Welcome to the parallel session
„Plurilingual and intercultural education“

Moderated by DAVID LITTLE

Bienvenue à la session parallèle
« Éducation plurilingue et interculturelle »

Modérée par DAVID LITTLE

Overview / Aperçu

New resources / Nouvelles ressources

1. Assessing home languages, **Ildikó Lőrincz**
2. Young children's language learning pathways, **Inge Birnie**
3. Mediation in teaching, learning and assessment, **David Newby & Maria Stathopolou (online)**

Training & Consultancy / Formation et conseil

1. Supporting Multilingual Classrooms, **Terry Lamb**
2. Setting up learning environments where modern languages flourish, **Jonas Erin**
3. Quality education in Romani for Europe, **David Little**

New ECML programme 2024-2027 / Nouveau programme 2024-2027 du CELV

Assessing home languages

L'évaluation des compétences en langues familiales

Ildikó Lőrincz

EUROPEAN CENTRE FOR MODERN LANGUAGES
CENTRE EUROPEEN POUR LES LANGUES VIVANTES
COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

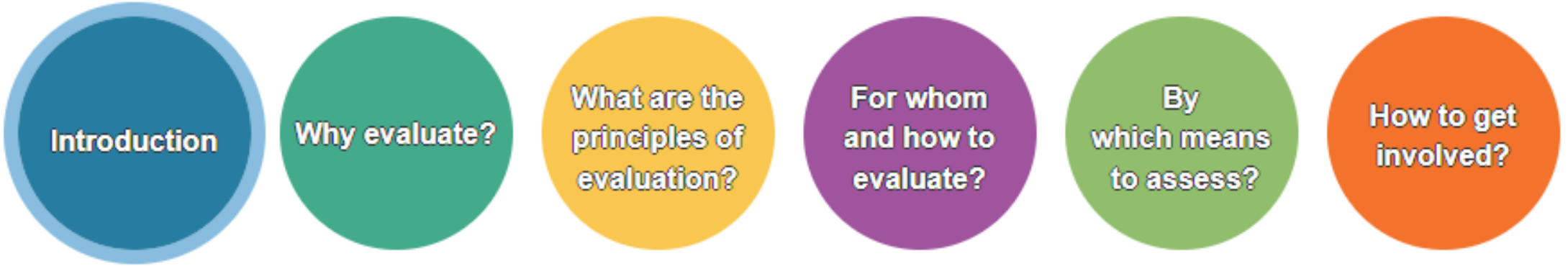
ECML PROGRAMME 2020-2023
Inspiring innovation in language education: changing contexts, evolving competences
PROGRAMME 2020-2023 DU CELV
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution

ECML CONFERENCE
13-14 December 2023
CONFÉRENCE DU CELV
13-14 décembre 2023

RESSOURCES RECOLANG

Ressources pour l'évaluation des compétences en langues familiales des élèves migrants : pourquoi et comment évaluer les compétences en langues familiales des élèves migrants

Resources for assessing the home language competences of migrant pupils: Why and how to assess home languages of students with a migrant background



Pourquoi évaluer les compétences en langues familiales ?
Why assess home language competences ?

Objectifs et finalités – Aims and objectives:

- Vers plus d'équité en éducation - Towards greater equity in education
- Soutenir la reconnaissance institutionnelle et sociale des langues familiales - Supporting institutional and social recognition of home languages
- Valoriser les répertoires plurilingues des élèves - Valuing students' plurilingual repertoires
- Explorer les potentiels langagiers et méta-langagiers de l'éducation ouverte à la diversité - Exploring linguistic and meta-linguistic potential in education open to diversity

"If teaching is going in the direction of a multilingual focus, assessment should also follow the same path"
(Gorter & Cenoz, 2017, 43)

Rapport de la Commission des migrations, des réfugiés et des personnes déplacées - Conseil de l'Europe (2017)
Report of the Committee on migration, refugees and displaced persons – European Council (2017)
Recommandation sur l'importance de l'éducation plurilingue et interculturelle pour une culture de la démocratie (2022) Recommendation on the importance of plurilingual and intercultural education for a culture of democracy, Council of Europe (2022)

Pratiques d'évaluation des langues familiales en Europe
Home language assessment practices in Europe

ENQUÊTE EXPLORATOIRE

SURVEY FEEDBACK - INSTITUTIONS

- For a large percentage of plurilingual students (44%) there are no assessment practices to map home language skills;
- Plurilingual students are often assessed for language proficiency in school languages (69% of cases) or other subjects, mainly for placing them in suitable educational levels.
- Pour 44 % des élèves plurilingues, il n'existe pas de pratiques pour évaluer leurs compétences en LF.
- Les élèves plurilingues sont souvent évalué·e·s pour leurs compétences linguistiques dans les langues scolaires (69% des cas) ou dans d'autres matières, principalement pour les placer dans des niveaux d'enseignement appropriés.

SURVEY FEEDBACK - LEARNERS

- Learner survey confirms that most students' home languages are not assessed; 33% of respondents claimed to have been assessed in the home language(s) at their schools;
- Assessment occurred in around twenty different languages (with a high percentage for English as a home language)
- Only 33% of young people want their home languages assessed, while 79% want to learn their home language to be better.
- L'enquête apprenant confirme que la langue familale de la plupart des élèves n'est pas évaluée ; 33 % des répondant·e·s ont déclaré avoir été évalué·e·s dans leur(s) LF(s) à l'école ;
- L'évaluation a eu lieu dans une vingtaine de langues différentes (avec un pourcentage élevé d'anglais langue maternelle) ;
- Seuls 33 % des jeunes souhaitent que leur langue maternelle soit évaluée, tandis que 79 % souhaitent mieux apprendre leur LF.

Quels principes d'évaluation ?

What are the principles of evaluation?

Respect

Cohésion

Flexibilité

Équité

Responsabilité

Inclusion

Reconnaissance

VALORISATION DE L'ÉLÈVE, DE SON PARCOURS ET DE SES EXPÉRIENCES

VALORISATION DES RESSOURCES LINGUISTIQUES ET CULTURELLES DE L'ÉLÈVE

DÉVELOPPEMENT LANGAGIER ET SOCIO-AFFECTIF

RÉUSSITE SCOLAIRE ET ÉQUITÉ EN EDUCATION

Droit à la qualité et l'équité en éducation

Right to quality and equity in education

Supporting learning to learn ability

Fostering respect of differences

Ensuring consistency and coordination between the various steps involved

Adopting a consistent and responsible attitude at all levels of education (class, school, region/state)

Recognising all speakers plurilingual composite and interconnected repertoire, through assessment

For whom and how to evaluate?

Qui est concerné·e et comment évaluer ?

Examples of practices and materials
Finland
France
Hamburg
Ireland
Italy
Lausanne
Sweden
The Netherlands
…

Configurations of assessment situations

À l'entrée dans le système éducatif
Arriving within an education system

Au cours du parcours scolaire
During the school career

En fin de parcours scolaire
At the end of the school career

Who is responsible for home languages competences assessments?

Different levels (macro, meso or micro)

Enseignant·e ou classe
Teacher or class

Établissement(s)
School(s)

Ville, région, État
City, region, state

By which means to assess?

