

**Minoritized Languages in the Classroom: Crossing Boundaries Between Home and
School**

Noura Borggreven

6885233

Master Educational Sciences, Utrecht University

Master's Thesis

First assessor: Dr. Larika Bronkhorst

Second assessor: Dr. Brianna Kennedy

June 28, 2021

Word count: 7998

Abstract

Despite the plurality of students' home languages in regular primary education and research emphasizing benefits of developing multilingualism in school, excluding bilingual English or Frisian programs, monolingual education remains normative in the Netherlands. For linguistically minoritized children, monolingual education disconnects the home and school contexts. Transitioning between these contexts requires extra effort and skill due to sociocultural differences. Utilizing home languages in class helps traverse the home and school differences and carries learning potential. However, how using minoritized languages induces learning is not yet examined. This thesis, therefore, answers: (1) How minoritized languages can be utilized within primary education amidst a national monolingual norm, and (2) how the utilization of minoritized languages in primary education stimulates students' boundary crossing between home and school. A single case study comprising a teacher interview and teaching methods illustrates a unique case of welcoming (minoritized) languages in school through a language-friendly approach. This thesis explicates how by using minoritized languages teachers capitalize upon students' linguistic and cultural resources, which helps establish continuity between home and school. Additionally, an expert interview contributed to identifying conditions for embedding minoritized languages in schools. This thesis recommends reconsidering what counts as knowledge to reevaluate minoritized students' knowledge resources.

Key words: boundary crossing, minoritized languages, multilingualism, primary education, single case study.

Minoritized Languages in the Classroom: Crossing Boundaries Between Home and School

“We praten Nederlands met elkaar op school en op het plein”

“We spreken Nederlands in de klas, we spreken Nederlands op het plein en ook tijdens de oudergesprekken of ouderactiviteiten wordt er Nederlands gesproken”

(Two websites of primary schools in the Netherlands).

Due to globalization and migration, the diversity in languages spoken in the Netherlands is significant and keeps increasing (Agirdag, 2014). Over 50 percent of children in the Netherlands' four larger cities (Amsterdam, Rotterdam, Utrecht, and The Hague) use multiple languages daily (De Taalstudio, n.d.). Many children with a minoritized¹ background enter primary education with little knowledge of the Dutch language. When the school language differs from the home language, school subjects become even more challenging (Agirdag & Van de Oudeweetering, 2017; Le Pichon-Vorstman & Kambel, 2017).

However, in almost all regular primary school classrooms, Dutch is the only language allowed (Taalunie, 2017). Exceptions are only made for Frisian, English, French and German, which can occupy 15 percent of teaching time. In practice, mostly English is used (Taalunie, 2019). Contradictory to minoritized languages, these languages are stimulated through educational policies (Sierens & Van Avermaet, 2014). Between 1974 and 2004, education was provided in the home languages of migrant children. The initiatives, *Onderwijs in Eigen Taal en Cultuur* and later *Onderwijs van Allochtone Levende Talen*, presumed immigrant families would return to their homeland and aimed to ensure a connection to education there. However, many families did not return, resulting in abolishing these initiatives and shifting the political aim to cultural and linguistic assimilation (Agirdag, 2015; Brakkee, 2017). Since then, *het taalbad*

¹ I refer to *minoritization*, *minoritized students/languages*, instead of minorities. The term minoritization attends to the social construct of systemic marginalization and inequality that give individuals a minoritized status, contradictory to minority, which implies a given characteristic.

onderwijs (language bath education) is the prevalent policy in Dutch primary education. This policy implies submerging children as soon and as much as possible in the school language, without room for their home language (Agirdag, 2014). The *taalbad* policy represents the common conception in Dutch education that minoritized languages are obstacles to learning in school. Dutch language development delays must be caught up rapidly, while home language development gets no attention (Sierens & Van Avermaet, 2010; Agirdag, 2015; Le Pichon-Vorstman & Baauw, 2017). The *taalbad* policy thus intends a transition from home languages to the school language, aiming at linguistic and cultural assimilation in society (Baker, 2006; Cenoz & Gorter, 2012; Akoğlu & Yağmur, 2016).

However, academic research has established many advantages for multilingual development, advocating allowing minoritized languages in school. Most notably, multilingual development stimulates overarching language development, enhances cognitive development, helps take advantage of students' cultural resources (Agirdag & van de Oudeweetering, 2017), and contributes to students' well-being and positive identity formation (Sierens & Van Avermaet, 2010), indirectly improving their academic achievements. Moreover, utilizing their home language in class for minoritized students can help reduce the gap between home and school contexts (Bronkhorst & Akkerman, 2016; Ticheloven, 2017). This sociocultural gap hinders academic achievement (Bronkhorst & Akkerman), consequently contributing to education inequity.

For linguistically minoritized students, the monolingual norm in Dutch education contributes to marking the borders of home and school, where different languages prevail. As soon as students enter primary school, they need to navigate across the contexts' boundaries and their dominant languages, mostly on their own. For majoritized students, the transitions between home and school contexts often go unnoticed, but when contexts differ severely in culture, i.e., languages, expectations, norms and values, which is mostly the case for linguistically minoritized students, transitioning between these contexts requires extra effort and

skill (Phelan et al., 1991; Howland et al., 2006). Monolingual education also negates students' home languages as potential resources of knowledge. Consequently, minoritized students struggle to connect school to home (Phelan et al.; Bronkhorst & Akkerman, 2016). The ability to manage transitions between different contexts affects students' opportunities in the educational system and, therefore, their progression toward further education, productive work experiences, and even the quality of their lives (Phelan et al.).

In some situations, students appear better at navigating between different contexts than others (Walker & Nocon, 2007). Hence, it is vital to consider how education can support children with navigating across contexts. Previous research argues that using home languages in education can contribute to transitioning between contexts (De La Piedra & Araujo, 2012; Bronkhorst & Akkerman, 2016; Yilmaz & de Jong, 2020). Besides, De La Piedra and Araujo highlight that using languages of one context (home) in another (school) gives teachers insight into the resources linguistically minoritized students bring to school and how to exploit them.

Although research supports using home languages in the classroom, imagining the use of minoritized languages amidst a monolingual norm remains a challenge. This thesis examines how, despite the monolingual norm, minoritized languages can be used in Dutch primary education to lessen the home-school gap. Moreover, this thesis investigates *how* linguistically minoritized students can learn from utilizing home languages in the classroom.

Theoretical Framework

Minoritized Languages in Primary Education

Whether or not to include minoritized languages in school is part of a larger debate on what teaching mode is most suitable for children's language development for whom the school language is not their first language (Sierens & Van Avermaet, 2014). To understand how minoritized languages are situated within this debate, this section explains how language

diversity in primary education can be responded to in different manners. Schools either administer mono- or bi-/multilingual teaching methods. Bi-/multilingual education is understood as using more than one language of instruction (Sierens & Van Avermaet). The extent to which bi-/multilingual programs apply immersion in the second language varies (Genesee, 2008).

Monolingual education is defined as “any educational setting that provides instruction in only one language” (Hinton, 2016, p.21). For linguistically minoritized students, this entails total immersion, also called, submersion in the school language; the *taalbad* policy fits this category.

Views on multilingual development have changed significantly, consequently changing how schools deal with language diversity. Traditionally, researchers assumed that second language development reduced the capacity for learning the first language. As a result, home languages were often banned from the classroom, submersing linguistically minoritized children in the school language (Baker, 2006). Multilingualism was treated as having two separate monolingual constructs (Cenoz & Gorter, 2017). This view of language separation has been criticized (Cummins, 2007; Cenoz & Gorter). Nowadays, the view on second language comprehension is based on Cummins’ (1981) Common Underlying Proficiency Model, reasoning that different languages share a central operating system. In his model, increasing skills in one language helps develop the shared cognitive system underlying all language performance. Therefore, Cummins presumes that better development of the first language results in better second language development. It must be noted that this depends on a rich first language environment provided by parents (Severiens et al., 2014). Moreover, Cummins explains that for multilingual children, Cognitive/Academic Language Proficiency (CALP) takes longer to develop (4 to 7 years) than Basic Interpersonal Communicative Skills (BICS) (2 years). From this perspective, developing the home language(s) of linguistically minoritized students throughout primary school is vital to their second language development.

In response, additive multilingual approaches have been introduced, through which students add a second language while still developing their home language. However, in practice, this approach still developed parallel monolingualisms, which disregards multilingual students' fluid linguistic capabilities (Flores & Rosa, 2015; Cummins, 2017). Instead, Cummins proposes an active multilingual approach, in which multilingualism is understood as intertwined lingualisms. Active multilingualism reinforces a two-way transfer of languages, profiting from the central operating system of multilingual students, thereby enhancing minoritized students' school achievements.

