



Universiteit Utrecht

Master's Thesis

**Attitudes of Education Professionals towards Recommendations from the Literature on the
Implementation of Multilingualism and Intercultural Education in Primary Schools**

The Case of Dutch Mainstream Primary Schools in the Randstad area

Student: Chinelo M. Lashley
Student number: 6914616
First Reader: Professor M. Steffens
Second Reader: Professor S. Baauw
Utrecht University

06th of July 2021

Acknowledgements

It has been a long and arduous two years that have tested my mental, physical and spiritual endurance to their extremes. With great joy I have managed to complete this thesis and I am very grateful to those that have supported me along the way. I owe a debt of gratitude to my supervisor professor Steffens and my second reader professor Baauw. They put me in a position to complete my goal and I cannot thank them enough for the opportunity that they have given me.

My partner in life, Jandira Santos Delgado, you of all people know how crazy this process has been. From the bottom of my heart thank you for your support, encouragement, advice, insights and love.

To the most important people that have been by my side since birth, my dear mother and father, to them I owe my life as well as a lifetime of gratitude. Thank you for your patience, teachings, unwavering support, and unconditional love. I dedicate this thesis to you both and I will continue to make you proud! Dad, I know you will always watch over me.

Grantangi & soso lobi!

Abstract

The goal of this research was to distill how education professionals, working in primary schools in the Randstad area, perceive the recommendations from the literature on the implementation of multilingualism and intercultural education in the Dutch mainstream primary education system. Thereby providing recommendations to better align theoretical ideas with their practical implementation.

This research made use of a mixed method data collection. It was comprised of a narrative literature review used to find recommendations in the literature on multilingualism and intercultural education. A document analysis of 40 School Plans of which 10 schools in the four largest and ethnically diverse cities in the Netherlands were selected, namely Amsterdam, Rotterdam, the Hague and Utrecht. Also, a survey which was distributed online with its target group being education professionals currently working in the Randstad area in Dutch mainstream primary education.

In the literature multiple recommendations were found on multilingualism and intercultural education, these were grouped into different overarching themes. Some of the recommendations aimed at intercultural education were reflected in the School Plans in the form of citizenship education. In the case of multilingualism, only a few recommendations were found in the School Plans.

The results from the survey indicate that in general the respondents are positive about the recommendations on multilingualism and intercultural education. Concerning the practical applicability of said recommendations, respondents are more positive about intercultural education and in comparison, less about multilingualism. Respondents see limitations in the implementation of recommendations on intercultural education and multilingualism due to a lack of knowledge on the subject matter, lack of financial resources, heavy workload, and lack of available time.

Multiple recommendations are made based on this research. In summary, researchers, schools and policy makers should focus on creating a school context in which there is enough space (e.g. reduced workload, more room in the schedule), financial resources and practical possibilities to implement the recommendations from the literature.

Table of Contents

1. Introduction	5
<i>1.1. Problem Statement & Gap in the Literature</i>	7
<i>1.2. Relevamce for ICC</i>	7
2. Theoretical Framework	8
<i>2.1. Multilingualism</i>	8-9
<i>2.2. Intercultural Education</i>	9-12
<i>2.3. The Current Landscape of Multilingualism at the National Level</i>	12-13
<i>2.4. School Plan</i>	13
3. Methods	14
<i>3.1. Narrative Literature Review</i>	14-15
<i>3.2. Document Analysis</i>	15-16
<i>3.3. Survey</i>	16-17
<i>3.3.1. Measure & Procedure</i>	16
<i>3.3.2. Participants</i>	17
<i>3.3.3. Analysis process</i>	17
<i>3.3.4. Validity</i>	17
<i>3.3.5. Ethics</i>	17
4. Results and Analysis	18
<i>4.1. Narrative Literature Review</i>	18-20
<i>4.2. Document Analysis – School Plan</i>	20-23
<i>4.3. Survey</i>	24-28
5. Discussion	28
<i>5.1. Answering the research questions</i>	28-30
<i>5.2. Limitations</i>	30
<i>5.2. Recommendations for future research</i>	31
6. References	32-36
7. Appendix A. Recommendations and School Plans	37-48
8. Appendix B. Survey Responses	49-62

1. Introduction

A 2018 report by the Dutch Royal Institute of Sciences (KNAW) found that the Netherlands is a rich multilingual nation where there is a vast knowledge of Dutch people who speak Turkish, English, Spanish, German, Arabic and many other languages. Roughly 2.5 million inhabitants grew up speaking a second language at home. Interestingly, KNAW points out that the focus on languages, language varieties and multilingualism in education has seen a decline due to the focus being prominently placed on Dutch and English (2018, p. 6-9, 18). Dutch serving as the primary language of communication in the Netherlands and English having the status of being the international lingua franca of the world (18). However, the Dutch National Center of Expertise for Curriculum Development (SLO) argues that, due to the growing diverse population of the Netherlands, digitalization processes and globalization, multilingualism will play a more prominent role in society again (Nederlof & Smit, 2018, p. 5).

Additionally, the consequences of being an increasing multilingual and ethnically diverse nation are found in many areas, but most pressing in communication and interaction between people and institutions, and people among themselves, in various sectors of society. The impact of becoming an increasingly more diverse society has its positive and negative effects. For example, the social cohesion of the nation is fluctuating as ethnic tensions are still a pressing issue (SCP, 2019). On the other hand, the diversity in languages and cultural backgrounds could aid in the role that the Netherlands has at a geopolitical level. Whereby the nation has an influential part in politics, economics, and diplomacy. In order to maintain this position, the Netherlands requires a well-trained population that possesses specific language skills, cultural awareness and intercultural competences (KNAW, 2018, p. 8). Research by the Organization for Economic Co-operation and Development (OECD) has also shown that language support for *multilingual* students is key to ensuring both school achievement and equity in society (Field, Kuczera, & Pont, 2007, in Paulsrud, Zilliacus & Ekberg, 2020, p. 304). Therefore, from a social and an economic perspective multilingualism and intercultural education are a means to foster equity, better collaborations, relations and mutual understanding (KNAW, 2018, p. 15).

One very important area where these skills are developed is through the education system. All levels of education contribute to giving shape to a worldview or perspective through which people interpret their environment. Especially at the primary school level where pupils are only beginning to view the world through a framework that ultimately plays a vital role in establishing their foundation and how they view their role in society (NCCA, 2005, p.3). Hence why this thesis will focus on primary education.

Several government, commissions and educational institutions, and other type of organizations in the Netherlands are working towards the implementation of *internationalization*, *interculturality* and *multilingualism* in the Dutch primary education system. These organizations provide recommendations to schools to help facilitate this implementation process. A few examples of these organizations are: Nuffic, the Dutch organization for *internationalization* in education; the Dutch National Center of Expertise for Curriculum Development in primary and secondary education (SLO); Curriculum.nu, who are comprised of a diverse group of education professionals and researchers that focus on re-evaluating the national curriculum for primary and secondary education; NHL Stenden Hogeschool which focused on launching several *multilingualism* projects (Duarte, J., & Günther-van der Meij, M.T., 2018); The Edina project, which focuses on the development of teaching tools to support NAMS (Newly Arrived Migrant Students) education; The language Friendly School which is a grass roots organization that aims to have all primary schools become linguistically and

culturally inclusive. This is also the case for many other countries in the world (European Commission, 2016, p. 15).

In the frame of *Curriculum.nu*, education professionals have launched several projects to tackle challenges in the current curriculum (Masselink, 2020, p. 3). These challenges have led to the formulation of nine new *building blocks* on which the recommendations for the new curriculum will be built. These building blocks each signify a specific subject area. They contain statements about the knowledge and skills that students should acquire in each of the subject areas and were developed through an iterative process by nine teams of teachers and school administrators from primary and secondary education. The most notable building blocks for this research are *Engels/Moderne Vreemde Talen* and *Burgerschap*. Among other things these building blocks entail that primary school pupils should learn how to develop positive attitudes towards different languages and language varieties and how to apply multilingualism and expand their language skillset. They also should learn about the cultural diversity in their country, reflect on the meaning of their own cultural identity, as well as that of others and diversity and learn how languages work and influence other languages (Toelichting Engels/MVT, 2019, p. 14-15; Toelichting Burgerschap, 2019, p.19).

It has become evident from the literature that much research has been conducted in the areas of multilingual and intercultural education and many recommendations have been made and examples of best practices, at the national and international, have been gathered (Nederlof & Smit, 2018; Björklund, Björklund & Sjöholm, 2013; Cenoz & Gorter, 2019; Agirdag & Kambel 2017; Branden van den, 2018; Duarte, J. & van der Meij, M., 2019; Duarte, J., & Günther-van der Meij, M.T., 2018). Furthermore, a recent research report by Masselink (2020), published by the SLO, concluded with several recommendations to increase in theoretical knowledge of multilingualism and intercultural awareness of all stakeholders involved in primary education: teachers, principals, education publishers, government, Primary School Teacher Education Programmes (PABO) and school staff (p. 22-23). Additionally, they need to develop a positive attitude towards multilingualism and express it in their teaching methodologies for pupils to exert this positive attitude as well (p. 22-23). These types of recommendations have been developed in collaboration with education professionals. However, the Netherlands has a variety of mainstream school types. Furthermore, its schools have a high degree of autonomy in various matters, such as curriculum development, which leads to the following question (OECD, 2014, p. 4, 10). Would these recommendations be as practically applicable in one school, the same way as it would be in another school? This has led me to think about the education professionals and all the available literature and recommendations that they have to make sense of, and the creativity that they need to use to adapt theory to practical solutions that fit their school's needs best.

The importance of having an adequate *School Plan* to facilitate and develop a successful education programmed has long been recognized in the field of education. As mentioned before currently the Netherlands is in the phase of creating awareness, spreading theoretical knowledge, developing practical solutions and shifting towards a positive attitude on *multilingualism* and *intercultural education*. These ongoing developments will have to be implemented by schools sooner or later, which will require a clear re-evaluation of the current *School Plan* that primary schools have and the adaptation of policies that can support these new developments.

1.1. Problem statement & Gap in the literature

Which brings me to the following problem, the developments in *multilingualism* and *intercultural education* in Dutch mainstream primary schools are recent and still in an exploratory phase. Education professionals are still missing knowledge on this subject matter and it remains unclear what their attitudes are towards the recommendations presented in the literature on the integration and implementation of *multilingualism* and *intercultural education* (Masselink, 2020, p. 22-23). In this study, I will attempt to fill that gap by determining how education professionals, working in primary schools in the Randstad area, perceive the recommendations from the literature on the implementation of *multilingualism* and *intercultural education* in the Dutch mainstream primary education system. The goal of this research is to distill the perceptions towards the recommendations and aid future research by providing the necessary recommendations to better align theoretical ideas with the practical implementation of those ideas.

Main Question:

How do education professionals, working in primary schools in the Randstad area, perceive the recommendations from the literature on the implementation of multilingualism and intercultural education in the Dutch mainstream primary education system?

Sub-questions:

1. What are the recommendations from the literature on the implementation of multilingualism and intercultural education in the Dutch mainstream primary education system?
2. To what extent have the recommendations from the literature, aimed at multilingualism and intercultural education, already been incorporated into the School Plans of Dutch mainstream primary schools in the Randstad area?
3. To what extent do education professionals consider the recommendations from the literature on the implementation of intercultural education and multilingualism practically applicable for the Dutch mainstream primary education system?
4. What do education professionals need in order to apply the recommendations from the literature on multilingualism and intercultural education into the Dutch mainstream primary education system?

1.2. Relevance for ICC

This research is relevant for the field of *ICC*, because it aims to provide a constructive contribution to the facilitation of *intercultural education* and *multilingualism* in the Dutch primary education system. It is an axiom that *intercultural education* and *multilingualism* contribute to pupils learning to develop the necessary skills and competencies to deal with similarities and differences associated with ethnic, linguistic and cultural background characteristics. The development of positive attitudes towards these characteristics fosters acceptance and appreciation of the similarities and differences. Furthermore, in the long term it helps to nurture mutual understanding, thus contributing to the togetherness of the superdiverse Dutch society and the future world citizens that the country produces.

2. Theoretical Framework

This focus of the theoretical framework is multi-layered. The first section is based on introducing the key concepts, *multilingualism* and *intercultural education*, and providing a discussion of the definitions found. Then, a justification will be provided to indicate which definition is most suitable and relevant for the scope of this research. Subsequently, a short overview will be presented of the *Dutch mainstream primary education system* regarding the current state of *multilingualism* at the national level. As well as a rationale for the usage of the *School Plan* for the document analysis.

2.1. Multilingualism

The concept of *multilingualism* has increasingly become more important due to globalization and the human social practices of communication, cooperation and understanding. It is a concept with a complex nature that has seen many different definitions over the past few decades, as well as a large increase in research (García & Wei, 2014, p. 46). Some researchers argue that most humans are multilingual to some degree as humans experience different contexts and thus need different languages and language varieties in order to express themselves (Flynn 2016, as cited in Singleton & Aronin, 2019, p. 3-4.). Other scholars consider people multilingual only if they can speak, understand, read and write the different languages at the mother tongue level (Council of Europe, 2007, p. 38).

Aronin explains that *multilingualism* can be distinguished between two different domains namely, *individual* and *societal* (2019, p. 4). Whereby *individual multilingualism* refers to an individual's personal language repertoire and its acquisition process, whereas *societal multilingualism* "refers to the contexts, circumstances, order, manner and routines of use of languages in different kinds of communities, organizations" and geographical area (Aronin, 2019, p. 4; Council of Europe, 2007, p. 49; Duarte, 2020, p. 8).

The debate continues as scholars also make a distinction between *plurilingualism* and *multilingualism*. In this case the francophone scientific community and the Council of Europe tend to define *plurilingualism* as "focused on the fact that languages interrelate and interconnect particularly, but not exclusively, at the level of the individual. It stresses the dynamic process of language acquisition and use, in contrast with coexistence and balanced mastery of languages" (Cummins, 2017, p. 110), whereas "*multilingualism* keeps languages distinct both at the societal level and at the individual level. It also tends to stress the separate, advanced mastery of each language a person speaks" (*ibid.*). However, it should be noted that this distinction is not universally accepted and the anglophone scientific community tends to use *multilingualism* in a context where a francophone scientist would use *plurilingualism* (Conteh and Meier, 2014, as cited in Cummins, p. 110).

Thus, there is no clear consensus yet and it seems that scholars are able to adapt and change the meaning of multilingualism depending on their academic background, ideologies and the framework of their research (Singleton & Aronin, 2019, p. 3-4). Which beckons the question how can multilingualism be defined within the scope of this thesis, as it ultimately comes down to the context in which the term is applied. In order to contextualize the definition, attention should be placed on how *multilingualism* functions within the school environment or *multilingual education*.

Cenoz and Gorter explain that "*multilingual education* refers to the use of two or more languages in education, provided that schools aim at *multilingualism* and *multiliteracy*" (Cenoz & Gorter, 2015, as cited in Duarte & Günther-van der Meij, 2018, p. 25). This means that schools are actively aware of the *multilingual* range of repertoires that their pupils have. However, it does not

entail that schools apply the *multilingual* repertoires “as functional resources for learning” (Duarte & Günther-van der Meij, p. 26). In order to grasp the full extent of *multilingualism* within the context of a school environment, the Edina project specifically defines *multilingualism* based off of two aspects, the reality and the functionalities.

“The reality:

1) Most of the classes, with or without newcomers are multilingual environments due to the presence of the individual multilingualism of students or teachers.

2) Most students obtain different multilingual repertoires; each of these repertoires is used in a specific context: a school, on the street, in public transport and so on.” (Edina Project, 2021).

“The functionalities:

Functionality number 1: Students mix these repertoires in everyday conversations as didactic capital for learning, ‘translanguaging in practice’. This is the communicative functionality of translanguaging.

Functionality number 2: Make use of these translanguaging realities in order to empower the learning processes of students. This is ‘functional multilingual learning’, and ‘translanguaging as a pedagogical practice’ (other contexts).

Functionality number 3: Pay attention to multilingualism as such. Make students, teachers and school stakeholders aware of the multilingual environment and possibilities they have around them, and of the advantages it offers, e.g.: a marker for identity.

Functionality number 4: Create meta-linguistic awareness, emphasize on the (dis)similarities of your language of instructions to e.g. the Russian syntax if the occasion arises, or Vietnamese tones/pitches. This is called: “sharing grammars”. (Edina project, 2021).

The term *reality* entails that a school environment can be defined as having *multilingualism* present, due to the individual multilingual baggage and repertoires that staff or pupils carry with them. Whereas the term *functionalities* refers to the ways in which *multilingualism* can be applied within the school environment and specifically within the classroom. This definition is the most suitable for this research as it focuses specifically on the context of the school environment, the (multi-)linguistic background of staff and pupils, and the ways *multilingualism* functions within the classroom.

2.2. Intercultural Education

Before the introduction of the concept of *intercultural education*, there existed another closely related concept that serves as its predecessor, namely *multicultural education*. This concept is mostly used outside of Europe, with the exception of Britain and Finland (Hill, 2007, p. 248-249; Zilliacus & Holm, 2009, p. 1). *Multicultural education* is a concept that originated in the United States of America and was born out of the Civil Rights movement of the 1960s (Hill, 2007, p. 247-248). Over the years growing research in this domain has led to many different definitions, approaches, and applications of *Multicultural education* in schools (Özturgut, 2011, p. 1-2). It is therefore safe to say that consensus has not been reached yet.

A popular definition proposed by Banks and Banks, who are prominent researchers in this field, states that *multicultural education* is an “educational reform movement, and a process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic, language, and cultural groups will have an equal chance to achieve academically in school” (Banks & Banks, 2001 in Özturgut, 2011, p. 2). In essence this means that educational equity is the goal and similar to the current *Equal Opportunities (kansengelijkheid)* development in Dutch education, which also includes students from disadvantaged and/or disenfranchised socio-economic backgrounds, such as low-income households (SLO, 2021c; De Gelijke Kansen Alliantie, 2021).

Some scholars are of the opinion that *multicultural education* and *intercultural education* are synonymous, because of the similarities in their objectives when it comes to fostering *intercultural understanding*, “overcoming ethnocentrism, promoting language learning and empathizing with other cultures” (Hill, 2007, p. 248, 261). On the contrary other scholars indicate that *multicultural education* focuses more on learning about cultures that are different from your own and producing a level of acceptance of these differences (Zilliacus & Holm, 2009, p. 2), whereas intercultural education emphasizes the “interactions, negotiations and processes” between people of different backgrounds (p. 1). Hill (2007) concludes that both *intercultural* and *multicultural education* have in common that they aim to promote intercultural understanding (p. 260-261).

This difference becomes clearer when looking at the way UNESCO, within a European context, defines intercultural education as “the aims to go beyond passive coexistence [of different cultures], to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding of, respect for and dialogue between the different cultural groups” (UNESCO, 2006, p. 18). The guiding principles that stem from UNESCO’s definition are displayed below:

“Principle I

Intercultural Education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.

Principle II

Intercultural Education provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society.

Principle III

Intercultural Education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations” (UNESCO, 2006, p. 32-33).

These guiding principles help clarify that *intercultural education* deals with how diverse groups in society, e.g., ethnicity, gender, religion etc., interact and how they can create harmony, peace and foster collaboration (Zilliacus, 2009, p. 13), whereas *multicultural education* tends to focus more on what is actually present in society, in relation to ethnic groups, languages and other characteristics.

Whether or not *multicultural education* and *intercultural education* can be seen as interchangeable or separate concepts depends on the definition you chose to work with (Zilliacus

& Holm, 2009, p. 13; Hill, 2007, p. 248-249; UNESCO, 2006, p. 18; NCCA, 2005, p. 3). For example, Walkling defines *intercultural education* “as the concept that all students, regardless of their gender, social class and their ethnic, racial or social characteristics, should have an equal opportunity to learn in school” (Walkling 1990, in Hill, 2007, p. 248). This definition is much more closely related to that of previously mentioned Banks & Banks on *multicultural education*.

