Research Cluster

Language Education and Multilingualism

2013–2020

Project descriptions and interim findings
1st and 2nd funding phases
Imprint

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Foreword

Dear Readers,

The research cluster Language Education and Multilingualism has been funded by the German Federal Ministry of Education and Research since 2013. With this brochure we seek to inform you of the research activities of this cluster to date, the overarching aim of which is to increase knowledge about language development and education under multilingual conditions.

We know that, with in-migration from practically every country on earth, Germany is highly multilingual. But what are the consequences of growing up multilingually? For development, education and skills? At present, we simply don’t know enough about multilingual development over the entire course of educational biographies, for example. Neither do we know a lot about linguistic development where more than two languages come into play. Yet these are the conditions under which an increasing number of young people in Germany grow up.

For all children and adolescents in Germany, German is of course a crucial language of everyday life, especially in education. In addition, all children learn a foreign language at school – usually English. Those aspiring to attend university will often take on a second foreign language. And a growing number of children in Germany, mostly from immigrant families, grow up speaking a heritage language.

The research cluster Language Education and Multilingualism, supported by the Coordination Office for Multilingualism and Language Education (aka KoMBi), comprises twelve research projects that are based at different universities across Germany. The participating projects have been tasked with addressing and clarifying a range of open questions with regard to multilingual development via sound scientific methods. In the first funding phase of the cluster (2013 – 2017), the projects focused on fundamental questions concerning multilingualism as a resource for learning, as well as ways of reducing any associated risks. In the second funding phase (2017 – 2020), many of these projects seek to test the effectiveness of their research findings in educational practice, while others conduct more in-depth analysis of the extensive data already collected. The results should not only increase knowledge in the field of multilingualism and education, but should also lay some groundwork for educational practice regarding the ways in which multilingualism can be used for learning.

We hope you enjoy reading about our projects and that you find the (interim) findings presented here to be of relevance.

Best wishes,

Ingrid Gogolin – Antje Hansen – Sarah McMonagle (KoMBi)
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88 KoMBi – Coordination Office for Multilingualism and Language Education
Research connecting migration, multilingualism and education often arrives at conflicting conclusions: On the one hand, large-scale, international comparative studies (such as PISA) suggest that speaking a language other than the majority language poses risks to academic achievement – particularly when children come from families of low socioeconomic status. For migrant families, this is often the case. On the other hand, national and international studies show that speaking a language other than the language of schooling has no detrimental effects on learning. Moreover, some of these studies even point to clear benefits of growing up with more than one language. Benefits seem to accrue for language acquisition (in a narrow sense) but also for other areas relevant to learning, such as aspects of cognition. Even when influencing factors such as social background are controlled for, the apparent benefits of speaking more than one language remain.

The projects in our research cluster draw on this ‘patchwork’ of research findings as they attempt to close knowledge gaps and arrive at results that can inform educational practice. While the projects have different emphases, they are linked – theoretically, empirically and practically – by a common concept that we refer to as ‘successful multilingualism’. ‘Success’ here is measured with regard to educational participation. The constitutive elements of educationally relevant multilingualism include agency in:

- German as general language of communication, through which knowledge is acquired in virtually all areas of education
- Linguistic knowledge and skills in foreign languages that are learned in school and other educational institutions
- Linguistic knowledge and skills in heritage languages that are spoken other than, or alongside, German in families with a migration background

Examining different aspects of language learning and capabilities, different thematic areas are approached within the research cluster, including:

- Language development over the course of the educational biography. This concerns the linguistic development of children, from kindergarten to
lower secondary level, and the transfer to upper secondary level or vocational training. Previous research has not considered the later stages of education with regard to linguistic development in any great detail.

- **Literacy development in multilingual contexts.** Here, the projects explore *inter alia* alternative or complementary methods to traditional literacy support.
- **Ways and effects of including heritage languages in teaching and learning.** In particular, whether and under which conditions heritage languages may positively influence subject learning is explored.
- **Advantages of multilingualism for learning.** Extant research findings on the advantages of multilingualism are applied and examined in contexts of educational practice, such as the systematic use of metalinguistic competences to support learning.
- **The features of educational institutions** that may have positive influences on linguistic development and school success.

Here we provide a summary of the interim findings from the first funding phase of our research cluster (2013 – 2017). Most of the projects were then funded for a second research phase (2017 – 2020) in which they deepen their research and/or apply their findings to educational practice. You can read more detailed descriptions of the individual projects, their findings and extended projects following this introductory chapter. You can also read about the projects on our website: [www.kombi-hamburg.de](http://www.kombi-hamburg.de).
Overview of outputs to date

Methods and Instruments
In order to adequately capture and record influencing factors on learning in contexts of migration and multilingualism, the projects have devised and developed methods and instruments. For instance, language practices as they occur in migrant families cannot be accurately portrayed via commonly applied dichotomies such as “mostly German/mostly heritage language”. Pioneering work in this area has been conducted, especially with regard to capturing language levels in different heritage languages as well as from longitudinal perspectives. Such instruments constitute a prerequisite for capturing multilingual developments. Tested models are now available for German and relevant heritage and foreign languages which can be applied in further research. This has been one of the highly significant outputs of the research cluster.

Research outputs
Effects of the use of multilingualism

a) in language and subject lessons
A central question in this field is whether the inclusion of heritage languages in subject lessons has a positive effect on subject comprehension, on competences in the majority language German, as well as on skills in the heritage languages themselves. Some projects have examined ways of including heritage languages as well as cooperation between subject lessons and heritage language lessons.

It could be shown that allowing heritage languages in subject lessons, and thereby supporting students bilingually, may lead to improvements in subject comprehension. Learners with advanced skills in a heritage language may even benefit more from bilingual support than from monolingual German teaching. This appears to also be the case for those learners whose heritage language is introduced relatively late to learning contexts in learners’ educational biographies.
It could be further shown that, when heritage language classes (in this case Turkish) are coordinated with subject lessons, learners demonstrate successful linguistic transfer between the heritage language and German (and vice versa) and can transfer skills acquired in one subject to the other (such as subject-specific text composition).

In addition, there is evidence to suggest that support for writing skills in German has a positive effect on corresponding skills in the heritage language. Thus, these findings do not support the common assumption that speaking a language other than German in the home – as many of the students in the respective research samples do – has a detrimental effect on literacy skills in German. In our findings at least, students who speak a language other than German at home do not differ from monolingual German speakers with regard to tested writing skills when relevant background factors are controlled for.

In light of the diversity of languages that learner groups possess, the question often arises whether teachers themselves must be multilingual in order to support such learners. In our research cluster, peer-learning was tested as an alternative here. That is to say, students with a common heritage language may support one another. The success of such strategies appears to depend on the composition of learner groups as well as the experiences learners have had using the respective heritage language.

**Relevant projects:** Writing skills in lower secondary school and the involvement of Turkish (SchriFT); Fostering language in multilingual mathematics classrooms – efficacy and effects of mono- and bilingual interventions (MuM-Multi); Facilitating German reading skills among bilingual primary school children through peer learning (BiPeer); Writing skills support in multilingual secondary schools. The effect of profiled revision tasks on written production of 6th grade students in the L1s German and Turkish and the L2 German (SimO).

b) with regard to metalinguistic and paralinguistic skills

Studies relating to this topic explore the potential of multilingualism for the formation of subject-independent and generally beneficial abilities. Explorations of the systematic and strategic use of language awareness – meaning knowledge about language and which researchers presume multilingual individuals possess – can reveal how further linguistic competences are acquired based on this (mostly intuitive) knowledge.

Our projects explore the influences of ‘everyday’ multilingualism on the development of language awareness as it relates to learning and achievement in school, for instance with regard to foreign language learning. An investigation of the learning of English among diverse pupils showed neither distinct advantages nor disadvantages of being multilingual. Rather, other individual factors, such as a high metalinguistic awareness or cognitive skills, appear to exert influence. Findings have also emerged on the reciprocal impact of writing abilities, language awareness and extra-linguistic abilities.

One way of utilising multilingual experiences for
learning is the inclusion of drama and theatre in lessons that draws directly on children’s multilingualism. Drama and theatre sequences may support the formation of paralinguistic knowledge and skills that facilitate linguistic comprehension beyond just verbal expression.

Another project addressing the topic of language awareness showed that multilingual elementary school children produced both a greater number of metalinguistic expressions and higher linguistic reflections than monolingual children. Metalinguistic abilities appear most striking among children with well-developed skills in a heritage language as well as in German.

**Relevant projects:** Language skills and metalinguistic awareness – Metalinguistic interactions in multilingual learning settings as a predictor of metalinguistic awareness and its relevance to the learning of German, foreign and heritage languages; Multiliteracy – the interrelation between language abilities in the first- and second languages and extra-linguistic factors; Performed multilingualism in drama and theatre-pedagogical settings in project work and subject lessons (IME); Multilingualism as a linguistic and cognitive resource in English language acquisition in primary school (MEG-SKoRe).

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**Measures to include multilingualism in educational institutions**

Two projects in our research cluster support educational institutions to recognise children’s multilingualism as a resource that can be used productively. Interviews in the participating institutions revealed that teachers and carers consider language acquisition measures a priority. Yet these attitudes do not bear out in practice (according to project observations). The projects worked directly with educational professionals to improve their knowledge of multilingualism and language development, and supported the transfer of this knowledge into practice.

There is much discussion around the need to employ educational professionals who are themselves multilingual. But this in itself is not sufficient to foster language acquisition in multilingual daycare centres. There is much scope for multilingual staff members to deepen their knowledge of language development and to reflect on their own language backgrounds and skills as a resource in learning settings.

Another project could reveal the characteristics that primary schools ought to possess for the successful inclusion of multilingualism. Again, staff training and qualification is crucial. In this project teachers were supported in testing different strategies in their classrooms and then to reflect on the experience afterwards. One outcome was that teachers need space to adjust and adapt recommendations for dealing with multilingualism in their own classroom settings. Another key element in the successful inclusion of multilingualism in schools is to enable
cooperation between staff members. Such qualification measures should be linked to extant concepts of school development.

**Relevant projects:** Effects of active integration of multilingualism in preschools (IMKi); Multilingualism as a field of action in intercultural school development. An intervention study in primary schools (MIKS).

**Individual multilingual development from a longitudinal perspective**

One project in our cluster investigates development in German (as language of schooling), English (as first foreign language), Turkish and Russian (as heritage languages), French and Russian (as second foreign languages) from a longitudinal perspective. For the first time, and not just in Germany, the development of both receptive (reading) and productive skills (written) are examined in parallel and in all relevant languages. Further influencing factors on language development are also collected and analysed in tandem with linguistic data. These factors include individual characteristics, family background, migration and language acquisition history, school context, social inclusion, educational and professional aspirations. The linguistic development of around 1,800 students is monitored over four test intervals. The survey design allows us to draw plausible inferences on causal relationships between language development and influencing factors.

**Relevant project:** Multilingual development. A longitudinal perspective (MEZ).

**Fostering heritage languages**

In families of Russian and Polish heritage, language practices and adolescents' skills in the relevant heritage language have been investigated and compared. With regards to learning, the research in our cluster identifies areas that might require targeted support in the heritage language. The adolescents investigated showed higher skills in the spoken heritage language, many speaking without a discernible accent. However, writing in the heritage language appears to cause some difficulties, despite the fact that many of them had been initiated (usually through the parents) in writing in the respective language.

Clear benefits with regard to literacy skills could be identified from attending heritage language classes. Nevertheless, it could also be established that 'everyday' language skills are not necessarily used as a resource in those same lessons.