However, as described, monolingual education remains the norm in the Netherlands. Sierens and Van Avermaet (2013) categorize strategies for integrating linguistic diversity in schools that are in-between mono- and multilingual education. First, constructive language policy entails allowance for using home languages during recreational time, but not while in class. Second, linguistic sensitization consists of raising language awareness in the classroom, stimulating learning of other languages, and teaching how and when to use other languages. Lastly, functional multilingual learning exploits students' home languages as capital in which the first language provides resources for acquiring a second language (Sierens & van Avermaet). This last strategy coincides with the fluidity of active multilingualism. Overall, these strategies can be a solution to schools that do not want to ignore (linguistic) diversity but are subjected to a monolingual norm. The next section discusses how linguistic diversity in a monolingual education system relates to what is considered as knowledge and what is not.

Minoritized Students' Resources of Knowledge

Linguistic and cultural subtraction by educational systems has been termed *subtractive schooling* (Valenzuela, 1999). Subtractive schooling entails that curriculum assimilation policies and practices disavow minoritized students' languages or cultures as resources of knowledge or personal affirmation, removing these resources from the classroom. School language-only

programs, such as the *taalbad* policy, are considered subtractive, eventually replacing home language skills with a school language (Baker, 2006). For linguistically minoritized students subtractive schooling has adverse outcomes on their academic performance as it disregards the full potential of their resources (Baker; Valenzuela, 1999).

Funds of knowledge theory provides a perspective through which minoritized languages can be recognized as resources for learning in school. Funds of knowledge are defined as knowledge and skills that are historically accumulated and culturally developed, enabling individuals or households to function within a culture (Oughton, 2010). Funds of knowledge theory aims to acknowledge, value and utilize forms of knowledge that do not align with the dominant educational discourse. The integration of funds of knowledge in a classroom thus provides an enriched learning experience for minoritized students (Moll et al., 1992). Cummin's active multilingual approach resonates with the concept of funds of knowledge, as both propose capitalization upon cultural and linguistic experiences and resources in education, thereby attending to the fluid nature of language development. In the next section, concepts from boundary crossing theory will be introduced to explain how exploiting minoritized languages in school carries learning potential.

Boundary Crossing

(Dis)continuity

A fruitful way to look at the contexts in which students participate is boundary crossing theory, which considers that learning can occur when students move across different contexts and corresponding practices (Akkerman & Bakker, 2011b). Students move between different contexts daily, most notably home and school. Distinct cultures characterize these different contexts, which individuals need to adjust to and understand to participate within them (Phelan et al., 1991). When people experience (sociocultural) differences between contexts as barriers

to their participation in that context, we speak of discontinuity. From a boundary crossing perspective, overcoming this barrier is needed to participate in a context fully, i.e., establishing continuity. Bronkhorst and Akkerman (2016) found (dis)continuity can be a given—when sociocultural differences between contexts are large—but also intended when differences between contexts are deliberately secured. The Dutch monolingual norm can be seen as intended discontinuity, a deliberate barrier between the school language and other languages to stimulate Dutch language development through submersion.

The intended discontinuity of monolingual education enlarges the home-school gap for linguistically minoritized students, demanding extra effort to navigate between these contexts. Already in 1998, Van Oers argued that embedding home languages in class can help re-establish continuity through language recontextualization. Recontextualization entails embedding an element (language) of one context (home) in another context (school) between which discontinuity is experienced. In this way, students “extend their cognition and create new contexts for thinking and acting through a process of recontextualization” (Walker & Nocon, 2007, p. 181). The boundary between home and school thus also holds learning potential and can help diminish the gap between home and school (Bronkhorst & Akkerman; Tichelhoven, 2017). How learning takes place at boundaries will be explained in the next section.

Boundary Crossing Learning Mechanisms

Akkerman and Bakker (2011a) identify four boundary crossing mechanisms through which learning takes place. The learning mechanisms help to (re)establish continuity in action and interaction in situations of experienced sociocultural differences. This research focuses on an intrapersonal level, meaning it looks at childrens’ participation in multiple language practices (home and school) and the experienced discontinuities between these practices. This study looks at how different usages of students’ home languages, i.e., teaching materials and activities, help to (re)establish continuity between home and school.

Akkerman and Bakker (2011a) proposed four mechanisms: identification, coordination, reflection, and transformation. For this study, the mechanisms are described in relation to students' language practices of home and school to enhance (re)establishing continuity between these contexts. First, identification concerns processes of (re)defining language practices of the contexts in relation to one another. Identification focuses on drawing connections between home and school by defining differences and similarities between language practices during lessons. Identification does not necessarily intend to overcome discontinuity between home and school, but students learn by making sense of the relation between distinct language practices and corresponding identities of both contexts. Second, coordination is concerned with establishing permeability between the language practices of home and school through minimal routinization exchanges between practices, also in absence of consensus between the contexts. Coordination is about finding procedures to participate in separate practices without them collaborating. Third, reflection is a process of students expanding their perspective on one context's language practices by looking at it from the other context. It is thus about students looking differently at one context and its language practices through experiences gained in the other language practice. Fourth, transformation implies a process of change in which students combine their multiple language practices in one context. New hybrid language practices are created by using multiple languages in a complementary manner.

Present Study

This thesis looks at the usage of minoritized languages in Dutch primary education from the perspective of boundary crossing theory. Boundary crossing theory provides a fruitful perspective on the discussion of whether and how to integrate minoritized languages in school. Where subtractive schooling policies aim for eliminating cultural differences as they are considered obstacles for learning, boundary crossing theory looks at boundaries as carrying

learning potential. This thesis aims to add *how* students learn from utilizing their home languages. Specifically, the questions this study aims to answer are: (1) How can minoritized languages be utilized within primary education amidst a national monolingual norm? (2) (How) does the utilization of minoritized languages in Dutch primary education stimulate students' boundary crossing between home and school?

This study examines a particular case that utilizes students' home languages in the context of school. The study pertains with this case to regular primary education because of its prevalence of devalued, minoritized languages as opposed to bilingual programs stimulated through educational policies. The selected school is part of the international Language Friendly Schools' Network, established in the Netherlands in 2019, containing nine schools beginning 2021. The Language Friendly Schools' Network strives to welcome all languages and ensure using home languages is no longer punished, ultimately making mother tongue education the norm rather than the exception (Rutu Foundation, n.d.). This case study aims to explain how schools can capitalize upon the home languages of linguistically minoritized students amidst a monolingual norm. Additionally, we investigate how materials and activities used to capitalize on minoritized resources can help students establish continuity between home and school. Furthermore, this study examines under what conditions using minoritized languages in class is possible.

The relevance of this study is twofold. First, many benefits of utilizing home languages of linguistically minoritized students in school have been emphasized in academia (Sierens & Van Avermaet, 2014), among which advantages from a boundary crossing perspective (De La Piedra & Araujo, 2012; Yilmaz & de Jong, 2020). However, in practice, the usage of home languages in education lags behind the literature (De La Piedra & Araujo; Bialystok, 2001), as monolingual education remains the norm in the Netherlands and home languages of minoritized students remain devalued. Not much is known about how minoritized languages can be utilized

amidst a monolingual norm. Also, Brakkee (2017) found that teachers in the Netherlands lack knowledge on how to exploit multilingualism in class. Through a unique case, this thesis provides insight into how, despite the monolingual norm, minoritized languages can be given a place in Dutch primary education. Second, using the boundary crossing learning mechanisms of Akkerman and Bakker (2011a), this study contributes to understanding how students learn from utilizing home languages at school from a boundary crossing perspective.

Methods

Research Design

This study classifies as descriptive research, meaning it describes a particular phenomenon to contribute to existing knowledge on a topic (Dulock, 1993). Case study analysis is suitable for descriptive research as it examines a phenomenon in its context, particularly situations where “the boundaries between phenomenon and context are not clearly evident” (Yin, 1981, p.98). This research suits the case study design because it aims to describe a unique case that deviates from the monolingual context in which it is situated.

Originally this thesis meant to compare how different primary schools use minoritized languages. However, it became clear during recruitment that schools—even from the Language Friendly Schools’ Network—were self-admittedly not yet exploiting minoritized languages effectively. All schools, except for one, stated they no longer prohibit home languages but are not (yet) actively utilizing minoritized languages. The school that actively utilizes home languages in class was selected for a single case study analysis. The school developed their use of home languages in school over 20 years and affirmed not knowing other regular primary schools using minoritized languages.