There is another concept that is related to *intercultural education*, namely *international education*, i.e. *internationalization* within an educational context. In the Netherlands this has been thematized into four domains; 1. Early foreign language education; 2. Internationally oriented learning content; 3. Exchanges across the border; 4. International policy development (Nuffic, 2021a). The second domain incorporates *global citizenship*, which has its origins in *citizenship education* (Nuffic & PO-Raad, 2017). According to Nuffic (2021a) global citizenship education is a goal and internationalization can be seen as a means to reach this goal. The goal is to broaden the perspectives of pupils and develop a worldview that shows the interconnectedness between nations. Furthermore, *global citizenship education* enables pupils to develop *intercultural competencies* that serve as a means to build *intercultural understanding* and improve collaboration (2021a).

According to Leeman *intercultural education* has been applied since the 1980s in the Netherlands, with its initial goal being to prepare all students for citizenship in a multiethnic context (Leeman & Ledoux, 2003, p. 386). *Citizenship education* partially replaced *intercultural education* when it was made compulsory by law in the Primary Education Act of 2006 (SLO, 2021a). Article 8.3 of the Primary Education Act states the following principles for primary education:

- The education system assumes that pupils grow up in a pluralistic society.
 - The education system is also aimed at fostering active citizenship and social integration.
 - The education system is also aimed at ensuring that pupils have knowledge of and become acquainted with the different backgrounds and cultures of their peers.
- (Wet op het Primair Onderwijs, 2020, Artikel 8.3)

It is important to understand that principles of *intercultural education* exist in Dutch primary education but are presented in the form of *citizenship education* (SLO, 2021b; Y. Leeman, in C. Reid & J. Major, 2017, p. 24). The goals in *citizenship education* are that pupils work on attitudes, skills, knowledge and insights within the areas of democracy, participation and identity. For example, displaying behavior from a position of respecting other and the generally accepted norms and values; collaborating with other regardless of social, ethnic and/or cultural backgrounds; recognizing discrimination and exclusion in concrete situations; seeing and appreciating differences and similarities between people; how people can communicate positively with each other. For a complete overview of all the goals mentioned in *citizenship education*, please consult the document “Doelen burgerschapsonderwijs” (SLO, 2021b).

Leeman (2017) explains that *citizenship education* is not applied as a special subject within the curriculum and that its focus is not on inclusion, nor does it provide “a critical approach to issues of diversity and local and global connections” (Y. Leeman in C. Reid & J. Major, 2017, p. 24-25). In this regard *citizenship education* differs from *intercultural education*. In order for *intercultural education* to be effective, it should be pervasive throughout the curriculum. Zilliacus and Holm explain that “a curriculum in this sense includes all aspects of schooling such as instruction, staffing patterns, school culture, assessment, and discipline procedures” (2009, p. 13-14). In theory this should be possible, however Leeman (2017) points out that teachers and other staff members

who work in schools are missing the knowledge on how to implement these facets of *intercultural education* into the curriculum (p. 25). Researchers have been working on a solution for this problem. For example, a recent project by a team of scholars from the NHL Stenden Hogeschool worked on bridging this gap by providing the Primary School Teacher Education Programmes with the necessary knowledge to train upcoming teachers to teach in multilingual and culturally diverse contexts (Riemersma et al., 2021, p. 6-7). This project is also part of the National Education Program put forth by the Dutch Government of Education, Culture and Science called the *Equal Opportunities Alliance* which focuses on creating equal opportunities for students at all levels of education (De Gelijke Kansen Alliantie, 2021).

Thus, it has become evident from the literature that *intercultural education* is similar to *multilingualism*, in the sense that it has different definitions, components, models and names depending on where you are in the world and in which context you use this concept. Within the framework of this research UNESCO's definition is the most suitable one as the Netherlands is located in Europe and much like Sweden uses the concept of *intercultural education* (Zilliacus, 2009, p. 7-8). Furthermore, the principles laid out in article 8.3 of the Primary Education Act are to a certain extent in line with UNESCO's definition of *intercultural education* and its three guiding principles (UNESCO, 2006, p. 33). It should not be a surprise to see that there is no mentioning of *intercultural education* at the national legislative level. Batelaan and Coomans state that "national legislation and official policy papers seldom refer to international norms on intercultural education" (Batelaan & Coomans, 1999 in Zilliacus & Holm, 2009, p. 10).

2.3. The current landscape of multilingualism at the national level

In the previous section an explanation has been provided on how *intercultural education* partially is implemented in the national curriculum, bearing in mind that it is framed as *citizenship education*. In this section a short overview will be presented of the *Dutch mainstream primary education system* regarding the current state of *multilingualism* in the national curriculum. There are two main aspects of *multilingualism* at play, one is centered around the language of instruction and the other on the additional languages besides Dutch that are allowed to be taught as a subject.

The main rule at all times is that the language of instruction is Dutch. There are two exceptions to this rule, one with regard to the Frisian language and/or regional language, the second with regard to the reception of newcomers in Dutch primary education. Where, in addition to the Dutch language, the Frisian language or a regional language is in active use, the Frisian language or the regional language can also be used as a language of instruction in education. For the reception and integration of newcomers with a non-Dutch cultural background into Dutch education, the language of the country of origin can also be used as the language of instruction in education, albeit temporarily and not structurally, in accordance with a code of conduct established by the competent authority (Wet op het Primair Onderwijs, 2020, Artikel 9 lid 13).

Article 13a indicates that the language of instruction may be English, German or French if it does not exceed a maximum of fifteen percent per school year, which amounts to a maximum of four hours per week. However, this only applies to English, German and French, not any other languages (Wet op het Primair Onderwijs, 2020, Artikel 9 lid 13a). English is the lingua franca in international society. English, German and French are also the three official working languages of the European Union, and it is therefore important to have a good command of one or more of these languages. Moreover, they are the languages spoken in our neighboring countries.

Knowledge of these languages provides advantages in terms of study opportunities and employment across our national borders. Finally, partly because of the two points mentioned above, it is also the languages that our main trading partners speak. For the reasons mentioned above, English, German and French are also the only foreign languages that are legally permitted as subjects in primary education. At present, there is no option available to teach Mandarin, Arabic or other languages neither as a subject nor as a language of instruction.

Interestingly, Nuffic is currently conducting a study into the effect on Dutch pupils in primary education when the language of instruction is English and increased from fifteen percent to anywhere between thirty and fifty percent. This study started in 2014 and will be concluded in 2023 (Jenniskens et al., 2020, p. 1-4).

2.4. School Plan

The Dutch Primary Education system allows for schools to have a high level of autonomy when it comes down to establishing their school policy (OECD, 2014, p. 4). It is important that they cannot deviate from the national curriculum as explained in article 9 of the Dutch Primary Education Act (Wet op het Primair Onderwijs, 2020b). For example, children attend primary school from the age of four or five (mandatory at five), they start in group one. Group eight is the last year of primary education. The student then moves on to secondary education. Mainstream primary schools are relatively free in choosing how they wish to implement and/or supplement the national curriculum within the educational policies of their schools, i.e. at the “meso level” (SLO, 2021d, p. 3). This is carried out by the school board.

The school board is obliged by law to set up a *School Plan* for at least once every four years. A *School Plan* is a policy document that outlines the school’s strategic vision and deals with the quality of education. Furthermore, it contains the educational policy of the school, the personnel policy and the policy with regard to monitoring and improving the quality of education (Ministerie van Onderwijs, Cultuur en Wetenschap, 2019, p. 3-6). For example, it explains how *citizenship education* is organized and how they will implement the national curriculum in practice. Thus, making the *School Plan* a relevant document for this research. Also, most primary schools make their *School Plan* easily accessible for the broader public by allowing for it to be downloaded via their website.

The *School Plans* will be used to analyze to what extent schools have already implemented recommendations from the literature on multilingualism and intercultural education within their educational policies. Thereby providing the necessary data to answer sub-research question 1.

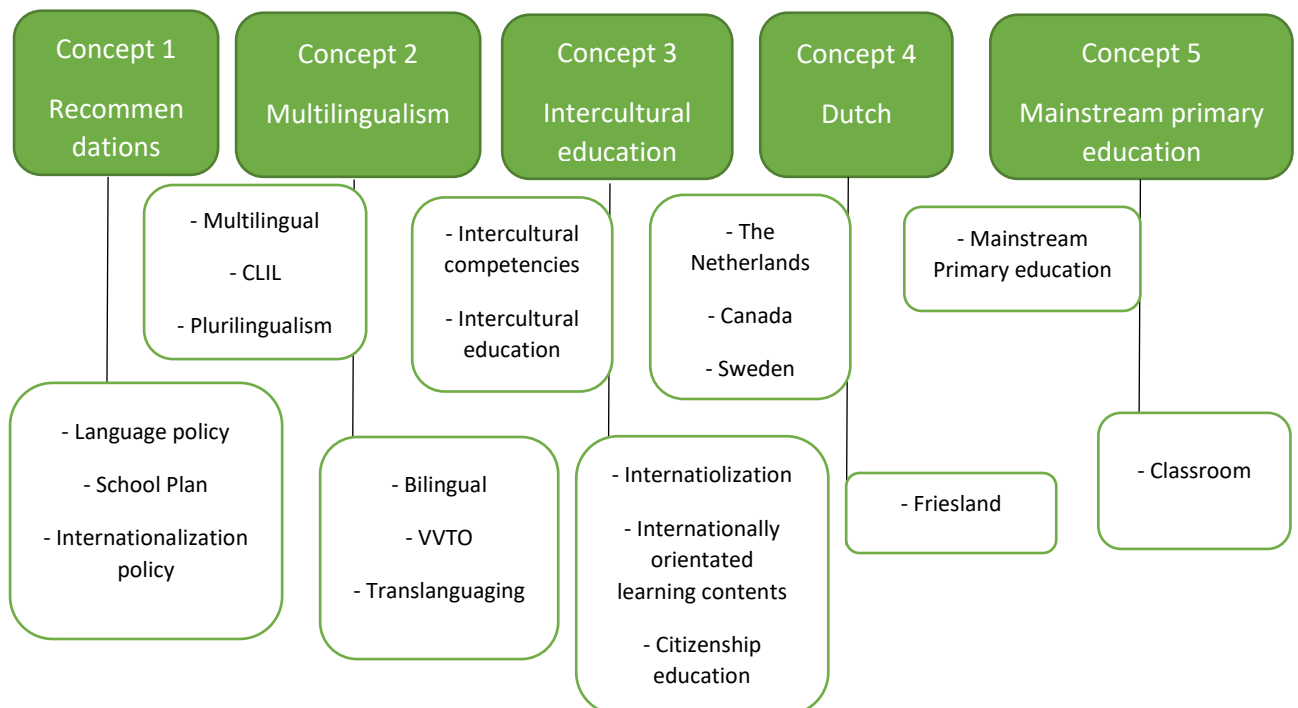
3. Methods

For this research mixed method data collection is a logical choice, because the aim of the research was to gain a better understanding of education professionals' attitudes towards the literature-based recommendations on the implementation of *multilingualism and intercultural education* in the Dutch mainstream primary education system (Dörnyei, 2007, p. 37-42). Primary and secondary data were collected. Firstly, in order to find out what the recommendations from the literature were, a narrative literature review was conducted in which a clustering of relevant and topical recommendations took place (Snyder, 2019, p. 334; Grant & Booth, 2009, p. 94, 97; Paré & Kitsiou, 2016, p. 169). Subsequently, a thematic document analysis of the selected primary schools' *School Plan* is used to gauge the level in which recommendations from the literature have already been applied in practice. Last, to elicit the attitudes, ideas and experiences from the respondents on said recommendations, a survey was conducted.

3.1. Narrative Literature Review

In order to give shape to a reliable and reproducible search strategy I first identified key concepts in research question 1. These key concepts are; *Recommendations*, *Multilingualism*; *Intercultural education*; *Dutch*; and *Mainstream primary education*. As this research focuses on the Dutch context, a search strategy should also include the Dutch translation of the key concepts to find sources that specifically deal with the Dutch context; *Aanbevelingen*; *Meertaligheid*; *Interculturele educatie*; *Nederland*; *regulier basisonderwijs*. The key words in Dutch from left to right are displayed below in Figure 1; *Taalbeleid*; *School plan*; *Internationaliseringsbeleid*; *Meertalig*; *Veeltaligheid*; *Tweetalig*; *Vroeg vreemdetalenonderwijs (VVTO)*; *Translinguaal*; *Multicultureel onderwijs*; *Internationalisering*; *Internationaal georiënteerd leerinhoud*; *burgerschapsonderwijs*; *regulier basisonderwijs*; and *klaslokaal*.

Figure 1. List of concepts used in the literature review search



In setting a parameter for the literature coverage, the choice has been made to focus on the coverage of prior works that have been central and/or pivotal to the field of *multilingualism* and *intercultural education*. For example, this includes relevant articles in top-tier journals, empirical studies, new methods, new concepts, articles that focus on the topics in relation to the Dutch context, research supported by Government agencies and articles that engendered important debate (Paré & Kitsiou, 2016, p. 159).

The search engines used in this literature review are Worldcat and the open web, meaning Google and Google Scholar. Truncation will be applied as a technique to avoid only using the American or British spelling of a word, i.e. 'internationalization' or 'internationalisation'. By doing this, language biases are removed by broadening the range of potential sources using them both.

A thematic analysis was used to analyze and synthesize the data (Paré & Kitsiou, 2016, p. 169). The recommendations were collected, then clustered, and grouped into themes. The data is presented in a tabular format (Appendix A., table 5, p. 37-43).

3.2. Document analysis

In order to strengthen the trustworthiness of the research I used the qualitative research method of document analysis (Bowen, 2009, p. 28-30). The selected document type for this research is the *School Plan*, a primary source data. The central role of this document in the organization makes for a logical choice, as it should mention, if present, any information on the implementation of *multilingualism* and/or *intercultural education*. Thereby making it a complementary research method for this paper and in answering research question 2.

2. To what extent have the recommendations from the literature, aimed at multilingualism and intercultural education, already been incorporated into the School Plans of Dutch mainstream primary schools in the Randstad area?

The School Plans were a selection of ten primary schools, per city, from the four largest cities in the Netherlands that have the highest population of Non-Western and Western migrant backgrounds (40 participants in total). The Dutch Central Bureau defines someone with a migrant background, as a person who was born abroad (the first generation), and a person was born in the Netherlands of which at least one of their parents was an immigrant (the second generation) (CBS, 2020a). According to a publication by the Dutch Central Bureau for Statistics on January 1st, 2020, these cities are the Hague (55,6%), Amsterdam (55,6%), Rotterdam (52,3%) and Utrecht (36,1%) (CBS, 2020a). These cities are located in the Randstad area, thereby making the area a logical choice for data collection. Research has shown that the way schools handle ethnic and cultural diversity is closely related to the diversity of the student population (Bulk, 2018, p. 8). Thus, making it plausible to find more emphasis being paid to *multilingualism* and *intercultural education* in those School Plans.

The primary schools from each city will be selected from different sub-municipalities (one per sub-municipality), that have the highest number of ethnic diversity in each city, in order to try and maintain a somewhat representative overview of each city. CBS's definition of a sub-municipality (*wijk*), "part of a municipality, consisting of one or more neighbourhoods. Often a neighborhood corresponds to a place of residence or part of a larger place of residence" (CBS, 2020b; Appendix A, table 6, p. 44-45). It should be noted that the vast number of primary schools per district limited the

overall reliability of the study as it is beyond the scope of this study to achieve said reliability. E.g. Amsterdam has 253 primary schools.

The research was done from documents available online. A thematic deductive analysis was applied, whereby linking the data to existing theory as found in the literature review. During the data collection process, the items were coded based on theory driven themes. However, to structure all coding in the same exact way, the coding was based on the conceptual framework. I.e. the UNESCO guiding principles of *intercultural education*, the primary goals of *citizenship education* within the Dutch context and the multi-layered definition of *multilingualism* by the EDINA project, but also the recommendations on which the themes in the literature review are constructed (UNESCO, 2006, p. 32-33; Wet op het Primair Onderwijs, 2020a, Artikel 8.3; Edina project, 2021).

3.3. Survey

3.3.1. Measure & Procedure

An online survey was used to record data to answer sub-questions three and four: (3) the attitude education professionals have regarding practical feasibility of the recommendations from the literature on the implementation of *intercultural education* and *multilingualism* in Dutch mainstream primary education system; (4) the needs of these education professionals in order to apply the recommendations from the literature on *multilingualism* and *intercultural education*. In total the survey consisted of 25 items. To make the survey more appealing to respondents a small variety of question formats were used. These were comprised of six open-ended questions, nine multiple choice questions, one ranking and six 5-point Likert Scaled questions. Four of the six 5-point Likert response format's values ranged from *strongly disagree* to *strongly agree* and two from *none* to *quite a lot* (Appendix B., p. 51-62). These question types were factual and attitudinal questions, which enabled the study to obtain relevant data on respondents' attitudes, opinions, occupation, and demographic characteristics (Dörnyei, 2007, p. 102). Furthermore, the questions were divided into several topics; questions 1-5 on personal data; questions 6-8 on knowledge of multilingualism; questions 9-11 on knowledge of intercultural education; questions 12-15 recommendations from the literature on multilingualism and intercultural education; questions 16-22 necessary requirements to implement said recommendations.

Three items were excluded from the data analysis. These items were the information page, the approval for informed consent, the question that asks if the respondent is currently working in mainstream primary education in the Randstad area, and the last question that asks whether or not participants would like to participate in a focus group. The focus group did not come to fruition as only one respondent expressed their interest in it.

The survey was administered online via Qualtrics from June 4th, 2021, until June 17th, 2021. The survey was shared on two social media channels, LinkedIn and Facebook. After receiving the data on Qualtrics, the file was pseudonymized and automatically stored in a secure location on Qualtrics, which is only accessible via password and Network Authentication. All participants were given a small introduction of the questionnaire's purpose and relevance (Appendix B., figure 6, p. 49-50). Furthermore, they were assured that their responses would be pseudonymized and kept secured. Values for missing data were not counted and removed from the calculations and formulas. All responses were placed into one report for further analysis. Incomplete responses were included in the analysis and are indicated as such in the results and analysis section of the research.

3.3.2. Participants

The survey recorded 39 responses of which 7 were automatically rejected, because they indicated that they do not work in mainstream primary education and/or in the Randstad area. 20 respondents fully completed the survey and 12 partially. The partial responses were aborted at different stages in the survey. The majority of the respondents work in Rotterdam (31%), Amsterdam (21,9%) and the Hague (15,6%). 16 respondents work as teachers in mainstream primary education (Appendix B., question 2, p. 50). Eight of the respondents work as a special needs' coordinator. The other respondents work as a language coordinator, school director, educational author, education coordinator or have another profession in mainstream primary education. More than half of the respondents have been working in mainstream primary education for at least nine years. The ages of the respondents are between 18 and 65 years, of which the ages 25-35 and 45-55 have a more prominent representation (Appendix B., questions 3-5, p. 50-51).

3.3.3. Analysis process

Given the small sample size of this research, descriptive statistics will be applied since the data from the sample cannot be generalized (Dörnyei, 2007, p. 209). Therefore, no conclusions can be drawn that go beyond the scope of the sample. Measures of central tendency and measures of variability were used to analyze the data, i.e. mean, variance and standard deviation (p. 213-214). The data is reported in a table and figure format congruent with APA standards (p. 214).

The open-ended questions were analyzed through applying a thematic analysis. In the coding process themes were constructed from the data. These themes provided a deeper insight on how the participants think about the recommendations from the literature on *multilingualism* and *intercultural education* (Hua, 2016, p. 334; Braun & Clarke, 2012, p. 58-59). MAXQDA was used to code the open-ended questions.

3.3.4. Validity

The validity of the research is strengthened by applying common strategies to control validity threats developed by Maxwell. These strategies are "building up an image of research integrity", "data triangulation", "leaving an audit trail", "identifying potential researcher bias", "Peer checking" and "Examining outliers, extreme or negative cases and alternative explanations" (Maxwell, 1992 in Dörnyei, 2007, p. 58).

3.3.5. Ethics

I followed specific consent guidelines laid out by Utrecht University's Ethics board. All respondents were presented with an information letter, clearly stating the research goals and procedures, including pseudonymization of the acquired survey data. A definition of jargon was provided in the survey and supplemented by a short overview of the recommendations from the literature on the implementation of *multilingualism* and *intercultural education*. These were included as supportive material to give the respondents a sense of what it entails, in the case that they were unfamiliar with the topic and the recommendations. The survey only took place after respondents ticked the electronically signed the consent form. If respondents did not agree, they would be automatically forwarded to the end of the survey, via the skip logic option in Qualtrics.

