowledge and great value to their schools and practical experience. The use of the mother tongue in education was the biggest ‘eye-opener.’ They are in favour of building on the Tools, implementing it on more schools and evaluating its effects. Moreover, they also wish that ISK-pupils are monitored in their transitions and that specially the transition from the ISK-setting to further formal education should be taken into consideration and should be improved.

6. Discussion and conclusion

In the following sections, the survey and interview results will be analysed on the basis of scientific literature discussed in the theoretical framework.

6.1 Survey and interview analysis

Attitudes

The survey was held to gain an insight into the expectations of non-project members. As mentioned before, non-project members visited only one, two or three gatherings of EDINA. Non-project members indicated whether they found the few gatherings of EDINA beneficial in several aspects. Agirdag (2010) stated that until 1990, attitudes related to bilingual

education in minority languages were in accordance with scientific literature in that time. Although, the respondents of the survey were not in a position to answer every question of the survey, the results of the survey indicate that the gatherings and scientific information spread by EDINA had a positive influence on their attitudes and they were positive about the organisation, its activities and tools. The majority found that the tools would have had a positive influence on their schools or working places. Agirdag (2010) also stated that currently, attitudes towards multilingualism are not in accordance with scientific literature since policy makers find it a threat to appropriate integration into society. Europe has witnessed the rise of far right-wing parties who advocate against immigration and anything related to them, such as their language. Authorities limited or stopped subsidizing any form of bilingual education and the main focus was on the societal language. The results of the survey indicate that scientific literature, even today, has an influence on attitudes, since the majority of the respondents were positively surprised by the information shared by EDINA.

In addition, the interviews with the project members were held to gain a better understanding of their experiences with EDINA. As mentioned before, project members attended every meeting and implemented the tools in their schools. Also, they were in a better position to provide advice for further research. The interview results indicate that since they participated in the EDINA-project, there was a positive shift in their attitudes towards multilingualism and the benefits of implementing native languages in the classroom. The latter finding is a real eye-opener to all project members. This is not in keeping with Agirdag (2010) who stated that currently attitudes related to multilingualism were not in accordance with scientific literature. Three of the four project members belong to the majority group and are not bilingual. Before participating in EDINA they found multilingualism threatening. This is in keeping with Peirce & Skutnabb-Kangas, 1994, who stated that multilingualism is often found threatening by educators who are not bilingual themselves. This interviews revealed that

scientific information and studies still have an influence on attitudes. This can be explained by the fact that project members had direct experience with practical tools based on scientific studies, since the tools were found positive and they personally experienced that the pupil's school results improved. Cummins (2000) also mentioned that educators and parents often think that implementing native languages in classrooms would have negative effects on the academic and L2 development of pupils. Several project members indicated that before they participated in the EDINA-project, they were of the opinion that the use of native languages in education was a disturbing factor in acquiring the Dutch language.

The influence of science on attitudes

Agirdag (2010) discussed to what extent scientific studies influenced attitudes concerning bilingualism and the use of the L1 in classrooms. It seems that throughout history, outcomes of scientific studies played an important factor in determining attitudes regarding this subject. Currently people in the public domain, such as right-wing policy makers who are against linguistic plurality gain a great deal of attention and support in their views. Even though, they increase in number and power, projects, such as EDINA, which are backed up by scientific studies are able to interfere. As shown by the interviews and surveys, by distributing knowledge, with the right guidance and by directly providing practical solutions, attitudes concerning bilingualism and the use of the L1 in education can be positively influenced.

Practices

Nortier (2017) mentioned that a solid foundation of the L1 forms a solid basis from which other languages can be acquired. The interview results show that the project members were positive about the pupil's results. They implemented research based activities in their classrooms in which they referred back to the linguistic rules of the L1 that the child owns.

This is also in keeping with Cummins (2000) in which he states that learning through the L1 is an effective way of acquiring the L2. Thus, those involved in the EDINA-project expressed their satisfaction about the way in which researchers gave knowledge, guidance or advice which had a positive affect on their attitudes regarding the implementation of the L1 in education. They were convinced that the L1 functions as an aid and should be involved in the (L2) learning process of students/pupils. Furthermore, one of the pedagogical strategies that EDINA encourages educators to apply in classrooms is translanguaging. Translanguaging is “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages” (p. 288, as cited in Lewis, Jones & Baker, 2012, p. 655). Those project members who have had experience with activities which involves translanguaging, such as ‘Kanjert training’ were seen as positive since through translanguaging, metalinguistic awareness and language awareness can be reinforced if applied correctly. In addition, project members mentioned several projects which they applied in their classrooms and which was encouraged by EDINA, such as ‘kanjer training’ and ‘buddy language project’. In both projects the L1 and the L2 are used as an effective way to learn the L2. Cummins (2000) mentioned several practices in which both the L1 and L2 are used to achieve an effective teaching/learning situation. He mentions, for example, the application of translanguaging in subjects other than language in which groups of students write a topic or personal experiences in the L2. During this stadium discussion about the connection between the two languages takes place. After receiving feedback from the teacher, they will then write the story in the L1.

Knowledge diffusion

According to Cummins (2000), in order to change hearts and minds, it is important to start off with the right knowledge about multilingualism. He states that in order for schools to provide

appropriate education for culturally and linguistically diverse children, “a first step is to learn what the research says about the role of language, and specifically children’s mother tongues, in their educational developments” (n.p.). The survey results indicated that even a limited amount of knowledge can have a positive influence, since respondents of the survey were positive about multilingualism after attending one, two or three gatherings of EDINA. Moreover, the interview results indicate that the participants were convinced about the positive impacts of learning through the L1. Not only were they convinced about the positive effects of implementing the L1 in classrooms, but were also in favour of knowledge diffusion regarding this topic. If ignorance about the use of the L1 in class is replaced with scientific facts, the minds of educators and policy makers will be broadened and it can have a positive impact on their attitudes towards multilingualism which eventually can lead to schools being more tolerant towards the implementation of minority languages.

