



EUROPEAN CIVIL SOCIETY
PLATFORM FOR MULTILINGUALISM
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2018 ECSPM Symposium Abstracts Pamphlet

Multilingualism: Mobility for work, study & pleasure



PARADIGM SHIFT IN LANGUAGE EDUCATION FOR THE DEVELOPMENT OF MULTILITERATE AND PLURILINGUAL AGENCIES

26-27 September, 2018

Co-organized and generously supported by:
the Division of Multilingualism
Institute of Linguistics and Literary Studies, Technical University Darmstadt

NOTICE AND ACKNOWLEDGMENTS

This event has been organised by the ECSPM, on occasion of the European Day of Languages.

Co-organised and hosted by the Division of Multilingualism, Institute of Linguistics and Literary Studies of the Technical University of Darmstadt, the credit is due to Professor Britta Hufeisen for supporting the event wholeheartedly and especially for securing funding. Many thanks to Katrin Köppl for secretarial assistance before, during and upon completion of the event.

The first day of the event celebrates the European Day of Languages, while on the second day we embark on a discussion regarding research and practices which may help us achieve a paradigm shift in language education so as to develop multiliterate and plurilingual agencies (referring to learners).

This is an occasion for bringing together academics and language professionals working on issues of language learning and teaching, as well as researchers focusing on issues of multilingualism especially in education.

There is no registration fee and anyone who has received the invitation sent out by the ECSPM and affiliated organisations, may attend. However, attendance is limited to 100 people who will have pre-registered for the event.

The General Assembly that will follow the Symposium is for ECSPM members and partners as well as for those who have been invited for project collaboration.

*The ECSPM President
Professor Emerita Bessie Dendrinou*

Presentations & Speakers

New European strategy for languages in education Panel

This panel discussion will focus on the European Commission's [Communication](#) "Building a stronger Europe: the role of youth, education and culture policies" and other proposals launched on 22 May as the [second package of measures](#) for creating a European Education Area, and will focus on the Proposal for a Council Recommendation on Teaching and Learning of Languages.

Bessie Dendrinou will present a position paper to her two invited interlocutors and they will comment on the proposal and the position paper from their perspectives. Some of the ideas presented in the position paper have been incorporated into the ECSPM's contribution to the Statement recently prepared by their partner institution: "Life Long Learning Platform: European Civil Society for Education".

The position paper will address the issue put forth through the launch of a public consultation on the language policy of the EU institutions, bodies and agencies. Its aim is "to promote discussion on how the EU institutions can best communicate with the public in a manner which reflects an acceptable balance between the need to respect and support linguistic diversity, on the one hand, and administrative and budgetary constraints, on the other hand." Visit the following link for the full text is <https://www.ombudsman.europa.eu/en/correspondence/en/99005>.



Bessie Dendrinou is Professor Emerita at the National and Kapodistrian University of Athens. Committed to socially accountable applied linguistics, especially in language didactics, she has critically analysed and produced language education policy texts. A leading figure of foreign language education reform in Greece, she has served in an advisory capacity to the Greek Ministry of Education. Recently, as a result of two nationwide projects that she led, the "Integrated Foreign Language Curriculum", aligned to the CEFR –with linguistic descriptors across languages– was adopted in schools, and the 1st foreign language was introduced in the first grades of primary education.



Ellinor Haase is Chair of the ICC: The International Language Association. Started out as Lecturer at the Institute for Educational Sciences, University of Saarbrücken, she then taught in various language teaching environments in Germany and elsewhere. She managed a department of modern languages in a major adult education institute in Bochum, and worked as Project Director for DVV international, supporting the re-building of adult education in Romania. Later, she was Secretary General of the European Association of Adult Education in Brussels, where she initiated and administered a number of European projects related to adult education.



Thomas Tinnefeld is Professor of 'Applied Languages' at Saarland University of Applied Sciences, in Germany, editor of the *Journal of Linguistics and Language Teaching (JLLT)*, as well as Chairman of the biennial Saarbrücken Conferences on Foreign Language Teaching and the regular symposiums on French linguistics. His research focuses on applied linguistics and languages for specific purposes, on writing research, grammaticography. He is also working in the area of language testing and has extensive teaching experience of French and English. His academic publications are in French, English, Spanish, and German.

