Večjezičnost – nov vidik učiteljevega profesionalnega razvoja

KATICA PEVEC SEMEC IN SAŠA JAZBEC

Povzetek Večjezičnost je pomemben element v življenju vsakega sodobnega posameznika ter zanimiva tema različnih strokovnih, znanstvenih in političnih razprav. V prispevku najprej osvetlimo teoretične vidike večjezičnosti: zgodovinski in sodobni koncepti večjezičnosti, zavzemanja za promocijo večjezičnosti v Evropski uniji, večjezičnost v pedagoškem diskurzu ter učiteljev profesionalni razvoj. Nato predstavimo projekt, ki je primer, kako lahko večjezičnost kreativno in izvirno uresničimo v praksi. Prispevek se osredotoča na učitelja v okviru večjezičnosti, na njegove nove vloge, ki se zelo razlikujejo od tradicionalne vloge učitelja in ki so nov izziv v njegovem profesionalnem razvoju. Koncept večjezičnosti, kot ga promovira in uresničuje projekt, se nanaša na večjezičnost na meji treh držav, treh jezikov in treh izobraževalnih sistemov ter ga lahko razumemo kot model za druge podobne prakse.

Ključne besede: • večjezičnost • učitelj • profesionalni razvoj • projekt tri roke • trije izobraževalni sistemi •

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Multilingualism – A New Aspect of Teachers' Professional Development

KATICA PEVEC SEMEC & SAŠA JAZBEC

Abstract Multilingualism is an important element in the life of modern people, and a relevant topic of professional, scientific and political discussion. This paper will shed light on theoretical aspects of multilingualism: past and present concepts of multilingualism, the advocacy for and the promotion of multilingualism in the EU, as well as multilingualism in educational discourse, and teachers' professional development. The next section focuses on a project that puts multilingualism into practice in a creative manner and can thus be seen as a role model in this field of work. The paper pays special attention to the teachers who work within the framework of multilingualism, and to their new roles, distinctly different from the traditional teacher role. The concept of multilingualism as established and realized by the project covers multilingualism at the border of three countries, three languages and three educational systems and could be used as a model for other similar practices.

Keywords: • multilingualism • teacher • professional development • Three Hands project • three educational systems •

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Introduction

Language is the most exacting and simultaneously the most paradoxical
glue among the European community. (Adolf Muschg)

Mushg's terse statement well describes the originally heterogeneous, variegated linguistic situation in the European Union. Language in Europe is certainly a medium that both divides and connects. That is why language as a means of communication represents a challenge in various working areas, especially education, and thus constitutes a discourse where upbringing, education, emotion, intellect, content, youth, maturity, experience, history, nationality and politics all coexist and connect. Language and multilingualism are topical subjects in the European Union, and these phenomena are in turn many-layered, multi-dimensional and multi-distinctive. Since the concepts of teaching and learning foreign languages are strongly linked to multiple languages and multilingualism, the European Union can only achieve multilingualism by acknowledging this.

The concepts of language teaching and learning have been the subject of many professional, scientific, strategic and political debates, while the topic of foreign language learning has enjoyed a long-standing pedagogical and theoretical foundation (Christ 2006). More recently, it has achieved new prominence, owing to political and economic changes around the world (Council of Europe, 2001; 2003). Firstly, language competence is important for individuals because it assists them in broadening the horizon of expectations established in the native-language world, in breaking up rigid personal and cultural perceptions and judgments, and in establishing connections with other linguistic communities (Christ, 2006). Secondly, language competence is also crucial for societies, since the ability of a society to act strongly depends on the level of language competence maintained by its members.

The purpose of the article is to present a practical concept, based on a project for implementing multilingualism on the frontier between three countries, three different languages, three cultures and, last but not least, three distinct educational systems. At the beginning, some aspects of language comprehension and multilingualism will be briefly presented, followed by the issue of multilingualism in pedagogical discourse and teachers' professional developement and, finally, by the constellation of participants in the traditional and non-traditional practice of foreign language teaching. Within the latter, attention will be devoted to the teacher and his or her professional development in the new, non-traditional concept of multilingualism. Where contemporary, non-traditional concepts apply, the teacher's role is so crucial that the teacher requires engagement in a wide range of fields, including those that affect human identity. Therefore, the developmental process pertaining to teachers deserves to be called "teachers' capital development".