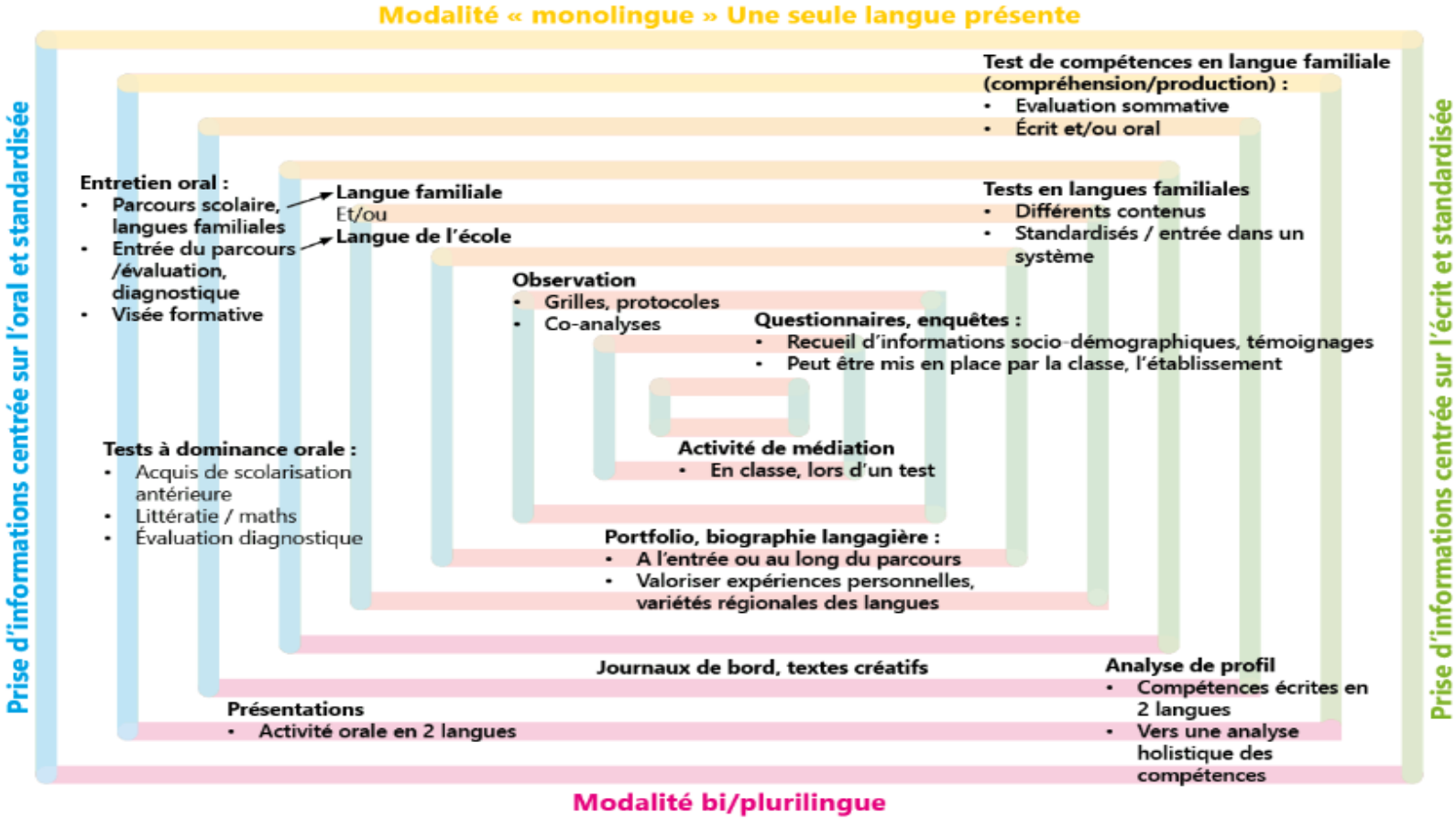
When and how to assess?

Examples d'actions

Towards a typology

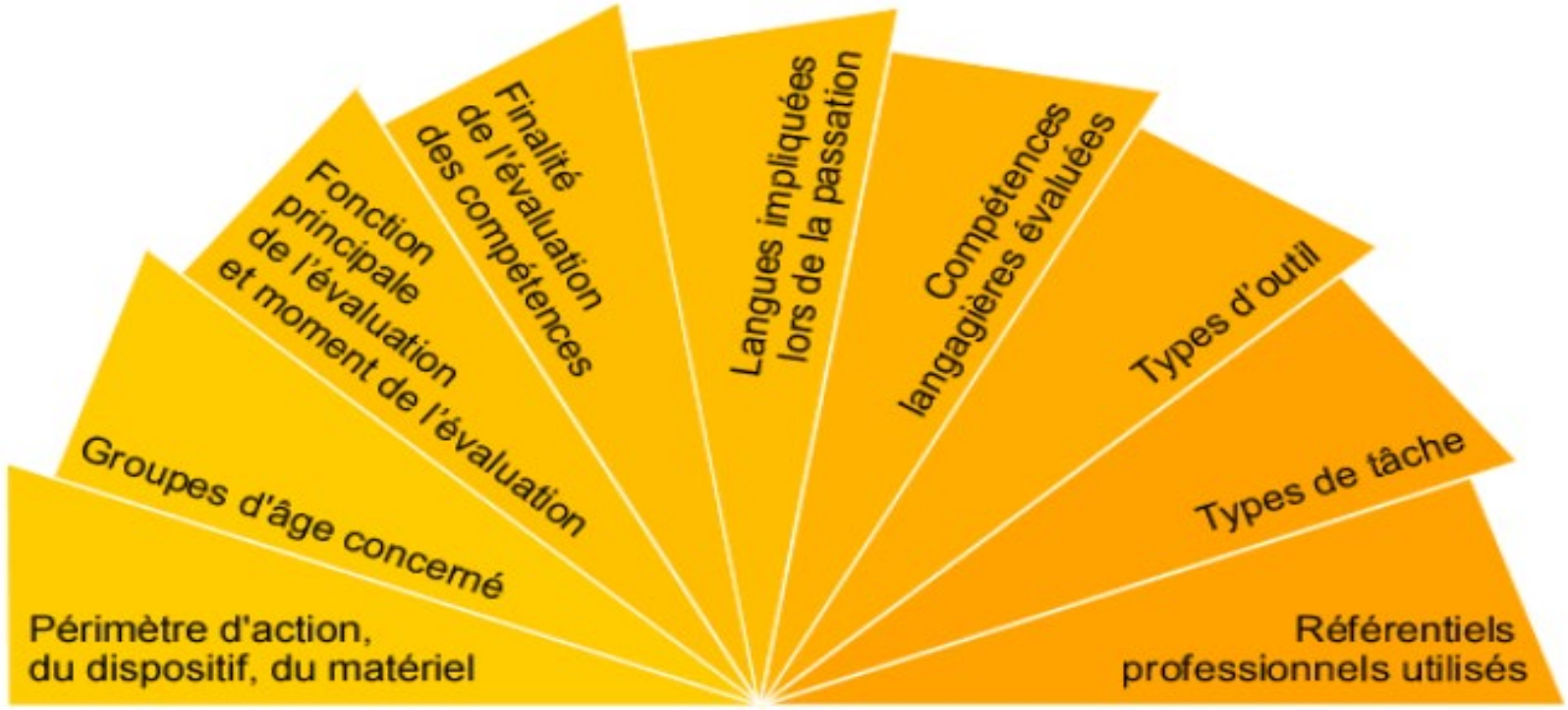
Par quels moyens évaluer ?

- inclusive perspective
- everyday use of the language
- valuing students' personal experiences
- support from several reference frameworks,
- interdisciplinary approaches

