

Implementing Multilingualism in Foreign Language Teaching: the Ukrainian Context.

**(Findings of the project “Multilingual Education and
Assessment: Insights from the CEFR” funded by Volkswagen
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Multilingual Education and Assessment: Insights from the CEFR

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Objective - to explore multilingual and plurilingual vision of foreign language education in the Ukrainian context

Key terms:

Multilingualism - the **coexistence of different languages** at the social or individual level (Council of Europe, 2020)

Plurilingualism - the **dynamic and developing linguistic repertoire** of an individual user/learner (Council of Europe, 2020)

A **plurilingual** is a speaker proficient to varying degrees in **several languages**, familiar with **several cultures** (Companion to the CEFR, 2020)

Plurilingualism in education acknowledges **complex communicative practices** of plurilinguals and their ability to **draw on their diverse linguistic repertoire** (Baker, 2006).

A **linguistic repertoire** of a person usually includes **mother tongue** or L1 and **other languages** (called L2, L3 etc. depending on the order of their acquisition) or their varieties (Extra & Yağmur, 2012).

Overview of the project:

- analysis of the **social and cultural realities** and **political settings** in Ukraine to understand how multilingually diverse Ukraine is;
- revision of the **legal documents** and state **language policies** to understand whether Ukrainian language education policy aligns with CoE language policy;
- development of **the questionnaire** to explore Ukrainian university language teachers' **beliefs** about multilingualism and **multilingual practices**;
- scrutiny of **multilingual approaches** and identifying the multilingual approaches relevant for the Ukrainian language education context;
- development of the **model of multilingual approaches** relevant to the Ukrainian context;
- outline of the salient **features of plurilingual assessment framework** in foreign language education;
- analysis of the potential of **multilingual assessment in language education** in the **Ukrainian** context

Analysing social and political setting

The Ukrainian context



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European Context:

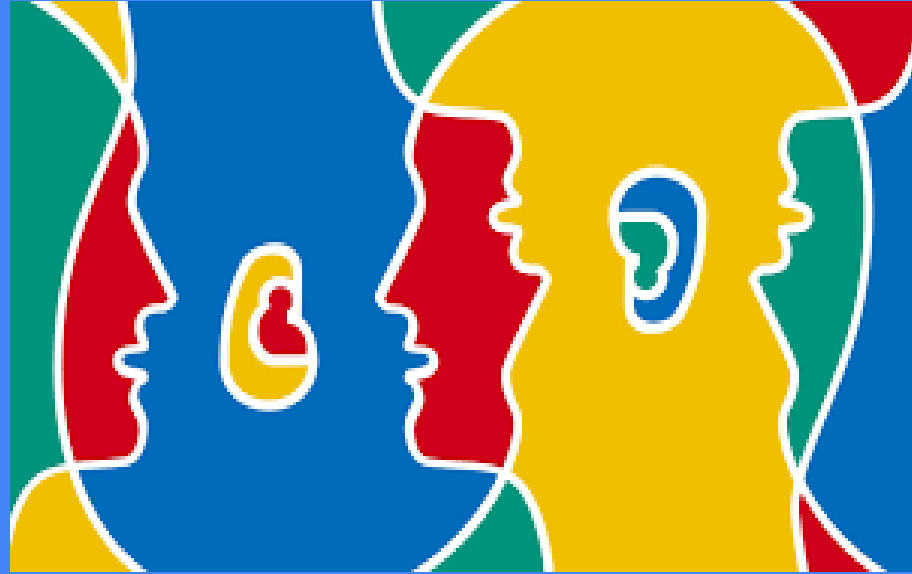
Objective: All EU citizens are supposed to speak their 'mother tongue plus two' additional languages (The Commission of the European Communities, 1995):

- 1) **introduction of a foreign language at an early age, or one or two foreign languages in secondary school** (Cenoz et al. 2001);
- 2) the **changing status of minority languages** (Cenoz et al. 2001);
- 3) **increasing** the number of languages studied, including minority languages (Cenoz et al. 2001);
- 4) **updating the curriculum** through **synchronization** of programmes in language and content disciplines (Dale and Tanner 2012)

Ukrainian context:

