

# Making Everyday Multilingualism Visible in Art Education

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# Speaking in Images: From classroom to public

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Making everyday multilingualism visible in Art Education

**Planned opening: 30 seconds of a student voice**

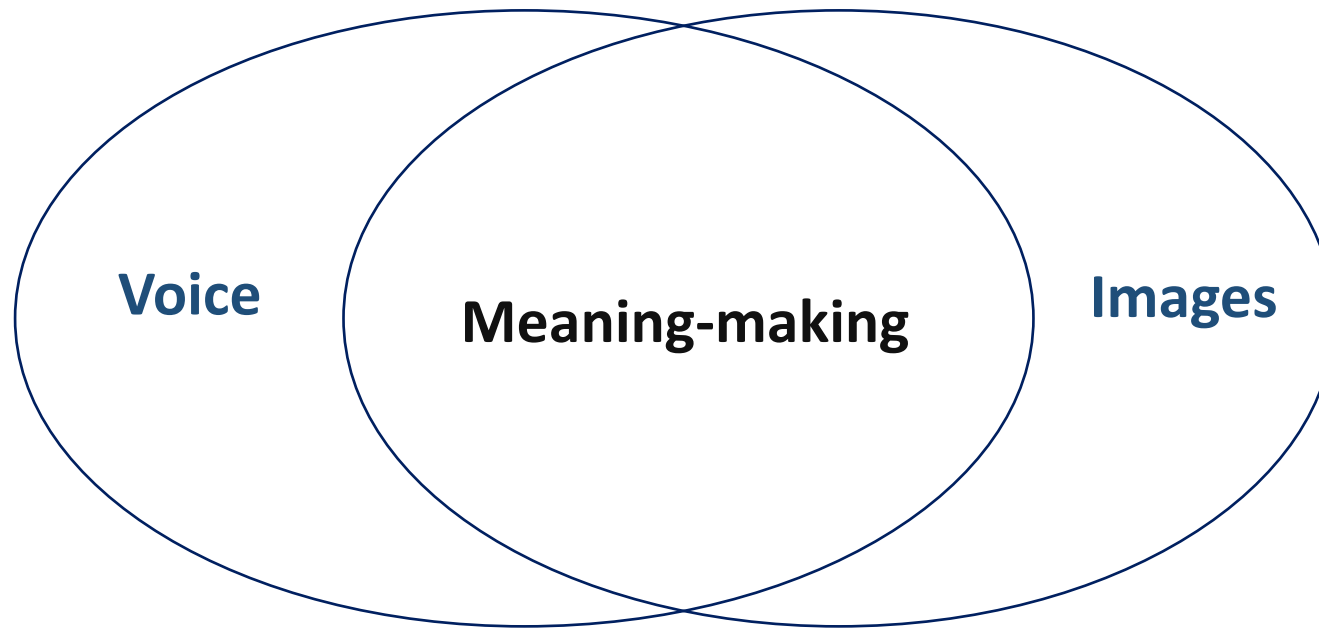
**Not shared publicly: the student chose not to have it replayed.**

Berlin Gymnasium · Art · Q1 (Grade 11)

# A classroom moment

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- **No one else in the course speaks Bosnian.**
- **They still followed the essence through voice cues and images.**



# The paradox

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**15**

students

**7**

HL present

**1**

used a HL in the final assessed  
film

**→ multilingualism is present, but suppressed in performance under assessment.**

# Claim

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## **Perception**

as viewers

Multilingual meaning-making is valued.

## **Performance**

as producers (under assessment)

Heritage languages are avoided.

# Module design

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→ Impulse: “La Jetée” (Chris Marker, 1962) - still images + voiceover



## French original voiceover

Only 1 student  
had basic French



## English voiceover (translation)

Suggested for  
full lexical access

→ Students chose French and said:

**“We can follow the story through voice and images.”**

→ **Meaning-making is multimodal**

# Task + ethics

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## Task: Photo-film (still images + voice-over)

Topics: everyday life, memory or fiction

Language choice: German / English / heritage language (optional)

### Ethics is method:

- Heritage language use is voluntary.
- Non-punitive design.
- Language choice is not assessed for correctness.