A Multilingual Whole School Policy

This paper focuses on the development of school measures which secure more language instruction and ensure more languages in the school curriculum: The PLURCUR® model of the Multilingual Whole School Policy (Hufeisen 2011) has been piloted in several schools across Europe and is still in the implementation process at some of them, as part of a project supported by the European Centre for Modern Languages in Graz, Austria. Related research shows the success of the policy which is based on principles which are project-oriented, decisively intercultural, and extend across both school grade and subject (Allgäuer-Hackl *et al*, 2018; Hufeisen 2018). In my paper, I shall discuss the theoretical acquisition framework, introduce the specific model with its principles and provide examples of implementation.



Britta Hufeisen is a full professor of German linguistics with an emphasis on multilingualism research at Technische Universität Darmstadt in Germany. She is also the Director of its Language Resource Center. She engages in Master programs on multilingualism and German as a second/foreign language as well as teacher education and has so far supervised 15 PhD dissertations on topics such as German as a second foreign language worldwide, multilingual whole school policy development, and related topics.

Dominant Language Constellations in Education, Language Teaching and Multilingualism

The talk will deal Dominant Language Constellations (DLC) – an approach and a model of contemporary multilingualism. In recent decades drastic transformations occurred in the way languages are perceived, treated and used; language repertoires have noticeably expanded. The DLC concept helps to reveal the complex and often unpredictable patterns of multiple languages use and acquisition by individuals and communities in today's world. It is instrumental in enhancing language teaching and learning, as well as in understanding the particular mechanisms of cohesion or disharmony in multilingual societies.



Larissa Aronin is Associate Professor at the Oranim Academic College of Education, in Israel. She is a former Secretary and a founding member of International Association of Multilingualism. Larissa Aronin is on the board of a number of peer-reviewed journals and has published in a range of international journals on a wide array of topics connected with multilingualism. Her most recent co-edited volumes are "Twelve Lectures on Multilingualism" (*Multilingual Matters*) and "The Material Culture of Multilingualism" (Springer), both 2018.

Code-switching, translanguaging, and cognitive control

In this paper we test a modified version of the overlap hypothesis (Paap *et al.*, 2017) and investigate whether different types of code-switching as distinguished by Muysken (2000) modulate different aspects of executive functioning. The fact that there is a great variety of code-switching patterns has so far received little attention in the discussion about the purported bilingual advantage in executive functions. This is probably due to the fact that most of the research in this domain focuses on experimentally induced language-switching, which is very different from the kind of code-switching found in

naturalistic settings. Our study shows that German-English bilinguals outperform monolinguals at those aspects of the executive system that were trained by their most frequent code-switching practices. This underlines the importance of sociolinguistic variables in bilingualism research. We will also address the issue of the relationship between code-switching and language proficiency, and show that bilinguals who switch effortlessly between languages often have a high proficiency in each language.



Jeanine Treffers-Daller is Professor of Multilingualism, and member of the Steering Committee of the Centre for Literacy and Multilingualism at the University of Reading in England. Her research focuses on code-switching, transfer and language dominance in bilinguals. She recently edited a volume on language dominance in bilinguals with Carmen Silva-Corvalán (CUP, 2016). She has also worked on motion event construal in bilinguals and second language learners. She has published in various international journals, including *Bilingualism, Language and Cognition* and the *International Journal of Bilingualism*.



Julia Hofweber currently works at the Institute of Education, University of Reading in England, as a Postdoctoral Researcher in the fields of Psycholinguistics and Sociolinguistics. She is primarily interested in the cognitive processes underlying language acquisition and language selection in bilinguals, and is currently involved in the Creative Multilingualism project which compares how exposure to literary versus factual texts impacts students' vocabulary breadth, motivation, and verbal and non-verbal creativity.

Multilingual classrooms and monolingual mindsets?

