### THURSDAY 12 OCTOBER 2017

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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>8:30 – 12:00</td>
<td>School visits (only if registered and accepted)</td>
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<td>13:30 – 14:00</td>
<td>Registration + coffee/tea</td>
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<td>14:00 – 14:10</td>
<td>Opening by: Cor van der Meer (Mercator, Leeuwarden), Itesh Sachdev (SOAS, London) and Stephan Breidbach &amp; Lutz Küster (Humboldt-Universität, Berlin).</td>
</tr>
</tbody>
</table>
| 14:10 – 14:50 | Keynote lecture I: Piet van Avermaet (Ghent)  
**Multilingualism in Education. Problem or Asset?** |
| 14:50 – 15:25 | Lesley Harbon (Sydney) & Ruth Fielding (Canberra)  
**Urban multilingualism embedded in Australian educational contexts.** |
| 15:25 – 15:55 | Coffee / tea break                                                   |
| 15:55 – 18:00 | Gabriela Meier (Exeter)  
**Languages, language education and social cohesion: first results from a systematic literature review.**  
Jean-Paul Narcy-Combes (Paris)  
**Academic writing in a plurilingual perspective.**  
Martin Wolter (Siegen)  
**Darstellung erster Ergebnisse aus dem binationalen online-Projekt ePortAlEs.** |
| 19:00     | Conference Dinner                                                     |
**FRIDAY 13 OCTOBER 2017**

**Chairs:** Jean Paul Nancy-Combes (Nancy), Jose Aguilar (Paris), Dagmar Abendroth-Timmer (Siegen)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>09:30 – 10:10</td>
<td><strong>Keynote lecture II:</strong> Jasone Cenoz (Donostia-San Sebastian)</td>
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<tr>
<td></td>
<td><em>Minority languages and multilingual education: Is translanguaging a threat or an opportunity?</em></td>
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<td>10:10 – 10:45</td>
<td><strong>Eabele Tjepkema (Leeuwarden)</strong></td>
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<td><em>Translanguaging in multilingual education and target language use.</em></td>
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<td>10:45 – 11:15</td>
<td>Coffee / tea break</td>
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<td>11:15 – 13:15</td>
<td><strong>Joana Duarte (Leeuwarden)</strong></td>
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<td><em>Translanguaging in the context of minority languages: the case of Frisian.</em></td>
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<td><strong>Heike Niesen &amp; Britta Viebock (Frankfurt am Main)</strong></td>
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<td><em>Preparing language teachers for heterogeneous classrooms: the development of professional vision in language teacher education.</em></td>
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<td><strong>Mike Medeiros (Amsterdam), Åsa von Schoultz (Sundsvall) &amp; Hanna Wass (Helsinki)</strong></td>
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<td><em>Language Matters? Antecedents and Political Consequences of Support for Bilingualism in Canada and Finland.</em></td>
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<td><strong>Eva Juarros Daussa, Tilman Lanz &amp; Renee Pera-Ros (Groningen)</strong></td>
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<td><em>Two-way integration of migrants and minoritized speakers: voices from Catalonia.</em></td>
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<td>13:15 – 14:30</td>
<td>Lunch</td>
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<td>14:30 – 16:00</td>
<td><strong>DOCTORAL SEMINAR</strong></td>
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<td><strong>Sophia Zenke (Berlin)</strong></td>
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<td><em>Learning Languages in Berlin – Challenging Attitudes Towards Multilingualism and (Foreign) Languages in the German capital.</em></td>
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<td><strong>Ramona Schneider (Siegen)</strong></td>
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<td><strong>Tanya Day Clark (Exeter, Berlin)</strong></td>
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<td><em>“Why am I teaching this way?” Negotiating complex bilingual instructional language change in a secondary maths classroom; its effect on teacher identities.</em></td>
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<td>16:00 – 16:30</td>
<td>Coffee/tea</td>
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<td>16:30 – 17:30</td>
<td><strong>Alexandra Kemmerer (Frankfurt am Main)</strong></td>
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<td><em>Preparing Future Teachers for Multilingual-Sensitive Assessment.</em></td>
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<td><strong>Erika Kalocsányiova (Luxembourg)</strong></td>
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<td><em>They can communicate, but...&quot;: language learning goals of forced migrants in multilingual Luxembourg.</em></td>
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<td>17:45</td>
<td><strong>LANGSCAPE Board of Directors meeting</strong></td>
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**SATURDAY 14 OCTOBER 2017**

