

Metalinguistic interaction in multilingual learning settings as a predictor for language awareness and its relevance for language formation in German, foreign, and heritage languages

Prof. Dr. Anja Wildemann, Prof. Dr. Hans H. Reich, Lena Bien, Muhammed Akbulut • University of Koblenz-Landau
www.uni-koblenz-landau.de/de/landau/fb5/bildung-kind-jugend/grupaed/mit/profs/wildemann/projekte/englisch

Language awareness is a crucial factor for effective language learning. However, it has yet to be demonstrated empirically which conditions are favourable for the development of language awareness. One point to be investigated is the significance of first and second language competences for metalinguistic awareness. Currently, there are no satisfactory studies which provide evidence of a relationship between first and second language abilities. Similarly, empirical substantiation is required to support the demand for school-based support in first-language formation for plurilingual children (cf. Dirim 2006, Gogolin 1988, Reich 2009).

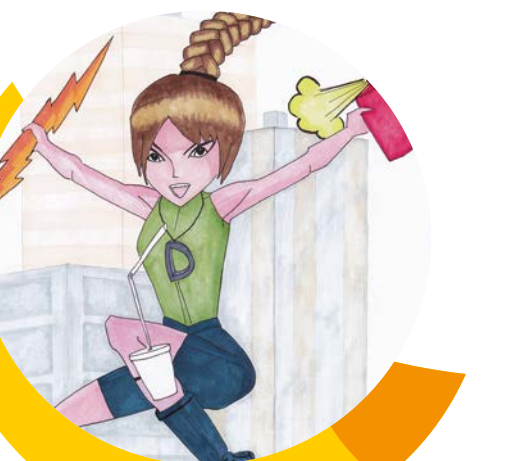
This project intends to contribute to answering these questions by documenting metalinguistic discourse in learner-learner interactions in light of their first and second language competences. This is achieved in three steps:

1. Language samples are collected and evaluated in German and (for multilingual school students) in the respective first language,
2. Students' metalinguistic interactions within a digital, multilingual procedure are recorded, and those which may be considered indicators for language awareness are videographed and evaluated,
3. The language profiles and metalinguistic competences are placed in relation to one another: firstly, in order to differentiate between the role of the first language for monolingual and bilingual learners and secondly, to verify whether there is a relationship between competences in one language and abilities in metalinguistic awareness in the second language.

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

Prof. Dr. Nicole Marx, Anne Kathrin Wenk • University of Bremen
Prof. Dr. Torsten Steinhoff, Lars Rülßmann • University of Siegen
www.simo.uni-bremen.de/default.aspx

Based on insights from multilingualism and literacy research, the project aims to investigate intra- and interlingual effects of profiled writing settings on written texts for 6th graders in the majority language German and the heritage language Turkish. The four writing settings are based on specific forms of knowledge input: (1) topic knowledge, (2) topic knowledge and task schemata, (3) topic knowledge and language-dependent text schemata, (4) topic knowledge, task schemata, and language-dependent text schemata. The collaborative project examines 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.



MuM-Multi: Fostering language in multilingual mathematics classrooms – the effects and conditions of a content- and language integrated monolingual or bilingual intervention for lingu-istic and mathematical understanding

Prof. Dr. Susanne Prediger, Dr. Lena Wessel, Dr. Alexander Meyer, Taha Kuzu • Technical University of Dortmund
Prof. Dr. Angelika Redder, Prof. Dr. Jochen Rehbein, Meryem Çelikkol, Jonas Wagner (Hamburg) • University of Hamburg
www.mathematik.uni-dortmund.de/~prediger/projekte/mum/tp-MuM-Multi.shtml

The study investigates the conditions under which multilingual resources can be integrated into an intervention aiming at mathematical conceptual understanding and understanding knowledge processing speech actions in order to clarify how the multilingual resources of learners influence the processes of understanding.

The quantitative part of the study investigates the measurable effects of the intervention in a quasi-experimental pre-post-design. The dependent variables are conceptual understanding of fractions and content-related language proficiency, which are considered differentially for students' varying multilingual resources. Two forms of intervention, with and without the mobilisation of first language resources, serve as the dependent variables.