- 1) **Educational objective:** To prepare learners for diverse, complex and dynamic social environments;
- 2) Language is **an instrument** for one's personal, social, academic and professional development;
- 3) **Ukrainian** as the state language;
- 4) **Conducive environment** for the maintenance of **minority languages**;
- 5) The **importance** of the command of **English** and at least **another European language** at secondary school.
- 6) **The update of the curriculum** at the university level (MultiEd)

Language policy in Ukraine



<https://bit.ly/45TkaSn>

Objectives of Multilingualism	Legal basis of attaining multilingualism in Ukraine
A: regarding integration of minority language speakers into national educational system	<ul style="list-style-type: none"> - Ukrainian as the state language is the language of the educational system. - The state guarantees the right to obtain formal education at all levels in the state language at state and communal institutions to each citizen of Ukraine. - Mandatory study (including minority language speakers and C language groups) of the state language at institutions of vocational education and training, pre-tertiary vocational and higher institutions of education
B: regarding conducive environment for sustaining minority languages	<ul style="list-style-type: none"> - The state ensures conditions for the proper mastery of the state language in secondary schools with instruction in the languages of national minorities being emphasized - National minorities/ indigenous population of Ukraine are guaranteed the right on education in municipal educational institutions in the language of the national minority/ indigenous group and in the official language of the state.

Objectives of Multilingualism

Legal basis of attaining multilingualism in Ukraine

C: regarding fostering foreign language teaching and learning

- A foreign language is obligatory from the first grade of schooling.
- The compulsory study of a second foreign language from fifth grade on.
- A foreign language is a tool for building Ukrainian identity.
- The promotion of study of international languages, first of all English, at the state and communal institutions of education;
- One or more disciplines may be delivered at institutions of education according to the educational programme in two or more languages: in the state language, in English, in other official EU languages;
- B1 in English (or any other foreign language) is a mandatory condition for admission to universities.
- B2 in English is a requirement for the Bachelor's degree.
- Independent external testing in a foreign language is obligatory for students who apply for the Master's degree.
- It is highly recommended to teach non-language subjects in English in higher education institutions.

Schools to provide multilingualism/ plurilingualism in Ukraine

- schools where a minority language is the main language of instruction - with the national language and foreign language(s) as separate school subjects;
- schools where Ukrainian is the language of instruction, and a minority language and the literature of a minority language and a foreign language are separate subjects;
- bilingual and trilingual schools, which provide instruction in two or three languages;
- optional study of a minority language at schools with Ukrainian as a language of instruction;
- Sunday schools, language courses and cultural centers



Developing the questionnaire

Exploring teachers' **beliefs** about
multilingualism and **multilingual
practices**

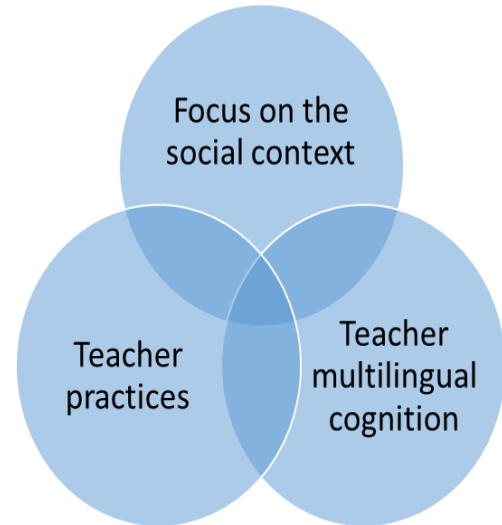


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The study aimed to investigate teachers' beliefs concerning plurilingual education and whether teacher multilingual beliefs are reflected in their classroom activities.

The research questions are:

- Do Ukrainian University language teachers possess the components of multilingual awareness?
- Do Ukrainian University language teacher multilingual beliefs reflect their classroom practices?
- What are the implications of the established data for the design of the intended professional development?