**Relevant project:** Russian and Polish heritage languages as a resource in the classroom – Investigating the role of school and family contexts for the use of heritage languages by students with a migration background

You can read more detailed descriptions of the projects, their methods and (interim) findings in the remainder of this brochure.
Research map: Where our research projects are located in Germany

**BiPeer** – Facilitating German reading skills among bilingual primary school children through peer learning
► **meRLe** – Promoting reading skills in German via multilingual-sensitive reciprocal teaching in primary education

**IMe** – Performed multilingualism in drama and theatre-pedagogical settings in project work and subject lessons

**IMKi** – Effects of active integration of multilingualism in preschools

**MEG-SKoRe + MEG-SKoRe II** – Multilingualism as a linguistic and cognitive resource in English language acquisition in primary school

**Multiliteracy** – The interrelation between language abilities in the first- and second languages and extra-linguistic factors

**MEZ** – Multilingual development. A longitudinal perspective

**MIKS** – Multilingualism as a field of action in intercultural school development. An intervention study in primary schools
► **MIKS II** – Dissemination of a professionalisation and school development concept in an age of new migration

**MuM-Multi + MuM-Multi II** – Fostering Language in multilingual mathematics classrooms

**Russian and Polish heritage languages as a resource in the classroom** – Investigating the role of school and family contexts for the use of heritage languages by students with a migration background
► **Language awareness and multilingualism** – Developing a resource-oriented didactics for heritage and foreign language education with the example of Russian and Polish heritage speakers

**SchriFT** – Writing skills in lower secondary school and the involvement of Turkish
► **SchriFT II** – Writing skills in subject-specific lower secondary education, with the inclusion of Turkish

**SimO** – Writing skills support in multilingual secondary schools
► **TimO** – Text revision in multilingual secondary schools

**Language skills and metalinguistic awareness** – Metalinguistic interactions in multilingual learning settings as a predictor of metalinguistic awareness and its relevance to the learning of German, foreign and heritage languages
► **MehrSprachen (ManyLanguages)** – An intervention study to enhance metalinguistic awareness and language skills among primary school children
Russian and Polish heritage languages + Language awareness and multilingualism
Uni Greifswald

MEZ Uni Hamburg, MIKS + MIKS II Uni Hamburg
MuM-Multi + MuM-Multi II Uni Hamburg

SimO + TimO Uni Bremen
MuM-Multi + MuM-Multi II TU Dortmund

SchriFT + SchriFT II Uni Duisburg-Essen
SimO + TimO Uni Siegen

Language skills and metalinguistic awareness + MehrSprachen Uni Koblenz-Landau

BiPeer + meRLe DIPF
MEG-SKoRe + MEG-SKoRe II Uni Mannheim

IMKi PH Heidelberg

BiPeer + meRLe Uni Wuppertal

MEG-SKoRe + MEG-SKoRe II TU Braunschweig

Russian and Polish heritage languages + Language awareness and multilingualism Uni Leipzig

IMKi KU Eichstätt-Ingolstadt
IME Uni Augsburg

Multiliteracy LMU München
Project descriptions
Facilitating German reading skills among bilingual primary school children through peer learning: On the importance of linguistic background and the language of peer communication

Introduction
Already in primary school, immigrant children of Turkish origin show lower reading competence in German than their classmates. The BiPeer project explored ways of supporting German reading skills among Turkish-German bilingual primary school children using peer-learning methods. In such programmes, two children (i.e. peers) work together according to structured procedures. Intervention studies have shown that peer learning supports school competences such as reading, in particular among children with a low socio-economic or migration background. Research on group composition in peer learning has thus far focused mainly on gender, age and proficiency levels. Although communication skills are essential for successful peer learning, the linguistic background and language usage of bilingual peers have been seldom investigated as group composition variables. When paired together, a bilingual child can benefit from the extensive vocabulary of a monolingual child in the language of schooling. If two bilingual children use both their languages while learning together, this could ease communication during the peer-learning process and potentially lead to improved reading comprehension. This study therefore examined the extent to which the reading skills of Turkish-German bilingual 3rd and 4th graders could be improved via a peer-learning programme (research question 1). Furthermore, we investigated whether the language background (research question 2) and the language spoken during the peer interaction (research question 3) assist learning during the course of the intervention.

What was investigated and how?
BiPeer examined these questions as part of a peer-learning intervention study with 164 monolingual German and bilingual Turkish-German 3rd and 4th graders. A particular feature of this study was that the three reading intervention groups were compared with three control groups. In the control groups the children also worked in tandems, but practiced arithmetic rather than reading. The research questions of this study can thus also be examined with regard to arithmetic.
The students participated in 12 peer-learning training sessions, which took place twice a week in the afternoon for 45 minutes per session. With regard to reading, the training included reading in pairs with three reading strategies: clarification of word meanings, summary, and prediction. The arithmetic training comprised mental arithmetic and three strategies: compensation strategy, simplifying strategy, and indirect addition. The contents of the twelve sessions were pre-structured in order that the procedures would be similar for all participants. During the sessions, the children took on alternate roles as tutor or tutee.

Each tandem was accompanied by a trained instructor. The instructors in RG3 and AG3 were also Turkish-German bilinguals. In order to encourage the participating students to communicate in Turkish, selected aspects of instructions, conversations and games were introduced in Turkish by the relevant instructors.

### Test and questionnaires

The testing of reading and arithmetic skills took place before, during and immediately after the intervention, and then again about six weeks later. Besides questionnaires and self-developed strategy tests which check how well the practiced strategies can be applied, diagnostic tools such as standardised tests for reading and arithmetic, Turkish vocabulary, and intelligence were used (e.g. ELFE 1 – 6; HRT 1 – 4; WWT 6 – 10; CFT 20 – R). Some intervention sessions were also recorded using voice recorders, allowing for detailed analyses of the languages used during peer interactions. Furthermore, the students’ parents were interviewed by telephone regarding background data such as language acquisition and language use within the family.

### Intervention design

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<tr>
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<th>RG1</th>
<th>RG2</th>
<th>RG3</th>
<th>AG1</th>
<th>AG2</th>
<th>AG3</th>
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<tr>
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<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Arithmetic</td>
<td>Arithmetic</td>
<td>Arithmetic</td>
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<tr>
<td><strong>Language background</strong></td>
<td>M + B</td>
<td>B + B</td>
<td>B + B</td>
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<td>(Peer 1 + Peer 2)</td>
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<td><strong>Training language</strong></td>
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<td>German</td>
<td>Turkish / German</td>
<td>German</td>
<td>German</td>
<td>Turkish / German</td>
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**Note**: M: monolingual German, B: bilingual Turkish/German, RG: Reading Group, AG: Arithmetic Group.
Results
Despite the relatively short duration and extra-curricular setting, the reading and arithmetic strategy interventions can be said to be successful. Children who participated in the reading intervention improved their reading comprehension over the course of the training and significantly more than those who took part in the arithmetic intervention. Likewise, children who took part in the arithmetic intervention improved their use of calculation strategies and, again, more so than those children who participated in just the reading intervention (research question 1).

The language background does not appear to be relevant to learning achievement: bilingual children learn equally well with monolingual as with bilingual peers (research question 2).

Yet, based on analyses thus far, a beneficial effect of bilingual communication could be discerned in the arithmetic intervention: tandems that were permitted to make use of German and Turkish showed significantly higher improvement in calculation strategies than tandems that did not have this multilingual option (research question 3).

What does this mean for educational practice?
Peer learning constitutes a promising approach in improving reading and arithmetic skills among bilingual primary school children. For contexts in which German, the majority language, is used exclusively for communication, it does not seem to matter whether bilinguals work with monolingual or bilingual peers. Other factors should therefore be brought into focus when it comes to group composition. Peer learning presents a way of integrating heritage languages into regular classrooms without requiring any additional language skills from teachers. Bilingual communication (Turkish/German) during the learning process has no disadvantages for bilingual children and even seems to have benefits with regard to calculation strategies. Explicit encouragement (e.g. through games in Turkish) appears to lead to acceptance of Turkish in the learning process. Furthermore, explicit opportunities for integrating multilingualism in peer-learning settings should be developed together with the participating children.
Hast du während des Trainings Türkisch gesprochen?


Nein. warum: Weil ich nicht so gut Türkisch reden kann.

Project publications

M. Schastak, V. Reitenbach, D. Rauch & J. Decristan
meRLe

Promoting reading skills in German via multilingual-sensitive reciprocal teaching in primary education

Introduction
This intervention study aims to foster reading skills in German by taking students’ multilingualism in the classroom into consideration. The project investigates a combination of reciprocal teaching and multilingual-sensitive instruction in primary school. In reciprocal teaching, students in small groups acquire reading and learning strategies (i.e. question formulation and summary of a text as well as learning goals). This teaching method has shown to effectively support students’ reading comprehension. Furthermore, reciprocal teaching allows for the use of children’s heritage languages as a resource for learning. Although empirical research is scarce, the BiPeer study has shown that Turkish-German bilingual children can benefit from reciprocal teaching with the inclusion of their heritage languages. In this follow-up project, reciprocal teaching is embedded in multilingual-sensitive teaching in whole-class instruction.

What is investigated?
The meRLe intervention study is being carried out at primary schools in the Wuppertal (23 classes) and Frankfurt am Main (15 classes) areas. Participating teachers are trained in reciprocal teaching and multilingual-sensitive instruction in workshops. During these workshops, the teachers are trained in a lesson unit on a journey around the world with the character Merle; they also receive useful teaching materials such as language portraits, bilingual prompt cards, an electronic language-learning pen, and worksheets for strategic teaching. The teachers should then implement these methods in their lessons to support students’ reading comprehension in German. Students in classes will be grouped together according to their heritage languages to allow for classroom dialogue in different languages.

Findings from the treatment group will be compared with those from a waiting control group (i.e. a group of teachers that attends the same workshop, but a few months later).

Our data derive from accompanying surveys (questionnaires, tests, classroom observations, video-
(graphies) which will be applied in both groups before, during and following the teachers’ in-class implementations. This will provide new insights into the use and effectiveness of multilingual-sensitive reciprocal teaching. As with the BiPeer project, one of the strengths of meRLe that is particularly relevant for the transfer from research to practice is that it demonstrates how to use the children’s heritage languages as resources without the teachers themselves having to be multilingual.

**Expected outcomes**
The meRLe project aims to provide new insights into the ways in which teachers can promote reading skills in Germany among primary school children through reciprocal teaching and opening up to multilingual communication in the classroom. The accompanying surveys will convey the extent to which and under what conditions teachers and students will use these learning opportunities. In addition, findings should highlight in more detail which children and classes benefit from the intervention. Our project therefore has implications for research as well as educational practice. To promote continuing implementation and transfer from research to practice, the participating teachers receive free, scientifically sound training and teaching materials. They can further apply and adapt the teaching unit and materials to instruction in other subjects and share them at their schools.

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<tr>
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<th>Spring 19</th>
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<td>meRLe intervention</td>
<td>Regular lessons</td>
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<td><strong>Waiting control group</strong></td>
<td>Regular lessons</td>
<td>meRLe intervention</td>
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Performed multilingualism in drama and theatre-pedagogical settings in project work and subject lessons

Introduction
This project investigated multilingualism and the inclusion of heritage languages in drama and theatre-pedagogical scenarios in both project and subject lessons (class context) in lower secondary school. This responds to current discussions around multilingualism in education, which see opportunities to cultivate language awareness, promote learning, intercultural skills and integration.

In particular, this project examined:

a. how multilingual scenarios are realised, including language use and interactions regarding task distribution, mutual understanding, performative aspects of self-presentation, and feedback.

b. the participants’ perspectives: individual perception and others’ perception of language and culture; learning processes as well as developing perceptions and relationships in multilingual and intercultural constellations.

Opportunities for and constraints on the inclusion of multilingualism (especially heritage languages) in playful scenarios and theatre-pedagogical approaches were thereby explored.

What was investigated and how?
A fundamental concept in this study was that of ‘performative competence’, which refers to multiple, connected individual competences such as the ability to initiate and stage social interactions, to help shape these independently and to critically reflect on one’s own role within them. Interactions between participants were observed, and the ways in which they introduced different linguistic and cultural resources to various scenes examined. Research emphases lay on the experiences and learning processes of the participants, how they present their own and perceive others’ languages.

Interactions could be compared via the implementation of an identical catalogue of multilingual scenarios in various project and subject lessons, which integrated performance scenes with an emphasis on language use. These activities also aimed towards holistic language learning and the development of language awareness as pupils were confronted with the linguistic diversity of their peers. Performance-based scenarios were video recorded and analysed using multilingual didactic methods. These analyses were...
supported by oral interviews with students and teachers who shared their perceptions and perspectives. Participants could also comment on individual scenarios via 'stimulated recall’. The investigation was complemented by language tests (C-test, profile analysis) and a quantitative survey on social background, language biography and self-assessed oral competences.