**Chairs:** Itesh Sachdev (London) and Stephan Breidbach (Berlin)

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<th>Time</th>
<th>Event</th>
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<tr>
<td>9:30 – 10:10</td>
<td>Keynote lecture III: Durk Gorter (Donostia-San Sebastian) <em>Learning languages from the linguistic landscape.</em></td>
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<tr>
<td>10:45 – 11:15</td>
<td>Coffee/ tea</td>
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| 11:15 – 12:15 | Sándor Dobos (Debrecen and Beregovo) *The restoration of the historical Hungarian settlement names of the Hungarian minority in the territory of present-day Transcarpathia (1989-2000).*
|               | István Cserniscákó (Veszprém and Beregovo) *Multilingualism of banknotes: visual construction of language policy on banknotes in the territory of present-day Transcarpathia in the 20th century and today.* |
| 12:15 – 12:30 | Closing words by Stephan Breidbach & Lutz Küster (Berlin) and Itesh Sachdev (SOAS, London) |
| 12:30         | Packed lunch & goodbye                                               |
1. Piet van Avermaet (Ghent)

*Multilingualism in Education. Problem or Asset?*

Since the first 2000 PISA findings we know that socio-ethnic inequality in education is a tenacious and persistent problem in many European countries. In explaining this inequality language (i.e. knowledge of the dominant language) is often presented by policy makers as the main – if not the only – *causal* factor. This incorrect causal interpretation has strongly impacted language policy making of the last 15 years in many European countries. For almost two decades knowledge of the dominant language has been seen as the main lever for school success. However, the recent 2015 PISA-data show that the inequality gap has not been reduced. On the contrary, social inequality in education seems to have grown in some countries.

Independent of the fact that schools, as social and learning spaces, are multilingual and although there is no empirical evidence for the effectiveness of an exclusive L2 submersion model, many European countries maintain a monolingual policy, whereby children have to be submersed in the dominant language as a condition for school success. This often leads to school policies and classroom practices where children’s multilingual repertoires are banned, not exploited and where children are sometimes being reproved or even punished for using their multilingual repertoire in daily school and classroom interaction.

Taking international research data, three recently conducted longitudinal studies in Flanders and concrete school and classroom practices as a basis, these (c)overt monolingual policies and practices will be discussed.

___________________________________________________________________________

2. Lesley Harbon (Sydney) & Ruth Fielding (Canberra)

*Urban multilingualism embedded in Australian educational contexts*

Our Content and Language Integrated Learning (CLIL) research takes place in four primary schools in the state of New South Wales, Australia. Although only one of those four schools could be described as being highly urban and multilingual (the almost 800 students originate from 38 countries and speak 52 languages and dialects), all four schools implement CLIL programs in the early grades. CLIL in these school programs means some parts of the curriculum are being delivered and assessed in a language other than English. Our continuing research has determined that multilingualism is in a fragile state not just in urban educational contexts, but also in non-urban contexts, with teachers, students and their parents constantly concerned about continuity. There are advocates for, and challenges to, multilingualism in both urban and regional contexts in Australia. In some cases, multilingualism is better supported in contexts one might not expect. This paper overviews both phases of the research to date: whereas European cities’ urban multilingualism is viewed in terms of globalization and the presence of both majority and many minority languages representing various challenges for schooling...
systems, the Australian context presents issues that reflect similarities and differences to the European context.

3. Gabriela Meier (Exeter)

Languages, language education and social cohesion: first results from a systematic literature review

Intuitively we may argue that additional languages learnt in families, communities and/or in schools enable communication with more people, but some argue that languages can also act as barriers between social groups. Although we expected that sociologists would take an interest in languages as a factor, facilitating or hindering social cohesion, we found that research from sociology and political science rarely includes or mentions languages as a potential factor that might affect concepts related to social cohesion, such as social capital (Field, 2003; Robert Putnam, 2004), community relations (Rose 2000, Mitchell ...), intergroup contact (Allport, 1954; Pettigrew, 1998; Stringer et al. 2009) and multiculturalism or interculturalism (Cantle, 2006, 2012). Our observations indicate the need for a systematic literature review guided by the following research question: How does research from different fields (language education, sociolinguistics, sociology, political science) make claims about any association between languages, including bi/multi/plurilingualism, and social-cohesion related concepts/outcomes?

