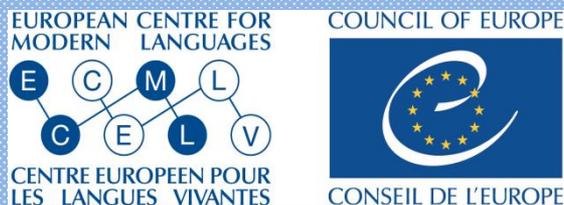


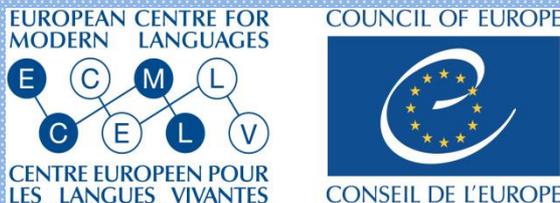
Professional networks as empowering tools for enhancing learning and teaching and promoting multilingualism

Terry Lamb
FIPLV Secretary General

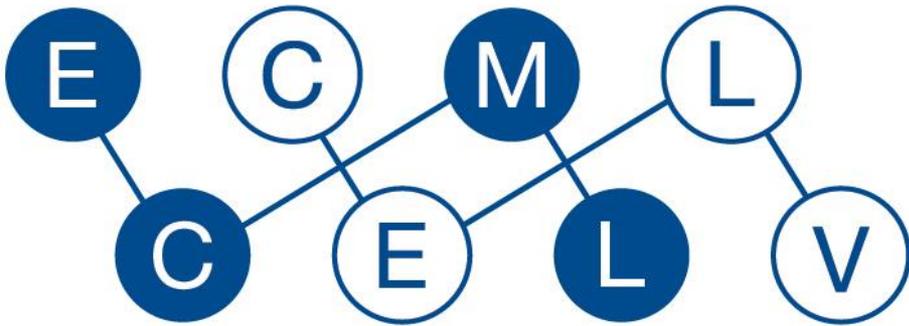


Overview

- 21st Century education for 21st century learners
- Technology and learner/teacher roles
- Education for multilingualism
- Networks, teachers, policy, practice
- ECML: Supporting language teachers



EUROPEAN CENTRE FOR
MODERN LANGUAGES



CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

COUNCIL OF EUROPE

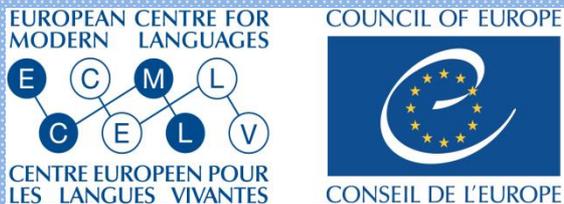


CONSEIL DE L'EUROPE



<http://www.ecml.at>

What is 21st century education?



International Federation of Language Teacher Associations
Fédération Internationale des Professeurs de Langues Vivantes

Categories of 21st Century skills, Griffin, McGraw, & Care (2012)

- Ways of Thinking
- Ways of Working
- Tools for Working
- Living in the World

Categories of 21st Century skills, Griffin, McGraw, & Care (2012)

- Ways of Thinking (Creativity and Innovation, Critical Thinking, Problem Solving, Decision Making, Learning to learn and Metacognition)
- Ways of Working
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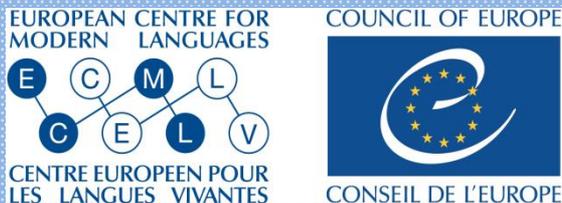
Griffin, McGraw, & Care (2012)

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- Ways of Working (Communication and Collaboration)
- Tools for Working (Information Literacy and ICT Literacy)
- Living in the World (Local and Global Citizenship, Personal and Social Responsibility including Cultural Awareness and Competence)

TECHNOLOGY AND LEARNING

Technology for language learners

- Already has an effect on L2 teaching/learning in several provinces/territories, especially where attrition is making for smaller classes. Distance learning and learner-centred curricula for the 21st century are clearly on today's agenda. (CASLT)



Technology for language learners (and teachers)

- Es werden immer mehr Sprach- und weitere Kurse online angeboten werden. [...] Die Studierenden können die Webseiten der Deutschen Welle, des deutschsprachigen Fernsehens usw. nutzen. Sie finden gute Kursangebote von einschlägigen Institutionen online. Vor allem aber ist die Information jeglicher Art über die einzelnen Sprachkulturen mit einem Klick zugänglich geworden. Lehrer müssen lernen, das WWW sinnvoll in den Unterricht einzubeziehen, auch zunehmend durch Hausaufgaben, die gerade für jüngere Lerner somit attraktiver werden können.

(IDV - Internationaler Deutschlehrerverband)

WHAT DO YOU WANT KIDS TO DO WITH TECHNOLOGY?

WRONG ANSWERS

- MAKE PREZIS
- START BLOGS
- CREATE WORDLES
- PUBLISH ANIMOTOS
- DESIGN FLIPCHARTS
- PRODUCE VIDEOS
- POST TO EDMODO
- USE WHITEBOARD
- DEVELOP APPS

RIGHT ANSWERS

- RAISE AWARENESS
- START CONVERSATIONS
- FIND ANSWERS
(TO THEIR QUESTIONS)
- JOIN PARTNERS
- CHANGE MINDS
- MAKE A DIFFERENCE
- TAKE ACTION
- DRIVE CHANGE

TECHNOLOGY IS A TOOL, NOT A
LEARNING OUTCOME.