The attitudes of teachers towards multilingualism and the role of language(s) in different school subjects have an impact on teaching behaviour in linguistically heterogeneous contexts. International studies have shown that even in multilingual environments, the subjective beliefs of teachers are mainly oriented along a norm that is formed by their own set of experiences. In Germany, virtually all teachers are teaching in multilingual classroom. Yet, most teachers feel unprepared to respond to the challenge accordingly. Besides methodological concerns, the mindset of the individual teachers are of utmost importance in the process – and in changing the school that is operating in a “multilingual habitus”. Based on a study conducted in Belgium with secondary school teachers, where quite monolingual mindsets were observed, we investigate the opinions and attitudes towards multilingualism in schools in 300 secondary school teachers-to-be as well as secondary school teachers of different subjects in the south of Germany. Our data – so far – shows that the teachers' profile (e.g., age, gender, amount of experience in the classroom) is very relevant in forming their opinions on multilingualism.



Tanja Rinker is currently Senior Lecturer at the Department of German Linguistics at the University of Tübingen, as well as director of a multilingualism center. Her work focuses on bilingual and multilingual language development including investigations of phonological and morphosyntactic processing at the neuro-physiological level and language assessment and intervention. Since 2016, she has been project leader of the project „Multilingualism in the Classroom”, funded by the Ministry of Education and Research in Baden-Württemberg. In 2018, she became part of the EU-consortium “MultiMind” which aims at training PhD students in the area of multilingualism.

Developing multilingual identity through participation in the languages classroom: the MEITS project

This presentation introduces *Multilingualism: Empowering Individuals, Transforming Society* (MEITS), a large Arts and Humanities Research Council-funded project that seeks to understand people's experiences of speaking more than one language and to change attitudes towards multilingualism throughout society and amongst key policy-makers. The project brings together researchers from UK universities and international partners in Bergen, Girona and Hong Kong. With expertise in a range of different disciplines, including education, linguistics, literary studies, cognitive psychology and neuroscience, the project aims to create new knowledge about the opportunities and challenges of multilingualism. The presentation focuses in particular on the Education strand of MEITS, where the team has been researching the development of multilingual identity in the classroom context. Participants are learners, engaged in early stages of formal language learning, at a sample of schools in England. As well as mapping the development of multilingual identity and progress in classroom language learning, the research team investigates the effects of an intervention, where teachers have incorporated an identity-focused pedagogy into their practice. Preliminary findings are presented.



Linda Fisher is Senior Lecturer at the Faculty of Education, University of Cambridge in the UK. Her research interests include multilingualism, multilingual identity, motivation, the academic and social integration of English as an Additional Language, L2 teacher education, and metaphor in relation to belief formation. Having led a number of research projects, she is currently strand lead and co-investigator on two AHRC-funded projects: MEITS and Creative Multilingualism. She has published in the field of language education, teaching-learning and EAL and is co-author of *Learning to Teach Foreign Languages in the Secondary School*, (2014).

Trilingual education and more, as part of the educational innovation in Friesland

In the past, Frisian primary school pupils often faced either a bi- or a trilingual reality with Frisian, Dutch and English. Nowadays, however, an increasing number of migrant languages are present in the classroom. Primary schools are searching for new methods and techniques to deal with and make use of this multilingualism. Teachers do not want to ignore migrant languages, but find it difficult to sufficiently appreciate and use them. In addition, teachers want to combine languages in their teaching, as opposed to teaching each language separately: academic research suggests that such an approach may well have better results. Jelske Dijkstra will present 'More opportunities with multilingualism' project in Friesland – a project which has been developed and implemented in Frisian primary schools and what the initial results of the implementation are.



Jelske Dijkstra is a Research Fellow at the Mercator European Research Centre on Multilingualism and Language Learning, Fryske Akademy, the Netherlands. She initially studied speech therapy at the University of Groningen, and later studied Linguistics at the University of Amsterdam. Her PhD thesis was on FRYSS: a first step towards Frisian Text-To-Speech. Her research focuses on multilingual speech and speaker recognition, on code switching and language variation.