4. Results and Analysis

4.1. Narrative Literature Review – Results & Analysis

Table 2., displayed below, indicates the literature that has been selected for this research. Please be referred to Appendix A (table 5, p. 37-43) for a complete overview of the recommendations that have been found after conducting the narrative literature review. These recommendations have been grouped into overarching themes. From table 2 can be deduced what each author focuses on, and which type of recommendations are suggested more or less frequent than others. It should be noted that these themes do not cover the full scope of each author's complete body of research. The twelve themes are listed vertically on the left-hand side of the table. The sources that were selected for this research are listed at the top of the table, horizontally. An 'X' indicates which theme is found in which source.

In the selections process sources in Dutch were chosen to be included in the recommendations table. The reason for that is the assumption that those sources could be more familiar with the primary education system in the Netherlands, and thereby able to provide recommendations that are better suited for the Dutch context. Notwithstanding that Dutch primary schools are not unable or unwilling to implement recommendations from research on *multilingualism* and *intercultural education* that deals with the context of a different country.

Table 2. Recommendations found in the Literature Review

Themes	Source	Agirdag & Kambel, 2017	Hooren, van S., Pereira, C. & Bolhuis, M., 2017	Duarte & Günther-van der Meij, 2019	Duarte, Günther-van der Meij & Ticheloven, 2017, in Agirdag & Kambel 2017	Frijns, 2019	Jaspaert & Frijns, 2020	Le Pichon-Vorstman & Baauw, 2018, in Agirdag & Kambel 2017	Le Pichon-Vorstman & Baauw, 2015, in Agirdag & Kambel 2017	Le Pichon-Vorstman, Baauw, Bisselink, Buseri, in Agirdag & Kambel 2017	Le Pichon-Vorstman & Kambel, 2016, in Agirdag & Kambel 2017	Nederhof & Smit, 2018	Nuffic, 2021a, b& c	Oroni, 2020	Peters, 2021	Van den Branden, 2018	Van Praag et al., 2016	
1. Positive attitude towards the pupil's home language		X				X	X	X	X	X		X	X(c)	X	X	X	X	X
2. Develop policies to implement multilingualism in education			X	X		X		X				X		X	X	X	X	X
3. Training of (future) education professionals in the field of multilingualism				X			X							X				X
4. Adjusting measuring instruments and test assessments to the culture and language background of the pupil											X			X				
5. Deploying multilingual strategies such as Translanguaging, CLIL and Language Awareness					X										X			
6. Develop strategies to stimulate pupils' entire linguistic repertoire								X					X(c)	X		X		X
7. Incorporating intercultural education into the curriculum												X	X(b&c)	X	X	X	X	X
8. Training of (future) education professionals in the field of Intercultural education												X(a)	X	X				
9. Using teaching materials and class activities that pay attention to the different language and cultural backgrounds of the pupils												X	X(c)	X	X	X		X
10. Actively involving parents in the educational process of the multilingual pupils							X				X			X	X	X		
11. Using the multilingual background of pupils to improve their overall learning process														X	X	X		X
12. Providing functional, motivational and meaningful tasks to teaching Dutch as a second language														X	X	X		

A vast number of recommendations were found in the literature search. The most notable recommendations in terms of frequency are 1. *Positive attitude towards the home language of the pupil* (positieve houding ten opzichte van de thuistaal van de leerling), recommend 12 times; and 2. *developing policy to implement multilingualism in school* (beleid ontwikkelen om meertaligheid in het onderwijs te implementeren), recommended 8 times. The least frequent recommendations were all recommend two times: 4 *Adjusting measuring instruments and the standardization and assessment of tests to the culture and language background of the pupil* (Meetinstrumenten en de normering en beoordeling van toetsen afstemmen op de cultuur en taalachtergrond van de leerling); 5 *Utilizing multilingual strategies such as Translanguaging, CLIL and Language Awareness* (Het inzetten van meertaligheidsstrategieën als Translanguaging, CLIL en Talensensibilisering); 8 *Training (future) education professionals in the field of intercultural education* (scholing van (toekomstige) onderwijsprofessionals op het gebied van interculturele educatie); and 12 *Providing functional, motivational and meaningful tasks to teaching Dutch to second language learners* (Het bieden van functionele, motiverende en betekenisvolle taken om het Nederlands te leren aan tweedetaalverwerwers).

4.2 Document Analysis School Plan – Results & Analysis

An overview of table 3 and 4, displayed below, depicts the recommendations that were found in the works of the scholars listed in table 2. In table 3 and 4 underneath the column ‘recommendations’ all recommendations are listed that were found in one or more School Plans, per city. The number indicates to which overarching theme the recommendation belongs and the letter specifies which recommendation it is and links it back to its source, listed in the appendix (Appendix A., table 5, p. 37-43). The order in which the number appears, in table 3 and 4, is linked to the corresponding theme. For example, ‘1C, 1D and 1L’ are three different recommendations that are all clustered under theme 1 ‘Positive attitude towards the pupil’s home language’.

Each number underneath the columns of the city names signifies the total amount of times a recommendation in the left column is found in one or more of the 10 School Plans of each city. The column on the far right, ‘total amount per recommendation’, shows how often each recommendation is found in a School Plan by adding up the score of each city cumulatively. Table 3 lists the recommendations related to *multilingualism* (themes 1, 2, 3, 5, 10, 11 and 12) that were found in the School Plans and table 4 does the same for *intercultural education* (themes 7, 8 and 9).

Both tables present all recommendations from the literature on *multilingualism* and *intercultural education* that were found in the 40 selected School Plans in the cities of Amsterdam, Rotterdam, the Hague and Utrecht. The recommendations that focused on theme 4 ‘adjusting measuring instruments and test assessments to the culture and language background of the pupil’ and 6 ‘develop strategies to stimulate pupils’ entire linguistic repertoire’ are not listed in table 3 and 4, because they were not implemented in the School Plans. For a complete overview of all recommendations please be referred to Appendix A (table 5, p. 37-43)

Table 3. An overview of the recommendations on Multilingualism found in the School Plans

Multilingualism - Frequency per city					
Recommendations	Amsterdam	Rotterdam	The Hague	Utrecht	Total amount per recommendation
1C. "De leerling en de ouders de ruimte bieden hun moedertaal op school te spreken".	1	0	0	0	1
1D. "Lage verwachtingen op basis van negatieve stereotypen en vooroordelen over taalgebruik of accenten vermijden".	1	0	0	0	1
1L. "Werk aan het creëren van een toleranter beeld ten opzichte van meertaligheid in de school".	0	0	2	0	2
1X. "Verder kan werken aan een positieve houding t.a.v. meertaligheid en culturele diversiteit expliciet aandacht krijgen".	0	0	1	0	1
2B. "Ruimte maken voor meertaligheid en de moedertaal zal op de eerste plaats moeten worden gedragen door het volledige schoolteam".	0	0	1	0	1
2H. "Om een volwaardig taalbeleid te kunnen garanderen moeten scholen structureel en strategisch plaats bieden aan meertaligheid. Het bevorderen van de algehele ontwikkeling en het verbeteren van onderwijsresultaten van de leerlingen".	0	1	0	0	1
3A. "Gespecialiseerde trainingen aanbieden op het gebied van tweede taalverwerving en culturele competenties, aan zowel taaldocenten als vakdocenten".	0	0	2	0	2
3C. "Het voorbereiden van scholen op het gebied van innovatie omtrent meertaligheid".	0	0	1	0	1
3D. "Het inzetten van middelen om het kennisniveau van leerkrachten en directies omtrent meertaligheid te vergroten".	2	1	1	2	6
3E. "Help leerkrachten zicht te krijgen op hun eigen percepties ten aanzien van talen en de gevolgen voor hun didactisch handelen".	1	0	1	0	2
3H. "Het investeren in taalbeleid betekent primair investeren in de deskundigheidsbevordering en het welbevinden van leerkrachten".	0	1	1	3	5
3J. "Toekomstige leerkrachten voorbereiden op het lesgeven in een cultureel diverse klas, waar kinderen met verschillende taalachtergronden zitten. Een module Meertaligheid zou standaard in het curriculum van pabo-opleidingen moeten zitten".	0	0	1	0	1
5C. "CLIL en Talensensibilisering toepassen in het onderwijs".	0	1	0	0	1
10A. "Ouders actief betrekken bij het onderwijsproces van de leerlingen, zowel voor ondersteuning van de leerling als voor het bevorderen van een goede communicatie met de school".	10	10	10	8	38
10C. "Houdt in het contact met ouders rekening met cultuur- en taalverschillen".	4	1	3	3	11
10I. "Betrekt ouders bij de activiteiten die ruimte geven aan meertaligheid/moedertaal".	0	0	1	0	1
10J. "Communicatie en de relatie met niet-Nederlandstalig ouders bevorderen".	2	3	2	1	8
10K. "Ouders kunnen het beste met hun kind de taal spreken die zijzelf het beste beheersen".	0	0	1	0	1
11C. "Het benutten van de thuistaal helpt leerlingen om obstakels in het Nederlands te overwinnen".	1	0	0	0	1
11E. "De thuistaal als steiger voor leren in de tweede taal en leren van de tweede taal".	0	0	1	0	1
11I. "Het benutten van het veeltalige repertoire van leerlingen om de leerkansen te vergroten".	1	0	0	0	1
12A. "Betekenisvolle taaltaken die worden vastgehangen aan concrete ervaringen en motiverende activiteiten. Rond die activiteiten moet communicatie worden opgezet waarbij aan de tweedetaalverwervers een rijk taalaanbod, veel kansen tot productie en feedback op die productie worden aangereikt".	4	6	6	3	19

12C. "Voor kinderen die op latere leeftijd meertalig worden, is het belangrijk om ze dan onder te dompelen in een royaal bad van de door native speakers gesproken schooltaal".	0	0	0	1	1
Total amount of recommendations	27	24	35	21	

Note. Please see appendix A. table 2 for the full list of recommendations and the sources from which they were taken (p.)

Table 4. An overview of the recommendations on Intercultural education found in the School Plans

Intercultural Education - Frequency per city					
Recommendations	Amsterdam	Rotterdam	The Hague	Utrecht	Total amount per recommendation
7A. "Brengt de leefwereld van het kind naar de voorgrond in de les".	4	0	6	1	11
7C. "Geïntegreerde cultuureducatielessen waarin aandacht wordt gegeven aan elkaar respecteren, accepteren en onbevooroordeeld zijn".	10	10	9	10	39
7D. "De leerlingen bewust maken van alle verschillende culturen in Nederland".	3	5	3	0	11
7I. "Ga met wereldburgerschap aan de slag door de culturele diversiteit en de meertaligheid van kinderen met een migratie- of internationale achtergrond in te zetten in je klas".	0	2	1	0	3
7J. "Uitwisseling fysiek of virtueel: Breng je leerlingen in contact met kinderen met een migratie- of internationale achtergrond door samen te werken met multiculturele scholen in de buurt, gemeente, regio of internationaal".	1	0	3	2	6
8A. "Toekomstige leerkrachten voorbereiden op het lesgeven in een cultureel diverse klas, waar kinderen met verschillende taalachtergronden zitten".	2	0	1	0	3
9A. "Breng met je leerlingen de feestdagen in kaart van de landen waar zij of hun ouders vandaan komen".	1	0	1	0	2
9B. "Maak jaarlijks een keuze welk buitenlands feest, naast de Nederlandse feesten, ook gevierd wordt".	1	2	2	0	5
9D. "Betekenisvolle taaltaken die worden vastgehangen aan concrete ervaringen en motiverende activiteiten. Rond die activiteiten moet communicatie worden opgezet waarbij aan de tweedetaalverwervers een rijk taalaanbod, veel kansen tot productie en feedback op die productie worden aangereikt".	1	1	0	1	3
9H. "Tweetalig lesmateriaal aanbieden en gebruik maken van een meertalige digitale leeromgeving waarin leerlingen kunnen oefenen met het gebruik van zowel de onderwijstaal als de thuistalen bij het maken van de lesopdrachten".	1	0	0	0	1
9I. "Gebruik concrete lesmaterialen voor het inrichten van de lesactiviteiten omtrent meertaligheid".	0	0	1	0	1
Total amount of recommendations	24	20	27	14	

Note. Please see appendix A. table 2 for the full list of recommendations and the sources from which they were taken (p.)

The most frequent number of recommendations are 7C, 39 times, 10A, 38 times and 12A, 19 times. All but one school are actively applying citizenship education (7C), meaning that they follow the main principles as written in the Dutch Education Primary Act (Wet op het Primair Onderwijs, 2020, Article 8 paragraph 3). However, it differs per school how they apply these principles and which areas they put more focus on. 38 schools have developed a policy that focuses on increasing parent participation in the education process of their children (10A). This entails that schools have set up procedures that aim at increasing collaboration and communication with parents about their children's needs and development. It must be mentioned that this includes all pupils, not only

multilingual pupils. One school in Amsterdam is translating all of their school documents into English as a way of engaging the parents who do not have an adequate control of the Dutch language.

What becomes evident from the document analysis is that schools do not focus on multilingualism, but on improving Dutch. Virtually all school frame multilingualism and /or having parents of a non-Dutch background as being the main reason for pupils having a language deficiency and /or delay in their development of Dutch. All but two schools, one in Amsterdam and one the Hague indicate that the home language and/ or mother tongue can be seen as an obstacle for learning Dutch. This is further supported by the focus on providing NT2 (Dutch as a second language classes), recommendation 12A, classes to pupils and parents of pupils who have a language deficiency in Dutch. As noticeable in table 2, the number of recommendations found on adopting a positive attitude towards the home language / mother tongue of pupils (non-Dutch) is quite numerous. Yet, most schools do not choose to adopt a positive attitude towards the home language. The same can be said for the recommendations that focus on developing policy to implement multilingualism in schools. These are essentially absent from the School Plans, apart from one school in the Hague that seeks to implement English as a language of instruction in combination with Dutch.

When comparing the cities to one another, it becomes evident from the sample that Utrecht has the least amount of recommendations on *multilingualism* and *intercultural education* incorporated into a School Plan, 35 in total, whereas the Hague has the most, 62 in total. The majority of these differences can be found in the themes on *incorporating intercultural education in the curriculum* (7) and *actively engaging parents in the education process of their multilingual children* (10).

Another theme that should be looked at more in depth is *the training of education professionals in the area of multilingualism* (3). The schools that have incorporated this into their School Plans all focus on intensifying English as a subject. They seek to teach English as a subject starting from group one until group eight, as opposed to the current situation where English is taught only in group seven and eight. These schools are allocating resources to the development and professionalization of their teachers and staff to facilitate this change.

4.3 Survey – Results & Analysis

Questions 6 – 11: Gauging respondents' prior knowledge on *multilingualism* and *intercultural education*

The respondents acquired knowledge about multilingualism and intercultural education, within the context of regular primary education, through their own initiative or via their work. When obtaining knowledge on multilingualism through their own initiative, the respondents indicated that their sources were mostly from readings books (17,14%) and scientific articles (14,29%). In the case of intercultural education, they got their information mostly from scientific articles (20%), colleagues (18,18%) or books (16,36%). When they acquired knowledge about multilingualism through their employer, workshops (18%), courses (14%) and training (14%) are most often indicated. With regard to intercultural education via 'colleagues' (13,89%) or workshops (19,44%) are most often indicated as a source of knowledge (Appendix B., p. 53-55).

40% of the respondents indicate that they have reasonable experience in implementing *multilingualism* in their work. 28,13% say they have a lot to a lot of experience and 31,25% say they have little to no experience. Almost half of the people indicate that they have reasonable experience in implementing *intercultural education* in their work. More than a third indicate that they have little, or no experience and 20,69% indicate that they have a lot to a lot of experience in implementing intercultural education (Appendix B., p. 53-55).

Questions 12 – 15: Respondents' attitudes towards the recommendations from the literature on implementing *multilingualism* and *intercultural education* in mainstream primary education

Respondents were asked to what extent they agreed with a selection of the recommendations from the literature aimed at *multilingualism* (Appendix B., question 12, p.56). This question has been answered by 26 respondents. They were also asked to what extent they find the recommendations practically applicable (Appendix B., question 13, p. 57). This question has been answered by 25 respondents.

On average 35% of the respondents partially agreed with the recommendations from the literature on *multilingualism*, and 40% strongly agreed. The practical applicability of the recommendations sees a slight drop in overall agreement, 29% strongly agreed and 37% partially agreed. Also, the question about practical applicability shows a greater spread in results (total mean 3.71) than the question about agreeing with the recommendation (Appendix B., question 12 & 13, p. 56-57)

Most respondents agreed with 'professional development for teachers in the area of *multilingualism* in primary education (recommendation 8, mean 4.58, std. dev. 0.69). No respondent indicated that they partially or strongly disagreed with this recommendation. 88.46% of the respondents indicate that they partially or strongly agreed with the recommendation and 19.23% remained neutral. This recommendation also received the highest score for practicality (mean 4.36, std. dev. 0.97). One respondent (4%) strongly disagreed. 84% agreed or strongly agreed, and three respondents (12%) remained neutral.

The most prevalent proportion in disagreement is found in the recommendation on 'developing language policies at school level to integrate pupils' mother tongues into teaching methods and testing systems' (recommendation 3, mean 3.19, std. dev. 1.30). 34.62% of the respondents strongly or partially disagreed with this recommendation. Just under half of the

respondents (46.15%) partially or strongly agreed with this recommendation. Five respondents (19.23%) indicated neutral. Relatively speaking, this recommendation is considered to be the least practically applicable by the respondents (mean 3.08, std. dev. 1.23).

Respondents were also asked the same questions regarding *intercultural education* and to what extent they find these recommendations practically applicable (Appendix B., questions 14 & 15, p. 58-59). These questions were answered by 23 respondents. In general, the respondents agreed with the recommendations on *intercultural education*, 84% strongly agreed and 18% partially agreed (total mean 4.61). This drops however when it comes to the practical applicability of the recommendations, 62% strongly agreed and 24% partially agreed (total mean 4.23). Most respondents agree with the use of activities that pay attention to the cultural background of the student (recommendation 9, mean 4.83, std. dev. on 0.48). 20 people strongly agreed, and three people partially agreed.

Respondents least agreed with 'ending the prohibition and/or penalization of pupils speaking their home languages in class' (recommendation 4, mean 3.91). Although more than half (65.21%) of the respondents (partly) agreed with this recommendation, six respondents partially disagreed with the recommendation and two respondents remained neutral. This recommendation also shows the widest range of results (std. dev. 1.28, variance 1.64.).

The following two recommendations on *intercultural education* are assessed as the least practically applicable: 1. 'ending the prohibition and/or penalization of pupils speaking their home languages in class' (recommendation 4, mean 3.91); 2. 'Using lesson plans to stimulate the entire linguistic repertoire of students in the classroom' (recommendation 7, mean 3.75, std. dev. 0.92).

Relatively speaking, the following two recommendations on intercultural education are considered as the most practically applicable: 1. 'professional development for teachers in the area of *intercultural education* in primary education' (recommendation 5, 82,61% partially or strongly agreed mean 4.43, std. dev. 0.97); 2. 'Purchase fiction and non-fiction books about different cultures' (recommendation 8, 83,33% partially or strongly agreed, mean 4.46, std. dev. 0.96).

When comparing the results of the recommendations on *multilingualism* and *intercultural education* are compared, it is striking that on average the recommendations aimed at *intercultural education* are assessed more positively than *multilingualism* on both attitude 84% versus 40% and practical applicability 62% versus 29% respectively. This corresponds to the fact that the School Plans contain more recommendations about *intercultural education* than *multilingualism*.

Questions 16 – 18: Respondents' thoughts on the current and required resources to implement *multilingualism* and *intercultural education* in mainstream primary education

10 out of the 20 respondents that answered these questions indicate that there is currently support from colleagues to implement the recommendations on *multilingualism* and *intercultural education* (Appendix B., question 16, p. 60). However, when it pertains to the other possible resources there is currently little support at the policy level and not enough financial and material resources to implement the recommendations from the literature.