# Outcomes in final films

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German dominated; English was the safer option; Heritage language appeared once.

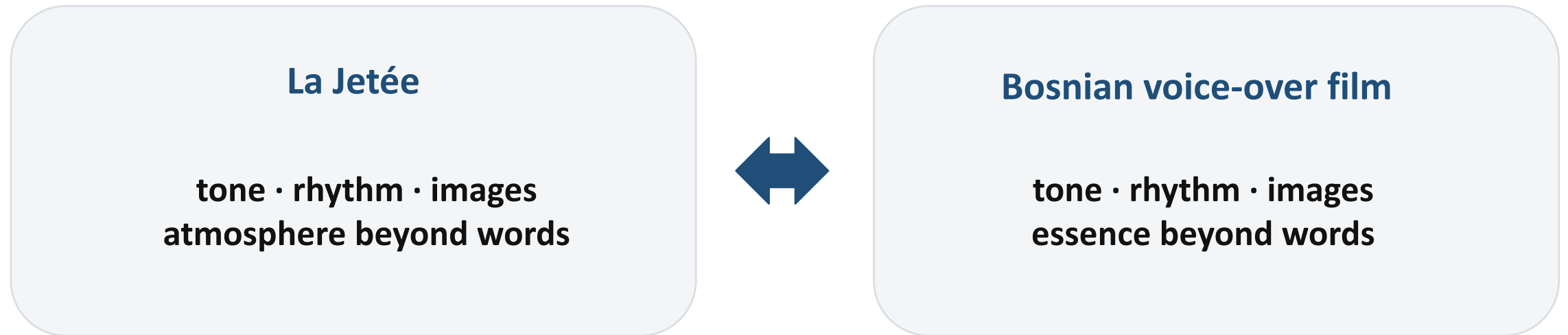


**Key point: multilingualism exists in the group → but rarely appears in the assessed task.**

# The mirror

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Student film (Bosnian voice-over) discussion echoed the “La Jetée” discussion.



**Meaning** was carried by **voice + image**  
even without full lexical access.

## Absence ≠ failure

**Institutional (school) signal**

Non-use often reflects risk - not a lack of ability or interest.

# Why did it happen?

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**Student Language choice becomes risk management.**

What risks do students manage when a heritage language becomes visible?



# Three risk logics

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Students manage three risks:

## **Evaluation**

hidden norms

anticipate judgement  
“what counts?”

## **Spotlight**

representation risk

avoid being  
“the representative”

## **Literacy**

public writing risk

orally strong,  
less secure writing

# What grew

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## Interpretive competence increased

- **Sharper vocabulary** for describing atmosphere, voice, and visual narrative
- **Higher confidence in interpreting meaning** beyond word-for-word comprehension

# Four design principles

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## **Legitimize the resource**

Heritage language = meaning-making tool.

## **Design safety**

non-punitive: not assessed for correctness.

## **Bridge with multimodality**

image and voice redistribute access.  
Not objective decoding - but evidence-based  
inference

## **Read absence as data**

if it's avoided, change the conditions.

# Measurement & coding

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How I tracked change (process + product)

## PA

Perceptual attention

- Observable: students notice and name how voice + image carry meaning.

## IL

Identity linkage

- Observable: students link language choices to identity, privacy, and belonging.