International Project on Multilingualism & Teacher Education

The speakers will give a short overview of the project, which aims to bring together emerging researchers from different countries in order to jointly research how teachers across Europe and beyond are prepared so as to deal with multilingualism in their classrooms and hence meet the challenge of increasing (linguistic) diversity. In order to adequately address multilingual classrooms, teachers need to be equipped with the knowledge and skills to handle and facilitate multilingualism, which needs to be integrated into teacher education and professional development. This goal is pursued in different ways in different countries, and even within the same country across different institutions. The project aims to qualify and connect researchers with regard to multilingualism and teacher education in Europe. Therefore, participants (emerging researchers from Italy, Sweden, Ireland, Finland, Russia, Croatia and Germany) will be investigating the situation in their own country and comparing findings. The aim is to jointly develop ways of coping and implement them in participating countries and to come up with best practice examples.



Antje Hansen works at the coordination office for multilingualism and language education at the institute of intercultural education at the University of Hamburg. She studied economics and European studies in Hamburg, Lille and Istanbul. She's presently working on her PhD thesis on language experiences of bi-literal and mono-literal elementary school children. Her research interests focus on heritage language education, competent multilingualism and transfer of research results into action.



Tobias Schroedler completed his PhD at Trinity College Dublin in 2016. He is now a postdoctoral research fellow in the Institute for International Comparative and Intercultural Education at the University of Hamburg. His research interests include multilingualism in teacher education, language economics, language education and institutional multilingualism.

Working with the Majority Language to Support the Heritage Language

While allochthonous minority language classes are increasingly incorporated in European school systems, much less attention has been granted heritage languages (HL) maintained in families of immigrants. In Germany, HL classes are often seen as a means of transitional support for the majority language, despite the fact that HL speakers most often show stronger oral and written competencies in German. This continued focus on the majority language has resulted in widespread neglect in both research and education on plurilingual literacy development. The present paper discusses these issues and presents results of a writing intervention study which questioned whether skills can be transferred from the majority language into the HL. Results showed that HL students who completed similar writing tasks in both languages profited intra- as well as interlingually from German writing interventions, provided these tasks supported the development of functional language knowledge.



Nicole Marx is Professor of German as a Second and Foreign Language at the University of Bremen, Germany. Her research and teaching interests include multilingualism from a psycholinguistic perspective, inter-comprehension, second and foreign language learning and pedagogy, language learning and teaching of migrant children and heritage language learners, and quantitative methods in SLA research. She is presently involved in research projects on bi- and multilingual writing, language across the curriculum, and curricular aspects of language teaching for migrants. She publishes in English and German.

Multiliteracy in action: Learning to read in the heritage language to support literacy skills in the majority language

Growing up bilingually and acquiring two languages in their spoken and sometimes written form has been shown to influence literacy development positively. However, it is not clear whether learning to read in the heritage language supports literacy skills in the majority language and whether this changes over time. This talk will present results from a study addressing literacy development in primary school children in the UK who are acquiring Greek as a heritage and English as a majority language and compared to monolingual English children in Year 1 and 3. The results confirm that language dominance affects language and literacy development and suggest cross-language transfer of phonological awareness and reading decoding skills. Reading instruction and/or learning to read in a language with transparent orthography (Greek) can benefit literacy development of a language with opaque orthography (English).



Theo Marinis just joined the University of Konstanz, to take the Chair in Multilingualism and to direct the MA in Multilingualism. Since 2000, he had worked in the UK – at the University of Essex, University College London, and more recently at the University of Reading where he was Professor of Multilingualism and Language Development, as well as Director of the Centre for Literacy & Multilingualism. He has led several large projects and is still leading 'ProLanguage' which addresses language and language policies issues in refugee settings. He is also leading the EU funded Innovative Training Network 'MultiMind' that provides training in multilingualism to 15 Early Stage Researchers across Europe.