Preconceived ideas

Next to the fact that immigrant children have been subject to traumatic experiences in their home country or during their journey to the host country, they also have to deal with discrimination or accusations. Project members indicated that there are preconceived ideas about children with an immigrant background. Educators often think that pupils who are about to exit the ISK-setting, are thought of not being able to cope higher levels of education (havo/vwo). This is in keeping with Simich et al. (2005) who stated that immigrants “perceived systematic discrimination in policy and practice ... especially with respect to employment and educational opportunities” (Simich et al., 2005, p. 259). Furthermore, the interviews show that the voice of migrant students and their families is limited in all four schools. Project members mention several reasons for this, including a limited amount of time.

6.2 Summary

Table 6 relates the discussion and findings discussed in the theoretical framework.

| Development of language policy related to minority languages in education. | | |
|---|---|--|
| | <u>Early assimilation – 1920 – 1960</u> | <u>Differentialist Turn —1960 - 1990</u> |
| In accordance with empirical studies in western countries | <p>According to empirical studies, linguistic assimilation was necessary:</p> <ul style="list-style-type: none"> - The notion of ‘one language, one nation’ gained popularity. - Monolingualism was a sign of ultimate loyalty to the country and indicated successful integration into society. - In some cases, research was un-objective to influence attitudes regarding immigration (<i>Bialystok, 2005</i>). - Bilingualism looked like a psychological problem, but, in reality, it had a political dimension. | <p>The study of Peal & Lambert (1962) caused a turning-point:</p> <ul style="list-style-type: none"> - Their research showed that bilingual children outperformed monolinguals in cognitive ability. - Previous research related to bilingualism overlooked variables, such as socio-economic status - A more pluralistic understanding of culture and linguistic differences - State sponsored teaching of linguistic minority languages in western countries. <ul style="list-style-type: none"> - The Welsh Language Act of 1967 |
| A breach between attitudes and scientific literature | <p><u>The Return of Assimilation – 1990 – present</u></p> <p>Scholars and policy makers disagree about the advantages of bilingualism:</p> | <p><u>EDINA’s contribution – 2018</u></p> <p>EDINA contributed in several aspects.</p> <ul style="list-style-type: none"> - Knowledge diffusion: knowledge spread by EDINA |

| | | |
|---|---|--|
| <p>Multilingualism is often seen as a threat by monolingual speakers</p> <p>Participants and project members who attended gatherings of EDINA were positive about multilingualism</p> | <ul style="list-style-type: none"> - Scholars argue in favour of advantageous academic and socio-economic outcomes. - Policy makers see bilingualism (minority languages) as a disturbing factor for integration into society. - Governments edited language policies and immigrants were put under pressure to avoid speaking the L1. - In the US and the Netherlands: dismantling of limiting bilingual education - Growing anti-immigrant sentiments in Europe causes immigrant children to be accused of being ungrateful and not willing to learn the societal language | <p>had a positive impact on attitudes. Both survey respondents and interview participants were in favour of more knowledge regarding multilingualism</p> <ul style="list-style-type: none"> - Attitudes: EDINA was an ‘eye opener’ for project members, especially with regards to the implementation of the L1 in education. - Practices: the knowledge that was spread by EDINA was directly applied in classrooms by project members. Those practice, which includes translanguaging, were seen as positive and project members were in favour of further developing the tools and monitoring and guiding students who exit the ISK-setting |
|---|---|--|

Table 6: summary discussion

6.3 Conclusion

The deployment of monolingual systems for every group of speakers in which they are treated the same linguistically does not fit the societal nor scientific context. There is no such thing as a monolingual Europe or Netherlands. Research is repeatedly in favour of multilingualism and hearts and minds can be changed by scientific studies as indicated in the theoretical framework and as seen in the interviews. Currently, the realisation is beginning to arise that the use of the L1 in education can be useful and beneficial and attitudes regarding multilingualism are becoming more positive. However small, EDINA made a contribution to

this development with regards to scientific research, attitudes, practices and knowledge diffusion. Yet, a great deal of work still needs to be done since the majority of the people who are more inclined to base their facts on what right-wing policy makers utter and who are against linguistic pluralism, still believe that multilingualism forms a threat to L2 acquisition and to society.

Moreover, the first two sub-questions were dealt with in the theoretical framework: what were attitudes towards bilingualism and the implementation of home languages in education throughout history in western countries and did outcomes of scientific studies have an influence on attitudes towards bilingualism and the implementation of native languages in education? The development of bilingual education varied throughout history in which governments at times encouraged or discouraged bilingual education. The policies were mainly based on and influenced by attitudes and notions concerning bilingualism and newcomers in general and whether the L1 formed a disturbing factor for L2 acquisition and integration into society. Those attitudes were mostly in agreement with scientific studies which showed either the advantage or disadvantages of bilingualism. Hence, attitudes related to bilingualism also varied. Bilingualism was seen as a ‘handicap’. Particular attention was paid to scientific studies, which at times lacked scientific objectivity, that ‘supported’ the disadvantages of bilingualism. Currently, a breach between science and attitudes is observed in which, primarily, right-wing policy makers advocate against linguistic plurality and believe that it will hamper proper integration. The two sub-questions formed a basis for the main research question: did the EDINA-project have a positive influence on attitudes of project members (who participated in the EDINA-project) and non project members with regards to the use of native languages in education. When combining the results of the interviews and surveys with the literature review, this thesis suggests that projects based on scientific studies, such as EDINA in which the focus lies on knowledge diffusion, education, correct guidance

and (practical) advice, have had a positive influence on attitudes of all project members and partly non-project members concerning the implementation of native languages in education.