Single case studies are appropriate when a case is unusual, extreme, or has something special to reveal (Rowly, 2002). Single case studies consist of one case; this can, for example,

be one person, group, or organization (Gustafsson, 2017); in this case, a school. Single case studies aim to describe unique or new phenomena to create a deep understanding of one specific situation (Gustafsson). The selected school is unique because they pioneer welcoming and utilizing their students' home languages. Their approach to minoritized languages is thus different from its monolingual context. Single case studies are concerned with context-dependent knowledge, meaning cases can only be understood and produce theory in relation to their context (Dyer & Wilkins, 1991; Gustafsson). In addition to the case study, this research comprises an expert interview with a multilingual advisor for primary education. The expert interview helps to understand how the school's case relates to its context.

Participants

We used purposive sampling to select schools for this case study, which helps to find participants based on distinctive features demarcating them from others (Snively, 2018). The inclusion criterion for selecting schools was a functional multilingual learning strategy in regular Dutch primary education (Sierens & Van Avermaet, 2013), i.e., using minoritized languages as knowledge capital. One school met the criterion; a teacher from this school was selected for the case study. Additionally, to gain insight into the school's context, an expert was selected via purposive sampling. The inclusion criterion was expertise on current implementation of multilingualism in primary education and what obstacles schools face regarding multilingualism, specifically with minoritized languages.

Instruments

This study used multiple data collection procedures. The data sources gathered at the school comprised a semi-structured teacher interview and a collection of multilingual teaching materials and activity descriptions. Additionally, the data collection consisted of a semi-structured interview with an educational advisor on multilingualism. A within-method form

of methodological triangulation was used, meaning multiple qualitative data methods reduced each other's weaknesses, enhanced understanding of the research topic (Bekhet & Zauszniewski, 2012), and avoided biased conclusions based on interviews alone (Cacciattolo, 2015), consequently amplifying the study's outcome and validity (Bekhet & Zauszniewski).

Interviews

Both interviews had a semi-structured design. Semi-structured interviews use open-ended questions to capture participants' interpretations and experiences (Dearnly, 2005; Snavelly, 2018). Since this research intends to describe a situation through the teacher's and expert's experiences, semi-structured interviews are fitting. Additionally, semi-structured interviews allow adapting the order of questions and tailoring questions to the participant's responses (Snavelly). For example, in the expert interview, the question: "What are the obstacles schools face with multilingualism?" was followed by: "And specifically if they want to actively utilize multilingualism in the classroom?". This helps generate in-depth answers (Dearnly) and is thus fitting for mapping the interviewee's experiences.

Two distinct interview guides were created, one for the teacher interview and one for the expert interview (appendix A and B). Because the expert interview served to provide insight into the school's context, the expert interview guide was informed by analysis of the teacher interview. A pilot interview was used for the teacher interview to refine and tailor the questions to the participant. The pilot interview was conducted with a primary school teacher who does not use minoritized languages but was familiar with the concept. Minor changes were made in the questions' order and word choices.

Educational Materials and Activities

The educational materials and activities gathered allowed drawing conclusions not merely based on the teacher's experiences, which can differ from actuality, preventing biased

interpretations (Cacciattolo, 2015). Materials and activities calling on or allowing students' home languages were gathered to provide a concrete overview of how the school uses minoritized languages. During the interview, the teacher gave an overview of the school's types of methods. Additionally, the teacher sent examples of the types of teaching materials to the researcher (see Table 1).

Table 1

Overview of Teaching Materials and Activities

Type of material/activity	Description
Language groups	Groups of students with the same home language work/play together using their preferred language.
Language portraits	Students create portraits including the languages they use where and when.
Language comparisons	Students make comparisons between the home and school language when learning new concepts.
Translanguaging	The use of multiple languages together to communicate.

Procedure

Before the data collection, the participants received an information letter containing general information on the research, data processing, and what is expected of them to ensure they were adequately informed and consented to participation freely (Hammersley, 2015). A separate consent form was provided for the participants' permission (appendix C). The researcher answered questions about the informed consent and procedures before the participants signed the consent form, which they sent back before the interviews. The researcher conducted one interview online and one in-person following the RIVM social-distancing guidelines due to COVID-19. Before the interviews, the researcher reminded the participants of the procedures, addressed the research's goal and background and asked

permission to audio record the interviews for transcriptions before starting. The interviews were administered following the semi-structured interview guides. Maximum duration of each interview was 45 minutes. After the interview, the teacher sent the teaching materials and activity descriptions to the researcher. The interviews were transcribed and anonymized directly after to safeguard participants' privacy (Hammersley). The researcher stored the data securely on the university's faculty server.

Data Analysis

The data were analyzed using thematic analysis, following guidelines by Braun and Clarke (2006). Thematic analysis is a method to identify patterns (themes) in data and can be used to answer descriptive research questions (Braun and Clarke). First, the teacher interview was analyzed. An inductive coding strategy was used, meaning that themes derive from the data itself in a bottom-up manner. Additionally, sensitizing concepts directed attention to specific features in the interview (Bowen, 2006); in this case to identify the boundary crossing learning mechanisms in the teaching materials and activities described by the teacher. Second, the teaching materials and activities were coded based on the boundary crossing learning mechanisms. Finally, the expert interview was analyzed using inductive coding, complementing the codes from the previous interview.

For all data, the analysis consisted of an open coding procedure, followed by axial coding. Initial codes were generated through an open coding procedure, meaning that pieces of data deemed interesting in relation to the research topic were coded (Braun and Clarke). For example, the segment in the expert interview: "I sometimes ask teachers: what is the language profile of your class? So which children speak Dutch or another language at home? What language do they speak? Teachers don't know that at all." was coded as "*Knowing students' home languages*". For the analysis of the materials, this meant coding materials such as discussing math forms in their preferred language at home as "*Language comparisons*".

After establishing initial codes, the axial coding phase started, focussing on a thematic level. Themes are determined by “whether it captures something important in relation to the overall research question” (Braun and Clarke, p.82). The individual codes were sorted into potential themes. For example, the initial code “*Knowing the home languages of students*” conjoined with, among others, the codes: “*Getting teachers to realize for themselves*” and “*Not knowing how to do things differently*” formed the theme “*Awareness.*” The themes were finalized through an iterative process in which all meaningful excerpts were allocated to themes. A mind map of the codes and themes was used for review. According to Braun and Clarke, organizing codes and themes through visualization helps clarify their relationships. Finally, all themes were given accurate names and descriptions to check whether all excerpts fit with the chosen theme (see Table 2).

Table 2*Thematic Coding Scheme*

Theme	Description	Quote	Subtheme(s)
Language friendliness	Language friendliness is about welcoming all languages. It emphasizes allowing preferred languages and capitalizing upon students’ linguistic and cultural resources.	The language of instruction is Dutch, we are not a bilingual school. But students are allowed to use their preferred language (Marion).	Accepting the whole child. Allowing the use of preferred languages. Hidden resources of knowledge
Monolingual norm	Shared expectations on the use of one preferred language in public spheres, e.g. schools.	It is the school language, the Dutch school language, that’s what we’re talking about. And if there might be a delay, which is written about a lot, then it is a delay in the Dutch school language (Marion).	

Use of informal methods	Self-made/assembled multilingual materials and activities and/or spontaneous inconsistent usage of minoritized languages.	There are no methods. So you have to think of it yourself (Marion).	
Multilingual materials and activities	Ways of utilizing home languages in school.	In lower primary school, you teach children concepts, which often has to do with vocabulary. It is quite normal to ask, what is that at your home? (Marion)	Identification Transformation
Conditions	Conditions that make capitalizing upon minoritized languages at school possible.	Teachers want the same thing, the best for the students. But it is still widely thought that home languages do not belong in the classroom (Judith).	Awareness about multilingual development Unlearning minority stigma Parent role Teacher role

An audit trail was created and assessed by a peer student to ensure this research's trustworthiness. We followed the audit procedure of Akkerman et al. (2006), which provides a systematic review for establishing the quality of qualitative research. The researcher (auditee) created an audit trail consisting of raw data, categorized data, and findings and presented this to the peer student (auditor). First, the auditee and auditor established the audit procedure's goals, roles, and rules. Thereafter, the auditor studied the audit trail and assessed its trustworthiness using Akkerman et al.'s assessment scheme (appendix D). After discussing the discrepancies, trustworthiness was established.

