Teaching and Learning Neighbouring Languages through real contacts on Slovenian-Italian border

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The project

Title:

Učenje in poučevanje sosedskih jezikov v neposrednem stiku na Italijanski-Slovenski meji/ Teaching and learning Neighbouring Languages on the Slovenian-Italian border

Field of studies:
Teaching languages, Language and Social Studies

Financing:
ARRS/Slovenian Research Agency;
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Partners

Italian school Institutions:
• "Iqbal Masih", Trieste
• "Giovanni Lucio", Muggia

Slovenian school Institutions:
• Primary school „Anton Ukmars“, Koper-Capodistria
• Primary school „Sečovlje“, Sečovlje-Piran.
Neighbouring languages

“We are in fact convinced that NLs, as languages of modern open borders, are “multiple identity” languages which by the passing of time and of historical, geopolitical events, have developed complex interconnections in terms of linguistic contacts, cultural and identity issues among people living in those areas, who are nowadays called to answer key functions in terms of social, interethnic integration. Consequently, there is a need for integrative linguistic policies rather than “separative” solutions and not simplistic language planning, conceiving also the presence of linguistic varieties characterising these multilingual areas far from being a coexistence of monolithic diverse language communities and very much attentive not to bear “old fashioned” imbalanced relationships between “more widely used” and “less used” languages. We further believe that NLs, following their inner multilingual nature can belong to a multiplicity of speakers like the mainstream neighbouring country linguistic community, the national minority community derived from that neighbouring country in some cases, and all the “willing speakers” of those languages inhabiting the border area.”

Cavaion I.M., 2016, p.22-23
The Rec (2005)3...

Recommendation Rec (2005) 3 of the Committee of Ministers on teaching neighbouring languages in border regions, adopted by the Committee in 2005

- to establish conditions that enable teaching institutions in border regions at all levels to safeguard/introduce the teaching and use of NL

- to encourage different transfrontier cooperation players to involve the educational and linguistic sectors in the transfrontier cooperation projects

- to seek to establish language reciprocity in their cooperation with a neighbouring
A rewarding challenge: how the multiplicity of languages could strengthen Europe”
Maalouf, 2008

“Europe has arisen from several centuries of conflict between its nations and primarily between neighbours. Accordingly, to learn the language of a partner who happens to be a former–enemy is very important, both for its symbolic value as well as for its practical advantages. If there is to be greater cohesion between the countries of the European Union, it is not enough for them to simply all belong to the same entity, the bilateral links between each country and each partner must be cemented by powerful ties based in particular on the special place occupied, for the citizens of each country, by the language of the other”. (Maalouf, 2008, p. 16–17)
“Europe, frontiers and Languages”
Albert Raasch

From Linguistic Diversity to Plurilingual Education

- **awareness** in frontier regions of the role of the languages
- Learning (and teaching) must be geared to the **needs of society** and thus justified by a political interpretation and perspective
- There is a **need of experts** who are first and foremost language teachers
- **Teachers** are needed, who are “aware” of their **political role**
- **Pupils** are also needed, who are **aware** of their role in the region and for the region, who do not adopt conventional assumptions regarding language learning
“Europe, frontiers and Languages”
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- Institutional and administrative networks adapted to the frontier situation and conditions
- The regions/Euro-regions are in an especially good position to promote transfrontier integration directed at what the Council of Europe and the European Union call the European dimension and citizenship
- School exchanges and meetings in primary and secondary education
- Teaching material with a regional bias
- Teaching and learning about the neighbouring region according to specific themes
- Joint transfrontier development of teaching/learning material
- Continuous training of teachers from the cross-frontier viewpoint
To whom..

• Pupils from mainstream language schools settled in multilingual border areas
• 11-15 years old pupils
• Neighbouring Language Teachers (+ subject teachers: L1, history, geography, science, arts, etc.)

• School offices: teachers training
• Universities: Applied Linguistics, Teaching languages courses,
Aim and objectives

To positively influence *integrative motivation*, (Gardner, 1985) desire to know and spend time with «*otherness*..» through neighbouring language learning

**Contact based teaching  (Didattica del Contatto)**

Stage-based,

experiential, digital, constructivistic,

Plurilingual and intercultural education
Strategies

• **Contacts!** Virtual/face to face... *continuous*

• **Reflections** *(pre and post departure)*
  ✓ Class Discussions
  ✓ Autobiography of Crossborder Encounters
  ✓ Multiple intelligence: role plays, dramatization, games, drawings

• **Network**
  ✓ Videoconferences
  ✓ Chats / social Networks
  ✓ E-mails
  ✓ E-classroom

• **Face to face thematic Encounters**
Chat sessions

Discussions

Face-to-Face meetings

Skype calls
**Modello CoBLaLT**  
Contact-Based- (Neighbouring)  
Language-Learning-and-Teaching (CoBLaLT)


<table>
<thead>
<tr>
<th>STAGE</th>
<th>ACTIONS</th>
<th>ACTIVITIES</th>
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| to awaken pupils to contacts | Language  
- Behaviours  
- Feelings; expectations | Lessons in class  
- Discussions  
- Language practice |
| Virtual encounter | To see, to look  
- To hear, to listen to  
- To speak, to talk  
- To play, to games  
- To get information  
- To write, to communicate | Video call  
- Chats |
| Practice, reflection and contacts | To talk about “others” (other in L1 or NL)  
- To contact “others” (other in L1 or NL)  
- To practice language: present and describe others/otherness in NL | E-mails  
- Autobiography  
- Pupils’ class presentations of written or oral texts |
| to awaken pupils to the real | Behaviours  
- Feelings (expectations)  
- Planning activities | Lessons in class  
- Discussions  
- E-mails |
| Face-to-face meeting | To enjoy, to feel well  
- To learn about each other  
- To use the NL  
- To cooperate, to share | [Posters/drawing]  
- [Creative writing]  
- Podcasts  
- Video clips  
- Interviews  
- Group/class presentations |
| Practice, reflection and contacts | To talk about “others” (other in L1 or NL)  
- To contact “others” (other in L1 or NL)  
- To practice language: present and describe others/otherness in NL | Lessons in class  
- Pupils’ presentations of written or oral texts  
- Autobiography  
- Discussions  
- E-mails |

**awakening**  
To meet, virtually  
Reflect, to use the language, to contact  
**awakening**  
To meet face to face  
Reflect, to use the language, to contact
6 stages

1. To awaken to (virtual) contact (discussions, role plays, multisensory approaches)

2. Virtual contact (videoconference + chat)

3. Reflection and language practice (autobiography, padlet, class/individual presentations, etc...)

4. To awaken to (real) contact) (discussions, role plays, multisensory approaches)

5. Real Encounter (role plays, sketches, interviews, plays and games, podcasting, handcrafts, etc..)

6. Reflection and language practice (autobiography, padlet, class/individual presentations, etc...
Objectives 2017-2019

1. To develop tools and practice to bring improvement in terms of integrativeness, intercultural awareness and interactional skills development:
   - Autobiography of cross border encounters
   - Class discussions
   - Network based communication/discussion tools (video-calls, chats)

2. To set up a new questionnaire about integrativeness

3. To check Interactional skills development.

4. Provide a teachers’ guide to the model:
   - Final version of the Autobiography of cross border encounters with guidelines for pupils and teachers
   - CoBLaLT model - Guide for teachers
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