Language and multilingualism

Language is a means of personal identification. It is an abstract, structured system of signs and rules that enables human beings to express their thoughts, feelings, ideas and dreams. It is a means of communication that distinguishes human beings from other creatures that

can communicate but whose concept of communication is based on different assumptions.

There are many definitions of the concept of language, which explain language from varied perspectives as a multi-labelled and multifaceted concept (e. g. de Saussure 1916, Halliday 1978, Chomsky 1997, Pinker, 1994, Tracy, 2008 etc.). In principle, most definitions of language (de Saussure 1916, Halliday 1978, Tracy, 2008) agree that language is a system of signs, on the one hand, and a set of acts of reporting and expression, on the other. The following descriptions will deal with linguistic and social views of the phenomenon of language.

Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols (Sapir, 1921: p. 8). According to de Saussure (1916), language is a system of signs, where each sign is considered to consist of a voice image (signifiant) and concept (signifié). It is a supra-individual system in which de Saussure distinguishes between language and word. While the meaning of "langue" is a general system of signs and grammar rules, speech constitutes an individual use of language. Halliday (1978) understands language as something highly dynamic: for him, language does not exist: it happens. It is neither an organism, as many nineteenth-century linguists saw it, nor an edifice, as it was regarded in the early modern 'structuralist' period of linguistics. Language is an activity basically of four kinds: speaking, listening, writing and reading (Halliday 1978: 9).

In addition to linguistic visions of language, this study has an important social aspect which concerns more than just the phenomenon of language but is interested in its function and in the conception of language as summarized above by Rosemary Tracy (2008). Thus, this correlates to the theoretical starting points of Metzler's lexicon of language's (1993) two basic functions, namely the epistemic (cognitive or objective) function and the social (communicative, interpersonal or subjective) function. Both essentially function as one and the other when put into practice and maintained, or simply when they are in effect at the same time. The notion of language observed, that is characterized by complexity and multidimensionality, is further complicated and deepened by acquisition in its social role and functions, and includes the numerous combinations of these functions. The definition of language and its social role cannot be ignored in the study of everything related to language. Below we will start from these foundations dedicated to a specific aspect of the study of languages, which is multilingualism.

Multilingualism is an important and natural phenomenon in global society on the individual level as well as at the level of society. In theory, we are familiar with individual, territorial or institutional multilingualism (Council of Europe, 2001; Bhatia & Ritchi 2004; García, 2009; Baker, 2010). While territorial multilingualism means the coexistence of several languages or language varieties in a particular area (e. g., Switzerland), it is institutional multilingualism in national and international institutions that operates in different languages (e. g., the European Union). Individual multilingualism refers to those individuals whose repertoire contains more than one language (Council of Europe, 2001; Bhatia & Ritchi 2004; García, 2009; Baker 2010;

Lüdi 1996). This paper will show that achieving multilingualism in such a manner as will be presented below gives rise to a new category of multilingualism, which contains aspects of territorial and individual multilingualism.

Globalization and Europeanization have brought about intense contact among different people, speakers of different languages and representatives of varied cultures. For example, a survey of 850,000 children in London schools revealed the presence of over 300 different languages (Baker & Eversley, 2000). That is, in other words, approximately one language per three thousand children. Multilingualism today is a basis for social integration, economic development and success in the global world, for peaceful coexistence of different nations and for achieving a society capable of carrying out the tasks of the future.

The EU and its important documents The Lisbon strategy, Action Plan on Language Learning and Linguistic Diversity, resolution (European Commission, 2000; 2001) demonstrate a firm commitment to multilingualism. A look at the everyday picture in schoolyards across most of Europe has been showing a different picture for a long time, as on principle we can hear three different languages there. In short, reality has already exceeded the desideratum (e.g. Baker & Eversley, 2000). One the one hand, many countries have committed themselves to multilingualism while, on the other, a clear trend towards language (English or German) monolingualism is evident, on account of the high market value of English (Hinkel, 2005; Trabant, 2014).

Multilingualism in educational discourse

Multilingualism is today desirable, and is being encouraged, systematised and recommended in Europe. Its individual and social potential is emphasised, and economic benefits are expected from it at both national and transnational levels. The situation on the local level is different; linguistic heterogeneity in the education system is no longer a simple challenge. It can lead to an atmosphere of resignation, especially given existing resources, methods and teacher competencies. The monolingual habitus (Gogolin, 2008) of the majority of schools, in principle, still makes it difficult to understand multilingualism as an individual or even social resource. The linguistic biographies of students are indeed diverse, and different languages play an important role therein, but the problem is that often they lack precisely those languages that are important for a successful professional career. After all those years of co-existence in Europe, we have progressed from a general, global level of thinking about advocating multilingualism to the applied level (Cummins 2000, Hufeisen, Neuner 2003, Roche 2008, Butzkamm 2012). The current question is whether, or to what extent educational institutions are prepared to take advantage of the resources and competencies that children generally bring with them.