The qualitative analysis of effects and conditions in the learning process relies on video data from the intervention. The *mathematical subproject in Dortmund* analyses the growth of conceptual understanding in didactical perspectives, the linguistic subproject in Hamburg analyses the linguistic support by first and second language as well as language learning. Both contrast the forms of interventions and multilingual resources.

The expected outcome for fostering language in mathematical classrooms is prescriptive knowledge about the usefulness of activating first languages for multilingual learners' pathways to conceptual understanding in mathematics. Besides the theoretical and empirical outputs, a practically relevant outcome will be the two interventions.

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

Prof. Dr. Bernhard Brehmer, Tatjana Kurbangulova, Martin Winski • University of Greifswald
Prof. Dr. Grit Mehlhorn, Joanna Burkhardt, Maria Yastrebova • Leipzig University
www.kombi-hamburg.de/projekt.html?id=7&lang=en



The collaborative project investigates the extent to which students with a Russian or Polish migration background make use of their existent language resources at home and in the classroom, and how strongly aware these students – and their families and the school community – are of this potential.

Central to the Greifswald project division is the evidence-based analysis of the students' language development, which includes the evaluation of the input received in the heritage language and the language of the environment in each of the selected families. The first step is the assessment of the students' competences in German and in the heritage language. A reassessment is performed at a later date permitting the analysis of the longitudinal development of the individual's multilingual abilities.

In the Leipzig project division, interviews and voice recordings are carried out to provide information on aspects such as language practices, language biographies, language attitudes, the role of languages at home, the perception of heritage languages by students/parents/teachers, the expectations of foreign and heritage language lessons in Polish and Russian, as well as general insights into the bilinguals' school environment.

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

Prof. Dr. Markus Bernhardt, Prof. Dr. Martin Lang, Prof. Dr. Sabine Manzel, Prof. Dr. Heike Roll, Dr. Melanie Beese, Dr. Claudia Benholz, Dr. Heiko Krabbe, Dr. Constanze Niederhaus, Dr. Işıl Uluçam-Wegmann, Paul Haller, Christine Boubakri, Jana Kaulvers, Farina Nagel, Mareike-Cathrine Wickner, Michaela Schniederjahn, Erkan Gürsoy, Sinan Akin • University of Duisburg-Essen
www.uni-due.de/zeb/bmbf-projekte

The project investigates the interrelation between subject-based skills and writing skills in academic German and in the heritage language Turkish in view of the facilitation and development of overall biliteracy. The assumption is that, through the production of different text types, the epistemic function of language will be facilitated, and the students' academic language ability will be strengthened. The investigation is based on an interdisciplinary analysis of the features of text types particular to scientific and technical subjects on the one hand (physics and technology), and to the humanities subjects history and politics on the other. The analysis will involve subject teachers, German as a second language teachers, and Turkish teachers.

Using a statistically relevant sample of students from classes 7 and 8, the students' subject-specific writing abilities in German and Turkish will be tested and compared with their competencies in the school subjects. Simultaneously, a qualitative intervention will be developed and tailored towards the subjects under investigation, namely physics, technology, history, and politics. These interventions will be implemented and evaluated in a number of lessons throughout the school year. The linkage to the heritage language Turkish is established through Formulation of the relevant subject specific content in Turkish and the implementation of spoken activities in Turkish.

Coordination Office for Multilingualism and Language Education – KoMBi



The role of the Coordination Office is to support and connect the twelve projects within the research focus. It is located at the Institute for Intercultural and International Comparative Education Research at the University of Hamburg and headed by Prof. Dr. h.c. Ingrid Gogolin.

- The Coordination Office has the following duties:
- Internal networking between the projects, facilitating knowledge-exchange and synergies (e.g. the sharing of research instruments, exchange of knowledge in data collection, data evaluation and data sharing)
 - External networking with national and international research and evaluation projects which investigate related topics
 - Communicating and disseminating results to various target groups (scientific community, education policy and practice)
 - Facilitating sustainable data management
 - Organizing qualification courses for young researchers
 - Further development of the research focus and identification of open research questions

Contact
kombi@uni-hamburg.de
www.kombi-hamburg.de/index.html?lang=en

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Coordination Office for Multilingualism and Language Education
University of Hamburg
School of Education
Institute for Intercultural and International Comparative Education Research
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Research Cluster on Language Education and Multilingualism

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About the research cluster

»Language Education and Multilingualism«

The cluster consists of twelve research projects which investigate various issues concerning the successful development of multilingual competences in children and young adults. The individual projects are located at different German universities, and are connected by the *Coordination Office for Multilingualism and Language Education* (KoMBi). The cluster is financed by the *Framework Programme for Promoting Empirical Education Research (Rahmenprogramm empirische Bildungsforschung)*, an initiative by the *German Federal Ministry of Education and Research* (BMBF).

