



## SESSIE 1.A

**Boeken helpen niet alleen  
om een taal te leren, maar  
ook om mens te zijn.**

Over leesbevordering, **meertaligheid en inclusie**



# EVA DEVOS

## – IEDEREEN LEEST



**MARYAM TAWFIQ**  
**MARWAN**  
**– CAW GENT**



#iedereenleest  
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**CHRISTINE HÉLOT**  
**– UNIVERSITEIT**  
**STRAATSBURG**

**IEDEREEN LEEST – CONFERENTIE**



**WAAROM  
LEESBEVORDERING  
ERTOEF DOET**

**DIN 11 FEB 2020 – VOORUIT GENT**



# **Christine Hélot**



## **FROM BI/MULTILINGUALISM TO BI/MULTILITERACY**

### **Why should children read books in their home languages**

**IEDEREEN LEEST Ghent 11-2-20**

CHILDREN'S LITERATURE IN  
**Multilingual  
CLASSROOMS**

From multiliteracy to multimodality



Edited by Christine Hélot,  
Raymonde Sneddon and Nicola Daly

# OUTLINE OF PRESENTATION

- Linguistic diversity & social justice
- Research on multilingualism
- Research on bilingualism
- Research on literacy / biliteracy/  
multiliteracy
- Books for children to read in  
home + school languages

L'ÉDUCATION BILINGUE EN FRANCE  
Politiques linguistiques, modèles et pratiques



Sous la direction de Christine Hélot et Jürgen Erfurt



# LANGUAGE EDUCATION IN THE 21ST CENTURY



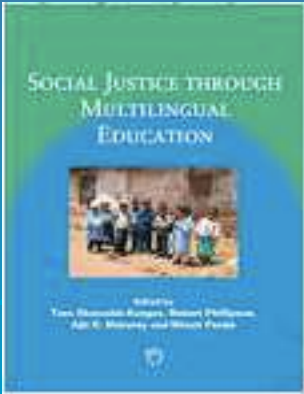
- Are the linguistic needs of bi/multilingual children adequately addressed by our education systems?
- Diversity is a feature of all human society
  - Why is linguistic diversity discursively framed as problematic ?
- Languages in schools + society:
  - Used to exclude and discriminate (Weber 2015; Blanchet 2016)
- **G. Dei (2009):**
  - ***Inclusion is not bringing people into what already exists; it is creating a new space that is better for everyone.***



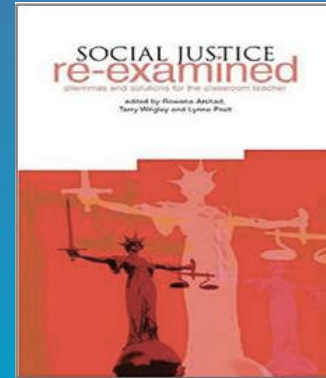
# LANGUAGE EDUCATION IN THE 21ST CENTURY: INEQUALITY

- **Unequal power relationships across languages in most education systems in the world**
  - It is far easier to learn dominant languages than minority langs
  - It is far more difficult to develop one's literacy in a minority language than in a dominant one
- ***The UN has warned that neglect of the pursuit of social justice in all its dimensions translates into de facto acceptance of a future marred by violence, repression and chaos (Piller, 2016:6)***





# RESEARCH ON LANGUAGE & SOCIAL JUSTICE



- Linguistic diversity intersects with social justice
- The right of all children to have access to multilingual education
- Minoritized language speakers who are educated both in their own language(s) and in the dominant lang. are better equipped to participate in social life
- Individual teachers can make a difference

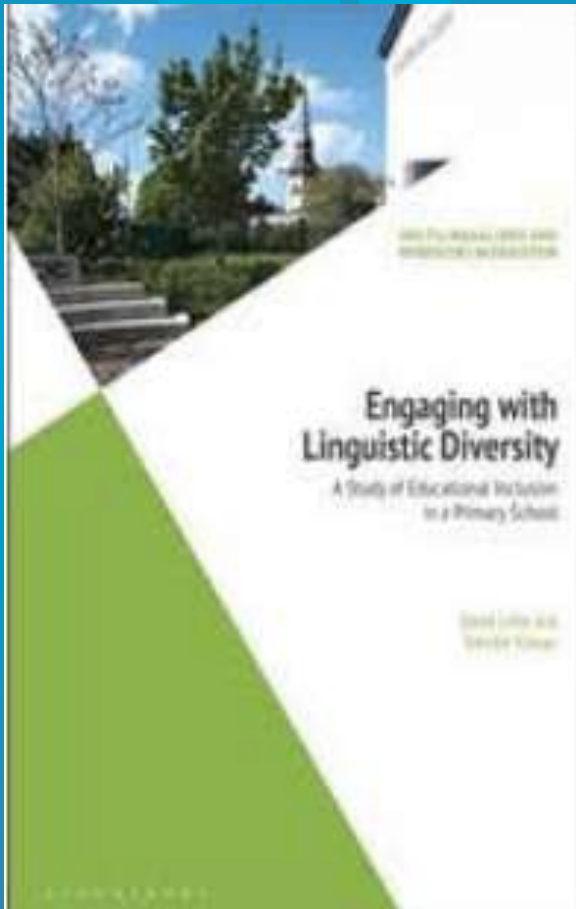
# INGRID PILLER (2016)



- *Despite the ever-increasing linguistic diversity of our societies, we largely continue to organize social spaces as monolingual spaces. As a result, the voices of large segments of linguistically diverse populations fail to be admitted to those spaces. Excluding particular ways of speaking necessarily translates into excluding speakers.*
- *How can we redesign our social spaces so that language does not constitute a barrier to full and equal participation?*