Nearly all respondents (19 out of 20) indicate that they require professional development to be able to implement said recommendations (Appendix B., question 17, p. 60). Additionally, the majority of the respondents also indicated that the following points are required: 'financial resources', 'teaching materials and aids (books, test materials)', 'more space (reduced workload)',

‘multilingualism incorporated in teaching methods’, ‘intercultural education incorporated in teaching methods’, ‘support from colleagues’, ‘support at policy level’.

Out of the aforementioned points, respondents consider professional development as the most important one (mean 3.38). This is followed by ‘support at policy level’ (mean 3.71), ‘financial resources’ (mean 4.29), ‘support from colleagues’ (mean 4.38), ‘more space’ (mean 4.52), ‘teaching materials and resources’ (mean 4.71), ‘multilingualism incorporated in teaching methods’ (mean 5.1) and ‘intercultural education incorporated in teaching methods’ (mean 5.19). A low score indicates that the item is rated higher in terms of importance, one being the most important (Appendix B., question 18, p. 61).

Questions 19 – 22: Respondents’ thoughts on possibilities and limitations for the implementation of *multilingualism* and *intercultural education in mainstream primary education*

In term of possibilities, respondents indicated that, in the area of *multilingualism*, ‘parent participation’, ‘deploying specialist teachers’, ‘interdisciplinary teaching’, ‘attracting an experienced coordinator for the school’, ‘professional guidance’, ‘employing a guest teacher’ and ‘seeing *multilingualism* as a strength and not a deficiency’ contribute to the implementation of *multilingualism*, are presented as ideas. ‘Parent participation’ is mentioned most often, on four occasions (21,1%), as displayed below in figure 2. Nearly a third of the respondents filled in ‘no idea’, in six instances (31,6%) and one respondent indicated that it is ‘not possible to implement the recommendations’ (Figure 2; Appendix B., question 19, p. 61).

Figure 2. Survey question 19 – What other possibilities do you see as an education professional for the practical implementation of the recommendations regarding multilingualism in mainstream primary education in the Netherlands?



Note. The y-axis illustrates the themes that were constructed based on the answers given by the respondents. The x-axis shows, in percentages, how many respondents suggested each theme. These percentages are based on 20 respondents (total respondents = 100%).

The possibilities respondents have suggested for *intercultural education* are: ‘theme-based curriculum’, ‘citizenship education’, ‘parent participation’, ‘delving deeper into cultures’, ‘linking other cultural festivals with Dutch festivals’, ‘expanding learning’, ‘eliminating pillarization in education’ and ‘effective policy implementation’. These suggestions are depicted below in figure 3. ‘Theme-based

curriculum’ is the most popular possibility as it was mentioned on three instances (15%). Eight respondents answered with ‘no idea’ (40%) (Figure 3; Appendix B., question 21, p. 62).

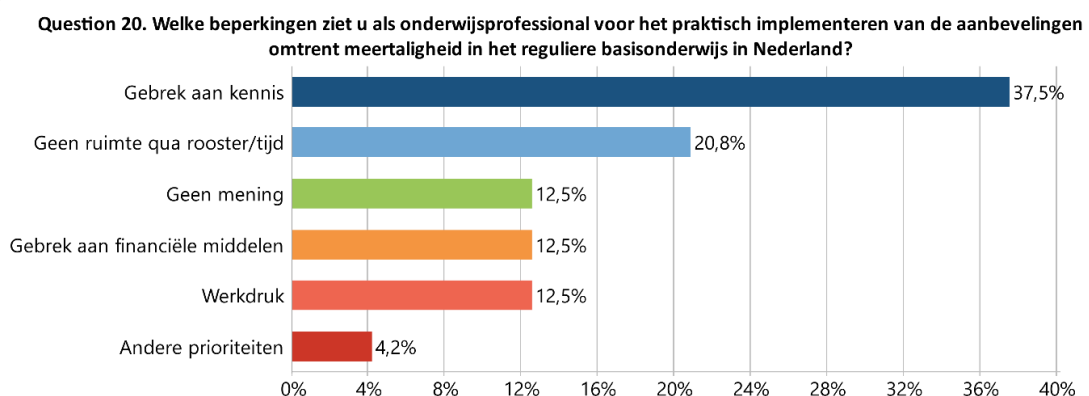
Figure 3. Survey question 21 – What other possibilities do you see as an education professional for the practical implementation of the recommendations regarding intercultural education in mainstream primary education in the Netherlands?



Note. The y-axis illustrates the themes that were constructed based on the answers given by the respondents. The x-axis shows, in percentages, how many respondents suggested each theme. These percentages are based on 20 respondents (total respondents = 100%).

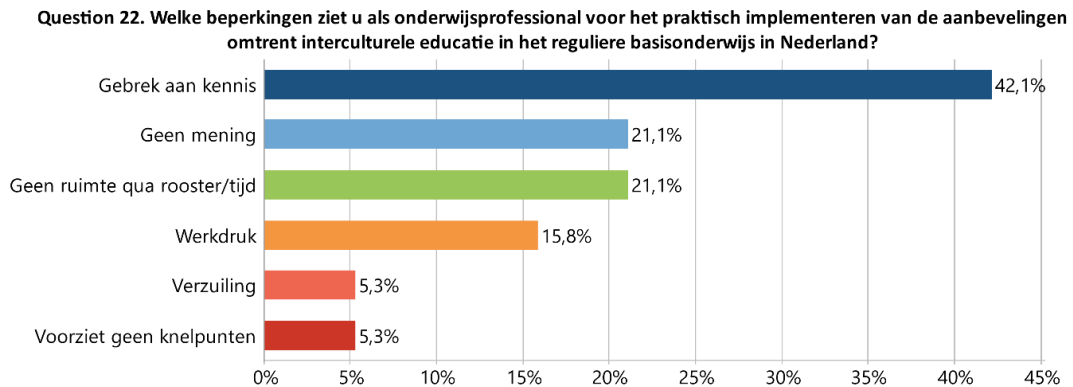
The respondents were also asked if they foresaw any limitations that could hinder the practical implementation of the recommendations regarding *multilingualism* and *intercultural education*. These answers are presented below in figures 4 and 5. ‘Lack of knowledge’ is most often mentioned for both *multilingualism* (9 times, 37,5%) and *intercultural education* (8 times, 42,1%). In addition, respondents indicate there is no space in ‘the tight work schedule’ (20,8% & 21,1%) and that there is a ‘heavy workload’ (12,5% & 15,8%). Regarding *multilingualism*, three respondents also mentioned ‘a lack of financial resources’ (12,5%) and that there are other priorities (Figure 4 & 5; Appendix B., question 20 & 22, p. 62).

Figure 4. Survey question 20 – What limitations do you see as an education professional for the practical implementation of the recommendations regarding multilingualism in mainstream primary education in the Netherlands?



Note. The y-axis illustrates the themes that were constructed based on the answers given by the respondents. The x-axis shows, in percentages, how many respondents suggested each theme. These percentages are based on 20 respondents (total respondents = 100%).

Figure 5. Survey question 22 – What limitations do you see as an education professional for the practical implementation of the recommendations regarding intercultural education in mainstream primary education in the Netherlands?



Note. The y-axis illustrates the themes that were constructed based on the answers given by the respondents. The x-axis shows, in percentages, how many respondents suggested each theme. These percentages are based on 20 respondents (total respondents = 100%).

5. Discussion

This section will summarize the main results from the study and answer the main research and sub-questions, whilst discussing the implications of the results. Furthermore, it will give an overview of the limitations of the study and provide recommendations for future research.

5.1. Answering the research questions

In this study, an attempt was made to fill a gap in the literature by determining how education professionals, working in primary schools in the Randstad area, perceive the recommendations from the literature on the implementation of *multilingualism* and *intercultural education* in the Dutch mainstream primary education system. The goal of this research was to distill said attitudes towards the recommendations and aid future research by providing the necessary feedback to better align theoretical ideas with the practical implementation of those ideas. In order to reach this goal, the following research sub-questions were formulated:

1. What are the recommendations from the literature on the implementation of multilingualism and intercultural education in the Dutch mainstream primary education system?
2. To what extent have the recommendations from the literature, aimed at multilingualism and intercultural education, already been incorporated into the School Plans of Dutch mainstream primary schools in the Randstad area?
3. To what extent do education professionals consider the recommendations from the literature on the implementation of intercultural education and multilingualism practically applicable for the Dutch mainstream primary education system?
4. What do education professionals need in order to apply the recommendations from the literature on multilingualism and intercultural education into the Dutch mainstream primary education system?

The recommendations from the literature on *multilingualism* that were most frequently found in the School Plans focus on theme 10 'Actively involving parents in the educational process of the multilingual pupils' and theme 12 'Providing functional, motivational and meaningful tasks to teaching Dutch as a second language'. More specifically, 10A by Le Pichon-Vorstman & Kambel (in Agirdag & Kambel, 2017), 10C by Peters (2021) and 12A by van den Branden (2018) (Table 2, p. 19).

It is interesting to distill from the data that all other themes categorized under *multilingualism* were hardly implemented in the School Plans, even though much academic attention is being paid to the subject. To a greater extent, in areas outside of the Randstad, such as Friesland, schools are actively working on implementing multilingualism in the curriculum (Duarte, 2020). The data from the survey shows that respondents, in general, have a somewhat positive attitude towards the recommendations from the literature on *multilingualism*, but the implementation of it is where the bottlenecks arise.

Respondents specified that the bottlenecks that hinder the implementation of the recommendations on *multilingualism* are partly layered in lack of knowledge, and the financial and practical possibilities, such as workload, schedule constraints and financial resources (figure 4 & 5). Thus, education professionals require professional development in the field of *multilingualism* to become more knowledgeable and skilled. Therefore, it is recommended to include this subject in the PABO training for future teachers (Masselink, 2020). The other bottlenecks require structural changes and are situational, as schools differ very much in their resources and capabilities.

The lack of knowledge on *multilingualism* mentioned by the respondents is in congruence with the complete absence of theme 4 'adjusting measuring instruments and test assessments to the culture and language background of the student' and theme 6 'develop strategies to stimulate pupil's entire linguistic repertoire', in the School Plans. Even more so, the School Plans, apart from one, solely focus on improving their pupils' Dutch through NT2 (Dutch as a second language) programs (recommendation 12A, Table 2, p. 19). Whilst at the same time most School Plans clearly state that the ethnic and multilingual background of their pupils play a role in the language deficiency of the pupils, when it pertains to their comprehension of Dutch. In these kinds of situations, where language deficiency is apparent, 48% of the schools from the study favor using NT2 programs to improve their pupils' overall level of Dutch. This indicates that those schools scarcely apply any of the theory on *multilingualism*, by for example; using the home language and/or mother tongue as a means to improve their pupils' comprehension of Dutch; by framing the home language as positive; by not comparing multilingual pupils to monolingual pupils; by not using adjusted measuring instruments (Agirdag & Kambel, 2017, p. 157-158; Orioni, 2020, p. 55; Nederlof & Smit, p.12; van Praag, 2016, p. 48, 81 & 103).

Furthermore, the School Plans from the data are currently only describing the ethnic and/or multilingual background of their pupils, meaning that they focus on the *reality*, thereby recognizing the multilingual presence (EDINA project, 2021). However, there are no instances of schools applying the *functionalities* of multilingualism by making use of strategies such as, "translanguaging", "identity markers" and "creating meta-linguistic awareness" (EDINA project, 2021). Thus, keeping languages distinct at the individual level (Cummins, 2017, p. 110) and excluding the home language from the classroom, which concludes that the schools maintain a monolingual language policy and are not fully inclusive (Cenoz & Gorter, 2015, in Duarte & Günther-van der Meij, 2018, p. 25; Le Pichon-Vorstman & Kambel, 2016, in Agirdag & Kambel, 2017, p. 38).

A 2015 report by the European Commission concludes that parent involvement, "engaging parents in the school's activities and their children's education", is highly recommended to improve

intercultural education and for the development of the multilingual skills of the child (European Commission, 2015, p. 82-83). Although the data from the document analysis suggests that parent participation is identified as a focal point in almost all School Plans, in practice this means additional focus being spent on communication barriers and increasing the level of Dutch comprehension by making NT2 programs available for parents. This is in contrast with the recommendations presented by the European Commission (2015).

The recommendations from the literature on *intercultural education*, that were most frequently found in the School Plans all belong to theme 7, 'Incorporating intercultural education into the curriculum'. More precisely 7A, C and D by Peters (2021; table 2., p. 19).

The document analysis shows that almost all primary schools, apart from one in Utrecht, incorporate aspects of *intercultural education* through *citizenship education*. The schools seem to have implemented some form of integrated culture education lessons, where pupils learn about the cultural diversity in the Netherlands and practice the principles of a democratic society by focusing on tolerance, respect, and having an open and inquisitive mind. This coincides with the theory on *intercultural education* as these principles help foster intercultural competencies such as; collaboration, mutual understanding, cultural awareness and multi-perspectivity. Additionally, the presence of such a focus on cultural diversity supports Bulk's (2018) findings that in areas of a larger ethnically diverse student population, schools tend to pay more attention to cultural diversity.

There does seem to be a misinterpretation between the nature of *citizenship education* and *intercultural education*. For example, there are two schools in the Hague that mention *intercultural education*, however when reading their School Plans, they tend to focus on cultural diversity (descriptively) and *global citizenship education*. This has a strong link with the research from Nuffic (2021a) and Hill (2007). However, by focusing on the cultural diversity, schools are missing the aspect of inclusion (i.e., culturally appropriate, and responsive quality education for all) and interaction between members of different ethnic groups and languages, as explained by Zilliacus & Holm's (2009, p. 2), and UNESCO (Unesco, 2006, p. 18, 32-33). Some schools do plan activities such as an international exchange, though apart from it being an activity that helps encourage interaction, the School Plans do not provide more insight into how inclusion and (intercultural) interaction are promoted in the classroom, if at all.

5.2 Limitations

There are a few limitations to this study. For example, there were a limited number of respondents in the survey, which means that the results should be interpreted with caution as generalizations are rather difficult to justify.

To strengthen this research, follow-up research would be useful if interviews and focus groups are held at the schools whose School Plans were used for this research.

The study included more recommendations from the field of multilingualism than of intercultural education. However, this may also be related to the sources consulted. There could be many more books written in Dutch, Flemish and English that cover the topic of intercultural education and multilingualism. Also, the study predominantly focused on scholars who wrote in Dutch. It would be very interesting to focus on recommendations that are based on non-Dutch school contexts.

5.3 Recommendations for future research

Research should focus on the resources and specific staff competencies that schools need to implement *multilingualism* and *intercultural education* as the results show that these are the main limitations that education professionals face. Furthermore, research should increase its focus on the development of assessment tools that can be practically applicable and adjustable to the cultural and linguistic background of the pupil. Future recommendations should also focus on making the implementation feasible, cost effective and easily applicable for schools. Research should also look at easier ways to transfer much needed knowledge on *multilingualism* and *intercultural education* to education professionals.

Schools may benefit from an external subject specialist and / or project manager who, together with the school, can draw up a realistic and workable implementation plan to implement *multilingualism* and *intercultural education*. Possibly such an external specialist could be partly or fully subsidized by a local municipality or the government, e.g. the Equal Opportunities Alliance (Gelijke Kansen Alliantie project, 2021).

There are currently several pilots in primary schools in the Netherlands that focus on bilingual education (Nuffic, 2021b). I would recommend researchers to run pilots that are aimed at processing the home languages of children in the classroom of mainstream primary schools.

Future research should compare and contrast the Randstad area to other areas in the Netherlands that harbor more regional languages such as the provinces Friesland, Groningen and Limburg. Is multilingualism more present in primary education in those contexts, if so why, what are the factors that positively contribute to this? What can the Randstad learn from their methods? How do predominantly White schools incorporate intercultural education in the classroom as opposed to schools that have a more ethnically diverse student population? Additionally, research should focus on comparing and contrasting the Dutch context with that of other countries who are similar, yet have advanced further on this subject matter, such as Finland, Sweden and Canada.

Intercultural education needs to be specified in the national curriculum. Another option could be to include *intercultural education* in *citizenship education* by following UNESCO's guidelines more strictly, because schools are already placing a greater importance on citizenship education and *global citizenship education*. It is an ideal time to include the intercultural component more profusely.

At the national level, I would recommend that the Primary Education Act be adapted from a monolingual language policy to a multilingual language policy, which in particular offers opportunities for mother tongue education and/or the use of migrant languages in the classroom.

6. References

- Agirdag, O., & Kambel, E. (2017). *Meertaligheid en onderwijs: Nederlands plus*. Boom.
- Björklund, M., Björklund, S., & Sjöholm, K. (2013). Multilingual policies and multilingual education in the Nordic countries. *International Electronic Journal of Elementary Education*, 6 (1), 1-22.
- Bowen, G. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(20), 27-40. DOI 10.3316/QRJ0902027
- Branden, K. van den (2018). *Handboek taalbeleid basisonderwijs*. Acco.
- Braun, V., & Clarke, V. (2012). *Thematic analysis. APA handbook of research methods in psychology: Vol. 2 research designs*. The American Psychological Association.
- https://www.academia.edu/3789893/Thematic_Analysis?auto=download
- Bulk, L. van den. (2018). Etnisch-culturele diversiteit in beleid en cultuureducatie: Intercultureel onderwijs. *Cultuur + Educatie*, 17(49), 8-28.
- <https://lkca.nl/wp-content/uploads/2020/01/ce49-etnisch-culturele-diversiteit-lenie-van-den-bulk.pdf>
- CBS. (2020a). *Hoeveel mensen met een migratieachtergrond wonen in Nederland?* Retrieved June 19, 2021, from <https://www.cbs.nl/nl-nl/dossier/dossier-asiel-migratie-en-integratie/hoeveel-mensen-met-een-migratieachtergrond-wonen-in-nederland-> .
- CBS. (2020b). *Kerncijfers wijken en buurten 2020*. Retrieved June 19, 2021, from <https://www.cbs.nl/nl-nl/maatwerk/2020/29/kerncijfers-wijken-en-buurten-2020>.
- Cenoz, J., & Gorter, D. (2019). Educational policy and multilingualism. In D. Singleton & L. Aronin. Bristol (Eds.), *Twelve Lectures on Multilingualism* (pp. 101-132). Blue Ridge Summit: Multilingual Matters.
- Chibaka, E. F. (2018). Advantages of bilingualism and multilingualism: Multidimensional research findings. In S.B. Chumbow (eds.), *Multilingualism and bilingualism* (pp. 15-36). IntechOpen. Doi: 10.5772/intechopen.74625.
- Council of Europe (2007). *From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe*. Strasbourg: Language Policy Division. Retrieved June 9, 2021, from <https://rm.coe.int/16802fc1c4>
- Cummins, J. (2008). Teaching for transfer: Challenging the two solitudes assumptions in bilingual education. In: N. Hornberger (Ed.), *Encyclopedia of language and education* (pp. 1528 –1538). New York: Springer.
- Cummins, J. (2014). Bilingual education: Detangling the lies. In: P. Gorski & K. Zenkov (Eds.), *The big lies of school reform: Finding better solutions for the future of public education* (pp. 53-66). New York: Routledge.