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Appendix A

Survey questions

- 1: My general knowledge of Multilingualism and 2nd language acquisition has increased
- 2: There is enough knowledge available on multilingualism and language acquisition
- 3: I found the meetings that EDINA organized beneficial
- 4: I enjoyed the meetings of EDINA since I was able to build a network.
- 5: I enjoyed the contact with colleagues and other expertise.
- 6: I hope that more knowledge and activities are organized regarding this topic.
- 7: I wish to participate in the next project.
- 8: I have a better comprehension of multilingual students and the language acquisition process that they undergo while studying in the Dutch education system
- 9: The EDINA-Tools are very beneficial.
- 10: The use of the language of pupils in the educational setting helps them to acquire Dutch more easily.
- 11: All NAMS are becoming multilingual and they should be considered as such.
- 12: I plan to pay more attention to the multilingual capacities of my pupils.
- 13: EDINA has been an "eye-opener for me.
- 14: The pupils of my school fully enjoy the new pedagogical insights that EDINA has brought about/confirmed.
- 15: Certain aspects of the EDINA-Tools seem to me to be very useful for my lessons.
- 16: The Tools are able to make a positive contribution to my school.
- 17: I wish to receive support from the researchers who worked within EDINA.
- 18: EDINA offers enough guidance in order to get going with the Tools.

Interview questions

- 1: What are the first words that occur to you when you think about EDINA?
- 2: Do you feel like now your school should be considered as an expert school?
- 3: Do the newly arrived migrant students and their families have a voice in your school? How does that work?
- 4: Which activities of EDINA did you like most?
- 5: Which activities of EDINA did you find most useful?
- 6: Is EDINA equally valuable for PO as it is for VO?
- 7: What would you do differently for a next time? What should be the focus of the next project?
- 8: Could you describe in three words the inclusion of the newcomers in your school?

Appendix B

• Projectmember 1

I: De eerste vraag die ik zou willen stellen is als je aan EDINA denkt, wat zijn dan de eerste woorden die in je hoofd opkomen?

P: Heel interessante jaren met veel aanvullende informatie, kennis, situaties leren, ja dan ga ik een heel verhaal maken misschien, situaties leren kennen in andere landen, oplossingen die ik zelf niet had bedacht nu aangrijp krijgen en het heeft even tijd gekost, maar ik ben er nu van overtuigt dat het meerwaarde heeft, dus meerwaarde voor de onderwijspraktijk.

I: Denk je dat je nu als een expert- school mag worden beschouwd, of jij als een expert kan worden beschouwd?

P: Dat vind ik een hele lastige, want daarvoor ken ik eigenlijk niet goed genoeg andere scholen. Ik weet van redelijk veel situaties af, maar ..., dat durf ik niet te zeggen. Ik denk wel dat we als afdeling op het Olympia college behoorlijk stappen gemaakt hebben met elkaar, uitmondend onder andere in een presentatie. Dus we zijn zeker richting expert gegaan of we dat echt zijn dat vind ik moeilijk.

I: Ja, welke activiteit van EDINA vond je het leukst?

P: Nou, het leukst weet ik niet, maar het belangrijkste het hele verhaal rondom het inzetten van de thuistaal waarvan ik oorspronkelijk gewoon een uitgesproken tegenstander was [lachen] en waar ik nu in om ben gedraaid.

I: Dit ligt eigenlijk in het verlengde van welke activiteit vond je het nuttigst?

P: Ja, deze, en wat ik leuk vind--ik vind het leuk om diverse mensen uit andere situaties te ontmoeten, dat vond ik ook gewoon leuk.

I: Ja, is EDINA even waardevol voor het primair onderwijs als voor het voortgezet onderwijs denk je?

P: Ja dat denk ik wel, hoewel ik neig naar dat de nadruk wat meer richting primair lag dan naar het voortgezet.

I: Ja, en wat zou eventueel ook--als d'er een volgende keer zou zijn, wat zou je dan anders gezegd--wat zou de focus van een volgend project zouden moeten zijn? Dus wat zijn eigenlijk de lacunes waar je zegt van: "Nou daar zou in een volgend project wat verder de diepte in kunnen gaan?".

P: Nou toch, al is dat de tool die je in Nederland verder opgepakt is, ik zou toch dieper willen inzoomen op de transitie momenten, en dan met name de transitie vanuit ISK naar vervolg. Ik denk dat daar nog steeds een redelijk probleem ligt om ze op een goeie manier, op het juiste niveau weg te kunnen zenden.

I: Ja, en als het gaat om bijvoorbeeld vakonderwijs bijvoorbeeld: het inzetten van--vooral met

betrekking tot het secundaire onderwijs. Zou dat misschien nog een punt kunnen zijn waar een EDINA-plus of een EDINA-twee-punt-nul zich op meer zou kunnen richten of is dat niet echt noodzakelijk? Want je zei net van dat het nadruk toch meer op primair onderwijs lag dan op secundair onderwijs.

P: Ja, ik denk dat dat wel zo was, maar dan nog hebben we voldoende dingen kunnen zien, leren, meenemen die voor ons ook van belang zijn. Daar zou ik eigenlijk nog over na moeten gaan denken.

I: Ja, kun je in drie woorden de inclusie van nieuwkomers in je school beschrijven? Nah, als het vier woorden zijn, is het niet erg hoor [lachen].

P: Welkom, inzet en succes.

I: Mooi, ik heb nog één vraag overgeslagen zie ik nou. Hebben de nieuwkomersleerlingen en hun families wel een stem in je school? Zo ja, hoe werkt dat?

P: Wie hebben invloed?

I: Nieuwkomersleerlingen en hun families, hebben ze een stem in jouw school, zo ja, hoe werkt dat bij jullie?

P: Ik denk dat de stem heel beperkt is, ik denk dat (onhoorbaar) ouders heel blij zijn als hun leerlingen op school zitten en heel erg in een soort dankbaarheidspositie zitten en vertrouwen hebben in wat we doen en dat leerlingen eigenlijk over het algemeen ook heel positief zijn ingesteld, zonder dat ze een rol hebben of pakken die zaken aanpast of verandert, dus ik geloof niet dat we ze heel veel stem geven.

I: Ja heb je een idee hoe je dit misschien kunt veranderen?

P: Nou, dat vind ik een lastige, ten eerste omdat zowel leerlingen en daarmee ook ouders relatief kort binnen een ISK-setting functioneren, anderhalf jaar gemiddeld en dan stromen ze uit. Dus dat is vrij kort. En voor leerlingen is het vaak allemaal zo nieuw dat het ingewikkeld is om daar verandering in te krijgen. Wat niet weg neemt dat het interessant is om d'r over na te denken, maar ik heb daar nu geen antwoord op.