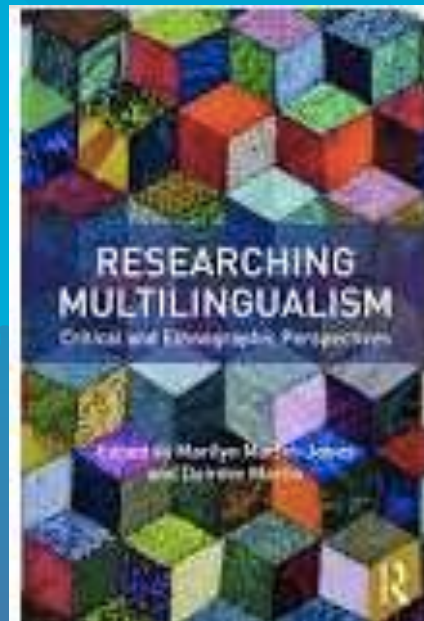
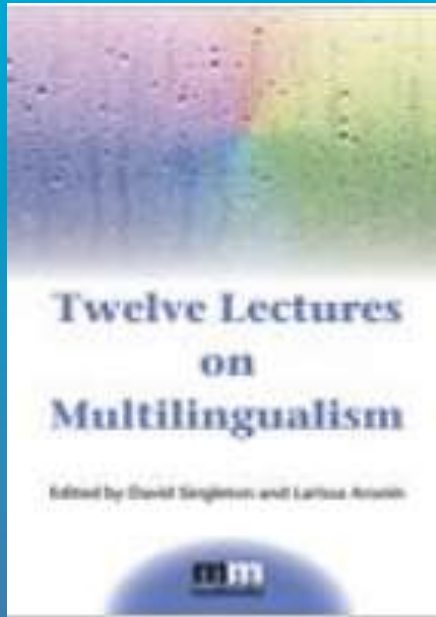
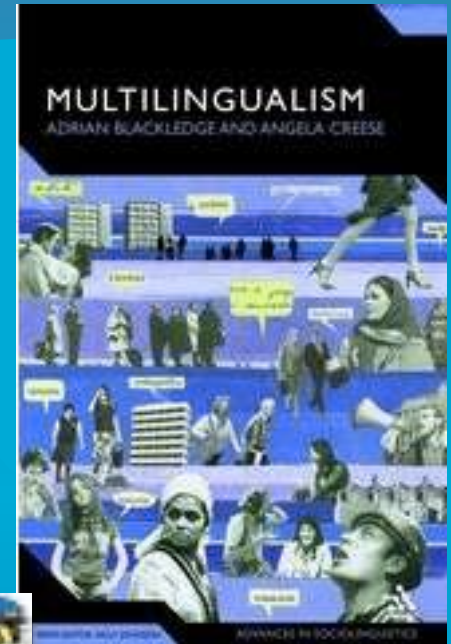
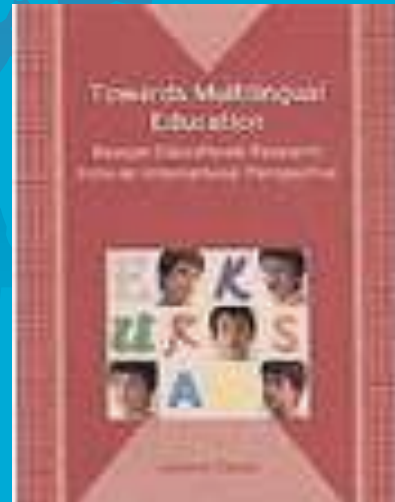
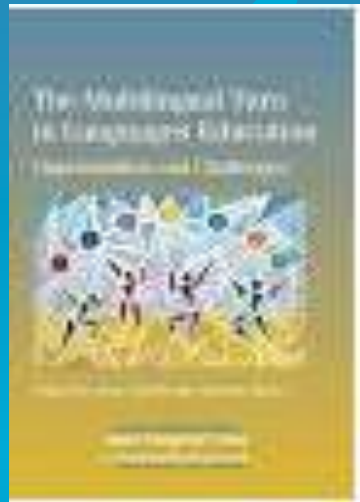
# THE EXAMPLE OF AN IRISH SCHOOL

## Scoil Bhríde, Dublin



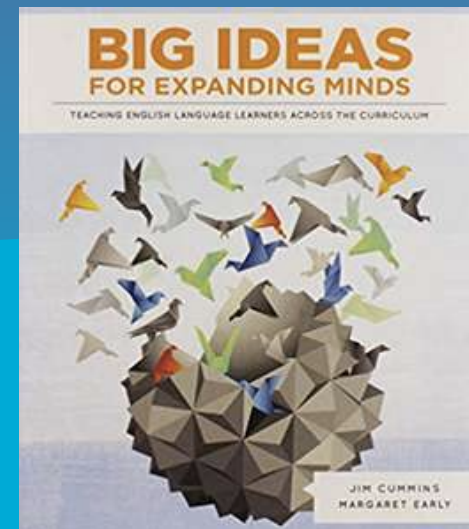
- 80% children of migrant background
- 51 different languages (2015)
- Standardized test scores in English + Maths at or above national average
- Instruction connects with pupils' lives,
  - affirms their identities
  - transforms linguistic diversity into educational capital
- Dynamic, integrated language policy in the whole school, for all teachers