- Cummins J. (2017) Teaching for transfer in multilingual school contexts. In O. García, A. Lin & S. May (Eds.), *Bilingual and Multilingual Education*. Encyclopedia of Language and Education (3rd ed.). Springer, Cham. https://doi-org.proxy.library.uu.nl/10.1007/978-3-319-02258-1_8
- De Gelijke Kansen Alliantie (2021). *Gelijke Kansen Alliantie*. Ministerie van Onderwijs, Cultuur en Wetenschap. <https://www.gelijke-kansen.nl/>.
- De Graaf, A., Delarue, S., & de Coninck, K. (2019). *Omgaan met Meertaligheid in het Onderwijs: in het Nederlandse Taalgebied*. <http://taalunieversum.org/sites/tuv/files/downloads/Omgaan%20met%20meertaligheid%20in%20het%20onderwijs.pdf>
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Duarte, J., & Günther-van der Meij, M. T. (2018). A holistic model for multilingualism in education. *EuroAmerican Journal of Applied Linguistics and Languages*, 5(2), 24-43. <https://doi.org/10.21283/2376905X.9.153>
- Duarte, J. & Günther-van der Meij, M. T. (2019). Meer meertaligheid in het basisonderwijs: Ja maar, hoe? Nieuwe inzichten door meertaligheidsprojecten. *MeerTaal*, 6(2), 14-17. https://vangorcumtijdschriften.nl/meertaal/wp-content/uploads/sites/7/2019/01/MEERT201802_14-17_Joanna-Duarte_Meertaligheid-in-het-basisonderwijs.pdf
- Duarte, J. (2020). Troef of trend: Actuele ontwikkelingen in de meertaligheidsdidactiek [Oratie]. *NHL Stenden hogeschool*. https://www.nhlstenden.com/sites/default/files/bedrijven_en Onderzoek/lectoraten documenten/inauguratie_boek_joana_duarte.pdf
- EDINA (2021). *Multilingualism*. Education of International Newly Arrived Migrant Pupils. Retrieved June 21, 2021, from <https://edinaplatform.eu/en/dingen-die-je-moet-weten-over-de-edina-concepten/meertaligheid>
- European Commission (2015). Language teaching and learning in multilingual classrooms. *Education and training*. ICF Consulting Services Ltd. https://ec.europa.eu/assets/eac/languages/library/studies/multilingual-classroom_en.pdf
- European Commission (2016). Joint communication to the European parliament and the council: Towards an EU strategy for international cultural relations. *High Representative of the Union for Foreign Affairs and Security Policy*. <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016JC0029&from=NL>
- Frijns, C. (2019). *De Vliegtuigklas: Naar sterk taalonderwijs op de basisschool*. Pelckmans Pro.

- García, O., Lin, A., & May, S. (2017). *Bilingual and multilingual education* (3rd ed.). Springer International Publishing AG.
- García O., Wei L. (2014). Language, bilingualism and education. In: *Translanguaging: Language, Bilingualism and Education* (pp. 46-62). Palgrave Pivot, London. https://doi-org.proxy.library.uu.nl/10.1057/9781137385765_4
- Grant, M., & Booth, A. (2009). A typology of reviews: An analysis of 14 review types and associated methodologies. *Health Information & Libraries Journal*, 26, 91-108. DOI: 10.1111/j.1471-1842.2009.00848.x
- Hill, I. (2007). Multicultural and international education: Never the Twain shall meet? *International Review of Education*, 53(3), 245-264. <https://www.jstor.org/stable/27715380>
- Hooren, S. van, Pereira, C. & Bolhuis, M. (2017). *Iedereen taalcompetent! Visie op de rol, de positie en de inhoud van het onderwijs Nederlands in de 21ste eeuw*. Nederlandse Taalunie. <https://taalunie.org/publicaties/19/iedereen-taalcompetent>
- Hua, Z. (2016). *Research methods in intercultural communication: A practical guide*. John Wiley & Sons Inc.
- Inspectie van het Onderwijs (2019). *Het schoolplan: wat moet en wat mag?* <https://www.onderwijsinspectie.nl/actueel/nieuws/2019/07/09/het-schoolplan-wat-moet-en-wat-mag>
- Jaspaert, K. & Frijns, C. (2020). *Taal leren: van kleuters tot volwassenen*. Lannoo Campus.
- Jenniskens, T., Leest, B., Wolbers, M., Bruggink, M., Krikhaar, E., Graaf de, R., Spätgens, T. & Unsworth, S. (2020). Evaluatie pilot Tweetalig Primair Onderwijs. *Flankerend onderzoek Tweetalig Primair Onderwijs*. Retrieved June 24, 2021, from <https://www.nuffic.nl/onderwerpen/tweetalig-primair-onderwijs/tweetalig-primair-onderwijs-tpo>
- Koninklijke Nederlandse Akademie van Wetenschappen (2018). *Talen voor Nederland*. Retrieved June 24, 2021, from https://knav.nl/nl/actueel/publicaties/talen-voor-nederland/@@download/pdf_file/20180205-verkenning-talen-voor-nederland-add-gebarentaal.pdf
- Leeman, Y., (2017). Whither cultural diversity and intercultural education in the Netherlands? In C. Reid & J. Major (Eds), *Global teaching: Southern perspectives on teachers working with diversity*. New York: Palgrave Macmillan. DOI: 10.1057/978-1-137-52526-0
- Leeman, Y., & Ledoux, G. (2003). Intercultural education in Dutch schools. *Curriculum Inquiry*, 33(4), 385-399. Taylor & Francis, Ltd. <https://www.jstor.org/stable/3202349>
- Masselink, A. (2020). *Meertaligheid in het basisonderwijs: Verslag van onderzoek naar de integratie van meertalige didactiek in het basisonderwijs naar aanleiding van het traject Curriculum.nu*. Nationaal Expertisecentrum voor Leerplanontwikkeling. Enschede. Retrieved June 6, 2021, from <https://slo.nl/publish/pages/14988/onderzoeksverslag-meertaligheid-in-het-basisonderwijs.pdf>
- Ministerie van Onderwijs, Cultuur en Wetenschap. (2019). *Schoolplan: Handvat voor Kwaliteitsbeleid*. Retrieved June 10, 2021, from

<https://www.rijksoverheid.nl/documenten/brochures/2019/06/03/schoolplan-handvat-voor-kwaliteitsbeleid>

- NCCA (2005). *Intercultural education in the primary school: Guidelines for schools*. Retrieved June 12, 2021, from <http://www.ncca.ie/uploadedfiles/Publications/Intercultural.pdf>
- Nederlof, N., & Smit, J. (2018). *Meertaligheid in primair en voortgezet onderwijs: een stand van zaken en curriculaire aanbevelingen*. Enschede: SLO.
- Nuffic. (2021a). *Wereldburgerschap op school*. Retrieved June 21, 2021, from <https://www.nuffic.nl/onderwerpen/wereldburgerschap/wereldburgerschap-op-school>
- Nuffic. (2021b). *Beginnen met internationalisering in het primair onderwijs*. Retrieved June 21, 2021, from <https://www.nuffic.nl/onderwerpen/beginnen-met-internationalisering/beginnen-met-internationalisering-het-primair>
- Nuffic. (2021c). *Culturele diversiteit, meertaligheid en gelijke kansen*. Retrieved June 21, 2021, from <https://www.nuffic.nl/onderwerpen/wereldburgerschap/culturele-diversiteit-meertaligheid-en-gelijke-kansen>
- Nuffic & PO-Raad (2017). *Handreiking internationalisering primair onderwijs: Voor schoolbesturen en schoolleiders*. Nuffic. Retrieved June 21, 2021, from <https://www.nuffic.nl/sites/default/files/2020-08/handreiking-internationalisering-primair-onderwijs.pdf>
- OECD (2014). *Education policy outlook: Netherlands*. Retrieved June 21, 2021, from <https://www-oecd-org.proxy.library.uu.nl/education/highlightsnetherlands.htm>
- Orioni, M. (2020). *Het meertalige kind*. SWP.
- Özturgut, O. (2011). Understanding multicultural education. *Current Issues in Education*, 14 (2), 1-11.
- Paré, G., & Kitsiou, S. (2016). Methods for literature reviews. In F. Lau & C. Kuziemsky (Eds.), *Handbook of eHealth evaluation: An evidence-based approach* (157-179). University of Victoria. <https://www.ncbi.nlm.nih.gov/books/NBK481583/>
- Paulsrud, B. A., Zilliacus, H., & Ekberg, L. (2020). Spaces for multilingual education: language orientations in the national curricula of Sweden and Finland. *International Multilingual Research Journal*, 14(4), 304-318. <https://doi.org/10.1080/19313152.2020.1714158>
- Peters, L. (2021). *Talen die de school in komen: Kansen voor een multiverse basisschool*. Lannoo Campus
- Pieters, M., & Visser, A. (2019). *Leergebiedoverstijgende thema's in Curriculum.nu: een begripsafbakening*. Enschede: SLO.
- Praag, L. van., Sierens, S., Agirdag, O., Lambert, P., Slembrouck, S., Avermaet, van P., Braak, van J., Craen, van de P., Gorp, van K., & Houtte, van M. (2016). *Haal meer uit meertaligheid: Omgaan met talige diversiteit in het basisonderwijs*. Acco.
- Riemersma, A., Duarte, J., Günther -van der Meij, M., Robinson-Jones, C., van Dijk-van 't Noordende, A., & Nap, L. (2021). *Gelijke kansen met meertalige Pabo's - de pabo in en voor een meertalige en multiculturele maatschappij*. Stenden/NHL Uitgeverij, Leeuwarden.

- Singleton, D., & Aronin, L. (2019). Twelve Lectures on Multilingualism. *Multilingual Matters*, Bristol: United Kingdom.
- SLO. (2021a). *Burgerschap*. Retrieved June 16, 2021, from <https://www.slo.nl/thema/meer/burgerschap/>
- SLO. (2021b). *Wat moet en wat kan*. Retrieved June 16, 2021, from <https://www.slo.nl/vakportalen/vakportaal-burgerschap/wat-moet-en-wat-kan/>
- SLO. (2021c). *Kansengelijkheid*. Retrieved June 16, 2021, from <https://www.slo.nl/thema/meer/kansengelijkheid/>
- SLO. (2021d). *Niveaus in curriculumontwikkeling*. Retrieved June 16, 2021, from <https://magazines.slo.nl/curriculumwaaier#!/curriculumniveaus>.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333-339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Sociaal en Cultureel Planbureau (2019). *Burgerperspectieven*. 1, 1-50. Den Haag. https://www.scp.nl/binaries/scp/documenten/monitors/2019/03/29/burgerperspectieven-2019-1/Burgerperspectieven_20191.pdf
- Stadler, S. (2011). Intercultural competence and its complementary role in language education. In C. Perez-Llantada & M. Watson (Eds.), *Specialized languages in the global village: A multi-perspective approach* (pp. 259-284). Cambridge Scholars Press.
- Toelichting Burgerschap (2019). Curriculum.nu. Retrieved June 12, 2021, from <https://www.curriculum.nu/download/toelichting-burgerschap/>
- Toelichting Engels/MVT (2019). Curriculum.nu. Retrieved June 12, 2021, from <https://www.curriculum.nu/download/toelichting-engels-moderne-vreemde-talen/>
- Unesco (2006). *Guidelines on intercultural education*. Education sector. Retrieved June 12, 2021, from <http://www.ugr.es/~javera/pdf/DB2.pdf>
- Van Avermaet, P. (2014). Waarom zijn we bang voor meertaligheid? *Levende Talen Magazine*, 102(7), 6-11.
- Wet op het primair onderwijs (2020a). Artikel 8.3 Wet op het primair onderwijs. Retrieved June 15, 2021, from <https://wetten.overheid.nl/jci1.3:c:BWBR0003420&hoofdstuk=I&titeldeel=II&afdeling=1¶graaf=1&artikel=8&z=2020-07-01&g=2020-07-01>
- Wet op het primair onderwijs (2020b). Artikel 9 Wet op het primair onderwijs. Retrieved June 15, 2021, from <https://wetten.overheid.nl/jci1.3:c:BWBR0003420&hoofdstuk=I&titeldeel=II&afdeling=1¶graaf=1&artikel=9&z=2020-07-01&g=2020-07-01>
- Zilliacus, H., & Holm, G. (2009). Multicultural Education and Intercultural Education: Is There a Difference? In M. Talib, J. Loima, H. Paavola & S. Patrikainen (Eds.) (2009), *Dialogues on Diversity and Global Education*, pp. 11-28. Berlin: Peter Lang.

7. Appendix A. Recommendations and School Plans

Table 5. Recommendations from the literature on *multilingualism and intercultural education*

Thema 1: Positieve houding ten opzichte van de thuistaal van de leerling	Source
1A. Verbod en/of straffen op het niet spreken van thuistaal.	Agirdag & Kambel, 2017, p. 157
1B. Koppel de leerling aan een leerling uit de groep (of een andere groep) die dezelfde taal spreekt, en geef hen de gelegenheid dat ook te doen.	Peters, 2021, p. 95
1C. De leerling en de ouders de ruimte bieden hun moedertaal op school te spreken.	Peters, 2021, p. 95
1D. Lage verwachtingen op basis van negatieve stereotypen en vooroordelen over taalgebruik of accenten vermijden	Le Pichon-Vorstman, Baauw, Bisselink & Busari, 2016, as cited in Agirdag & Kambel, 2017, p. 158
1E. Problematiseren van meertalige leerlingen vermijden, evenals sterke focus op taalachterstand in plaats van taalrijkdom	Le Pichon-Vorstman & Baauw, 2015, as cited in Agirdag & Kambel, 2017, p. 158
1F. Emotionele band met de moedertaal erkennen en waarderen	Agirdag & Kambel, 2017, p. 158
1G. De mondelinge, lees- en schrijfvaardigheid van (alle) thuistalen bevorderen	Le Pichon-Vorstman, Baauw, Alan, 2018, as cited in Agirdag & Kambel, 2017, p. 158
1H. Leerlingen er bewust van maken dat zij in hun moedertaal de nieuwe leerling met dezelfde moedertaal mogen helpen.	Peters, 2021, p. 124
1I. Wanneer een leerling niet begrepen wordt door gebruik van beperkt Nederlands en/of zijn moedertaal, laat dan duidelijk blijken dat je hem graag wilt begrijpen. Schakel een leerling in die dezelfde moedertaal spreekt en kan vertalen.	Peters, 2021, p. 207-208
1J. Maak goede afspraken met leerlingen om het gebruik van thuistalen toe te laten op school.	Van Praag et al., 2016, p. 48
1K. Op het vlak van het thuisgevoel op school als op het vlak van vriendschapsrelaties is het een goed idee om meer ruimte te creëren voor meertaligheid op school.	Van Praag et al., 2016, p. 103
1L. Werk aan het creëren van een toleranter beeld ten opzichte van meertaligheid in de school.	Van Praag et al., 2016, p. 154
1M. Door middel van talensensibilisering een positieve attitude te ontwikkelen ten opzichte van taaldiversiteit. Het kan het metalinguïstisch bewustzijn vergroten en het kan het welbevinden van anderstalige leerlingen verhogen.	Frijns, 2019, p. 91
1N. Positieve attitudes rond meertaligheid en het leren van talen	Van den Branden, 2018, p. 179
1O. Investeren in de functionele meertaligheid van de bevolking	Van den Branden, 2018, p. 180
1P. De trots die de leerlingen rond hun thuistaal hebben opgebouwd, verder aanwakkeren.	Van den Branden, 2018, p. 185
1Q. Het stimuleren van meertaligheid buiten de schooluren	Van den Branden, 2018, p. 186
1R. Het toelaten van thuistaal op school verhoogt het welbevinden van leerlingen op school.	Jaspaert & Frijns, 2020, p. 96
1S. Toestaan dat de leerling tijdens groepswork elke taal kan gebruiken.	Jaspaert & Frijns, 2020, p. 97
1T. Als we willen dat kinderen hun talen goed verwerven, is het belangrijk om al hun talen te waarderen.	Orioni, 2020, p. 44
1U. Leerkrachten kunnen ouders en leerlingen helpen door de thuistaal te waarderen en hen bewust te maken van zijn waarde.	Orioni, 2020, p. 182

1V. Het is belangrijk dat de eentalige blik van de leerkracht plaats maakt voor de meertalige visie en dat de leerkracht ook aan de slag wil en kan gaan met dit nieuwe inzicht.	Orioni, 2020, p. 183
1W. Bij Nederlands leent ook taalbeschouwing zich er goed voor om aandacht te besteden aan meertaligheid van leerlingen: verschillende talen en taalvariëteiten kunnen aandacht krijgen, waarbij gelijkwaardigheid van talen een aandachtspunt is, maar ook de invloed van talen op de sociale verhoudingen.	Nederlof & Smit, 2018, p. 11
1X. Verder kan werken aan een positieve houding t.a.v. meertaligheid en culturele diversiteit expliciet aandacht krijgen: niet alleen de waarde van meertaligheid voor het leren van Nederlands en van andere vakken, maar ook de waarde van meertaligheid voor individuele leerlingen (als deel van hun de identiteit), en voor de maatschappij. De relatie tussen taal, cultuur/achtergrond en identiteit van leerlingen kan een inhoud zijn. Het ERK kan hierbij een bron van inspiratie zijn, evenals sommige buitenlandse curricula.	Nederlof & Smit, 2018, p. 12

Thema 2: Beleid ontwikkelen om meertaligheid in het onderwijs te implementeren	Source
2A. Taalbeleid op schoolniveau ontwikkelen om de moedertalen van de leerlingen te integreren in lesmethodes en toetsystemen.	Le Pichon-Vorstman & Baauw, 2016, as cited in Agirdag & Kambel 2017, p. 157
2B. Ruimte maken voor meertaligheid en de moedertaal zal op de eerste plaats moeten worden gedragen door het volledige schoolteam.	Peters, 2021, p. 117
2C. Beleidsmedewerkers worden aangemoedigd om de 'knop' om te draaien en de aanwezige talige diversiteit in de klas en op school te omarmen.	Van Praag et al., 2016, p. 92
2D. Maak meertaligheid een essentieel onderdeel van de schoolwerking.	Van Praag et al., 2016, p. 103
2E. Minderheidstalen aanbieden als vreemde taal op school, bijv. Turks, of Berbers.	Van Praag et al., 2016, p. 104
2F. Om effectief structureel beleid te bewerkstelligen moet meertaligheid zowel remediërend (thuis talen inzetten op het een moment dat een probleem zich voordoet) als preventief (thuis talen inzetten om problemen in de toekomst te vermijden) gebruikt worden.	Van Praag et al., 2016, p. 129
2G. De visie en de aanpak rond meertaligheid moeten door een volledig schoolteam worden gedragen.	Van Praag et al., 2016, p. 129
2H. Om een volwaardig taalbeleid te kunnen garanderen moeten scholen structureel en strategisch plaats bieden aan meertaligheid. Het bevorderen van de algehele ontwikkeling en het verbeteren van onderwijsresultaten van de leerlingen.	Van Praag et al., 2016, p. 129-130
2I. Taalbeleid op schoolniveau ontwikkelen waarbij er een emotioneel veilig klimaat ontstaat waarin leerlingen mogen experimenteren met hun volledige talige repertoire.	Frijns, 2019, p. 118
2J. Taalvaardigheid en geletterdheid in de tweede taal moet niet alleen tijdens het vak taal maar doorheen het hele curriculum bevorderd worden.	Van den Branden, 2018, p. 172
2K. Het is belangrijk dat alle scholen een meertaligheidsbeleid kunnen voeren, waarbij de nadruk niet alleen ligt op het inrichten van vakken in een andere taal dan het Nederlands, maar ook op talensensibilisering en op een positieve houding tegenover alle (thuis)talen en taalvariëteiten.	Hooren, van S., Pereira, C. & Bolhuis, M., 2017, as cited in Orioni, 2020, p. 159

2L. Het curriculum Nederlands en van moderne vreemde talen zouden in de doelen moeten verwoorden dat alle talen gelijk zijn, dat meertaligheid een gegeven is in de Nederlandse context, en dat thuistalen van leerlingen en de achtergronden die daarbij horen een expliciete plek horen te hebben in het onderwijs.	Nederlof & Smit, 2018, p. 11
2M. Het curriculum Nederlands zou ook de rol die het Nederlands speelt bij het leren van andere vakken inzichtelijk kunnen maken: het Nederlands is de taal waarin op school over vakinhouden nagedacht en gepraat wordt. Het leren van (en over) de Nederlandse taal is één kant van de medaille en het gebruiken van het Nederlands als instructietaal bij het leren van andere vakken de andere kant. In het leergebied Nederlands zou daarom aandacht moeten zijn voor het onderscheid tussen dagelijkse taal, schooltaal en vaktaal.	Nederlof & Smit, 2018, p. 12
2N. Meertaligheid moet niet als een taak boven op de andere dagelijks onderwijstaken worden gezien maar vanzelfsprekend in alle activiteiten worden geïntegreerd.	Duarte & Günther-van der Meij, 2019, p. 17
2O. Scholen moeten het traditionele onderdompelingsonderwijs met andere benaderingen aanvullen.	Duarte & Günther-van der Meij, 2019, p. 17