Objective: to develop a questionnaire that can capture focal fields of multilingualism and yield generalised data about foreign language teachers' multilingual/ plurilingual beliefs and practices		Piloting version Items (n)	Final version Items (n)
Part 1: Focus on Social Context		12	9
Field 1	contextual factors concerning language use	8	5
Field 2	students' linguistic repertoire	4	4
Part 2: Teacher Multilingual Cognition		63	50
Field 3	cognitive characteristics of a multilingual person	14	12
Field 4	psycholinguistic knowledge in multiple language acquisition	10	7
Field 5	metalinguistic knowledge in multiple languages acquisition	9	6
Field 6	crosslinguistic knowledge in multiple languages acquisition.	10	6
Field 7	knowledge of multilingual approaches	7	7
Field 8	beliefs about teachers' multilingual identity	7	7
Field 9	knowledge of multilingual assessment in language education	6	5
Part 3: Teaching Practices		36	29
Total number of items		111	88
Background information		8	8

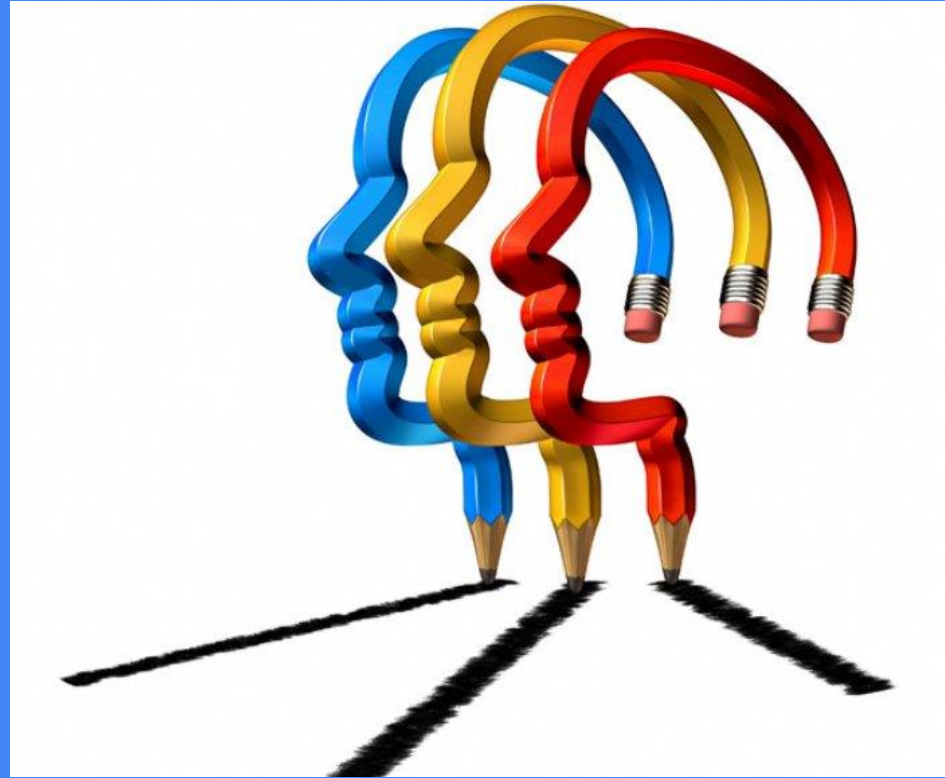
Methodology

- convenience sampling: 73 university English language teachers
- the questionnaire included 83 items
- Google forms
- five step Likert scale
- administered online
- descriptive statistics



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The model of multilingual approaches



Action-oriented approach

constructivist paradigm which takes task-based learning to a level where the class and the outside world are integrated in genuine communicative practices (Common European Framework of Reference for Languages [CEFR], 2018)

Interaction as a core point of the approach

Levels of multilingual interaction

Macro-level

- Education policy, society and school interaction

Meso-level

- Organized classroom interaction

Micro-level

- Teachers-students spontaneous interaction

Multilingual approaches

Multilingual (plurilingual) approaches – the approaches which use several (i.e. more than one) varieties of languages or cultures in teaching process

(Candelier et al., 2010)