Bill Ferriter

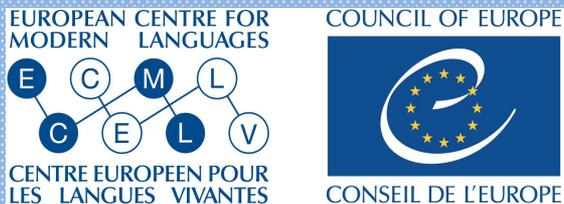
asks...

The « *right answers* » should get us thinking about learning outcomes and pedagogy.

Two aspects of change

1. Developing learner autonomy
2. Supporting multilingual classrooms

DEVELOPING LEARNER AUTONOMY



International Federation of Language Teacher Associations
Fédération Internationale des Professeurs de Langues Vivantes

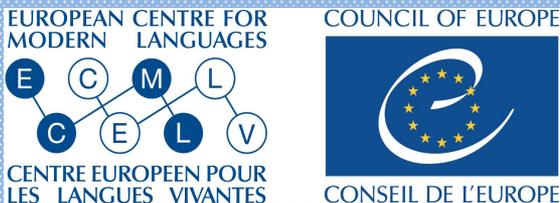
Differentiation and learner autonomy

...a policy of differentiation means that, on occasions, different students within one classroom are going to be working on different tasks, and this will only be realistic if students have the knowledge, the skills, and the attitudes to cope with the responsibility of working independently of the teacher

AUTO 2: Teacher's book

Common European Framework of Reference for Languages

“raising the learner’s awareness of his or her present state of knowledge; self-setting of feasible and worthwhile objectives; selection of materials; self-assessment” (CEF, section 1.5).



Taking control of learning?

- Control over learning management
- Control over cognitive processing
- Control over learning content

Control?

- Control over learning management
 - e.g. planning, target-setting, choice, self-assessment
- Control over cognitive processing
 - e.g. learning strategies
- Control over learning content
 - e.g. topic, vocabulary, resources

Assessment for Learning (DfES 2004)

1. Sharing learning objectives with pupils
2. Helping pupils to know and recognize the standards they are aiming for
3. Involving pupils in peer and self-assessment
4. Providing feedback that leads pupils to recognising their next steps and how to take them
5. Promoting confidence that every pupil can improve
6. Involving both teacher and pupil in reviewing and reflecting on assessment information

Syllabus for English (Sweden)

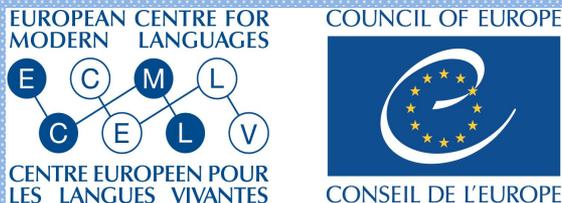
Pupils should

- be able to reflect over and draw conclusions about their way of learning English
- be able to choose and use aids when reading texts, writing and in other language activities,
- be able on their own and together with others, to plan and carry out work tasks, as well as draw conclusions from their work.

Bulgaria

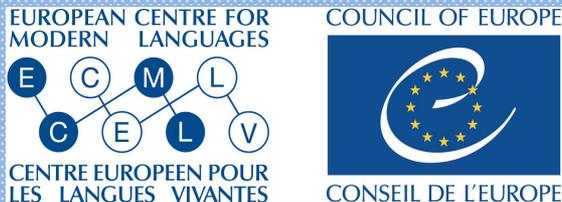
- In Bulgaria, learning to learn skills are explicitly interwoven into the aims and objectives of foreign language teaching, in order to 'build skills for further independent learning' (Ordinance No 2), and this is reinforced by references to language awareness

SUPPORTING MULTILINGUAL CLASSROOMS



Languages in your environment

- What languages can be found in your environment outside school?



whylanguagesmatter.org

My favourite language is Telugu
because... it is my mother tongue.

My whole family speaks it. **Knowing Telugu**
Makes me feel special, different & unique.

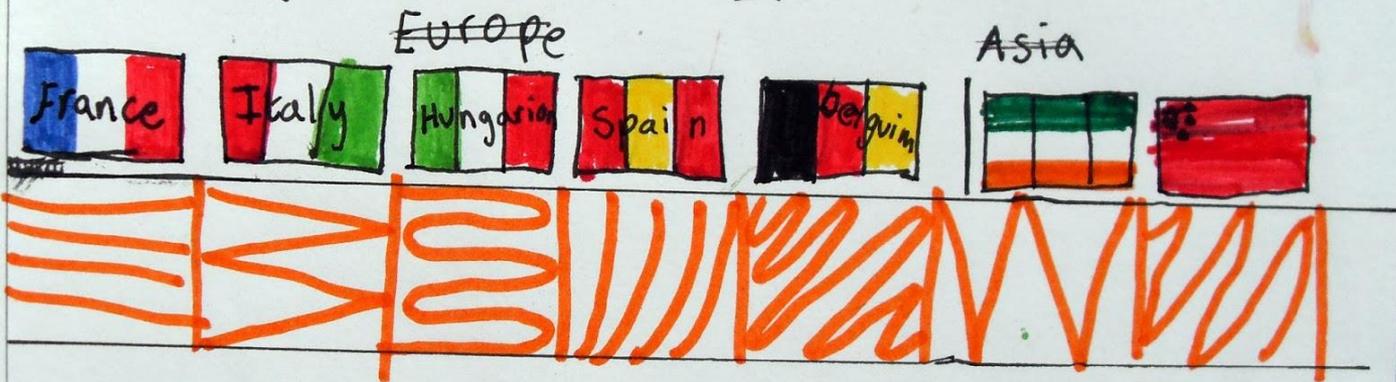
Why Languages Matter!

