



# Session 5 - Objectives

- Learning environments where modern languages flourish
- Whole school approaches



# Learning environments where modern languages flourish (EOL)

- Working on learning environments where modern languages flourish implies that learning goals, teaching practices and education policy converge. From this perspective, the main requirements are to foster plurilingual and intercultural education; to teach how language is embedded in the cultural context of its use; to share to what extent modern languages contribute to general educational aims.
- [www.ecml.at/learningenvironments](http://www.ecml.at/learningenvironments)

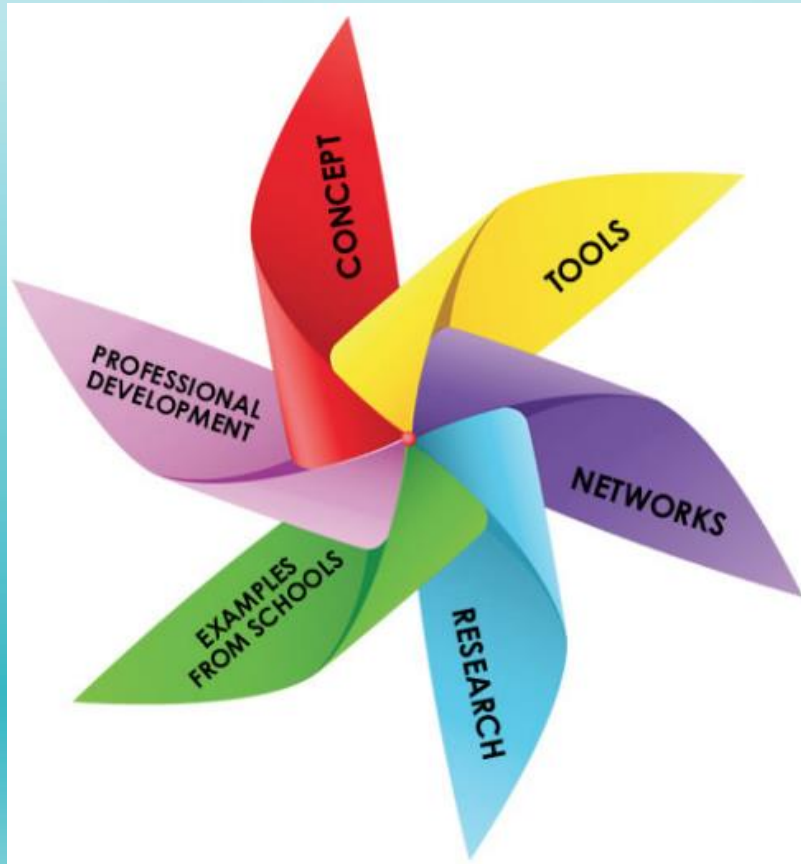


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# Learning environments where modern languages flourish



EOL presents holistic pathways for individual classes and for schools to set up learning environments which can release educational potential, for and through languages.

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# MATRIX

Download the Matrix in [Danish](#) - [English](#) - [French](#) - [German](#) - [Greek](#) - [Italian](#) - [Norwegian](#) - [Slovenian](#) - [Spanish](#)

	<b>NANO</b> : learner	<b>MICRO</b> : class	<b>MESO</b> : schools	<b>MACRO</b> : system
<b>1. Language and languages</b> Operational dimension	1.1. Supporting skills	1.2. Strengthening skills	1.3. Setting up operational school policy	1.4. Fostering global awareness
<b>2. Valuing languages</b> Ethical dimension	2.1. Sensitizing learners	2.2. Evaluating and assessing	2.3. Setting up a whole-school policy	2.4. Ensuring and widening diversity
<b>3. Interculturality</b> Experience dimension	3.1. Learning with others	3.2. Implementing a language sensitive approach	3.3. Developing international networks	3.4. Enhancing interconnections
<b>4. Enriching curricula</b> Curricula based dimension	4.1. Valorizing pathways	4.2. Interdisciplinarity	4.3. Ensuring cross curricular continuity	4.4. Promoting collective intelligence
<b>5. Everyday languages</b> Existential dimension	5.1. Enriching pathways	5.2. Using all learning fields	5.3. Exploring landscapes	5.4. Building specific environments

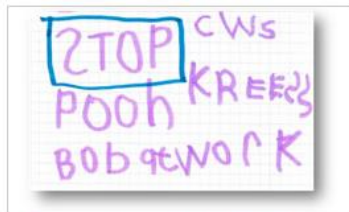
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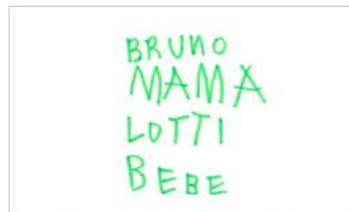


# ILLEY

## Inspiring language learning in the early years



Discovering writing (2): There are written words everywhere!