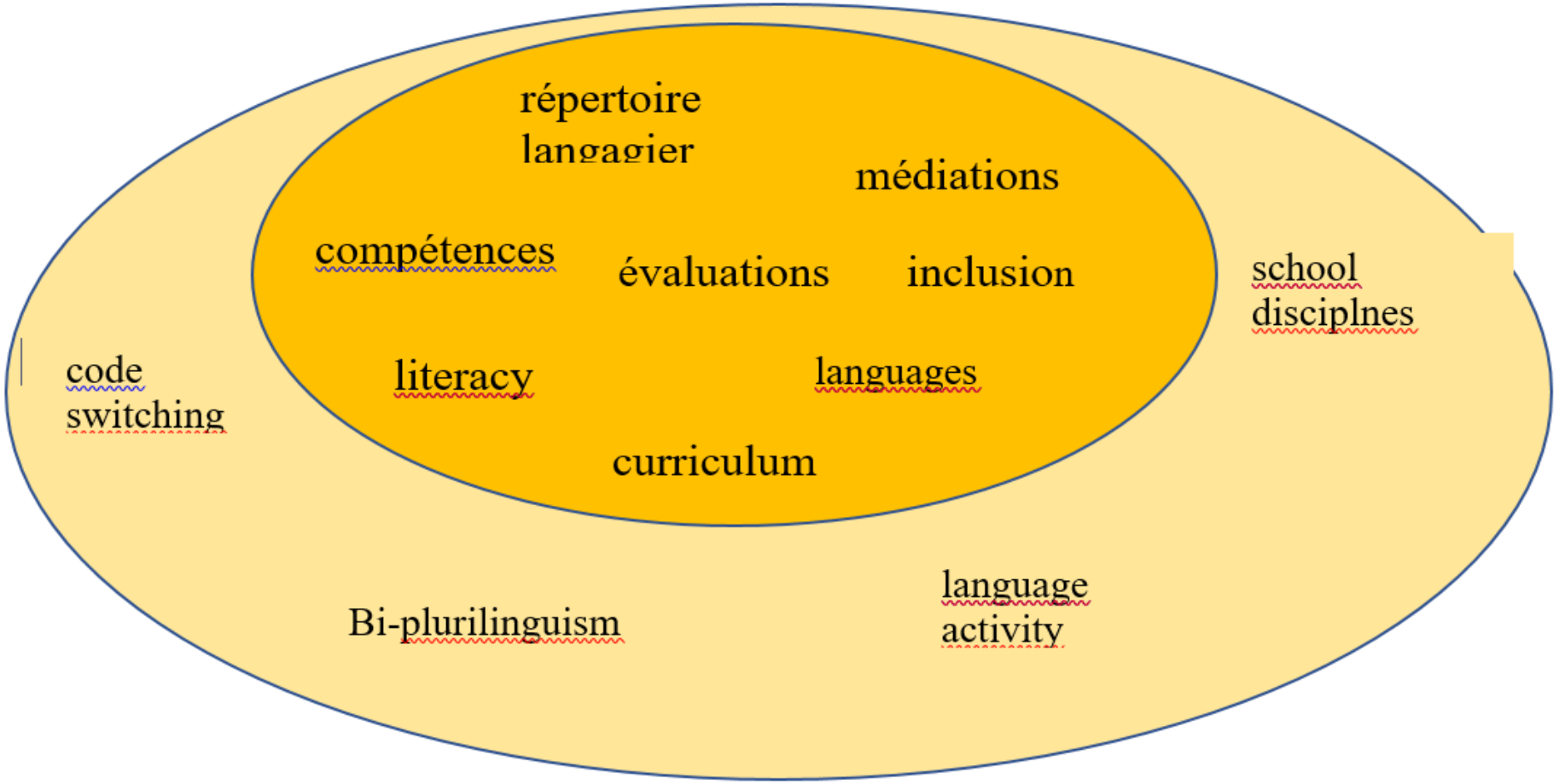


Pour décrire des matériaux d'évaluation des compétences en langues familiales - To describe home language competences assessment materials

- Action area (local, regional, etc.)
- Age group concerned
- Function and time of assessment
- Purpose of the assessment
- Languages involved
- Language skills assessed
- Types of material
- Types of task
- Reference frameworks used



Autre ressource : le glossaire
Other resource : the glossary



représentations

linguistic and political ideologies

Pistes pour s'engager - Ways to get involved

Élèves
Parents d'élèves
Enseignant·e·s
Locuteur·trice ou enseignant·e de langues familiales
Chef·fe·s d'établissmenet
Évaluateur·trice·s

Students
Parents
Teachers
Family language speaker or teacher
Head teachers
Evaluators

Suggestions, témoignages, exemples concrets d'actions possibles - Suggestions, testimonials, examples of possible actions

Recommandations et conseils pratiques - Recommendations and practical advice

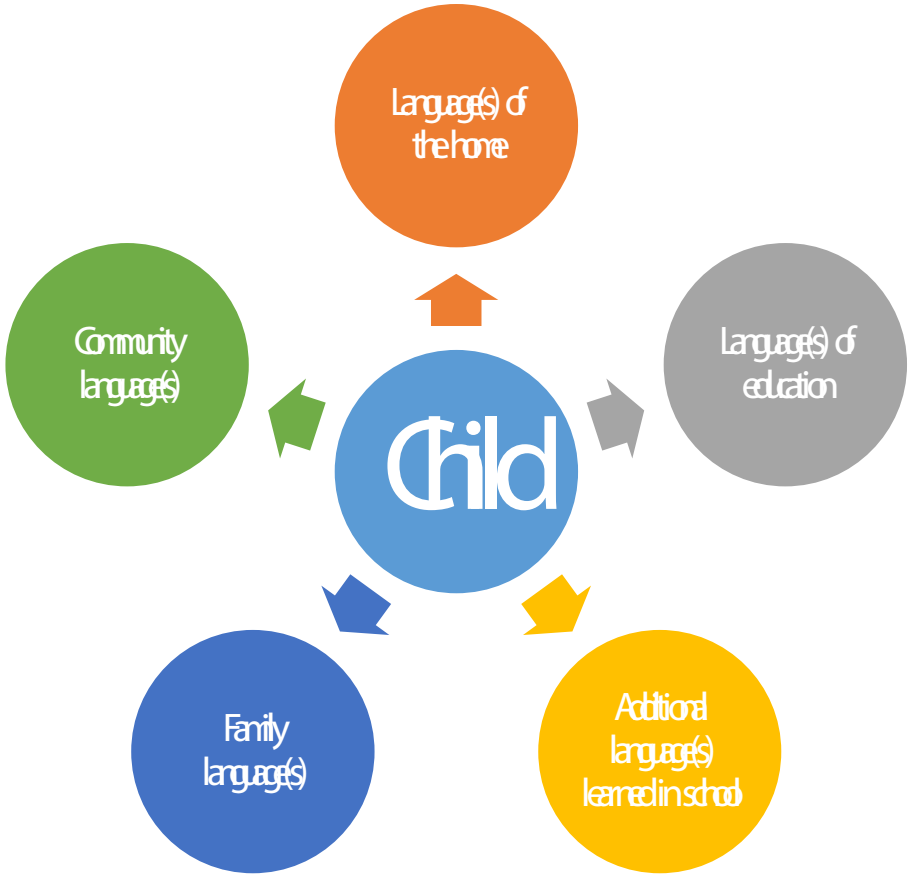
Recolang surveys to adapt to your context
Questionnaires Recolang à adapter à votre contexte

Young children's language learning pathways

Parcours linguistiques des jeunes enfants

Inge Birnie

Parcours linguistiques divers des enfants :



chaque enfant est unique et arrive à l'école avec des expériences (d'apprentissage des langues) différentes

PALINGUI

Young children's language learning pathways

le site web Palingui est...

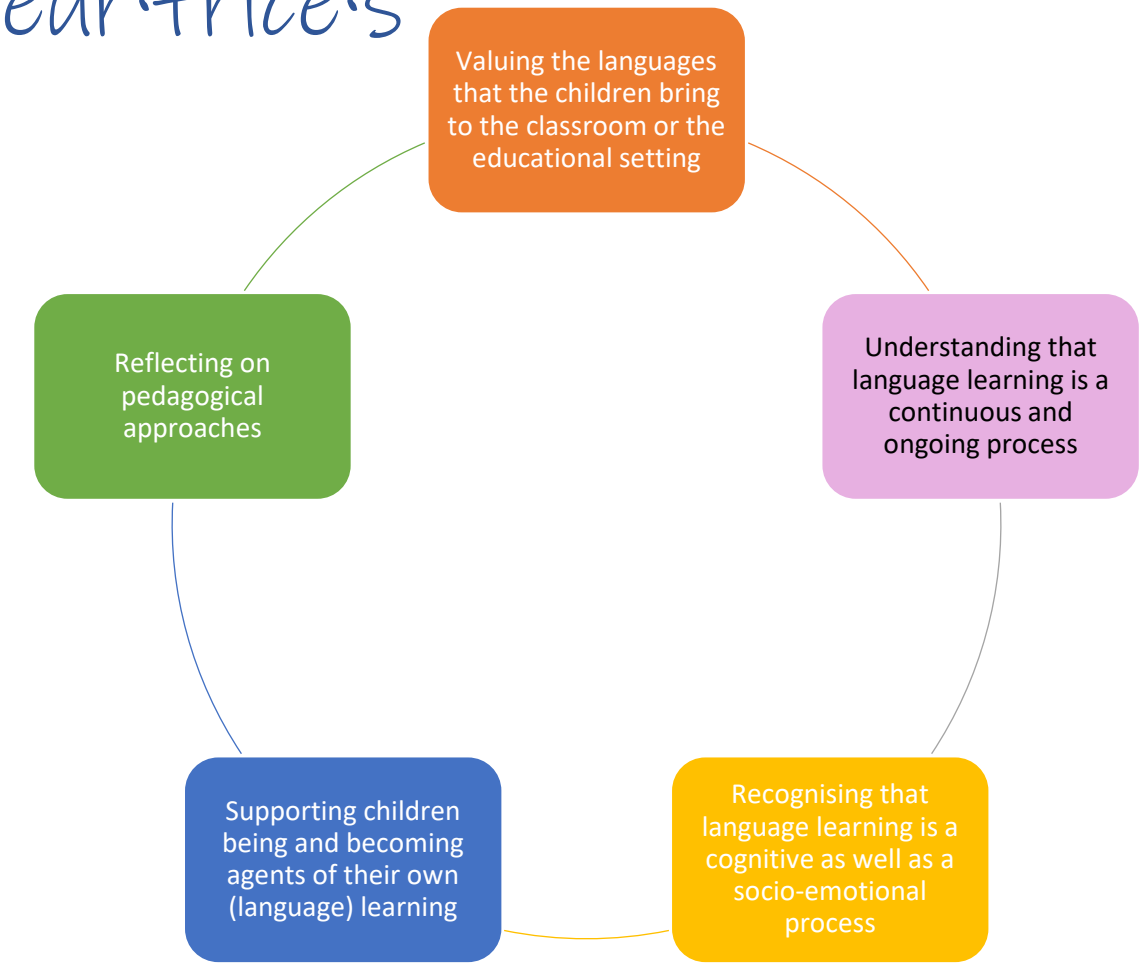
… une ressource qui permet aux éducateur·trice·s de rendre visible l'apprentissage des langues