Based on a sophisticated methodology following the PRISMA\(^1\) statement (Moher et al, 2009), we identified 1799 potentially relevant articles which we are currently rating and analysing. Thus, on behalf of the team, Meier will present work in progress, and present initial results based on a partial analysis. Not surprisingly, the initial analysis indicates that languages and bi/multilingualism are seen as both facilitating and hindering social cohesion and related constructs. However, it also shows a more complex picture, for instance that

- languages play a role in home-school relations in more than one way
- Validation of several languages through schools and policy can have a positive influence on social cohesion
- learning the dominant language is important for minority populations, but this is perhaps not enough to enable equity and social participation
- Sharing a language in minority groups is important to develop close group ties, but it may not help relationships between linguistic groups.
- English as a lingua franca can help develop intergroup contact, especially online
- Segregation along language lines can be a symptom of other underlying factors.

I will invite the audience to discuss what our findings might mean for different contexts.

\(^1\) Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA statement
Language Matters? Antecedents and Political Consequences of Support for Bilingualism in Canada and Finland

Bilingualism has historically been at the heart of important sociopolitical debates in Canada and in Finland (see McRae, 1997; Martel and Pâquet, 2012). While in Canada the language battles in order to promote French that marked past decades have abated, bilingualism nevertheless remains an important political issue (Medeiros, 2017). In Finland, the debate centered on the place of Swedish in Finnish society has actually in recent years flared up, becoming a prominent issue for several political parties (Westinen, 2014).

Seeing the prominent role that bilingualism has had on the political landscape of these two countries, it is therefore important to grasp the antecedents of attitudes towards it as well as the political influence that support for bilingualism might have. What could account for the social acceptance of bilingual language policies in Canada and Finland? And what political impact could support for bilingualism have in both countries?

This study explores these two questions by using survey data from the Canadian Election Study and the Finnish Election Study. It does so by, firstly, outlining the factors that drive support for bilingualism in Canada and Finland. Secondly, the study investigates how support for bilingualism influences vote choice in the two different bilingual contexts.

References:


Minority languages and multilingual education: Is translanguaging a threat or an opportunity?

Traditionally monolinguism has been the reference for bilingualism and second language acquisition. Bilingual speakers have been compared to two monolingual speakers and second language learners’ development has been measured by taking the native speaker of the target language as a reference. This has also been the case when more than two languages are involved in multilingualism and the acquisition of third or additional languages. The isolation of languages in the school curriculum has been regarded as positive for the survival of minority languages so that they do not get “contaminated” by majority languages. These ideas have been challenged in the last years and nowadays there is a strong trend to replace the idea of
isolated linguistic systems by approaches that take multilingual speakers and the way they use their linguistic repertoire as a reference. This presentation will focus on translinguaging, a concept that was developed in Welsh bilingual schools where English, the majority language, and Welsh, the minority language, are used as languages of instruction. Translinguaging will be analyzed from the perspective of the use of minority languages in education in schools where majority and international languages are learned as well. Translinguaging refers both to spontaneous language practices that use linguistic resources from the multilingual speaker’s repertoire and to pedagogically oriented strategies developed to foster multilingual competences. In this presentation, the strengths and weaknesses of spontaneous and pedagogical translinguaging will be analyzed as related to the development of minority languages.

6. Eabele Tjepkema (Leeuwarden)

Translinguaging in multilingual education and target language use

Cenoz & Gorter’s holistic view on multilingual education means that students should be enabled to use all (linguistic) resources available for learning. In this way they will become multilinguals. Criticism on that kind of plurilingualistic approaches includes that students are not sufficiently stimulated to target language use.

In my presentation I will discuss this dilemma by sharing a case study in Frisian trilingual primary schools where features of translinguaging are adapted. The pedagogical concept of translinguaging (Lewis & Jones) is applied by using both the minority and the national language during the lesson but the target language in the post-phase of the content lesson. Firstly, it will be shown how content presentations in the target language will provide a NEED (Laufer & Hulstijn) to use the target language in both the during- and the post-phase, but for each phase to a different extent and with different means. Secondly, it will be shown how translinguaging stimulates the students’ metalinguistic awareness, which is hypothesized to be a catalyst in the learning process.

The video data are part of my PhD research on circumstances in class that stimulate students’ target language use.

