



Erasmus Plus KA 203:
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ENROPE

16 March 2021

Towards Plurilingual Professional Identities

Webinar (Multiplier Event)
13:30-17:15 CET
Registration: www.enrope.eu

Co-funded by the
Erasmus+ Programme
of the European Union





European Network for Junior Researchers in the Field of Plurilingualism and Education

ENROPE is an international, cooperative project aiming to provide high-quality qualification and networking structures for junior researchers in the field of language education and plurilingualism.

ENROPE operates at the interface of language education research and language teaching and encourages researchers as well as educators in foreign language education to develop more plurilingual mind-sets and practices.

As part of its aim to foster strong and reflected professional identities, ENROPE will create an Intensive Study Programme (ISP) which will provide junior researchers with opportunities for transborder collaboration and professional qualification. The ISP will consist of three annual training weeks, linked and enhanced through regular online training phases.

A versatile Online Platform will be the central hub of the wide and diverse network that ENROPE is going to build up. The platform will offer spaces and tools for international and field-specific collaboration, e.g. an E-Portfolio as a means to engage in meaningful professional self-reflection.

A Qualification Handbook will allow for wide adaption and dissemination of the project's key concepts, products and training activities.

Organisation

ENROPE is being run by nine partner institutions. This webinar (multiplier event) is hosted by the Mercator European Research Centre for Multilingualism and Language Learning (Fryske Akademy) in Leeuwarden, Netherlands.



Programme

13:30 - 13:40 CET:

'Word of welcome'

Drs Cor van der Meer/ Inge Heslinga MA (Mercator European Research Centre for Multilingualism and Language Learning / Fryske Akademy)

13:40 - 13:50:

'Introduction to the ENROPE family'

Prof Dr Stephan Breidbach (Humboldt-Universität zu Berlin, ENROPE coordinator)

13:50 - 14:30:

'Language use in projects and making visible non-English language publications: Insights from ENROPE'

Dr Gabriela Meier (University of Exeter)

14:30 - 15:00:

'Are we still thinking in binary oppositions? On integrating family languages AND language(s) of schooling in mainstream education.'

Prof Dr Joana da Silveira Duarte (University of Groningen / NHL Stenden University of Applied Sciences)

15:00 - 15:15: Questions and answers

15:15 - 15:30: Screen break

15:30 - 15:55:

'Multilingualism and Language Education: Research Findings from Germany'

Dr Sarah McMonagle (Universität Hamburg)

15:55 - 16:20:

'Supporting professional identity development in plurilingual research: e-portfolio- based reflective practices'

Dr Özlem Etüş (Istanbul Üniversitesi-Cerrahpasa)

16:20 - 16:35: Questions and answers

16:35 - 17:10:

The Road Ahead: round table conversation

Chairs: Prof Dr Stephan Breidbach, Dr Mine Derince (Humboldt-Universität zu Berlin)

17:10 - 17:15: Closing remarks



Dr Gabriela Meier

University of Exeter

Language use in projects and making visible non-English language publications: Insights from ENROPE

Language use in international projects is often confined to English. At the same time publications in languages other than English tend to be overlooked in international research. ENROPE, an ERASMS+ project with the aim of supporting early-career researchers, has developed ideas of how to address this monolingual practice. Two practical instruments are presented, the first to generate awareness how languages are used in international teams, and second to make visible publications in diverse languages through a publicly generated annotated bibliography.



Prof Dr Joana Duarte

University of Groningen / NHL Stenden University of Applied Sciences / Mercator European Research Centre

Are we still thinking in binary oppositions? On integrating family languages AND language(s) of schooling in mainstream education

Due to its tenacity, diversity-based inequity of education systems has been on the research agendas of many European countries (and elsewhere) since the first PISA study in the year 2000. In explaining performance disparities, language proficiency – commonly operationalised as knowledge of the language(s) of instruction of a given region – is often put forward as the main causal factor. The erroneous inference that school success is mainly dependent on pupils' command of the dominant language(s) has greatly impacted the educational stances taken towards linguistically and culturally diverse pupils, with remedial and compensatory programs being offered to improve language skills of so-called second/additional language learners, a discourse imbued in deficit-thinking and negative attitudes. But what improvements have these programs brought about? With some variation, the recent 2018 PISA-data show that the inequality gap has not been significantly reduced. This observation, combined with the lack of empirical evidence supporting the effectiveness of an exclusive L2 submersion model, is leading researchers but also schools to find ways to move beyond the binary between focussing on the language(s) of schooling vs. embracing schools as multilingual social and learning spaces.