I: Nee, misschien ook iets voor een EDINA (onhoorbaar) [Lachen]

P: Wellicht.

I: Oké, ja, dank je wel.

P: Graag gedaan.

- **Projectmember 2**

I: Ja, dus, als je denkt aan EDINA, wat zijn de eerste woorden die in je hoofd opkomen?

P: Oké, nou inspiratie, bewondering voor de hoeveelheid kennis die d'er was, heel veel parate kennis bij de mensen die het aanboden. En ja ik vond het ook heel verassend de inblik naar de collega's in België, echt punctueel accuraat, dus ja, inspirerend vooral.

I: Oké, bedankt. Denk je dat je nu als een expert school mag worden beschouwd?

P: Ja dat is grappig dat je dat vraagt, want toen ik in het begin hier instapte, toen was dat mijn vraag ook van "Waarom zouden wij een expert school zijn", want wij zijn eigenlijk als Olympia college, begreep ik toen van Chris ingestroomd, omdat andere scholen hadden zich niet aangemeld en wij waren de enige die reageerde, maar nu zo gaandeweg een eigen (onhoorbaar) doordat we die workshop gaven dacht ik van "Nou ja, we hebben d'r toch wel heel veel kennis uit gehaald". Dus of wij nou expert zijn per se dat weet ik niet, maar ja je kan wel iets overdragen aan anderen, dat wel, dat wel.

I: Oké bedankt, hebben de nieuwkomersleerlingen en familie wel een stem in je school en zo ja hoe werkt het?

P: We zijn begonnen met de leerlingenraad, als je dat bedoelt, dat is bij ons een beetje lastig, want wij hebben heel veel leerlingen zonder ouders. Die zitten (onhoorbaar) die vallen onder (onhoorbaar). Die leerlingen zijn alleen. En heel veel ouders zijn wat minder betrokken, niet dat ze geen interesse hebben, maar die al snel hebben van: "Wat de docent zegt is goed", en daar hebben we dan heel veel respect voor, maar wat betreft de leerlingen, zijn we daar wel mee bezig.

I: Oké, en welke activiteit van EDINA vond je het leukst?

P: Ja, ik vond die workshops heel verhelderend. Eigenlijk wat ik meest meegemaakt heb zijn de workshops. Ik ben dus niet op de uitwisselingen geweest. En die over de werkvormen en over de taal die vond ik echt super interessant.

I: Oké, en welke activiteit vond je het nuttigst?

P: Het nuttigst, die workshops over de thuistaal, de moedertaal. Dat is ook waar de workshop over ging dat daar (sic) hebben heel veel praktische informatie uit gehaald die ik kan toepassen in mijn lessen.

I: En van de vorige activiteiten van EDINA?

P: De vorige activiteiten?

I: Ja, van de twee vorige jaren?

P: Nou ik ben laat aangeschoven, ik heb die workshops meegemaakt en ik ben toen een keer mee geweest met het testen van die tools helemaal, ja dat eigenlijk.

I: Oké, en is EDINA even waardevol voor PO als voor VO?

P: Ik denk het wel, ja ik kan het heel moeilijk inschatten voor het PO, maar wat ik daarvan terug gehoord hebt, voor ons was het waardevol, voor het VO en ik neem aan--maar of dat nou evenveel was dat vind ik lastig te beoordelen. Ieder haalt z'n eigen ding uit denk ik maar.

I: De twee werken goed samen?

P: Ja, dat zeker wel.

I: Oké, en als er een volgende keer zou zijn, wat zou je anders doen? Dus wat zou de focus van het volgende project moeten zijn?

P: Wat jullie focus moet zijn of mijn focus?

I: De twee, een focus van de volgende project en jullie inzet als jullie werken met het project?

P: Oké, even denken hoor, wat ik een belangrijk focus vind--misschien, maar dat is er niet zo goed uitgekomen, inderdaad het volgen van onze leerlingen naar het vervolgonderwijs toe. Dat is er nu niet echt van gekomen. Ja, meer koppeling met het vervolgonderwijs maken moet nog, dus waar gaan ze naartoe?

I: Na ISK dus?

P: Ja, bij ons gaan ze bijvoorbeeld naar het MBO en dat is een hele andere cultuur, heel veel kunnen zich daar beter op voorbereiden dus dat er wel de koppeling van basisschool naar voortgezet onderwijs vindt en ik denk dat, voor ons is dat dus naar beroepsonderwijs, maar ik weet ook van bijvoorbeeld leerlingen die hoger uitstromen dat die vaak onze leerlingen de ISK leerlingen, niet zo makkelijk accepteren, omdat ze bang zijn dat de leerling op het havo vwo niet mee kunnen komen of omdat ze bepaalde vakken zullen missen. Ja, hoe je dat op zou kunnen lossen op het hoger niveau zeg maar.

I: Kun je in drie woorden de inclusie van nieuwkomers in je school beschrijven?

P: Hoe zij binnen onze school passen?

I: Ja. (onhoorbaar)

P: Kan je de vraag iets specifiekers-- ...,

I: Dus gewoon drie woorden om de inclusie, de ontvangst van nieuwkomers te beschrijven.

P: Ja, ik denk veiligheid, dat denk ik, dat hoop in in ieder geval, om ze mee te kunnen geven.

I: Dat bieden jullie?

P: Dat hopen wij, tenminste daar zijn wij mee bezig, ik hoop dat dat voor die leerlingen zo voelt. Gezien, dat ze gezien worden, dat vooral en ja dat ze ook--misschien spreken ze de taal niet, maar dat ze andere dingen wel heel goed kunnen, ik denk dat dat de belangrijkste dingen zijn.

I: Oké, dus de andere vaardigheden?

P: Juist, ja, andere competenties, dat denk ik, dat hoop ik dat die kinderen dat ook zo voelen (onhoorbaar).

I: Hopelijk, ja.