- Principes clés et outils de réflexion pour les enseignant·e·s et les éducateur·trice· s
- Approches pédagogiques pour la classe : utilisation de l'observation, de l'évaluation et de la documentation pour rendre visibles les parcours d'apprentissage des langues
- Voix multilingues : outils, ressources et idées provenant de différents contextes éducatifs

Principes clés & outils de réflexion pour les enseignant·e·s & les éducateur·trice·s

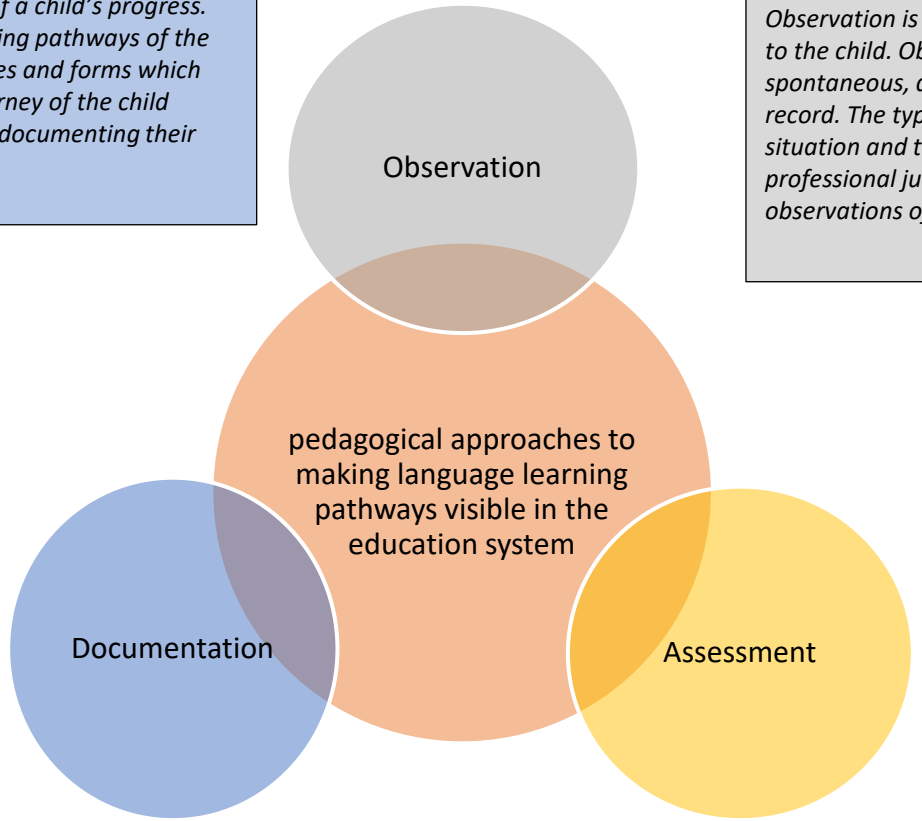
Reconnaître que les enseignant·e·s et les éducateur·trice·s

- sont les compagnons d'apprentissage des enfants : ils/elles soutiennent tous les parcours d'apprentissage des langues au sein du système éducatif ;
- peuvent développer des stratégies pour leur classe et leur contexte en réfléchissant à leurs expériences et au système éducatif ;
- n'ont pas besoin de parler toutes les langues / variétés de langues des enfants pour être en mesure de les aider.



Approches pédagogiques : observation, évaluation et documentation

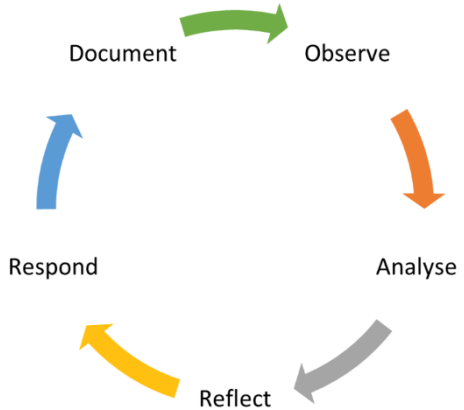
Documenting is the systematic recording of a child's progress. Documenting the different language learning pathways of the child can involve different elements, sources and forms which make the individual language learning journey of the child visible. Pupils should play an active role in documenting their own learning.

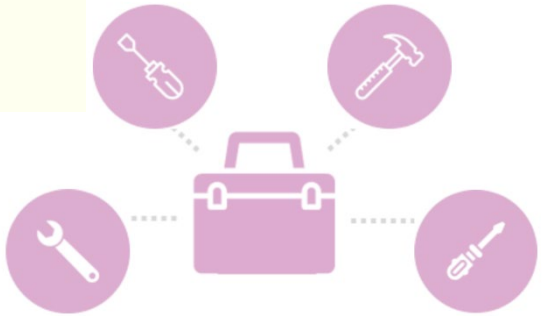


Teacher observation is essential in supporting language learning. Observation is the careful and purposeful watching of and listening to the child. Observation can take various forms; scheduled, spontaneous, directed, non-directed, recorded or without a formal record. The type of observation that takes place will depend on the situation and the children in the class. Assessment tools and professional judgement can be used to inform the teachers' observations of their pupils' progress.

Assessment is the systematic and ongoing process of evaluating the child's (language) learning. It provides an indication of the current skills, knowledge, experiences, and attitudes and forms the basis for planning the next steps along the child's language learning pathway. Assessments can be formal, informal, summative, formative, child-led, or teacher-led. Assessment involves teachers, children, and parents as co-educators who all reflect on the child's progression over time. Teachers need to understand the key principles of assessment and be able to choose from a range of different tools and methods to select the most appropriate ones, depending on the purpose of the assessment. It is important to compare the child's performance, achievements, and progress with their previous ones, as well assessing them against curriculum objectives. Assessment needs to help children understand their own development and supports them in being agents of their own learning.

Explications et outils pratiques





- Explications de concept
- Questions de réflexion
- Outils pratiques d'observation, d'évaluation et de documentation (par example PORTAL - PALINGUI Fiche d'observation pour l'évaluation de la langue par les enseignants)
- Exemples

PALINGUI

Young children's language learning pathways

Des questions?

Mediation in teaching, learning and assessment

Médiation dans l'enseignement, l'apprentissage et l'évaluation des langues

David Newby

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MEDIATION

The *ME.T.L.A.* project

Mediation in Teaching, Learning & Assessment

Working languages: English, French
Project term: 2020-2022
Website: www.ecml.at/mediation

Project Facebook page:
https://www.facebook.com/Mediation-in-Teaching-Learning-and-Assessment-METLA-106948367795298

Langues de travail : anglais, français
Durée du projet : 2020-2022
Site web : www.ecml.at/mediation

Page Facebook du projet :
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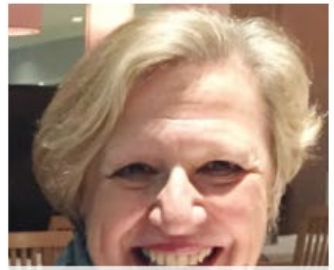
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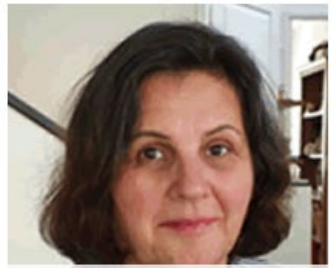
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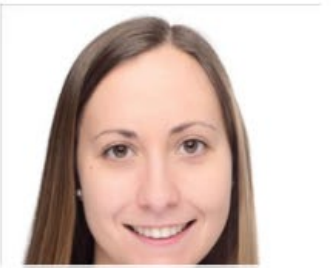
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The METLA project
Outputs