**Results**

Special attention was paid to the students’ own assessments of their oral language skills (meaning how they experience and evaluate their use of German). When compared with the test data at the beginning of the project, significant differences were identified among the students. Statements from the interviews conducted at the end of the project indicate an increase in linguistic competence. Moreover, it could also be revealed that intensive communication between project participants strengthened trust in one's own linguistic abilities over the course of the project. At the same time, analyses of the videotaped interactions during subject lessons reveal a correlation between increasing performative competences and linguistic growth.

During interviews, teachers generally viewed pupils' lifeworld multilingualism to positively influencing cognitive abilities, language and cultural awareness. Yet they were unsure what significance heritage language should be granted. Many teachers were critical of heritage languages as the primary means of communication in pupils’ families as this is perceived to hinder skills in German.
Participating pupils viewed the learning of their peers’ heritage languages positively, while, at the same time, expressed ambivalence towards their own heritage languages. This ambivalence can be attributed to negative attitudes and difficult situations that pupils experience regarding their language background. On the other hand, many described a process of discovery that came about through contact with the languages of their peers. The respondents’ statements suggested an increase in knowledge of vocabulary, learning strategies and the recognition of structural similarities and differences between languages (i.e. language awareness).

The analyses showed that ‘freer’ settings, such as project-based teaching, can offer more opportunities for interactive exchange. Project teaching opens space for languages and identities, as well as more possibilities for shaping emotional and social aspects. Such settings, due to their inherent openness, also place higher demands (impulses, reactions) on teachers or other persons involved in project teaching.

**What does this mean for educational practice?**

Firstly, teachers should be encouraged and empowered to include heritage languages productively in their lessons, and should be permitted to choose themselves from the existing range of multilingual-didactic approaches and methods. Playful scenarios based on the principles of theatre-pedagogy can be especially valuable as they foster pupils’ performative competences via unrestricted artistic composition and expressions, meaning they develop courage to use their languages (German as well as the respective heritage language). Language biographical elements can also be incorporated in creative spaces.

The results also clearly show that teachers require more training and support in dealing with heritage languages and multilingual-didactic approaches. Moreover, teachers should be encouraged to pay more attention to the language biographies of their students, without ascribing outside perspectives to them, in order to become aware of the (often hidden) languages that are present in classrooms.
Project publications


**IMKi**

*Effects of active integration of multilingualism in preschools*

**Introduction**
Preschools today are host to children with very different language backgrounds. Teachers therefore have to deal with the question of how to handle increasing linguistic diversity. The advice is to actively integrate the children’s heritage languages into the daily life of the preschool, with the intention of supporting their bilingual and social-emotional development. Yet, to date, there has been little to no research concerning the effects of this kind of integration of linguistic diversity in preschools. Existing studies either examine the effects of specific, targeted measures or they investigate progress in L2 proficiency (usually without considering heritage languages). The objective of the IMKi study is to identify the conditions for successful multilingual development in preschool contexts. The project focuses on children aged 3-6 who have a migration background and are therefore growing up multilingually in Germany. In addition, we also examine the heritage language development of Turkish-German and Russian-German children.

**Research questions**
- What changes occur in the children’s heritage language and L2 development when multilingualism is explicitly integrated in the preschool?
- How does the integration of multilingualism effect the socio-emotional development of children?
- What changes at the institutional level can be traced back to the intervention relating to multilingualism?
- Which factors can be attributed to cooperation between parents of multilingual children and the preschools themselves? How can cooperation with parents be improved?

**What is investigated and how?**
This is an ongoing intervention study with six measurement points, started in 2014 in collaboration with 19 preschools located in southern Germany. The participating preschools were randomly divided into two groups to receive special training on linguistic diversity over a period of four years. The two intervention groups differ with respect to the type of training they receive. Changes that result from the
intervention will be assessed at the level of the child, institution, and parent. For this, the six measurement points (2015-2020) have been scheduled at one-year intervals: once prior to the intervention, four during the intervention, and once at the conclusion of the intervention. The findings will then be disseminated to other preschool establishments using the examples of two of the intervention preschools which will be selected as models of best practice. Via an online platform and relevant regional networks, findings, recommendations and examples will be systematically circulated.

**Child level**
We are interested in language competences in German, Turkish and Russian. Using standardised tests, the children’s expressive and receptive vocabulary, semantic and narrative skills, grammar abilities and linguistic memory (phonological memory skills) are assessed. The table below provides an overview of the procedures and language data collected for all three languages.

Two measures are deployed to capture social-emotional factors (e.g. pro-social behaviour, problematic behaviour, self-regulatory behaviour, social skills, etc). First, parents and preschool teachers complete the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997; Woerner et al., 2002). Second, teachers also rate the socio-emotional skills of the children using the KIPPS scales from BIKO 3–6 (BIKO- Screening for development of basic competences for 3 to 6 year-olds, Seeger, Holodynski & Souvignier, 2015).

To capture the children’s self-concept, we use the
German translation of the preschool version of the Self-Description Questionnaire by Marsh et al. (SEFKI; Marsh, Ellis & Craven, 2002). Here, children report on their performance-oriented and non-performance-oriented self-concept. In keeping with the items contained in the questionnaire, we generated and included additional questions to measure children’s attitudes toward their own multilingualism.

**Institutional level**

We are interested in professionalism at the institutional level, including teachers’ professionalism in the areas of language and multilingualism. Structural characteristics (such as the availability of bi- and multilingual learning materials) as well as institutional processes (such as interactions to foster language use) are rated by observational techniques. We assess the structural conditions in the preschool using a rating procedure to capture linguistic diversity in preschools (Ratingverfahren zur Erfassung der Sprachenvielfalt in Kindertageseinrichtungen, REVK, Jahreiß et al., 2017), developed especially for the present study, as well as extant observation approaches (SELA, Smith et al., 2001). Using a rating
scale to capture interactions relevant to promoting language (Dortmunder Ratingskala zur Erfassung sprachförderrelevanter Interaktionen, Do-RESI, Fried & Briedigkeit, 2008) and the “Language Interaction Snapshot” (LISn, Atkins-Burnett et al., 2011), the interactions and communication styles of the teachers and children are assessed. In addition, we also collect data on teachers’ educational backgrounds and personality characteristics (Big Five Inventory-10, Rammstedt et al., 2012), their attitudes toward multilingualism (Reich, 2007) and knowledge about multilingualism.

**Parent level**

Background characteristics such as socioeconomic status (ISEI, Ganzeboom, 2008) and migration background are captured by parental questionnaires. Parents also provide family-related information about language use within the family, daily multilingual practices and their acculturation attitudes (FRAKK,
Bongard et al., 2002). Regarding cooperation with their children’s preschool, we ask parents about their satisfaction with the preschool in general and language support in particular, as well as whether they take advantage of cooperation measures and opportunities to participate in the preschool.

**Results**

The interim findings presented here represent just the first three measurement points and are therefore partial. The effectiveness of the intervention will be better assessed once it has concluded and a post-survey has been conducted.

At the child level, we could establish that children who grow up with Turkish and German arrive at preschool with age-appropriate knowledge of their family language (Turkish), especially regarding active and passive vocabulary and, as would be expected, they increase their knowledge of German at preschool. As the children grow older, however, a relative decrease in active Turkish vocabulary can be seen when compared with slowly increasing German proficiency. Accordingly, there is a negative correlation between the active vocabulary in the children's heritage and second languages while other linguistic measures, such as passive vocabulary or general grammar skills, do not correlate across languages. Overall, a clear influence of one language processing measure – phonological memory – can be seen; there are significant correlations between this and performance in the other language. When attempting to predict competences in both languages as well as an overall measurement of linguistic competence, phonological memory also plays a decisive role, appearing to be just as important to successful multilingualism as environmental factors in the family (e.g. linguistic stimulus content or an equal use of both languages by mothers and siblings) and early education (such as early entry into a childcare setting).

In relation to social-emotional competences, the multilingual children as a whole were not perceived to be problematic or to display conspicuous behaviour. However, there is a clear link between proficiency in the L2 (German) and in part also in the heritage language (Turkish) and children's social-emotional competences. Higher linguistic competences appear to accompany higher competences in social and emotional areas. This correlation can also be seen over the course of the children’s development. To what extent social-emotional competences can predict linguistic performance (or vice-versa) is to be clarified as a result.

Within the participating institutions, we observed a great diversity of heritage languages. Besides German, there were at least nine other languages. The teachers tended to display open attitudes to multilingualism. However, multilingualism was only rarely included in the daily life of the preschools. Analyses from the first measurement point show that the teachers’ attitudes toward and knowledge of multilingualism were linked to this. Teachers who know a lot about multilingualism, and view it as enrichment, do more to integrate multilingualism into the preschool. Whether teachers are themselves multilingual does not appear to be relevant here.
On the contrary, multilingual teachers tended to be in favour of the multilingual children adapting linguistically to German. Changes were achieved in the teachers’ knowledge of multilingualism, but the attitudes have thus far proven to be very stable. In daily preschool life, following one year of intervention, the first signs of change could be seen in regard to valuing the children’s languages. Peer interactions in heritage languages were increasingly permitted, and in the intervention group there was an increasing amount of multilingual material for parents.

**What does this mean for educational practice?**

Children’s linguistic starting points should be used to support them in all their languages at preschool (see graphic). So that this can successfully occur, it is necessary for teachers to reflect on their own attitudes toward multilingualism. However, just reflecting on these attitudes is not sufficient. They also need to expand their knowledge of the linguistic development of multilingual children as well as their professional knowledge relating to multilingual learning. In order to transfer this knowledge to practice, clear opportunities for the inclusion of multilingualism need to be made apparent. Simply employing multilingual teachers alone is not expected to yield improvements due to the extent of linguistic diversity in today’s preschools. They must also go through a reflection process and expand their knowledge so they can positively use their own multilingualism in practice.

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### Project publications


References


MEG-SKoRe

Multilingualism as a linguistic and cognitive resource in English language acquisition in primary school

Introduction

In educational contexts, multilingualism is frequently seen as an obstacle to, rather than a resource, for successful learning. Against this backdrop, the research project MEG-SKoRe investigates how multilingualism can constitute a resource for the early acquisition of English in primary school. In the first project cycle (2014 – 2017), we conducted a longitudinal study in which we identified critical success factors of multilingualism in the context of English language acquisition. In the second cycle, (2017 – 2020) we apply those factors to classroom settings. The project focuses on two central research questions:

- Can multilingualism become a resource in early academic foreign language learning?
- How can teachers make use of this resource didactically in order to support foreign language learning?

Previous research shows mixed results concerning the role of multilingualism in early foreign language learning. Studies that compare the English skills of monolingual Germans with those of multilingual primary school students have either found no group differences in those skills or weaker skills for multilingual students in reading and listening comprehension (see Keßler & Paulick, 2010, for overview). Possible reasons for these heterogeneous findings may be individual differences in the social backgrounds of students as well as varying skills in the languages previously acquired by multilingual students. Indeed, differences in linguistic (e.g. language combinations, language awareness), cognitive (e.g. working memory) and social (e.g. socioeconomic or familial) factors can impact the acquisition of English (e.g. Maluch et al., 2015; Wilden & Porsch, 2015). MEG-SKoRe considers these factors systematically in order to identify critical success factors in early foreign language learning.

What was investigated and how?

In MEG-SKoRe I, we examined whether primary school students with German as a second language (L2) had different learning outcomes in the early acquisition of English compared to their monolingual peers. To this end, we investigated (a) which individ-
ual linguistic, cognitive and social factors influence the acquisition of English, and (b) in which respect multilingualism acts as a resource in early foreign language learning. The project consisted of two parts. Part 1 focused on linguistic transfer and to which extent the L1 and/or L2 affect the acquisition of English. Part 2 explored whether metalinguistic awareness has a positive impact on English language skills.

Part 1: Vocabulary and Grammar
For the first part, we assessed general vocabulary and grammar skills as well as specific grammatical phenomena, i.e. article realisation, subject realisation and word order. For general skills, we collected data in German, English and the respective non-German L1 of the multilingual students. To measure receptive vocabulary size, we used the British Picture Vocabulary Scale (BPVS3; Dunn et al., 2009), in which students heard an English word which they then had to match to one of four pictures. Furthermore, we determined productive vocabulary size with a category fluency task (following Delis, Kaplan & Kramer, 2001). Students had to name, within one minute, as many items as possible relating to a single semantic category, such as ‘food’ or ‘clothes’. To assess receptive grammatical knowledge, we administered the Test for Reception of Grammar (TROG-2; Bishop, 2003). The set-up was parallel to the BPVS except, in this case, students had to match an English sentence to one of four picture choices.