I: Ja, dat waren mijn vragen, zou je iets willen toevoegen?

P: Nee, naja nogmaals ik heb echt heel veel aan dit project gehad en ik ben heel benieuwd naar het vervolg.

I: Oké bedankt.

P: Jij ook.

- **Projectmember 3**

I: Yes, wat is uw naam?

P: Arie van den Berg.

I: En op welke school werkt u?

P: Kameleon.

I: Kameleon, Oké, top.

I: Nou, de eerste vraag is, als je denkt aan EDINA wat zijn dan de eerste woorden die in je hoofd opkomen?

P: Meertaligheid en transitie.

I: Oké, en denk je dat de school waar je werkt nu als expert school gezien mag worden op dit gebied?

P: Op weg naar een expert zou ik willen zeggen eigenlijk. We zijn er wel mee bezig, maar ik bedoel het heeft nog niet alle handen en voeten die het eigenlijk zou moeten hebben, nee.

I: Vrij recent nog natuurlijk allemaal.

P: Ja, klopt precies, het is echt in ontwikkeling, maar we zijn er wel mee bezig.

I: Oké en bevalt het?

P: Ja, ik vind het echt interessant, ja.

I: Leuk, ja.

I: Hebben de nieuwkomersleerlingen en hun families een stem binnen de school?

P: Hoe bedoel je een stem binnen de school?

I: Dat ze inspraak hebben in bepaalde zaken.

P: We hebben wel een MR-medezeggenschapsraad dus er zitten ook ouders in ook wel (onhoorbaar) ouders van kinderen die wat langer op school zitten, maar dat is eigenlijk het enige.

I: En de ouderbetrokkenheid, doen jullie daar iets mee?

P: Die is vrij groot moet ik eerlijk zeggen, bijna elke klas heeft wel een ouderinloop-ochtend één keer per week, vooral de onderbouwgroepen, groep één, twee en groep drie en vier hebben dat ook en de schakelklassen is dat ook één keer per week is er een ouderinloop ochtend en dan wordt er iets gedaan, wordt er iets uitgelegd over de methode die we hebben of doen wat spelletjes van de kanjer-training of we hebben een project dan gaan we dus de ouders uitleggen waar het over gaat en we hebben wel een behoorlijke mate ouderbetrokkenheid.

I: Ja, ik had net tijdens de workshop ook gehoord dat er bijvoorbeeld maskers werden gemaakt samen met de ouders die dan in een voorstelling in een theater gebruikt worden enzo.

P: Ja, klopt gisteren was dat inderdaad, gisteren hebben we die voorstelling gehad, ja.

I: Leuk.

I: Welke activiteit van EDINA vond je het leukst?

P: Wat ik heel erg leuk vond is voor ons de training om ook met die--dat heeft Suzan toen ook laten zien, met die verschillende soorten testen die je dan ook kon doen en dat inderdaad ook kinderen heel erg anders op reageren. Dat vond ik echt een hele erge leuke activiteit en ik vond het echt een eyeopener, want ik werk nu sinds 2000 in het nieuwkomersonderwijs en er werd altijd gezegd van "Nederlands praten, Nederlands praten, Nederlands praten", maar inmiddels zijn mijn ogen wel geopend ik denk van ja, d'er zijn andere inzichten en het is ook belangrijk om inderdaad ook de taal van de kinderen ook te gebruiken voor zo ver mogelijk.

I: Dat is wel natuurlijk een hele omslag in de afgelopen jaren geweest.

P: Ja, absoluut, zeker weten, dat klopt helemaal.

I: Welke activiteit vond je het nuttigst?

P: Moet ik even nadenken..., Wat ik heel erg leuk vond was de uitwisseling die we hebben gedaan met Gent. We zijn dan met het team op een vrije dag in november vorige jaar, twee jaar geleden zijn we in Gent geweest met een uitwisseling en dat vond ik ook zo van: "Jeetje daar wordt ook wel heel anders gewerkt, daar in België".

I: Ja, zag je veel verschillen?

P: Ja, ik zag echt heel veel verschillen en ook zo van dat ze ook eigenlijk heel weinig materiaal, bijna geen methodes ofzo hebben. Zo van, heel veel leerkrachten moeten zelf eigenlijk maar een beetje het wiel uit zien te vinden en dan is het bij ons--

I: Maar het is wel heel lastig natuurlijk.

P: Ja, het is wel lastig dat klopt, maar kijk bij ons, ik zit natuurlijk zelf ook in LOWAN, maar we hebben natuurlijk ook zo een LOWAN die ook met heel veel dingen komt en studiedagen organiseert en een website met allemaal materiaal die je gratis kan downloaden enzo.

I: Ja, heb je iets meer om aan vast te houden.

P: Klopt, dat is wel zo, want ik heb toen ook aan die Gentenaar die website van LOWAN laten zien, die waren helemaal zoiets van: "Wauw dat jullie dat hebben enzo". Dus zij kunnen dat ook gebruiken uiteraard natuurlijk wel.

I: Denk je dat EDINA even waardevol is voor het primair onderwijs als voor het voortgezet onderwijs?

P: Nou, zeker wel, want ik heb net die website gezien, van jullie, en ik heb ook al tegen Sergio gezegd "Ja dat moeten jullie ook promoten voor basisonderwijs". Kijk want wij weten dat het er is, wij weten dat het bestaat, maar het gaat met name natuurlijk om hoe ga je om met tweedejaars nieuwkomers en de meeste gaan naar het reguliere basisonderwijs en ja, die leerkrachten hebben niet al die tools die wij natuurlijk ook hebben of al die kennis of al die links naar LOWAN toe. Dus ik denk van ja, het is belangrijk om inderdaad ook uitzet ook naar het basisonderwijs beter maken. Dus daar kunnen ze zeker wat mee, want ik vond het echt een hele leuke tool.

I: Jazeker met de website, die nu online is. Dat is zo bruikbaar, denk ik.

P: Ja, ook zo leuk gedaan met die giraffe, met die pootjes en dan de ruitjes van die giraffe zijn dan dus de links. Ik vond het supermooi, echt heel mooi.

