

**4th International Conference
"Education Across Borders"**

**Education in the 21st Century:
Challenges and Perspectives**



ABSTRACTS

FLORINA

19th – 20th October 2018

following stages: sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage.

Early development of bilingualism

Gramatkovski Biljana, Kochoska Jasminka
"St. Kliment Ohridski" University, Bitola

Bilingualism is a phenomenon that is associated with the normal development of language, most often there are children of members of national minorities, children of linguistically mixed marriages or children of parents who leave to live in foreign countries or children of workers who temporary work abroad. At the time of speech development, these children begin more or less, simultaneously and equally adopting the two different languages and make difference between these languages practically from the beginning of their speaking. One of these two languages, both in the order of time and in the place of the "hierarchy", i.e. emotional border, remains the first language - that is, the language in which the child addresses the mother (or a person who had a first emotional relationship with the child), is in the true sense of the word motherlanguage.

If parents are working enough with the child and if it does not have any additional problems for early introduction of another language, bilingualism does not have to create more difficulties. Such a situation for children acts stimulatingly on the ability to learn a foreign language, but it is certainly not known how this will affect the overall psychological development of the child.

But despite this, we summarize that the advantages of bilingualism in bilingual children are: children are better in keeping their attention on relevant information and ignore the distraction, they are more creative and better in planning and solving the complex problems than monolinguals. This work, apart from the early bilingualism in the family, will talk about the early bilingualism in the kindergarten, as well as the approaches of the educator to the development of this type of bilingualism.

The Intercultural Portfolio as a tool for developing/assessing learners' multilingual/multicultural skills and strategies

Griva Eleni, Kofou Ifigenia

University of Western Macedonia, Florina

The modern multicultural and pluralistic panorama in education, especially with the migration flows and the efforts made by all the EU Member-States to integrate migrants in their educational system, intensifies the need to foster inter/multicultural awareness and skills (Byram & Zarate, 1997; Griva & Zorbas, 2017). The language portfolio could offer students the opportunity to realise language diversity and the strong link between language(s) and culture(s), help them share their experiences and be acquainted with a variety of languages and traditions (Byram et al., 2009).

Therefore, apart from assessing students' language skills and strategies, language portfolios could and should aim at developing and assessing intercultural skills, multicultural awareness and intercultural strategies. Although some existing ELP models for adult learners encourage the owner to write reflectively on intercultural experiences, there are no ELP models for young learners and adolescents that have a specific focus on intercultural learning.

Based on these tools, the E.L.P. and the C.E.F.R. (Council of Europe 2018), this paper aspires to provide a guide to designing a portfolio which develops and assesses not only the students' linguistic skills, but also their intercultural communication skills, motivates students, both indigenous and immigrant ones, to think about cultural diversity and reflect on their

socially and culturally. Moreover, they showed great sensitivity and care for their children's education as they felt the urge to educate their children and create their own schools according to ancestral standards. In fact, as early as the first half of the 18th century, there are reports presenting recruitments of private teachers, by leading families, to teach and rear their children in the Greek language. The year 1793, however is considered a vital station for the Greek community. In this year procedures to establish an autonomous Greek school are intensified.

On the 4th of January 1794, the efforts of the Greek community paid off and they were given permission to build their own school. In September of the same year the Greek school of Zemun, known as "*Ellinomouseion*", opened for the first time. Following the decision for the foundation the school, the community took care to provide all the necessary equipment for the school. Moreover, a library was created to increase the school's assets so that it could be economically independent. The school continued to function continuously until the beginning of the 20th century, when the school was closed due to a lack of students. This paper examines the prevailing conditions that led to its creation, mode of operation and its contribution to Zemun's educational system.

The greatest enemies of successful learning in the classroom

Kochoska Jasminka, Gramatkovski Biljana
"St. Kliment Ohridski" University, Bitola

This topic is present in almost all classrooms, which teachers face on a daily basis. There are various theoretical views and researches from various authors on this subject. This paper is based on the experiential practices of some of the authors listed in the paper. Creating a successful learning environment is a very complex and responsible process that is indispensable for all teachers to get involved. It provides opportunities for teachers to have rich dialogue with their students as they collectively work to create environments that produce high levels of success for all students. Sometimes it creates some difficulties for teachers as they deal with many factors related to existing school culture, cooperation with colleagues and parents, working conditions, working atmosphere in class, students' interest and their focus, motivation and dedication etc. All of these factors have a significant impact on students' learning success. In this paper we are talking about the greatest enemies of successful learning in the classroom with particular reference to some of the many significant factors for it.

How does motor development affects language acquisition. The role of early treatment

Kopatzidou-Lemonidou Polymnia
University of Western Macedonia, Florina

During the first eighteen months of life, infants acquire and refine a whole set of new motor skills that significantly change the ways in which the body moves in and interacts with the environment. Motor development allows infants to gain knowledge of the world but its vital role in social development is often ignored.

The central claim that links motor development to language development is the idea that advanced motor skills provide infants with more opportunities for experiencing their world (Iverson, 2010). Changes in posture, locomotion, and object-manipulation allow the child to sit up, move about their surroundings, and experience items previously seen in their environment in a new manner. With these new advances, children begin to develop and refine basic skills that are related (both directly and indirectly) to the development of communication and language.



UNIVERSITY OF WESTERN MACEDONIA
Faculty of Education, Florina



'ST KLIMENT OHRIDSKI' UNIVERSITY - BITOLA
Faculty of Education, Bitola



UNIVERSITY OF 'FAN S. NOLI' KORÇË
Faculty of Education and Philology, Korçë

CERTIFICATE OF PARTICIPATION

This is to certify that

Biljana Gramatkovski, Jasminka Kochoska

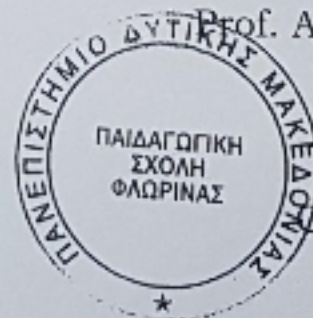
Presented a paper titled

Early development of bilingualism

at the 4th International Conference "Education Across Borders"
Education in the 21st Century: Challenges and Perspectives

held on 19th – 20th October 2018

at the University of Western Macedonia – Faculty of Education, Florina - Greece



Prof. Aikaterini Dimitriadou

Conference Chair