Discovering writing (3): "Haut schreibe mir ..."



Identity texts (1)



Letters from Felix

### Why it matters and what it looks like for children age 3-10

- Inspiring practices: lots of example for age 3-6 years, age 6-9 years, age 9-12 years!

<https://www.ecml.at/ECML-Programme/Programme2016-2019/Inspiringlanguagelearningintheearlyyears/Inspiringpractice/tabid/3062/language/en-GB/Default.aspx>



# PALINGUI



**Different stages in the process of making early language learning visible:**

- **Identify** language learning and become aware of young children's existing linguistic potential (including all the languages they know);
- **Understand** language learning;
- **Support** language learning;
- **Document** language learning processes and progress.





# PLURCUR

A whole school curriculum represents the inclusion of all languages and their variants at a given school, i.e. not only the major language but also foreign languages, heritage languages, minority languages, even classical languages in a school district.

[www.ecml.at/plurcur](http://www.ecml.at/plurcur)



## To go further:

### Multilingualism Curriculum: Perceiving and Managing Linguistic Diversity in Education

Hans-Jürgen Krumm,  
University of Vienna  
Hans H. Reich, University of Koblenz-  
Landau

[http://oesz.at/download/Attachments/C  
M+English.pdf](http://oesz.at/download/Attachments/C<br/>M+English.pdf)



# Cooperation with parents

- Involving parents in plurilingual and intercultural education

<https://parents.ecml.at>



- Treasure chest of resources for learners, parents and teachers in times of Covid-19

<https://www.ecml.at/Resources/TreasureChestofResources/tabid/4397/language/en-GB/Default.aspx>



# Sacs d'histoires / story bags A Swiss project



Video : [www.ge.ch/enseignement\\_primaire/sacdhistoires](http://www.ge.ch/enseignement_primaire/sacdhistoires)

## *Example: Story bags*



The school “enters the home” by means of a bag filled with materials. Parents and children listen together to stories, read together. In this way, parents contribute to the development of reading skills.

The bag can also return to school with new materials provided by the family.



# Story bags

Parents reading books and telling stories in their own languages to school children

## The story tree

When a parent reads a book to his child at home, in the language of schooling or another language, the teacher photocopies the book cover and places it on a tree.



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 Elisabeth Zurbögen, DFL Geneva  
[www.ecml.at/ec-cooperation](http://www.ecml.at/ec-cooperation)



# Identity Texts ...

...are “the products of students’ creative work or performances carried out within [the pedagogical space of the classroom]... insofar as students invest their identities in these texts (written, spoken, visual, musical, dramatic or combinations in multimodal form) that then hold a mirror up to students in which their identities are reflected back in a positive light. **When students share identity text with multiple audiences... they are likely to receive positive feedback and affirmation of self in interaction with these audiences.. (p. 60)”**