In this presentation I will discuss recent approaches and language policies in the scope of which family languages of linguistically and culturally diverse pupils can be combined with the acquisition of the language(s) of schooling.

Dr Sarah McMonagle

Universität Hamburg

Multilingualism and Language Education: Research Findings from Germany

This talk will provide an overview of findings from the German research cluster Language Education and Multilingualism, funded by the German Federal Ministry of Education and Research from 2013 to 2020. Germany is a country of in-migration and therefore multilingual. Research connecting migration, multilingualism and education often arrives at conflicting conclusions, with some pointing to risks and others to benefits for learning. The Language Education and Multilingualism cluster was founded in order to increase our understanding of language development and education in multilingual contexts in more precise ways. Via empirically sound findings, the 21 research projects sought to expose the mechanisms of language development and learning that facilitate or hinder educational achievement, and to develop pedagogical approaches based upon those findings.

Different aspects of language (in) education were addressed by the projects including inter alia multilingual biographies, literacy development (especially writing skills), heritage language inclusion and educational institutional design. Linking the projects was the concept of educationally relevant multilingualism which incorporates i) German as general language of communication and schooling, ii) linguistic knowledge and skills in family languages and iii) linguistic knowledge and skills in foreign languages.



Dr Özlem Etüş

İstanbul Üniversitesi-
Cerrahpaşa

Supporting professional identity development in plurilingual research: E-portfolio-based reflective practices

Research on multi/plurilingualism has become an interdisciplinary focus point informed by the theoretical perspectives of diverse fields and explored in different methodological frames. Epistemological standpoints in exploring multi/plurilingualism may differ but each research enterprise needs to be anchored by reflexivity, a relational and provisional process which increases researchers' awareness of their self-positioning, role and identity at the multifaceted phases of the investigative process. Moreover, self-reflection complemented with constructive dialogue with academic and professional communities guide and inform the different stages of the research process. Based on these premises, the Enrope project seeks to introduce new perspectives and voices into the thinking of plurilingual research by offering researchers space for increased interaction with a diverse community of researchers, and hence support their professional development on four key qualification areas: language & cultures, research, teaching & learning, identity & role, and cooperation & development. The presentation specifically focuses on how the Enrope E-portfolio, drawing upon descriptive inquiry, awards researchers' reflection, collaboration, qualification and networking with examples from the Enrope participants' engagement in portfolio work.



Tuesday 16 March 2021

ENROPE Towards Plurilingual Professional Identities

WEBINAR (Multiplier Event) | 13:30-17:15 CET

Register at www.enrope.eu (before 10 March 2021)

Wanted

MA and PhD students and supervisors in the field of plurilingualism and language education, language teachers, early career researchers, teacher educators and doctoral supervisors.

Join the ENROPE Family!

This event offers a platform for the exchange of knowledge and experience on a range of topics, including the professional identity development in plurilingual research, networking and collaboration, the need for bibliographic references in languages other than English, language development and education in multilingual contexts in Germany, and more.

- Take your chance to become part of an international network of researchers
- Discuss issues of multilingualism and foreign language learning/ teaching
- Find out more about ENROPE's central products and results
- Sustain your new contacts for further exchange and collaboration

Speakers/ chairs

Dr Gabriela Meier
(University of Exeter)

Prof Dr Joana da Silveira Duarte
(University of Groningen / NHL Stenden University of Applied Sciences)

Dr Sarah McMonagle
(Universität Hamburg)

Dr Özlem Etüş
(İstanbul Üniversitesi-Cerrahpaşa)

Prof Dr Stephan Breidbach
(Humboldt-Universität zu Berlin)

Dr Mine Derince
(Humboldt-Universität zu Berlin)
... and others

Registration

Register via www.enrope.eu before 10 March 2021. A Zoom link will be shared with registered participants. Participation is free of charge.

Host Mercator European Research Centre - Fryske Akademy (Ljouwert / Leeuwarden)



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