Besides these general language skills, we analysed the production of specific grammatical structures, i.e. article realisation, subject realisation, and word order, as part of a computer-based sentence repetition task. Here, students listened to grammatically correct and incorrect sentences in English (Figure 1). They then had to repeat the sentences exactly as they heard them. Depending on whether students corrected the grammatically incorrect sentences, we could assess acquisition of the respective structure. This way, we could determine, for instance, whether the use of articles in English is different for those learners whose L1 uses articles (e.g. Italian) or does not use them (e.g. Turkish, Russian).

Part 2: Language Awareness
In the second part of the project, we examined different aspects of language awareness. First, we assessed students’ levels of phonological awareness by asking them to segment English words into phonemes and manipulate them (e.g. “What remains when you delete the last sound in ‘green’?”). Second, students explicitly reflected on and talked about language(s) in a structured metalinguistic interview. Students answered questions about their language learning experiences and discussed linguistic contrasts between English, German and their respective heritage languages (see Text Box 1).

Figure 1: Procedure of sentence repetition task.
Slide 1: Vocabulary item named: "girl-apple"
Slide 2: Stimulus sentence plays: “Now the girl picks the apple.” (correct) or “Now the girl the apple picks.” (incorrect)
F3: Student repeats stimulus sentence
Results

Group comparisons

The results from 3rd grade show that, compared with their monolingual peers, multilingual students had statistically significantly lower skills in English vocabulary, phonological awareness and working memory. In sentence repetition, multilingual students also showed lower performance than the monolingual German students. At first glance, these results seem to confirm findings from previous studies that did not find a multilingual advantage in foreign language learning.

Individual factors

In further analyses, we factored in cognitive, social and educational variables. Figure 2 illustrates which of these factors significantly affect English vocabulary size. A multilevel regression analysis shows that both social variation at the school level, as well as individual differences between students, impact English skills. Importantly, multilingualism also has a positive impact on English vocabulary knowledge (Hopp et al., forthcoming).

Similarly, multilingualism contributes positively to English grammar skills in 4th grade for a subgroup of multilingual students (Figure 3), although many other factors show larger contributions (Hopp et al., forthcoming).

Participants

Overall, 200 students (88 monolingual; 112 multilingual) from six public primary schools in south-west Germany took part in the study. They were assessed at two intervals: initially at the end of 3rd grade and then at the end of 4th grade, at which point 184 students remained in the sample (81 monolingual; 103 multilingual). The following heritage languages of multilingual students were represented in the sample: Afghan languages, Albanian, Arabic, Bosnian, Bulgarian, Chinese, French, Greek, Italian, Croatian, Kurdish, Persian, Polish, Romani, Romanian, Russian, Serbian, Spanish, Tamil, Turkish, Hungarian and Vietnamese. The largest subgroups were speakers of Turkish (40), Kurdish (11), Albanian (10) and Italian (8).

Question: Are there words in other languages that sound similar in German? Why is it that some sound similar and some different?

Student (Romanian & German): Yes, ‘nest’ just now and ‘cat-Katze’, ‘bridge-Brücke’ so both with a ‘b’, ‘tower-Turm’, ‘gorilla-Gorilla’. Don’t know, because some languages originate from German and so on.

Student (Italian & German): So for example ‘pizza’ is spelled the same and pronounced the same in German. And then ‘Pasta’ is the same as well. Because, if those words were always pronounced the same, then every person in the world would have the same language and that would be boring.

Student (Albanian & German): ‘banana’, ‘apple’, ‘nest’, ‘Kaffee’, ‘spray’... So you can also say those in German because the English probably did not find the right words, so maybe they just took the same ones as in German.

Text box 1: Selected student answers (4th grade) in an interview on language awareness (translated from German).
Figure 2: Contributing factors for English receptive vocabulary (BPVS) at institutional and individual level (mixed linear regression). Non-significant factors in faint font.
Figure 3: Contributing factors for receptive English grammar (TROG-2) at institutional and individual level (mixed linear regression). Non-significant factors in faint font.
Development from 3<sup>rd</sup> to 4<sup>th</sup> grade

When looking at the development of English vocabulary skills from 3<sup>rd</sup> grade to 4<sup>th</sup> grade, multilingualism loses its positive impact; in fact, its impact becomes negative as skills in German become increasingly important. These results suggest that multilingual resources do not remain stable over time, possibly due to the lack of support in the foreign language classroom.

The role of language awareness

As Figure 3 shows, (phonological) awareness positively affects English grammar. Moreover, a higher degree of phonological awareness implicates higher English vocabulary skills for both monolingual and multilingual students (Hopp et al., 2017). Finally, the degree to which students can reflect on language(s), as measured in their responses to questions in the metalinguistic interview, also positively affects their English skills.

Interim conclusion

MEG-SKoRe I shows that multilingualism as such constitutes neither a general resource nor a global disadvantage in the early foreign language classroom. Rather, multilingualism may become a resource in early foreign language learning when additional individual factors are considered - such as a high degree of language awareness, a large vocabulary in the L1 as well as superior cognitive skills. The follow-up project MEG-SKoRe II therefore focuses on how those resources may be addressed and promoted during English lessons in the multilingual classroom.

Project publications


MEG-SKoRe II

Multilingualism as a linguistic and cognitive resource in English language acquisition in primary school

Introduction
The MEG-SKoRe I study found that individual factors such as L1 vocabulary size and a high degree of language awareness correlate positively with achievement in foreign language learning. Against this background, MEG-SKoRe II aims to investigate (a) how these positive aspects of multilingualism can be used in English language teaching in primary school and (b) whether employing multilingual teaching materials and methods leads to improvement in English skills, higher student participation and more peer-to-peer interaction between multilingual and German monolingual students. Based on the widely used textbook, Playway (Becker, Gerngross, & Puchta, 2013), we will develop learning materials and methods in which metalinguistic awareness will be targeted and promoted. For instance, we will compare and contrast the students’ heritage languages (including German) with English or conduct exercises to improve students’ phonological awareness. The learning materials and methods will be put into practice in an intervention study and will be assessed using the research tools from MEG-SKoRe I.

What is investigated?
In a teaching intervention study, 4th grade students will be taught in experimental and control groups for six months. In the experimental group, the English lessons will explicitly refer to the students’ heritage languages (e.g. figure 4) and employ metalinguistic awareness tasks; in the control group, there will be regular English lessons without reference to the students’ multilingual backgrounds. The participants’ English skills as well as their L1 and L2 skills will be assessed at three intervals: before and after the teaching intervention and then again at the end of the school year. Furthermore, we will collect data on students’ metalinguistic awareness and cognitive-social control factors. Additionally, we will examine specific grammatical phenomena before and after two units in order to measure the short-term impacts of the teaching intervention. Next to these linguistic skills, we will observe student participation in class and collect data on the students’ views on multilingual English language teaching.

Institutions
TU Braunschweig, University of Mannheim

Project duration
November 2017 – October 2020

Team
Prof. Dr. Holger Hopp, Dr. Dieter Thoma, Teresa Kieseier, Sarah Sturm, Dr. Jenny Jakisch

Follow-up project
What does this mean for educational practice?

Using objective performance measures, this project explores the potential of multilingual foreign language teaching. It thus contributes to the development of multilingual foreign language teaching by providing teaching handbooks, methods and materials for the English language classroom. Additionally, we will develop and host workshops for teachers that show how the material can be implemented in English lessons in primary school. The content of these workshops will be based on the project results. These workshops will enable teachers to integrate multilingual tasks in their English lessons. The materials and methods used in the intervention will be made available for teacher workshops, and they will be hosted on the project website www.megskore.de and on www.playway.de. This way, teachers who are interested in the materials will also be able to access them for free.
**Multiliteracy**

*The interrelation between language abilities in the first and second languages and extra-linguistic factors*

**Institution**
LMU München

**Project duration**
October 2013 – September 2016

**Team**
Prof. Dr. Claudia Maria Riehl, Seda Yilmaz Woerfel, Eleni Tasiopoulou, Teresa Barberio

**Introduction**
This project investigates the interrelation of writing abilities in the first and second languages of bilingual 9th and 10th graders with the heritage languages Turkish, Italian or Greek. The study aims to examine the impacts of extra-linguistic factors (such as language attitude, literacy practices, language use) and metalinguistic awareness\(^1\) on written discourse competences in both languages. The following hypotheses were tested:

- Writing abilities in L1 and L2 influence one another. A high level of competence in the L1 is imperative to high levels in the L2.
- Extra-linguistic factors and metalinguistic awareness influence writing abilities in the L1 and L2.

**What was investigated and how?**
Different survey instruments were developed in order to examine writing abilities, extra-linguistic factors and metalinguistic awareness.

**Writing assignments**
Assignments were developed to elicit narrative and argumentative texts. For the narrative texts, pictures were selected and presented to participants who were tasked with composing fictional stories in both the L1 and L2. For the argumentative texts, two different letters were composed: one on the subject of a ban on foreign languages in the schoolyard (L1), another on a mobile phone ban at school (L2). The assignments were piloted and then repeated at 4-week intervals.

**Language Awareness Test (LAT)**
Based on the speech awareness test by Fehling (2005), a test on metalinguistic awareness (LAT) was developed to capture pragmatic, semantic, and textural knowledge in both the L1 and L2. The aim was to examine the level of linguistic variation and addressee orientation on the pragmatic level, as well as...

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\(^1\) With regard to metalinguistic awareness, we focus on linguistic aspects and include cognitive as well as performance levels (see James/Garrett 1991): i) Cognitive level: Knowledge of grammar, rules and functions of language, ii) Performance level: Language use, strategies of communication and the practice of talking about language while using formal metalanguage (Fehling 2006: 86).
to examine the use of synonyms and universal terms on the semantic level. On the textual level, knowledge of textual organisation coherence and cohesion could be captured.

Language biographical interviews with students in L1 and L2

Interviews were conducted in that participants’ L1 and L2 in which questions language attitudes, language use (oral and written) were addressed. The data elicited from the interviews could help to explain the influence of extra-linguistic factors on writing abilities. The aim of conducting the interviews in both languages was to interpret students’ competency levels in those languages and to determine whether language attitudes are communicated differently depending on the respective language in use.
Analysis of the language biographical data

The language biographical interviews were transcribed orthographically. Based on the speakers’ statements, profiles were created to show the differences in language use between the students. The data were evaluated statistically using the free programming language for statistical computing and graphics, R (cf. R Core Team 2013) - in accordance with the generalised linear mixed model.

Results

The results show that participants representing all three heritage language groups reach a higher level in the argumentative texts in the L2 than in their L1. The argumentative texts composed in the L1 differ significantly, however, with regard to text structure (macrostructure), which can be explained by culture-specific formalities not acquired in the respective language. Compared with the argumentative texts, participants attain high levels in writing competence in the narrative texts in both languages. Generally speaking, those who show good writing abilities in their L1 also show good abilities in the L2.

With regard to metalinguistic awareness, the results indicate a correlation with writing abilities. Participants with poor writing abilities in the L1 demonstrate awareness of the essential aspects of a text (for instance, cohesion and coherence) and that they are generally able to estimate register-specific norms correctly (such as how to appropriately address the listener). From a didactical point-of-view, assignments to promote metalinguistic awareness should be created to support these young multilin-
goals in their writing development. In addition, a concept in terms of contrastive language didactics should be developed to compare different text, argumentation and stylistic patterns in various languages.

The statistical analysis of the sociolinguistic data indicates that heritage language education may have a positive impact on writing abilities in the L1 only after seven years. However, this may also relate to other factors, such as lesson design (especially when taken as extra-curricular). This was confirmed by teachers and pupils in interviews. Nevertheless, it can also be shown that L1 lessons, even though they do not have a significantly positive effect, do not have a negative one either. Rather, literacy practices at home, language attitudes and use among the study participants appear to have a highly positive effect on their writing abilities.