7. Joana Duarte (Leeuwarden)

Translinguaging in the context of minority languages: the case of Frisian

Recent developments in educational research have put forward a translinguaging approach (García 2009; Duarte 2016), meaning the flexible use of multiple languages by plurilingual pupils in education, going beyond seeing the different language as isolated constructs. While this approach has enjoyed a positive scientific echoing in the study of migrant-induced multilingualism, less is known about how a translinguaging-based pedagogy can be
implemented in the context of minority languages, the central question being: will it protect or endanger them?

The paper will focus on the role of trilingual education within the current context of regional minority languages growingly encountering migrant-induced language diversity. In this context, a pilot-project conducted in 5 trilingual schools in Friesland, the Northern province of the Netherlands, will be introduced. In a multiple exploratory case-study (Yin 2014), a translanguaging approach was developed and implemented in five primary schools with the aims of: a) reducing the language separation pedagogies practiced in the schools and b) giving immigrant languages a place in the schools’ trilingual model.

Results show that a translanguaging approach was indeed used to design activities in which the three main languages of instruction jointly play a role, whereas a language awareness approach was adopted in order to valorize immigrant languages within the existing trilingual models.

References:


8. Heike Niesen & Britta Viebock (Frankfurt am Main)

Preparing language teachers for heterogeneous classrooms: the development of professional vision in language teacher education

In times of mass migration and ever-increasing globalisation, heterogeneous classrooms with multilingual speakers displaying various cultural identities have become the norm. Along with this, the “Multilingual Turn” (May 2014, Conteh/Meier 2014) has triggered a change in perspective on foreign language teaching and learning from a more traditional, SLA-oriented approach to one that not only questions the notions of the “native speaker” (Hu 2003) and the “monolingual habitus” (Gogolin 1994), but also values the linguistic resources learners have at their command when learning a new language (Elsner 2015). While a general shift of attitude towards the appreciation of multilingualism and heterogeneous cultural identities can be observed, educational institutions are still in the process of developing concepts of how to deal with the increasing diversification. With regard to foreign language teaching one of the questions to be discussed is how to respect the languages each learner brings to class, including non-official minority languages (minority perspective), and use them productively in the process of developing a more advanced competence in the language to be learned (majority perspective). In a similar vein, it needs to be discussed how future teachers can be educated
for these complex linguistic situations and how they can profit from their own language learning biographies.

The purpose of our talk is to present a project (LEVEL – Linking pedagogic expertise through video-enhanced learning scenarios), which is concerned with the development of ‘professional vision’ (Goodwin 1994, Sherin 2001, Sherin/van Es 2009, Stürmer et al. 2013) in language teacher education. By way of video-based study units student teachers are educated to notice specific aspects relevant in language teaching, particulary in multilingual and culturally heterogeneous classrooms, and engage in knowledge-based reasoning. We will present a number of the study units developed in the domains of diagnosis, fostering language competences as well as raising inter-/transcultural awareness and offer some preliminary results from the accompanying research of the project as well as implications for teacher education.

9. Jean-Paul Narcy-Combes (Paris)

*Academic writing in a plurilingual perspective*

Writing in the language of the school is a complex problem for students who come from a different language group. They often feel they are unable to think and lose their creativity and their self-confidence. If we accept the hypothesis that the various codes available to an individual are never totally deactivated (Herdina & Jessner 2006, Grosjean 2008), resorting to «*translanguaging*» (Williams, S. & B, Hammarberg, 1998) to initiate and manage written production and relying on all the tools provided by Information and Communication Technology (ICT) without banning any may lead to more acceptable results.

Four experiments have been carried out in Bulgaria, France, Morocco and Tunisia. They helped the international team of researchers to determine the problems and monitor solutions while leading to improved academic productions in the language of the institutions. The theoretical framework, the qualitative research methodology and details of each projects will be presented as well as the traces of language development. Collaborative writing and peer interaction will be shown to be an effective way of overcoming the difficulty teachers encounter when they do not know the minority language their students use.

References:


Two-way integration of migrants and minoritized speakers: voices from Catalonia

Catalan demographics have deeply changed due to globalized migration, with foreign-born population currently representing 13.6%. As a result, there are around 300 languages spoken today in Catalonia. Having left bilingualism behind, the region therefore needs policies which successfully combine protection for its historical language(s), and support for this new linguistic diversity. Work on both old and new speakers of Catalan is already available; to complement it, we here present original ethnographic data on local languages other than Catalan within several immigrant communities with relative salience in Barcelona, including Amazigh, Arabic, English, Punjabi, Quechua, Romanian, Ukrainian, Urdu, and Wolof. Our inquiries indicate that immigrants assign great importance to the preservation of their language(s), and they would appreciate more initiatives promoting intercultural communication and multilingualism. As exchange, they are willing to become users of Catalan, and contribute to the values and goals of today’s Catalonia, a community at a historical crossroad. This case illustrates how a minoritized policy and civil society can create an atmosphere which rewards migrants’ initial open-minded attitudes towards cultural and linguistic accommodation, while strengthening conservational goals. We also generalize this case to offer guidelines on positively dealing with other diverse populations, leading up to what Modood has called a successful two-way integration process, which we consider to be the most cost-effective and promising security strategy for sustained social peace.