Who I am: Pragnya Alla

My languages: Hindi, Telugu, English, French & a little Spanish

whylanguagesmatter.org

I like knowing another language because... it shows how much I care for different cultures.



Why Languages Matter!

Who I am: Emmanuel Essien

My languages: English(UK), French, Ific (nigerian dialect)

whylanguagesmatter.org

Knowing another language
made a difference to my life

when... I was able to interact with people
from different backgrounds. It also
made me feel part of their cultures as well
as being comfortable around them.

Why Languages Matter!

Who I am: Lisandra

My languages: Shona, English a bit of French and Spanish

whylanguagesmatter.org

Knowing another language

matters... because you can speak to them in their language and respect their religion ~~religion~~ culture.



Why Languages Matter!

Who I am: Louis Graham

My languages: English, German and Spanish

whylanguagesmatter.org

Knowing another language matters... because let's be honest it's embarrassing when you can't order a mc donalds in Germany



Why Languages Matter!

Who I am:

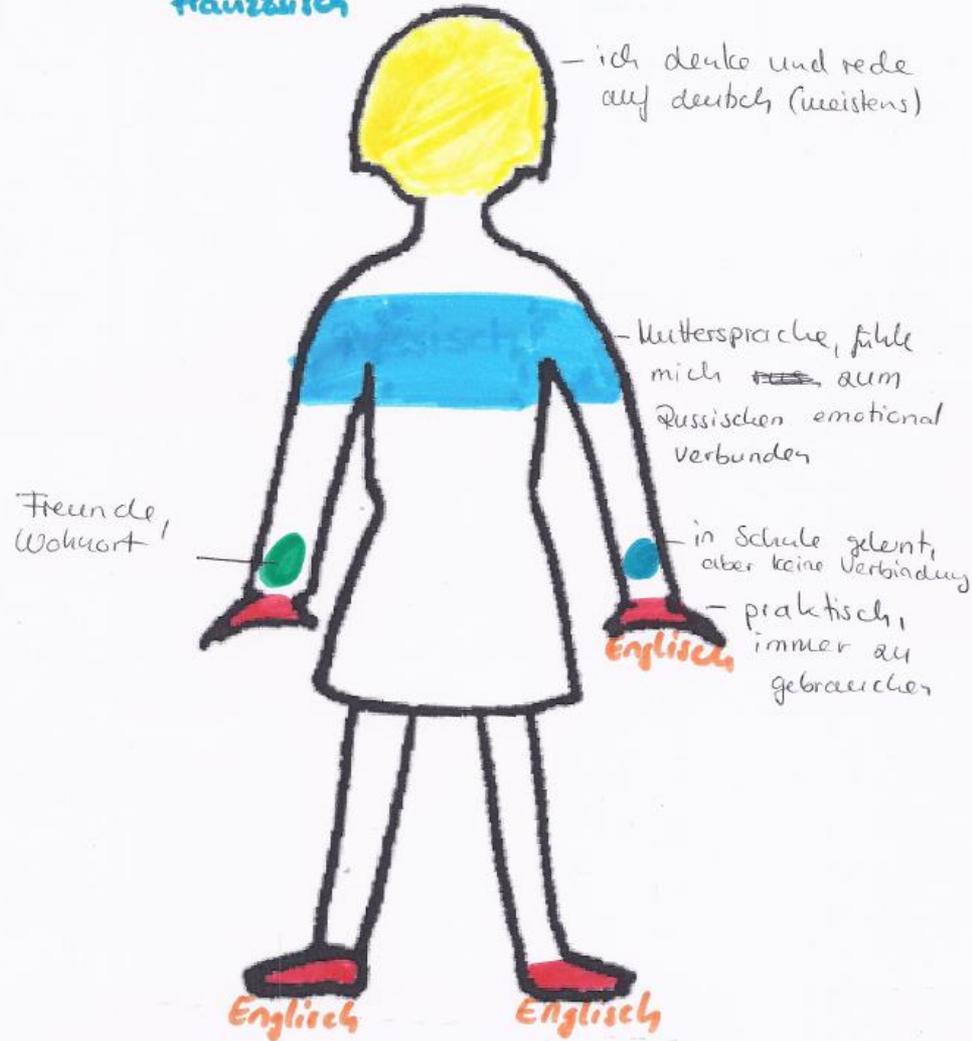
My languages: German
Ecclesfield School

Languages in your environment

- What languages can be found in your environment outside school?
- What languages are visible or audible inside your school/classroom?
 - Whatever your response, what does this reveal about your school and its values?

Name: Kristina Hlesler

Sprachen: Russisch Deutsch Englisch Türkisch
Französisch



Plurilingual education promotes

- an awareness of why and how one learns the languages one has chosen
- an awareness of and the ability to use transferable skills in language learning
- an ability to perceive and mediate the relationships which exist among languages and cultures
- a global integrated approach to language education in the curriculum

It also promotes...

- a respect for the plurilingualism of others and the value of languages and varieties irrespective of their perceived status in society
- a respect for the cultures embodied in languages and the cultural identities of others

http://www.coe.int/t/dg4/linguistic/Division_EN.asp (accessed 3 June 2016)

**Education for living in a
multilingual society...**

...is for EVERYONE!



Festival of the Mind

The World in Our City:
Languages Live!



The University
Of
Sheffield.

FESTIVAL
OF THE
MIND



The World in Our City: Languages Live!