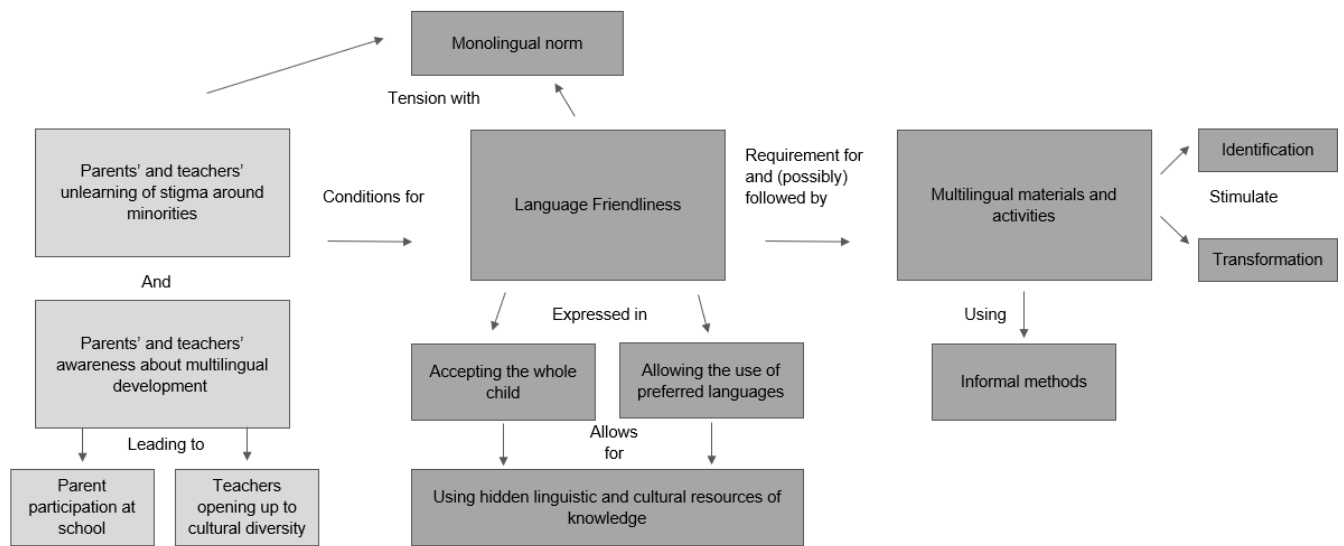
Results

Assuming that language recontextualization is beneficial for minoritized students' boundary crossing, these results describe how home language can be used amidst a

monolingual norm and how students learn from this. This study shows an exemplary case of utilizing minoritized languages in school. The conditions for and ways in which minoritized languages can be utilized are displayed in Figure 1 and explained below, following three main themes: language friendliness (middle), multilingual materials and activities (right), and conditions (left).

Figure 1

Conditions for and Ways of Utilizing Minoritized Languages



Language Friendliness

The first theme salient throughout the school’s case is language friendliness. Language friendliness can be seen as the school’s approach to make usage of minoritized languages in class possible. Marion, a teacher at the school, explains the school identifies itself as a language friendly school, meaning they “welcome, appreciate and respect all languages.” The school’s language friendly approach derives from the belief that children’s multilingualism is a given that cannot be ignored and should therefore be welcomed in school.

Expression of Language Friendliness

The school's language friendliness expresses itself in allowing preferred (home) languages when needed or wanted. An emphasis on *may* reoccurs throughout the interview. It is not about learning another language but about being allowed to use a preferred language: "we don't push it, but we enable the opportunity" (Marion).

Additionally, language friendliness is expressed in accepting and appreciating the whole child, meaning children do not have to leave aspects of their cultural or linguistic identity behind when they enter school. For Marion prohibiting home languages and cultures from the classroom is a missed opportunity: "For me, it is very clear. Sometimes we just leave 50% [of a child] behind". Therefore, part of language friendliness is about "Seeing the whole child [as a teacher]. Letting them [the children] show everything: not holding anything back" (Marion).

Hidden Resources of Knowledge

When children are accepted in their entirety, it becomes possible to exploit their linguistic and cultural resources: "So once you can tap into those hidden sources of knowledge that are no longer hidden, you can also use them. So get your strength from that too, at your own comfort" (Marion). Students' home languages are addressed as hidden sources, i.e., something that usually, amidst a monolingual norm, has to be kept hidden. But when teachers see children in their entirety and allow them to use preferred languages, childrens' multilingualism becomes a resource that can be capitalized upon when given the opportunity. Thus, for this school, language friendliness consists of students feeling free to recontextualize home languages in school and creating a safe space where nothing needs holding back.

Moreover, the hidden resources of knowledge do not only entail the languages of linguistically minoritized students:

Coincidentally, I had a student with Egyptian antecedents and we discussed the ancient Egyptians with history. He loved the class and he wanted to talk about it, also about his

language and the structure of his language. ... We give the opportunity and we take it with us. (Marion)

Language friendliness also consists of welcoming home cultures into the classroom. Again, it is about “seeing the whole child” and providing opportunities to showcase their linguistic and cultural knowledge in the school context. Judith, a multilingual expert at an educational consultancy, confirms a connection between utilizing home languages and welcoming students’ home cultures in the classroom:

We should try to find some kind of common ground in “we are all human”. I happen to be celebrating Easter and you happen to be celebrating Ramadan, and instead of thinking, “Oh, I don’t want to know about that,” why not? Why don’t we talk about it? If you manage to get that out of the way, there is also room for language in the classroom, for linguistic diversity.

Capitalizing upon minoritized languages thus seems to be dependent on welcoming home cultures in the classroom as well. In Judith’s view, cultural diversity needs to be embraced before there can be space for home languages in school.

However, Judith mentions that the common conception remains that teachers do not recognize home languages and cultural knowledge of linguistically minoritized students as prior knowledge because it does not cohere with the monolingual norm. Thus, the school forms an exception by implementing language friendliness, which recognizes diversity in prior knowledge and allows recontextualization of hidden resources.

Multilingual Materials and Activities

As mentioned before, multilingual materials and activities provide language recontextualization and stimulate boundary crossing. The school uses several ways to embed

home languages (Table 3). Two boundary crossing learning mechanisms were identifiable in the materials and activities, namely identification and transformation.

Identification

In lower classes, the school actively uses language comparisons between the home and school language when learning new math concepts, such as recognizing shapes (e.g., triangles or circles) or language concepts when students work on the alphabet or pronunciations of letters and words. Children are also encouraged to talk about these concepts with their parents in their home language through homework; for example, discussing images of math shapes. These language comparisons integrate a multilingual approach to learning concepts. Another teaching method through which identification is stimulated is the language portrait. Students visualize their linguistic repertoire within a body silhouette illustration. This language awareness activity encourages students to compare how they experience their use of languages and recognize their linguistic identity. In both cases, students learn how the languages coexist by identifying differences and similarities and relating them to their identity, corresponding with the learning mechanism of *identification*.

Transformation

In upper classes, the school allows and encourages students to use their home languages for communication or assignments (i.e., translanguaging), for example, letting students write an essay in their preferred language and provide the teacher with a translation. The use of multiple languages in one assignment or practice can be seen as integrating different practices into a hybrid practice. In the upper classes, the learning mechanism of *transformation* can thus be identified.

Furthermore, language groups are established throughout the school. Children with the same home languages are placed together and can converse in their preferred language. This

results in the usage of home and school languages spontaneously and simultaneously, for example, older children reading to younger children or playing games in the preferred languages. Marion emphasizes that, for young children, this sometimes helps them to participate spontaneously, not having to overcome the border of the school languages before playing with others. Again, transformation is stimulated by creating in-between practices in which openness to the home and school language within one context is created.

Table 3*Teaching Materials and Activities at School*

Type of material/ activity	Description	Target group	Boundary crossing learning mechanism
Language groups	Groups of students with the same home language work/play together using their preferred language.	All groups	Transformation
Language portraits	Students create portraits including the languages they use where and when.	Lower primary school	Identification
Language comparisons	Students make comparisons between the home and school language when learning concepts.	Lower primary school	Identification
Translanguaging	The use of multiple languages together to communicate.	Upper primary school	Transformation

Conditions for Welcoming Minoritized Languages

Both interviews emphasize home language utilization in school amidst a monolingual norm is not obstacle-free. Two entwined challenges are identifiable: (1) the influence of the stigma on minorities on teachers' and minoritized parents' beliefs about home languages, and (2) lacking awareness about multilingual development among teachers and parents.

Furthermore, this study found that overcoming these challenges can lead to parent participation

in school, teachers' opening up to cultural and linguistic diversity, which is needed to optimize exploiting hidden resources.

Teachers' Beliefs on Minoritized Languages

The stigmas concerning migrant backgrounds stand in the way of teachers allowing and valuing home languages of minoritized students. Judith gives the example of schools asking consultancy on dealing with different populations within the classroom: "children who speak Dutch [monolingual children], children who are very smart and who do not speak Dutch [expat children] and children who actually do not know much and do not speak Dutch [children with a migrant background]". The stigma of migrant children "not knowing much" signifies that their cultural and linguistic knowledge is not recognized as prior knowledge. The quote thus conforms with the discourse on minoritized students' language delays (*taalachterstand*), while home languages of expat children are seen as enriching. The common conception of minoritized languages is devaluing; teachers do not see their potential. This belief needs to be overcome before all home languages are welcomed and capitalized upon at school.