Le projet METLA
Résultats

- A **Teaching Guide** for **foreign language teachers** of primary & secondary education who want to include **cross-linguistic mediation** in their pedagogical practices
- A **digital database/ repository**
- A **resources website**

Information about the theory and practice of mediation ✓

Ideas/tips/ suggestions for differentiation across contexts — EXTRA

Examples of mediation tasks in different languages, which draw on the CEFR Companion Volume ✓

Year/ Année 1

Mediation tasks in different **languages**, for various educational **environments**, for different proficiency **levels** ✓

Year/ Année 2

Year/ Année 3

Informations sur la théorie et la pratique de la médiation ✓

Idées/conseils/sugges-tions pour la différencia-tion selon les contextes — EXTRA

Exemples de tâches de médiation dans différentes langues sur la base du Volume complémentaire du CECR ✓

Tâches de médiation dans différentes **langues**, pour différents **environnements** éducatifs et **niveaux** de compétence ✓

- **Guide pédagogique** pour les enseignant·e·s de **langues étrangères** du primaire et du secondaire souhaitant inclure la **médiation interlinguistique** dans leurs pratiques pédagogiques
- **Base de données / dépôt numérique**
- **Site web de ressources**

Output/
Résultat
1

The Teaching Guide

Guide pour les enseignant·e·s de langues étrangères

7 chapters

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What is (cross-linguistic) mediation?

part of someone's **plurilingual** competence

We **mediate across languages** when someone needs to access messages in a language they do not understand.

purposeful selective extraction of information by the mediator from a source text in one language and relaying this information into another language with the intention of bridging the communication gap(s)

Output/ Résultat 2

The METLA tasks databank

Base de données

35 teaching materials on 4 pages
Pages: 1 2 3 4 Next

Grocery list (Task 1)

Students should work in pairs (Student A-B). Each student will receive a different worksheet: Student A will receive the Worksheet Grocery List A in Language A. Following the scenario instructions on the worksheet, Student A should relay information related to food and practise polite question forms in Language B. Using the Worksheet Grocery List B, Student B listens carefully to the information introduced by Student A in Language B and then B selects the fruit and vegetables just mentioned by Student A and writes them down in Language B.

View details

A Londoner in Greece! (Task 15)

This lesson focuses on written mediation. The main tasks included aim at developing learners' skills in selecting information from source texts of different genres, summarising messages into a target language and developing the mediation strategies of paraphrasing, providing synonyms, distinguishing major from minor information.

View details

School World Song Contest (Task 37)

Authenticity | Thematically-organised | Context-oriented & purpose-related | Multimodality (infographics, visuals etc) | Learner-centredness

Variety | Attractive layout | User friendliness | Strategies-oriented

MEDIATION

Authenticité | Thèmes | Contexte | Multimodalité (infographies, visuels, etc.) | Centrage sur l'apprenant·e

Variété | Format attrayant | Convivialité de lecture | Stratégies

FOR THE TEACHER

A visitor from Mexico

Type of task: Describing places, speaking a foreign language, learning about cultures

Educational level: Primary and/or secondary education

Proficiency level: B2

Short description and aim of the activity:

Students learn how to describe places through the use of adjectives, and at the same time become familiar with different text types. They practice their skills in comprehending texts in Language A and producing meaning in Language B.

The lesson plan consists of five parts, each containing several steps. Communicating touristic information to people in another language is a common practice which can be taught in the classroom with steps 1-3 in the first part of the lesson plan. The second part (step 4) involves intercultural aspects, and uses a text format that students are familiar with: a social media message. In the third part (step 5), students can reflect on their multilingual practices. In the final two parts (steps 6 and 7), students are exposed to multimodal texts (song, video and text) and are asked to transfer information from one language to another on a relevant topic, i.e. learning foreign languages.

Background information (if applicable). The written texts in this lesson are relevant to countries where Spanish is the official language. These countries are: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Equatorial Guinea, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, and Venezuela.

CEFR mediation scale and descriptor to which the activity refers:

RELAYING SPECIFIC INFORMATION IN SPEECH

- *Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).*

PROCESSING TEXT IN WRITING

- *Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.*
- *Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.*

CEFR-CV scales and descriptors

ME.T.L.A Task 10

- *Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward informational text, in order to pass this information on to someone else.*

STRATEGIES TO EXPLAIN A NEW CONCEPT:

- Adapting language:
  Can paraphrase in a simpler fashion the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible to others.

Languages involved
Language A: Spanish
Language B: English
Language C: home language

Linguistic objectives. Students will be able to:

- convey main gist orally and in writing
- summarize a text in another language
- listen to a text and summarize in multiple languages (both intra-linguistic and cross-linguistic mediation)
- paraphrase information from one language to another
- describe places using adjectives
- find synonyms across languages

Other competences involved:

- **Media and information literacy**: the ability to search through the Internet, to locate and access information, as well as to analyse and evaluate media content)
- **global citizenship**: tolerance, openness, respect for diversity, intercultural understanding
- **interpersonal skills**: pairwork and collaboration
- **critical and innovative thinking:** self-reflection of multilingual practices

Time/lessons needed for the activity: 2 lessons

Resources required:

- A PC or mobile device and an Internet connection for Step 6
- YouTube link for Step 6 https://youtu.be/4LjDe4sLER0
- TEDx talk by McWhorter (https://youtu.be/VQRjouwKDlU) for Step 7

Procedure:

		Class organization	Ideas for differentiation

	places in your city/town that a tourist can visit? Each should think of a place, and write down (on a card provided by the teacher) the name of the place and three reasons why tourists should visit it, without sharing their information with their classmates. Then the partners ask each other questions to guess the place. (Once the procedure has been described to the students, the teacher may elicit or provide some adjectives for describing places that the students can use to provide their reasons and write them on the board.)		may want to refer to the sights of their home.
Step 2	Students read two texts in Spanish (Language A) and orally present the main ideas of the short texts.	Pairs	
Step 3	Students fill in a table with the adjectives they used for their descriptions and their synonyms (e.g., beautiful scenery > amazing scenery)	Individual	Students with different home languages could also provide adjectives in their language having the same meaning.
Step 4	Students read another text in Spanish taken from the Internet about a tradition. They have to select information from it and write a Facebook private message to their dad in English (Language B).	Individual	
Step 5	Students reflect on their multilingual practice and write down (in Language A, B or C) one situation where they have engaged in mediation activities.	Individual	
Step 6	Students listen to a song in Spanish (but with English subtitles) and try to make a list of the main ideas mentioned there. Their notes will then be used in order to write an article in a school newspaper on the same topic.	Individual	
Step 7	Students listen to a TEDex talk and write a summary for a multilingual school project on the main reasons to learn a foreign language. Their summary should be in English, Spanish and any other language.	Individual	

ME.T.L.A Task 10

Extra resources:

Step 3 asks students to write down any adjectives they used in order to carry out the tasks in Step 1-2. Here is an indicative list that can be of use by the teacher.

Adjectives for describing places:

1. ancient (antique, very old)
2. interesting (appealing, fascinating)
3. breathtaking (amazing, awesome)
4. peaceful (quite, calm)
5. unique (exceptional)
6. beautiful (stunning)
7. bustling (lively, busy)
8. charming (appealing, pleasant)
9. contemporary (current, modern)
10. tropical (humid, hot)
11. traditional (long-established)
12. noisy (loud)
13. unusual (strange, bizarre)
14. historic (momentous, notable)
15. deserted (isolated, abandoned)

Useful expressions for describing places:

- The atmosphere is ….
- It offers …
- A popular tourist attraction is…
- You can see…
- It is close to…
- It's possible to ….
- You may find there….
- It is located/situated in …

Further tips and guidance:

The teacher may want to write on board the adjectives for describing places right from the beginning along with their definitions or synonyms.

Suggestions and ideas for adapting/differentiating for different contexts

1. The teacher of geography and the teacher of English could organise a series of common lessons focusing on countries where Spanish is officially spoken.
2. Steps 1-2 are suitable for B1 level students, if the English teacher wishes to use them for students at that level.
3. For students at higher levels (B2+), Steps 6-7 are more appropriate.
4. For adult students, Step 7 is more relevant and close to their world-life experiences

FOR THE STUDENT: ACTIVITY WORKSHEET

A visitor from Mexico

Step 1

A. Work in pairs. Each partner thinks of an interesting place in your city/town that a tourist can visit.

B. Then, on your card, **write down** three reasons why you chose this place, without sharing this information with your partner.