# NORMALISING MULTILINGUALISM

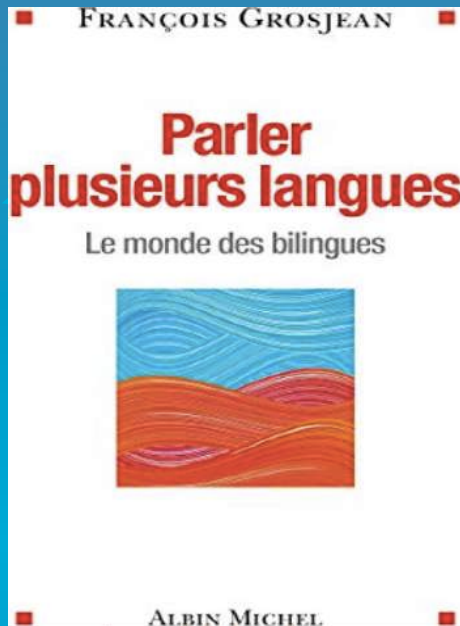


# MULTILINGUAL EDUCATION

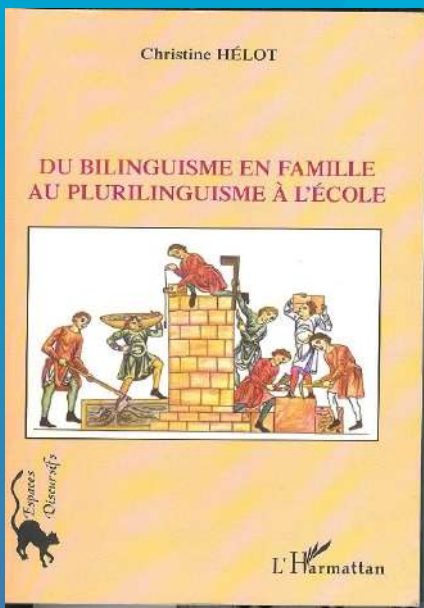
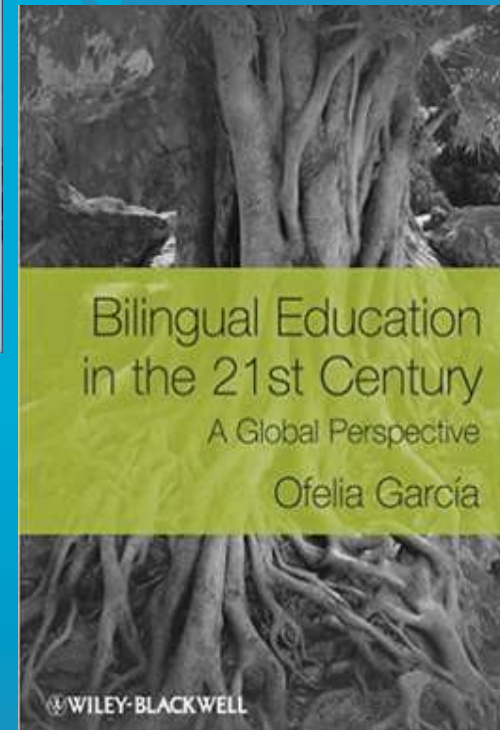
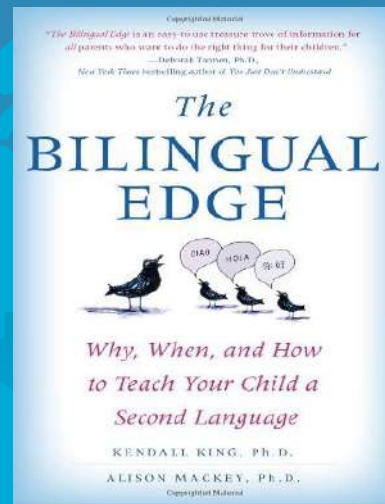
- Cummins (2015: 7) 'Teaching through a multilingual lense:
  - Linguistic and cultural diversity are positioned within the school not as problems to be resolved but as instructional assets and vital capital in 21st century knowledge society
  - It is crucial to activate students' pre-existing knowledge so that they can relate new information to what they already know



# RESEARCH ON BILINGUALISM



Bilingualism in the Early Years  
A resourceful guide to theory and practice



# DEFINITION OF BILINGUALISM

Όταν μιλάς μία γλώσσα στο σπίτι και άλλη στο σχολείο,  
είσαι δίγλωσσος ή δίγλωσση

When you speak one language at home and another at  
school, you are bilingual

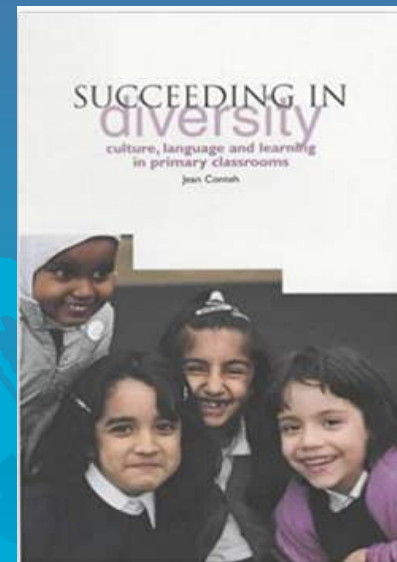
عندما تتكلم لغة في البيت ولغة اخرى في المدرسة،  
إذا أنت ثنائى اللغة





# RESEARCH ON THE ROLE OF L1 FOR ACQUISITION OF L2

- Ramirez & al, 1992
- Thomas & Collier, 2002
- Lindholm-Leary, 2001
- Genesee, Lindholm-Leary, Saunders & Christian, 2006
- National Literacy Panel on Language Minority Children and Youth: August & Shanahan, 2006
  - oral competence is a precursor of reading + writing competence
- Cummins: 135 research projects for 35 years
- Conteh (2006): The first language is valuable support for learning, it does not interfere with the new language



# RESEARCH ON LITERACY

- **How to challenge**
  - the primacy of school based literacy?
  - the implicit devaluation of home languages?
- **Connect students' lives + identities with literacy** (Ada & Campoy, 2004, *Authors in the Classroom*)
- **Promote literacy engagement + achievement among marginalized students** (Cummins, 2007)
- **Use of home languages as cognitive and personal resources for learning** (Creese & Blackledge, 2010)
- **Children as knowledgeable, active and creative agents + meaning makers in their own right** (Lytra & al, 2017)

# OECD - PISA EVALUATIONS

## Engagement as a central notion for literacy acquisition

- OECD (2010)
  - literacy engagement is one of the most potent determinants of literacy attainment
- PISA (2009) : the level of a pupil's reading engagement is a better predictor of reading performance than his/her socio-economic status
- Approx. 1/3 of association between reading performance + students' SES was mediated by reading engagement
- PISA (2018) : the digital age, very few 15 year olds understand the difference between fact and opinion  
5% more consider reading “a waste of time”
  - **Definition:** *literacy is understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society (p. 28)*

# READING ENGAGEMENT

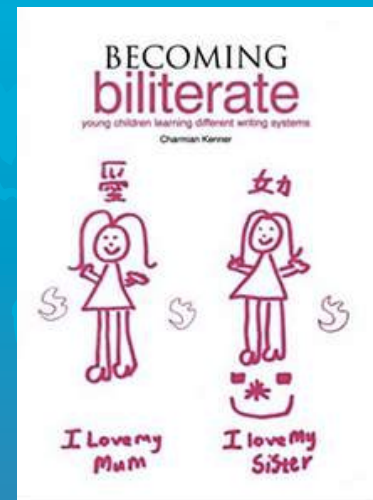
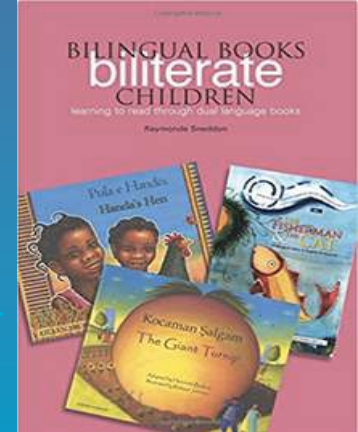
## Definition PISA 2018: 29

<https://www.oecd-ilibrary.org/docserver/5c07e4f1-en.pdf?>

- *A person who is literate in reading not only has the skills and knowledge to read well, but also values and uses reading for a variety of purposes. It is therefore a goal of education to cultivate not only proficiency but also engagement with reading. Engagement in this context implies the motivation to read and comprises a cluster of affective and behavioural characteristics that include an interest in and enjoyment of reading, a sense of control over what one reads, involvement in the social dimension of reading and diverse and frequent reading practices.*