Exhibitions, performances, talks and taster sessions
celebrating Sheffield's multilingual character

PROGRAMME

Date	Time	Venue
Tuesday 23rd Sept		
High Storrs (1)	1.00 pm	Spiegeltent
Malin Bridge (2)	1.20 pm	Spiegeltent
Dore Primary (3)	1.40 pm	Spiegeltent
Wednesday 24th Sept		
Home Languages & Early Years workshop > Sue Withey & Helen Fidler (Sheffield City Council)	4.00 pm	Castle House
Talks: Languages & Arts and Culture (by academics from the School of Languages and Cultures, University of Sheffield):	5.30 pm	Castle House
> Prof Philip Swanson on 'Modern "Art" and How to Read the Unreadable: Latin American Poetry as Test Case'		
> Dr Amanda Crawley Jackson on 'Re-thinking the banlieue: contemporary art and the media'		
> Dr Helen Abbott on 'Languages, Poetry, and Music - why singing in French changes everything'		

VISIT OUR INTERACTIVE EXHIBITION AND POP-UP LANGUAGE
TASTERS - EVERY DAY IN CASTLE HOUSE (LEVEL 1)

Notes

- (1) Performance in Urdu
- (2) Performance in Mandarin
- (3) Songs in French & German



The World in Our City: Languages Live!

Date	Time	Venue
Thursday 25th Sept		
Monteney Primary	11.00 am	Spiegeltent
Westfield School (4)	11.30 am	Spiegeltent
Talks: Languages & Business > Natalie Wilmot (Sheffield Hallam University) > Anna Parker (UKTI Yorks & Humber)	10.30 am	Castle House
Multilingual Poetry > Debjani Chatterjee MBE > Basir Sultan Kawmi MBE > River Wolton > Ethel Maqeda > Claire Basarich > Ellen McLeod	5.00 pm	Spiegeltent
Friday 26th Sept (EUROPEAN DAY OF LANGUAGES)		
Bradfield School	11.00 am	Spiegeltent
Porter Croft CoE Primary Academy (5)	11.20 am	Spiegeltent
Radio discussion > Prof Terry Lamb (University of Sheffield) > Sandra Potesta (RLNO Yorks & Humber) > Anna Parker (UKTI, Yorks & Humber) > Nawal El-Amrani (public health)	12.00	Sheffield Live
Multilingual storytelling (6) > Vanda Priestly > Lisa Wang > Eduardo Rull Ariza	4.00 pm	Castle House
Saturday 27th Sept		
Why Languages Matter! (interactive exhibition)	12.00-4.00 pm	Winter Garden
Celebrating our languages (performances in Mandarin, Oromo and Spanish)	2.30-3.30 pm	Winter Garden

Notes

- (4) Song in Spanish & English
- (5) Playlet in French: 'L'anniversaire d' Henri Hérissou'
- (6) Stories in Hungarian, Mandarin & Spanish

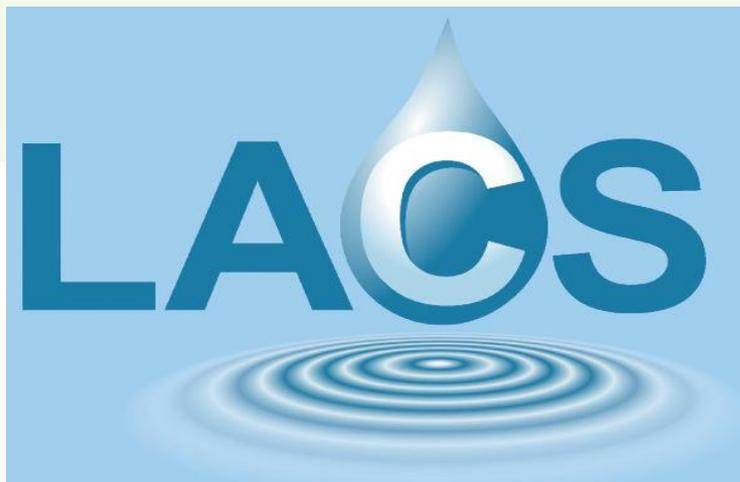


Implications for teachers

- How do I find out about the benefits (and the myths) about plurilingualism?
- How do I promote the language I teach and still support all language learning?
- How do I help my learners to draw on all their linguistic skills and knowledge to learn another language?
- How can I help all my students to enjoy multilingualism and not be afraid of it?

How do I cope with change?

- How can teachers influence change?
- How can teachers cope with changing practice?



Language Associations and Collaborative Support

LACS



*Learning from each other: A handbook for
language teacher associations*

<http://lacs.ecml.at/Folder/tabid/2643/language/en-GB/Default.aspx>

Definitions of and rationale for membership of a language
teacher association

Member recruitment and retention activities

Dissemination through events

Association websites

Publications

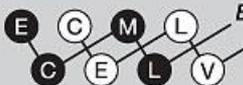
Involvement in policy

Involvement in research

Fundraising activities

Useful collaborations

Evaluation





Language teacher associations and policy

Constant changes of policy

- Changements permanents (Hungary, Fr)
- Decisions on policy tend to be made by politicians and subject to constant change! (UK, Multi)
- Les équipes des décideurs changent souvent et leur vision manque de continuité. (Bulgaria, Fr)



Language teacher associations and policy

Changing nature of education

“Representing teachers’ views on policy making bodies is very important in these years, as the school system is changing, and we feel the influence of e.g. other European countries.” (Denmark, Multi)

LACS



Policy influence as a vital function...