C. Without looking at your partner's card, try to **guess** the place. You may need to ask:

- *Is it near the…?*
- *How far is it from …?*
- *How do I go there?*
- *What is the colour of the building?*
- *Do I need to buy tickets in order to get in?*
- *Is there a beach nearby? etc*

Step 2

Your parents' friend from Mexico, Miguel, is staying with your family in Spain for two weeks. He wants to go sightseeing. Since your mom, who speaks Spanish, is at work, you try to help Miguel by searching on the Internet for information about popular places to visit in the area where you live, Valencia.

You found the texts below about two interesting places and want to tell Miguel about them.

A. Before you start talking, write down in note form the adjectives that you are going to use to describe the places.

B. Orally **describe** them in English to Miguel, and say **why you think** he should visit them.

1. Las plazas del casco antiguo

Como en todas las ciudades, las plazas de Valencia son lugares de encuentro, repletas de terrazas, árboles y fuentes para escapar del calor del verano. Conectando cada plaza, discurren un sinfín de callejuelas, repletas de tiendas, restaurantes y cafeterías, a través de las que descubriremos más plazas y patios privados.

Una de las plazas más bonitas de Valencia es la **Plaza de la Reina**, situada en el corazón del casco antiguo.

La Plaza de la Reina es un lugar perfecto para pasar el rato, con un montón de lugares para comer. Sin embargo, ten ciudado y evita los precios turísticos. Te recomendamos refrescarte con unas bebidas en la plaza y luego acercarte hasta las sinuosas calles que la rodean para disfrutar de sus menús de tapas y comida local. En pocos minutos te encontrarás con un lugar con encanto y precios mucho más asequibles.

Si te acercas a Valencia seguramente te apetezca comer una paella valenciana, el plato estrella de la zona. Encontrar una buena paella en el centro puede ser complicado, por lo que te recomendamos acercarte hasta los restaurantes de la playa, sobretodo en la

ME.T.L.A Task 10

- includes many different **sub-tasks** with **different aims** (eg. a game with cards in Step 1, oral or writing activities etc; it even includes a language practice section, see Step 3 and language resources, see teacher's notes)

- incorporates **multimodality**, **technology**, and a great variety of **genres** (a *song, written texts, such as emails, articles, Facebook messenger, or oral texts such as a TEDEx talk,* among others)

- encourages learners to use different **mediation strategies**

- involves many **competences and transversal skills**, i.e. *the ability to use the Internet, global citizenship, tolerance, openness, respect for diversity, intercultural understanding, pairwork and collaboration, self-reflection*

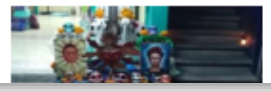
Step 3

A. Which adjectives did you use in order to describe the places mentioned in the text above?
B. Can you think of synonyms (adjectives with same or similar meaning?) Fill in the table below.

Adjective I used	Synonym	Word in home language with the same/similar meaning (if applicable)

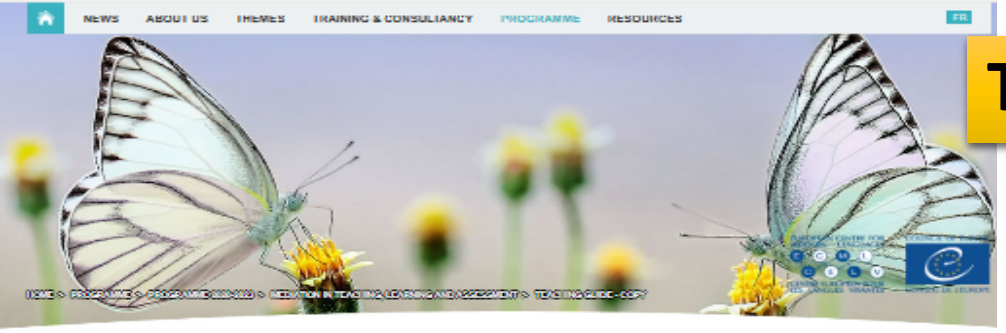
Step 4

When Miguel is back in Mexico, he posts the following picture on his social media page. Your dad asks you if you know what this is all about. You remember having seen something about



The resources webpage

Site web de ressources



Mediation in teaching, learning and assessment

How foreign language teachers in primary and secondary education can include (cross)linguistic mediation in their teaching practices

MEDIATION

Overview | What is mediation? | Mediation in the CEFR | Mediation tasks | Teaching materials | Teachers' corner

The METLA resources propose innovative and engaging ways in which teachers can include language mediation in their everyday classroom practice. The resources provide essential information about language mediation, examples of cross-linguistic mediation tasks and step-by-step guidelines on how you can design and evaluate your own language mediation tasks.

The Teaching Guide

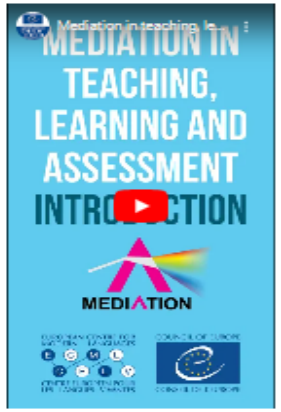
The METLA team has developed a Teaching Guide for foreign language teachers of primary and secondary education who want to include (cross)linguistic mediation in their teaching practices. It contains information about the theory and practice of language teaching, learning and assessing in relation to mediation together with examples of mediation tasks in different languages. Such examples draw on the new Companion Volume of the Common European Framework of Reference for Languages (CEFR-CV). This Guide also provides tips and suggestions for teachers on how they can design their own mediation tasks.

Download the Teaching Guide

The METLA tasks databank

The METLA resources also offer a databank with additional sample (cross)linguistic mediation tasks in different languages for different contexts.

Go to the METLA tasks databank



www.ecml.at/mediation

FR | EN | Flyer | Cite this resource

Resources

- a teaching guide with information about what mediation entails, how it can be taught and types of mediation tasks
- a database with cross-linguistic mediation tasks

Target groups

- teachers;
- teacher educators;
- curriculum planners;
- material developers;
- school inspectors/advisors.

Thematic areas

- Teacher and learner competences
- Curricula and evaluation

Project team

Maria STATHOPOULOU, Coordinator, Greece
Phyllisienne VASSALLO GAUCI, Malta
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Supported by: Bessie Dendrinos (Greece), Maria Dolors Masats Viladoms (Spain), Katerina Krimpogianni (Greece), Eva Braidwood (Finland) and Franziska Gerwers (Germany).

Key references

Glossary

Show glossary

Bibliography of sources consulted for the Teaching Guide

Downloadable outputs

Multiple modes texts, videos, photos, infographics etc

Output/ Résultat 3

Training & Consultancy

Formation et conseil

SUPPORTING MULTILINGUAL CLASSROOMS

Supporting Multilingual Classrooms

Valoriser les classes multilingues

Terry Lamb

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ECML PROGRAMME 2020-2023
Inspiring innovation in language education: changing contexts, evolving competences
PROGRAMME 2020-2023 DU CELV
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution

ECML CONFERENCE
13-14 December 2023
CONFÉRENCE DU CELV
13-14 décembre 2023

Valoriser les classes multilingues

Cette initiative propose des ateliers de formation pour aider les Etats membres à assurer l'accès à une éducation de qualité pour les apprenants migrants et contribue à combler l'écart de scolarisation entre ces apprenants et les élèves non-migrants. Des compétences linguistiques fortes constituent un atout clé pour faciliter l'apprentissage, l'employabilité et la cohésion sociale.

#MultilingualClassrooms #ECML

Introduction

#ClassesMultilingues
#ECML

Cette activité de formation et de conseil aide les États membres de l'Union européenne et du Centre européen pour les langues vivantes du Conseil de l'Europe à garantir l'accès à une éducation de qualité et à combler l'écart de performance entre ces apprenants et les élèves non migrants. Elle s'appuie sur un large éventail de ressources du CELV et de projets réussis, axés sur des approches inclusives, plurilingues et interculturelles. Les ateliers offrent un soutien adapté aux différents acteurs de l'éducation, y compris les enseignants, les formateurs d'enseignants, les administrateurs et les chefs d'établissement, qui permet de déterminer la meilleure façon de développer les compétences des apprenants dans la/les langue(s) de scolarisation, tout en valorisant les langues d'origine des enfants et tout en tirant parti de ces langues comme une ressource précieuse pour l'apprentissage.