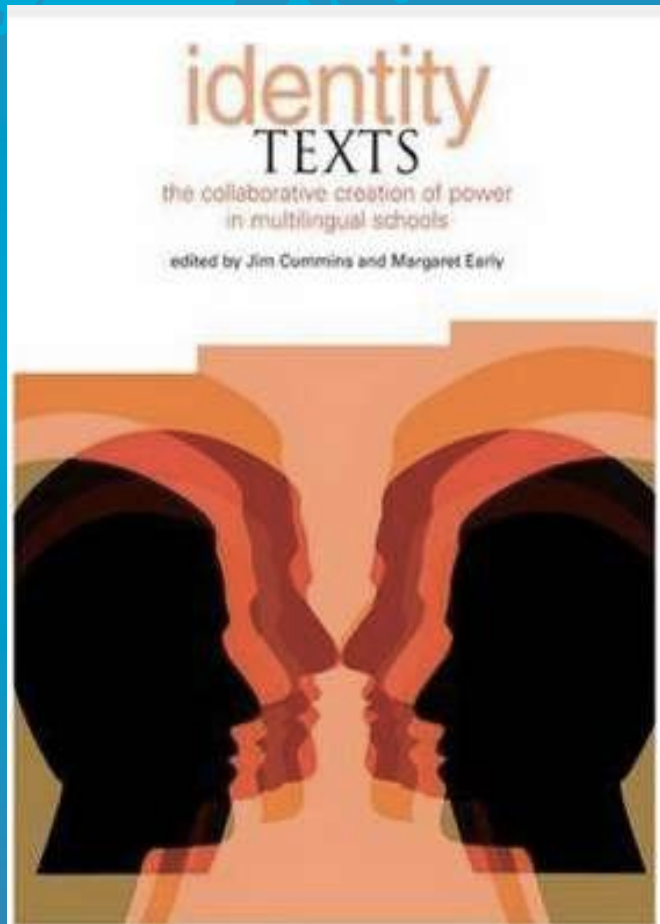
# RESEARCH ON BILITERACY (UK)

- R. Sneddon (2009)
  - Learning to read through dual language books
  - 6-10 y. olds use dual language texts to learn to read in Albanian, Urdu, Turkish, French and Gujerati
- C. Kenner (2004)
  - 6 y. olds learning different writing systems : Chinese, Arabic, Spanish & English
- C. Kenner(2007)
  - for infant / early years teachers to build on home literacy, create a multilingual literacy environment at school, encourage children as writers



# RESEARCH ON MULTILINGUAL LITERACY

## Identity texts: Cummins & Early (2011)



- The collaborative creation of power in multilingual schools
- Canadian multiliteracy project
- Products of students: creative work carried out in classroom in which they invest their identity = use their home languages
- Ex : dual language identity texts
  - Impact on self image and quality of learning

# WHY SHOULD CHILDREN READ BOOKS IN HOME AND SCHOOL LANGUAGES

- To support a high development of home lang + bilingualism
  - Biliteracy acquisition = school lang + home lang
  - Reading competence doesn't have to be acquired twice
  - Transfer occurs from LA to LB + LB to LA
- Very difficult to learn to read in a lang one doesn't speak
- To understand their bi/multilingual identity
- To develop an awareness of langs + ≠ writing systems
- To understand multiingualism in our societies
- To open up to ≠ cultures
- ...



# HOME LANGUAGES IN BOOKS FOR CHILDREN

- Publishers of books in home langs
  - in Fr : Le port a jauni for Arabic
  - : Hongfei cultures Asian lang
- Publishers of bi/multilingual books
  - ex in France : Rue du monde
  - ex in Germany : Bilibri



- 20 world languages
- Translation from Fr.
- Recorded on CD
- With music

IEDEREEN LEEST Ghent 11-2-20





# HOW TO CHOOSE A BILINGUAL BOOK?

*JADE ET L'ARMÉE DES POULES* (B. al Maari, ed. du Jasmin)

Après de longues années, sa femme mit au monde un garçon. Il l'appela Ghannouje. Il le gâta tant et si bien que l'enfant devint d'une grande impolitesse. Il se conduisait de façon détestable et cassait tout ce qui lui tombait sous la main. Personne n'osait le contredire.

و بَعْدَ زَمَنِ طَوِيلٍ، أَنْجَبَتْ زَوْجَتُهُ طِفْلاً فَسَمَّاهُ غَنُوجَ، وَبَالَغَ فِي تَدْلِيلِهِ  
فَصَارَ الْوَلَدُ قَلِيلَ الْأَدَبِ. وَكَانَ يُحَطِّمُ كُلَّ مَا يَقَعُ تَحْتَ يَدَيْهِ وَ يَسْلُكُ  
سُلُوكًا سَيِّئًا وَلَا أَحَدَ يَجْرؤُ عَلَى مُعَارَضَتِهِ.



