

## **Applying principles of L1-based multilingual education to refugee and immigrant programs: An exploration**

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This paper analyzes current principles and practices in multilingual education (MLE) based on learners' own languages in terms of what they could offer to refugee and immigrant education programs. We start with the premise that effective language-in-education practices are based on pedagogical principles established in the field, which should be applicable to most if not all programs, even in physically challenging or linguistically mixed environments (Reddick & Dryden-Peterson, 2021). We then explore the needs and examine some possible strategies to meet the linguistic and pedagogical needs of young refugee learners. In accordance with UN Sustainable Development Goal Four of the 2030 Agenda, to “ensure inclusive and quality education for all and promote lifelong learning” (UNESCO 2016; Kosonen 2017), it is our responsibility to ensure that pedagogically sound and linguistically sensitive practices are extended to all learners, particularly those most vulnerable.

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### **Bios:**

**Carol Benson** is an Associate Professor at Teachers College, Columbia University and a specialist in L1-based multilingual education in low-income contexts. Her most recent technical assistance and research in MLE has been conducted in collaboration with TC students in Cambodia and Senegal.

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