Groupes cibles

Offre de formation et de conseil

Les formations peuvent être dispensées en français, anglais et allemand.

Cette offre s'adresse aux enseignants, formateurs d'enseignants, administrateurs et chefs d'établissement et propose des

- **Ateliers portant sur des thèmes tels que:**
  - les politiques et les stratégies à l'échelle de l'établissement scolaire pour faciliter l'intégration des apprenants migrants;
  - les approches globales de l'apprentissage et de l'enseignement des langues, notamment la langue de scolarisation, des langues étrangères et des langues maternelles;
  - les défis à relever pour les enseignants de disciplines non-linguistiques et la manière d'adapter les approches pédagogiques

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L CONFERENCE
December 2023
RENCE DU CELV
décembre 2023

Target groups – Groupes cibles

The workshops will offer support on how to value children's home languages as well as on how to draw on these languages as a rich resource for learning.

These workshops will be offered to:

- Language teachers
- Other subject teachers
- Teacher educators
- School administrators
- School leaders

Les ateliers proposeront un soutien pour optimiser les langues d'origine des enfants, ainsi que pour tirer parti de ces langues comme étant une ressource précieuse pour l'apprentissage.

Cette offre s'adresse aux:

- Enseignant·e·s de langues
- Enseignant·e·s d'autres disciplines
- Formateur·trice·s d'enseignant·e·s
- Administrateur·trice·s d'établissement scolaires
- Chef·fe·s d'établissements scolaires

2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019-2020	2021	2022	2023
• Belgium (FL) • Czech Republic • Finland • Greece • Iceland • Ireland • Poland	• Austria • Belgium (FR) • Czech Republic • Estonia • Finland • Greece • Latvia • Malta • Slovenia	• Albania • Armenia • Denmark • France • Greece • Latvia • Portugal • UK: Scotland	• Austria • Estonia • Greece • Iceland • Malta • Norway • Portugal • Slovenia • Spain	• Armenia • Denmark • Greece • Latvia • Malta • Portugal • Romania • Slovakia • Sweden	• Austria • Belgium • Croatia • Cyprus • Ireland • Lithuania • Norway • Poland • Slovakia • Sweden	• Armenia • Croatia • Estonia • Germany • Greece • Ireland • Lithuania • Portugal • Slovakia	• Belgium (2) • Czech and Slovak Republics • Estonia • Ireland • Lithuania • Montenegro • Portugal • Serbia • Sweden

71 workshops in 29 countries

71 ateliers dans 29 pays

Setting up learning environments where modern languages flourish

Mettre en place des environnements d'apprentissage optimisés pour et par les langues vivantes

Jonas Erin

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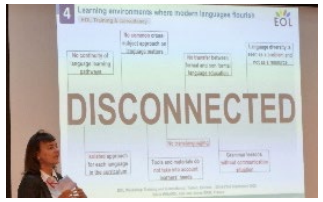
A holistic approach – Une approche holistique

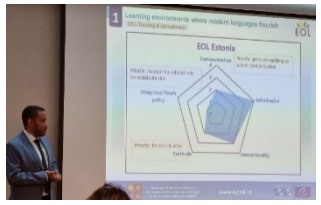
4 levels

5 areas

How to…	Learner	Class	School	System
1. Improving communication				
2. Valuing languages				
3. Fostering inter-cultural experience				
4. Enriching curricula & pathways				
5. Supporting non-formal learning				

56 innovative tools – 56 outils innovants





LIFT IT UP

From a single idea to a global strategy

7. Agree on a global strategy
→ Action plan

6. Culture, structure, people: Identify the challenges

5. Widen the project at a whole school level

4. Cooperate with partners

3. Set up a project

2. Define the approach

1. Share an idea
→ Motivation

BREAK IT DOWN

Bring your action to life

Tailor made workshops - Des ateliers sur mesure

Template

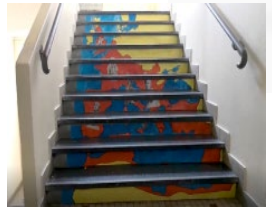
Available in English – Français – Deutsch

Day 1 – School teams, policy makers, educators

Ice breaking
Step 1: Challenges and opportunities in your context
Step 2: Input and ideas: what would be transferable to your context?
Step 3: Understanding the scope of learning environments
Step 4: Discovering the holistic approach to languages
Step 5: The whole process from a single idea to a whole school strategy

Day 2 – School teams

Step 6: Transversal competences: how to break it down to the learners' needs
Step 7: Setting up your own action plan
Step 8: Networking
Step 9: Impact of Artificial Intelligence on learning environments
Step 10: Crisis management
Conclusion and feedback



Our expert team – Notre équipe d'experts

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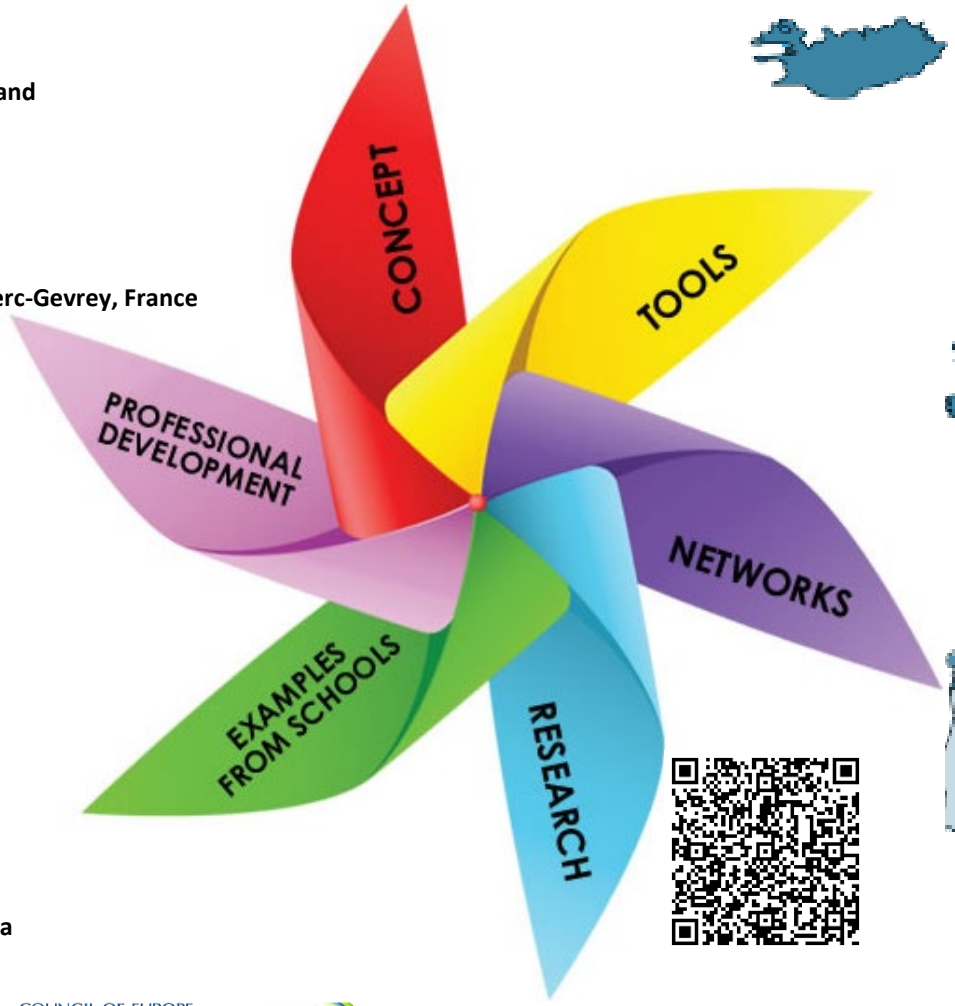
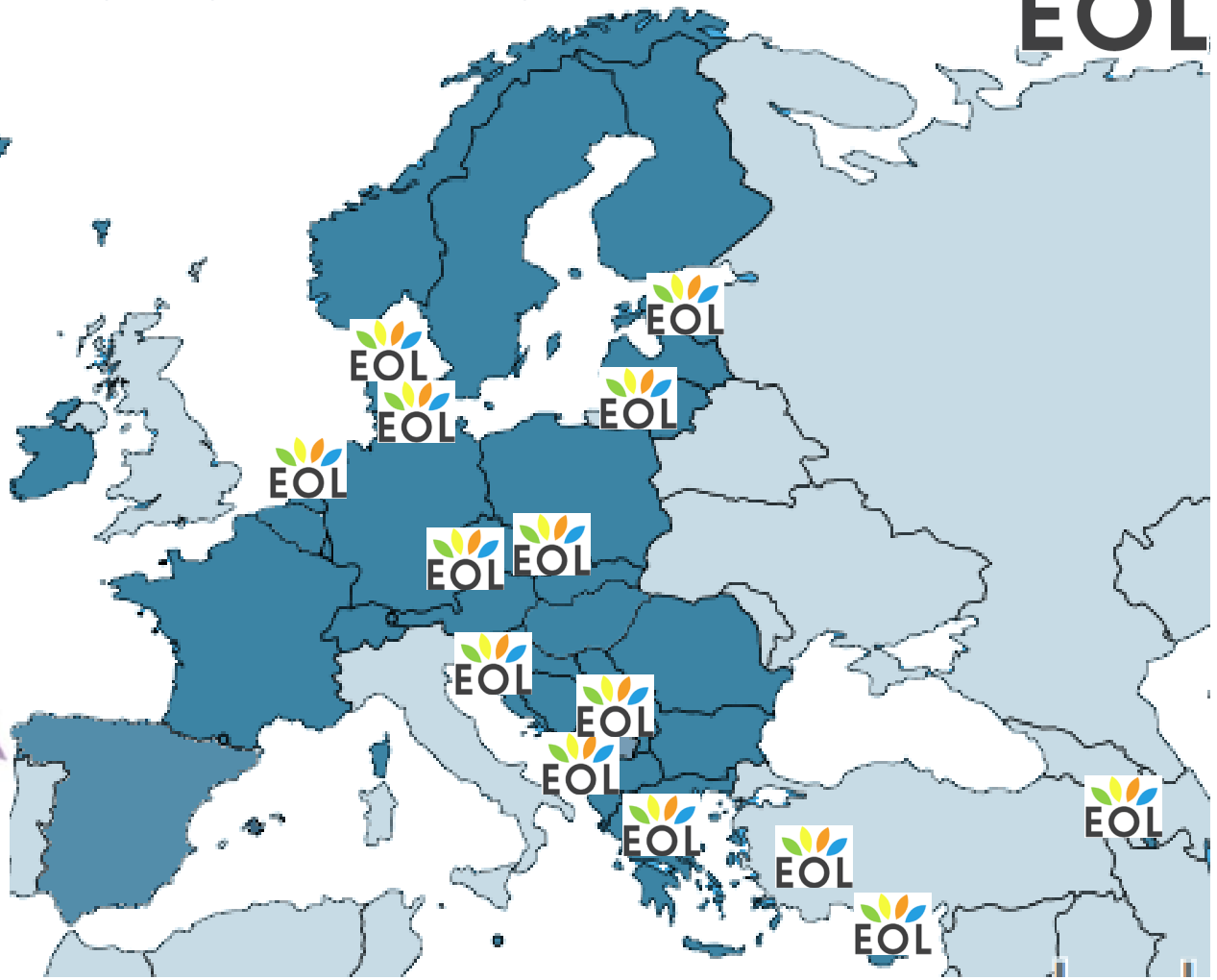
Marie-Christine Clerc-Gevrey, France