Awareness of Multilingual Development Among Teachers

Judith indicates that when schools request multilingual consultancy, there is often just one or a few teachers who want a different take on multilingualism than submersion, mainly because they have learned submersion is best for minoritized students' language development. When the entire team is not behind welcoming minoritized languages in class, this results in informal and inconsistent use of home languages, especially by multilingual teachers or teaching assistants:

They don't use it [multilingualism] effectively at all. But above all, I notice that multilingual people see how you could use it effectively. But the atmosphere is not there. Nor do they feel empowered or supported to do so. But they occasionally use it.

A first and vital condition for utilizing home languages at school is thus raising awareness among teachers about its benefits. Moreover, Marion emphasizes the lack of official methods, resulting in self-assembled ones.

Parents Beliefs on Minoritized Languages

Parents' beliefs on the influence of their mother tongue on childrens' language development is also an obstacle to integrating home languages in class. Judith explains parents' beliefs as she encounters them often:

Parents with a Turkish, Moroccan background say, "Well, I am also setting a bad example. I also sometimes just speak Moroccan with the neighbor when the children are there". ... So it is difficult to get parents along because parents are now convinced of it too.

Linguistically minoritized parents have started to believe their mother tongue has no value in the educational system, that using their mother tongues in front of their children is bad. Marion explains they put much effort into introducing all languages as equivalent at their school. However, parents still react with disbelief when stimulated to use their mother tongue with their children. Consequently, to welcome and embrace the home languages and cultures in the classroom, both teachers *and* parents need to derecognize and unlearn the devaluation of linguistically minoritized students' home languages.

Awareness on Multilingual Development Among Parents

Minoritized parents have come to believe their mother tongue is bad for their children's language development, not only through stigmatization but also because of lack of awareness about childrens' multilingualism. Marion faces the problem that parents are often unaware of the importance of a linguistically rich home environment, which also applies to their home languages. Marion gives an example she encountered: "There was a boy who mislabeled the faucet and the sink. That was not so in their environment [home language], they [his parents]

had taught him Dutch without learning the mother tongue. That student had a hard time” (Marion).

Teacher Openness and Parent Participation

Moreover, when Judith describes the ideal situation in which linguistically minoritized students can capitalize on their linguistic and cultural knowledge, the required position of teachers and parents is again apparent. She suggests teachers and parents would also participate in contexts of home and school:

If there were less distance between the us- and them-culture, but more the notion that we are all just human beings and everyone brings their own riches, then ideally, there would be room for everything in every place. For example, there would be more home visits from teachers. More parents would come into the school to offer children more.

(Judith)

Judith observes that when teachers participate in the home context, they gain an enlarged understanding of the home situation and child, which they can capitalize upon in class. Simultaneously, when parents are invited to share their language and culture in school, they feel appreciated and expand the linguistic and cultural knowledge provided to the children. Marion gives an example, every morning the whole school has a half-hour of reading. Parents are invited to read aloud in their mother tongue. Students can join any reading session, in their home languages or other.

Discussion

This study examined: how minoritized languages can be utilized within primary education amidst a national monolingual norm and how utilizing minoritized languages in primary education stimulates students' boundary crossing between home and school. The results show that the school circumvents the monolingual norm through language friendliness, which can be

considered a requirement for using multilingual materials and activities in school. Through self-assembled methods, the school recontextualizes and capitalizes upon minoritized students' linguistic and cultural resources, enhancing continuity between home and school through identification and transformation. Moreover, this study found that conditions for language recontextualization are unlearning minority stigmas and raising teachers' and parents' multilingual awareness, followed by parent participation and teachers opening up to diversity.

First discussed is how minoritized languages can be utilized within primary education amidst a monolingual norm. The school's language friendly policy is expressed in attentiveness towards students' home languages and cultures and providing space to recontextualize by welcoming diverse resources in the classroom. In line with De La Piedra & Araujo (2012), this research found that recontextualization is about capitalizing on students' resources, both linguistic *and* cultural. By accepting the whole child, these resources are brought into school. In this manner, the school values and exploits forms of knowledge that do not align with the dominant educational discourse. The concept of learning in school extends beyond acquisition, also entailing knowledge gained through participation, consisting of the experiences and accumulated practices of the home context (Oughton, 2010). Following De La Piedra and Araujo, minoritized linguistic and cultural resources expand beyond their home context as they become in-motion and transferable to the school context. In this manner, the school counteracts the intended discontinuity generated by the educational system that values some types of knowledge over others.

Also, teachers' openness to diversity is deemed important for legitimizing and exploiting minoritized knowledge resources. The extent to which these resources are exploited is largely teacher-dependent. Simultaneously, Phelan et al. (1991) argue that "...in classrooms where these students flourish, teachers know the students well, are attuned to their needs and show personal concern for their lives" (p.22). Minoritized students' flourishing is thus reliant on

teachers' approaches. However, specific multilingual teaching materials vary by teacher. Oughton (2010) emphasizes this makes exploiting funds of knowledge challenging as teachers decide what knowledge to accept or discard in class, thus requiring a great deal of critical self-consciousness to avoid imposing individual cultural arbitraries.

Additionally, this study found that parent involvement is another condition for legitimizing and embedding minoritized students' knowledge resources. The results indicated that minoritized parents often do not know how they can contribute in school. Inviting parents to share cultural and linguistic knowledge makes participation approachable. When parents become providers of knowledge, the school capitalizes upon parents' funds of knowledge instead of demanding parents to meet the expectations of the monolingual educational system. When parents contribute to multilingual reading programs, they expand their knowledge resources to all students. The languages once seen as obstacles to learning have become knowledge resources (Hélot & Young, 2006).

By involving the parents to contribute to the students' knowledge creation, the school establishes co-construction of knowledge on language and culture by teachers *and* parents. Co-construction means knowledge is not possessed by one person in isolation (Dagenais et al., 2008). Consequently, the gap between home and school cultures diminishes as parents actively contribute to learning practices in the school context (Candal, 2016). A hybrid practice is created at school in which components of in and out of school interact (Bronkhorst & Akkerman, 2016), namely teachers and parents, as well as the school language and culture and out of school linguistic and cultural knowledge.

This study also examined how students learn from the utilization of minoritized languages from a boundary crossing perspective. Tasks focussing on comparing languages in lower primary education signified identification. In upper classes, the school stimulates hybrid practices such as translanguaging, which can be recognized as the transformation learning

mechanism. Following Akkerman and Bakker (2011a), with identification, students learn through meaning-oriented processes by (re)constructing boundaries. Simultaneously, transformation focuses on practice-based learning processes through activities, intending combining practices. By utilizing home languages, students of this school learn through meaning-making and practice-based learning processes.

Furthermore, Akkerman and Bakker (2011a) consider coordination as opposite to transformation since coordination focuses on effortless moving back and forth between contexts while transformation tries to create joint work. This study shows that the multilingual materials in upper primary school focus on establishing combined practices of both contexts, while coordination is avoided since switching smoothly between practices is not the aim.

Implications

This research describes an exemplary case for other schools on how to capitalize upon minoritized languages amidst a monolingual norm. The conditions for recontextualizing minoritized languages that this study explicates can be interpreted as concrete components for optimal exploitation of these resources. Moreover, this study also emphasizes the need to reconsider what counts as knowledge in Dutch primary education. For teachers, this means employing critical self-consciousness (Oughton, 2010) on their cultural assumptions and opening up to diversity in funds of knowledge. Simultaneously, the inclusion of minoritized languages in class remains heavily influenced by integration politics, which still aims for assimilation, consequently subtracting minoritized students' cultural and linguistic knowledge. This study highlights the misconceptions and false assumptions around minoritized languages dominating educational policy and the consequential drawbacks for ensuring educational equity for minoritized students.

Additionally, this research adds to how utilizing minoritized languages helps re-establish continuity between home and school by learning through identification and transformation. Although the boundary crossing learning mechanisms can be identified in the materials and activities used by the school, the school itself does not yet actively deploy strategies to use them. Further research is needed to develop strategies of exploiting minoritized languages in class that correspond to the learning mechanisms, so schools can intently provide learning opportunities for managing boundary crossing between home and school.

Limitations

This descriptive study concerns a single case study of one school; empirical generalizations can therefore not be made based on this sample size (Tsang, 2014). However, this study's value lies in providing a deep understanding of a unique situation. Although the school's multilingual methods are not unique, their extensive development of ways to embed home languages in a monolingual education system is. Furthermore, the findings on how students learn from utilizing their home languages in class—based on boundary crossing learning mechanisms—could be extended to a larger sample of multilingual methods available outside of this particular school to provide empirically generalizable conclusions on how continuity is (re)established through language recontextualization.