# EXAMPLE : TRANSLATION FRENCH INTO ARABIC (Les éditions du Jasmin)

Un concert imprévu



عازفة الكمان



EEST G

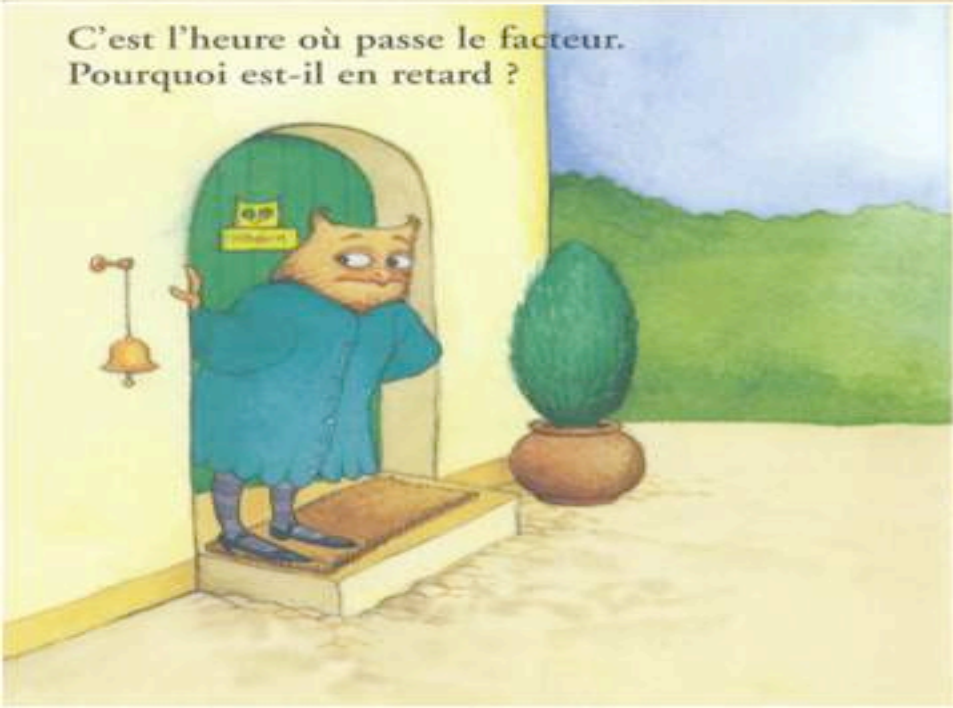
تُرى ماذا في هذا الطَّرد ؟



حانَ مَوْعِدُ مُرورِ ساعي البَريد. ما بالهُ تَأخَّرَ ؟



C'est l'heure où passe le facteur.  
Pourquoi est-il en retard ?



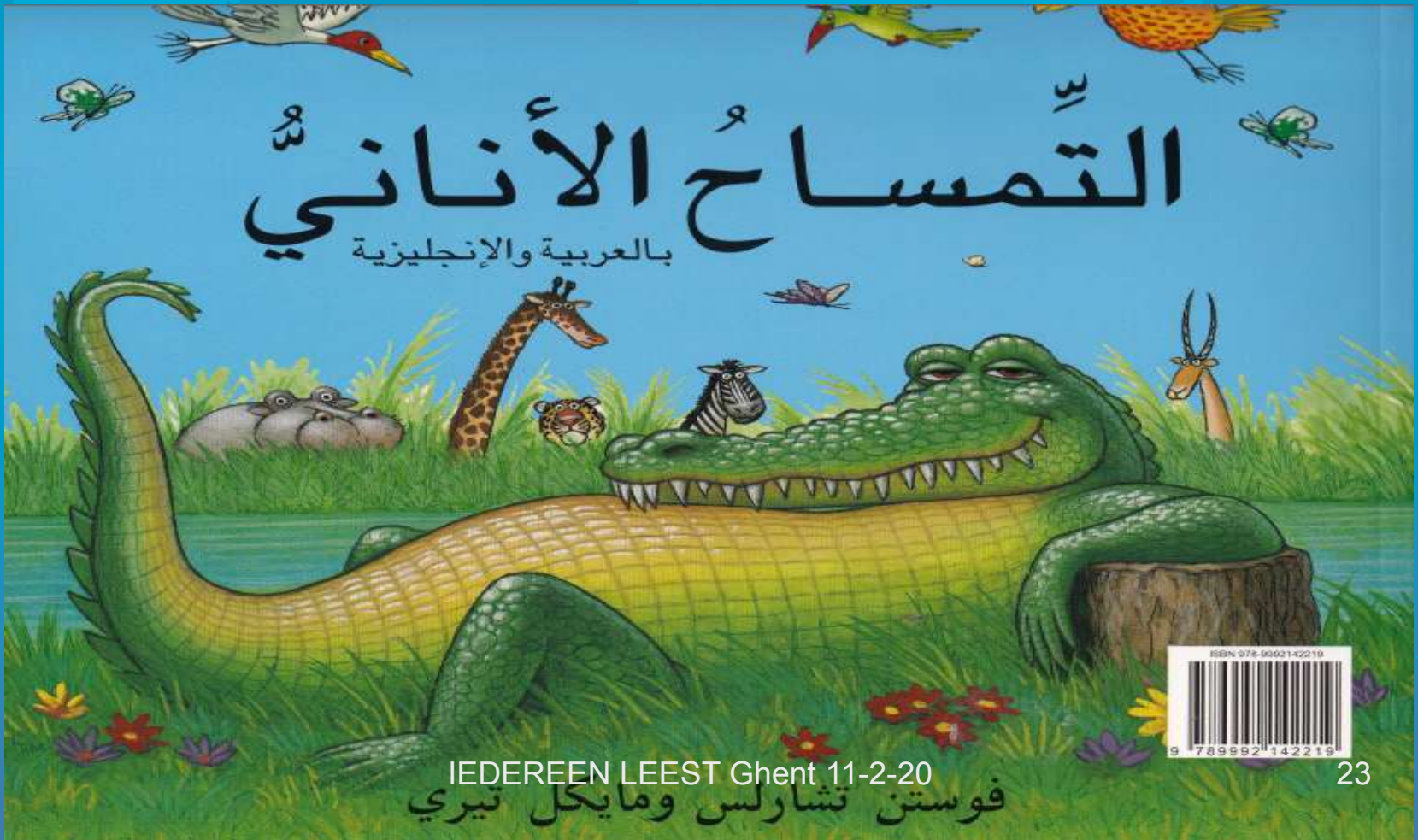
Merci, monsieur le facteur.