**What does this mean for educational practice?**

- Linguistic support for multilingual children must be carried out in both languages.
- The L2 does not suffer when the L1 is supported; rather, it can be strengthened.
- Support for multiple languages includes the acquisition of literacy as part of explicit knowledge.
- The promotion of metalinguistic awareness, in other words a differentiated knowledge of linguistic structures and language usage, should be taken more into account in formal education.

**Project publications**


MEZ

Multilingual development.
A longitudinal perspective

Introduction
Interest in the question of whether growing up multilingually has an inhibitory or beneficial effect on one’s education rose sharply in Germany following the results of the large international comparative school performance surveys. On the one hand, multilingualism appears to cause disadvantage. On the other hand, however, there are indications that multilingualism can serve as a good basis for successful (language) learning. The aim of the MEZ study is to identify conditions under which multilingualism can successfully develop or not. We wish to lay the groundwork for the development of alternative courses of action that will increase educational opportunities for young people growing up multilingually. At the same time, MEZ aims to contribute to social cohesion among a linguistically and culturally heterogeneous population. We believe that strengthening the linguistic resources and potential of young people, including their multilingualism, makes an important contribution to improving their educational success and participation in society.

The project is not only aimed at migrants but is also concerned with successful multilingual development for pupils from monolingual German families. They also encounter multilingualism, which is investigated as part of MEZ: All pupils in Germany learn at least one foreign language in addition to German, and many learn a second or even third foreign language at school. Multilingualism is therefore an intended goal for all children and young people in Germany. The results of the MEZ project should therefore contribute to a better understanding of the various language skills of all young people and how they may be used for educational success.

This longitudinal investigation of students from monolingual German and multilingual (migrant) families will generate findings on (a) the linguistic and non-linguistic factors which positively or negatively influence multilingual development processes and (b) how this relates to academic development. The added value of longitudinal observation lies in the fact that development processes can be traced and causes uncovered.

Institution
University of Hamburg,
University of Mainz,
University of Potsdam

Project duration
October 2014 –
September 2019

Team
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Dr. Marina Lagemann,
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Dr. Peter Siemund, Thorsten Klinger,
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MEZ is an interdisciplinary study, making it possible to address the complexity of the research question via complementary theoretical and methodological approaches. Cooperating researchers represent intercultural education, educational psychology, English, Romance and Slavic linguistics.

**What is investigated and how?**

In the MEZ study, two parallel starting cohorts from 7th and 9th grade are followed to the end of 9th and 11th grade, respectively. Four measurement points take place during that period. The participants include students with Russian or Turkish as their heritage language as well as a monolingual German group. The study examines the development of skills in German, in the heritage languages (Turkish and Russian), as well as in English (as the first foreign language) and, for some pupils, French or Russian (as the second foreign language). Additionally, general educational developments are observed.

Tests for language and for non-verbal cognitive skills are implemented, as well as questionnaires for pupils, school principals and parents. These surveys are carried out in paper-pencil format over two school days at the participating schools. In addition, a one-off online or telephone survey is conducted among those pupils who leave the education system during the course of the study.

Language tests are used to assess receptive (reading and listening comprehension) and productive (written) skills in German, in the heritage languages Russian and Turkish, in the foreign languages English and, where applicable, French and Russian. The background questionnaires are used to collect detailed information on the educational and vocational orientation of the young participants. Further contextual, personal and linguistic factors that influence language development and educational achievement (e.g. migration biography, language use, motivation, various social aspects, school programmes) are re-
State of research

By summer 2018, the four planned survey waves were carried out in cooperation with IEA Hamburg (International Association for the Evaluation of Educational Achievement). Measurement point 1 took place in early 2016, measurement point 2 in autumn 2016 and measurement point 3 in early summer 2017. The fourth and last wave took place in early summer 2018.

Upon completion of the second measurement point, the MEZ sample had increased from approx. 1,800 to around 2,060 students from a total of 75 schools. All learn English at school; around 850 of them also learn French, and 70 Russian. A total of 943 attend a grammar school (Gymnasium). We can report that around 55% of the MEZ students grew up speaking just German; 29% have a German-Turkish background, and 17% German-Russian.

Working papers that detail the survey data and project findings are available on the project website: www.mez.uni-hamburg.de. The schools involved in the study are regularly informed of significant findings from which it is already possible to derive insights into similarities and differences between the groups, as well as students’ strengths and weaknesses in the various assigned tasks.
What does this mean for educational practice?
The expected practical benefit is primarily to gain better basic information on the conditions that foster or hinder multilingual development and, thereby, school-based learning. This can in turn provide a basis for shaping school activities, as well as advice for parents and the students themselves. In particular, information on the mutual influences of the different languages possessed by the pupils will be useful for the design of educational processes. So-called ‘transfer’ between languages could be used systematically for teaching and learning. The study will also provide information on the strategies deployed by students themselves when making connections between their languages. Such strategies can be of disadvantage if they lure learners onto the wrong track. However, they can also be supportive when they are systematically developed – but this requires expert support in the classroom. Such findings can be integrated into teacher training as well as material development and teaching design. Furthermore, by identifying motivational factors in language learning, students can be guided in career choices – for example, by looking at the perceived benefit of multilingual skills in the transition to vocational training or the labour market.

Project publications
https://www.mez.uni-hamburg.de/5Project_publications.html
**MIKS**

Multilingualism as a field of action in intercultural school development.  
An intervention study in primary schools

**Institution**
University of Münster

**Project duration**
October 2013 – September 2016

**Team**
Prof. Dr. Sara Fürstenau,  
Dr. Katrin Huxel,  
Farina Böttjer

**Introduction**

Multilingualism is a basic condition in all aspects of school life. The teaching of German as a second and academic language is therefore an important task, while, in addition, all other languages that children bring with them to school are a resource that can be used for learning. When children are encouraged to make use of their home languages during lessons, it can be beneficial for everyone involved. The school’s job of teaching and providing support in German can be meaningfully complemented by including children’s multilingual experiences.

In this regard, the MIKS project developed, tested and scientifically evaluated a concept for teacher professionalisation and school development. The leading research question was: How can a teaching staff be successfully supported to recognise the multilingualism in their own school as a resource and to use it for language teaching and formal learning in productive ways?

Previous research findings on teacher professionalism and school development guided the design of the MIKS concept. Carried out over a period of 1.5 school years in three primary schools, it included the transfer of knowledge (psycholinguistic and sociolinguistic foundations), trial phases in lessons (via the implementation of multilingual teaching approaches), and guided reflection exercises concerning the experiences and beliefs of participating staff. Staff were thereby supported in integrating constructive approaches to multilingualism into their normal school routines.

**What was investigated and how?**

In the three primary schools, lessons were observed and interviews carried out with teachers and principals. Extensive field notes were taken during the internal training session and reflection days in the schools. In order to capture the effects of the measure, questionnaire surveys were conducted prior to and following completion of the intervention. Staff from the three project schools, as well as from three comparison schools, took part in this survey, which included topics on knowledge, beliefs and strategies in the field of language education and multilingualism.
Results

A number of quality criteria concerning the content and methods of a professionalisation and school development concept for the incorporation of multilingualism in schools and the classroom emerged in this intervention study:

- Teaching and support staff can understand the effects of multilingual socialisation on the linguistic, cognitive and socio-emotional development of children and young people from a psycholinguistic and neurolinguistic perspective.
- Working on an overall language concept for the school brings together different areas of language education: multilingual didactics, the teaching of German as a second and academic language, literacy teaching, heritage language teaching and foreign languages.
- Strategies for school and curriculum development facilitate the institutionalisation of long-term plans for the incorporation of multilingualism in school and in the classroom.

Innovation is most likely to take place when all those involved have new and positive experiences with multilingualism at school and in the classroom.
What does this mean for educational practice?
Even small steps in school development led to new practical experiences among the participating staff teams. Together with pupils and parents, they made family languages visible and audible throughout their schools. They also tried out new practical approaches in their lessons, taking into consideration languages that they themselves do not understand. The teachers’ sense of self-efficacy in the area of multilingualism rose considerably in the participating schools, meaning that, upon completion of the intervention, the teachers believed in their ability to include and deal with pupils’ languages in a constructive way.

Project publications


MIKS II

Dissemination of a professionalisation and school development concept in an age of new migration

Introduction
The objective of MIKS II (2016-2019) is to adapt the professionalisation and school development concept developed in MIKS I to primary schools that have received large numbers of newly arrived pupils. It is being circulated in 18 schools in North Rhine-Westphalia (NRW) via a training programme for designated ‘disseminators’, run in cooperation with LaKI, the regional coordination unit for local integration centres there. The disseminators work for the local integration centres as teacher trainers.

The research team initially communicates the MIKS concept to 13 teacher trainers via a targeted training programme. These teacher trainers then implement the concept in the project schools as part of a qualification process for staff in the field of multilingualism. Depending on the size and capacities of each school, either the whole staff or a selected group take part. The training and qualification sessions take place over an 18-month period and include content-based modules as well as sessions for guided reflection.

What is investigated?
The MIKS II intervention comprises two levels:
1. training for disseminators (training the trainers),
2. qualification of staff at the school level by the disseminators (teacher trainers).

The overarching research question is as follows: In an age of new migration, how can teacher trainers be supported to implement the MIKS professionalisation and school development concept?

Both the training of teacher trainers and the processes and effects in the project schools are being scientifically evaluated. The training is evaluated via a questionnaire survey and group interviews with the teacher trainers. Extensive and detailed field notes are taken during all training sessions. In the project schools, questionnaire surveys are conducted among the staff prior to and following completion of the qualification phase. Comparison schools also take part in the survey. The head teachers in the project schools are interviewed before and after the qualification phase. Four of the 18 project schools are focus schools, and the qualification sessions and some lessons are observed (participatory observation).
**Expected outcomes**

This research intervention project is expected to shed light on:

- The quality criteria for a ‘training the trainers’ programme in the field of multilingualism;
- Processes of professionalisation and school development in primary schools that implement the MIKS concept;
- Experiences with multilingual teaching approaches in primary schools with large numbers of newly arrived pupils.

Dealing with migration-related multilingualism in a productive way, as part of a school development process that is sensitive to migration, is an educational policy aim in North Rhine-Westphalia (NRW). The teacher trainers who participate in MIKS II will continue to implement the MIKS concept in schools even after the completion of the project. Furthermore, it is possible that the concept could be transferred to other federal states in Germany in the future. The MIKS concept for professionalisation and school development can also be adapted to secondary schools.

**Project publications**

A. Ticheloven, T. Schwenke-Lam & S. Fürstenau (in prep.): “Multilingual Pedagogies in Regular German Primary Classrooms. How teachers employ language comparisons.”


J. Dlugaj & S. Fürstenau (2019): “Does the Use of Migrant Languages in German Primary Schools Transform Language Orders? Findings from Ethnographic Classroom Investigations.” In: Ethnography and Education. The value of ethnographic research for multicultural and intercultural education (Special Issue), doi: 10.1080/17457823.2019.1582348
MuM-Multi

_Fostering language in multilingual mathematics classrooms – efficacy and effects of mono- and bilingual interventions_

**Introduction**
Tests often reveal disparities in mathematics achievement between monolingual and multilingual adolescents. The languages of multilingual pupils thus appear to matter to subject lessons such as mathematics. This project aims to investigate and understand the role of multilingual repertoires for subject-related learning. Demands to consistently utilise pupils’ multilingual resources for learning are often repeated. But how can such demands be realised in the concrete practices of classroom interaction? And which conditions for successful multilingual learning/teaching ought to be considered?

Other studies reveal correlations between multilingual competences and subject achievement as well as transfer from one language to another. The present research project goes beyond existing findings by focusing on actual multilingual teaching and learning processes. For this purpose, monolingual German and bilingual Turkish-German content- and language-integrated interventions were conducted among 7th grade pupils. The interventions sought to investigate how conceptual understanding and language practices can be integrated and what impact multilingual resources might have on conceptual understanding. Two research questions guided the comparison between the monolingual and the bilingual interventions on their understanding of fractions in mathematics:
- Does learning (for the conceptual understanding of fractions) differ between the monolingual, bilingual and control group over the course of the intervention?
- In which situational circumstances are particular languages deployed for mathematical learning?

**What was investigated and how?**
Taking a mixed-methods approach, a randomised control trial was combined with qualitative video analysis of bilingual teaching and learning processes. The sample consisted of 128 Turkish-German 7th graders with relatively weak grades in mathematics.