Multilingual approaches

CLIL

immersion

language awareness

language comparison

intercomprehension

pedagogical translanguageing

Macro-level

Representation

policy-making

curricular

societal expectations

societal requirements

learners' needs

Approaches

CLIL

immersion

Meso-level

Representation

Teachers' tasks

Activities in the classroom

Material adaptation

Approaches

Intercomprehension

Language awareness

Language comparison

Pedagogical translanguaging

Micro-level

Representation

**Unplanned communication between
students and teachers**

Approaches

Intercomprehension

Spontaneous translanguaging

Model of Multilingual Approaches

Action-Oriented Approach

Level	Type of interaction	Representation	Approaches
Macro-level	Education policy, society and school interaction	Education policy Curricular Society's requirements	CLIL Immersion
<u>Meso-level</u>	Organized classroom interaction	Teachers' tasks and activities in the classroom	<u>Intercomprehension</u> Language awareness Language comparison Pedagogical <u>translanguaging</u>
Micro-level	Teachers-students spontaneous interaction	Communication between students and teachers in unplanned manner	<u>Intercomprehension</u> Spontaneous <u>translanguaging</u>

Plurilingual language assessment



<https://bit.ly/3oURiIL>

Specifications of the assessment tasks in English

Objective of plurilingual assessment	To draw on students' diverse plurilingual repertoire and partial competences in multiple languages and students' ability to make sense of languages that are not known or partially known by building on linguistic awareness to complete a task in English
Input	Plurilingual – inclusion of other languages than English
Output	In one named language, namely English
Type of assessment	Formative: ongoing, fluid, defined by collaboration, active engagement, authenticity and scaffolding
Tasks characteristics	Authentic, communicative, multimodal, integrated, relevant to real-life (professional/ academic/ personal) communication

Plurilingual assessment tasks in one named language:

- **Communicating** written or oral information **from one language to English** in writing or speaking.
- **Summarising information** read or heard **in (one) language(s)** and its further presentation in speaking or writing **in English** where changes of discourses or genre of the original text(s) are possible.
- **Communicating the sense** of conversation **from one language to English**
- **Collating information** from different sources **in different languages** in order to produce a written text in English.
- **Making sense of information** read or heard **in other than English languages**.
- **Comparing grammar** in different languages.

Accomplishments



Dissemination events

- 1) 22.06.2022 - Center for International Teacher Education (CITE) International Science Day 2022 (Heidelberg University of Education): *Multilingual Education and Assessment: Insights from the Common European Framework of Reference for Languages (CEFR)*.
- 2) 5.08.2022 – Symposium: Integrating theory and practice (Heidelberg University): *Towards 21st century multilingualism: bridging the gap between theory and practice*.
- 3) 22-23.09.2022 - Multilingual Education in Linguistically Diverse Contexts. (University of Tirana/ Faculty of Foreign languages): *Towards 21st Century Multilingual Education in Ukraine*.
- 4) 26-28.10.2022 - Lehrmethoden in der universitären Lehrer: Innenbildung - Teaching Methods in Teacher Education (Heidelberg University of Education): *Multilingual education and assessment: Teaching methods for multilingual approaches to language teacher education*.
- 5) 01.03.-03.03.2023 - *Das 8. Bremer Symposium zum Fremdsprachenlehren und –lernen (Bremen university): Creating a questionnaire to explore language teacher multilingual beliefs and practices*.
- 6) 01.06. 2023 - *The EALTA Special Interest Group: (prior to 19th EALTA Conference in Helsinki, hosted by the University of Helsinki) Classroom-based Language Assessment (CBLA SIG) (online conference): Adapting monolingual assessment tasks to plurilingual contexts*

Publications

- «*Towards 21st Century Multilingualism in Ukraine: Present Landscape*» (in press);
- «*Creating a questionnaire to explore language teacher multilingual beliefs and practices*» (Journal of Applied Linguistics - consideration stage);
- «*Adapting monolingual assessment tasks to plurilingual contexts*»: (CEFR Journal - Theory and Practice - blind reviewing)
- «*Multilingualism in society and education: Ukrainian context*» (Ars Linguodidacticae - in press)
- «*The model of plurilingual approaches*» (finalising empirical data)
- «*Understanding Ukrainian university language teacher multilingual beliefs and practices* » (finalising empirical data)



**Thank You
So Much**

<https://bit.ly/43sojen>

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