Need for solid teacher voice

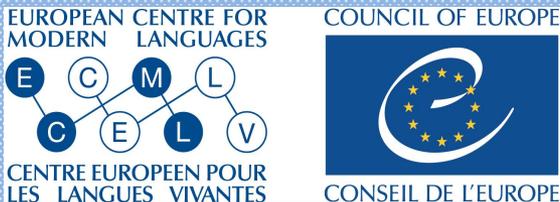
“the nature of policy making in Australia, being both centralised and decentralised makes it important for a solid voice to represent the trends and practices.”
(Australia, Multi)

Subject associations

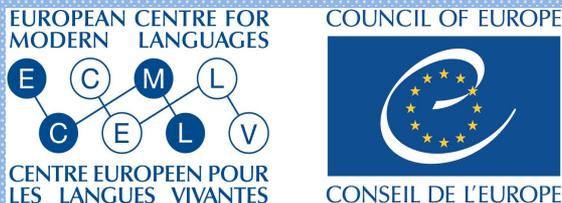
Two (interrelated) dimensions to their role

- external (their role as expert advocates of their subjects, influencing external audiences such as policymakers and the general public)
- internal (focusing on enhancing professional knowledge and expertise)

Lamb 2012



“The voice of language teachers in the country influencing language teaching (quality of teaching mother tongue and other languages) strategy, teacher development; presenting language education of the country in Europe and the world. Possibility for language teaching professionals to share best practices and innovative ideas”.
(LKPA, Lietuvos kalbų pedagogų asociacija, Lithuania)





European Centre for Modern Languages of the Council of Europe ECML

Centre européen pour les
langues vivantes du
Conseil de l'Europe
CELV

Europäisches
Fremdsprachenzentrum
des Europarats
EFSZ



ΕΥΡΩΠΑΪΚΟ ΚΕΝΤΡΟ
ΣΥΓΧΡΟΝΩΝ ΓΛΩΣΣΩΝ
ΤΟΥ ΣΥΜΒΟΥΛΙΟΥ ΤΗΣ
ΕΥΡΩΠΗΣ
ΕΚΣΓ

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ECML PROGRAMME 2016-2019
Languages at the heart of learning

EUROPEAN CENTRE FOR
MODERN LANGUAGES
E C M L
C E L V
CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

[video](#)

European Centre for Modern Languages

www.ecml.at

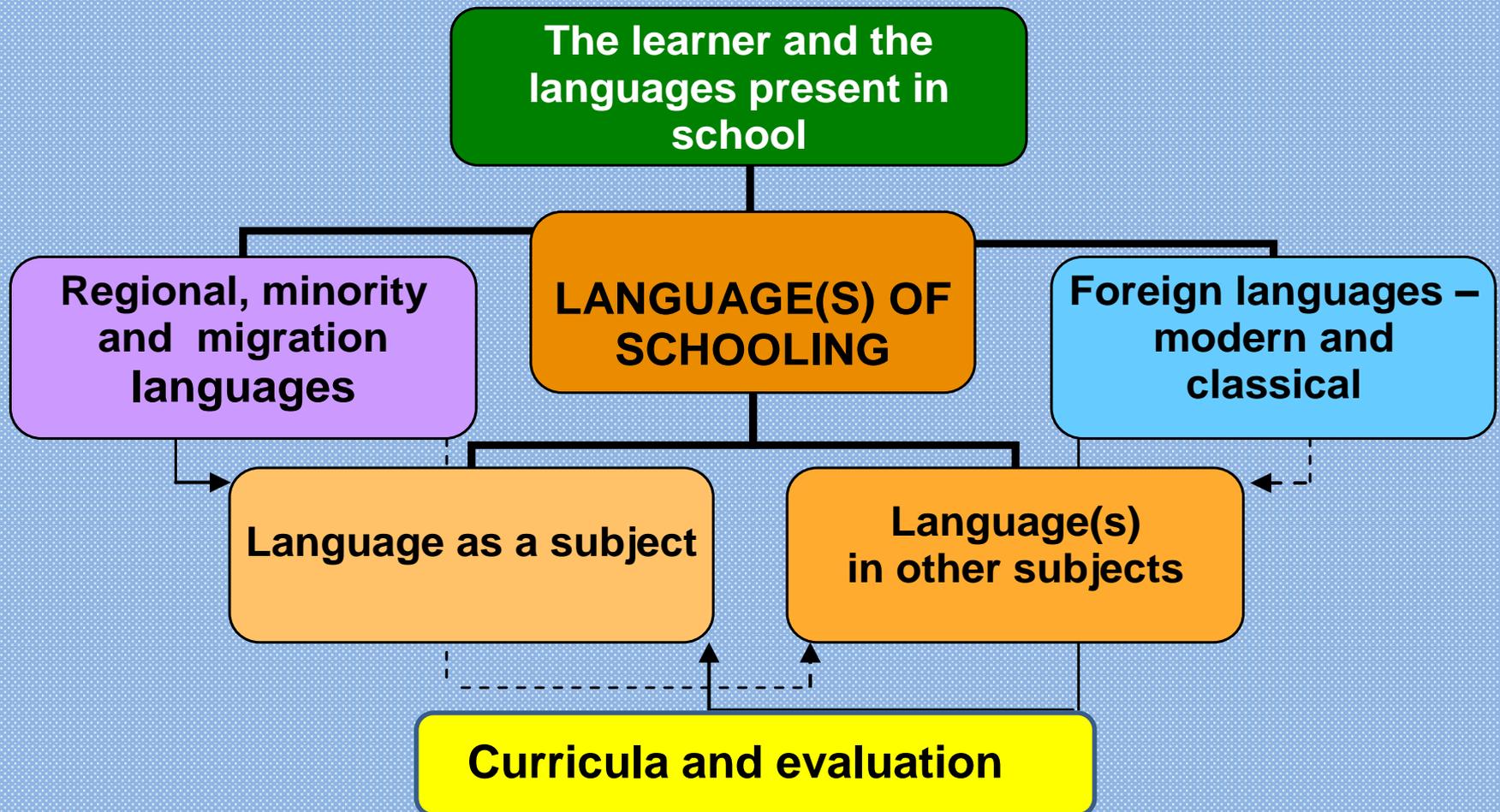
- Enlarged partial agreement of the Council of Europe
- Founded in Graz, Austria, 1994
- 33 member states



