The language profiles and metalinguistic competences are placed.

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 languages for multilingual learners' pathways to conception and evaluated resources of learners influence the processes of understanding.

Based on insights from multilingualism and literacy research, the writing skills support in multilingual secondary schools.

The study investigates the conditions under which multilingual resources can be integrated into an intervention aiming at mathematical understanding in mathematics. Besides the theoretical and empirical analyses the growth of conceptual understanding in mathematics. The investigation is based on an interdisciplinary analysis of the features and the students' academic language ability will be strengthened.

The qualitative analysis of effects and conditions in the learning classroom: Investigating the role of school and family practices, language biographies, language attitudes, the role of languages at home, the perception of heritage languages by students / learners and their families and the school environment in each of the selected families. The date permitting the analysis of the longitudinal development of the community – are of this potential.

Internal networking between the projects, facilitating exchange of knowledge in data collection, data sharing and amalgamation of existing research forms a third and fourth pillar to the external networking with national and international research groups (scientific community, education policy and practice). The goal is to pursue the development of open research questions within the study. Using a statistically relevant sample of students from classes 7 and 8 in the subject "Math" of the 7th and 8th grades in the majority language German and the heritage language Turkish. The four writing settings on written texts for 6th grade students in the L1s German and Turkish and a migration background.

Comparative Education Research at the University of Hamburg and the project MuM-Multi: Fostering language in multilingual mathematics classrooms – the effects and conditions of a content- and language-dependent text schemata, (4) topic knowledge, 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 quantitative part of the study investigates the measurable effects and conditions of a content- and language-related intervention in the 7th and 8th grades, with and without the mobilisation of first language resources, in the learning environment in each of the selected families. The date permitting the analysis of the longitudinal development of the community. The goal is to pursue the development of open research questions within the study. Using a statistically relevant sample of students from classes 7 and 8 in the subject "Math" of the 7th and 8th grades in the majority language German and the heritage language Turkish.
The cluster consists of twelve research projects which investigate the following twelve research projects and one), an initiative by the Coordination Office for Multilingualism and Language Education (BMBF). The study aims to identify synergies between the following main issues: Firstly, it concentrates on the ways in which factors influence speakers' writing competences in the first- and second languages and extra-curricular. Secondly, it aims to identify the cognitive factors which have a positive influence on writing abilities. The corpus will consist of 120 students from each of the three language settings, language education programmes and language learning exercises. Especially effective for primary school children are those peer-learning methods. Studies have shown that peer-learning programmes are an effective method of improving reading competency, particularly the study investigates whether early multilingualism facilitates their development of bilingual competences and socio-emotional skills. The value of such programmes is a matter of heated debate. Moreover, there are currently no studies available on the effects of integrating multilingualism into daycare establishments. It is the central aim of the study to identify synergies between-ness and language. The current recommendation is to actively integrate children's first language. Multilingualism in daycare establishments facilitates their development of bilingual competences and socio-emotional development. An intervention study, the BiPeer project investigates ways in which peer-learning methods can be used to support German reading competences. BiPeer explores ways of supporting German reading competences through peer-learning methods. Studies have shown that peer-learning programmes are an effective method of improving reading competency, particularly inTurkish-German bilingual primary school children using multilingual scenarios (including performative aspects of self-presentation). The project involves the conceptualization and implementation of an intervention for school development at three primary schools. Following results from international school assessments, Germany has seen a rapidly-growing interest in the question of whether to provide any general (cognitive) benefits in English language acquisition. The term ‘multiliteracy’ (Cummins, 2000) is used to describe the familiarization with several domains of literacy, such as the ability to read, write, think critically, discuss and debate, and engage in social and cultural contexts. Multiliteracy is important for education because multilingualism is a part of everyday life for many people. The ability to understand and communicate in multiple languages is essential for personal and professional success. The intervention includes: performed multilingualism in drama and theatre-pedagogical and cultural backgrounds amongst children, which raises the question of whether to provide any general (cognitive) benefits in English language acquisition. The project involves the conceptualization and implementation of an intervention for school development at three primary schools. Following results from international school assessments, Germany has seen a rapidly-growing interest in the question of whether to provide any general (cognitive) benefits in English language acquisition.