Monolingual and bilingual interventions for the conceptual understanding of fractions were compared. The quantitative analysis, based on the dependent variable of conceptual understanding of
fractions, measured the effectiveness of the interventions. Control variables included language proficiency in German and Turkish, migration background, socioeconomic status, and general cognitive abilities.

The qualitative analysis investigated the situational effects of bilingual instruction, videotaped during the interventions. Cases were contrasted and compared by linguistic and mathematics-specific epistemic analytical procedures.

**Results**

The quantitative analysis showed the following:

1. Pupils’ multilingual resources can be activated for learning (even as late as 7th grade);
2. On average, increases in mathematical learning in the bilingual intervention were comparable with those of the monolingual intervention. Bilingual teaching does not limit mathematical learning, even when initiated in 7th grade;
3. Students with high proficiency in Turkish profited significantly more from the bilingual intervention than those from the monolingual intervention. Effectiveness must thus be assessed differentially;
4. The more learners use and mix all of their languages, the more they profited from the bilingual intervention. That is to say, the amount of Turkish used (including in code-switching) is relative to increases in learning.
The quantitative findings (Schüler-Meyer et al., 2019 a, b) are further supported by the qualitative analyses (Redder, 2018; Wagner et al., 2018; Kuzu & Prediger, 2017):

5. Different strategies could be identified for teachers and pupils concerning the activation of multilingual resources for subject-specific learning. Only some of these strategies were shown to support learning in mathematics. This suggests that the ways in which multilingual learning opportunities are realised are crucial to learning success;

6. Relating languages and registers appear to be most relevant for conceptual development. When the bilingual-connective mode is adopted, conceptual development seems to deepen. This happens especially in phases of consolidation.

This research thus contributes to theory development regarding multilingual action-competence in subject-specific learning processes.

What does this mean for educational practice?
While this project addresses fundamental research on multilingual resources for learning, important consequences for classroom practices can also be inferred:

- The activation of multilingual resources for subject-specific learning can begin at all ages, even as late as 7th grade;
- The better the home language proficiency, the more the pupils can profit from multilingual learning opportunities. Home languages should therefore be developed to an academic degree.
• Pupils can use their home languages to build a deep and highly connected understanding of subject-specific concepts and to link them to everyday experiences. This may also occur when the teacher does not speak the home language as phases of consolidation are crucial. So, small group work should be encouraged to use mixed modes.

• Mixed language modes should not be considered improper, but as relevant learning opportunities as they seem to support knowledge connections.

A possible maxim for educational practice could be:
Do not worry about language-mixing and code-switching! Both have been shown to support mathematical learning!

References & project publications


MuM-Multi II

Fostering language in multilingual mathematics classrooms – multilingual strategies of resident and newly arrived emergent bilinguals

Introduction
Supporting multilingual learners in the mathematics classroom has become even more urgent due to the increased number of newly arrived immigrant students in Germany. However, there is still a lack of teaching approaches and empirical insights into how to integrate multilingual resources in linguistically diverse classrooms, as well as on their possible effects on mathematical understanding. MuM-Multi II aims to develop concepts for and learning theories of multilingual mathematical learning. To this end, it builds on MuM-Multi I in which conditions for successful learning processes in a multilingual teaching intervention on fractions were qualitatively and quantitatively investigated. The follow-up project aims at providing insights into the ways in which different groups of multilingual learners, in particular newly arrived pupils and multilingual students born in Germany, might profit from their multilingual resources being activated for learning. On top of that, the implementation of a teaching intervention is being investigated and developed. Theoretically, the project contributes to understandings of multilingual practices for comprehending mathematical concepts in interdisciplinary ways. It thereby provides a basis for curricular guidelines and teacher professionalisation.

What is investigated?

Working area A
Analysis and comparison of performance and background data of monolingual and multilingual pupils born in Germany and newly arrived immigrant pupils.

Working area B
Initiation of multilingual cooperative group work in small groups for n=21 newly arrived multilinguals. Comparative analysis of discursive multilingual practices and their effects on mathematical learning processes, using video data from MuM-Multi I of students born in Germany.

Working area C
Investigation and development of regular mathematics classrooms in linguistically diverse settings with-
in the framework of design research (Prediger, Gravemeijer & Confrey 2015). Over three cycles in two classrooms, each lasting 4 hours, different strategies to foster multilingual practices will be integrated and evaluated.

**Working area D**
Synthesis of results into innovative theoretical contributions for mathematical learning in linguistically diverse classrooms.

**Expected outcomes**
The main expected outcome will be differential findings on students’ heterogeneous strategies and benefits regarding activation and use of their multilingual repertoires. These findings will inform the development of multilingual teaching approaches for mathematics classrooms in which pupils who grow up mono- or bilingually may work together with newly arrived pupils.
Russian and Polish heritage languages as a resource in the classroom

Investigating the role of school and family contexts for the use of heritage languages by students with a migration background

Introduction
The objective of this project was to analyse the language proficiencies and use among adolescents from Russian- and Polish-speaking families in Germany. The main research interests of the project were to determine:
1. proficiency levels in the heritage language (Russian or Polish) and in German
2. the role of parental input for the development of proficiency in both languages
3. language use and attitudes within the families
4. the potentials of multilingualism as perceived by the adolescents and their parents

What was investigated and how?
A total of 45 adolescents living in Berlin, Hamburg and Leipzig, along with one parent, were tested in two waves (2014 and 2015) regarding their skills in the heritage language (Russian or Polish) and German. The skills tested included listening and reading comprehension, writing, speaking and language mediation, orthography, pronunciation, grammar and lexis. It was thereby possible to evaluate the adolescents’ proficiencies and their development during the process of language acquisition. The adolescents and their parents also answered questions concerning their personal language learning biography, language attitudes, family language policies and their use of the heritage language in everyday life. It was thus also possible to evaluate the quantity and quality of parental input in their children’s language development and the effect that this may have on proficiency levels.

Results
Adolescents from both language groups (Polish/Russian) showed well-established and well-balanced competences in German. In their heritage language, however, they exhibited a considerable degree of variation in the tested skills, especially with regard to written registers. The strongest results were achieved in oral proficiencies in the respective heritage language, including listening comprehension, with some speaking without an accent. This could also be confirmed by the adolescents’ and their parents’ personal assessments. In German, the adoles-
cents achieved a speaking rate twice as high and a greater reading accuracy compared with the corresponding results in the relative heritage language. The difference in proficiency levels between German and the heritage language became even more apparent in the written tasks. The adolescents used fewer target-like or pragmatically adequate forms in their heritage language; the produced texts were shorter and less elaborate than in German, and displayed orthographic problems. Lexical competence in the heritage language was stronger among those adolescents who speak Russian/Polish in their families and had received formal instruction in the heritage language.

Parental input proved to be the most important factor for heritage language development, although this was not the case for the German language. Comparing the quantitative with the qualitative data allows for interesting insights into the commonalities regarding Polish and Russian heritage language acquisition and maintenance, as well as differences connected with the places of residence of the respective families.

Most of the study participants can be classified as being from well-educated families. Most of the mothers surveyed were undertaking systematic efforts to maintain their children’s heritage language. However, awareness of factors relating to language maintenance, including their own ability to influence their children in this regard, varied widely within the group. This could be seen in the families’ different discourse strategies and language policies. In the interviews, the parents confirmed that their children often act as language mediators in everyday life; in doing so, they experience self-efficacy and increased appreciation of their multilingual competences. It also became apparent that parental persuasion coupled with perseverance and effort on the part of the adolescents is necessary to attain the goal of regular attendance at additional heritage language classes.

**What does this mean for educational practice?**
We identified some of the contributing factors to both adolescents’ and parents’ positive perceptions of their heritage language and the potential that they
associate with knowledge of the language. The adolescents who had received formal heritage language instruction appear to benefit especially with regard to literacy skills, and could also perceive their learning progress.

However, the potential of heritage language knowledge is not always recognised in mainstream school settings where the adolescents’ multilingualism rarely comes into play (we noted here only a few positive exceptions). Some of the adolescents were convinced that their teachers did not actually know that they speak another language alongside German. On average, the participants were able to name a significantly higher number of parallels between their languages in comparison with the teachers who were interviewed as part of the project. Although the adolescents are made aware of the risk of interferences from German during Polish- and Russian-language classes, ‘language comparison’ is not exploited as the teachers strive to establish a monolingual teaching ideology in the heritage language classroom. The results of this study may serve as a starting point for determining linguistic properties that should be dealt with to a greater extent in heritage language education and should be included in a yet-to-be developed didactic programme for the teaching of heritage languages.

The cooperation between the two teams within the project allowed for the development of innovative instruments that illustrate and document the benefits of multilingualism especially well, and that should receive particular consideration when expanding the potential of multilingualism within the framework of systematic teaching of the heritage language.
Project publications


Language awareness and multilingualism

*Developing a resource-oriented didactics for heritage and foreign language education with the example of Russian and Polish heritage speakers*

**Introduction**

The joint research project aims to develop didactic approaches for heritage language teaching based on the findings of the previous research project regarding the language proficiencies and learning needs of Russian- and Polish-speaking adolescents.

Our main focus lies on the ways in which these adolescents may capitalise on their existing language resources and metalinguistic competences (language awareness and language learning strategies) in acquiring additional languages.

**What is investigated?**

We continue the longitudinal analysis of heritage language proficiencies among adolescents in the first study, with additional questions for investigation:

1. How does knowledge of other languages (German, foreign languages learned at school) impact the process of heritage language maintenance?
2. Does the acquisition of additional languages contribute to the language awareness of these adolescents?
3. Do the heritage language speakers generally display a higher degree of language awareness when compared with foreign language learners coming from a monolingual background?

These topics are combined with observations on the effects of foreign- and heritage-language education programmes which focus on differentiation and methods to foster language awareness. Teaching units which internally differentiate between different types of learners will be prepared, introduced and discussed in close cooperation with teachers of Russian and Polish. Furthermore, specific instruments are being developed to determine metalinguistic awareness regarding the heritage language as well as general aspects of language awareness among multilingual adolescents. Results will be compared with those of monolingual adolescents.

**Expected outcomes**

From a linguistic perspective, the project will contribute to a better understanding of factors responsible for maintaining heritage languages in the long
term. The goal of this action research, conducted together with teachers, is to develop recommendations regarding the inclusion of learners’ linguistic and cognitive resources in heritage language education. We focus on the effects of internally differentiating measures within heterogeneous learner groups.

**Implications for educational practice**

We will develop guidelines for teachers, along with corresponding teacher trainings, on how to use heritage language knowledge for language education in the classroom. The findings should be of great interest and practical use to teachers as we will document best practices from the interventions along with guided simulations of similar scenarios during the teacher trainings.
Writing skills in lower secondary school and the involvement of Turkish – An empirical study on the effects of promoting writing skills in subject lessons and in the heritage language Turkish

Introduction
Subject-specific writing (such as writing up experiments in science class) is a central aspect of language-sensitive teaching, as it is in the writing process that subject content is directly dealt with. This project investigates the interrelation between subject-based skills and writing skills in academic German and in the heritage language Turkish in view of overall biliteracy development. Innovative and interdisciplinary cooperation between the research disciplines German as a Second Language, social and natural science didactics and Turkish studies enables a comprehensive examination of subject-specific and language educational concepts.

What was investigated and how?
This study analyses linguistic-cognitive approaches (e.g. describing or explaining) and the functionally appropriate linguistic means of expression in texts produced by students in class. The text types explored in this project are: the experimental protocol in physics, technical analyses in technology, historical judgment in history, and diagram description in politics.

Test instruments | Measured abilities/characteristics
--- | ---
Writing task in technology, physics, history and politics – technical and linguistic analysis based on a category system | Subject-specific and linguistic writing skills in technology, physics, history and politics
Writing tasks in German and Turkish lessons – content and language analysis based on a category system | Academic language writing skills in German and Turkish
C-Test in German and Turkish | General language skills in German and Turkish
Knowledge test in technology, physics, history and politics | Subject knowledge in technology, physics, history and politics
Questionnaire in German and Turkish lessons | Socio-economic, linguistic and demographic background data

Table 1: Test instruments used and skills measured
Data from 1,718 students in 7th and 8th grade were collected in accordance with the parameters outlined in Table 1.