I: Ja, ik denk ook echt dat het praktisch heel veel waarde heeft.

P: Ja, ik ga morgen echt goed kijken erop, ja echt leuk.

I: Als er een volgende keer zou zijn, wat zou je dan anders doen, wat zou de focus van het volgen project moeten zijn?

P: Als er weer een EDINA-project zou komen?

I: Ja.

P: Nou, ik denk dat het wel belangrijk is om hierop voor te borduren, dat het gewoon eerst op scholen wordt geïmplementeerd, de transitie en die meertaligheid. Ik weet niet of leerkrachten dan nu althans ikzelf, op iets nieuws zit te wachten, nee.

I: Dus vooral dit als basis gebruiken?

P: Ja echt dit verder ontwikkelen en dat inderdaad implementeren dat iedereen het gaat gebruiken ook, want ja bij ons staat het nu ook wel in kinderschoenen, moet ik zeggen dat ik denk van, weer een nieuw project, zou ik zelf denk ik van afhaken.

I: Ja, zeker omdat het nu gewoon, best wel goed gaat, is het wel belangrijk om juist hiermee verder te gaan.

P: Juist precies dat klopt, omdat het ook een plek krijgt op diverse scholen en ook op meer scholen via die EDINA-site op gewone basisscholen dus ik zou zelf niet echt een voorkeur hebben nu voor een nieuw project, nee.

I: En vind je dat het meer bekendheid zou moeten hebben binnen Nederland?

P: Ja, dat vind ik sowieso al.

I: En dan in vorm van events bijvoorbeeld, meer landelijke congressen?

P: Of inderdaad presentaties op een-of-andere onderwijscongres, weet je zo iets dergelijks of misschien via die PO-raad ofzo, dat er dingen worden verspreid of misschien zelfs wel een keertje in het onderwijs blad, weet je wel, in de AOB, daar een artikel over schrijven, zo iets dergelijks, want dat heeft ook een heel groot bereik zo een onderwijsblad en heel veel mensen lezen dat dan en tegenwoordig op heel veel scholen in Nederland zijn heel veel mensen met nieuwkomers hebben ze mee te maken. In elke stad zijn ze natuurlijk wel te vinden, of dorp.

I: Oké, en dan de laatste vraag. Kun je in drie woorden de inclusie van nieuwkomers in je school beschrijven?

P: De inclusie?

I: Ja, dus hoe de nieuwkomers in jullie school ontvangen worden, zeg maar.

P: Oh, ja hoor, we hebben een maatjesproject, kinderen die nieuw bij ons school zijn worden gekoppeld aan een taalmaatje, die dezelfde taal spreekt. Je hebt natuurlijk gehoord bij mijn collega Karin.

I: Ja, klopt.

P: Ja dus dat is iets heel ergs belangrijks.

I: Echt heel mooi trouwens ook.

P: Ja heel erg leuk, ja dat werkt ook echt heel erg goed. Ja, wat we dan ook hebben is van dat-we hebben dus eigenlijk ook wel meertalige klassen in onze gewone reguliere onderwijs ook en alle kinderen die er zijn hebben vaak een andere taalachtergrond dus die kinderen hebben allemaal beetje in dezelfde schuitje gezeten. Dus vaak is het ook zo van als een kind nieuw in de klas komt, wordt het met open armen ontvangen. Kinderen hebben gewoon ook zelf al meegemaakt van: "Ik was ook nieuw en ik kwam in een schakelklas en ik wist ook niet zoveel". Dus ja, kinderen worden ook wel heel erg warm onthaald door de leerkrachten maar ook door de andere kinderen.

I: Zeker die andere kinderen spelen denk ik ook al een hele belangrijke rol bij dat verwelkomen. Merk je dat er veel veranderd is in de afgelopen jaren met hoe de nieuwkomers, zeg maar, integreren binnen de Nederlandse scholen?

P: Ja, merk ik wel. In ieder geval bij onze school sowieso wel, want onze klas bestaat bijna voor de helft uit nieuwkomers dus die klassen zijn gewoon echt super multicultureel. Maar ja, je ziet ook van--zie je dan ook gister in zo een kinderfeest hoe die kinderen met elkaar omgaan op zo een podium enzo. Dat is gewoon hartstikke warm om dat zo te zien, echt waar.

I: Nou, dus positief over EDINA, concluderend?

P: Ja, zeker weten.

I: Nou, hartstikke goed om te horen, nou dat was het, dank je wel.

P: Oké, prima, dank je wel.

- **Projectmember 4**

I: Zou je misschien heel kort willen vertellen wie je bent en voor welke organisatie je werkt?

P: Ja, Firdevs Durgut, directeur van basisschool de Kameleon in Rotterdam-Zuid, bij stichting Boor: bestuur openbaar onderwijs Rotterdam.

I: Oké, als je denkt aan EDINA, wat zijn de eerste woorden die in je hoofd opkomen?

P: NAMS dat staat voor de nieuwkomers. Die benaming hebben we gegeven om met z'n alle over hetzelfde te spreken, namelijk over de nieuwkomerskinderen. Kennisdeling: kennis uitbreiding: daar staat EDINA ook voor mij. Samenwerking tussen drie landen, zo in het kort.

I: Oké, denk je dat je nu als een expert school mag worden beschouwd?

P: Ja, en sterker nog, dat werden we al beschouwd, en vandaar dat wij ook wel gevraagd zijn om in het project te participeren en dat is ook vanaf het begin eigenlijk door de onderzoekers aan ons teruggegeven van: "Joh jullie zijn expert-school en jullie doen al hele goeie dingen en dat is ook wel de reden dat we jullie hierbij betrekken".

I: Oké, heeft het dan wel een toegevoegde waarde gehad?