Secondly, this research could have benefitted from observations to capture classroom behavior (Bryman, 2004). Besides the analyzed teaching materials, observations could have provided insight into the actualization of the schools' multilingual approach and to observe the utilization of multilingualism in practice. However, due to COVID-19, it was not possible to conduct observations for this research.

Future Research

Building on the limitations, large-scale research on how minoritized languages are used in primary education amidst a monolingual norm and how students learn from a boundary crossing perspective would be valuable. In order to compare different cases, research could be extended to other countries where a monolingual norm remains prevalent or, in due time, this research topic could be extended to other schools within the Language Friendly Schools' Network.

Despite the large body of literature on multilingualism advantages, the devaluing stigma on migrant languages makes it difficult to implement them in school. To unlearn this stigma, recognizing the value of minoritized languages by teachers and school leaders is needed. However, this is mainly dependent upon wider societal acceptance and policies. This study, therefore, recommends focusing on developing practice-based policies to bring about educational change.

Furthermore, research is needed on the different forms of minoritized parents' involvement in school to establish continuity between home and school for students. The assumption that cooperation between parents and school benefits childrens' academic achievement is widely accepted (Bakker et al., 2013). Moreover, Phelan et al. (1991) argued that families and teachers affect educational outcomes and influence students' boundary crossing competence. This study found that parental involvement was experienced as a condition for optimal capitalization upon minoritized students' linguistic resources. However, Bakker et al. found that teachers often underestimate the possibilities of and feel uncomfortable with the involvement of minoritized parents at school, leaving parents insecure and misunderstood. Parent-teacher co-construction of linguistic and cultural knowledge thus remains exceptional. This study expresses the need for in-depth research on parents' different roles in school to draw on their funds of knowledge.

References

- Agirdag, O. (2014). Onderwijsongelijkheid tussen anderstalige en Nederlandstalige leerlingen en de effectiviteit van eentalig versus meertalig onderwijs. In B. Benyaich (Ed.), *Klokslag twaalf: tijd voor een ander migratie- en integratiebeleid* (pp. 173–192). Itinera Institute. <https://doi.org/10.13140/2.1.1955.7442>
- Agirdag, O. (2015). Scholen in de meertalige stad: Niet elke taal is gelijk. In V. Mamadouh, & A. van Wageningen (Eds.), *EU@Amsterdam: een stedelijke raad* (pp. 67–74).
- Agirdag, O., & van de Oudeweetering, K. (2017). Inleiding: de paradox van meertaligheid in de Lage Landen. In Agirdag, O., & Kambel, E. (Eds.), *Meertaligheid en onderwijs (9–15)*. Boom Uitgevers.
- Akkerman, S., Admiraal, W., Brekelmans, M., & Oost, H. (2008). Auditing quality of research in social sciences. *Quality & quantity*, *42*(2), 257–274. <https://doi.org/10.1007/s11135-006-9044-4>
- Akkerman, S. F., & Bakker, A. (2011a). Boundary crossing and boundary objects. *Review of educational research*, *81*(2), 132–169. <https://www.jstor.org/stable/23014366>
- Akkerman, S. F., & Bakker, A. (2011b). Learning at the boundary: An introduction. *International Journal of Educational Research*, *50*(1), 1–5. <https://doi.org/10.1016/j.ijer.2011.04.002>
- Akkerman, S. & Bruining, T. (2016). Multilevel boundary crossing in a professional development school partnership. *Journal of the Learning Sciences*, *25*(2), 240–284. <https://doi.org/10.1080/10508406.2016.1147448>
- Akoğlu, G., & Yağmur, K. (2016). First-language skills of bilingual Turkish immigrant children growing up in a Dutch submersion context. *International journal of bilingual education and bilingualism*, *19*(6), 706–721. <https://doi.org/10.1080/13670050.2016.1181605>

- Baker, Colin. (2006). Cognitive Theories of Bilingualism and the Curriculum. In C. Baker & Hornberger, N.H. (Eds.), *Foundations of Bilingual Education and Bilingualism* (pp. 166–186). Multilingual Matters.
- Bakker, J. T. A., Denessen, E. J. P. G., Dennissen, M. H. J., & Oolbekkink-Marchand, H. W. (2013). Leraren en ouderbetrokkenheid: Een reviewstudie naar de effectiviteit van ouderbetrokkenheid en de rol die leraren daarbij kunnen vervullen.
<http://hdl.handle.net/2066/121840>
- Bekhet, A. K., & Zauszniewski, J. A. (2012). Methodological triangulation: An approach to understanding data. *Nurse researcher*, 20(2), 40–43.
<http://dx.doi.org/10.7748/nr2012.11.20.2.40.c9442>
- Bialystok, E. 2001. Bilingualism in development: Language, literacy and cognition. Cambridge University Press
- Bowen, G. A. (2006). Grounded theory and sensitizing concepts. *International journal of qualitative methods*, 5(3), 12–23. <https://dx.doi.org/10.1177/160940690600500304>
- Brakkee, L.S. (2017). *Meertaligheid in de onderwijspraktijk: Over het beleid en de praktijk rondom taaldiversiteit en meertaligheid op de basisschool* [Unpublished Master's thesis]. Utrecht University.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77–101. <https://dx.doi.org/10.1191/1478088706qp063oa>
- Bronkhorst, L. H., & Akkerman, S. F. (2016). At the boundary of school: Continuity and discontinuity in learning across contexts. *Educational Research Review*, 19, 18–35.
<https://doi.org/10.1016/j.edurev.2016.04.001>
- Bryman, A. (2004) Social research methods. 2nd Edition, Oxford University Press.

- Cacciattolo, Karen. (2015). A Comparison of Depth Interviews and Observations as Methods of Data Collection. <http://dx.doi.org/10.13140/RG.2.1.1377.4564>
- Candal, M. A. (2016). *Cultural Capital, Boundary Crossing, and Parent Involvement: A Case Study of Involvement by Low-Income, African-American Parents at a Charter School* (Doctoral dissertation).
- Cenoz, J., & Gorter, D. (2011). A holistic approach to multilingual education: Introduction. *The Modern Language Journal*, 95(3), 339–343.
<https://dx.doi.org/10.1111/j.1540-4781.2011.01204.x>
- Cummins, J. (1981). *Schooling and Language Minority Students: Theoretical Framework*. Professional Cassette Services.
- Cummins, J. (2007). Rethinking Monolingual Instructional Strategies in Multilingual Classrooms. *Canadian Journal of Applied Linguistics*, 10, 221–240
- Cummins, J. (2017). Teaching minoritized students: Are additive approaches legitimate?. *Harvard Educational Review*, 87(3), 404–425.
- Dagenais, D., Walsh, N., Armand, F., & Maraillet, E. (2008). Collaboration and co-construction of knowledge during language awareness activities in Canadian elementary school. *Language Awareness*, 17(2), 139–155. <https://doi.org/10.1080/09658410802146685>
- Dearnley, C. (2005). A reflection on the use of semi-structured interviews. *Nurse Researcher*, 13(1), 19–28. <https://dx.doi.org/10.7748/nr2005.07.13.1.19.c5997>
- De Graaf, A., Delarue, S., De Coninck, K. (2019). *Antwoorden op vragen over omgaan met meertaligheid in het onderwijs in het Nederlandse taalgebied*. Taalunie.
<https://taalunie.org/publicaties/53/antwoorden-op-vragen-over-omgaan-metmeertaligheid-in-het-onderwijs-in-het-nederlandse-taalgebied>

- De La Piedra, M. T., & Araujo, B. (2012). Transfronterizo literacies and content in a dual language classroom. *International Journal of Bilingual Education and Bilingualism*, 15(6), 705–721. <https://doi.org/10.1080/13670050.2012.699949>
- De Taalstudio. *Meertaligheid wat is dat?* Retrieved January 30, 2021, from <https://www.meertalig.nl/meertaligheid/meertaligheid-wat-is-dat/>
- Dulock, H. L. (1993). Research design: Descriptive research. *Journal of Pediatric Oncology Nursing*, 10(4), 154-157. <https://doi.org/10.1177%2F104345429301000406>
- Dyer Jr, W. G., & Wilkins, A. L. (1991). Better stories, not better constructs, to generate better theory: A rejoinder to Eisenhardt. *Academy of management review*, 16(3), 613–619. <https://www.jstor.org/stable/258920>
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149–171. <https://doi.org/10.17763/0017-8055.85.2.149>
- Genesee, F. (2008). Second language immersion programs. In H. Goebel, P. Nelde, Z. Starý & W. Wölck (Ed.), 1. *Halbband* (pp. 493-501). De Gruyter Mouton. <https://doi.org/10.1515/9783110132649.1.6.493>
- Gustafsson, J. (2017). *Single case studies vs. multiple case studies: A comparative study*. [Dissertation]. Retrieved from: <http://www.diva-portal.org/smash/get/diva2:1064378/FULLTEXT01.pdf>
- Hammersley, M. (2015). On ethical principles for social research. *International Journal of Social Research Methodology*, 18(4), 433-449. <https://doi.org/10.1080/13645579.2014.924169>
- Hélot, C. & Young, A. (2006). Chapter 3. Imagining Multilingual Education in France: A Language and Cultural Awareness Project at Primary Level. In O. García, T. Skutnabb-Kangas & M. Torres-Guzmán (Ed.), *Imagining Multilingual Schools* (pp. 69–90). Multilingual Matters. <https://doi.org/10.21832/9781853598968-004>