Learning Languages in Berlin – Challenging Attitudes Towards Multilingualism and (Foreign) Languages in the German capital

Learning Languages in Berlin – Challenging Attitudes Towards Multilingualism and (Foreign) Languages in the German capital (seminar paper, M.Ed.) Speaking of the linguistically and culturally diverse situation as found in Berlin, previous research on demographic data and the current situation of foreign language teaching at Berlin public schools has shown that although many different languages are spoken there, the amount of foreign languages taught at Berlin schools is not as multifaceted. On the contrary, the majority of foreign languages belong to the
Indo-European language family and are of mostly high prestige in the Western world. As foreign language teaching at school is a result of language education policies, it is a typical top-down process in politics and society. The purpose of this study is to find out whether language hierarchies and differences in attitudes towards multilingualism are also present on a non-governmental level, namely among Berlin residents. Based on previous research done in the field of Vitality of Urban Multilingualism (VUM) and language pedagogy, it is predicted that although people in Berlin generally have positive attitudes towards multilingualism, the striving for language diversity cannot be projected on attitudes towards foreign language teaching. Specifically, this study was designed to answer the following questions: (a) Is there an overall positive attitude towards multilingualism and language diversity among Berlin residents? (b) (How) Do Berlin residents’ attitudes change when it comes to the institutionalization of languages? (c) Which languages are characterized as important concerning foreign language teaching and everyday life in Berlin? A quantitative survey was designed using the method of an online questionnaire that could easily be shared on the Internet, on online learning platforms, and in social networks. The questionnaire consisted of 16 items that can be categorized into three main sections: firstly, demographic data from the respondent; secondly, questions on multilingualism; and thirdly, questions on (foreign) language teaching. The majority of questions were of a closed format and Likert Scales were used to cover participants’ attitudes. The population was limited to Berlin residents. Even though participants should represent a diverse group of people living in Berlin, a certain target group had to be assumed. As the questionnaire had mostly been distributed via social networks and online learning platforms of the university, participants would presumably be of academic background, including undergraduates and graduates. Data analysis has led to interesting findings: (I) The mostly young, plurilingual participants of higher education background show positive attitudes towards multilingualism and are likely to speak different languages in their free time or at work. (II) Having learned primarily European languages throughout their own school career, respondents are generally in favor of teaching a variety of foreign languages. (III) For respondents, it is particularly important to teach a language that is useful in the working world as well as spoken by the people surrounding them, geographically or personally. (IV) Still, in a more personally affecting context, they would most often opt for European languages – in addition to the Arabic language that seems to be quite important for Berlin residents.

References:

12. Ramona Schneider (Siegen)

Kooperative Aufgabenbearbeitung und Autonomie. Eine qualitative Studie zu Blended Learning in der Französischlehrerbildung


Die Untersuchung des Projektes CONFORME setzt an dieser Stelle an und widmet sich in einem ersten Forschungsfokus dem Lernsetting des Projektes aus Studierendenperspektive und in einem zweiten Forschungsfokus der kooperativen Aufgabenbearbeitung der Studierenden. Das Dissertationsvorhaben widmet sich folgenden Forschungsfragen:

1) Bezüglich des Blended Learning-Projektes: Wie beurteilen die Studierenden das Blended Learning-Projekt? Auf welchen Ebenen sehen die Studierenden Lernfortschritte?