Context

Due to factors such as globalisation, the increase in migration and mobility, and dynamic changes in the media, encounters with multilingualism are a part of everyday life for many people. The ability to communicate in several languages is therefore becoming increasingly important for personal and professional participation in today's society. Therefore, the facilitation of individual multilingual competences and the establishment of conditions that are favourable for multilingualism are important tasks for education.

Research questions

The projects aim to determine which language biographies, learning settings, language education programmes and language learning strategies have favourable or unfavourable effects on the successful development of multilingualism. From the results, recommendations will be drawn for educational policy and practice.

The cluster includes the following twelve research projects and one coordination office.

Multiliteracy: the interrelation between language abilities in the first- and second languages and extra-linguistic factors

Prof. Dr. Claudia Maria Riehl, Teresa Barberio, Eleni Tasiopoulou, Seda Yilmaz Woerfel • Ludwig-Maximilians-University (LMU) Munich

www.mehrschriftlichkeit.daf.uni-muenchen.de



Starting from the assumption that multiliteracy in majority and heritage languages constitutes an important resource not only for the individual, but for society as a whole, the project investigates the interrelation of writing abilities in the first and second languages of bilingual ninth graders with the heritage languages Turkish, Italian or Greek.

The term »multiliteracy« (*Mehrschriftlichkeit*) hereby refers primarily to the acquisition of linguistic competences in the area of conceptual literacy (in the sense of CALP, Cummins 2000). The study focusses on two main issues: Firstly, it concentrates on the ways in which attitudes in family and society in different bilingual groups intersect and how these factors influence speakers' writing competences. Secondly, it aims to identify the cognitive factors which have a positive influence on writing abilities. The corpus will consist of extensive data (including questionnaires, narrative and argumentative texts in L1 and L2, language awareness tests, language biographical interviews) of 120 students from each of the three language groups.

It is the central aim of the study to identify synergies between German and the respective heritage languages and to develop specific measures which enable optimal language education in both language.

Multilingualism in daycare establishments

Prof. Dr. Jens Kratzmann, Maren Frank, Samuel Jahreiß • The Catholic University of Eichstätt-Ingolstadt
Prof. Dr. Steffi Sachse, Beyhan Ertanir • University of Education Heidelberg

www.kombi-hamburg.de/projekt.html?id=42&lang=en

Daycare establishments are today faced with a multitude of linguistic and cultural backgrounds amongst children, which raises the question of how pedagogical staff can best deal with this diversity. The current recommendation is to actively integrate children's first languages and heritage cultures into everyday practice in order to facilitate their development of bilingual competences and socio-emotional skills. The value of such programmes is a matter of heated debate amongst scholars. As a result of this conflict, the role of first languages in childcare establishments ranges from active integration to complete exclusion.

Moreover, there are currently no studies available on the effects of integrating multilingualism into childcare establishments. The few existing studies either examine the effect of specific, targeted measures or investigate the process of second language attainment without considering children's first languages. This project therefore focuses on the effects of integrating multilingualism into childcare establishments.

The effects on children's first and second language development, socio-emotional development and parent satisfaction within the establishment will be assessed. Furthermore, the assessment of the establishment's pedagogical quality in the area of intercultural learning will be carried out by using standardized observation procedures and the assessment of parent cooperation by observations of admission consultations with parents.

BiPeer Project: Facilitating German reading skills in bilingual primary school children by peer learning

Dr. Dominique Rauch, Dr. Jasmin Decristan, Katja Richter, Martin Schastak • IDEa Center at the German Institute for International Educational Research (DIPF), Frankfurt

www.idea-frankfurt.eu/en/research/theme/adaptive-education/bipeer

From primary school onwards, immigrant children of Turkish origin exhibit lower German reading competency than their native classmates. BiPeer explores ways of supporting German reading competency in Turkish-German bilingual primary school children using peer-learning methods. Studies have shown that peer-learning programmes are an effective method of improving reading competency, particularly in immigrant children. In such peer-learning programmes children read to each other and work together on text-based exercises. Especially effective for primary school children are those programmes which support reading fluency as well as knowledge of reading strategies and their application.

