



# Addressing Linguistic Diversity in Malta

## Teacher Education and Classroom Pedagogy in Early and Primary Education

### ***Aims and Objectives***

This project seeks to create understanding and awareness, as well as shed light upon the linguistic scenario in local Maltese schools, at early and primary education levels. The need for this study stems from global mobility trends which brought about increased linguistic diversity. In State schools 21% of students are non-Maltese (NSO, 2024) and 28.1% of the population in Malta is non-Maltese (NSO, 2024).



### ***Research Question***

Where does Malta stand at the intersection between teacher education, classroom pedagogy and linguistic diversity in early and primary education?

### ***Methodology***

To work towards the aims of this project, data is in the process of being collected through a mixed methods investigation as illustrated in the figure below.

#### **Systematic Literature Review**

The systematic review aims to analyse and integrate evidence from both local and international studies (2019-2024) on current educational practices and trends that address language learning and linguistic diversity in early and primary education.

#### **Analysis of Policy and Teacher Training Curricula**

This research component compares local and European policies that shape the development and implementation of educational practices promoting linguistic diversity in schools. The objective is to analyse the content of teacher education curricula provided by universities located in Malta and five other European countries to reveal key components which attempt to prepare teachers for the growing linguistic and cultural diversity in (primary) classrooms.

#### **Education and Linguistic Diversity**

To conduct a nation-wide survey with pre-service and in-service early years and primary educators working with children aged 3 – 11 years in Malta and Gozo, in order to gain a broader understanding of their perceptions of multilingualism and to explore how linguistic diversity is reflected in everyday practices within Maltese schools.

#### **Teacher Narratives**

Narratives will be compiled through qualitative research to give a voice to pre-service and in-service early and primary educators to narrate and document stories of teachers' evolving practices, attitudes, beliefs and professional identities in relation to the changing societal and educational scenarios.

#### **Final Report**

The final work package will bring together the results and findings of the several research activities carried out since the start of this project.

### **Research Group**

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### **Funding**

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