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“Why multilingual education makes a difference: Educational programs and their contribution to integration”

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Structure of the talk

- Multilingual education and the role of biliteracy
- From bilingualism to multilingualism
- Multilingual education and integration
- Three examples from Germany

Multilingualism and multilingual education



- Multilingual education is one of the key factors in fostering multilingualism and multiculturalism
- This includes both the **promotion of linguistic abilities and intercultural competence** in minority and majority language speakers
- Programs that aim at maintaining and developing minority languages along with other languages are associated with **positive academic outcomes**
- In this context, the **acquisition of literacy** in the minority language is a decisive factor

The role of biliteracy



- There are life-long benefits in becoming bilingual and biliterate: cognitive advantages and increased language awareness (Bialystok 2007; Bialystok 2012)
- Student underachievement is linked to the failure to teach literacy long enough in the language best understood by the students (Heugh 2013)
- First-language (L1) literacy is related to literacy development in the second language (L2) (August & Shanahan, 2006; Solteró-Gonzales et al. 2012)
- Early bilingual literacy also fosters literacy in a third language (L3) (Rauch, Neumann & Jude 2012; Fleckenstein, Möller & Baumert 2017)



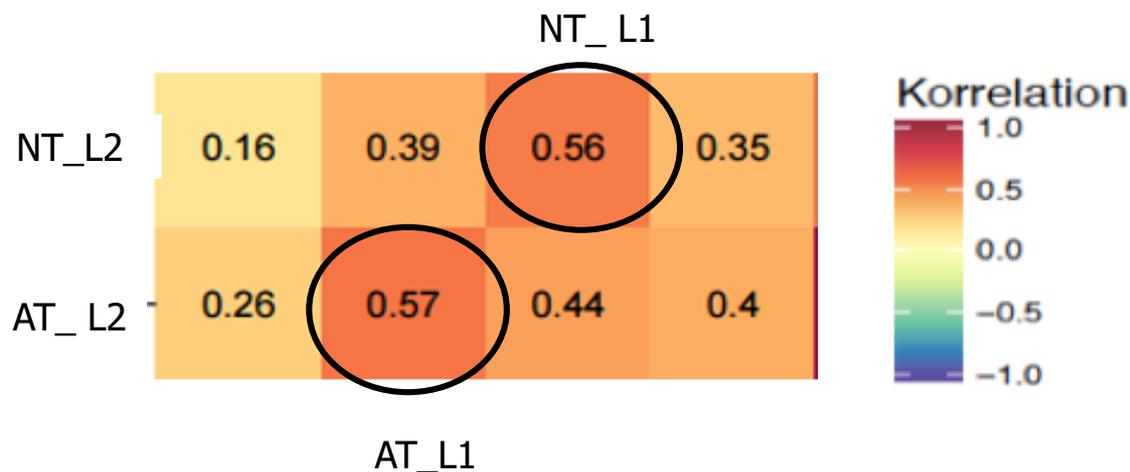
The interdependence of writing abilities in L1 and L2

- Our studies demonstrated that writing abilities in L1 and L2 are **interdependent** (Riehl 2013; Woerfel, Koch, Yilmaz Woerfel & Riehl 2014; Riehl, Barberio, Tasioupolou & Yilmaz Woerfel 2018; Riehl forthc.)
- Project: „*Mehrschriftlichkeit*“ (*Multiliteracy*): *The interdependence of writing abilities in L1 and L2 and external factors*
- Subjects:
 - 174 bilingual 9th and 10th graders (mean age 14.9)
 - Family languages Turkish, Italian and Greek (L1) and German as an (early) second language (L2)
- Instruments:
 - Narrative and argumentative texts in L1 and L2
 - Sociolinguistic interviews in L1 and L2
 - Language awareness test in L1 and L2



Results of the quantitative analysis

- **Writing abilities are genre-specific:** Text level scores (1-5) in L1 and L2 were significantly higher in narrative than in argumentative texts
- There are significant **correlations between writing abilities** in L1 and L2 and the overall scores in **metalinguistic awareness**
- **Text level scores in L1 and L2 are highly correlated**



Pearson correlation coefficient:
 $r=0.57$ ($p < 0.001$) for
 argumentative texts;
 $r=0.56$ ($p < 0.001$) for narrative
 texts



Results of the qualitative analysis

- To explore whether those students who reached high scores in L1 also achieved high scores in L2
- Comparison of text productions of **individual subjects across languages**

Results:

- Students who achieve a high text level score in L1 (level 4 or 5) produced at the same level or even at the highest level (= 5)
- **Textual competences in L1 and L2 are interdependent**
- **There is a transfer of competences** (textual procedures, macro structure, discourse stance, discourse mode)

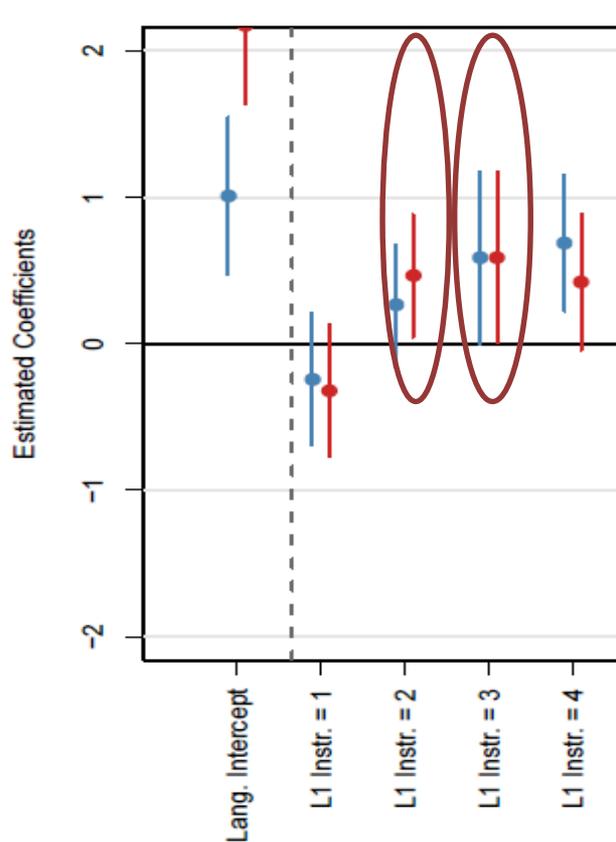
The effect of heritage language instruction

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1. Heritage language instruction has a positive effect when lasting longer than 6 years. This effect is even higher for L2 (0. 26 vs. 0. 46) ($p < 0.05$)
2. There is a positive impact in L1 and L2 when students attended a schooling program in the mother tongue in primary years (0.58 on L1 and 0.59 on L2) ($p < 0.05$)

General conclusions from the study



- Heritage language speakers largely benefit from writing abilities in their L1 also in their L2
- L1 instruction has no negative impact on the development of writing abilities in L2
- High competence in both languages is correlated with high metalinguistic awareness
- Competences in L1 can be transferred to L2 and vice versa

From bilingualism to multilingualism



- In multilingual learning transfer of competences plays an essential role (Riehl 2018, forthc.)
- Language users can mentally dock on already known patterns
- Learning across languages leads to a sustainable entrenchment since it links concepts via multiple accesses (Franceschini, 2014)
- Speakers use the scaffolding function of their multilingual repertoire when learning additional languages (Cenoz & Gorter 2019)
- Consequences for teaching strategies and activities in the language classroom:
 - Implicit learning (learning in a naturalistic setting)
 - Translanguaging
 - Cross-cultural learning

