

# EDITORIAL

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## **Editorial to the second special issue under the auspices of the MaMLiSE project**

It is our great pleasure to introduce this special issue of *Glottodidactica*, featuring selected papers from the Final conference of the MaMLiSE project. The conference, titled *Majority and Minority Languages in School Environment: Helping Teachers, Pupils, and Parents*, was held on June 15, 2023, at Adam Mickiewicz University, Poznań, Poland. This event brought together 124 scholars, educators, and stakeholders committed to understanding the growing linguistic diversity in schools and exploring pedagogical approaches that foster inclusive, multilingual practices. Forty-two participants came from abroad. A total of 36 papers were presented, with 15 delivered by international speakers. The participants represented 48 different academic institutions, underscoring the international character and broad thematic scope of the event.

The central aim of the conference was to engage a wide audience of educators, parents, and policymakers in a discussion about how schools can address the challenges of linguistic diversity in ways that benefit all students. Special attention was given to teaching methods and strategies designed to foster inclusive and multilingual learning environments, both in schools and at home. These methods focus on ensuring that all students, regardless of their backgrounds, have access to equitable educational opportunities. A particular emphasis was also placed on supporting pupils from migrant and refugee backgrounds. In addition to pedagogical innovations, the conference sought to encourage more open, critically informed thinking among educators, school administrators, and parents regarding the role of multilingualism in education.

One of the highlights of the conference was the presentation of the MaMLiSE project's intellectual outputs to various stakeholders, especially teachers and teacher educators. The project has developed a range of in-service training courses and support materials designed to help teachers deliver language-

sensitive instruction in linguistically diverse classrooms. These resources equip teachers with strategies to adapt teaching materials to the linguistic proficiency of their students, particularly those who are newly arrived or multilingual due to home settings. Parents also benefited from the project's outputs, with a series of video tutorials aimed at supporting them in developing their children's multilingualism at home. The tutorials covered topics such as heritage language maintenance, communication within multilingual families, and translanguaging practices.

The rationale behind the MaMLiSE project is rooted in the growing recognition of the importance of multilingualism in fostering social inclusion. While linguistic diversity has long existed in many regions, it has only recently become a key focus of educational policy as schools strive to create more inclusive learning environments. By supporting multilingual children and their families, the project aimed to enhance the educational opportunities of these pupils while fostering greater cohesion between schools and homes. A core tenet of the project is the belief that raising a multilingual child requires close cooperation between families and educational institutions. Schools play a vital role in shaping family language practices, yet their influence often goes unrecognized.

The approach to multilingualism promoted by the MaMLiSE project embraces the entire linguistic repertoire of pupils, encouraging the use of all their languages in learning and social participation. By including home languages in school contexts, the project hopes to bridge the gap between schools and minority-speaking families, fostering stronger family-school partnerships. This focus on minority languages, language awareness, and linguistic development across the curriculum reflects a holistic approach to addressing the needs of linguistically diverse pupils.

The eight papers presented in this special issue reflect the themes and objectives of the MaMLiSE project. They explore a variety of topics, from teacher education and intercultural competence to heritage language maintenance. Collectively, these papers provide valuable insights into the challenges and opportunities of multilingual education, offering practical solutions for educators and researchers alike.

This issue is organized alphabetically, beginning with a contribution by Anna Bąk-Średnicka from Jan Kochanowski University in Kielce (Poland). She explores the discourse of feedback conferences in TESOL practicums, analyzing how dialogic elements foster professional teacher development. Her research highlights the balance between conversational and institutional styles, with an emphasis on emotional support, which enhances the self-confidence and identity of student teachers.

In the next contribution, Wiktoria Cholewa from Adam Mickiewicz University (Poland) investigates the practices of English primary school teachers in Poland regarding the teaching of intercultural communicative competence (ICC). Her findings reveal a prioritization of ICC in teaching, though it often remains secondary to language instruction, focusing on national attributes to foster ICC.

The joint paper by Grzegorz Lisek and Agnieszka Putzier of the University of Greifswald (Germany) focuses on promoting multilingualism in Polish-German border schools. They analyze the implementation of multilingual spaces in Polish lessons, reflecting on EU-funded projects that support the teaching of neighboring languages through holistic, interdisciplinary approaches.

Joanna Rokita-Jaśkow and Weronia Król-Gierat from the University of the National Education Commission in Kraków (Poland) assess the linguistic repertoires of pre-primary educators using language portraits. Their study reveals that teachers have a deep emotional attachment to their languages, yet lack cognitive and communicative usage, suggesting a need for greater plurilingual and pluricultural awareness in early education.

The following paper by Larysa Sugay and Elżbieta M. Goździak from Adam Mickiewicz University, Poznań (Poland) examines heritage language preservation among migrant children in Poland. Their research explores the roles of families and schools in supporting bilingualism, highlighting the challenges and strategies involved in maintaining heritage languages alongside the majority language.

In the next contribution, a team of teachers from the 2nd High School of Intercultural Education in Ioannina (Greece) who participated in the MaMLiSE project – Stefanos Syrmakesis, Maria Tzouma and Evangelia Kousiouri present a case study on the language repertoires of refugee and migrant pupils in their school. Their work emphasizes the importance of fostering multilingualism and intercultural competence in schools to create inclusive educational environments.

Eva Teshajev Sunderland from Kharkiv National Pedagogical University (Ukraine) studies the shift in Polish students' attitudes towards Russia following the invasion of Ukraine. Her research compares pre-war and post-war perceptions, showing a significant decline in positive views of Russia and its people among students of Russian language studies.

In the final paper of this special issue, Elizabeth Woodward-Smith and María Jesús Lorenzo-Modia from the University of A Coruña (Spain) examine child bilingualism within families, discussing the variables influencing language acquisition. Their case study of three brothers demonstrates that bilingualism does not delay cognitive development and can be a significant asset in managing multiple languages.

We hope that the research and findings presented in this special issue will contribute to the ongoing dialogue on how to best support multilingual pupils in schools, as well as their families and communities. We are confident that these papers will inspire further research and action in the field of multilingual education, helping to create more inclusive and linguistically sensitive learning environments for all pupils and students. I am also taking this opportunity to thank all the members of the MaMLiSE consortium and other participants for taking part in the final conference of the project.

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If you are interested in our aims and activities, please contact our project team at: [mamlise@amu.edu.pl](mailto:mamlise@amu.edu.pl); project website: <https://mamlise.amu.edu.pl/>; FB: <https://www.facebook.com/mamliseproject>.

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