Cummins, 2006; Cummins & Early, 2010

11



Figure 3.1. Covers of *The New Country* and *Tom Goes to Kentucky*

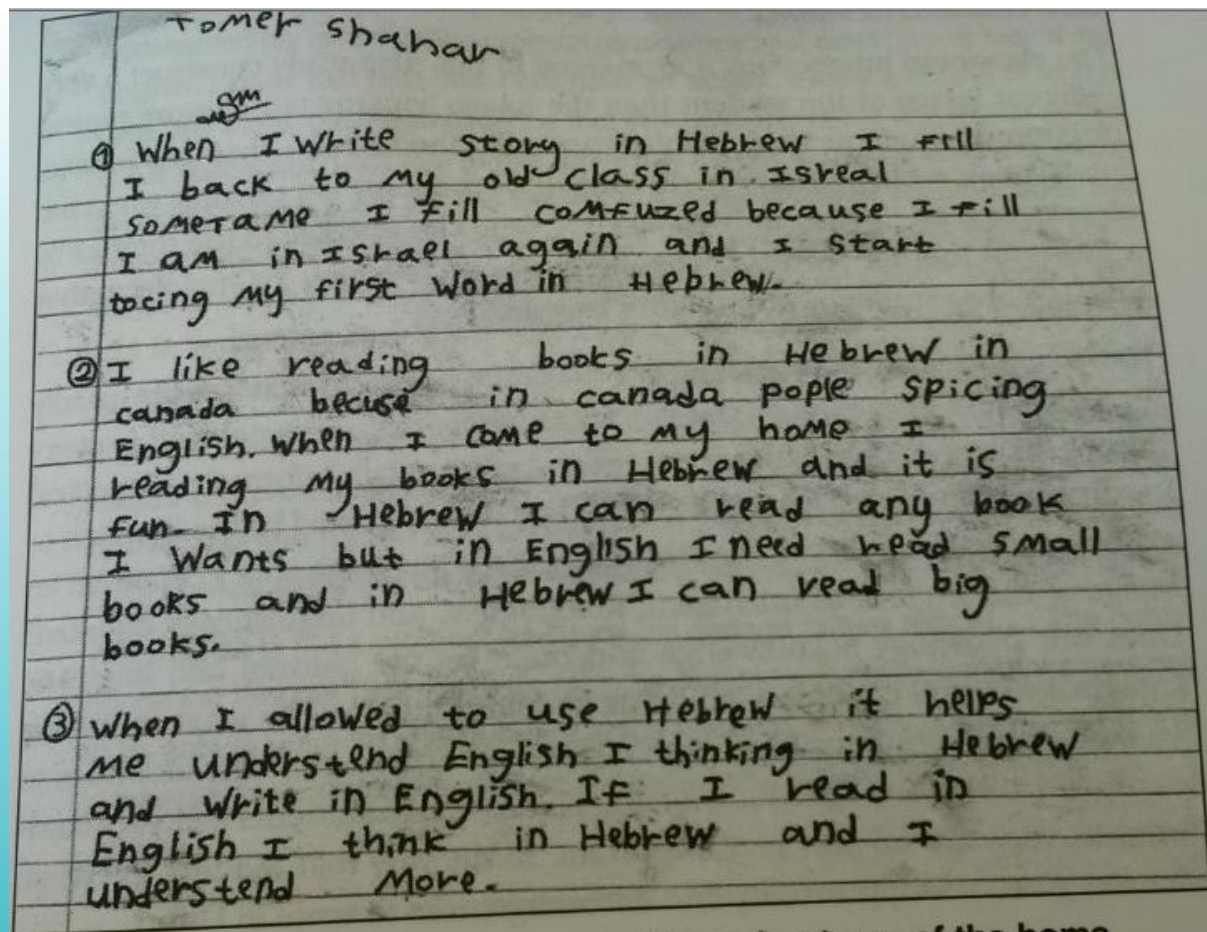


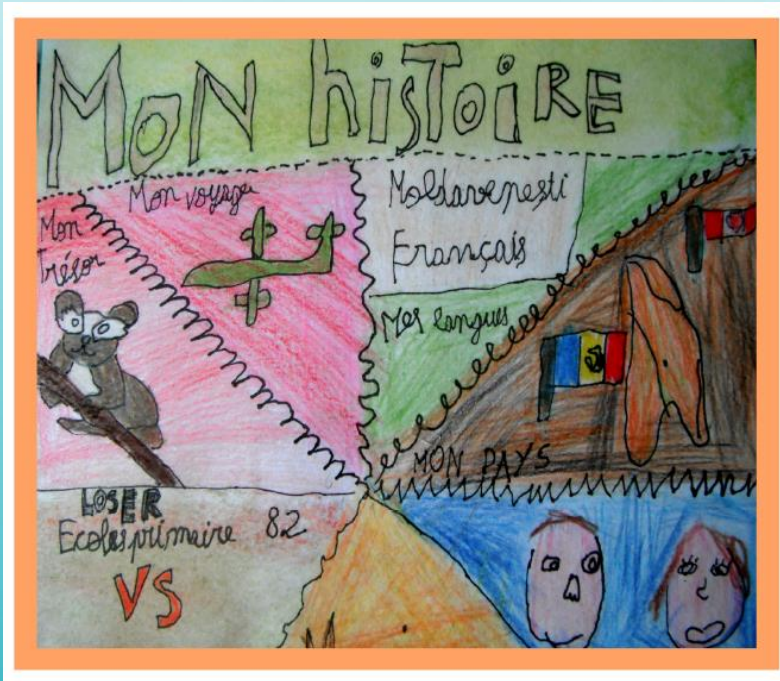
Figure 3.3: Tomer's responses to questions about use of the home language