Let us illustrate this with an example: in Germany, linguistic heterogeneity in the classroom is becoming more diverse by the year because of the great number of immigrants (Dirim, Oomen-Wlke 2013). There may be 25 students in a class, and those students may be speakers of 17 different mother tongues. Such linguistic diversity makes the existing concepts for developing and encouraging multilingualism and teaching the

official language unsustainable and unsuccessful. It is therefore urgent to change and upgrade the existing working paradigms. Such examples encourage reflection about the current major paradox in the context of multilingualism: on the one hand, multilingualism is comprehensively present in everyday life at the level of society and the individual, while, on the other hand, there is a great deficit in awareness about the meaning of multilingualism or commitment to its promotion. Moreover, there are few didactic methodological approaches that could measure up to such heterogeneous challenges.

Multilingualism as a lifelong perspective calls for a radical change in our way of thinking, especially in educational institutions, including all their agents. Learning and teaching languages in the traditional way cannot realize this open vision of multilingualism because in the traditional class, there still exists the ideal of native-like mastery of the additional language (Reich/Krumm 2013). This competence is strongly concentrated in the field of mastering grammar. Languages are treated and taught separately one from another to avoid interference. This has resulted in a deficit in the field of essential socio-cultural aspects of actual linguistic usage in written and oral communication.

The traditional model of teaching a foreign language, (which can be schematically presented as input-black box-output (Wolff 1990), is no longer sufficient. The fundamental approach to such innovative realization of multilingualism demands a radical change of perspective: the starting point is not the language but the speaker of the language with his or her general competence in (linguistic) communication. Diverse situations of language usage come to the forefront, which means that we don't learn a language because of the language, but because of the potential for communication with speakers of that language.

Constellation of agents in "traditional and (non) traditional" concepts of language teaching

Teaching (foreign) languages in class involves teachers and students directly, as well as other factors relevant for the constellation. For example, the linguistic background of students in the class; the working and class languages and the relation between these; the official language of the country and the school; the tradition of learning and teaching, and cultural habits and patterns.

1) Traditional teaching of a foreign language usually proceeds under the following conditions:
   - Linguistic heterogeneity or homogeneity in the classroom (some students share a mother tongue, while others do not).
   - The target language is a foreign language (a language that is foreign to most students in the class).
   - The target language is both the subject of study of the foreign language lesson and also the medium of communication (students learn the language in interaction, through interaction and for interaction).
   - The target language is not the official language of the country.
   - The lecturer is a teacher, a linguist.

2) Teaching a curriculum subject in a foreign language:
- Linguistic heterogeneity or homogeneity in the class (some students share a mother tongue, while others do not).
- The target language is a language that is not the mother tongue of the majority of students in the class (a foreign language, the language of a neighbouring country, a minority language, etc.).
- The target language is, in principle, a medium for conveying non-linguistic content, and learning the language is not the main objective.
- The target language is not the official language of the country.
- The lecturer is a teacher, not a linguist but a subject teacher, e.g. an elementary school teacher or the teacher of a lesson in a given subject.

The arrangement of participants, as outlined in the following text, was essentially based on the characteristics of the project. However, many parallels can be drawn with CLIL as well (e. g., Coyle, Hood & March, 2010).

3) Non-traditional teaching of a foreign language and lessons in other curriculum subjects
The Comenius Regio project 2011-2013 can be placed in the context of considerations about new, non-traditional concepts of language teaching, which no doubt fall within the "symbolic market" of languages. The project was conducted in three primary schools and kindergartens at the tripoint of Slovenia, Italy and Austria. The initial constellation of agents is specific, compared to the classroom situations outlined above:

- Linguistic "homogeneity" in the classroom: the mother tongue of most students is the same, i.e. Slovene. This is also the medium of communication for lessons in other subjects as well as being the official language in the school and locally.
- The target language is the language of a neighbouring country, a language that is the mother tongue of no students in the class. For this project, it was German, Slovene or Italian.
- The target language is, in principle, not a medium for the communication of non-linguistic content, and students do not learn it as a foreign language.
- The lecturer is a teacher, not a linguist but a teacher of another curriculum subject, e.g. an elementary school teacher or teacher of a lesson in other subjects; however, he is a natural speaker of the language of a neighbouring country, i.e. the target language.