Thema 3: Scholing van (toekomstige) onderwijsprofessionals op het gebied van meertaligheid	Source
3A. Gespecialiseerde trainingen aanbieden op het gebied van tweedetaalverwerving en culturele competenties, aan zowel taaldocenten als vakdocenten.	Duarte & Günther-van der Meij, as cited in Agirdag & Kambel 2017, p. 156
3B. Bewustzijn bij leraren ontwikkelen en kennis overdragen over hoe ruimte voor de moedertaal een veilige situatie voor de leerling kan bieden.	Peters, 2021, p. 124
3C. Het voorbereiden van scholen op het gebied van innovatie omtrent meertaligheid.	Van Praag et al., 2016, p. 114
3D. Het inzetten van middelen om het kennisniveau van leerkrachten en directies omtrent meertaligheid te vergroten.	Van Praag et al., 2016, p. 115
3E. Help leerkrachten zicht te krijgen op hun eigen percepties ten aanzien van talen en de gevolgen voor hun didactisch handelen.	Van Praag et al., 2016, p. 133
3F. Zorg als school dat je voldoende zicht hebt op de bepalende factoren die de percepties van leerkrachten beïnvloeden.	Van Praag et al., 2016, p. 133
3H. Het investeren in taalbeleid betekent primair investeren in de deskundigheidsbevordering en het welbevinden van leerkrachten.	Jaspaert & Frijns, 2020, p. 89
3I. Kennis over meertalige taalontwikkeling en de rol van de thuistaal is essentieel.	Orioni, 2020, p. 173
3J. Toekomstige leerkrachten voorbereiden op het lesgeven in een cultureel diverse klas, waar kinderen met verschillende taalachtergronden zitten. Een module Meertaligheid zou standaard in het curriculum van pabo-opleidingen moeten zitten.	Orioni, 2020, p. 173
3K. Leerkrachten bewust laten worden van hun eigen referentiekader m.b.t. meertaligheid.	Orioni, 2020, p. 183

Thema 4: Meetinstrumenten en de normering en beoordeling van toetsen afstemmen op de cultuur en taalachtergrond van de leerling	Source
4A. De juiste meetinstrumenten (taal- en cultuursensitief) gebruiken om vaardigheden van leerlingen te toetsen.	Le Pichon-Vorstman & Kambel, 2016, as cited in Agirdag & Kambel, 2017, p. 157
4B. Overweeg bij overgangsmomenten in het onderwijs om de lat niet voor iedere leerling even hoog te leggen. Meertalige leerlingen zouden bijvoorbeeld via een passende, adaptieve taalroute in afstemming en nauwe samenwerking met vervolgonderwijs aan hun taalvaardigheid kunnen werken.	Nederlof & Smit, 2018, p. 12

Thema 5: Het inzetten van meertaligheidsstrategieën als Translanguaging, CLIL en Talensensibilisering	Source
5A. Strikte scheiding van talen vermijden.	Duarte, Günther-van der Meij & Ticheloven, 2017, as cited in Agirdag & Kambel, 2017, p. 157
5B. Leerkrachten de vrijheid geven om te experimenteren met strategieën voor translanguaging, zodanig dat klas zich betrokken voelt en de leerkrachten zich zelfverzekerd blijft voelen.	Ticheloven, 2017, as cited in Agirdag & Kambel, 2017, p. 157
5C. CLIL en Talensensibilisering toepassen in het onderwijs.	Orioni, 2020, p. 186
5D. Translanguaging: Meertalige leerlingen hun verschillende talen flexibel laten inzetten om met elkaar te communiceren	Orioni, 2020, p. 189-190

Thema 6: Strategieën ontwikkelen om het hele talige repertoire van leerlingen te stimuleren	Source
6A. De ontwikkeling van het hele talige repertoire van leerlingen aanmoedigen.	Le Pichon-Vorstman & Baauw, 2016, as cited in Agirdag & Kambel 2017, p. 157
6B. Vroeg beginnen met het benutten van de taalrepertoires van leerlingen.	Van Praag et al., 2016, as cited in Agirdag & Kambel 2017, p. 157
6C. Laat leerlingen hun volledige talige repertoires gebruiken in de taakuitvoering om het proces vooruit te stuwten, om afspraken te maken en denkprocessen formuleren.	Van Praag et al., 2016, p. 48
6D. Als de leerkracht bewust omgaat met meertaligheid en meertaligheid stimuleert en faciliteert, dan kunnen leerlingen hun talige repertoire strategisch inzetten in interactie.	Van Praag et al., 2016, p. 81
6E. Taalactiviteiten inzetten om het gebruik van de schooltaal te linken aan de thuistaal.	Van Praag et al., 2016, p. 103-104
6F. Verwijzen naar andere talen en dialecten tijdens Nederlandstalige onderwijsactiviteiten	Van den Branden, 2018, p. 184
6G. Taalvaardigheid en geletterdheid in de tweede taal moet niet alleen tijdens de vaktaal maar doorheen het hele curriculum bevorderd worden.	Van den Branden, 2018, p. 172
6H. De talenrijkdom van de school bewust in een positief daglicht stellen	Van den Branden, 2018, p. 185
6I. Veel en divers taalaanbod in alle talen die het kind spreekt, toegepast op het niveau van het kind en het liefst in een één op één contact. Voor actief taalgebruik het kind uitdagen om te spreken in verschillende talen.	Orioni, 2020, p. 55

Thema 7: Interculturele educatie verwerken in het lesaanbod	Source
7A. Brengt de leefwereld van het kind naar de voorgrond in de les.	Peters, 2021, p. 19
7B. Migrantenpopulatie integreren in scholen met een Nederlandse populatie.	Peters, 2021, p. 31
7C. Geïntegreerde cultuureducatielessen waarin aandacht wordt gegeven aan elkaar respecteren, accepteren en onbevooroordeeld zijn.	Peters, 2021, p. 31
7D. De leerlingen bewust maken van alle verschillende culturen in Nederland.	Peters, 2021, p. 31
7E. Meertalig onderwijs in een meertalige stad lijkt de enige manier om leerlingen voor te bereiden op de maatschappij waarin ze een eigen plaats moeten zien te vinden.	Van Praag et al., 2016, p. 92
7F. Talensensibilisering toepassen in het onderwijs m.b.t. open houding naar verschillende culturen toe.	Orioni, 2020, p. 186
7G. Houd de niet-Nederlandstalige leerlingen voor de meerderheid van de tijd in de heterogene groepen	Van den Branden, 2018, p. 173
7H. Bij Nederlands leent ook taalbeschouwing zich er goed voor om aandacht te besteden aan meertaligheid van leerlingen: verschillende talen en taalvariëteiten kunnen aandacht krijgen, waarbij gelijkwaardigheid van talen een aandachtspunt is, maar ook de invloed van talen op de sociale verhoudingen.	Nederlof & Smit, 2018, p. 11
7I. Ga met wereldburgerschap aan de slag door de culturele diversiteit en de meertaligheid van kinderen met een migratie- of internationale achtergrond in te zetten in je klas.	Nuffic, 2021c
7J. Uitwisseling fysiek of virtueel: Breng je leerlingen in contact met kinderen met een migratie- of internationale achtergrond door samen te werken met multiculturele scholen in de buurt, gemeente, regio of internationaal.	Nuffic, 2021c

Thema 8: Scholing van (toekomstige) onderwijsprofessionals op het gebied van interculturele educatie	Source
8A. Toekomstige leerkrachten voorbereiden op het lesgeven in een cultureel diverse klas, waar kinderen met verschillende taalachtergronden zitten.	Orioni, 2020, p. 173

Thema 9: Gebruiken maken van lesmateriaal, -activiteiten die aandacht besteden aan diverse taal- en culturele achtergronden (van de leerlingen)	Source
9A. Breng met je leerlingen de feestdagen in kaart van de landen waar zij of hun ouders vandaan komen.	Peters, 2021, p. 111
9B. Maak jaarlijks een keuze welk buitenlands feest, naast de Nederlandse feesten, ook gevierd wordt.	Peters, 2021, p. 111
9C. Besteed in de klas met de leerlingen aandacht aan de verschillende betekenissen van de feesten uit hun land van oorsprong.	Peters, 2021, p. 111
9D. Betekenisvolle taaltaken die worden vastgehouden aan concrete ervaringen en motiverende activiteiten. Rond die activiteiten moet	Van den Branden, 2018, p. 172

communicatie worden opgezet waarbij aan de tweedetaalverwervers een rijk taalaanbod, veel kansen tot productie en feedback op die productie worden aangereikt.	
9E. Reflectie op taalgebruik integreren in de uitvoering van communicatief functionele taken.	Van den Branden, 2018, p. 172
9F. Zorg ervoor dat in het leergebied Nederlands ook ruimte is voor fictie en non-fictie uit andere culturen.	Nederlof & Smit, 2018, p.11
9G. Voor kinderen die op latere leeftijd meertalig worden, is het belangrijk om ze dan onder te dompelen in een royaal bad van de door native speakers gesproken schooltaal.	Orioni, 2020, p. 40
9H. Tweektalig lesmateriaal aanbieden en gebruik maken van een meertalige digitale leeromgeving waarin leerlingen kunnen oefenen met het gebruik van zowel de onderwijstaal als de thuistalen bij het maken van de lesopdrachten.	Van Praag et al., 2016, (p. 67) as cited in Agirdag & Kambel 2017, p. 157
9I. Gebruik concrete lesmaterialen voor het inrichten van de lesactiviteiten omtrent meertaligheid.	Van Praag et al., 2016, p. 136

Thema 10: Ouders actief betrekken bij het onderwijsproces van de meertalige leerlingen	Source
10A. Ouders actief betrekken bij het onderwijsproces van de leerlingen, zowel voor ondersteuning van de leerling als voor het bevorderen van een goede communicatie met de school.	Le Pichon-Vorstman & Kambel, 2016, as cited in Agirdag & Kambel, 2017, p. 157
10B. Samen met de school afspraken maken over gebruik van de thuistalen en dit vastleggen.	Le Pichon-Vorstman & Kambel, 2016, as cited in Agirdag & Kambel, 2017, p. 158
10C. Houdt in het contact met ouders rekening met cultuur- en taalverschillen.	Peters, 2021, p. 44-45
10D. Vraag de ouders naar hun netwerk, wie kan mee naar school komen om hen te ondersteunen in gesprekken?	Peters, 2021, p. 55
10E. Leg de ouders uit dat het ook belangrijk is de moedertaal/thuistaal te onderhouden.	Peters, 2021, p. 95-96
10F. Benadruk de taalvariëteit van het gezin als rijkdom.	Peters, 2021, p. 96
10G. De ouders niet opdragen thuis maar één taal te spreken.	Peters, 2021, p. 95
10H. Veel migrantenouders die zich focussen op het leren van het Nederlands door hun kinderen, moeten weer gewezen worden op het belang van de moedertaal en op het feit dat jonge kinderen makkelijk meer talen kunnen leren. Wijs hen op de nieuwste inzichten.	Peters, 2021, p. 103
10I. Betrek ouders bij de activiteiten die ruimte geven aan meertaligheid/moedertaal.	Peters, 2021, p. 129
10J. Communicatie en de relatie met niet-Nederlandstalig ouders bevorderen.	Van den Branden, 2018, p. 180
10K. Ouders kunnen het beste met hun kind de taal spreken die zijzelf het beste beheersen.	Jaspaert & Frijns, 2020, p. 66
10L. Laat ouders zelf een rijk taalaanbod in hun eigen taal creëren en tegelijkertijd actief zoeken naar mogelijkheden voor een rijk taalaanbod in de schooltaal doormiddel van bijv. een oppas of de kinderopvang.	Orioni, 2020, p. 177

Thema 11: Meertalige achtergrond inzetten ter bevordering van het leren	Source
11A. Het stimuleren van de ontwikkeling van de thuistaal draagt bij aan het leren van het Nederlands.	Peters, 2021, p. 129
11B. Wanneer in het bijzonder de thuistaal van meertalige leerlingen als een volwaardige partner aangesproken wordt, kunnen deze leerlingen kennis, vaardigheden en strategieën uitwisselen tussen beide talen en zo hun leerproces versterken.	Van Praag et al., 2016, p. 61
11C. Het benutten van de thuistaal helpt leerlingen om obstakels in het Nederlands te overwinnen.	Van Praag et al., 2016, p. 67
11D. De thuistaal wordt gezien als een opstap naar het leren van inhoudt en van Nederlands.	Van Praag et al., 2016, p. 81
11E. De thuistaal als steiger voor leren in de tweede taal en leren van de tweede taal.	Van den Branden, 2018, p. 178
11F. Snel vertalen van een moeilijk woord in een thuistaal	Van den Branden, 2018, p. 184
11G. Thuistaal als hulpstrategie	Van den Branden, 2018, p.184
11H. Input in de thuistaal blijft essentieel omdat de moedertaal de basis is voor het leren van de tweede taal.	Orioni, 2020, p. 40
11I. Het benutten van het veeltalige repertoire van leerlingen om de leerkansen te vergroten.	Orioni 2020, p.189

Thema 12: Het bieden van functionele, motiverende en betekenisvolle taken om het Nederlands te leren aan tweedetaalverwervers	Source
12A. Betekenisvolle taaltaken die worden vastgehangen aan concrete ervaringen en motiverende activiteiten. Rond die activiteiten moet communicatie worden opgezet waarbij aan de tweedetaalverwervers een rijk taalaanbod, veel kansen tot productie en feedback op die productie worden aangereikt.	Van den Branden, 2018, p. 172
12B. Reflectie op taalgebruik integreren in de uitvoering van communicatief functionele taken.	Van den Branden, 2018, p. 172
12C. Voor kinderen die op latere leeftijd meertalig worden, is het belangrijk om ze dan onder te dompelen in een royaal bad van de door native speakers gesproken schooltaal.	Orioni, 2020, p. 40

Table 6. Overview of the sub-municipalities with the highest Western and Non-Western ethnic backgrounds.

Name	regio	gm_naam	reccs	a_w_all	a_nw_all
1	Waterlandpleinbuurt	Amsterdam	Wijk	1595	7605
2	Banne Buiksloot	Amsterdam	Wijk	1790	7625
3	Landlust	Amsterdam	Wijk	3440	8155
4	Osdorp-Oost	Amsterdam	Wijk	2480	8585
5	Osdorp-Midden	Amsterdam	Wijk	2100	10335
6	Slotermeer-Zuidwest	Amsterdam	Wijk	2345	11140
7	Geuzenveld	Amsterdam	Wijk	1940	11170
8	Holendrecht/Reigersbos	Amsterdam	Wijk	1820	11580
9	Bijlmer Centrum (D,F,H)	Amsterdam	Wijk	3210	17575
10	Bijlmer Oost (E,G,K)	Amsterdam	Wijk	3290	20245

	regio	gm_naam	reccs	a_w_all	a_nw_all
11	Hillegersberg-Schiebroek	Rotterdam	Wijk	5440	8445
12	Hoogvliet	Rotterdam	Wijk	3795	10310
13	Rotterdam Centrum	Rotterdam	Wijk	6810	13695
14	Noord	Rotterdam	Wijk	7570	19390
15	Kralingen-Crooswijk	Rotterdam	Wijk	8965	20700
16	IJsselmonde	Rotterdam	Wijk	6580	26310
17	Prins Alexander	Rotterdam	Wijk	10010	26415
18	Charlois	Rotterdam	Wijk	12750	33770
19	Delfshaven	Rotterdam	Wijk	10975	42215
20	Feijenoord	Rotterdam	Wijk	9035	43675

	regio	gm_naam	reccs	a_w_all	a_nw_all
21	Wijk 31 Rustenburg en Oostbroek	's-Gravenhage	Wijk	5950	6965
22	Wijk 28 Centrum	's-Gravenhage	Wijk	4790	7100
23	Wijk 42 Ypenburg	's-Gravenhage	Wijk	3535	8175
24	Wijk 40 Wateringse Veld	's-Gravenhage	Wijk	2315	8315
25	Wijk 34 Morgenstond	's-Gravenhage	Wijk	2895	11380
26	Wijk 30 Transvaalkwartier	's-Gravenhage	Wijk	3325	11925
27	Wijk 36 Moerwijk	's-Gravenhage	Wijk	3125	13210
28	Wijk 33 Bouwlust en Vrederust	's-Gravenhage	Wijk	3815	17525
29	Wijk 38 Laakkwartier en Spoorwijk	's-Gravenhage	Wijk	10705	22700
30	Wijk 29 Schildersbuurt	's-Gravenhage	Wijk	2770	26135

	regio	gm_naam	reccs	a_w_all	a_nw_all
31	Wijk 06 Binnenstad	Utrecht	Wijk	3585	2365
32	Wijk 05 Oost	Utrecht	Wijk	5420	3240

33	Wijk 04 Noordoost	Utrecht	Wijk	5260	4015
34	Wijk 01 West	Utrecht	Wijk	3610	5875
35	Wijk 07 Zuid	Utrecht	Wijk	3190	6060
36	Wijk 10 Vleuten-De Meern	Utrecht	Wijk	4425	8015
37	Wijk 02 Noordwest	Utrecht	Wijk	5565	10465
38	Wijk 09 Leidsche Rijn	Utrecht	Wijk	4630	13040
39	Wijk 08 Zuidwest	Utrecht	Wijk	4295	15260
40	Wijk 03 Overvecht	Utrecht	Wijk	3475	17160

Note. A_w_all means people who are non-Dutch and have a Western background. A_nw_all means everyone (all ages) with a non-Western background (CBS, 2021b).

Table 7. Document analysis of the schools situated in Amsterdam

Variables	School Plan Amsterdam										
	1 Amsterdam	2 Amsterdam	3 Amsterdam	4 Amsterdam	5 Amsterdam	6 Amsterdam	7 Amsterdam	8 Amsterdam	9 Amsterdam	10 Amsterdam	
1) Positive attitude towards the pupil's home language								1C, 1D			
2) Develop policies to implement multilingualism in education											
3) Training of (future) education professionals in the field of multilingualism		3D		3D		3E					
4) Adjusting measuring instruments and test assessments to the culture and language background of the student											
5) Deploying multilingual strategies such as Translanguaging, CLIL and Language Awareness											
6) Develop strategies to stimulate pupil's entire linguistic repertoire											
7) Incorporating intercultural education into the curriculum	7C, 7D	7C, 7J, 7A	7C	7C	7C	7C, 7A	7C	7C, 7D, 7A	7C	7A, 7D, 7C	
8) Training of (future) education professionals in the field of intercultural education		8A						8A			
9) Using teaching materials and class activities that pay attention to the different language and cultural backgrounds of the pupils				9D				9B, 9A, 9H			
10) Actively involving parents in the educational process of the multilingual pupils	10A, 10C	10A, 10C, 10J	10A	10A	10A	10A	10A	10A, 10C	10A	10C, 10A, 10J	
11) Using the multilingual background of pupils to improve their overall learning process								11C	11I		
12) Providing functional, motivational and meaningful tasks to teaching Dutch as a second language	12A	12A		12A		12A					

Table 8. Document analysis of the schools situated in Rotterdam

School Plan Rotterdam	11 Rotterdam	12 Rotterdam	13 Rotterdam	14 Rotterdam	15 Rotterdam	16 Rotterdam	17 Rotterdam	18 Rotterdam	19 Rotterdam	20 Rotterdam
Variables										
1) Positive attitude towards the pupil's home language										
2) Develop policies to implement multilingualism in education				2H						
3) Training of (future) education professionals in the field of multilingualism										3H, 3D
4) Adjusting measuring instruments and test assessments to the culture and language background of the student										
5) Deploying multilingual strategies such as Translanguaging, CLIL and Language Awareness					5C					
6) Develop strategies to stimulate pupil's entire linguistic repertoire										
7) Incorporating intercultural education into the curriculum	7C	7C, 7D	7C, 7D, 7I	7C, 7D	7C, 7D	7C, 7D	7C	7C	7C, 7I	7C
8) Training of (future) education professionals in the field of intercultural education										
9) Using teaching materials and class activities that pay attention to the different language and cultural backgrounds of the pupils						9B, 9D				9B
10) Actively involving parents in the educational process of the multilingual pupils	10A	10A	10A	10A	10A	10A	10A,	10A, 10J	10A, 10J	10A, 10C, 10J
11) Using the multilingual background of pupils to improve their overall learning process										
12) Providing functional, motivational and meaningful tasks to teaching Dutch as a second language			12A	12A		12A	12A	12A	12A	