App for creating identity texts: [www.scibjab.com](http://www.scibjab.com)

See more: [www.elodil.com](http://www.elodil.com)



# Family stories to learn to write



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[www.ecml.at/ec-cooperation](http://www.ecml.at/ec-cooperation)



# Family stories to learn to write

Possibility for the parents to add something in their own language

Working in collaboration with the organisations from the communities

<https://www.elodil.umontreal.ca/fileadmin/documents/Guides/ehf/08-complet.pdf>

Guide in French

[https://www.youtube.com/watch?v=AE5TByW\\_-jo](https://www.youtube.com/watch?v=AE5TByW_-jo) – Video in French

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# Multilingual Literacies

## «Literaturcafé»

- Are you familiar with this concept?
- How could you use this activity?

## Menu

12-8-2016

The crocodile and the monkey  
(7 Tamil fabels in Tamil and German)

\*

Agnes Mpata:  
How the animals got their colours  
(German, Swahili, English)

\*

Hannah Vogel:  
Piedzīvojumi Šauinslandē  
(German - English - Kurdish - Latvian)

\*

Sonja Salathé & Roberto Gazzola:  
Tarip's odyssey  
(Version A: German - Russian - Turkish  
Version B: German - Italian - French)

\*

Anushka Ravishankar:  
The rumor  
(Version A: Hindi - Bengali - Urdu - German  
Version B: English - Tamil - Malayalam - German)

*Literaturcafé Riga*



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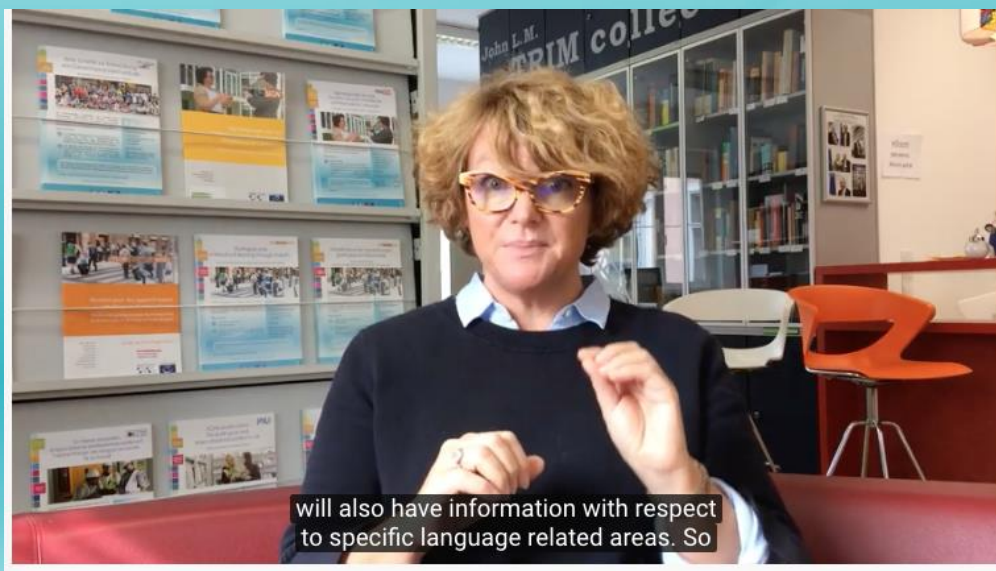


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A roadmap for schools to support the language(s) of schooling

[www.ecml.at/roadmapforschools](http://www.ecml.at/roadmapforschools)



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# Building our whole school approach



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# Let's think about a whole school approach in the Slovak context!