The initial arrangement of class agents in the project is complicated and represents a huge intellectual, pedagogical and logistical challenge for the participants. On the same day, each teacher works in two countries; teachers start in their parent classroom and continue in the new classroom in the neighbouring country. Students have a couple of hours of lessons in two languages, one from each neighbouring country in the same week. The challenges are usually connected to the risks and drawbacks, on the one hand, and to major benefits, on the other, if the work is successful. This arrangement lasted for three years.

Teachers' professional development

Below, we highlight some of the concepts of professional development for teachers that were used in the present case (e.g., non-traditional teaching of a foreign language and lessons). Several authors have pointed out a number of aspects of professionalism: professional competence, i.e. the ability to perform given tasks in accordance with certain standards (Cummings and Schwab, cit. in Cvetek 2004); and the ability to think in action (Schon, 1983). Numerous studies have dealt with the professional development of teachers, highlighting the ineffectiveness of programs because two key factors are not taken into account: what motivates teachers for participation and professional development, and the observance of the typical process in which change occurs (Guskey, 2002).

We believe that the teacher should have the opportunity to ask and support for having asked questions such as why to change the existing work process, what to change and how, with whom to cooperate and how to tackle change. Ažman (2004) points out that teachers do this only in a school where similar questions are raised by other teachers, the school administration and other subsystems, while the social environment must also support and encourage such questioning.

It is essential in the creation of models of professional development that teachers in the process of lifelong learning give meaning to and develop their concepts and improve their teaching practice. This process relates to the fundamental task of a teacher, that is teaching, and includes their personal, professional and social dimensions, while also involving a progression towards a critical, independent, responsible, decision-making teacher (Valenčič Zuljan, 2001).
In the professional development of teachers, a number of changes are possible that involve various aspects of professional development (e.g. Pevec Semec, 2017):
- learning practices,
- student achievement and student performance,
- teacher's beliefs and behavior.

Empirical research

Research question

This contribution sheds light on multilingualism in a educational discourse, i.e. teachers and their new role in education. The study was inspired by a project, and this article delves into one aspect of this broad field.
The research questions which guided this contribution were as follows:
- How does the teacher's professional development look like in the framework of the new, non-traditional concept of multilingualism?
- What is the role of, for example, a mobile and a traditional classroom teacher in cross-border mobility?

Research methode and sample

The empirical part is carried out according to the descriptive qualitative methode. The research sample included 6 mobile teachers (2 from Slovenia, 2 from Austria and 2 from Italy) and 5 regular language teachers from Slovenia. The research sample is based on the data obtained in the Three Hands project (included three schools and three kindergartens) from three adjacent countries: Austria, Italy and Slovenia. Each school and kindergarten engaged regular language teachers, mobile teachers and their respective school principals. The project (2010-2013) was conducted through trilateral border cooperation between Slovenia, Italy and Austria, as experimental work and Comenius Regio cooperation between Slovenia and Italy. The overall objective was to establish cooperation in the field of education and deepen learning about the languages and cultures of neighboring countries and to include mobile teachers in the implementation of the official curriculum.The exploration of project practices in the field of education was qualitative in nature, mainly involving small groups of professionals, principals and children and the external experts who had been planning and carrying out meetings, developing learning materials and evaluating the work.

Data collection procedures and instrument

The data was collectied in the october 2010 and mai 2013. For research purposes, we have developed and used a variety of instruments, such as the structured interview; we collected various data and documented cases of multilingual learning projects, recorded numerous cases of multilingual practices with students; we also developed educational materials and adapted them to the multilingual teaching practices. The core results are largely based on reflection, where some limitations to these practices become apparent, since the data collected was not intended for statistical processing.

The users (teachers, professional staff, pupils and principals) have recorded their reflections on the process of the implemented learning project examples. Their utility was tested for the relevant schools and kindergartens and upgraded with new experiences that occurred after the completion of the project.

The study was carried out by means of 11 structured interviews addapted to the perspective of the participants. The interviews consisted of 9 open-ended questions, in wich interwiewees expressed their reflections on multilingualism, teachers rolle, classroom reality, new rolle as mobile teachers. The number of students is not representative as this is a qualitative case study, but it is illustrative and exemplary.

