



LANGSCAPE Symposium
"Vitality of urban multilingualism & language pedagogy"

Panelists: Reports¹

Room 2249a
Humboldt-Universität zu Berlin
Unter den Linden 6
10099 Berlin

Link to symposium website: <https://sites.google.com/site/langvumberlin2016/>

Stephan Breidbach

Berlin Group

The VUM-Project investigates the way multilingualism is represented in public and educational contexts in various cities of Europe, Asia, Australia, and Africa.

The Language Teacher Interview Study within the VUM-Project aims to explore language teachers' ideas and attitudes about and towards multilingualism within the wider society, education, and their own classroom practices. Participating researcher teams are based in Augsburg, Berlin, Brussels, Istanbul, and London.

For the Berlin group, approx. 10 interviews will be conducted by Master of Education students who are taking part in a joint seminar taught by Stephan Breidbach and Itesh Sachdev, who currently holds a guest-professorship at the Humboldt-Universität zu Berlin.

Interviews will be audio-recorded and transcribed. To unlock the data in a first step, a qualitative content analysis will be carried out with a focus on emerging themes by the students in collaboration with Stephan Breidbach and Itesh Sachdev.

The languages taught by the teachers taking part in the study in Berlin are mainly English and French.

¹ In alphabetical order. Katja Lochtmann and the Brussels group are also participating and their report will be forthcoming soon.

Sarah Cartwright

United Kingdom

This survey was conducted in writing rather than in face-to-face interviews and interrogated university-based teacher educators rather than classroom teachers. There is a nationwide network of teacher educators in the UK known as "ITET" hosted by the Association for Language Learning (ALL) to which I sent out a message asking for volunteers to respond to the Langscape questionnaire. Subsequently 17 positive responses were received and these respondents were then sent the survey individually by email; 11 were returned. There was an additional question to probe how their particular course (mostly Postgraduate Certificate in Education or "PGCE") prepared trainees to teach in the multilingual classroom.

Initial teacher education (ITE) takes place in a variety of locations but it is interesting to note that all those who elected to participate in fact work in large cities: London (4), Manchester (2), Nottingham (2), Birmingham (1), Portsmouth (1) and Belfast (1). The participant who worked solely in the Primary sector explained that the MFL course had now been closed, whilst seven identified as Secondary specialists. Of the remaining three respondents who worked in both sectors, two had overall responsibility for the programmes, including one at professorial level. Out of the total of 11 respondents, 3 were male and 8 female.

Özlem Etuř

**İstanbul University, ELT Department
Turkey**

The study aims to contribute to shared inquiry about urban-multilingualism and language pedagogy by reporting on the research carried out in İstanbul, a site which provides a rich context for gaining insight into the emerging conditions of language education in an era marked by the influx of refugees, massively increasing diversity and urban change. The talk focuses on initial findings attained from the qualitative content analysis of 9 hours of audio-recorded interview data obtained through interviews with sixteen language teachers. Ten of the participants are language teachers who have multilingual classes in primary and secondary schools. Six language instructors working at a university are also included in the study as their current experiences in multilingual classes are not just grounded in internationalization trend in tertiary education but rather open new spaces for exploring how language education at universities become responsive to the new wave of migration İstanbul has received in the past few years. The talk addresses to a series of broad themes including 'language education in multilingual classes: opportunities and challenges', 'lingua franca(s) in school-based communication', 'urban multilingualism and teacher identities', 'social cohesion and intercultural understanding' along with the contextually refined sub-categories of themes identified in the coding frame.

Christiane Fäcke,
Parnaz Kianiparsa
Sara Vali

Augsburg Group

After receiving the final version of interview questions and the guideline by the end of April, the grammar schools in Augsburg were contacted in order to find the language teachers interested in participating in this study. The first interviews were done on 12th and 13th of May, and the rest were conducted on 6th, 8th and 9th of June after a two-week school holiday (Pfingstferien) in Bavaria. A total of 24 language teachers (20 females and 4 males) from three grammar schools, who were teaching German, French, English, Spanish and Italian, participated in this research. 16 interviews were transcribed according to the guidelines, and these transcribed data are now under the process of content analysis based on Mayring using MAXQDA software. The findings will be presented in VUM symposium on 9th of July, 2016 in Berlin.

Katja Lochtman

Brussels

The VUM-Project investigates the way multilingualism is represented in public and educational contexts in various cities of Europe. The situation in Brussels is of particular interest, because the capital of Belgium is officially bilingual (French and Dutch) and the country is officially trilingual (French, Dutch and German). There are three language communities that each is in charge of its own educational policy. This means that Brussels' education does not exist. It is regulated by the Dutch- and French speaking communities. But Brussels is only politically bilingual. In reality it is a multilingual and multicultural city and French is the dominating language and English is the lingua franca in many companies.

In order to investigate the way multilingualism is represented in the Brussels educational context, interviews will have to be conducted with teachers from both communities. Since politics is always present, it is felt that other stakeholders will have to be involved as well. Therefore interviews will also be conducted with teacher trainers and pedagogical consultants from both communities.

For the pilot study presented here the following participants were interviewed:

- 1 language teacher from the Dutch-speaking community.
- 1 language teacher from the French-speaking community.
- 1 teacher trainer from the Dutch-speaking community.
- 1 pedagogical consultant from the Dutch-speaking community.
- 1 language teacher from an adult education center (not regulated by one of the communities).

The focus in the pilot study is on the Dutch-speaking community, since Dutch could be considered a minority language. It is hypothesized that teachers and stakeholders from the Dutch-speaking community have a different view on the role of multilingualism than their counterparts in the French-speaking community.