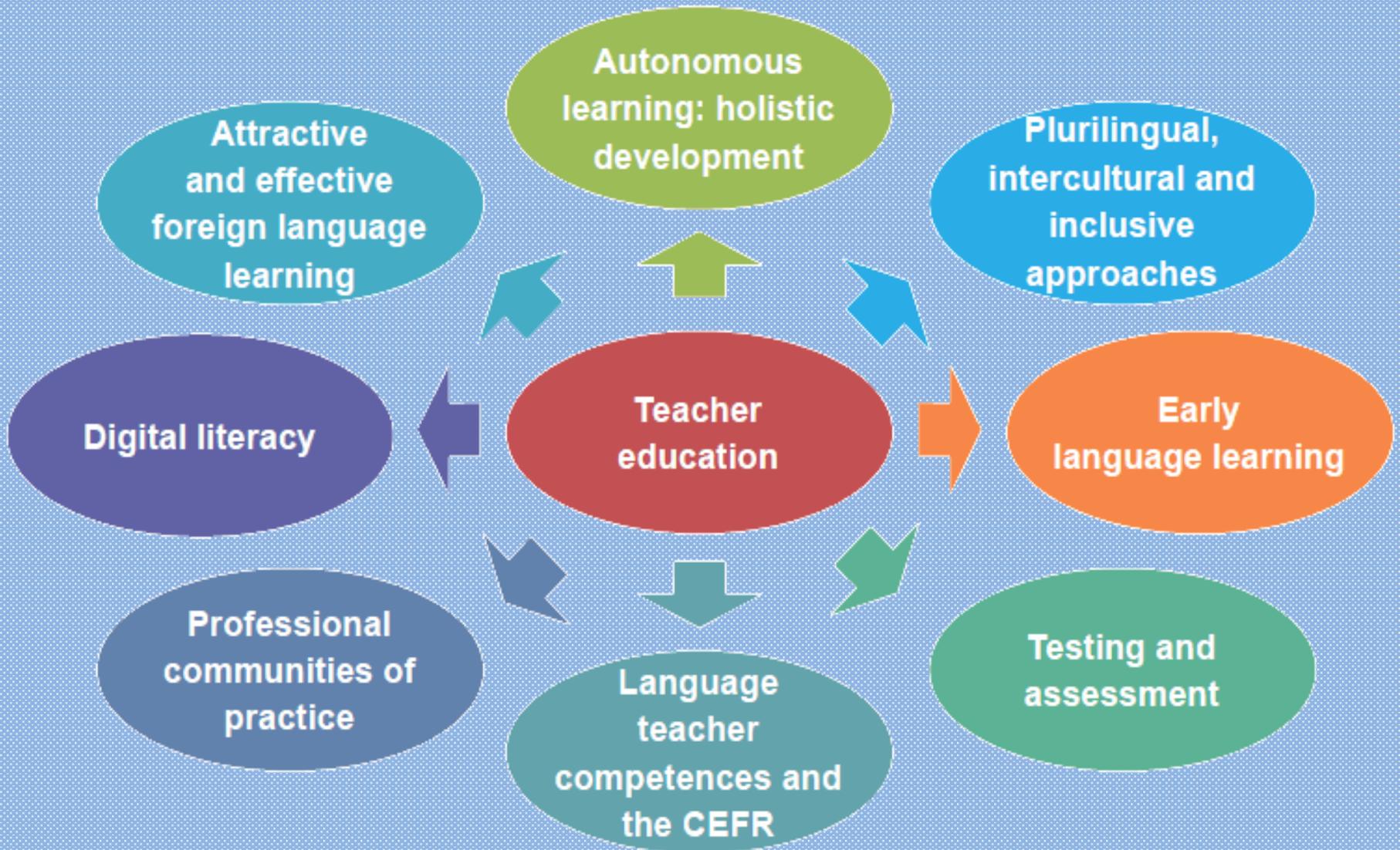
ECML mission:

- Help bridging the gap between language education policies and practice
- Dissemination of good practices, innovative approaches
- Training of multipliers, support of expert networks

Languages in Education, Languages for Education



Priorities of the Member States



ECML Programme 2016-2019

Languages at the heart of Learning





Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe

Migration and Language Education

Signed Languages

Plurilingual Education

New Media in Language Education

Mobility and Intercultural Learning

Evaluation and Assessment

Employment and Languages

Early Language Learning

Content and Language Integrated Learning

European Centre for Modern Languages of the Council of Europe

The ECML is a unique institution whose mission is to encourage excellence and innovation in language teaching and to help Europeans learn languages more efficiently. Our vision: A Europe committed to linguistic and cultural diversity... [Find out more about the ECML](#)

Partners

- Member States
- Professional Network Forum
- EC cooperation

ECML Training & consultancy

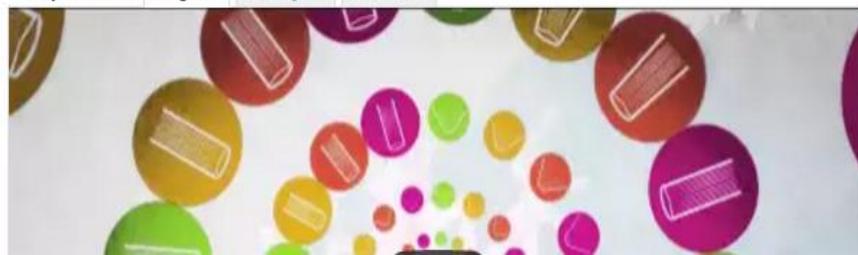
Service for Member states
Read more...

European Day of Languages



Go to the website

Play video in [English](#) [Français](#) [Deutsch](#)



E-VOLLution looks at the basic e-skills which 21st century workers need:

- strategies for effective online research,
- the ability to evaluate and use online sources of information;
- the ability to create multimodal content like presentations and learning materials,
- the ability to use traditional tools such as e-mail as well as blogs, wikis, videoconferences and social networks for effective cooperation and collaboration in VOLL contexts.