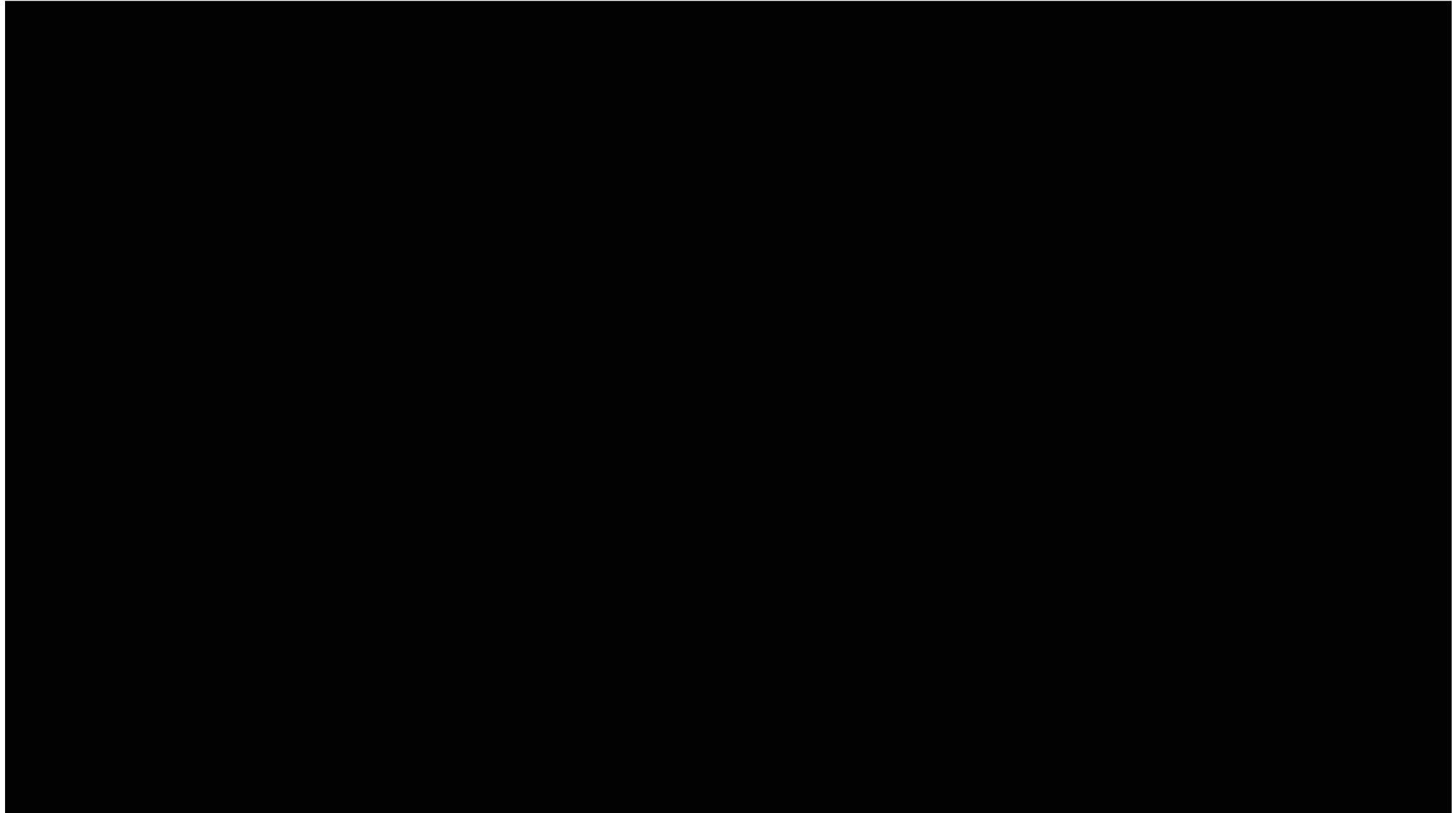
## IC

Interpretive competence

- Observable: students justify interpretations with clearer vocabulary and stronger reasoning over time.

## Example – HL present → English chosen

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# Next: Post-Extinction Capsule

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Next step: **redesigning conditions**  
so multilingual choice feels safer.

## Post-Extinction Capsule (Q1):

- language + identity + AI voice become explicit themes
- stronger “safety architecture” for visible multilingualism
- human vs automated voice as meaning-making

# Thank you. Questions?