



Inspiring language learning and teaching in the early years

Why it matters and what it looks like for children age 3-12



www.ecml.at/inspiringearlylearning

This project supports teachers and educators in preparing young children to successfully face the challenges of a culturally and linguistically diverse world. It aims to support teachers and educators in setting up learning scenarios appropriate for their own particular context, which might range from the largely monolingual to the fully plurilingual.

Linguistic and cultural diversity is actual reality in many schools across Europe, even in contexts which, at first sight, are rather monolingual. In any classroom there will be a variety of languages – some children will be quite fluent in the languages of schooling; others may speak a dialect or regional variant; and other perhaps come from families where one or more different languages are used. All of them will need to develop language competences to develop as learners and as individuals.

As teachers and educators, we cannot possibly know, or have competence in, all the languages that may be present in a school. This is where teachers and parents, working together in their respective roles as professional and parental educators, can provide great benefits for children. Facilitating the kind of inspirational learning where children are encouraged to be curious, questioning, and empowered in their own capacity to learn, provides the impetus and support for them to become autonomous learners.

Envisaged outputs

- A website which includes:
 - information about the project;
 - overall guiding principles for the teaching and learning of languages in the early years;
 - examples of inspiring practice
 - answers to questions and myths about language learning in the early years;
 - practical learning and teaching resources;
 - relevant research findings for this project.
- Recommendations and suggestions for the future development of resources by the ECML and for the adaptation of existing teaching material.

Envisaged outcomes

- To make teachers and educators aware of their own as well as the children's linguistic repertoires and to encourage the use of this in the development of pupils' linguistic, cultural and social competences.
- To support teachers and educators in fostering a positive and welcoming attitude to linguistic, social and cultural diversity.
- To encourage educational institutions in the implementation of a comprehensive, global approach, which aims to provide consistency and continuity in language education from pre-primary to primary and beyond.

PROJECT PERIOD

April 2017 – April 2019

WORKING LANGUAGES

English, French

Project team

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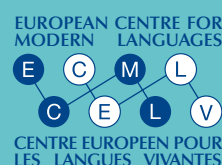
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Related resources

- European portfolio for pre-primary educators – The plurilingual and intercultural dimension
www.ecml.at/pepelino
- Teaching the language of schooling in the context of diversity – Study materials for teacher development
www.ecml.at/maledive



This is a project of the European Centre for Modern Languages within its “Languages at the heart of learning” programme 2016-2019.

The ECML is a Council of Europe institution promoting excellence in language education in its member states.

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