



Session 24

RICHART

Multilingualism as
Richness and Art
in secondary education

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liesbeth.martens@ucll.be

liesbeth.spanjers@ucll.be



**RESEARCH &
EXPERTISE**

RESEARCH TEAM



**Reinhilde
Pulinx**



**Liesbeth
Martens**



**Liesbeth
Spanjers**



**Floor
Klerkx**



**Laure
Uyttenhove**



Advanced Bachelor in Multilingual Education

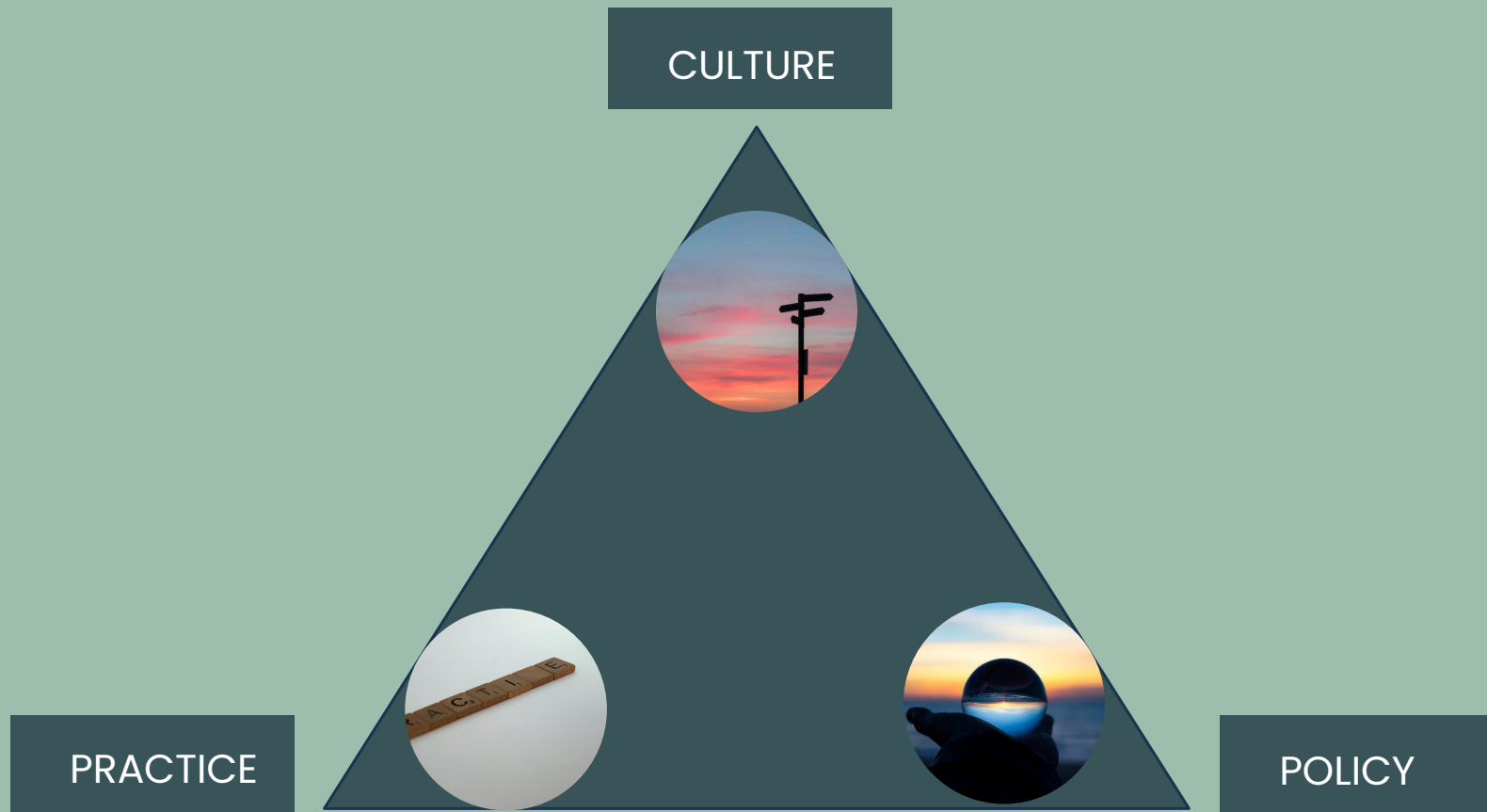


Inclusive Society



Art of Teaching

TRIANGLE OF SUSTAINABLE CHANGE



Booth & Ainscow, 2002

RESEARCH QUESTION



CULTURE



PRACTICE



POLICY

RICHART INTERVENTION

impact on
responding to multilingualism
in secondary schools
in Flanders?

METHODOLOGY



CULTURE

MAPPING
Feb-April 2024



PRACTICE

LESSON STUDY
Ongoing



POLICY

PLC
Ongoing

RICHART
INTERVENTION

PARTICIPANTS

- 4 secondary schools
- From across Flanders
- With different multilingual contexts
- Number of survey respondents:
 - 1.827 students
 - 227 teachers

MAPPING



- Mapping of
 - the languages present at school
 - the perception of multilingualism by teachers and pupils
 - critical reflection on the school's vision and culture
- Online survey
- Focus group discussions

1. AWARENESS OF MULTILINGUALISM

Teachers and pupils across schools tend to overestimate the actual percentage of multilingual pupils.