Im Rahmen des Forschungsprojektes wurden erhoben: Ein Online-Fragebogen zu Projektbeginn, die virtuellen Kooperationsprozesse der Kleingruppen während des Projektes (Foreneinträge, Chat- und E-Mail-Protokolle, Audiokonferenzen) sowie offene Leitfadeninterviews und Reflexionsberichte der Studierenden nach Projektende. Für Forschungsfokus I wurden die Reflexionsdaten inhaltsanalytisch ausgewertet, wohingegen für Forschungsfokus II die Prozessdaten hinzugezogen wurden und eine Kombination aus inhalts- und diskursanalytischer Methoden gewählt wurde. Erste Erkenntnisse bezüglich der Mehrsprachigkeit legen u.a. nahe, dass Teilnehmer/innen mit muttersprachlichen Kenntnissen der verwendeten lingua franca für die vielfältigen Herausforderungen der fremdsprachlichen Gruppenmitglieder bei der Bearbeitung fachdidaktischer Aufgaben sensibilisiert werden
müssen. Weitere Erkenntnisse lassen vermuten, dass eine starke Strukturierung der Aufgabenstellung inhaltlich-fachliche Aushandlungsprozesse begünstigt.

Literatur:


13. Martin Wolter (Siegen)

Darstellung erster Ergebnisse aus dem binationalen online-Projekt ePortAlEs


Forschungsziel:
Das Ziel der Studie ist es, zu erheben und zu beschreiben, wie Lernende während der Arbeit in binationalen Teams ihre Lernprozesse in ePortfolios reflektieren. Die Studie ist qualitativ ausgerichtet. Die Ergebnisse sollen nach Strauss in Form von Fallbeispielen und Phänomenen, also durch einzelne Strategien und Handlungsmuster, dargestellt werden.


Methodik:
Vor Beginn des Projektes wurden über Fragebögen sozialstrukturrelle Daten, die Sprachlernbiographie, Selbsteinschätzungen zum Kompetenzstand der erlernten Sprachen, Vorervahrungen mit Medien, Vorervahrungen mit reflektiertem und selbstgesteuerten Lernen

Literatur:


14. Tanya Day Clark (Exeter, Berlin)

“Why am I teaching this way?” Negotiating complex bilingual instructional language change in a secondary maths classroom; its effect on teacher identities

“Why am I teaching this way?” Negotiating complex bilingual instructional language change in a secondary maths classroom; its effect on teacher identities. The benefits for students’ learning and social development from bilingual and multilingual teaching and classes has been well documented in educational research. However, few research studies have focused on the complex impact that adopting bilingual instruction in a secondary subject classroom has on a content teacher, in particular, on their professional identity, and on their positioning within the classroom. With the purpose of contributing to understanding the way in which a teacher’s identity is affected when adapting to a new language directive mandating bilingual instruction, and to the wider awareness of the complexities of some of the challenges faced by a teacher in bilingual lessons and the multilingual classroom, this study posed the following questions: how does teaching bilingually, and reflecting on this, affect a teacher’s perception of identity and self? and how does teaching bilingually impact a teacher’s perception of student-teacher relationships within the classroom? Acknowledging that the teacher’s individual and shared experience is socially constructed and negotiated within their community, this small-scale case study focused on two middle school Mathematics teachers’ perceptions of their own identity.
and interactions with their multilingual and bilingual students during the first year of using both German and English instruction in their Math lessons, rather than using only English, in an international school in Berlin, Germany. Working within a critical ethnographical framework, qualitative data collection methods of journal writing and interviews were chosen. Participants video recorded one of their bilingually instructed lessons, which was only available to the individual teacher to view, and then used the video as a reflection stimulus in documenting their reflections in the form of a written journal. A single follow-up interview focused on the process of reflection. The findings showed that the new experience of bilingual teaching altered the teachers’ perception of their professional identity. This transition was affected by linguistic limitations in the second language, a need for extended preparation time, lack of language training and specificity of approach, and resulted in a perceived diminished role as the subject expert as well as doubts in the efficacy of the method of instruction. However, it also resulted in an appreciation of the language learning experience and closer connections with some of their students. This study invites a discussion into possible approaches to further research concerning the way language is negotiated in the shared community of practice and how subject teachers could be supported in finding methods of instruction which promote an empowering and positive professional identity shift.

