

International Research Workshop
Multilingual Education at European Borderlands

15 March, 2018
Tartu University Narva College, Narva, Estonia

University of Tartu Narva College organizes international research workshop to discuss the challenges of polyculturalism and multilingualism to European education systems. The workshop summons researchers and educators interested in issues of multilingualism and plurilingualism, multilingual teaching including methods and practices, multilingual education institutions and minority language issues.

Working language: English.

Participation: free of charge

Pre-registration is needed by **7 March 2018** here: <https://goo.gl/forms/pl53DQPvZsCFdkSR2>

9:00 – 10:00 Registration and welcome coffee

10:00 – 11:00 Welcome

Keynote speech: „**Binary language categories–heteroglossic repertoires: Being positioned and positioning oneself**“

by Univ.-Prof. Mag. Dr. Brigitta Busch (University of Vienna, Austria)



Territorial borders with their changing connotations are often linked to discourses about 'right' or 'wrong' language and language use as well as about 'legitimate' and 'illegitimate' speakers. Such discourses impact on every day interactions obliging speakers to position themselves by affiliating with one of the clearly demarcated categories – but they can also be challenged. In my presentation I will explore subject positions beyond traditional categories of belonging taken by language learners. I will draw on the concepts of the linguistic repertoire, the lived experience of language and of social positioning and refer to biographical accounts collected over years in the Austro-Slovenian border region of Carinthia.

11:00 – 12:00 Session 1: *Attitudes and perceptions in multilingual world*

- **"Learning another language is learning another way to think about things"**

by **Ekaterina Andreeva** (Associate Professor, Head of the Department of English for Orientalists, St. Petersburg State University, Russia)

Second language learning is often misleadingly seen as learning the vocabulary and grammar of a foreign language. However, this approach to learning languages is seriously flawed by severe language interference resulting in mistakes and inaccuracies and, finally, to communication failure. The proposed talk is based on experience in teaching English to Russian native speakers for over 30 years and touches upon a range of problems most of which can be explained by language interference and neglect of a cultural aspect of the languages in contact as well as by the different ways they reflect and "structure" our reality.

- **„Education students' attitudes towards multilingualism from a cross-cultural perspective“**

by **Silva Bratož** (Assistant Professor of English),

Alenka Kocbek (Associate Professor at the Faculty of Education and the Faculty of Humanities),

Anja Pirih (Lecturer at the Faculty of Education and the Faculty of Humanities), and

Mojca Žefran (Teaching Assistant) (Faculty of Education, University of Primorska, Slovenia)

The main aim of the study is to identify and explore education students' attitudes towards different aspects of multilingualism from a cross-cultural perspective. We present the results of a survey conducted at four different education institutions from Slovenia, Estonia, Germany, and Italy as partners in the Erasmus+ project "Multilingual Higher Education: Cooperation for Innovation and Exchange of Good Practices (MHEEB)". The results of the surveys suggest a rather complex picture of attitudes and beliefs as expressed by the population surveyed.

12:00 – 12:30 Refreshment break

12:30 – 13:30 Session 2: *Multilingualism in education*

- **„Coping with Learning Environment in Estonian High Schools with Two Study Languages“**
by Jelena Rootamm-Valter, Ph.D. (Lecturer at Narva College of the University of Tartu)

The article presents the first results of the study of coping with learning environment in nine Estonian high schools. Observed schools hold 60/40 Estonian/Russian curricula as well as Estonian one, assembling the students with different cultural background and former learning experience in mutual learning process. Students' values, attitudes and coping strategies are investigated. Means of support offered by schools administration, teachers and target groups are also analyzed.

- **„Towards Multilingual Tertiary Education in Ukraine: Universities' Preparedness“**
by Nina Raud, PhD (University Lecturer in English; Narva College of the University of Tartu, Estonia), and Oleksandra Golovko, PhD (Associate Professor of Department of Theory and Practice of English Translation, Zaporizhzhia National University, Ukraine)

The presentation will introduce a comparative analysis of regulations and legal acts (Statutes, Development strategies) of the leading Ukrainian universities located in all 25 regions of Ukraine, including border regions, with the aim to define universities' internal factors for multilingualism.

13:30 – 14:30 Session 2: *Language acquisition and methods*

- **„Room-making: Space for two-way immersion kindergartens in Estonia“**
by Dr. Kara Brown, (Department of Educational Studies, University of South Carolina, USA)

„In this presentation, I share initial findings from an ongoing research project that aims to advance the growing understandings of space both as a socio-cultural process of schooling and as a key aspect of language policy. C The research shared in this presentation—based on an ongoing qualitative study of four TWI kindergartens in Estonia—suggests powerful shifts in pre-primary schooling across the country largely connected with the reimagining and reconfiguring of space.“

- **„Action Research Communities for Language Teachers“**
by Renata Zanin (Assistant Professor at the Faculty of Education at the Free University of Bolzano-Bozen, Italy)

Action Research Communities for Language Teachers is a project within the ECML program 2016-2019 (European Centre for Modern Languages). The project aims to foster action research in language classrooms and, more specifically, teacher collaboration in action research lessons. The paper presents the pre-spiral for action research communities designed by the ARC-research team to support teachers in projecting and carrying out action research projects in their language classes with teachers of their school or of schools within their region.

- **Private schools as central agents in the dynamics of language education and language acquisition planning**
by Maarja Siiner, (Research Affiliate, University of Oslo, Norway; Lecturer, University of Aarhus, Denmark)
Svetlana L'nyavskiy-Ekelund (PhD student, Lund University, Sweden)

The presentation outlines the main results of qualitative analysis of private schools as central agents in the dynamics of language education and language acquisition planning. The paper investigates the role of private schools in addressing this injustice from the analytical angle of new institutionalism, structuration and intergroup contact theories. How do these institutions challenge and aim at changing the state language regime or path dependency in the language of education? Two case studies are presented: The Open School, established for children with different home language backgrounds and targeting trilingual competences; and The Sakala Private School, offering trilingual education with Russian as a medium of instruction.

- **„Finnish teachers' experiences in multilingual transition classes“**
by Tatsiana Shestunova (PhD student, University of Helsinki, Finland)

This paper is a pilot study of a larger research investigating the living experience of teachers working with recently arrived students in multilingual setting during their transition year, designed to reveal the support factors vital to improve teaching. The research question of the study is: What is it like to be a teacher for multilingual children in a Finnish preparatory class? Preparatory class here refers to both inclusive preparatory education and pull-out preparatory class where a child is placed during the first year after arrival to Finland.

- **„CLIL in Estonian schools with Estonian as partly language of instruction: school administrators and teachers understanding of collaboration“**
by Eduard Odinetz (PhD student, Tallinn University, Estonia)

In this paper a brief overview is given of content and language integrated learning and teachers' collaboration principles, including co-planning, co-teaching and cooperation development. There will be some results of Estonia as well as other countries research on collaborative teaching within CLIL as well as a research based on 21 interviews with CLIL practising school administrators and content and language teachers to give their point of view on collaboration focused on current situation, challenges and problems schools face with.