Data processing procedures

The interviewers delved into researching multilingualism, classroom realities, and experiences of success as well as uneasiness which were evoked by this new concept and the teacher's redefined role in it. We recorded and transcribed discussions, and have thus obtained a valuable corpus of empirical material for researching various dimensions of multilingualism in educational discourse. Given the limitations of this research paper, the authors focus on a specific aspect which they derive from teachers' reflections: i.e. the

new concept of multilingualism and the teacher's role in it. Using the "cut-and-paste-technique" for a descriptive-reductive analysis (Lamnek 2005), we have selected such interviews from our extensive corpora which contain relevant information for our research problem. The answers provided by the participating teachers were translated into English for the purpose of this paper.

We will present several possible meanings of selected topics, since we are interested in collecting certain opinions rather than performing an extensive and detailed analysis of these. First, we will quote a section of an interview and analyze that segment, then we will try to find common denominators despite the individuality of each response.

Results and interpretation

The teacher's role in professional development for the non-traditional concept in the realization of multilingualism

The pedagogical experiences presented here are an upgrade of the project "Drei Hände – Tri Roke – Tre Mani" in the new Commenius Regio Projekt, which demonstrates the non-traditional concept for realizing multilingualism, where the role of the teacher becomes specific. Depending on the new role in the system that has been assigned to each teacher, there are two groups of teachers:

- *The classroom teacher* is one who has been teaching the students in a class for one, two or three years. He teaches all subjects, the natural and social sciences as well as music, sport and art.
- The *mobile teacher* is educated as a classroom teacher but has upgraded his role in the project, meaning that for a day or two he is not just a classroom teacher in his class but teaches together with another classroom teacher in a class in the neighbouring country, where the initial language of the mobile teacher is neither the mother tongue nor the second language of the students but a foreign language or the language of a neighbouring country. This is just one example; there are various possible combinations of and variations on mobile and classroom teachers.

Certain sections with accompanying analysis are presented below, including the linguistic profiles of the teachers participating in the survey: they claim to be multilingual speakers. They have good language competence in a variety of languages, some in German, others in English, Serbo-Croatian or Italian, while all excel at Slovene.
According to them, the work of a teacher can be described as:

...beautiful, varied, inspiring, interesting, creative, fun, exhausting, strenuous, responsible.

...a mission that accompanies you everywhere and enriches you in various areas.

Their statements are full of enthusiasm; they talk about a mission. In the first section, there are phrases that can be divided into two parts, one very positive and the second neutral and serious. From the perspective of theory, it is apparent that individual multilingualism gained added value particularly in combination with territorial multilingualism (Council of Europe, 2001; Bhatia & Ritchi 2004; García, 2009; Baker, 2010).

The work of the mobile teacher is

> *...versatile work that makes you rich in the field of teaching foreign languages, cooperation, adjustment and establishment of relations.*

> *... a positive experience that helps you recognize diversity among children of different cultures.*

The comments concerning this role are very optimistic for the further development of the concept. The teachers describe it as an exclusively positive experience and are aware of the potential needing to be exploited. Here, too, it is shown that the presence of multiple languages in the classroom served to exploit potential, which otherwise might not necessarily have ever been realized.

The cooperation between classroom teachers and mobile teachers is described as follows:

> *... an interesting, irreplaceable experience that makes you rich in the field of languages, different school systems, that forms you and makes you more adaptable.*

> *... nice, interesting, a different perspective on the same lesson, struggling with different methods.*

> *... I enjoyed the joint meetings when we had enough time to talk and chat. I also loved visiting schools in Austria and Italy and comparing their systems with our own.*

It is evident from the statements about working with a mobile teacher that such work is an "irreplaceable" experience. It is perceived as a struggle, so it is not easy; one needs to roll up one's sleeves, but it is undoubtedly worthwhile, as can be concluded from participants' remarks.

Both mobile and classroom teachers in the project acquire new professional, linguistic and general knowledge and experience, as well as important social competencies indispensable for a proficient modern teacher. These strengthen motivation for work and education for lifelong learning. The benefits are concisely summarized in the statement of one of the project participants:

> *... I got to know different school systems and cultures, different perspectives on the teaching of foreign languages, I used different languages, worked together*

> *with foreign teachers, acquired a wider knowledge of the didactics of teaching foreign languages, became more flexible and open, with a desire for further teaching and education in this field.*

Classroom reality

From the conceptual point of view, such a project represents an optimal realisation of multilingualism. However, the fact remains that the executing agents are confronted by a variety of challenges, even pitfalls, and that the situation in the classroom is often very complicated from the teacher's perspective. The countries at the tripoint, where there are many official languages and languages from distinct language groups (Slavic, Germanic and Romance) have different traditions of education, and during the execution of the project, it became obvious that these could not always be transmitted but needed partial modification. For example, one key element in the organisation and financing of the project is the duration of the class hours: 45 minutes in Slovenia, 60 minutes in Italy and 50 minutes in Austria. The consequences of different educational traditions are diverse methodological approaches.

