

EOL-Matrix: parameters which lead to learning environments where modern languages flourish

The matrix gives an overview over different fields and areas that might support schools developing learning environments where modern languages flourish. By matching four “environmental levels” with five dimensions of language learning, the matrix should help schools identifying new opportunities for and through languages. The goal is modelling your school towards a language friendly learning environment. The matrix is a dynamic tool. The matrix will be connected to a glossary and different tools and resources.

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

Developing learning environments where modern languages flourish should support the learning of modern languages by combining pluralistic approaches¹:

- **Intercomprehension between related languages:** Intercomprehension contributes to reflect on linguistic and proximity between languages. It fosters awareness on language repertoires and communication strategies. Learning how to use the seven sieves for example leads quickly to metalinguistic and cross-linguistic skills and to the capacity of using several languages in the same situation.
- **Awakening to languages:** Language awakening and awareness generates Interest on language learning and language diversity. It helps learners to go over some bias and to reject language scaling. The aim is to develop a positive attitude towards language learning and language diversity.
- **Intercultural approach:** Experiencing intercultural encounters and collaborating with partners, who speak other languages, implies appropriate attitudes which might ease communication problems based on linguistic or cultural misunderstanding. These mediation skills foster reflexive approaches towards other and own language and culture.
- **Integrated didactic approach to different languages studied learning:** Integrated language learning is about how general subjects can be integrated in language use and how every learning space can be part of language learning. It contributes to develop a global didactic, common to all languages.

¹ <http://carap.ecml.at/Keyconcepts/tabid/2681/language/en-GB/Default.aspx>

Learning environment should be considered in a double perspective: for and through languages.

		NANO: learner	MICRO: class	MESO: schools	MACRO: system
1. Language and languages, operational dimension	for	1.1. Supporting language skills <ul style="list-style-type: none"> Language control (standards, variations, registers) Metalinguistics Flexible plurilingualism (dealing with a plurilingual repertoire) 	1.2. Strengthening communicative skills <ul style="list-style-type: none"> Written and oral receptive strategies Writing and speaking strategies Crosslinguistic skills (intercomprehension) Pluriliteracy 	1.3. Setting up school communication policy based on languages <ul style="list-style-type: none"> Language(s) of schooling and academic languages School codes and home languages 	1.4. Fostering global language awareness <ul style="list-style-type: none"> Managing one's plurilingual and multicultural repertoire as a global language system
	through	<ul style="list-style-type: none"> Discursive, reflexive skills Learning with others 	<ul style="list-style-type: none"> Multimodal, digital skills Sense and motivation 	<ul style="list-style-type: none"> Friendly school climate Self-fulfilment, self-esteem 	<ul style="list-style-type: none"> Plurilingual skills Feeling of language safety
2. Valuing languages, ethical dimension	for	2.1. Sensitizing learner's attitudes towards languages <ul style="list-style-type: none"> Towards minority languages and L1 Towards modern languages and language of schooling 	2.2. Evaluating and assessing <ul style="list-style-type: none"> Assessing language profiles Recognizing plurilingual repertoires 	2.3. Setting up a whole-school language policy <ul style="list-style-type: none"> Bringing together individual aims and collective goals High standing of school projects and structures 	2.4. Ensuring and widening language diversity <ul style="list-style-type: none"> Against hierarchy between languages Combining language offer and demand Guaranteeing high quality training
	through	<ul style="list-style-type: none"> Language awareness /awakening and interest in learning languages Responsibility, sense of belonging, taking initiative 	<ul style="list-style-type: none"> Proficiency and evaluation: evaluation goals, evaluation to learn, to understand, to measure learning Self-esteem and feeling of fairness 	<ul style="list-style-type: none"> Safe language environment Respect and trust towards adults Equal opportunities 	<ul style="list-style-type: none"> Training diversity Responsibility
3. Interculturality experiential dimension	for	3.1. Developing citizenship <ul style="list-style-type: none"> Tandem with school partners Immersive, intercultural use of language ; language learning through mobility, immersion and intercultural mediation 	3.2. Implementing a sensitive approach to languages and cultures <ul style="list-style-type: none"> Language learning through arts: music, literature, paintings, photography, etc. 	3.3. Developing international networks <ul style="list-style-type: none"> Partnership and cooperation Individual and collective mobility programmes Incoming and outgoing mobility 	3.4. Enhancing interconnections for inclusion <ul style="list-style-type: none"> Widening the offer for professional development through partnerships
	through	<ul style="list-style-type: none"> Intercultural competencies Democratic culture and sense of alterity 	<ul style="list-style-type: none"> Artistic and cultural education Transcendence, going beyond one's limits 	<ul style="list-style-type: none"> Democratic education Empathy and sense of alterity 	<ul style="list-style-type: none"> European integration Singularity and Solidarity

4. Enriching curricula, curricula based dimension		4.1. Valuing language biographies and repertoires	4.2. Teaching languages for learning – interdisciplinarity	4.3. Ensuring cross curricular continuity	4.4. Promoting collective intelligence
	for	<ul style="list-style-type: none"> • One's plurilingualism • Other people's plurilingualism 	<ul style="list-style-type: none"> • Interdisciplinary projects / team-teaching • Integrated (CLIL) or bilingual teaching • Immersive or language sensitive learning 	<ul style="list-style-type: none"> • Learners' progression • Language bridges • Lifelong learning 	<ul style="list-style-type: none"> • Teamwork and network • Linking practice, training and research • Transferring experience knowledge, expert knowledge and practical knowledge
	through	<ul style="list-style-type: none"> • Reflexive skills • Self-fulfilment 	<ul style="list-style-type: none"> • Working / training on projects • Initiatives and entrepreneurship 	<ul style="list-style-type: none"> • Accepting school rules • Trust through transparency 	<ul style="list-style-type: none"> • Social et collaborative skills • Sense of belonging
5. Everyday languages existential dimension		5.1. Enriching language repertoires according to personal and vocational purposes	5.2. Using all learning fields	5.3. Exploring linguistic landscape	5.4. Building and supporting multilingual environments
	for	<ul style="list-style-type: none"> • Personal work experience abroad or in an international company or association or equivalent 	<ul style="list-style-type: none"> • Combining formal, non-formal and informal language learning • Flipped Classroom, mobile tools (tablets, smartphones, etc.), BYOD approach 	<ul style="list-style-type: none"> • Languages in town, around the school area • Languages of school partners: parents, local networks, associations, etc. • Languages in different learning spaces 	<ul style="list-style-type: none"> • Supporting language diversity • Linking languages and cultures
	through	<ul style="list-style-type: none"> • Training and career advising • Individual fulfilment 	<ul style="list-style-type: none"> • Media skills • Autonomy, independent • Ownership, responsibility 	<ul style="list-style-type: none"> • Democratic education • Learner as mediator, ambassador • Including parents 	<ul style="list-style-type: none"> • Environmental consciousness • Eco-systemic commitment • Global citizenship