- the training kit for language teachers contains 30 bite-size activities for self-training in using Moodle, wikis, forums, blogs, audio-conferencing, Audacity, online surveys, YouTube, podcasting, and quizzes;
- the offline version of the activities (on the datastick) can be used without access to the internet;
- the online version (on the workspace) contains additional interactive features and encourages collaboration with others.

CEFR and European Language Portfolio: Tools to develop language learner autonomy and plurilingual awareness



Training teachers to use the European Language Portfolio





THEMES - EARLY LANGUAGE LEARNING

Early language learning

There is a growing trend across Europe to begin language learning in early primary or even in kindergarten. Teaching combines the general skills needed for this age group and specific language teaching approaches. The language acquires cognitive and emotional development as well as their early experiences of learning together in social groups.

INTRODUCTION

RESOURCES

ECML'S MOST RECENT PROJECTS

PEPELINO: a reflective portfolio for students training to be pre-primary educators (under age 7)



Knowledge, attitudes and skills



ADOPTING APPROPRIATE BEHAVIOUR

- I Analysing and adapting how to talk to children.
- II Responding positively to linguistic and cultural diversity.



OBSERVING AND SUPPORTING EACH CHILD'S DEVELOPMENT

- V Taking children's individual needs into account.
- VI Supporting the linguistic development of children with other first languages.



CREATING A FAVOURABLE LEARNING ENVIRONMENT FOR CHILDREN

- III Taking account of the way in which young children acquire languages.
- IV Organising activities on the theme of languages and diversity.



COOPERATION

- VII Cooperating with the children's families.
- VIII Working as a team.

Supporting the linguistic development of children with other first languages

VI Supporting the linguistic development of children with other first languages.

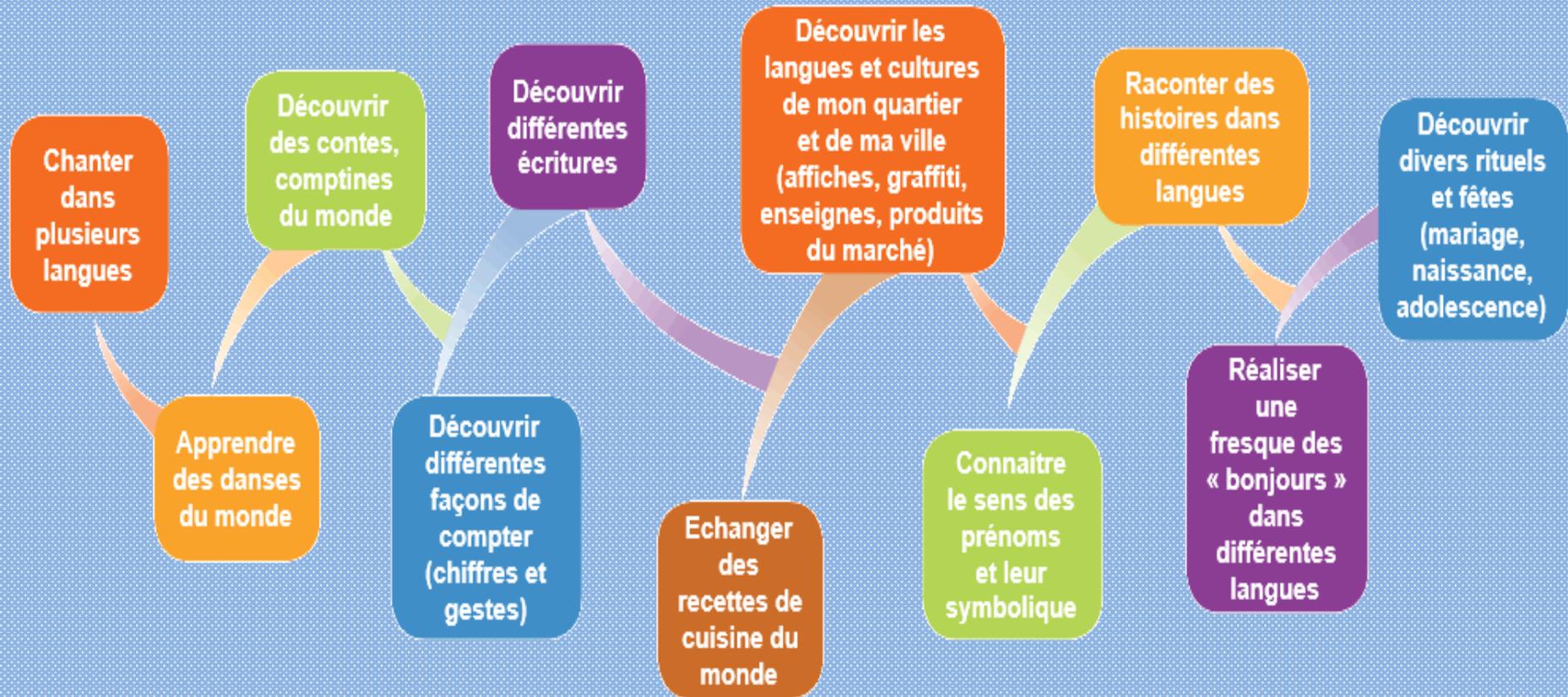
1. I can take account of the specific situation of children with other first languages in order to identify their individual abilities and needs.
2. I can take account in the support that I give these children of their particular linguistic or cultural competences and knowledge.
3. I can help children to build on their first language in order to make progress in acquiring the language used for exchanges within the group.

VIII Working as a team.