The openness of the teachers' personalities to different, atypical modes of teaching is also immensely important. Classroom teachers who normally work autonomously in the classroom had to allow a new teacher to enter and perform in the class, a teacher with his own ideas and routines, who constructively or sometimes less constructively, demolishes the class routine.

The openness to cooperation also applies to other teachers, school principals and other school employees. Here it is also crucial that everybody accept the new colleague and not avoid communication. If they don't speak the language, they can communicate non-verbally.

Mobile teachers who visit a school for one day a week also saw their regular role modified. Toleration and acceptance of the foreignness with which they were confronted and readiness for communication and cooperation with the classroom teacher and other agents have proven themselves as key competencies, some of which the teachers did already possess at the beginning of the project, but which they mostly acquired during the project. It turned out that even teachers who were essentially inclined towards multilingualism occasionally acknowledged that coexistence and cooperation appeared to be more difficult and complex than they had assumed. Teachers have formed a number of *learning projects* in different languages that were supported by teaching material and video recordings of learning practice (The Fairy-tale Red Cap (1.class); Spring (1.class), Geometric Bodies and Faces (2.class), Ostrich (3. class), Let's Play Honorable (3.class), Greetings in Kranjska Gora (4.- 6. class). Teachers have also made their experiences more widely available at international symposiums (Lignano 2013, Udine, 2012, Nötsch 2011).

Last but not least, it was the students who significantly marked the process with their flexibility, acceptance and readiness to welcome into their world another person, a teacher they associated with the new medium and thereby to give him an important role in their world of understanding and mastering languages and communication. The multilingual

experience, along with the teachers' experiences in a classroom with varying, mobile teachers, speakers of other languages, was described as a very positive professional challenge (e.g., "*those lessons were very interesting and entertaining for me*" or "*knowing new languages would help me establish friendly contacts with students from the neighbouring country*").

Findings and conclusion

Language and the capacity for linguistic expression, abstract thinking and formulation of abstract thoughts are specific to man. Even this modest study proved interesting and complicated; however, if an individual has mastered two or more linguistic codes, the complexity increases considerably. Today the focus of many studies is aimed at bilingualism or multilingualism and not monolingualism, since multilingualism is an everyday but important challenge for human beings. Institutions strive for multilingualism, but it is individuals who realise and live it. The article has presented a concept for the encouragement of multilingualism. Within this concept, we focused on teachers who live and work in a narrow geographical area where three neighbouring countries meet. The teacher's role is a key one and crucial to the success of this process. The existing role has been considerably reshaped: the existing competencies have proven solid but not sufficient. They needed to be torn apart and upgraded. Despite initial reservations, it was proven that the existing concept is distinctive compared to the majority of existing concepts:

- The concept of *mobile teacher* is a unique one. As a personality and a natural speaker, he is always a carrier of culture, and of national and other characteristics, distinguished by his linguistic spontaneity and authenticity.
- Also distinctive is the specific coexistence of several languages, cultures, educational traditions and methodological approaches within the concept. These not only peacefully coexist but also enrich, change, upgrade and complement each other.
- Exclusive to the concept is the mixing of territorial and individual multilingualism in a new form, which still officially has no name, but which is considered to contain two dimensions.

The featured concept of multilingualism is an important milestone in the development and study of multilingualism, as it opens up new dimensions and demonstrates that multilingualism can be implemented by integrating territorial and individual concepts of multilingualism. A distinctive feature of this concept is the teacher and his new role, which is specifically and thematically presented in this paper. The rapid development of society, globalization and teacher's mediatization constantly create new challenges and dimensions, which bring with them drawbacks, risks and surprises. The project is a means of achieving multilingualism that requires further intellectual, personal and physical engagement. Upgrading existing teacher's competencies and acquiring new ones are both important for the professional development of the teacher, especially for the present day teacher who will live and work in multilinguistic contexts. The teacher's professional development under these circumstances needs to be perceived as precious capital that can in future be exploited to their advantage.

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