Linguistic Risk-Taking and Inclusiveness in a Multilingual World

This presentation draws parallels between Canada and Europe and addresses calls for a paradigm shift in the attitudes and practices of teachers and policy makers in order to better recognize, accommodate, and sustain the development of multiliterate and plurilingual agencies. Heightened awareness of the importance and value of home-heritage-refugee-Indigenous languages presents new opportunities to integrate learners into societal and school domains. This in turn contributes to a shift towards plurilingual synergies between 'smaller' vernacular languages and 'bigger' prestigious ones that have typically been the main focus in both European and Canadian educational contexts. Meaningful collaborations among various stakeholders in language education, families, and other social actors are also indispensable to this process. Against this backdrop, I showcase a novel pedagogical initiative developed in the English-French bilingual context of the University of Ottawa, which is grounded in task-, content-, and community-based learning. The initiative capitalizes on the idea that using a second/foreign language sometimes necessitates taking series of linguistic "risks". I will discuss the initiative as one way of providing such encouragement and then conclude by discussing the relationship between linguistic risk-taking, paradigm shifts in multilingualism, and the recent European Commission Recommendation to the Council of Europe with regard to a comprehensive approach to the teaching and learning of languages.



Nikolay Slavkov is an associate professor and Director of the Canadian Centre for Studies and Research in Bilingualism and Language Planning (CCERBAL) of the Official Languages and Bilingualism Institute at the University of Ottawa. He has previously taught in Canada, the United States, China, and Bulgaria. He has research interests in bilingualism and multilingualism, child and adult language teaching and learning, language and technology, language and society, as well as the transmission and maintenance of minority languages. He also has secondary interests in linguistic theory, particularly Slavic linguistics. His work has appeared in many international peer-reviewed journals.

Challenging the monolingual habitus in linguistically super-diverse spaces

Globalisation brings with it increasing linguistic diversity in our neighbourhoods and schools. This presentation will argue that multilingualism is a valuable resource for individuals, communities, cities and states, but that it is, in some contexts, problematized and excluded not only from educational spaces, but also from public spaces. This presentation will argue that we need to create spaces, which challenge the monolingual habitus, and that this must engage the collective autonomy of linguistic communities themselves. In so doing, it will draw on a number of research projects and creative initiatives in the UK and other European contexts and will make specific reference to the researcher's work with the European Centre for Modern Languages of the Council of Europe, including the Supporting Multilingual Classrooms initiative.



Terry Lamb is Professor of Languages and Interdisciplinary Pedagogy at the University of Westminster, and Director of its Centre for Teaching Innovation. He has published extensively in the areas of learner autonomy, multilingualism and language teacher development, and is founder editor of the academic journal *Innovation in Language Learning and Teaching*. He has been involved in numerous research projects, including several at the ECML of the Council of Europe. Terry has been awarded the honour of Chevalier des Palmes Académiques by the French Prime Minister. He is former President of the Association for Language Learning and currently Secretary General of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes).

"Paradigm shift in language education" discussion

The coordinator of this session, which aims to involve the whole audience in a discussion of research issues that have been raised during the two days of the symposium, will attempt a synopsis of the proceedings and point to the common ground among presentations, as they relate to the theme of the symposium. Furthermore, she will endeavour, with the help of the participants, to form questions that will lead to common projects involving the CURUM (<http://ecspm.org/wp-content/uploads/2018/06/Academia-and-civil-society-1.pdf>) and other academic groups with similar concerns – an action which constitutes the ECSPM's effort to "create a European [Language] Education Area".

Bessie Dendrinis will coordinate this session. Additionally to the info in her bionote, included in the first part of this pamphlet, her qualifications related to this session are: she is Director of the Research Centre for Language Teaching and Assessment (RCeL) of the NKUA and President of the Examination Board of the KPG Greek State Examination Suite of Foreign Languages. She has published mainly in English and Greek, but some of her work –including *The Hegemony of English* co-authored with Macedo and Gounari (winner of the 2004 American Educational Studies Association Critics' Choice Award)—has also appeared in French, Portuguese and Spanish.

Note: Symposium participants were asked if they permitted the Symposium organising committee to publish their email addresses. For the addresses of those who gave us their permission (listed by last-name alphabetical order), P.T.O.