## Padlet – Upload a word document

### Meet in groups and exchange together:

- Describe your own professional context and role: What does already exist? What works well? (knowledge, experiences, concepts, projects, materials, structures for multilingual settings)
- What do you wish to achieve? To develop guidelines, school principles for a language friendly school, or to implement new concepts/ideas? To choose a specific focus?
- School team: role allocation among colleagues?
- Do you need support? In what way? From whom?
- What will be your next step/s?



# What would you like to change?

	Students	Teachers	Principal	Families	Authorities
Group 1					
Group 2					
Group 3					

Please pin concrete and simple steps you would like to take in your own context into this grid!



# MALEDIVE: Reflective questions



## Reflective questions<sup>1</sup>

for teachers

Do I have a plurilingual class? Which languages are spoken in my class? What are the first languages (mother tongues), heritage languages, home languages, additional languages or varieties/dialects?

If none are present, how can I encourage the learners to look around and find out which languages or language forms are spoken in their environment?

What do I know about those languages and cultures? How can I learn more about them? Do I have personal resources such as a language repertoire that I can exploit for promoting plurilingualism?

Am I aware of my learners' emotional and social backgrounds? Can I establish co-operative networks with social workers and guidance teachers/psychological counsellors?

Is there any opportunity for me to gain new insights into multilingualism and plurilingualism by experiencing life in a foreign country through scholarships or exchanges?

What skills do I need in order to bring learners' language repertoires into the classroom? How can I acquire them?

What do I know about teaching languages, bilingualism, plurilingualism or intercultural education? How can I improve my knowledge? (Language teachers)

What methods and strategies are available for my subject in order for me to bring the learners' language repertoires into the classroom? How can I find out about them? (Subject teachers)

How can I get more information and training with respect to plurilingual education in the majority language?

Who else in the school is interested in implementing plurilingual education in the majority language? Are there possibilities for co-operation/team work/cross-curricular projects?

Who is going to support me/us inside and outside the school – head teacher, colleagues, parents, partner schools, professional networks, school administration, in-service trainers, wider community, etc?

Is there any teaching material and how can I find out about it and get it? Do I have to produce my own material? Can anybody help with producing materials?

<sup>1</sup> Bockmann, Klara-Börge, Aalto, Eija, Abel, Andrea, Atanasoska, Tatjana, Lamb, Terry (2011): Promoting plurilingualism. Majority language in multilingual settings. Graz: Council of Europe. Online: <http://maledive.ecml.at/> (Zugriff: 12.10.2015), page 65.



## Reflective questions<sup>1 2</sup>

for head teachers

How multilingual is my school? Which languages are spoken – by the learners, but also by the teachers? What can I do to make the school's multilingualism visible and to ensure that all languages in the school are treated with equal respect?

What is the school climate/atmosphere like with regard to multilingualism/plurilingualism? Are there hierarchies with regard to different languages and their teachers? Are learners proud of their languages or do they 'hide' them?

What do teachers in my school know about the linguistic repertoire of the students? What do I know of the linguistic background of my teaching staff?

Given that my learners are plurilingual, but the teachers mostly monolingual, how can I make the teaching staff more plurilingual? Have I ever encouraged teachers to become more plurilingual?

What legal/administrative basis (curricula, etc.) is there for promoting plurilingualism in the majority class? How open/active/competent do I consider my teaching staff with regard to the topic?

How do I convince my team (especially my majority language teachers) of the usefulness of making plurilingualism a topic in the classroom – for teachers and learners?

Do the learners get the opportunity to introduce all their languages into the (majority language) classroom? Are the language (learning) experiences of learners recognised? Are these experiences seen as strengths, fostered and promoted in teaching and developed into conscious competences?

Is special in-service training needed to promote plurilingualism in majority language teaching? Are there experts who can be asked to give a training session in my school?

Does the school have enough materials and resources to promote plurilingualism in majority language teaching? Does, for instance, the school library have multilingual literature for children and young people? Where can I get funding/financial support to purchase it?

As regards language teaching in general, how do I promote interdisciplinary co-operation between teachers of all language subjects – majority language(s), foreign and classical languages and (if applicable) minority language(s)/languages of origin? Is it possible to develop a 'whole school language policy', which integrates all languages taught or otherwise spoken at my school?