# DUAL LANGUAGE BOOK: ARABIC ENGLISH

*The Selfish Crocodile: Charles & Terry, 2009*

2 versions back to back: reading directionality is respected



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فوستن تشارلس ومايكل تيري

# ARABIC POETRY / FRENCH

*La géante* : Herredia & Staes (2015) Le port a jauni

<http://www.leportajauni.fr/2015/09/09/poemes-en-paysages/>

## العلاقة La géante

أكلت العملاقة  
طائري السُّعنة  
اللذان غلَّقا في التاج  
وقضت

فجأة  
لوحاً من الرخام

والنهمت  
جلود أشجار عتيقة  
غسلها الشَّاءُ  
وانشعبت

كل مياه النهر  
ومعها الأسماك جميعاً  
لقد انتهت الوجبة

وها هي العملاقة مُتخمة  
تبحث عن بعض الراحة

فتمتلقي ببطء  
على جنبها

ورأسها وكتفها وصدرها وأردانها  
مُكوِّنة في الأفق سلسلة جبال جديدة

La géante a mangé  
deux grèves  
prises dans le givre

elle a croqué  
tout à trac  
un bloc de granit

elle a dévoré  
de vieux troncs  
délavés par l'hiver

elle a avalé  
toute l'eau de la rivière  
les poissons avec

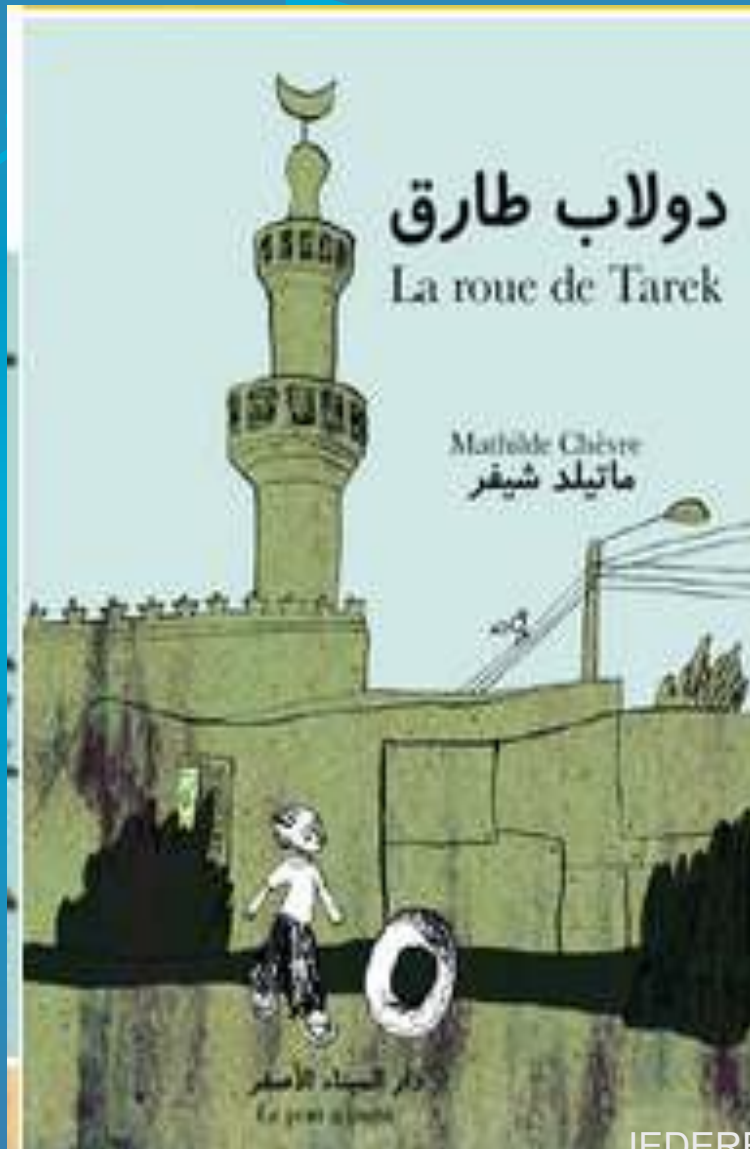
le repos fini  
repose  
la géante aspire au repos

alors lentement  
elle s'allonge sur le flanc  
et sa tête, ses épaules, ses seins et ses hanches  
forment à l'horizon  
une nouvelle chaîne de montagnes.



# ARABIC / FRENCH

## La roue de Tarek (M. Chèvre)



- Calendar format
- Directionality creatively presented
- Reading of both languages at the same time



# TRANSLANGUAGING : GERMAN / FRENCH

*Sag mal, Comment on fait les animaux*

(S. Vergez, 2018)



# TRANSLANGUAGING : ENGLISH, SPANISH, POLISH



"We're slowing down! Let's catch him before the crowd gets on the train!"

"Quizá con mi sombrilla!"

"Nie dotykaj go parasolem!"

"No, forget the umbrella—it might hurt him!"



# A MULTILINGUAL BOOK

## DULALA : [www.dulala.fr](http://www.dulala.fr)



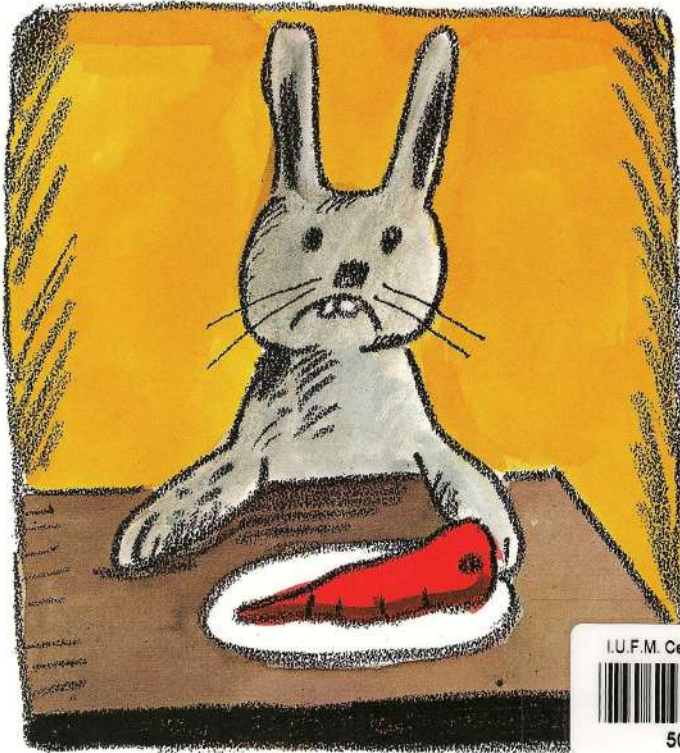
- **Story about the different languages spoken on a street in Montreuil**
- **Awareness of societal multilingualism**
- **The languages other than French are woven into the text in French**

# HOME MADE TRANSLATION

## TURKISH + FRENCH

Claude Boujon

Bon appétit!  
Monsieur Lapin

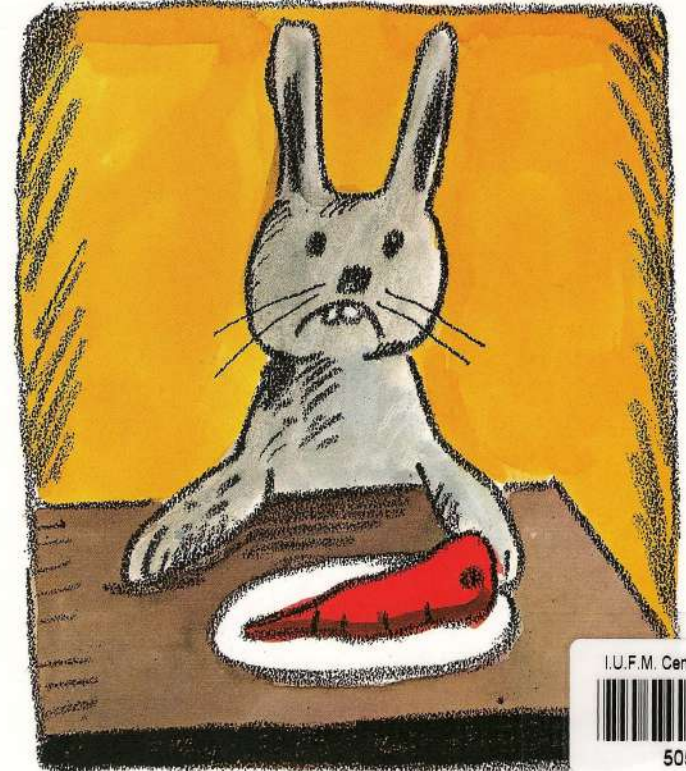


I.U.F.M. Centre de Strasbourg



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Afiyet olsun!  
Bay Tavşan.



I.U.F.M. Centre de Strasbourg



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# OTHER APPROACHES TO INCLUDE HOME LANGUAGES IN STORY TELLING

([www.dulala.fr](http://www.dulala.fr))



Story figures at the back of illustrations

Can be told in school and/or home language

Allows for parents to come + tell story in home language

# KAMISHIBAI

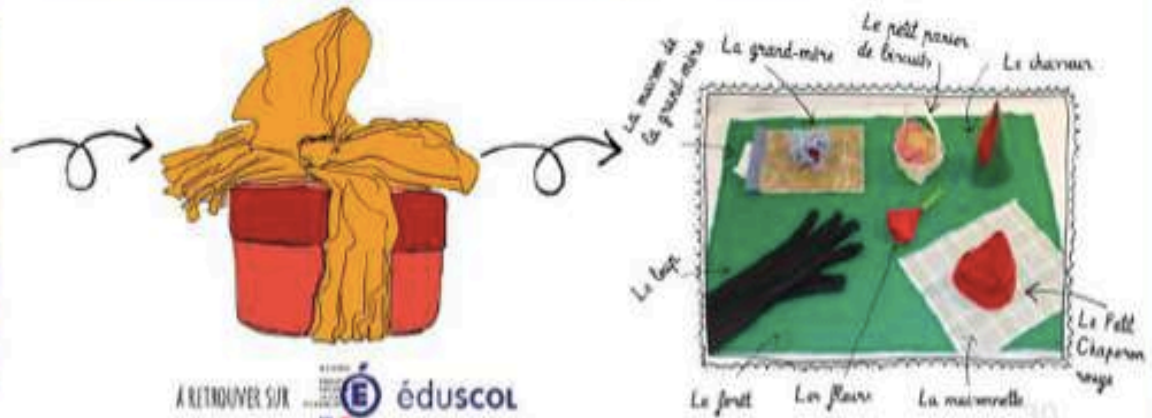
紙芝居

- Japanese tradition
- Theatre + pictures + story
- Butai = wooden frame
- Kamishibai = paper
- Story printed at the back
- Story can be told in diverse languages
- Children can take part in the reading

# THE STORY BOX

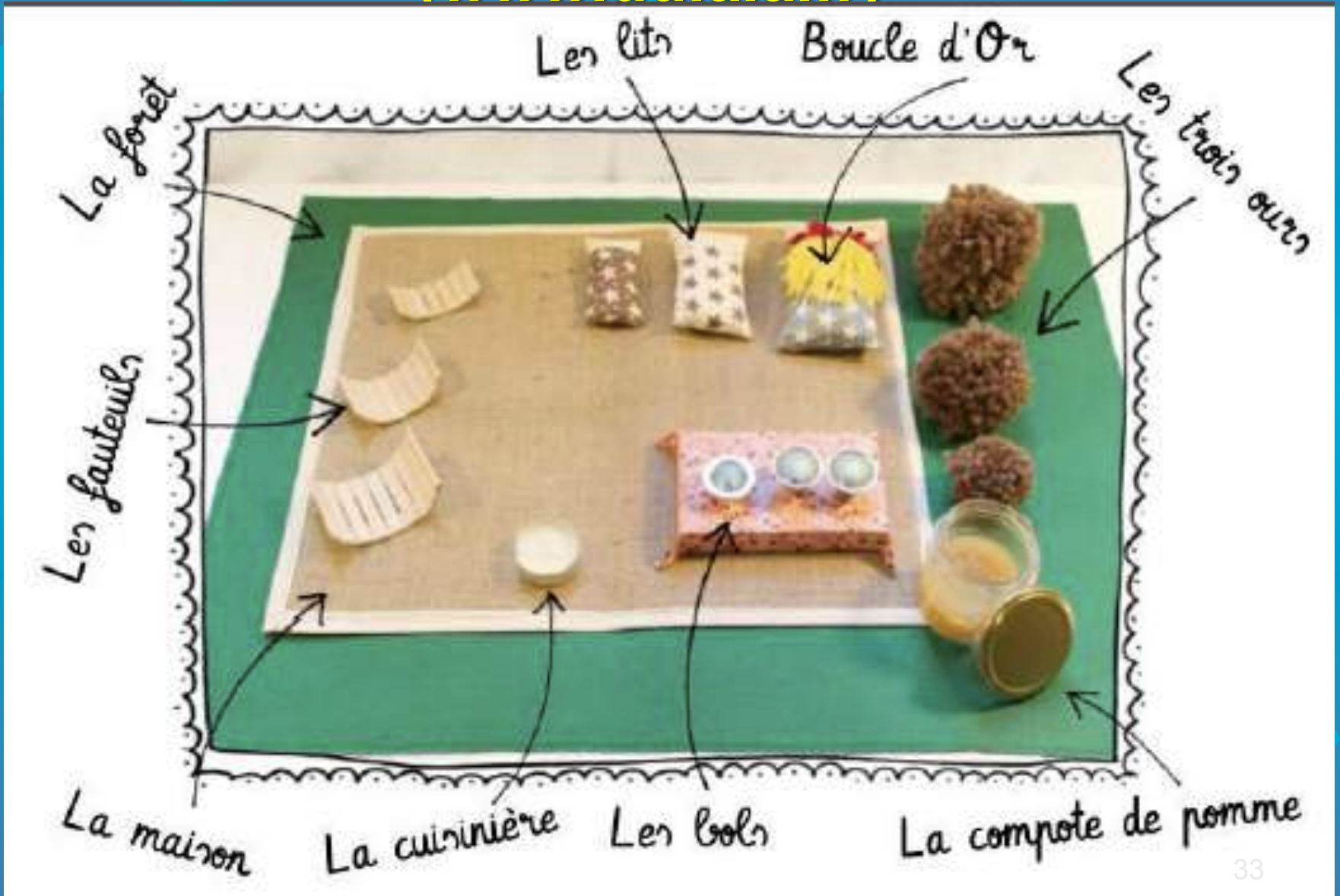
([www.dulala.fr](http://www.dulala.fr))