4. I can encourage exchanges between children with different levels of proficiency in the language being used.
5. I can react appropriately to verbal or non-verbal behaviour that may stem from different cultural traditions.
6. I can also...



Parents and teachers working together to support plurilingual and intercultural education



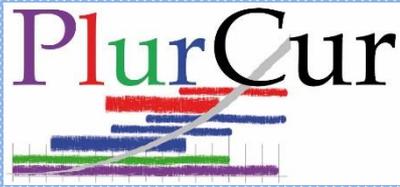
<http://parents.ecml.at/>



Collaborative community approach to migrant education



- Create an environment for inclusive learning
- Identify problems and how to address
- Question our own attitudes
- Open the classroom to the community
- Work together for literacy
- Create a space for home languages
- Create multilingual resources



Towards a whole school languages curriculum

A global approach to languages

...languages taught as subjects are not treated in isolation and language and non-language instruction overlap so that all subject teaching is also language teaching. This consistent implementation of content-based language(s) instruction is transferable to all non-language content lessons.

Eight detailed case studies (Austria, Germany, France, Italy)

An interdisciplinary and plurilingual approach to foster deep learning



**“Deeper learning
is the ability**

**to take what was learned in one
situation and apply it to another
situation.**

**Through deeper learning
(which often involves shared
learning and interactions with
others in a community), our
students develop expertise
in a particular subject and
they master
the unique ways
of the subject.”**

(Pellegrino & Hilton 2012)

Why literacies
matter

Pluriliteracies
and the 4 C's

Principles of
PTL

Learning
materials

Resources

Pluriliteracies
Q&A

Maledive

Teaching the **language of schooling** in multilingual classes

Online study modules for pre-/in-service teacher education

Individual – Society – School (whole school approach):

- changing the mindset
- attitudes – knowledge – skills
- cooperation across subjects

Examples of good practice

- learner profiles
- experiences from pilot projects
- teaching interventions

Foreign languages in school

Learners' first languages

Other language skills and varieties

For ALL learners

Linguistic diversity as a resource & potential

Descriptors of minimum standards in the language of schooling in mathematics and history/civics (for learners aged 12-13 and 15-16)



- Linked to CEFR
- Guidance for use in the classroom, e.g.
 - to set linguistic objectives;
 - to use as assessment criteria
- Useful for student self-assessment

“Whatever the subject, all knowledge building in the school context involves working with language.”(Beacco et al, 2010)

FREPA components

ECML training and consultancy



Countries and languages



Descriptors for plurilingual and intercultural competences

FREPA

<http://carap.ecml.at/>

Key ideas



Documents



Teacher training



Teaching and learning materials



ECML training and consultancy for member states

Tailored support in national contexts



- Supporting Multilingual Classrooms*
- Plurilingual education
- Testing and Assessment*
- Quality education in Romani
- Quality assurance in citizenship courses
- Language teacher education
- Content and language integrated learning
- ICT in language education
- Mobility and intercultural learning
- Using the European Language Portfolio

Professional Network Forum



CONCLUDING WORDS



Major theme: Benefits of collaboration

- Sharing teaching ideas
- Organising in-service training events
- Representation on policy-making bodies
- Campaigning to promote language learning
- Campaigning on other issues that affect all language teachers, e.g. assessment, exams
- Sharing some tasks to make more economic use of limited resources
- Accessing funding to develop resources or carry out research and development projects

Language teacher associations as spaces for teachers to develop a shared professional voice (Lamb 2012)

the LTA is conceptualised as a forum or space which belongs to its members and in which they can meet, share their knowledge (including of current policy initiatives), produce resources, and improve their own expertise, reinforcing their own sense of professional identity.

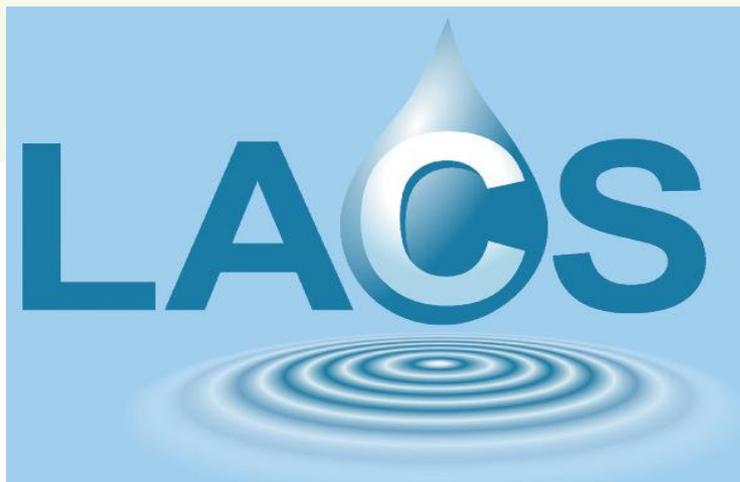
When asked what the most important function of a LTA was, however, 'influencing policy' is mentioned more frequently than others.

Collaborating across languages and borders

Er soll mit anderen (nicht) offiziellen Institutionen zusammen arbeiten [Botschaften; Goethe Instituten; verschiedene Universitäten, Sprachschulen usw.] sowie mit anderen (Sprach)Verbänden. (APPA, Portugal)

Développer des partenariats avec d'autres associations au niveau européen.
(Association Roumaine des Professeurs de Français", Romania)

The foundation of EFLT opened the doors to networks outside Estonia (we are members of NBR and FIPLV), and enables to meet colleagues and share experience outside Estonia (our representatives participate in ECML projects, programmes, FIPLV and NBR events) (EVÕL - Estonian Association of Foreign Language Teachers)

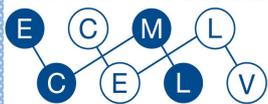


Language Associations and Collaborative Support

LACS



EUROPEAN CENTRE FOR
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