In the quantitative part of the study (see Figure 1) connections between texts from German lessons and subject lessons were examined. Specifically, it was examined whether pupils from 7th and 8th grade transfer text-specific competences from German to subject lessons and whether this occurs more in the case of descriptive texts or in graphics. Furthermore, the connection between language and subject learning was examined. A leading question was whether pupils with a higher level of language skills also showed higher levels of subject knowledge. Additionally, interlingual effects among Turkish-speaking pupils who attend lessons in the heritage language were investigated. The focus here was on linguistic-cognitive text features (e.g. text structure or perspective-taking).

In the qualitative part of the study (see Figure 2), teaching and learning materials were developed on the basis of the quantitative findings for coordinated, genre-specific writing for the four subjects (history, physics, politics and technology) as well as Turkish heritage language lessons. A qualitative model review took place for the subjects history, physics and Turkish as heritage language.

Using approaches from multilingual support and scaffolding, the pupils independently produced texts pertinent to the subjects history, physics and heritage language lessons (Enli, 2015; Metropolitan East Disadvantaged Schools Programme, 1989) in three phases (deconstruction - joint construction - inde-
In line with the translanguaging approach (Roll, Gürsoy, & Boubakri, 2016), pupils were encouraged to use both languages during the group work phases. As the project concluded, group discussions were held with both pupils and teachers to obtain feedback on the materials used in the study and the writing intervention itself. It was revealed that some Turkish-speaking pupils used some of the linguistic structures acquired in heritage language lessons in writing in subject lessons.

Independent construction). This genre-based support for writing thereby included the demonstration and application of both linguistic and textual particularities. For the writing task in Turkish heritage language lessons, academic language texts were chosen as their features are also relevant to other subjects. The writing task for Turkish as heritage language was conducted prior to the other writing tasks in order to observe whether multilingual resources could be activated in subject teaching.
Initial findings

For history, politics and technology, correlations between the scales for subject-specific and linguistic writing skills could be observed (see Table 1 above). In all subjects there were high, positive correlations between academic and linguistic achievements in the texts produced by the participating pupils. The more students deploy the necessary linguistic means for subject-specific text types, the higher the subject-specific correctness of those texts. In addition, medium to high correlations are also shown for subject knowledge as well as interdisciplinary textual competence in German. Connections between subject knowledge, subject-oriented language and academic language skills can be proven.

The evaluation of the group discussions with the German and Turkish-speaking pupils shows that, when coordination between heritage language and subject lessons takes place, knowledge transfer from one to the other is possible and awareness of the linguistic requirements of different types of texts increases. The Genre Cycle approach proved to be effective, as the pupils came to understand, with the help of a ‘model text’, the linguistic and textual particularities of writing in various subjects. Initial observations show that German/Turkish-speaking pupils compose longer texts in both German and Turkish, while taking greater account of the linguistic means required for subject-specific texts. For example, in the post-test, the passive voice used for writing up an experiment in physics was transferred to describing building instructions in Turkish (although emphasis in Turkish lessons lay on creating coherence in writing). In the pre-test, the same pupils seldom used the passive voice in Turkish, opting instead to address the reader directly. These qualitative results support the quantitative findings and indicate promising outcomes in terms of literacy development when subject and heritage language lessons are coordinated.

What does this mean in practice?

Language and subject-specific learning must be seen as two sides of the same coin. In order to create subject-specific texts, students require not only subject but also subject-oriented language knowledge. Text ‘types’ must thus be introduced to subject-oriented language education and taught explicitly in those lessons.
The mediation and appropriation of linguistic means and behaviours in heritage language lessons can trigger cognitive thought processes that can be used in subject lessons. The coordination of linguistic and textual knowledge in the heritage language and in German, as well as the systematic coordination of heritage language with subject lessons, may also reduce inhibitions among German-Turkish bilingual pupils to use their heritage language as a resource for learning.

Suggestions for coordinated language education between heritage language lessons and all subjects:

1. Internal subject-specific considerations: Which language patterns are required in subject-specific texts? What means need to be acquired to produce such texts?
2. Exchange with other subjects: Define common linguistic patterns means and behaviours required in written texts;
3. Exchange between subject and heritage language teachers: Work out basic linguistic approaches in the heritage language that also prepare pupils for subject lessons.

Project publications


**SchriFT II**

*Writing in subject-specific lower secondary education, with the inclusion of Turkish. An intervention study on the effectiveness of interdisciplinary and subject-specific writing support in cooperative learning settings*

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**Introduction**

The basic assumption remains that genre-based, epistemic writing, which systematically combines linguistic-cognitive patterns of action (i.e. how to describe, explain or justify in writing) with linguistic knowledge of expression, offers an effective method of promoting language and subject-integrated learning. Linguistic-cognitive behaviours offer the possibility of a multidisciplinary and cross-linguistically coordinated approach. The coordinated expansion of literacy skills, also in the heritage language, is conducive to – according to our hypothesis and following other findings in research on multilingualism – the development of comprehensive cognitive abilities.

In the first phase of the project, the SchriFT model for supporting language and conceptual skills could be validated with regard to multidisciplinary, cross-linguistic, subject- and language-specific competencies among mono- and multilingual pupils. The tests that we conducted indicated an average correlation between technical language abilities and subject knowledge in written texts for physics, technology, politics and history.

These findings suggest, and are accordingly taken up in the follow-up project, that the imparting and acquisition of subject-specific writing skills should take place in subject-specific lessons. The findings also show transfer effects at the linguistic level between subject-oriented language skills and interdisciplinary academic language abilities in both German and Turkish. That such transfer effects can be proven serves as the basis for coordinated language support across all subjects, and this is to be empirically examined here.

**What is investigated and how?**

A quasi-experimental design, adapted to the participating schools, is planned for all subjects (physics, technology, history, politics, German, and Turkish) in 7th and 8th grade.

The aim is to examine the effectiveness of writing support on writing skills in the subjects. Comparable writing tasks are administered in all subjects and in both languages, in which pupils have to describe, explain and justify (the three linguistic actions). These are embedded in situated writing arrangements,
structured according to the principles of scaffolding, i.e. with linguistic support measures. At the same time, the research project is highly relevant to educational practice as it will empirically test the effectiveness of teaching models and materials, as well as concepts for subject-oriented, networked and biliteral language education.

**Expected outcomes**
From a linguistic perspective, the project results will contribute to a better understanding of the factors responsible for the long-term preservation of heritage language skills. The results will flow directly into a resource-oriented lesson design for heritage languages, which will be operated and evaluated by teachers (working together with the researchers), leading eventually to the development of lesson recommendations. It is anticipated that the results will therefore find acceptance among teachers. Interventions from the project will be documented and presented with best-practice examples, which can be used for teacher professionalisation and adapted according to teachers' own practices. Concrete recommendations for teacher practice will be produced upon project conclusion.
SimO

Writing skills support in multilingual secondary schools.
The effect of profiled revision tasks on written production
of 6th grade students in the L1s German and Turkish and
the L2 German

Introduction
Despite the importance of literacy education, especially for students raised speaking heritage languages in addition to German, little is known about writing competencies in both languages of students as they begin secondary school in Germany. Drawing on insights from multilingualism and literacy research, the goal of SimO was to understand better how different writing settings in majority language German classes can support writing skills in the first language German, in the second language German and – for students participating in Turkish heritage language classes – in the Turkish language. The collaborative project thus examined both the effects of the differently profiled writing settings on writing skills in German and the potential for interlingual transfer into the heritage language Turkish.

What was investigated and how?
To this end, 322 6th grade students in 15 classes from three different schools participated in an intervention study. Each student took part in one of four different writing settings over the course of one month. The writing settings involved either the presentation of (1) topic knowledge (this became the control group), (2) topic knowledge and task schemata (language functions), (3) topic knowledge and language-dependent text schemata (language forms), or (4) topic knowledge, task schemata, and language-dependent text schemata.

The study extended over five months, and included a pretest, four intervention tasks, and two follow-up tests in German, as well as seven control tasks in Turkish. In all cases the writing arrangement consisted of a revision task in which students were asked to improve on a poorly written description of a superhero or super villain. All tasks had the same structure but used different characters to prevent students from reiterating previous texts. Students composed a total of seven different character descriptions in German class and – for those who took part in Turkish classes – seven subsequent descriptions during the same weeks in Turkish.

The analysed data included all 2166 German texts of the 322 participants, as well as 607 Turkish texts written by the 91 students who also took part in Turk-
ish class. Supplementary data were gathered on students’ reading abilities in German (using the standardised FLVT test) and in Turkish (using an adaptation of the TELC test for Turkish), students’ classroom grades, and diverse individual information, including reading and writing preferences, interests, and bilingual and biliteral competencies. The written texts were analysed according to three measures: (1) text length (number of orthographic words), (2) analytic rating of text quality, developed specifically for the SimO project, and (3) holistic rating of text quality.

Results
Results showed that, first, there were no differences between students who speak solely German at home with their parents, students who speak mostly a heritage language at home, and students who speak a combination of both. Thus, earlier studies showing differences between these groups were not supported by the SimO study.

Second, intralingual intervention effects were evident. Students participating in writing tasks involving task schemata (groups two and four above) profited most from the intervention, whilst students receiving only topic knowledge support or form-focused support without schematic information also improved, but not as much as those who received task schemata information.

Third, interlingual intervention effects were also evident, provided students profited from the intervention in German and participated in interventions which focused on task schemata only (group two above). Thus, even those students who profited in German from a form-based intervention, or from a schema and form-based intervention could not transfer this knowledge to Turkish, whilst students who profited from an intervention involving (only) language functions could, and subsequently did, produce better texts.
Conclusions

The study showed that students’ writing can be improved through language-focused instruction, especially when information on language function is included in the writing tasks; simply providing language forms, however, does not result in a marked increase in text quality. Furthermore, the concentration on language function has an added, interlingual benefit: students who focus on task schemata not only benefit in the focus language, but can also transfer this newly gained knowledge to another language, even without further intervention.

References


Project publications


**TimO**

*Text revision in multilingual secondary schools*

**Introduction**

To date, little is known either about the effects of language-based interventions in writing class or about writing competencies in both languages of students raised speaking a heritage language. The goal of the SimO project was thus twofold: First, the study aimed to investigate whether different writing settings in German led to a change in the quality of students’ texts. Second, it explored the cross-linguistic potential of such interventions for the heritage language Turkish. To this end, 322 6th grade students participated in a longitudinal project in which each student wrote seven texts in each language, culminating in a total of 2166 German descriptive texts and, for the 91 students also attending Turkish language classes, 607 comparable descriptive texts in Turkish. The task in all phases was to improve a poorly written character description of a superhero or villain. Texts were rated according to various aspects of quality.

**What is investigated?**

In TimO, the focus shifts from the quality of the students’ written texts to their writing process, and specifically to the types, numbers and quality of revisions they carry out in both languages. In writing research, revision is considered paramount to the quality of written texts and the development of writing skills; however, it, too, has received little attention in bilingual writing studies, and specific concepts for its training are lacking. TimO therefore sets both research and pedagogical goals. The German and Turkish texts written during the SimO intervention study are analysed according to their scope, their development over the course of the study and their interlingual correspondences. Specifically, students’ choices as to how (for example, by deleting text passages) and which content (text schemata such as comparison) to revise are examined. Of special interest is whether individual characteristics of the learners themselves or language-specific qualities better predict the use and quality of revisions.

**Institution**

University of Bremen, University of Siegen

**Project duration**

October 2016 – September 2019

**Team**

Prof. Dr. Nicole Marx, Prof. Dr. Torsten Steinhoff, Yasemin Can, Ursula Schöllmann
Expected outcomes

On the basis of these findings, and in cooperation with participating schools, we aim to develop a cross-linguistic pedagogical model that focusses on revision as a central activity, emphasising the importance of revision in all languages and supporting students’ transfer of revision skills between and across languages.
Language skills and metalinguistic awareness

*Metalinguistic interactions in multilingual learning settings as a predictor of metalinguistic awareness and its relevance to the learning of German, foreign and heritage languages*

**Introduction**

Metalinguistic awareness can be defined as the ability to reflect on language and its utilisation in order to use it purposefully and consciously for accomplishing intended linguistic behaviour. Its development and enhancement is therefore a critical task in language lessons. To date, little is known about the development of metalinguistic awareness or the factors that promote it. In the References, it is postulated that metalinguistic awareness first correlates with primary language development and second with general cognitive development. What is more, multilingualism is assumed to also play a role in the development of metalinguistic awareness. Yet, so far, there have been no empirical studies that broadly investigate these hypotheses.