- Hinton, K. A. (2016). Call it what it is: Monolingual education in US schools. *Critical Inquiry in Language Studies*, 13(1), 20–45. <https://doi.org/10.1080/15427587.2015.1124021>
- Howland, A., Anderson, J. A., Smiley, A. D., & Abbott, D. J. (2006). School liaisons: Bridging the gap between home and school. *School Community Journal*, 16(2), 47–68.
- Le Pichon-Vorstman, E., & Baauw, S. (2017). Meertaligheid als sleutel tot inclusief onderwijs voor nieuwkomers. In Agirdag, O., & Kambel, E. (Eds.), *Meertaligheid en onderwijs* (79–89). Boom Uitgevers.
- Moll, L., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31, 132–141.
- Nuffic. (n.d.) *Taalontwikkeling en meertaligheid*. Retrieved January 29, 2021, from <https://www.nuffic.nl/onderwerpen/kinderen-van-internationals/taalontwikkeling-en-meertaligheid>
- Oughton, H. (2010). Funds of knowledge—A conceptual critique. *Studies in the Education of Adults*, 42(1), 63–78.
- Phelan, P., Davidson, A. L., & Cao, H. T. (1991). Students' multiple worlds: Negotiating the boundaries of family, peer, and school cultures. *Anthropology & Education Quarterly*, 22(3), 224–250. <https://dx.doi.org/10.1525/aeq.1991.22.3.05x1051k>
- Rowley, J. (2002). Using case studies in research. *Management research news*, 25(1), 16–27. <https://doi.org/10.1108/01409170210782990>
- Rutu Foundation. (n.d.) *Mission*. Rutu Foundation. Retrieved May 05, 2021, from <https://www.rutufoundation.org/mission/>
- Severiens, S., Wolff, R., & van Herpen, S. (2014). Teaching for diversity: a literature overview and an analysis of the curriculum of a teacher training college. *European Journal of Teacher Education*, 37(3), 295–311. <https://doi.org/10.1080/02619768.2013.845166>

Sierens, S., & Van Avermaet, P. (2010). Taaldiversiteit in het onderwijs: Van meertaligonderwijs naar functioneel veeltalig leren. P. Van Avermaet, K. Van den Branden, & L. Heylen (Eds.). *Goed gegokt*, 69–87.

Sierens, S., & Van Avermaet, P. (2013). 12. Language Diversity in Education: Evolving from Multilingual Education to Functional Multilingual Learning. In *Managing diversity in education* (pp. 204–222). Multilingual matters.

Snavely, S.L. (Ed.). (2018). *Research Methods*. (3rd ed.). W.W. Norton & Company, Inc.

Taalunie. (2017). *De Staat van het Nederlands*. Taalunie.

<https://taalunie.org/publicaties/39/staat-van-het-nederlands-publieksrapport-2017>

Tichelhoven, A. (2017). Translanguaging: een oplossing voor meertalige klassen? In Agirdag, O., & Kambel, E. (Eds.), *Meertaligheid en onderwijs* (79–89). Boom Uitgevers.

Tsang, E. W. (2014). Generalizing from research findings: The merits of case studies.

International Journal of Management Reviews, 16(4), 369–383.

<https://dx.doi.org/10.1111/ijmr.12024>

Valenzuela, A. (1999). *Subtractive Schooling: US-Mexican Youth and the Politics of Caring*. SUNY Press.

Van Oers, B. (1998). The fallacy of decontextualization. *Mind, Culture, and Activity*, 5(2),

135–142. https://doi.org/10.1207/s15327884mca0502_7

Walker, D., & Nocon, H. (2007). Boundary-crossing competence: Theoretical considerations and educational design. *Mind, Culture, and Activity*, 14(3), 178–195.

<https://doi.org/10.1080/10749030701316318>

Yilmaz, T., & de Jong, E. (2020). Translanguaging as a Boundary Crossing Mechanism: A

Turkish-American Youngster and Her Linguistic Negotiation of Three Discursive Spaces.

Australian Journal of Applied Linguistics, 3(1), 11–25.

<https://doi.org/10.29140/ajal.v3n1.284>

Yin, R. K. (1982). Studying phenomenon and context across sites. *American Behavioral Scientist*, 26(1), 84–100.

Appendix A: Interview Guide Teacher

Opening

Allereerst heel erg bedankt voor uw deelname aan dit onderzoek.

Korte uitleg:

- Zoals in het informed consent beschreven zou ik graag een opname maken van het interview om het naderhand te kunnen transcriberen. Na het uitwerken van het onderzoek zal de opname verwijderd worden. Bent u akkoord met het opnemen van dit onderzoek?
- Uitleg interview procedure: ik heb de lesmethoden bekeken, de vragen vandaag gaan over deze methoden en het gebruik van meertalige lesmethoden in het algemeen op jullie school. Na dit interview zal ik het transcriberen en analyseren in vergelijking met interviews met leerkrachten van andere scholen.
- Heeft u nog vragen voordat we gaan beginnen met het interview?

Introductie (5 min)

Onderwerp	Vragen
	Hoe lang werk je als docent op deze school?
	Hoe lang werken jullie al met meertaligheid?

Meertaligheid op school

Onderwerp	Vragen	Vervolg vragen
Rol thuistaal op school (10 min)	Wat is het schoolbeleid rondom talen op jullie school?	Taalbeleid niet alleen Nederlands, ook thuistaal: Hoe gaan jullie om met meertaligheid?

		In welke leerjaren wordt er gebruik gemaakt van meertaligheid in de klas?
	Welke thuistalen komen er voor in jouw klas?	
	Wanneer wordt er gebruik gemaakt van de thuistaal van leerlingen in de klas?	Hoe vaak wordt er gebruik gemaakt van meertalige lesmethoden?
	Hoe is dat op vrije momenten?	Denk aan schoolplein, activiteiten, pauzes etc.
Soorten methodes en materialen (10 min)	Welke meertalige les methodes/materialen/activiteiten gebruiken jullie op school?	
	Zou je me meer kunnen vertellen over het doel en de focus van de lesmaterialen?	Per materiaal
	Nemen alle leerlingen deel aan het meertalige activiteiten?	
	Wordt er onderscheid gemaakt/gedifferentieerd tussen leerlingen in methoden?	
Doel en effect van meertalige lesmethoden (10 min)	En wat is jouw doel met de meertalige les methoden in de klas?	Voor leerlingen met een minderheidsachtergrond? Voor leerlingen met een meerderheidsachtergrond?
	Wat is jouw ervaring met het gebruik van meertalige lesmethoden/materialen in de klas?	Wat voor effect zie je bij leerlingen? Op het gebied van welzijn, identiteitsvorming en schoolprestaties?
	Wat is jouw mening over het gebruik van meertalige lesmethoden?	Wat zie jij als de voordelen van meertalige lesmethoden? Wat zie jij als de nadelen van meertalige lesmethoden?

	Wat zie je als de meerwaarde van het gebruik van meertalige lesmethoden/materialen?	
Leerling reacties (10 min)	Hoe staan de leerlingen tegenover het gebruik van meertalige lesmethoden in de klas?	Zie je hier verschillen in?
	Wat zijn hun reacties bij het gebruik van dit lesmateriaal?	

Afsluiting

Onderwerp	Vragen
	Heb je nog toevoegingen op ons gesprek? Onderwerpen die niet aan bod zijn gekomen?

Hartelijk bedankt voor uw deelname. Nadat het onderzoek is afgerond zijn uitgewerkt (verwachting juni) kan ik u, als u daar interesse in heeft, de resultaten toe sturen.

Appendix B: Interview Guide Expert

Opening

- Allereerst heel erg bedankt voor uw deelname aan dit onderzoek.
- Voorstellen.

Korte uitleg:

- Zoals in het informed consent beschreven zou ik graag een opname maken van het interview om het naderhand te kunnen transcriberen. Na het uitwerken van het onderzoek zal de opname verwijderd worden. Bent u akkoord met het opnemen van dit onderzoek?
- Onderwerpen van het interview:
 - o eerst wat vragen over de visie van het ABC over meertaligheid,
 - o daarna over hoe scholen meertaligheid proberen in te zetten in de klas
 - o en tenslotte welke obstakels daarbij komen kijken.
- Heeft u nog vragen voordat we gaan beginnen met het interview?