Table 9. Document analysis of the schools situated in the Hague

School Plan the Hague	21 The Hague	22 The Hague	23 The Hague	24 The Hague	25 The Hague	26 The Hague	27 The Hague	28 The Hague	29 The Hague	30 The Hague
Variables										
1) Positive attitude towards the pupil's home language	1X, 1L					1L				
2) Develop policies to implement multilingualism in education						2B				
3) Training of (future) education professionals in the field of multilingualism		3E						3H	3A	3C, 3A, 3D, 3J
4) Adjusting measuring instruments and test assessments to the culture and language background of the student										
5) Deploying multilingual strategies such as Translanguaging, CLIL and Language Awareness										
6) Develop strategies to stimulate pupil's entire linguistic repertoire										
7) Incorporating intercultural education into the curriculum	7C	7A, 7C	7C, 7D	7A, 7C 7J, 7D	7C, 7A	7C, 7J		7C, 7A	7C, 7A, 7D	7C, 7A, 7J, 7I
8) Training of (future) education professionals in the field of intercultural education										8A
9) Using teaching materials and class activities that pay attention to the different language and cultural backgrounds of the pupils	9A, 9B					9B, 9I				
10) Actively involving parents in the educational process of the multilingual pupils	10A, 10C, 10J	10A	10A	10A	10A, 10C, 10J	10K, 10C, 10A,11E	10A, 10I	10A	10A	10A
11) Using the multilingual background of pupils to improve their overall learning process										
12) Providing functional, motivational and meaningful tasks to teaching Dutch as a second language	12A	12A	12A		12A		12A	12A		

Table 10. Document analysis of the schools situated in Utrecht

School Plan Utrecht	31 Utrecht	32 Utrec ht	33 Utrec ht	34 Utrec ht	35 Utrec ht	36 Utrec ht	37 Utrec ht	38 Utrec ht	39 Utrec ht	40 Utrec ht
Variables										
1) Positive attitude towards the pupil's home language										
2) Develop policies to implement multilingualism in education										
3) Training of (future) education professionals in the field of multilingualism		3H, 3D		3H	3H, 3D					
4) Adjusting measuring instruments and test assessments to the culture and language background of the student										
5) Deploying multilingual strategies such as Translanguaging, CLIL and Language Awareness										
6) Develop strategies to stimulate pupil's entire linguistic repertoire										
7) Incorporating intercultural education into the curriculum	7C	7C	7C	7C	7C	7C	7A, 7C	7C	7C, 7J	7C, 7J
8) Training of (future) education professionals in the field of intercultural education										
9) Using teaching materials and class activities that pay attention to the different language and cultural backgrounds of the pupils									9D	
10) Actively involving parents in the educational process of the multilingual pupils		10A, 10C	10A	10A, 10C	10A, 10C, 10J	10A	10A		10A	10A
11) Using the multilingual background of pupils to improve their overall learning process										
12) Providing functional, motivational and meaningful tasks to teaching Dutch as a second language					12A		12A, 12C			12A

8. Appendix B. Survey Responses

Figure 6. Information Letter (question 1) – Survey

Beste onderwijsprofessional,

Vanuit de Universiteit van Utrecht (UU) voer ik momenteel onderzoek uit voor mijn masterscriptie op het gebied van meertaligheid en interculturele educatie in het reguliere basisonderwijs (BAO) in Nederland. Ik vind dit super interessant en graag vraag ik u om deel te nemen aan dit onderzoek!

In de afgelopen jaren zijn culturele diversiteit, inclusie, meertaligheid en gelijke kansen wereldwijd en ook in Nederland, steeds belangrijkere thema's geworden in de maatschappij. Vanuit meerdere onderzoeken wordt geconcludeerd hoe belangrijk het is om de interculturele competenties van kinderen in een vroeg stadium te ontwikkelen om o.a. culturele sensitiviteit, een open houding en samenwerking te bevorderen. Daarnaast blijkt dat aandacht voor meertaligheid in het onderwijs een positieve bijdrage levert aan het ontwikkelen van een positief zelfbeeld en het bevorderen van de cognitieve ontwikkeling van het kind en daarmee ook bijdraagt aan het creëren van gelijke kansen in het onderwijs.

Voor meer informatie zie: [Edina Project - Meertaligheid en Interculturele Communicatie](#), [Nuffic - Taalontwikkeling en Meertaligheid](#), [Nuffic - Culturele Diversiteit en Wereldburgerschap](#), [Kletshead podcast - Meertaligheid in het Onderwijs](#) en [SLO - Kansengelijkheid in het Onderwijs](#).

Echter vergt dit wel de nodige inspanning en expertise bij onderwijsprofessionals om dit een plek te geven in de onderwijspraktijk van alledag. Vandaar dat ik een attitude onderzoek aan het uitvoeren ben onder onderwijsprofessionals die werkzaam zijn in het reguliere basisonderwijs in [de Randstad](#). Het onderzoek focust op hoe onderwijsprofessionals kijken, vanuit hun eigen werkzaamheden, naar de aanbevelingen uit de literatuur over het praktisch implementeren van meertaligheid en interculturele educatie in het reguliere basisonderwijs.

Leest u alstublieft de onderstaande informatie aandachtig door. Op de volgende pagina vindt u een toestemmingsformulier. Als u akkoord gaat met deelname aan deze enquête, dient u het toestemmingsformulier digitaal te ondertekenen op de volgende pagina. Afhankelijk van uw snelheid zal het invullen van deze enquête ongeveer 15 minuten in beslag nemen.

***Let op: Deze enquête is van 04 t/m 17 juni 2021 online beschikbaar.**

Instructie en procedure:

U ziet verschillende type vragen en stellingen. Er kan bijv. gevraagd worden in hoeverre u het met een stelling eens bent: vb. 1. sterk mee oneens, 2. Deels mee oneens, 3. Neutraal, 4. Deels mee eens, 5. Sterk mee eens. Daarnaast heb ik ook uw persoonlijke gegevens nodig. Deze gaan over professionele achtergrond. Verder zijn er nog een paar open vragen, waarbij u uw mening kunt invullen. Jargon of abstracte termen zijn gekaderd binnen de context van dit onderzoek en worden d.m.v. een beknopte definitie omschreven.

Uitleg terminologie doelgroep:

Onderwijsprofessional: leerkracht, schooldirecteur, taalcoördinator, interne begeleider, beleidsmakers, educatief auteur, inhoudsdeskundige, onderwijscoördinator etc.

Randstad: Het gebied van en rond de Nederlandse steden Amsterdam, Almere, Utrecht, Rotterdam, Leiden, Den Haag, Amersfoort, Dordrecht, Hilversum en Haarlem.

Privacy en vrijwillige deelname:

Er wordt geen persoonlijke informatie gedeeld zonder uw toestemming. Alle gegevens worden gepseudonimiseerd en alleen voor dit onderzoek gebruikt. Mijn scriptiebegeleiders en ik zijn de enige die inzage hebben in de ruwe data. Na het afronden van mijn scriptie wordt de ruwe data vernietigd. De scriptie wordt 10 jaar lang op een beveiligde server van de Universiteit opgeslagen. Deelname aan het onderzoek is geheel vrijblijvend. U kunt de enquête op elk gewenst moment afbreken, maar u kunt dan niet verder gaan waar u was gebleven. U zal dan opnieuw moeten beginnen.

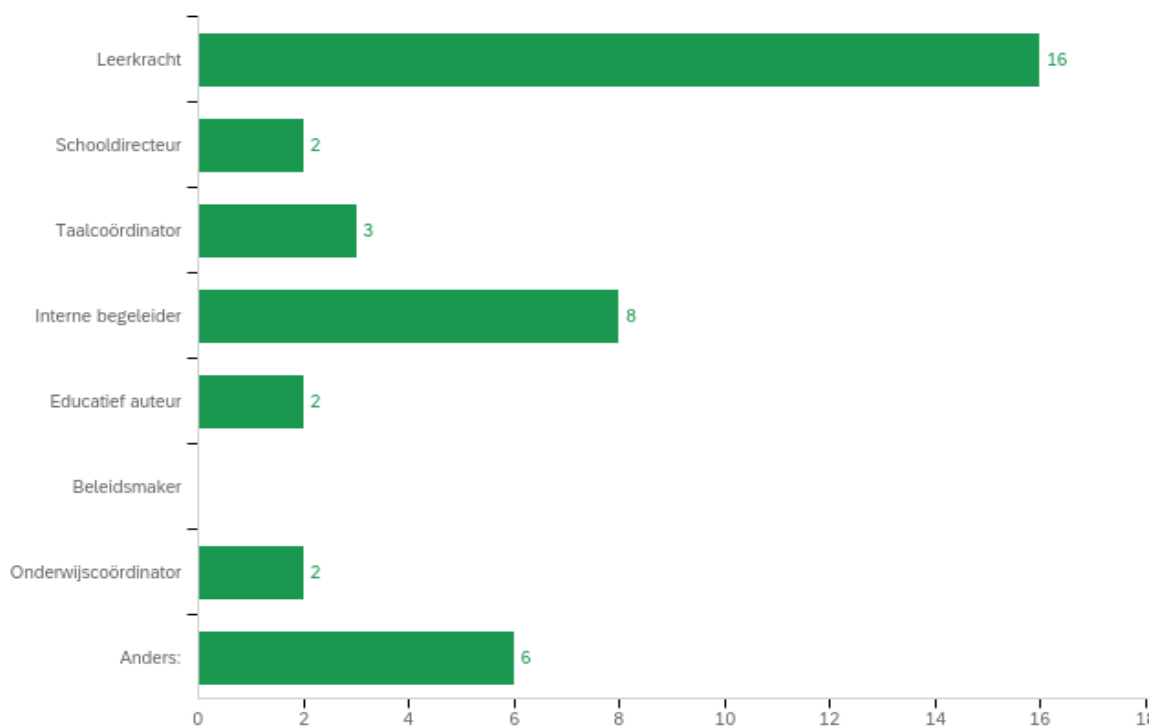
Ik hoop u hiermee voldoende te hebben geïnformeerd. Mocht u vragen hebben over dit onderzoek of over de enquête neemt u dan contact op met de verantwoordelijke onderzoeker, de heer Chinelo Lashley, via c.m.lashley@students.uu.nl, en/of met zijn begeleider, dr. Marie Steffens, via m.g.steffens@uu.nl.

Survey Results

Question 2. Zou u kunnen specificeren in welke stad u werkzaam bent?

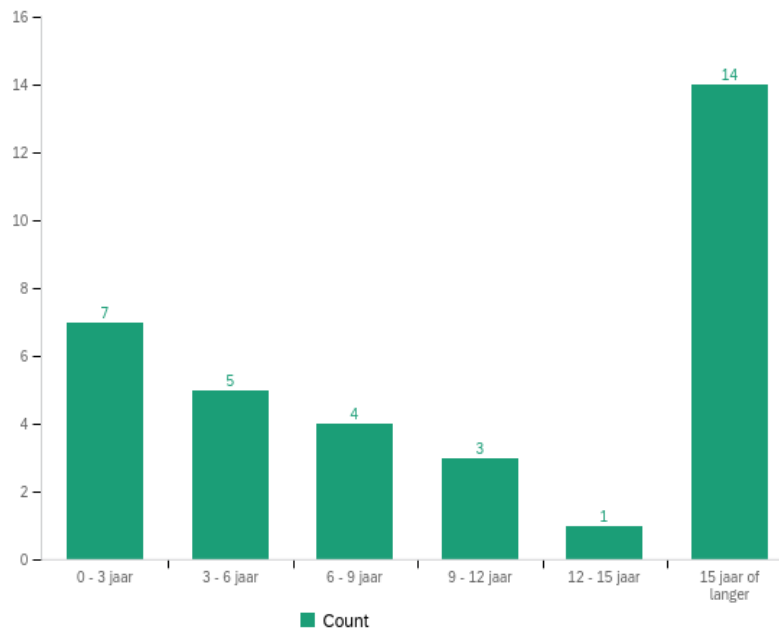
City	Respondents	Percentage
the Hague	5	15,6%
Rotterdam	10	31,3%
Amsterdam	7	21,9%
Schiedam	1	3,1%
Bergschenhoek	1	3,1%
Haarlem	1	3,1%
Hilversum	1	3,1%
Almere	2	6,3%
Zoetermeer	1	3,1%
Utrecht	1	3,1%
Leiden	1	3,1%
Haarlem	1	3,1%
Total	32	100,0%

Question 3. Wat is uw huidige functie binnen het reguliere basisonderwijs?



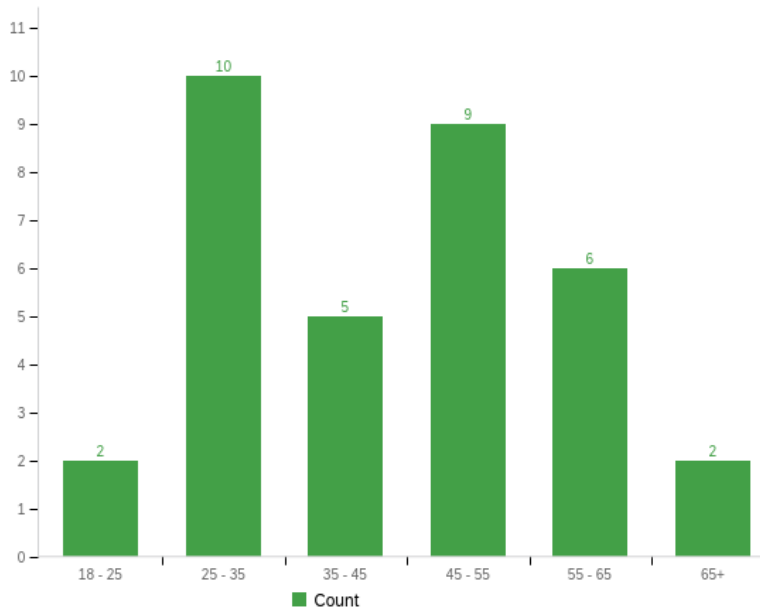
Other includes: Vakdocent (1), Leesondersteuner (1), Adjunct-directeur (2), gymleerkracht (1) en onderwijsadviseur (1).

Question 4. Hoelang bent u werkzaam binnen het reguliere basisonderwijs?



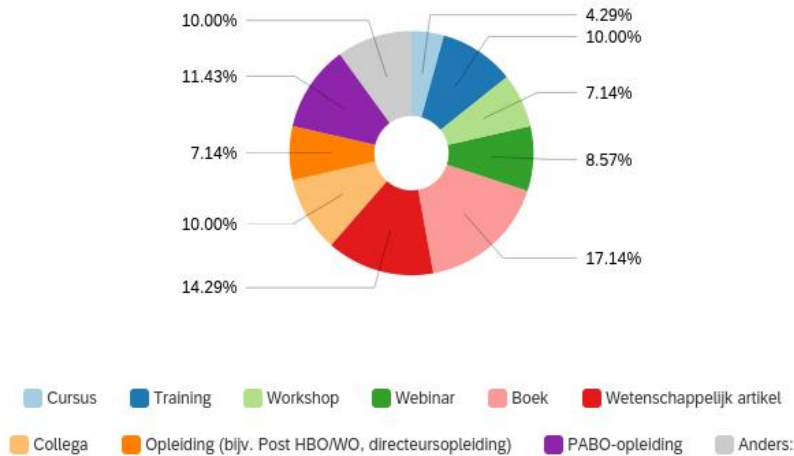
Question 5. Wat is uw leeftijd?

Q5 - Persoonlijke data



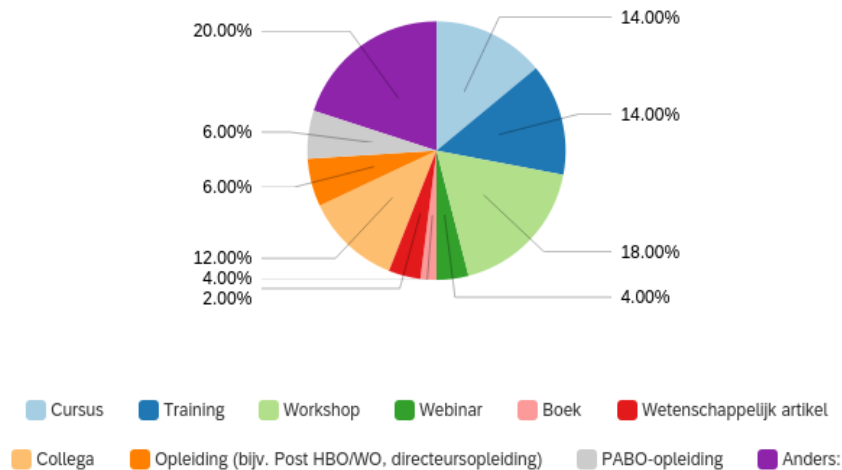
Question 6. Indien u op eigen initiatief kennis heeft opgedaan over meertaligheid binnen de context van het reguliere basisonderwijs, hoe heeft u die kennis opgedaan? U kunt meerdere opties aanvinken.

Q6 - Kennis - Meertaligheid



Note. Other means 'research', 'practical experience', 'AVIOR project' and 'the internet'.

Question 7. Indien u via uw werkgever kennis heeft opgedaan over meertaligheid binnen de context van het reguliere basisonderwijs, hoe heeft u die kennis opgedaan? U kunt meerdere opties aanvinken.

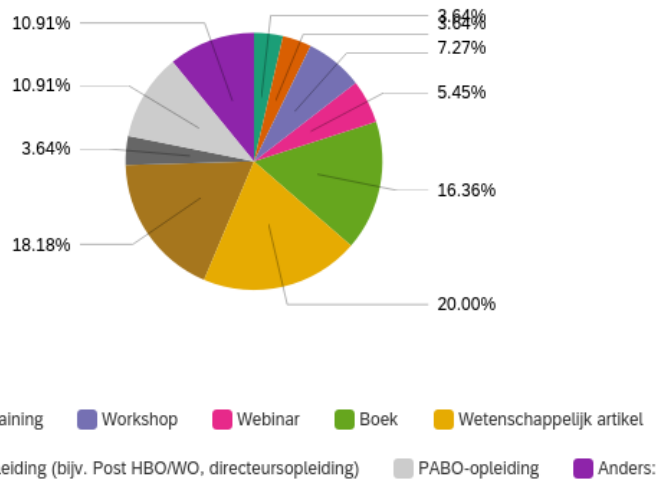


Note. Responses recorded as other are 'part of a research project' (1), 'experience in a daycare' (1), 'APDEM university of applied sciences' (1) and 'none' (3).

Question 8. Vraag: Hoeveel ervaring heeft u in het implementeren van meertaligheid in uw werkzaamheden?

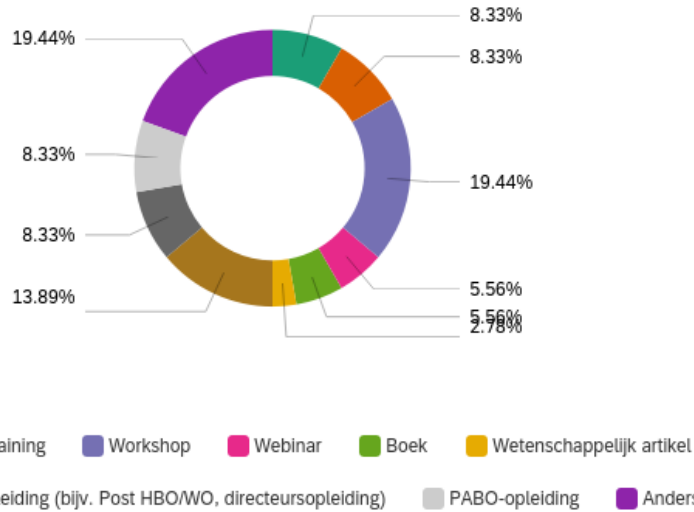
Question 8	Percentage	Count
Geen	6.25%	2
Weinig	25.00%	8
Redelijk	40.63%	13
Veel	18.75%	6
Heel veel	9.38%	3
Total	100%	32

Question 9. Indien u op eigen initiatief kennis heeft opgedaan over interculturele educatie binnen de context van het reguliere onderwijs, hoe heeft u die kennis opgedaan? U kunt meerdere opties aanvinken.



Note. Responses recorded as other are, 'conversation with parents, relatives and colleagues', 'practical experience' (1), 'dialogue group on citizenship by the municipality of Amsterdam', 'work experience in international schools' (1), 'study guide on social emotional development' (1) and 'none' (1).