<sup>1</sup> These lists were compiled as a result of group work in the network meeting using additional ideas from Anne Lessekberger, Alexandra Melita, Magda Mayer and Veronika Pólay.

<sup>2</sup> Bockmann, Klara-Börge, Aalto, Eija, Abel, Andrea, Atanasoska, Tatjana, Lamb, Terry (2011): Promoting plurilingualism. Majority language in multilingual settings. Graz: Council of Europe. Online: <http://maledive.ecml.at/> (Zugriff: 12.10.2015), page 66f.

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# Good examples from Switzerland and Austria

- **SAMS** project:



- Sprachenausstellung zu  
Mehrsprachigkeit in der  
Schweiz

<https://www.mehrsprachen.ch/>

- **VOXMI** Network
- A voXmi school is a language-friendly school:
  - all languages are equal
  - comprehensive language education for learners.



<https://www.voxmi.at/voxmi/english/>

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# Language friendly schools



The Language Friendly School is an initiative of the [Rutu Foundation for Intercultural Multilingual Education](#), a non-profit organization based in Amsterdam, the Netherlands.

Welcoming all languages

**RUTU**  
Foundation

LANGUAGE FRIENDLY  
**SCHOOL**

## Language Friendly School Registration Form

Are you or your school interested in becoming a Language Friendly School? Please, fill out this form and we will contact you with more information. We will ask for some basic information about your school and you will have the option to register for a free information webinar about the network and label of Language Friendly School.

<https://languagefriendlyschool.org/#welcoming>

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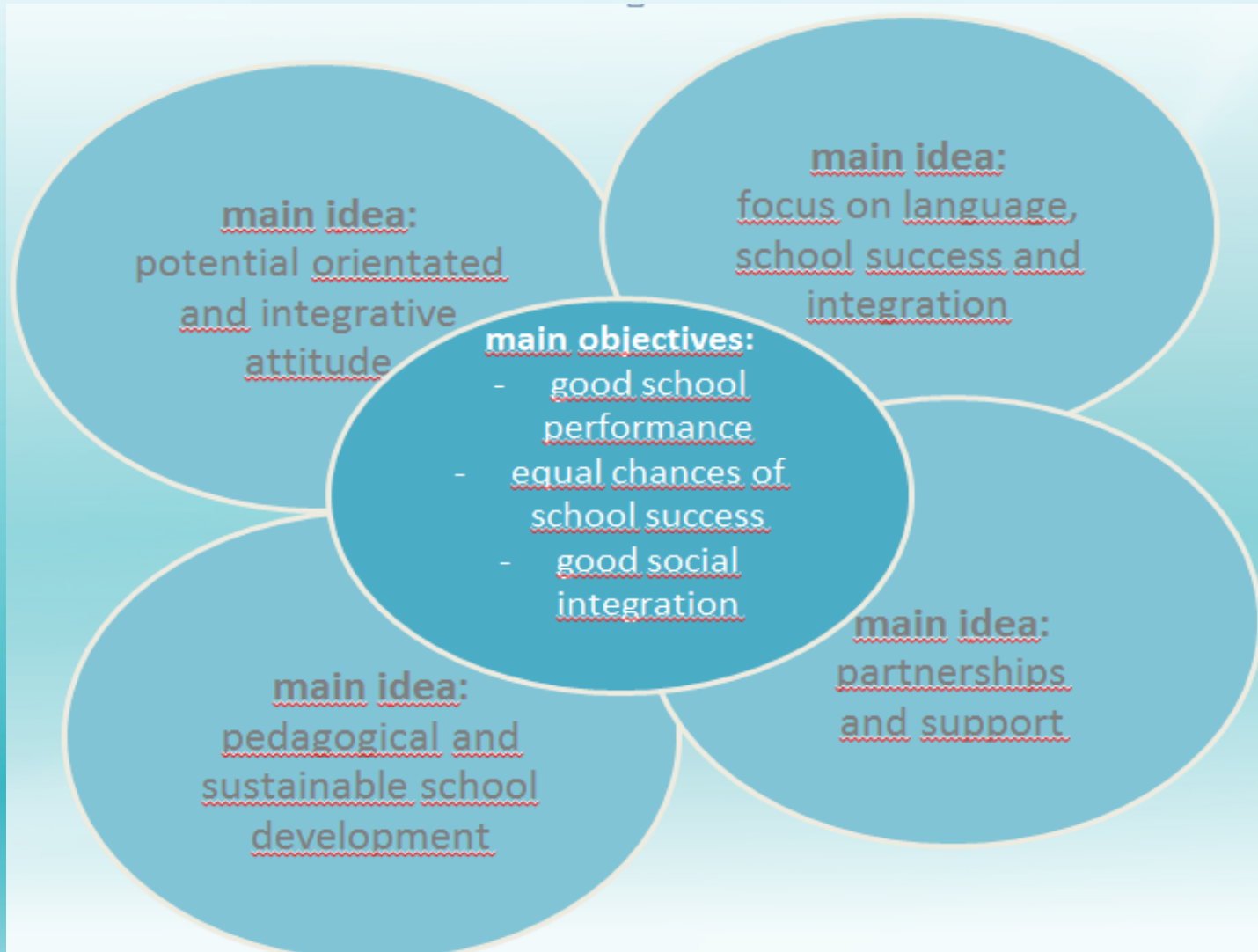