(This study was completed for module assignment EDD045 for the University of Exeter, 2017)

References:


15. Alexandra Kemmerer (Frankfurt am Main)

Preparing Future Teachers for Multilingual-Sensitive Assessment

Research in the field of FL teaching has shown, what many teachers have assumed for years: multilingualism has the potential to support FL learning – under certain circumstances (Hesse/Göbel 2009; Maluch/Neumann/Kempert 2016). Apart from students’ respective language levels and other student-related prerequisites (Elsner 2010), teachers’ knowledge and awareness of the potential of multilingual-sensitive approaches as well as their attitude towards the topic are crucial to pave the way to actually use this potential (cf. May 2014; Cortina-Pérez/Andúgar 2017). Thus, future teachers need to be equipped with what can be called **multilingual-sensitive teaching competence**. Part of this competence and a requirement to appreciate the “Multilingual Turn” (May 2014) in the FL classroom is to train future teachers for multilingual-sensitive assessment which allows them to evaluate their students’ multilingual potential and to initiate diagnostic cycles accordingly (cf. Helmke et al 2011). However,
concepts of integrating this approach into FL teacher education are yet in the process of being developed, implemented and evaluated. This talk seeks to contribute to this process by presenting examples and first pilot study results of the design-based research project “Promotion of Student Teachers’ Diagnostic Competence through Video Analyses”. One of its foci is to investigate the development of student teachers’ professional vision with regard to multilingual-sensitive diagnosis. This is initiated though the analysis, discussion and reflection of classroom videos in an online-learning platform (cf. Seidel/Stürmer 2014).

References:


16. Erika Kalocsányiova (Luxembourg)

“They can communicate, but…”: language learning goals of forced migrants in multilingual Luxembourg

This contribution presents data from an ongoing doctoral research project that focuses on the linguistic integration trajectory of Syrian and Iraqi refugees in Luxembourg. Drawing on interview data and classroom observations we explore teachers’ and learners’ attitudes towards Luxembourg’s main languages and their beliefs about how to approach language learning in a multilingual society.

2 This project is part of the LEVEL project (Linking Pedagogical Expertise through Video Enhanced Learning Scenarios) is a project at Goethe University Frankfurt/Main
Upon arrival, refugees are immediately exposed to the country’s immense linguistic diversity along with ambiguous and often competing ideologies as to what languages to learn. While French is the main vernacular language, English has been gaining importance as lingua franca of the Grand Duchy’s large international community. Government sources increasingly emphasise the role of Luxembourgish as the sole language of integration, despite its minority position in several domains. Other languages such as German or Portuguese might be equally important for navigating local life. Refugees from regions where (a regional/dialectal form of) Arabic enjoys the status of majority language, are expected to encounter difficulties in adapting to the complex language situation of Luxembourg.

As a result, the research participants have shown a strong interest in developing different capabilities in a variety of languages and for a range of purposes. Our data confirms that wide-ranging learning outcomes are pursued in this context. While teachers acknowledge the importance of this aspect for setting language learning goals, system-wide, policy-declared goals still prevail in their pedagogical practice. Yet, we have observed instances of more holistic approaches that recognize the multilingual character of communication and learning, and take better account of the learners’ short- and long-term expectations.

References:


17. Durk Gorter (Donostia, San Sebastian)

Learning languages from the linguistic landscape

My aim in this paper is to analyze the linguistic landscape as a learning environment. The linguistic landscape is about the multiple forms of the words, texts and images on display in public spaces. The publicly available “environmental print” (Huebner, 2016) can be a rich resource for informal and formal language learning. Also teachers can make use of the language input in the linguistic landscape inside the school as an important resource. Through different studies we have shown the value of the linguistic elements on signage for language learning practices but also how passers-by navigate between the different languages.
Our research context is the Basque Country in Spain, where the minority language Basque, the majority language Spanish, the international language English and other languages combine to form a multilingual assemblage. In different research projects we have collected data and analyzed the textual environment and functions of signage outside and inside multilingual schools. In one study we collected photographs in several schools: inside classrooms, in corridors, and the outside of school buildings. The analysis of ‘schoolscapes’ (Brown, 2012) can focus on various uses and meaning of the signs. In another study students used the linguistic landscape of their own town as a teaching resource to enhance language awareness.

References:


18. Shahzaman Haque (Paris)

Hmong language speakers in a Parisian suburb

This study emanates from the ongoing ethnographic study on a young Hmong speaker whose family immigrated from Laos to France in the early sixties of the twentieth century. The language practices of the Hmong community has so far drawn little interest to the sociolinguists in France although they are considered as one of the important minority communities, particularly in the French Guyana. The preliminary results from the semi-structured interviews and fieldwork conducted on the Hmong speaker and his families show the strong presence of Hmong language in the family vicinity, where the language has been transmitted to the children and its usage has been restricted among the family members and in the practice of chamanism by the parents. The Hmong language has no support under educational language policies of France, and we find hardly its presence in the almost monolingual landscape of France.

