



November 21, 2024

How the Multilingual Approach in Schools Strengthens the Student

*Practical insights from ongoing
research on diverse school communities
in the Leiden Region (NL)*

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Photo: Axel Zander



What gives this topic meaning?

Or... what meaning does

language give to our lives...?

*38:40, het Uur van de Wolf
with Kader Abdolah.*



Het Uur van de Wolf

Documentaires waarin alle kunstvormen in de etalage worden gezet. Veelkleurige films van en over spraakmakende kunstenaars en artiesten; vol verhalen die getuigen van nieuwsgierigheid en een eigenzinnige visi...

 NPO Start

MOUNTAIN INTERVAL

BY
ROBERT FROST

Author of "North of Boston"



NEW YORK
HENRY HOLT AND COMPANY

THE ROAD NOT TAKEN

*Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;*

*Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,*

*And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.*

*I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.*

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Published November, 1916





From Problems...

Lack of governance and vision on international or diverse communities' needs for mutual integration.

Unrecognised value of expertise in international or diverse communities.

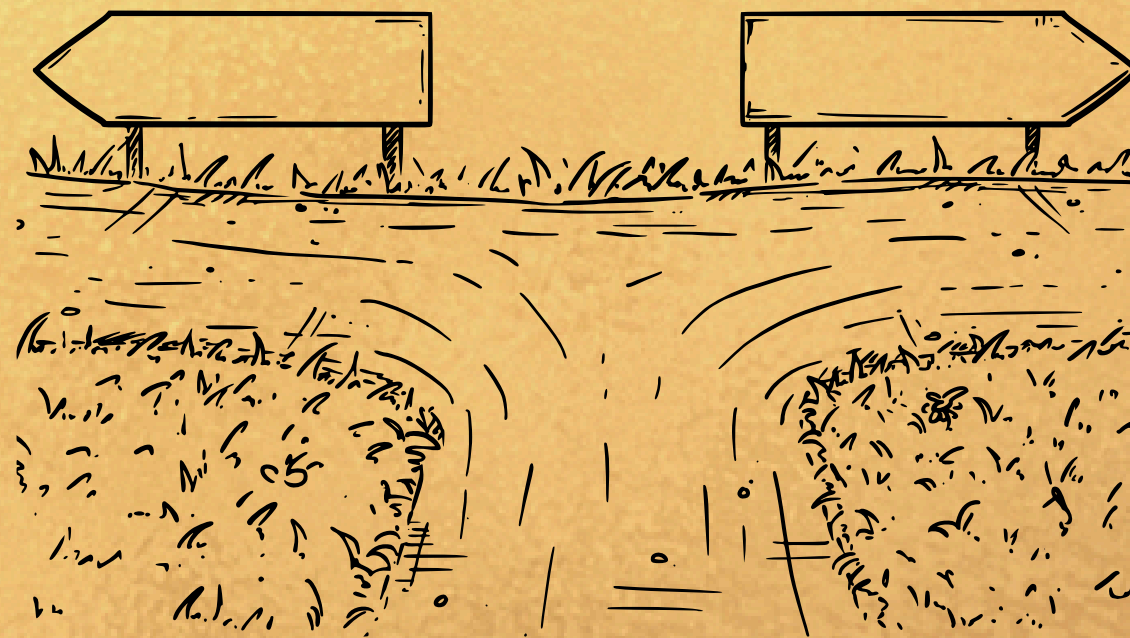
Why are there so many education crises?

To Principles

Extracting teachings from local, regional, national and international experts on what works, for whom and why.

Researching the value of expertise in international or diverse communities.

Launching engaging forms of dissemination, highlighting the value of the teacher, parents and communities and decision-makers.



'Two roads diverged in a yellow wood...'

Which schools often embrace integrated learning approaches and why?

Why do some schools embrace 100% diversity as a starting point?

How come schools with an international education framework perform so well systematically, despite their location and populations with different languages?

What can we learn? Why are we not truly learning?

The research approach and methodology used to gather insights into multilingual education practices (1/2).

non-directive interviews

International primary school teachers in Leiden & Leiderdorp, Den Haag and Amsterdam (> 30 persons)

Teachers in Dutch primary, secondary and higher education (> 15)

Dutch PABO teacher trainers (> 5)

International PABO lecturers, ICLON & ITEPS (> 5)

Dutch Primary School Directors serving diverse communities (> 5)

Civil servants involved in diverse forms of education (10>)

Psychologists and linguists (5>)

Social organisations supporting migrant groups (> 3)



*Books, Articles, Art,
nature, philosophy,
music*

Observations

Weekend schools (2)

International schools (4)

Teaching voluntarily

Asylum seekers school

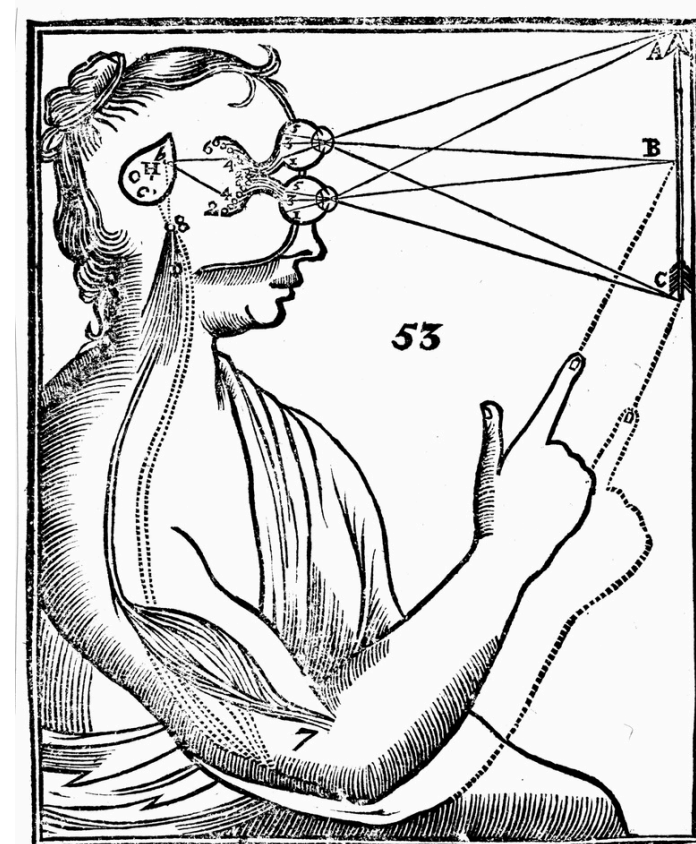
(Semi-)private international schools



1. *The research approach and methodology used to gather insights into multilingual education practices (2/2).*



Explanations for systemic problems in education



Fixed ideas on 'being'



Transcendent ideas on 'being'

2. Profiles of schools where language-integrated learning have had, and might have, a substantial impact on student outcomes and community cohesion.

Language-integrated learning has shown to be effective in different kinds of schools because it includes forms of visible, active and project-based learning. This stimulates deep learning and is shown to be more inclusive towards diverse groups of students, according to my research. However, we need to methodologically consider the needs of the learner. We may use Maslow's (1943) theory of human motivation to illustrate.

Questions we should ask before promoting and implementing L2 language-integrated learning.

What is the expertise level of the school in comprehensive and theme-based learning?

What is the L1-level of the student and their parents/caretakers?

When and if is it an appropriate time to introduce an L2 or even L3?

How do we integrate the L1 and L2 in the home environment and the school?

Traditional learning



Integrated methodology



Self-actualisation

Esteem

Love, belonging

Physiological needs

Biological needs

*Maslow, A. H. (1943). A
theory of human
motivation. Psychological
Review, 50(4), 370-396.
<https://doi.org/10.1037/h0054346>*



3. Concrete examples of effective language integration in classroom settings that cater to diverse linguistic and cultural backgrounds.



Expressing yourself in L1, L2 and possible L3> or visual arts or music

Evidence-based international-oriented teacher training

Self-actualisation

A shared value-system is visible and instilled by balanced activities, reading and teaching

Multilingual libraries (IB, IPC, internationally-oriented schools).

Esteem

Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370-396. <https://doi.org/10.1037/h0054346>

Parent-teacher meetings with an interpreter

Strong development in culture and L1

Love, belonging

Community diversity friendly events

Physiological needs

Dealing with trauma while trying to develop L2 in order to integrate

Stable housing, food, safety, and care for (special needs) students

Biological needs

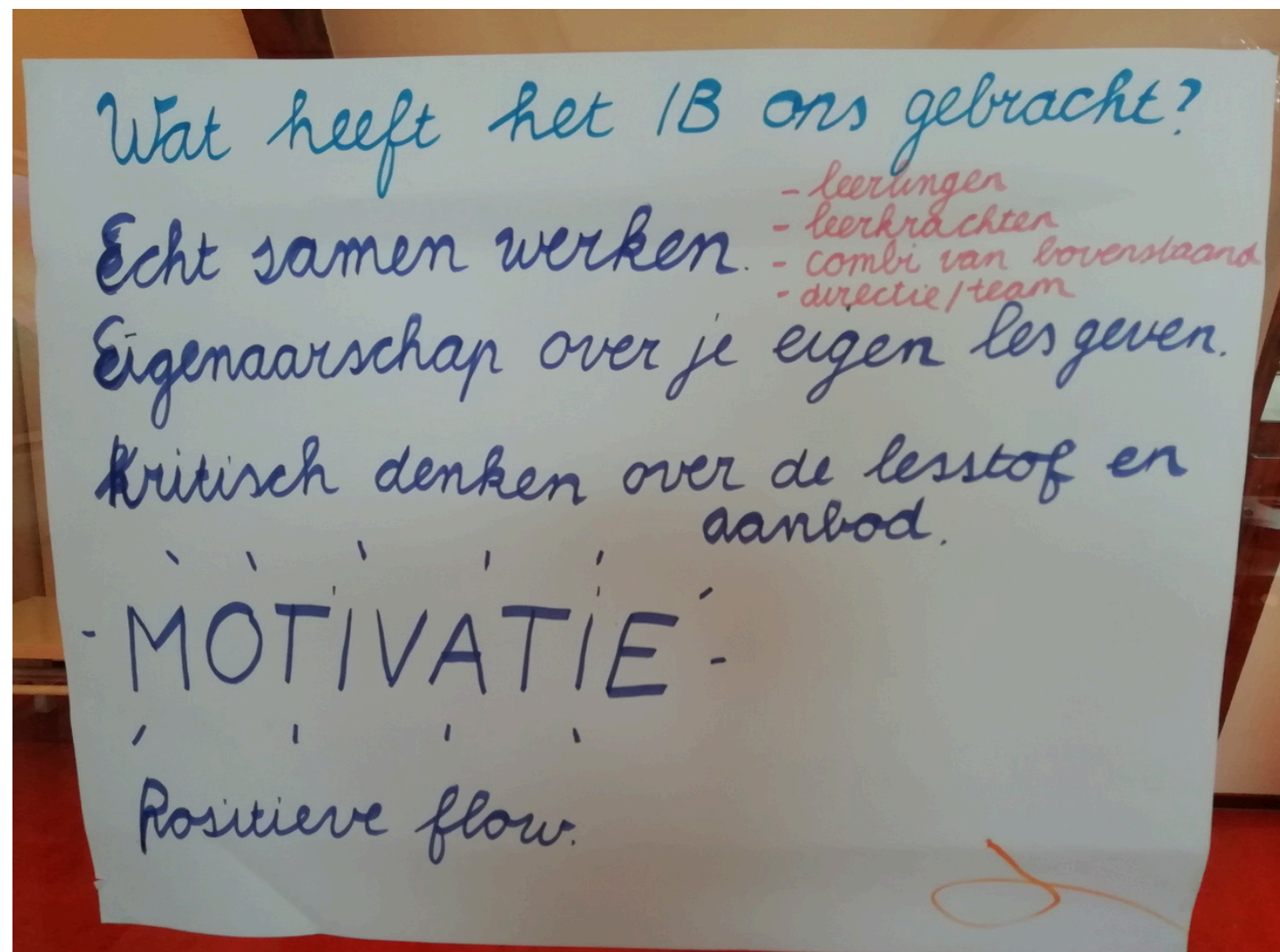
3. Concrete examples of effective language integration in classroom settings that cater to diverse linguistic and cultural backgrounds.

1. *Startpunt International* is a public primary school in the Schilderswijk in the Hague. 99% of the students has another mother language than Dutch as their L1. Therefore, they made a choice to adapt to CLIL in the form of a Dutch language IB. It finally caters to the needs of the students. After this decision during Covid, the school is now thriving. More schools are following this example.

2. International schools have English as their working language. However, in the Leiden region, most of the school populations do not have English as their mother tongue. Therefore, the IPC or IB learning framework helps to achieve great results in learning while using the L2. There is also respect and designated attention for the native language in the classroom. An increasing amount of Dutch public primary schools in the area are adopted content-integrated learning, but without the language part.

3. *De Bredeschool* in de Merenwijk in Leiden is a school with a similar school population as in the Schilderswijk. The school has designed its own theme-based, visible learning practices to cater to the needs of students learning Dutch. Surprisingly, the effective teaching methodology elements discovered by their teachers are very similar to international learning frameworks.

To me, this is an indication that international-minded and integrated learning frameworks with a global perspective truly cater to diverse populations. Furthermore, International school communities are keen to learn from native schools about culture, balance and the Dutch language. So what are we waiting for?





Organising (regional) events where experts, teachers, parents and students can come together to share international-minded methodologies and approaches.

Being in classrooms and connecting with teachers and parents from different schools.



4. Dissemination

Consulting, Writing & publishing



Attending small and larger events in multiple languages (from Lithuanian to Arabic)



Presentations at conferences and governmental meetings



Call for art, poetry, stories and photos from parents, teachers, experts and students worldwide

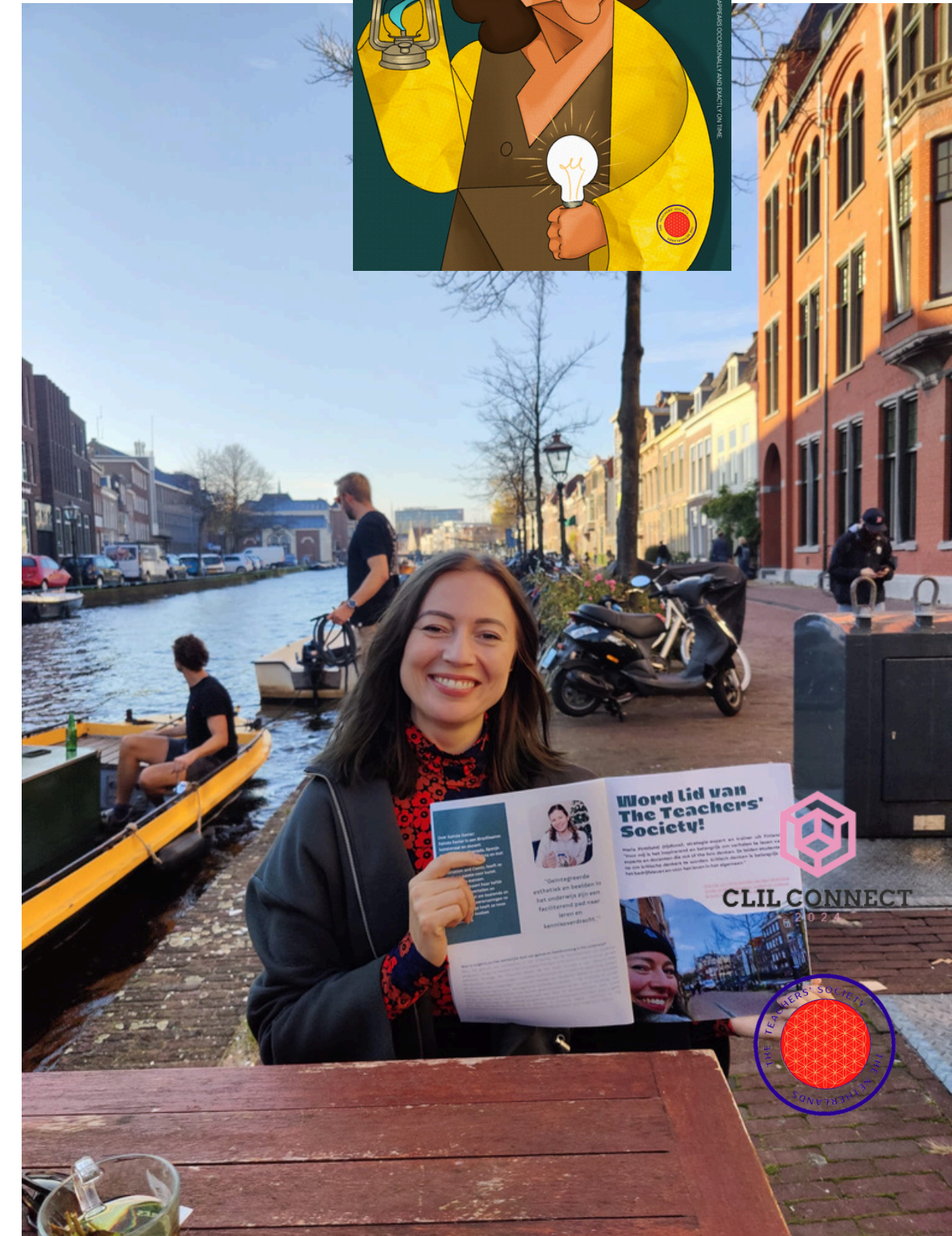
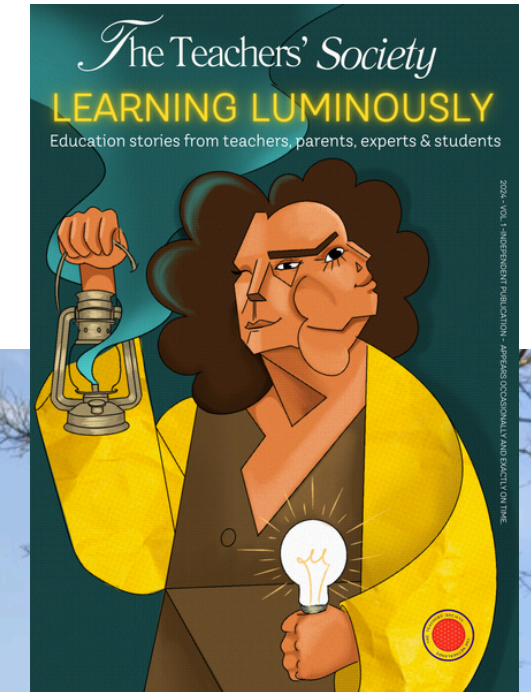
*Autumn – Winter 2024: Learning Luminously.
Stories on solved educational struggles. Available now!*

Spring – Summer 2025: Learning & Teachings from Nature. In progress

Autumn – Winter 2025: Multilingualism & CLIL in Education

Spring–Summer 2026: Entrepreneurship in Education.

*The Teachers' Society
Farah@teacherssociety.org*



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