Donderdag 5 oktober 2017, 13:30 – 17:15
Universiteit Gent, Campus Rommelaere, A. Baertsoenkaai 3, 9000 Gent
Gebouw 17.01 – Blok B/C, Auditorium 1.39
Registratie: Voor 28 september via: https://webapps.ugent.be/eventManager/events/NathalieAuger
(Maximum 50 deelnemers)

Op donderdagnamiddag 5 oktober 2017 organiseren het Steunpunt Diversiteit & Leren en de onderzoeksgroep Multiples van de Vakgroep Taalkunde, UGent een seminarie met als thema: Talige diversiteit in onderwijs: beleid en praktijk. Twee medewerkers van het Steunpunt Diversiteit & Leren presenteren hun onderzoek omtrent meertaligheid: Nell Foster geeft een overzicht van de belangrijkste meertalige klaspraktijken en hoe die in realiteit kunnen geïmplementeerd worden. Fauve De Backer vertelt meer over het onderzoeksproject MulAE dat focust op de evaluatie van meertalige leerlingen in het basisonderwijs.

In een keynote stelt Nathalie Auger haar werk omtrent meertaligheid in de Franse context voor met een specifieke focus op nieuwkomers en Roma.

Programma

13.30-13.50: Onthaal

13.50-14.00: Verwelkoming door Piet Van Avermaet

14.00-14.30: Pedagogical approaches of multilingualism - Nell Foster

14.30-15.00: Multilingual Assessment in Education - Fauve De Backer

15.00-15.15: Koffiepauze

15.15-16.45: Keynote: Multilingual school policies and classroom practices (in contexts of immigrants, Roma and newcomers) in France : challenges and opportunities - Nathalie Auger

16.45-17.15: Vragen en discussie
Nell Foster - Pedagogical approaches of multilingualism

The use of home languages in the classroom has long been advocated by researchers who maintain it can bring considerable social and academic benefits for multilingual and monolingual pupils alike. This talk will present a summary of the most prominent multilingual classroom pedagogies that have emerged in the last few decades in European and North American contexts, including language awareness, translanguaging as pedagogy, functional multilingual learning and creative multilingual approaches. It will look at the aims of each approach and consider how these are implemented and achieved in reality.

Fauve De Backer – Multilingual Assessment in Education

In Flanders, there has already been quite some research on multilingualism in the classroom (Home Language Project, Validiv, MARS, ...). One aspect of education for multilingual pupils that has been underexposed is assessment. Achievement of multilingual pupils in content-related areas is typically measured by tests designed for monolinguals. The test takers’ language proficiency is likely to have an impact on the results (Menken, 2010), which may lead to unwarranted conclusions about their academic achievement (Shohamy, 2011). In Flanders (Belgium) the project Multilingual Assessment in Education (MulAE) investigates and critically examines the assessment of multilingual pupils in content-related areas by accounting for children’s multilingual realities. Pupils were divided in three testing conditions: a condition with the written science test in the language of instruction (Dutch); a condition where pupils received a bilingual test in the school language and the written translation in their mother tongue and a third condition in which pupils received the same bilingual test with extra audio support. Pupils from each condition were interviewed as to find out (a) How they experience the assessment in their condition; (b) Why pupils choose (not) to make use of the read-aloud and/or translated accommodation; (c) Which extra support- or accommodation needs multilingual pupils perceive and (d) What their perceptions of fairness in testing accommodations are.

Nathalie Auger - Multilingual school policies and classroom practices (in contexts of immigrants, Roma and newcomers) in France: challenges and opportunities

During this talk, I would like to describe briefly school and nation policies regarding immigrants, Roma and newcomers in France and show that France, historically, as a state-based nation constructed around the political model of monolingualism1, has long ignored to take into account the presence of other languages (regional and migrant languages). Though, I would like to draw up an inventory of contexts and opportunities with regard to the place and the role of languages and intercultural perspectives in the school in France. Over the last 15

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years, a corpus of qualitative research in France has emerged, leading to new educational proposals, which take into account plurilingualism in different contexts. The three areas targeted for research, analyzed in chronological order are: 1) the Newly Arrived Children (NAC) in France), 2) Gypsy pupils and 3), Roma pupils. These learning situations have in common to develop teaching practices and axiological representations of languages. To encourage using languages and cultural resources various activities were implemented that could potentially forge links between languages and cultures and support the learning of languages and allow work on representations of languages in school.

Nathalie Auger is full professor of linguistics and didactic in the University of Montpellier (France) since 2010. She is member of the CNRS Praxiling laboratory in Montpellier 3, Director of the team "Speech and discourse: functioning / dysfunctioning and appropriation". She works on teaching/learning languages at school, especially when contexts of conflict and even verbal violence occur. She develops various promoting plurilingual and intercultural education in France and in Europe. She has obtained a PhD with specialization in teaching French as a foreign language and deconstructing cultural stereotypes in Europe (study on linguistic and cultural dimensions) and in second language in France (researches on migrants pupils 2004, partnerships with the Council of Europe and the European Commission http://conbat.ecml.at/ConBat/tabid/2315/language/en-GB/Default.aspx). She runs studies and reflection on what teaching French “as a mother tongue” can mean in plurilingual/ multicultural France in the 21st century. She has compared her studies with teaching French in Canada (migrant children, English immersion and Francophone minority 2005). She has also compared the teaching of French in the CLIL classes in Europe (2007, http://conbat.ecml.at/ConBat/tabid/2315/language/en-GB/Default.aspx). She takes into account multilingualism and multiculturalism in majority language classes in Europe (project Maledive, ECML, Council of Europe, 2011 http://maledive.ecml.at/) and studies the conditions for success for gypsy children in French schools (European Social Fund, European Commission (2013) https://www.ortolang.fr/market/corpora/prax000931, Erasmus+ Romtels https://research.ncl.ac.uk/romtels/ (2016)). Nathalie Auger has been working with 10 different pre-elementary, elementary and secondary schools in the region of Montpellier including many languages and different newly arrived children (migrant, gypsy, Roma pupils) in the Acémie of Montpellier (from Nîmes to Perpignan). Her methodology always involves the teachers and more recently the parents.