References:


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19. Sándor Dobos (Debrecen [HU], Beregovo [UKR])

*The restoration of the historical Hungarian settlement names of the Hungarian minority in the territory of present-day Transcarpathia (1989-2000)*

Transcarpathia is the western region of Ukraine, officially called Закарпатська область/Zakarpatska oblaszty. Its administrative centre is Uzhgorod and the official language is Ukrainian. It is a multi-ethnic territory. According to the Ukrainian census data of 2001, the population of Transcarpathia is about 1,254,614 people. The majority of the population is Ukrainian (80.5%). We can also find people of several other nationalities: Hungarians, Russians, Romanians, Ruthens, Slovaks and some others. The largest national minority is the Hungarian community, about 151,516 Hungarians (12.1% of the population) live near the border between Hungary and Ukraine.

During the 20th century several territorial and governmental changes occurred in the Carpathian Basin that caused several regularizations of settlement names by the authorities in the territory of present-day Transcarpathia. In this way, settlement names have been changed about five times in the region:

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3. Latin alphabet version of Slavic word is written in its Hungarian-based transliteration.
1) the first regularization of settlement names took place between 1898 and 1912 when the territory of present-day Transcarpathia belonged to the Austro-Hungarian Monarchy;
2) the second one was during the period between the two World Wars, when the region was integrated to the first Czechoslovak Republic (1919–1938);
3) the names of the settlements were modified for the third time when the region became part of Hungary again (1938–1944);
4) after the Second World War the settlement names were changed again, for the fourth time, when the territory of present-day Transcarpathia was attached to the Soviet Union (1945–1991);
5) the fifth changing of city-, town- and village-names began after the collapse of the Soviet Union, when the region became part of the independent Ukraine (1991).

The subject of the given presentation is to show the fifth regularization of settlement names in the territory of present-day Transcarpathia that began in the Soviet era, at the end of 1980s, but its official approval occurred in the time of independent Ukraine. It differed from earlier regularizations of place names because the local Hungarian minority initiated the restoration of traditional and historical Hungarian names of settlements populated by them based on updated international and Ukrainian contracts and laws relating to the rights of national minorities.

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20. István Csernisckó (Veszprém [HU], Beregovo [UKR])

**Multilingualism of banknotes: visual construction of language policy on banknotes in the territory of present-day Transcarpathia in the 20th century and today**

The Linguistic Landscape (LL) is one of the components of language policy (Shohamy 2006: 112, 2015; Spolsky 2004: 5). Following the footsteps of Sebba (2013), we will consider banknotes as elements of the LL. Besides images of the nationally important cultural and historic persons and symbols, the languages appearing on (or missing from) the notes also play a part in the visualisation of the given language policy (Raento et al. 2004: 930). The languages of banknotes “will always be a product of the dominant language ideologies within the society concerned, mediated by language and planning at governmental level” (Sebba 2013: 104). Jaworski and Thurlow (2010: 11) analyze the elements of LL based on linguistic ideologies. Thus, by analysing the languages present and absent from banknotes, we have the opportunity to investigate the image the prevailing state power wishes to transmit to the national and international public (Veselkova & Horvath 2011: 237).

Marten et al. (2012: 3) claim that qualitative and quantitative criteria should be combined in LL research, while Pavlenko (2009) draws our attention to the fact that the LL should not be

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explored from a merely synchronic aspect. She emphasizes the need to examine LLs diachronically, as a dynamic phenomenon (Pavlenko 2015). Based on the above-mentioned, we will have a look at the banknotes printed in a specific geographical area (Transcarpathia) between 1900 and today.

During the twentieth century the region of Transcarpathia belonged to several different states: to the Austro-Hungarian Monarchy, to Czechoslovakia, to the Kingdom of Hungary, to the Soviet Union and finally to Ukraine (Csernicskó & Ferenc 2014). In this article we outline the main features of the language policies of the different states. The paper briefly discusses the selection of languages which appear on banknotes, which is nearly always in accordance with the dominant language ideologies. It then goes on to show how the choice of language(s) and the relative positioning and size of texts in those languages construes the languages involved as of equal or unequal status. We also examine how political elites use banknotes as official pronouncements of what language is dominant.

We have come to the conclusion that in the diachronic analysis of the LL, not only the language policies of neighbouring states can be tracked, but also the language policies of the various successive states ruling over the same territory. We explore what languages were represented in the inscriptions of the various series of banknotes issued during the 20th century.

References:


