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The multilingual and digital turns in Frisian and Low-Saxon applied educational research

Globalisation and mobility are rapidly changing societies and today's classrooms are increasingly becoming linguistically diverse. This diversity is however rarely reflected in pedagogical approaches and, as such, there is little room for minority and migrant languages as teachers lack knowledge on the benefits of multilingual education and the skills to implement multilingual approaches (Helot, 2016). Thus, there is a need for tools that can help teachers create an inclusive, multilingual classroom, promoting positive attitudes towards different languages. The presentation explores recent developments around multilingualism in education in the three northern provinces of the Netherlands. It is set within the current context of Germanic minority languages, such as Frisian and Low Saxon, growingly encountering migrant-induced language diversity. The typical insistence on the national languages as main languages of schooling (Kroon & Spotti, 2011) is based on the idea that immersion in each of the target languages triggers the best outcomes, thus leading to language separation pedagogies. For example, in Frisian trilingual education, the three instruction languages (Frisian, Dutch and English) are still often kept apart in instruction (Arocena & Gorter, 2013). However, research has repeatedly shown the importance of using all language resources of multilingual pupils in optimizing learning (Cummins, 2008; Cenoz & Gorter, 2011). Against this backdrop, recent developments for multilingual education in these regions focus on achieving:

- a) less separation between the instruction languages in bi- and trilingual education (e.g. Frisian, Dutch and English);
- b) incorporating regional and neighbour languages in education;
- c) creating bridges between foreign languages in education (e.g. English, German and French);
- d) valorising and including migrant languages in mainstream education;
- e) digitalisation of materials, including both regional minority, migrant and foreign languages.

The presentation explores how these recent developments towards multilingual education are realised in educational projects. The projects are based on a holistic model for multilingualism in education that places pedagogical practices along a continuum, oscillating between the acknowledgement of languages and their full use in education (Duarte & Günther-van der Meij, 2018). The activities and accompanying (digital) materials are created in co-construction between teachers and researchers in design-based research (Cobb et al., 2003) during several cycles of development and implementation (McKenney & Reeves, 2013). We will explore the role of Frisian and Low Saxon in the context of multilingual education and, in particular, in a number of multilingual digital tools. We conclude by highlighting a few changes that occurred in the classrooms we investigated and that are related to the pedagogical knowledge of teachers to address minority languages alongside other languages, the language attitudes of pupils and the nature of classroom interaction.