# QUIMS (QUality In Multilingual Schools)

- Since 2008, local education authority Zürich, Switzerland
- „Support for urban schools with a high percentage of socially disadvantaged and migrant pupils“ (Markus Truniger)
- Main objectives: good school performance, equal chances of school success, good social integration
- **Read more:** <https://www.zh.ch/de/bildung/informationen-fuer-schulen/informationen-volksschule/volksschule-schulinfo-unterricht/volksschule-schulinfo-unterrichtsentwicklung/quims.html>



# Main objectives and ideas



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# QUIMS, a whole school approach

## Language promotion

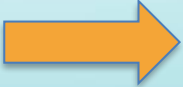
- promotion of literacy
- assessment of language skills
- promotion of L1, for example, promotion of reading skills

## Promotion of school success

- cooperative learning
- inclusion of parents
- assisted tasks
- holistic assessment
- differentiated learning support

## Promotion of integration

- culture of acceptance
- participation of intercultural mediation persons
- establishment of parent's council



# Continuous language development FörMig project in Germany

## 3 main points:

- **Language support based on individual language diagnosis:** selected tools, language profile, literacy development and language development of bilingual children
- **Continuous language development** within all-day educational offers and after school support (multilingual education)
- **Language in professional training** (labour market)



## Structure:

- **Local or regional language development planning (home and school):** Partnership between kindergarten, primary school, local authority, educational authority, parents, after-school centre, library, psychological support, Internet platform and project coordinator
- **Professional development:** monitoring, evaluation; guidelines, materials; external expertise; networking

# Continuous Language Development in FörMig Model

- Language development as cross-curricular task in all subjects
- Assignment for the whole school
- Aimed at immigrant as well as native children
- Consider advantage of extra-curricular areas
- Cooperation with parents
- Transition between educational institutions
- Connection between languages



09.10.2014

Bildungssprache - Prof. Dr. Ursula Neumann, Universität Hamburg



# Whole school FörMig concept: vertical and horizontal coherence

(Duarte, 2012)

## Description of vertical junctions:

- Transition phases in education biographies (between kindergarten/primary school and primary school/secondary)

## Description of horizontal junctions:

- Relations between languages, subjects and learning areas,
- Between languages in and outside of school, and learning situations in and outside of school,
- Between different languages (first, second and foreign languages).

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obedná prestávka

Hádeginu

Frokostpause

lunch break

Mittagspause

Déjeuner

Almoço

almuerzo

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## Next steps – Evaluation – Certificates – Farewell

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# Debriefing

Please post in the chat:

- What do I take with me?
- What questions do I ask myself?

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**Ďakujeme za Vašu pozornost'.**

**Tak for din opmærksomhed**

**Muito obrigado por sua atenção**

**þakka þér fyrir athygli þína**

**Vielen Dank für Ihre Aufmerksamkeit**

**Thank you for your attention**

**Vă mulțumim pentru atenție**

**Merci beaucoup pour votre attention**

**شكرا لكم على اهتمامكم**

**shukraan lakum ealaa aihtimamikum**

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