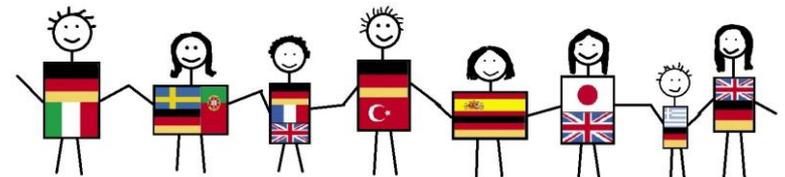
The role of implicit learning



- Evidence from neuroscience:
 - Learning a language implicitly leads to more native like brain patterns in language processing (Morgan-Short, Steinhauer, Sanz & Ullman, 2012)
- Multilingual programs should include implicit learning
- CLIL (*Content and Language Integrated Learning*):
Different content subjects are taught in a second or foreign language
 - Immersion programs:
Type of CLIL programs with at least 50 % of the teaching conducted through the second or foreign language (Cenoz & Gorter 2019)

Multilingual education and integration

- Multilingual education should focus both on “natural bilinguals” (heritage and minority language speakers) and children growing up in monolingual settings
- Programs should integrate all students in the process of multilingual learning
- The focus should be on *translanguaging* and the use of the whole linguistic repertoire
- Students should be enabled to interact in different cultures in an adequate manner (*multiculturalism*)



Best practice: Three examples from Germany

Example 1: Koordinierte Alphabetisierung (coordinated alphabetization, KOALA)

- Parallel alphabetization in heritage language (L1) and school language (L2 = German)

Concept:

- Tight collaboration of L1 and L2 teachers
- Facilitation of L2 acquisition by providing translation equivalences in heritage language classes
- All languages in the class-room are included using rituals, generative writing, singing and rhyming (intercultural learning)
- School philosophy:
 - High esteem of L1 competences
 - High visibility of multilingualism

2. Welche Ziele wir haben

What our aims are
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Evaluation (Reich 2015)



- At the end of grade 4:
- KOALA students achieve significantly higher scores than same background peers in German-only programs
- This includes structure and length of their written texts, variety of verbs and adjective used, complexity of syntax (in L2 German)
- KOALA students achieve highly balanced bilingualism
- Open-mindedness towards linguistic variety and interculturality among the teaching body has a positive impact on language education

Example 2: Bilingual Learning (Cooperation of European Primary Schools, Cologne)



- Additional lessons in a so-called partner language (Italian, Spanish, Turkish, French, English): 5 hours a week

Concept:

- In the language classes students are divided into two groups (but not according to their L1s but in mixed groups)
- Social studies (*Heimat- und Sachkundeunterricht*) is taught bilingually (both teachers in the class-room)
- Composition of the student body:
 - 1/3 monolingual in the partner language
 - 1/3 monolingual in German
 - 1/3 bilingual

Example 3: Staatliche Europaschulen Berlin (SESB)

- Public schools offering bilingual education from primary school to high school graduation (double degree)
- To date the programs includes nine different partner languages (English, French, Spanish, Italian, Portuguese, Turkish, Russian, Polish, Greek) at 33 different sites in Berlin

Concept:

- Dual immersion and cross-cultural education
- Equal representation of the respective languages: 50 % of subjects in each language
- Subjects taught by native speakers of the respective languages
- Composition of the student body (ideally):
 - 1/2 monolingual in the partner language
 - 1/2 monolingual in GermanIn reality: The highest percentage are early bilinguals in both languages



Evaluation

(Möller, Hohenstein, Fleckenstein, Köller & Baumert 2017)



- At the SESB schools students acquire competences in the partner language that highly exceed the levels typically achieved in L2 classrooms
- Almost 50% of the students achieve a native-like competence in the partner language (C2)
- Students at SESB demonstrate equal achievements in German, mathematics and science as students in monolingual programs
- Language skills in L3 English are significantly higher than those of similar background peers in monolingual schools
- At SESB schools integration takes place in a particular way showing that students have equal bonds to two different cultures

General conclusions

- Early bilingualism and biliteracy foster multilingual competences
 - Early promotion of two languages has a positive impact on the acquisition of a third language (English)
 - Using the whole linguistic repertoire and capacities of transfer has a positive impact on the learning of additional languages
 - Dual immersion programs which include minority and majority language speakers are not only successful tools for language education but also for cross-cultural learning
- They are the best way to integrate linguistic minorities and to educate responsible European citizens

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