Question 10. Indien u via uw werkgever kennis heeft opgedaan over interculturele educatie binnen de context van het reguliere basisonderwijs, hoe heeft u die kennis opgedaan? U kunt meerdere opties aanvinken.



Note. Responses recorded as other are, 'from different primary schools' (1), 'study guide on social emotional development' (1) and 'none' (4).

Question 11 Hoeveel ervaring heeft u in het implementeren van interculturele educatie in uw werkzaamheden?

Question 11	Percentage	Count
Geen	3.45%	1
Weinig	31.03%	9
Redelijk	44.83%	13
Veel	17.24%	5
Heel veel	3.45%	1
Total	100%	29

Question 12. In hoeverre bent u het met de onderstaande aanbevelingen eens of oneens?

Recommendations	Sterk mee oneens (1)		Deels mee oneens (2)		Neutraal (3)		Deels mee eens (4)		Sterk mee eens (5)		Total	Mean	Std Deviation	variance
1. De thuistaal van een leerling benutten als bron voor het ontwikkelen van cognitieve vaardigheden. (Nederlof & Smit, 2018)	0.00%	0	3.85%	1	15.38%	4	42.31%	11	38.46%	10	26	4.15	0,82	0.67
2. Gebruik de moedertaal van een leerling als opstapje voor het leren van Nederlands en andere vakken. (PO-Raad, 2017)	0.00%	0	11.54%	3	19.23%	5	30.77%	8	38.46%	10	26	3.96	1.02	1.04
3. Taalbeleid op schoolniveau ontwikkelen om de moedertalen van de leerlingen te integreren in lesmethodes en toetsystemen. (Kambel, 2017)	11.54%	3	23.08%	6	19.23%	5	26.92%	7	19.23%	5	26	3.19	1.30	1.69
4. Het opstellen van een participatiefbeleid waarin alle onderwijsprofessionals van de school samenwerken, dialoog voeren en meedenken over het implementeren van meertalig onderwijs. (van Praag, 2016)	3.85%	1	3.85%	1	7.69%	2	42.31%	11	42.31%	11	26	4.15	0.99	0.98
5. Bij de normering en beoordeling van de toetsen rekening houden met de taalachtergrond van de meertalige leerling. (Nederlof & Smit, 2018)	0.00%	0	15.38%	4	11.54%	3	50.00%	13	23.08%	6	26	3.81	0.96	0.92
6. Taal- en cultuursensitieve meetinstrumenten gebruiken om de vaardigheden van leerlingen te toetsen (Kambel, 2017)	0.00%	0	0.00%	0	7.69%	2	42.31%	11	50.00%	13	26	4.42	0.63	0.40
7. Het inzetten van meertaligheidsstrategieën zoals Translanguaging en CLIL (Duarte & GÄnther, 2019)	3.85%	1	7.69%	2	23.08%	6	26.92%	7	38.46%	10	26	3.88	1.12	1.26
8. Nascholing voor leerkrachten op het gebied van meertaligheid in het basisonderwijs (Van Avermaet et al., 2016)	0.00%	0	0.00%	0	11.54%	3	19.23%	5	69.23%	18	26	4.58	0.69	0.47

Note. Total Mean 4.02

Question 13. Stelling: De onderstaande aanbevelingen zijn goed praktisch toepasbaar binnen het reguliere basisonderwijs.

Recommendations	Sterk mee oneens (1)		Deels mee oneens (2)		Neutraal (3)		Deels mee eens (4)		Sterk mee eens (5)		Total	Mean	Std Deviation	variance
1. De thuistaal van een leerling benutten als bron voor het ontwikkelen van cognitieve vaardigheden. (Nederlof & Smit, 2018)	7.69%	2	7.69%	2	3.85%	1	53.85%	14	26.92%	7	26	3.85	1.13	1.28
2. Gebruik de moedertaal van een leerling als opstapje voor het leren van Nederlands en andere vakken. (PO-Raad, 2017)	7.69%	2	7.69%	2	15.38%	4	34.62%	9	34.62%	9	26	3.81	1.21	1.46
3. Taalbeleid op schoolniveau ontwikkelen om de moedertalen van de leerlingen te integreren in lesmethodes en toetsystemen. (Kambel, 2017)	12.00%	3	24.00%	6	20.00%	5	32.00%	8	12.00%	3	25	3.08	1.23	1.51
4. Het opstellen van een participatiefbeleid waarin alle onderwijsprofessionals van de school samenwerken, dialoog voeren en meedenken over het implementeren van meertalig onderwijs. (van Praag, 2016)	4.00%	1	8.00%	2	24.00%	6	40.00%	10	24.00%	6	25	3.72	1.04	1.08
5. Bij de normering en beoordeling van de toetsen rekening houden met de taalachtergrond van de meertalige leerling. (Nederlof & Smit, 2018)	8.00%	2	20.00%	5	16.00%	4	48.00%	12	8.00%	2	25	3.28	1.11	1.24
6. Taal- en cultuursensitieve meetinstrumenten gebruiken om de vaardigheden van leerlingen te toetsen (Kambel, 2017)	4.00%	1	12.00%	3	16.00%	4	40.00%	10	28.00%	7	25	3.76	1.11	1.22
7. Het inzetten van meertaligheidsstrategieën zoals Translanguaging en CLIL (Duarte & Gáñther, 2019)	8.00%	2	4.00%	1	28.00%	7	20.00%	5	40.00%	10	25	3.80	1.23	1.52
8. Nascholing voor leerkrachten op het gebied van meertaligheid in het basisonderwijs (Van Avermaet et al., 2016)	4.00%	1	0.00%	0	12.00%	3	24.00%	6	60.00%	15	25	4.36	0.97	0.95

Note. Total mean 3.71

Question 14. In hoeverre bent u het met de onderstaande aanbevelingen eens of oneens?

Question	Sterk mee oneens (1)		Deels mee oneens (2)		Neutraal (3)		Deels mee eens (4)		Sterk mee eens (5)		Total	Mean	Std Deviation	variance
1. Thematiek van intercultureel onderwijs verwerken in het lesaanbod (NCCA, 2005). Vb. gelijkwaardigheid, discriminatie, mensenrechten, overeenkomsten en verschillen.	0.00%	0	0.00%	0	4.35%	1	17.39%	4	78.26%	18	23	4.74	0.53	0.28
2. Het aanbieden van wereldburgerschap op school (Nuffic).	0.00%	0	0.00%	0	4.35%	1	13.04%	3	82.61%	19	23	4.78	0.51	0.26
3. Een schoolbrede aanpak ontwikkelen om cultureel bewustzijn te leren/bevorderen (European Commission, 2015)	0.00%	0	0.00%	0	4.35%	1	13.04%	3	82.61%	19	23	4.78	0.51	0.26
4. Verbod en/of straffen op het spreken van de thuishalen afschaffen (Kambel, 2017)	0.00%	0	26.09%	6	8.70%	2	13.04%	3	52.17%	12	23	3.91	1.28	1.64
5. Nascholing voor leerkrachten op het gebied van interculturele educatie in het basisonderwijs (Van Avermaet et al., 2016)	0.00%	0	0.00%	0	4.35%	1	30.43%	7	65.22%	15	23	4.61	0.57	0.33
6. Trainingen verzorgen voor onderwijsprofessionals gericht op de ontwikkeling van interculturele culturele competenties (Kambel, 2017)	0.00%	0	0.00%	0	13.04%	3	13.04%	3	73.91%	17	23	4.61	0.71	0.50
7. Het inzetten van lesplannen om het hele talige repertoire van leerlingen te stimuleren in de klas. (Kambel, 2017)	0.00%	0	4.35%	1	8.70%	2	21.74%	5	65.22%	15	23	4.48	0.83	0.68
8. Fictie en non-fictie boeken/leesboeken aanschaffen over andere culturen. (Nederlof & Smit, 2018)	0.00%	0	0.00%	0	4.35%	1	13.04%	3	82.61%	19	23	4.78	0.51	0.26
9. Het inzetten van activiteiten die aandacht besteden aan de culturele achtergrond van de leerlingen. (Nederlof & Smit, 2018)	0.00%	0	0.00%	0	4.35%	1	8.70%	2	86.96%	20	23	4.83	0.48	0.23

Note. Total mean 4.61

Question 15. Stelling: De onderstaande aanbevelingen zijn goed praktisch toepasbaar binnen het reguliere basisonderwijs.

Question	Sterk mee oneens (1)		Deels mee oneens (2)		Neutraal (3)		Deels mee eens (4)		Sterk mee eens (5)		Total	Mean	Std Deviation	variance
1. Thematiek van intercultureel onderwijs verwerken in het lesaanbod (NCCA, 2005). Vb. gelijkwaardigheid, discriminatie, mensenrechten, overeenkomsten en verschillen.	0.00%	0	4.35%	1	13.04%	3	26.09%	6	56.52%	13	23	4.35	0.87	0.75
2. Het aanbieden van wereldburgerschap op school (Nuffic).	0.00%	0	8.70%	2	4.35%	1	26.09%	6	60.87%	14	23	4.39	0.92	0.85
3. Een schoolbrede aanpak ontwikkelen om cultureel bewustzijn te leren/bevorderen (European Commission, 2015)	0.00%	0	8.70%	2	8.70%	2	26.09%	6	56.52%	13	23	4.30	0.95	0.91
4. Verbod en/of straffen op het spreken van de thuistalen afschaffen (Kambel, 2017)	0.00%	0	21.74%	5	17.39%	4	8.70%	2	52.17%	12	23	3.91	1.25	1.56
5. Nascholing voor leerkrachten op het gebied van interculturele educatie in het basisonderwijs (Van Avermaet et al., 2016)	0.00%	0	8.70%	2	8.70%	2	13.04%	3	69.57%	16	23	4.43	0.97	0.94
6. Trainingen verzorgen voor onderwijsprofessionals gericht op de ontwikkeling van interculturele culturele competenties (Kambel, 2017)	0.00%	0	8.70%	2	17.39%	4	21.74%	5	52.17%	12	23	4.17	1.01	1.01
7. Het inzetten van lesplannen om het hele talige repertoire van leerlingen te stimuleren in de klas. (Kambel, 2017)	0.00%	0	12.50%	3	20.83%	5	45.83%	11	20.83%	5	24	3.75	0.92	0.85
8. Fictie en non-fictie boeken/leesboeken aanschaffen over andere culturen. (Nederlof & Smit, 2018)	4.17%	1	0.00%	0	8.33%	2	20.83%	5	66.67%	16	24	4.46	0.96	0.91
9. Het inzetten van activiteiten die aandacht besteden aan de culturele achtergrond van de leerlingen. (Nederlof & Smit, 2018)	0.00%	0	8.33%	2	8.33%	2	25.00%	6	58.33%	14	24	4.33	0.94	0.89

Note. Total mean 4.23

Question 16. Welke van onderstaande punten zijn op dit moment aanwezig in het regulier onderwijs ten behoeve van de implementatie?

Question 16.	Percentage	Count
Financiële middelen	25.00%	5
Lesmateriaal en hulpmiddelen (boekjes, toetsingsmateriaal)	20.00%	4
Ruimte (werklast, werkdruk)	5.00%	1
Meertaligheid verwerkt in lesmethodes (handvatten die direct praktisch toepasbaar zijn)	5.00%	1
Interculturele educatie verwerkt in lesmethodes (handvatten die direct praktisch toepasbaar zijn)	20.00%	4
Steun van collega's	50.00%	10
Steun op beleidsniveau	20.00%	4
Deskundigheidsbevordering (scholing, training)	25.00%	5
Anders: Op dit moment aanwezig? Er zijn financiële middelen nu maar of die daarvoor gebruikt gaan worden?... En dat geldt ook voor de andere items....	5.00%	1
Geen van alle bovenstaande	10.00%	2
Total	100%	20

Question 17. Welke onderstaande punten heeft u nodig om de eerder genoemde aanbevelingen te kunnen implementeren?

Question 17.	Percentage	Count
Financiële middelen	60.00%	12
Lesmateriaal en hulpmiddelen (boekjes, toetsingsmateriaal)	70.00%	14
Ruimte (werklast, werkdruk)	80.00%	16
Meertaligheid verwerkt in lesmethodes (handvatten die direct praktisch toepasbaar zijn)	80.00%	16
Interculturele educatie verwerkt in lesmethodes (handvatten die direct praktisch toepasbaar zijn)	65.00%	13
Steun van collega's	55.00%	11
Steun op beleidsniveau	70.00%	14
Deskundigheidsbevordering (scholing, training)	95.00%	19
Anders:	0.00%	0
Geen van alle bovenstaande	0.00%	0
Total	100%	20

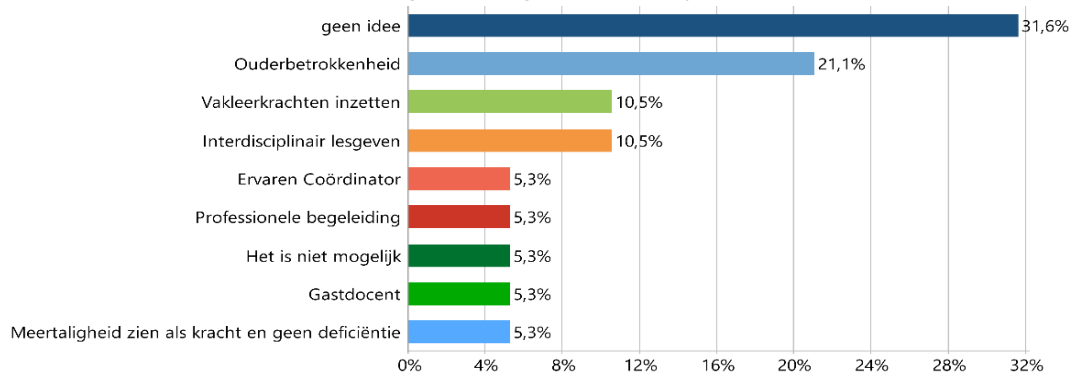
Question 18. Welke van de onderstaande punten vindt u het meest belangrijk? Geef een rangschikking van, 1 (meest belangrijk) tot 8 (minst belangrijk). U kunt dit doen door de tekstblokken te slepen.

Question 18.	1	2	3	4	5	6	7	8	Total								
Financiële middelen	9.52%	2	9.52%	2	28.57%	6	9.52%	2	14.29%	3	4.76%	1	14.29%	3	9.52%	2	21
Lesmateriaal en hulpmiddelen (boekjes, toetsingsmateriaal)	4.76%	1	9.52%	2	14.29%	3	19.05%	4	9.52%	2	23.81%	5	14.29%	3	4.76%	1	21
Ruimte (werklast, werkdruk)	9.52%	2	9.52%	2	23.81%	5	19.05%	4	0.00%	0	9.52%	2	9.52%	2	19.05%	4	21
Meertaligheid verwerkt in lesmethodes (handvatten die direct praktisch toepasbaar zijn)	4.76%	1	4.76%	1	9.52%	2	19.05%	4	19.05%	4	14.29%	3	19.05%	4	9.52%	2	21
Interculturele educatie verwerkt in lesmethodes (handvatten die direct praktisch toepasbaar zijn)	4.76%	1	9.52%	2	9.52%	2	9.52%	2	14.29%	3	23.81%	5	14.29%	3	14.29%	3	21
Steun van collega's	9.52%	2	23.81%	5	9.52%	2	4.76%	1	19.05%	4	14.29%	3	0.00%	0	19.05%	4	21
Steun op beleidsniveau	23.81%	5	9.52%	2	9.52%	2	23.81%	5	19.05%	4	0.00%	0	4.76%	1	9.52%	2	21
Deskundigheidsbevordering (scholing, training)	23.81%	5	23.81%	5	14.29%	3	9.52%	2	9.52%	2	0.00%	0	14.29%	3	4.76%	1	21

Question 18.	Mean	Std Deviation	Variance
Financiële middelen	4,29	2,14	4,59
Lesmateriaal en hulpmiddelen (boekjes, toetsingsmateriaal)	4,71	1,88	3,54
Ruimte (werklast, werkdruk)	4,52	2,34	5,49
Meertaligheid verwerkt in lesmethodes (handvatten die direct praktisch toepasbaar zijn)	5,1	1,87	3,51
Interculturele educatie verwerkt in lesmethodes (handvatten die direct praktisch toepasbaar zijn)	5,19	2,04	4,15
Steun van collega's	4,38	2,36	5,57
Steun op beleidsniveau	3,71	2,16	4,68
Deskundigheidsbevordering (scholing, training)	3,38	2,24	5

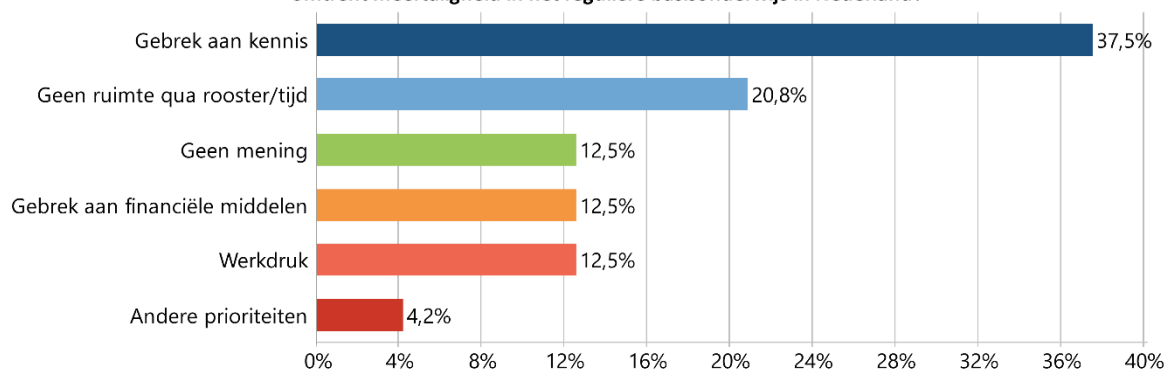
Question 19.

Question 19. Welke andere mogelijkheden ziet u als onderwijsprofessional voor het praktisch implementeren van de aanbevelingen omtrent meertaligheid in het reguliere basisonderwijs in Nederland?



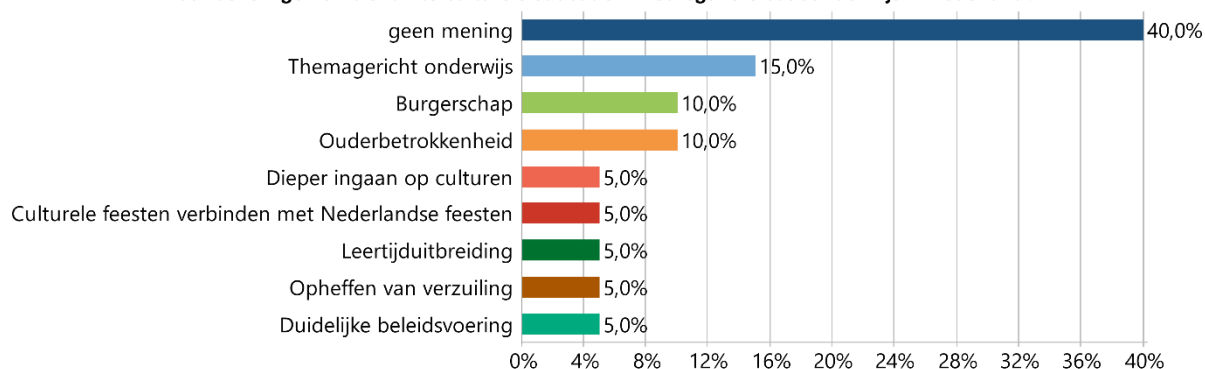
Question 20.

Question 20. Welke beperkingen ziet u als onderwijsprofessional voor het praktisch implementeren van de aanbevelingen omtrent meertaligheid in het reguliere basisonderwijs in Nederland?



Question 21.

Question 21. Welke andere mogelijkheden ziet u als onderwijsprofessional voor het praktisch implementeren van de aanbevelingen omtrent interculturele educatie in het reguliere basisonderwijs in Nederland?



Question 22.

Question 22. Welke beperkingen ziet u als onderwijsprofessional voor het praktisch implementeren van de aanbevelingen omtrent interculturele educatie in het reguliere basisonderwijs in Nederland?