P: Ja dat was eigenlijk ook wel--heel vaak kwam het ter sprake in de meetings van wat voegt het ook aan ons als kennis toe. En ik moet zeggen dat bijvoorbeeld de moedertaal en gebruik van inzet van moedertaal om een nieuwe taal te verwerven dat dat echt wel één van de inzichten is dankzij EDINA dat voorheen dat wij echt wel dachten van "Naja, vooral Nederlands spreken en blijven spreken", is dat één van de dingen waarvan ik denk: "Oké ja, weet je, dat heeft het ons ook echt wel gebracht" en maar ook doordat je, zeg maar, met elkaar in gesprek en dialoog bent dan doe je ook weer nieuwe ideeën zelf op. Dus door dialogen aan te gaan en met elkaar te spreken en te sparren kan je ook weer nieuwe ideeën op doen en ontwikkelen.

I: Ja, precies. Oké hebben de nieuwkomersleerlingen en hun families wel een stem in jouw school en hoe werkt dat?

P: De nieuwkomerskinderen hebben een stem in mijn school en die zie ik even terug in,

eigenlijk in bijvoorbeeld het keuze uur wat wij op school hebben, waarin zij dan mogen kiezen uit vier activiteit waar zij aan willen deelnemen. Dat is een stukje, een heel klein voorbeeld van hoe wij ze een stem daarin geven. Ik heb ook wel een leerlingenraad en daar moet ik eerlijk bekennen dat dat leerlingen zijn vanuit de reguliere groepen, maar als je kijkt naar hun achtergrond zijn het dus schakelklasleerlingen, NAMS geweest. En als het gaat om ouders dan hebben wij ook een ouderraad, hebben we een medezeggenschapsraad uiteraard en ja ouders kunnen altijd wel deelnemen, en ik zit even heel hard te bedenken hoe we het daar dan actief bijvoorbeeld, ze bij betrekken. Ik denk dat dat de inloopochtenden zijn waar, bijvoorbeeld nu twee leerkrachten mee aan de slag zijn gegaan van de schakelklassen om daar gezamenlijk met de ouders activiteiten te ondernemen, maar waarbij je ook de school laagdrempelig maakt voor ouders. Doordat je het contact hebt komen ze dan eerder naar je toe en leren ze ook de Nederlandse cultuur kennen, maar ook onze schoolcultuur van Kameleon: wat willen wij van de ouders, wat verwachten wij. En wij hebben aan het begin van het schooljaar hebben wij bijvoorbeeld ook kennismakingsgesprekken waarin we de ouders juist bevragen op vertel ons: "Uw bent de expert, vertel ons over uw kind en over uw thuissituatie en wat u belangrijk vindt of waar u tegenaan loopt." En dat vind ik ook wel een voorbeeld van (onhoorbaar).

I: En in welke taal communiceren jullie met de ouders?

P: Vaak is het Engels en als Nederlands niet gaat--en we zien ook wel dat ouders echt wel een tolk meenemen of iemand in een vriendenkring, familiekring. Soms nemen ze echt een tolk mee. En als het gaat echt om complexe. (Pauze)

P: Dus ze nemen zelf iemand mee die de Nederlandse taal spreekt, soms is het ook echt een tolk, een professionele tolk. En als het gaat om complexe gesprekken, en ik merk dat het, zeg maar, ouders er niet goed uitkomen dan bel ik zelf ook de tolk telefonisch.

I: En hebben jullie ook aan gedacht om de ouders in te zetten voor taalkundige activiteiten?

P: Bedoel je de ouders zelf?

I: Ja, want zij spreken dan de moedertaal, de eerste taal, om ze dan ook in te zetten voor bepaalde activiteiten of hebben jullie nog niet zo ver gedacht?

P: Ja we hebben wel wat enkele voorbeelden, als het gaat om bijvoorbeeld voorlichting dat we dan een ouder vragen van wil je het dan vertalen voor een groep en dan de grootste groepen, taalgroepen die we dan hebben.

I: En voor de kinderen in de klas, zeg maar.

P: Nee, dat niet, ik merk wel, weg hebben wel die ouderinloop-ochtenden waarbij ze natuurlijk met hun kind--dus daar maken dan wel gebruik van, maar niet echt een ouder die dan bijvoorbeeld aan het meehelpen is om de kinderen (sic), dat niet.

I: Oké, dan gaan we door. Welke activiteit van EDINA vond je het leukst.

P: Welke activiteit? Ik moet zeggen de stering group meetings dat was echt met de projectleden, zeg maar, projectgroep leden. Dan hadden we tweedaagse en dan bij elkaar komen met elkaar gewoon praten over EDINA, ontwikkelen, dat waren, volgens mij, voor mij

in ieder geval de meest mooie momenten.

I: En waarom?

P: Naja, weet je, ook omdat je lekker af en toe--lagen we ook allemaal, of de meningen waren heel erg verdeeld. Dat kon ook, dan kwamen we elke keer weer uit en dan weer vooruitblikken, maar ook omdat het programma--vond ik heel divers samengesteld was waarin we en met zelf van naja hoe moeten we verder met het project, wat is er nodig, maar d'er waren altijd ook externen bij die dan ook even reflecteerden of evalueerden. Maar ook echt sprekers, professoren, of weet ik veel wat, die dan werden uitgenodigd. Dus daar deed je dan ook weer nieuwe kennis op.

I: Oké, dat is duidelijk. En welke activiteit van EDINA vond je het nuttigst?

P: Ik denk ook wel hetzelfde, de steering group meetings. Ik moet zeggen dat in het begin hadden we ook wel national project group meetings dat heette zo, NPG, geloof ik, en ook daarin werden verschillende sprekers of onderzoeken of relevante ontwikkelingen, projecten die kregen een podium. En die vond ik ook heel nuttig, want daar kon je zeg maar dwars verbanden maken en ook wel linken hé netwerken.

I: Oké, is EDINA even waardevol voor PO als voor VO?

P: Oe, dat is een moeilijke vraag voor mij om te beoordelen of het ook voor VO heel waardevol is geweest. Nou, ik denk het wel. Als het gaat om bijvoorbeeld moedertaal en leerkrachtvaardigheden of je nou voor PO of VO dus--zeg maar, de tools die eigenlijk Finland en Nederland hebben ontwikkeld daar denk ik wel van dat is voor beide heel zinvol geweest en als het gaat om differentiatie dan weet ik het eigenlijk niet of dat meer zeg maar op PO geënt is, ik kan daar heel goed mee uit de voeten, maar of het even bruikbaar is voor VO dat durf ik niet zo te zeggen.