2. USE OF HOME LANGUAGES IN CLASSROOMS

Lack of clear policies on when/how pupils can use their home languages in class. Many teachers are reluctant to encourage home language use, despite pupils finding it helpful for comprehension.

3. INTEREST IN STUDENTS' LINGUISTIC BACKGROUNDS

While teachers express interest in their pupils' linguistic backgrounds, pupils often do not perceive this. Additionally, teachers have limited knowledge about the languages spoken by pupils' parents.

4. VISIBILITY OF HOME LANGUAGES

Home languages are minimally visible in school environments (e.g., on posters or websites), reducing cultural representation and recognition.

5. ACKNOWLEDGMENT OF PRIOR KNOWLEDGE

Many pupils feel their prior knowledge is overlooked, despite teachers believing they take it into account.

6. LANGUAGE-SUPPORTIVE TEACHING PRACTICES

Although pupils feel supported in their language development, teachers report insufficient professional development opportunities and limited collaboration for language-supportive teaching.

7. COMMUNICATION WITH NON-DUTCH-SPEAKING PARENTS

Many parents do not receive school information in a language they understand, and translation or interpretation services are scarce.

8. CULTURAL REPRESENTATION IN THE TEACHING STAFF

There is a lack of cultural diversity among teachers, which does not reflect the diverse pupil body.

9. INCONSISTENCIES IN TEACHERS' VIEWS ON HOME LANGUAGES

Teachers show conflicting views about the impact of home language use on learning, with some seeing it as beneficial and others as a hindrance.

YOUR CONTRIBUTION

1. **As a group** – pick one or more themes
2. **Individual work** – think time
 - What recommendation can you add?
 - Good practice to share?
3. **Roundtable** – share your ideas with your team mates: 1,5 min. / person
4. **As a group** – add the ideas to the Digipad
(include your email address if relevant for the researchers)



<https://tinyurl.com/richart-ucll>

MAPPING: results

1

THEME: Awareness of multilingualism

- Challenge: Teachers and pupils across schools tend to overestimate the actual percentage of multilingual pupils.
- Recommendation: Increase awareness and transparency about the linguistic diversity within the pupil population to foster understanding and inclusivity.



MAPPING: results

2

THEME: Use of home languages in classrooms

- Challenge: There is a lack of clear policies on when and how pupils can use their home languages in class. Many teachers are reluctant to encourage home language use, despite pupils finding it helpful for comprehension.
- Recommendation: Develop formal guidelines on integrating home languages into lessons, ensuring consistent and supportive practices.



MAPPING: results

3

THEME: Interest in students' linguistic backgrounds

- Challenge: While teachers express interest in their pupils' linguistic backgrounds, pupils often do not perceive this. Additionally, teachers have limited knowledge about the languages spoken by pupils' parents.
- Recommendation: Encourage teachers to actively engage with pupils' and parents' linguistic and cultural backgrounds to build stronger relationships and enhance parental involvement.



MAPPING: results

4

THEME: Visibility of home languages

- Challenge: Home languages are minimally visible in school environments (e.g., on posters or websites), reducing cultural representation and recognition.
- Recommendation: Increase the visibility of home languages in the school environment to promote inclusivity and celebrate linguistic diversity.



MAPPING: results

5

THEME: Acknowledgment of prior knowledge

- Challenge: Many pupils feel their prior knowledge is overlooked, despite teachers believing they take it into account.
- Recommendation: Make efforts to explicitly activate and build upon pupils' prior learning experiences during lessons.



MAPPING: results

6

THEME: Language-supportive teaching practices

- Challenge: Although pupils feel somewhat supported in their language development, teachers report insufficient professional development opportunities and limited collaboration across subjects to implement language-supportive teaching.
- Recommendation: Invest in targeted professional development and foster interdisciplinary collaboration to enhance language-focused teaching strategies.



MAPPING: results

7

THEME: Communication with non-Dutch-speaking parents

- Challenge: Many parents do not receive school information in a language they understand, and translation or interpretation services are scarce.
- Recommendation: Provide multilingual communication tools, including translators or interpreters, to improve parent-school interaction.



MAPPING: results

8

THEME: Cultural representation in the teaching staff

- Challenge: There is a lack of cultural diversity among teachers, which does not reflect the diverse pupil body.
- Recommendation: Strive for greater diversity in the teaching staff to foster cultural representation and understanding.



MAPPING: results

9

THEME: Inconsistencies in teachers' views on home languages

- Challenge: Teachers show conflicting views about the impact of home language use on learning, with some seeing it as beneficial and others as a hindrance.
- Recommendation: Establish a unified school-wide policy on home language use to provide clarity and align practices.



QUESTIONS? UPDATES?

reinhilde.pulinx@ucll.be
liesbeth.martens@ucll.be
liesbeth.spanjers@ucll.be



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