This project investigated the metalinguistic awareness of mono- and multilingual primary school children on the basis of their linguistic and cognitive development. The study aimed, firstly, to capture how children processed linguistic structures and, secondly, to investigate correlations between the language skills of mono- and multilingual children and their metalinguistic awareness.

Because metalinguistic awareness is a mental construct which cannot be directly observed, verbal data were generated in order to obtain language-related reflections. A procedure was developed as part of this project to guide children in making linguistic reflections, without influencing or limiting the content of their reflections.

1. Against this backdrop, the first research question of the investigation was as follows: *How can metalinguistic awareness be assessed and described on the basis of metalinguistic expressions?*
2. Because the relevant References has not yet conclusively reported on the role of linguistic and cognitive development, the second research question was thus: *Is there any relation between the language skills in the first and second languages and metalinguistic awareness?*
3. Furthermore, the role of multilingualism in the development of metalinguistic awareness has also not been widely investigated, although it is often assumed to be a resource for solving metalinguis-
tic problems. The third research question was thus: *How do multilingual primary school children use their first language abilities to deal with metalinguistic tasks?*

It was hypothesised that multilingual primary school children, drawing on their linguistic resources in their heritage language, may show qualitative as well as quantitative variability in their metalinguistic expressions.

**What was investigated and how?**

**Data measurement I**

Firstly, demographic data concerning gender, age, birthplace (child and parents) as well as language usage in the family and among peers were collected in interviews with the participating children (N = 400). Then, their general cognitive abilities and language skills in German as well as in Turkish and Russian (for the children who speak these heritage languages) were assessed. For this, an adapted version of the diagnostic instrument Tulpenbeet was used (Reich, Roth & Gantefort, 2008).

**Data measurement II**

Metalinguistic expressions were then assessed as indicators of metalinguistic awareness. For this purpose, a new procedure called *M-SPRA* was developed which uses six reflection prompts. The participants had to solve metalinguistic tasks, which prompted them to make language-related hypotheses and observations and to verbalise their language knowledge.

A typical sequence in this procedure was as follows: Two children (forming an interaction team) operated the multilingual software *My First Stories* (2013). Together, they listened to and read the story *Maddox The Magician*, which is available in five languages (German, English, Spanish, Russian, Turkish). They had the option of switching from one language to another at any time. While the children listened to/read the story, the test administrator (i.e. member of the research team) asked questions and provided prompts for the children to express their language-related thoughts. They did this by interacting with their tandem partner and the test administrator. Interactive settings of this kind were recorded on video and then analysed to identify the metalinguistic expressions – i.e. the linguistic levels to which the participants refer – and examine the complexity of their expressions, that is, the depth of their reflection on language and the degree of analysis.

**Example: Count the words!**

One example of such a prompted interaction sequence involved children comparing the number of words in sentences presented to them in different languages. Children were shown the same sentence from *Maddox The Magician* in the five available languages (Figure 2). The test administrator then asked them why the number of words differed for each language. The children expressed and justified their assumptions as to why this might be the case. Their expressions were recorded and analysed.
Results

A wide spectrum of metalinguistic expressions was elicited and qualitatively analysed to identify indicators of metalinguistic awareness. Using the four-field model (Bredel, 2007), which distinguishes situation-related from non-situation-related linguistic reflections, the expressions were divided into two groups.

Situation-related metalinguistic expressions include the expressions that children spontaneously voiced while working with the multilingual software. This category comprises: self- and external corrections (e.g. “No, this should be pronounced <jo>”); language-related evaluations that concern language skills and/or attitudes or emotional judgements regarding other languages (e.g. “I can say almost nothing in Turkish because I am not Turkish”), and language-related descriptions that simply reproduce aspects discerned in the materials (e.g. “No capital letters are used here”).

Non-situation-related metalinguistic expressions were found using the M-SPRA assessment tool. These expressions can also be divided into three hierarchical categories, depending on the amount and degree of metalinguistic reflection. The lowest category contains language-related statements, followed by explanations and, finally, by analyses.

Taken altogether, the statements, explanations and analyses made by each child are considered to constitute a global value indicating his or her level of metalinguistic awareness. These levels were also controlled for with respect to general cognitive and language abilities. German-language ability, general cognitive abilities and metalinguistic awareness showed significant positive correlations.

At the same time, these correlations were too weak to explain metalinguistic awareness among the primary school children. It can thus be assumed that the development of metalinguistic awareness may be influenced by the school context and language classes. No significant correlation was found between Russian and Turkish heritage language skills and metalinguistic awareness. This indicates that German, as the language of schooling, plays a more important role in the formation of metalinguistic awareness among primary school children than languages spoken only in the family or with peers.
In this regard, the role of written language acquisition and school-related linguistic reflection ought to be investigated with respect to the development of linguistic knowledge.

To see whether multilingualism impacts metalinguistic awareness, the metalingual awareness values of multilingual children were compared with those of monolingual German speakers. Our analyses show that multilingual children produced a larger amount of metalinguistic expressions than their monolingual classmates, after German-language skills, general cognitive ability and age had been controlled for. With regard to non-situation-related expressions, the analyses show that multilingual children reflected on language on a higher metalinguistic level than their monolingual German classmates. It can therefore be assumed that children raised with more than one language are more capable of linguistic analyses than those who cannot draw on a second, comparative language. We can further assume that the children who spoke Russian or Turkish referred more often to their heritage languages than the multilingual children whose heritage languages were not available in the software program. Thus, the availability of a particular language somehow guided access to a student’s own linguistic resources. More studies with larger sample sizes are, however, necessary to test these assumptions.
What does this mean for educational practice?
The results of the study show that primary school children display a wide spectrum of metalinguistic abilities that may be useful both in and outside of school. Multilingualism can be – and is indeed – used as a resource for language reflection and language comparisons. What is more, German, as majority language, has a greater effect on metalinguistic awareness than the children’s first languages (where applicable). Other differences observed in this study lead us to believe that the pedagogical approach has a large influence on the development of metalinguistic awareness. In this regard, language lessons in primary school may have two functions: first, the development of metalinguistic awareness as an ability to make language and linguistic behaviour a subject of discussion and, second, the inclusion of existing multilingual resources in language reflection and language comparisons for the benefit of all children.

References


Project publications


Introduction
The formation of metalinguistic awareness (defined as the mental ability to comprehend the structure and function of language/s in order to use this knowledge for appropriate language use) is an implicit as well as an explicit goal of language lessons in school. To date, little is known about the development of metalinguistic awareness or its related factors. There are also few studies concerning the role of multilingualism for metalinguistic awareness.

The precursor project ‘Language Skills and Metalinguistic Awareness’ showed that multilingual primary school children (N = 400) – when involved in metalinguistic interactions – reflect in more differentiated ways and more frequently on language(s) than monolingual students (after controlling for age, cognitive ability and language skills) (Bien-Miller et al., 2017). Moreover, it was shown that the level of bilingual language proficiency (first and second languages) is an important predictor of levels of metalinguistic awareness (Akbulut et al., 2017).

The follow-up project MehrSprachen (ManyLanguages) focuses on the transfer of these findings to educational practice. The main objective is to investigate how German lessons that integrate reflection on languages and the usage of the heritage languages of bilingual students for language comparison affect metalinguistic awareness of primary school students. The main research question is whether the students benefit from German lessons that are oriented towards language reflection and comparison in terms of improving their metalinguistic awareness.

What is investigated?
The study follows an experimental design with two teacher-student groups. The treatment teacher group (N = 18) received training on the use of multilingualism for language reflection and comparison in German classes, which was designed as a reflective experience-based learning programme (Esteve et al. 2010; Wildemann et al. 2014). It was also provided with teaching and learning materials developed on the basis of the quantitative findings of a Delphi study. The Delphi study was conducted to determine the level of knowledge of primary school teachers...
and the needs related to their daily practice (Andronie et al., in prep.). The treatment teacher group used these multilingual methods and materials in their daily teaching practice and kept a record of their teaching experiences in a weekly digital diary (see also Wildemann et al., in press). The control group (N=17) did not receive any training and conducted classes as usual without integrating students’ heritage languages.

A total of 500 (245 monolingual and 255 multilingual) children were involved in the study, divided into the treatment and control groups. Data were collected at three measurement points. At the first measurement point, cognitive ability (CFT 20-R), proficiency in the German language (Tulpenbeet) and student motivation were collected. At the second and third measurement points, the metalinguistic awareness of the students (M-SPRA assessment tool (Wildemann et al., 2016)) was measured (post-test and follow up). The teachers’ attitudes to multilingualism, experiences and motivation were assessed at all measurement points. In this way, potential relations between the training, German-language lessons and metalinguistic outcomes among students can be analysed.

Expected outcomes
The ManyLanguages Project will generate insights into the effects of German lessons that are oriented towards language reflection as well as the impact of using multilingualism, including the heritage languages of plurilingual students, on the language accomplishments and metalinguistic awareness of primary school children. In addition, it will provide findings on the development of teachers’ attitudes to multilingualism over the duration of a teacher training programme, and on how teachers actively deal with multilingualism and use the heritage languages of plurilingual students in German-language lessons.

References
M. Andronie, S. Krzyzek, L. Bien-Miller & A. Wildemann (in prep.) “Theory and Practice: From Delphi-Study to Pedagogical Training.”
KoMBi – Coordination Office for Multilingualism and Language Education

As a cross-project research infrastructure, KoMBi assists the projects in the research cluster to network together and to disseminate research activities and findings in Germany as well as internationally. KoMBi also supports emerging researchers in the research cluster, and assists in the development of the research field. In the following we provide an overview of KoMBi’s work via selected activities.

Internal networking
KoMBi organises both internal meetings and workshops on overarching topics of relevance to the research projects. Some workshops have included ‘Working with Turkish language data’ (March 2015), ‘Archiving and re-using qualitative research data’ (July 2015), ‘Transfer of research results to educational practice’ (April 2016), and ‘Intervention in educational research’ (September 2018).

Publicising the research cluster (including dissemination of findings)
Via conferences, a newsletter database, our website and social media channels, KoMBi brings the work and findings of the research projects to a broad audience. We also target specific interested audiences:

• Academic researchers
  KoMBi has appeared at national and international conferences (e.g. European Conference on Educational Research Dublin, Copenhagen, Bozen; World Education Research Association Focal Meeting, Washington DC and Hong Kong). KoMBi also cooperates with other research initiatives in Germany (e.g. BiSS at the University of Cologne).

• Educational practitioners
  In September 2016, KoMBi organised a two-day symposium together with municipal authorities in North Rhine-Westphalia which addressed teachers from the area. Our projects presented state-of-the-art findings and examples of best practice from the area of multilingualism and language education. Teachers also brought their own expertise to the symposium and posed practice-oriented questions to the presenters.

• The public
  Multilingualism is a social phenomenon, language education an investment in the future. In order to raise public awareness of the significance of this research area, KoMBi participates in relevant public events in Hamburg. We also take advantage of digital technologies to reach broader audiences and operate, for instance, a blog on research in multilingualism and language education. We thereby aim to make research findings accessible to everyone.
Support for emerging researchers
KoMBi supports emerging researchers in their doctoral projects as well as offering skills trainings for academic careers. This is realised via workshops and webinars with international experts. Themes have included inter alia academic writing, presentations skills, data evaluation, and quality standards in qualitative research.

Developing the research field
KoMBi conducted a Delphi survey on the most pressing research questions in the field of multilingualism and language education. The study is being adapted in other countries and implemented by research partners in Italy, the Netherlands, Portugal and Spain.

Network Heritage Language Education
KoMBi co-founded a network for actors in the area of heritage language education in Germany. It brings together practitioners, researchers, parents and policymakers who want to see heritage languages gain more focus in education. The network further aims to compile evidence-based information on heritage language education, and to initiate new research where there are gaps.

Find out more about us and our work via the following:
- Blog: www.blombi-kombi.de
- Facebook: www.facebook.com/KoMBiHH
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