I: Oké, als er een volgende keer zou zijn, wat zou je anders doen? Wat zou de focus van het volgend project moeten zijn?

P: Even nadenken hoor, wat er anders zou moeten. Of het vervolg zei je hé.

I: Ja.

P: Naja, kijk, ik denk we hebben nu allemaal tools ontwikkeld hé en dat is ook echt wel door inbreng van ons geweest, de expert-scholen, die zijn d'er ook in verwerkt de goeie voorbeelden, maar tegelijkertijd ook vanuit de onderzoekers, theorie en wat is dan goed om in de praktijk te doen. Nu heb je die tools en die zijn gelanceerd en ik denk dat het goed is om daarmee aan de slag te gaan en te kijken van naja hoe gaan we dit borgen en wat zien we dan en wat betekent dit dan voor nieuwe scholen die daarmee aan de slag gaan en nieuwe kennis ophalen. Dus dat je echt wel nu--je hebt een tool en dan vervolgens. Dus niet alleen maar plan-do, maar dat we ook zo van een check-act van hé wat zien we daarin aan effecten bij anderen?

I: Eigenlijk evalueren.

P: Ja, precies, ja.

I: Kun je in drie woorden de inclusie van nieuwkomers in je school beschrijven?

P: Ja, ja, in drie woorden de inclusie van nieuwkomers. Taalmaatjes project, kanjer-training en inzet van moedertaal.

I: Zou je dat nog willen toelichten of was dat het?

P: Ja, ik focus me heel erg op datgene wat je zei. Kijk, met kanjer-training zijn we heel erg bezig van hé dat de kinderen gewoon het welbevinden van de kinderen, dat vinden wij heel belangrijk, dat de kinderen zich welkom voelen, veilig voelen en dat we heel veel vertrouwen in ze hebben en dat we hoge verwachtingen--dat is zeg maar een beetje basis van die kanjer-training, dus sociaal-emotionele methode. Nou, en die vind ik heel belangrijk als het gaat om inclusie, van je hoort erbij en je bent er en niet van nieuwkomer als extern, maar ook dat het-- en dat heb ik niet als woord benoemd, maar wij hebben de schakelklassen gewoon op onze basisschool met de reguliere onderwijs en er worden gezamenlijk heel veel activiteiten ondernomen, uitstapjes, dan mixen we ook de groepen. Dus de kinderen zijn niet een aparte school ergens waarbij ze daarna nog een transitie moeten doorstaan, maar ze komen al kinderen tegen. En wat ook een mooie van mijn school is, is dat de kinderen sowieso in de reguliere groepen ook vaak zelf ex-schakelkinderen zijn, waardoor ze dus ook wel goed aanvoelen waar de kinderen mee te dealen hebben en dat is met taalmaatjes project is het zo dat ze dus een taalmaatje hebben in de regulier groep die de Nederlandse taal goed spreekt of een beetje spreekt en die ze helpt van joh wat is er op deze school, wat zijn de regels en afspraken, loop je ergens tegenaan, heb je vragen kom naar me toe en dat vind ik ook wel een mooie vorm van inclusie. En dan had ik er nog één genoemd, maar die weet ik even niet meer.

I: Taalmaatjes.

P: Die had ik al toegelicht.

I: Ik ben die andere twee ook vergeten, ik weet het ook niet meer.

P: Stom he [lachen]

I: Ja geeft niet, maar zou je nog iets anders willen toevoegen of suggesties, commentaar, misschien iets wat verbeterd moet worden?

I: Ik moet zeggen, kijk bij de jongste kinderen vier-vijf jarige dan gaan ze meteen in groep één, twee bij ons. Dus vanaf zes jaar zitten ze in de schakelklassen en ja dat vind ik opzicht ook wel goed hé, want je vermindert het aantal transitie momenten voor die kinderen. Aan de ander kant vind ik wel daar komen de kinderen dan weer natuurlijk heel veel individuele aandacht te kort, spreektijd en dat is wel wat mijn leerkrachten bijvoorbeeld zeggen van naja weet je: "Ik zou hier één-op-één veel meer met het kind gewoon willen oefenen en verder willen brengen, maar dat gaat niet als die niveauverschillen zo enorm groot zijn." Dus weet je ja, en dat is ook in EDINA onderzocht, van research, van wat is dan effectiever of je dan meteen inclusief moet doen of juist in een aparte klas en ik denk wel dat het een goeie vorm is wat wij aan het doen zijn, namelijk een jaar als het kan korter, als het moet, langer maar dan echt voor uitzondering dat de kinderen wel gewoon even die speciale aandacht, instructie en ja, tijd krijgen om een beetje de taal te leren, de schooltaal zodat ze gewoon daarna dan wel

goed meekunnen.

I: En zou EDINA daar nog iets voor kunnen betekenen?

P: Nou ja, ik zou niet kunnen bedenken even wat op dat gebied, maar ik denk wel dat wij--, kijk onze visie is geweest, altijd op de Kameleon, voor de komst van EDINA ook, van in een schakelklas en dan zo snel mogelijk doorstromen hé. D'er zijn scholen die echt een halve jaar tot twee jaar verlengen en wij zeggen: "Nou als je dat doet dan onthoud je eigenlijk ook de kinderen weer, want dan zorg je d'er ook weer voor dat ze achterstanden opbouwen op andere vakgebieden." Dus ik heb wel zoiets van hé zo snel mogelijk eigenlijk weer doorstromen zodat ze ook van elkaar kunnen leren uiteraard, maar ook andere vakgebieden meekrijgen en dat werd wel bevestigd door ook wel EDINA, dus dat is wel mooi voor ons.

I: Naja mijn vragen zijn op, als je verder nog niets wilt zeggen dan zijn we klaar

P: Dan houden we het hierbij.

I: Dank je wel.

P: Asjeblijft.