Jonas Erin, France

Silvia Minardi, Italy

Lea Štiberc, Slovenia





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Quality education in Romani for Europe

Une éducation de qualité pour le romani en Europe

David Little

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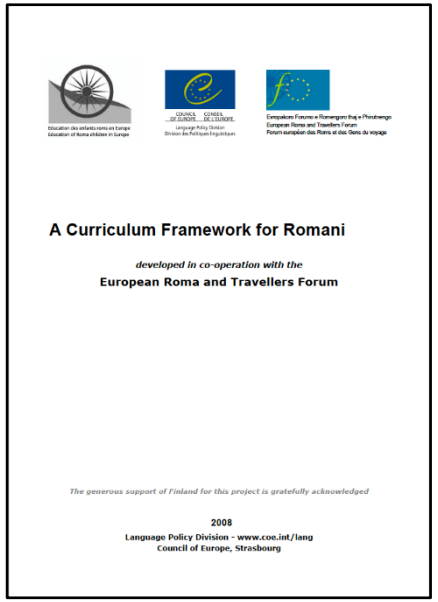
Three tools developed by the Council of Europe / Trois outils développés par le Conseil de l'Europe



Cadre curriculaire pour le romani

European Language Portfolio
Portfolio européen des langues

6 à 11 ans /
6 to 11 years

11 à 16 ans /
11 to 16 years

Available in seven languages: English, Romani, Czech, German, Lovari, North Central Romani, Serbian

Disponibles en sept langues : anglais, allemand, lovari, romani, romani central nord, serbe, tchèque

The QUALIROM project / Le projet QUALIROM

2010 –2013

(ECML/CELV > Resources > QualiRom)

- Project of the European Union and the ECML
- Learning materials developed in six Romani varieties
  - Arlije
  - East Slovak
  - Finnish
  - Gurbet
  - Lovara
  - Kalderaš

- Projet de l'Union européenne et du CELV
- Matériel d'apprentissage développé en six variétés du romani
  - Arlije
  - East Slovak
  - Finnish
  - Gurbet
  - Lovara
  - Kalderaš

QualiRom Training and Consultancy / QualiRom formation et conseil

2016–2019

- Consultancy on the Curriculum Framework for Romani for curriculum development
- Consultancy and training
  - on the Curriculum Framework for Romani and corresponding European Language Portfolios for textbook writing and materials development
  - based on the QualiRom teacher training module
- Training on the use of QualiRom materials (and their possible localisation)

- Conseil relatif au Cadre curriculaire pour le romani pour élaborer des programmes d'études
- Conseil et formation
  - sur le Cadre curriculaire pour le romani et les Portfolio européen des langues correspondantes pour la rédaction de manuels et la conception de matériels
  - basé sur le module QualiRom de formation des enseignants
- Formation sur l'utilisation de matériaux de QualiRom (et leur possible localisation)

QualiRom Training and Consultancy / QualiRom conseil et formation

2020–2023

- Shift of focus from teaching/learning Romani to the inclusion of Roma in mainstream classes
- Le passage de l'enseignement / apprentissage du romani à l'intégration des Roms dans l'enseignement ordinaire

Activities / Evénements

- 09.10.2020 – Greece, Ministry of Education and Democritus University of Thrace
- 25.11.2021 – Croatia, Ministry of Education
- 04 and 11.03.2022 – Greece, Ministry of Education and Directorate of Primary Education of Larissa, Thessaly

2024–2027

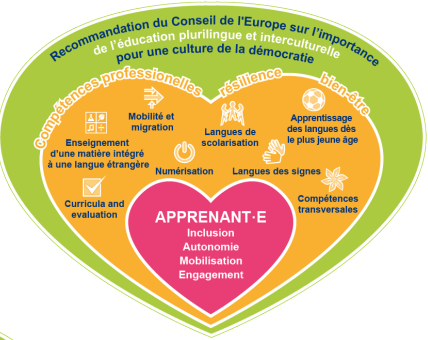
- Offer informed by Romani-Plurilingual Policy Experimentation
- Offre informée par l'expérimentation de la politique romani plurilingue

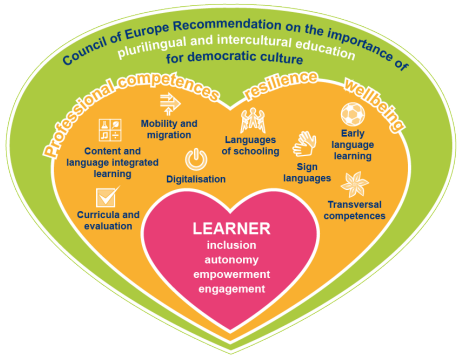
New ECML programme 2024-2027:
Languages at the heart of democracy

Nouveau programme 2024-2027 du CELV :
les langues au cœur de la démocratie

New Projects

- Artificial intelligence in language teaching and learning
- Competences for democratic culture in diverse primary schools
- Language teachers' plurilingual identities, autonomy and wellbeing
- Sign languages – special focus on migrant and refugee children
- Deeper learning in the foreign language classroom
- CLIL teaching materials for 21st century competences





New Think Tanks

- Valorising and assessing home languages
- Mediation in primary language learning

Bridging developments and implementation

- First steps towards implementing CM/Rec (2022)1- adapting ECML resources, measuring impact
- Integrated didactics in support of CM/Rec (2022)1

Questions / Remarks / Outlook

Questions / Remarques / Perspectives