Based on current recommendations that heritage languages should be involved in German lessons, the BiPeer project takes the children's language background into account and investigates a practical and effective method of utilizing children's heritage languages in the classroom. Current theories in multilingualism research are hereby considered (Cummins, 2000; Grosjean, 2001). Using an intervention study, the BiPeer project investigates ways in which children's heritage languages can be implemented in school.



Performed multilingualism in drama and theatre-pedagogical settings in subject and project lessons. An empirical study of linguistically and culturally heterogeneous contexts in consideration of heritage languages and German as a second language

Prof. Dr. Martina Rost-Roth, Andreas Bülow, Isabella Wlossek • University of Augsburg

www.kombi-hamburg.de/projekt.html?id=4@lang=en

Central to this project is the identification of opportunities and boundaries for the inclusion of multilingualism in drama and theatre pedagogy in both subject and project lessons in heterogeneous contexts. We examine how the students' multilingualism and heritage languages can be integrated into drama and theatre lessons to foster language awareness, language development and intercultural learning processes.

The analysis focuses on the interactions within the realization of multilingual scenarios (including performative aspects of self-presentation, feedback, and ensuring mutual understanding) and on participants' perspectives (individual perception and others' perception of language and culture). To allow closer investigation of the student-student and teacher-student interactions, the relevant situations are videographed and evaluated using conversation analysis (*Angewandte Gesprächsanalyse*).

The process of documenting participants' perspectives and perceptions is supported by problem-centred/episodic interviews and stimulated recall, in which students, teachers, and other participants comment on individual sequences of interaction.

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

PD Dr. Holger Hopp, Dr. Dieter Thoma, Prof. Dr. Rosemarie Tracy • University of Mannheim

www.kombi-hamburg.de/projekt.html?id=40@lang=en

This project charts the acquisitional trajectories of multilingual school students in the early stages of acquiring English as a third language and compares them to those of their monolingual peers. In particular, the study investigates whether early multilingualism provides any general (cognitive) benefits in English language acquisition in primary school and/or whether specific language structures and features of the first and second languages transfer into English.



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

Prof. Dr. Sara Fürstenau, Dr. Katrin Huxel, Farina Diekmann • University of Muenster

www.kombi-hamburg.de/projekt.html?id=5@lang=en

The project involves the conceptualization and implementation of an intervention for school development at three primary schools. The goal of the intervention is to implement strategies for the productive integration of all students' family languages in the schools and in the classrooms. The intervention at each school is followed by the scientific investigation of its processes and effects.

The teachers and pedagogical staff at each primary school are supported in their ability to recognize the immigration-based language resources at their schools and to utilize these resources to facilitate students' learning. Professional learning communities are established within each school in order to improve the schools' strategies for working with multilingualism.

The intervention includes:

- Instructing teachers in research results on multilingualism (psycholinguistic and socio-political perspectives)
- Training and guided reflection for the teachers on including migrant languages in class and in the school as a whole
- Guided reflection on the teachers' experiences with and beliefs about multilingualism

Multilingual development: A longitudinal perspective (MEZ)

Prof. Dr. Dr. h.c. Ingrid Gogolin, Prof. Dr. Christoph Gabriel, Prof. Dr. Marion Krause, Prof. Dr. Peter Siemund, Thorsten Klinger, Dr. Marina Trebbels, Irina Usanova, Nora Dünkel, Simone Lechner • University of Hamburg
Prof. Dr. Michel Knigge • Universität Potsdam

www.mez.uni-hamburg.de

Following results from international school assessments, Germany has seen a rapidly-growing interest in the question of whether *lebensweltliche Mehrsprachigkeit* (habitat multilingualism) inhibits or facilitates educational achievement. By means of a longitudinal study with monolingual and multilingual school students in Germany, this study investigates the factors (both linguistic and non-linguistic) that positively or negatively influence multilingual development and consequently additional dimensions of educational success (for example, decisions on transition in educational careers).