Onderwerpen	Vraag	Vervolg vragen
Rol van de organisatie rondom meertaligheid	Je bent onderwijsadviseur op het gebied van meertaligheid. Zou je mij kort iets meer kunnen vertellen over wat die rol inhoudt?	Algemener: wat is de rol van de organisatie rondom meertaligheid op scholen?
	Kun je mij vertellen wat de missie en visie van de organisatie zijn omtrent meertaligheid in het basisonderwijs?	
	Hoe proberen jullie die visie/missie te bereiken?	Waar zetten jullie op in wanneer het gaat om meertaligheid in het basisonderwijs?

Hoe wordt meertaligheid ingezet in NL?	Hoe wordt meertaligheid momenteel ingezet in het basisonderwijs in NL?	Zie je ook scholen die de eentalige norm proberen te omzeilen? En zo ja, hoe?
	Waarom is het ontwikkelen van meertaligheid belangrijk?	Eventueel doorvragen op culturele verschillen overbruggen (thuis en school).
	Welke rol heeft meertalige ontwikkeling in de klas en buiten de klas?	Hoe zijn die twee met elkaar verbonden? Waar zitten de verschillen van de rol van taal in die contexten?
	Welke rol speelt de school in het ontwikkelen van meertaligheid?	
	En welke rol/bijdrage hebben ouders in de ontwikkeling van meertaligheid?	
Obstakels en werkwijze ABC	Wat zijn obstakels/uitdagingen waar scholen tegenaan lopen rondom meertaligheid en waarvoor ze jullie advies nodig hebben?	En in het specifiek wanneer zij meertaligheid willen inzetten/gebruiken in de klas?
	Wanneer scholen aan de slag willen met meertaligheid in de klas, wat is dan jullie werkwijze bij het ABC?	Waar zetten jullie op in?
	Adviseren jullie ook meertalige les methodes/materialen/activiteiten aan scholen? Zo ja, welke en met welk doel?	Doorvragen op doel en focus van de materialen
Afsluiting	Nog aanvullingen?	

Appendix C: Information Letter and Informed Consent

Informatie brief

Multilingual Teaching Methods for Supporting Boundary Crossing of Linguistically Minoritized Students

30 januari 2021, Amsterdam

Beste meneer/mevrouw,

Introductie

Middels deze brief wil ik uw toestemming vragen om deel te nemen aan het onderzoek: Multilingual Teaching Methods for Supporting Boundary Crossing of Linguistically Minoritized Students. Het doel van dit masterscriptie onderzoek is het in kaart brengen van het gebruik van meertalige lesmethodes voor kinderen met een minderheids achtergrond in het Nederlands basisonderwijs. Dit onderzoek beoogt de volgende onderzoeksvraag te beantwoorden: Hoe ondersteunen meertalige onderwijs methoden, gebruikt in het nederlands basisonderwijs, taalminderheids studenten met boundary crossing?

Achtergrond van het onderzoek

Ondanks de grote diversiteit aan talen en culturen in Nederland, is het Nederlands spreken in de klas en op andere plekken in het dagelijks leven nog altijd de norm. Dit terwijl onderzoek uitwijst dat het gebruik van de thuistaal van kinderen met een minderheids achtergrond in de klas hun leerprestaties kan bevorderen. Dit onderzoek stelt de vraag hoe meertalige lesmethoden kinderen kan helpen met het overbruggen van sociaal-culturele verschillen van de thuis en schoolcultuur.

Het onderzoek bestaat uit interviews met basisschool leerkrachten en het bestuderen van de lesmaterialen gebruikt door de leerkrachten. Deelname zal bestaan uit een eenmalig (online) interview van niet meer dan 45 minuten. De interviews zullen focussen op de ervaringen van de docent in het gebruik van het meertalige lesmethoden. Er zullen vragen gesteld worden over het gebruik, doel en effect van de meertalige lesmethoden. Verder zullen de lesmaterialen

bestudeerd worden door de onderzoeker, de participanten zullen dus gevraagd worden lesmaterialen op te sturen aan de onderzoeker.

Voor- en nadelen van het onderzoek

Dit onderzoek draagt bij aan het verzamelen van kennis over meertalig onderwijs in Nederland, met een focus op de invloed van meertalig onderwijs op kinderen met een minderheids achtergrond. Het onderzoek beoogt deze inzichten te kunnen delen met scholen die hier behoefte aan hebben.

Deelname aan het onderzoek zal u als participant tijd kosten, maar er zullen geen verdere nadelen aan verbonden zijn. Na afloop van dit onderzoek is er de mogelijkheid om een samenvatting te ontvangen van de resultaten van het onderzoek.

Vertrouwelijkheid van gegevensverwerking

Dit onderzoek heeft het verzamelen van een aantal persoonlijke gegevens van u tijdens het interview. Ik heb deze informatie nodig om de onderzoeksvraag naar behoren te kunnen beantwoorden. Deze persoonlijke gegevens worden op een andere computer bewaard dan de onderzoeksdata zelf. De computer waar de persoonlijke gegevens bewaard worden zal beveiligd worden tot de hoogste standaard en alleen de onderzoeker heeft hier toegang toe. De data zelf is beveiligd met een veiligheidscode.

Uw gegevens zullen voor tenminste 10 jaar bewaard worden. Dit is volgens de passende VSNU richtlijnen. U kunt meer informatie lezen over privacy op de website van de autoriteitenpersoonsgegevens:

<https://autoriteitpersoonsgegevens.nl/nl/onderwerpen/avg-europese-privacywetgeving>

Vrijwillige deelname

Participatie aan dit onderzoek is geheel vrijwillig. U kunt op ieder moment tijdens het onderzoek uw deelname stoppen, zonder dat hier een reden voor opgegeven hoeft te worden en zonder ongunstige consequenties voor u. De tot op dat moment verzamelde data over u zal gebruikt worden in het onderzoek, tenzij u aangeeft dit niet te willen.

Onafhankelijk contact persoon en klachten functionaris

Voor vragen over dit onderzoek kunt u contact opnemen met het faculteitsbestuur via het contactformulier op <https://uu-ser.sites.uu.nl/contactinformatie/>. Wanneer u een officiële klacht wilt indienen over het onderzoek, kunt u een e-mail sturen naar klachtenfunctionaris-fetcsocwet@uu.nl. Voor vragen over gegevensbescherming kunt u contact opnemen met de Functionaris van de UU (“Functionaris Gegevensbescherming”) via: <https://www.uu.nl/en/organisatie/databeschermingsofficier>.

Wanneer u, na het lezen van deze informatie brief, besluit deel te nemen aan het onderzoek, onderteken dan a.u.b. de bijgevoegde informed consent en stuur deze per mail op naar de onderzoeker: n.borggreven@students.uu.nl.

Met vriendelijke groet,

Noura Borggreven

Toestemmingsformulier (Informed Consent)

Betreft: onderzoek naar Multilingual Teaching Methods for Supporting Boundary

Crossing of Linguistically Minoritized Students

Ik verklaar dat ik de informatie brief heb gelezen over het onderzoek “Multilingual Teaching Methods for Supporting Boundary Crossing of Linguistically Minoritized Students” en ga akkoord met de deelname aan dit onderzoek. Ik verklaar hierbij op voor mij duidelijke wijze te zijn ingelicht over de aard, methode en het doel van het onderzoek.

Dit betekent dat ik akkoord ben met:

- Deelname aan het onderzoek
- Het verzamelen van persoonlijke contact

Naam:

Datum:

Handtekening:

Appendix D: Audit Procedure

Audit trail Components	Quality			
		Visibility	Comprehensibility	Acceptable
Data gathering	Planned	The original plan is presented.	The description of the original plan clearly contains the foundation for both the realized plan. Additionally, deviations from the original plan are extensively discussed within the word limit.	The original plan is complete and is grounded in literature.
	Realized	The realized plan and the deviations from the original plan are clearly reported upon.	The realized plan is clearly formulated and the reasoning behind it is understandable in light of the original plan.	The realized plan is soundly legitimized in light of the literature and the original plan.
Data analysis	Planned	The intended thematic coding process is clearly described.	It is clearly outlined how this study intends to execute the coding process.	The planned data analysis is clearly based on relevant literature on coding.
	Realized	The coded material was presented transparently. The memos that were added provided insight in the researcher's thought processes.	The coding process of the interviews was clearly described and understandable. However, the coding of the materials was not described thoroughly enough.	The realization of the coding practice conforms to the steps that were outlined for a trustworthy process. Additionally, the raw data and the coded material were reproducibly stated.