<https://www.dulala.fr/boite-a-histoires-dulala/>



# GOLDILOCKS AND THE THREE BEARS

([www.dulala.fr](http://www.dulala.fr))



# THE PEDAGOGY OF READING

A field to imagine differently in the 21st century



- Inclusive
- Multilingual
- Transcultural
- Transformative
- Participatory
- Creative
- Critical

# TOMI UNGERER (1996)



*« Il faut collectionner les langues parce qu'une fois qu'on a une autre langue, on comprend mieux la culture des autres. On peut s'amuser avec les langues, on peut les faire transpirer, les mettre au grill. Pour moi un coucher de soleil, je le ressens en français, en allemand, en anglais ou en alsacien, de cette façon je peux jouir de quatre couchers de soleil à la fois, au niveau astral c'est pas mal ».*



THANK YOU TEŞEKKÜR הַדוֹת ДАКУЈЕМ ДӘҚУЈИ DANKE ХВАЛА TERIMA KASIH. DANKE  
спасибо ХВАЛА TERIMA KASIH. DANKE ARIGATŌ  
NGIYABONGA הַדוֹת DANKE ARIGATŌ  
GRACIAS TEŞEKKÜR DHANYAVĀD KITOS TAK 감사합니다  
KÖSZÖNŌM ευχαριστώ  
ARIGATŌ спасибо  
GRACIES THANK YOU SHUKRAN XIÈXIÈ  
MERCİ OBRIGADO DANKE TAK MERCI 'HANI  
TAV TEŞEKKÜR GRACIAS KÖSZÖNŌM ευχαριστώ  
THANK YOU ARIGATŌ спасибо  
GRACIES THANK YOU SHUKRAN XIÈXIÈ DĚKUJITI  
MERCİ OBRIGADO SHUKRAN XIÈXIÈ TAK  
XÌÈXÌÈ MERCİ OBRIGADO SHUKRAN XIÈXIÈ GRACIAS  
감사합니다 GRAZIE DANKE TAK SHUKRAN GRACIES  
TERIMA KASIH. HVALA  
DANKE KOP KHUN DHANYAVĀD TACK KITOS 감사합니다  
OBRIGADO MERCİ GRAZIE KITOS TEŞEKKÜR  
KÖSZÖNŌM TERIMA KASIH. ХВАЛА  
DANKE DAKUJEM KOP KHUN  
ARIGATŌ XIÈXIÈ DANKE TERIMA KASIH. ХВАЛА  
MERCİ ARIGATŌ GRACIAS THANK YOU  
XВАЛА ARIGATŌ NGIYABONGA SHUKRAN TACK  
GRAZIE





**MARIT  
TÖRNQVIST  
– AUTEUR**

Marit Törnqvist

# BOEKEN als BRUG



MARIT  
TÖRNQVIST

Klein  
verhaal  
over  
liefde



QUERIDO



MARIT  
TÖRNQVIST

Wat  
niemand  
had  
verwacht

QUERIDO







# EVA DEVOS

## – IEDEREEN LEEST



# Cijfers

Vlaamse onderwijsstatistieken en Kind & Gezin, 2017

- **19,4% van 6- tot 12-jarigen spreekt thuis een andere taal dan het Nederlands**
- **Bij 28,7% van pasgeborenen spreekt de moeder overwegend een andere taal dan het Nederlands met het kind**
- **Antwerpen: Nederlands is niet de thuistaal van 44,9% leerlingen in het basisonderwijs**
- **Brussel: Nederlands is niet de thuistaal van 70% leerlingen in het basisonderwijs**



# Meertaligheid als **kracht**

- verhoogt welbevinden
- verhoogt studiebereidheid
- verhoogt potentieel om Nederlands te leren



# Onderwijs- en taalbeleid

- 2017: GO!  
'Inspelen op de meertaligheid in het GO!
- 2017: Katholiek Onderwijs Vlaanderen  
'Alle leerlingen meertalig!'
- 2019: Nederlandse Taalunie  
'Antwoorden op vragen over omgaan met meertaligheid in het  
onderwijs in het Nederlandse taalgebied'



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# Over lezen

## Over welk thema?

- Alles
- Belang van lezen
- De vijf
- In het atelier
- Leeswereld
- Leescultuur
- Digitalisering
- Leesmotivatie
- Leesplezier
- Meertaligheid
- Voorlezen
- Vroeg beginnen
- Beleid
- Bibliotheek
- Onderwijs
- Thuis
- Kinderopvang

## Welk soort informatie?

- Alles
- Reeks
- Nieuws
- Onderzoek
- Opinie
- In de praktijk

BIBLIOTHEEK | VROEG BEGINNEN | MEERTALIGHEID

## Participatief werken bij Britse bibliotheken: een inkijk

De bibliotheek is een laagdrempelige voorziening die verbonden wil zijn met de buurt. Een van de uitdagingen is verbinding maken met ouders die geen Nederlands spreken. Hoe bouw je bruggen waar er taalbarrières zijn? Iedereen Leest zocht inspiratie in Noord-Engeland.

[lees verder →](#)



BIBLIOTHEEK | MEERTALIGHEID | VROEG BEGINNEN

## Traject gestart in drie bibliotheken voor baby's en peuters die meertalig opgroeien

In drie openbare bibliotheken is een langlopend traject gestart om de dienstverlening van de bib nog beter af te stemmen op ouders met jonge kinderen die meertalig opgroeien. Het traject kadert in een grootschalig onderzoek met verschillende universiteiten en partners.

[lees verder →](#)



MEERTALIGHEID | BIBLIOTHEEK | IN DE PRAKTIJK

## Meertalige collecties in de bibliotheek: een praktijkvoorbeeld uit Brussel

Vandaag groeien veel kinderen op met een moedertaal verschillend van het Nederlands. Bibliotheken, die een open plek willen zijn voor iedereen, proberen dan ook meertalige collecties op te bouwen. De Brusselse bibliotheken geven een inkijk in hun werking rond meertalige collecties.

[lees verder →](#)

