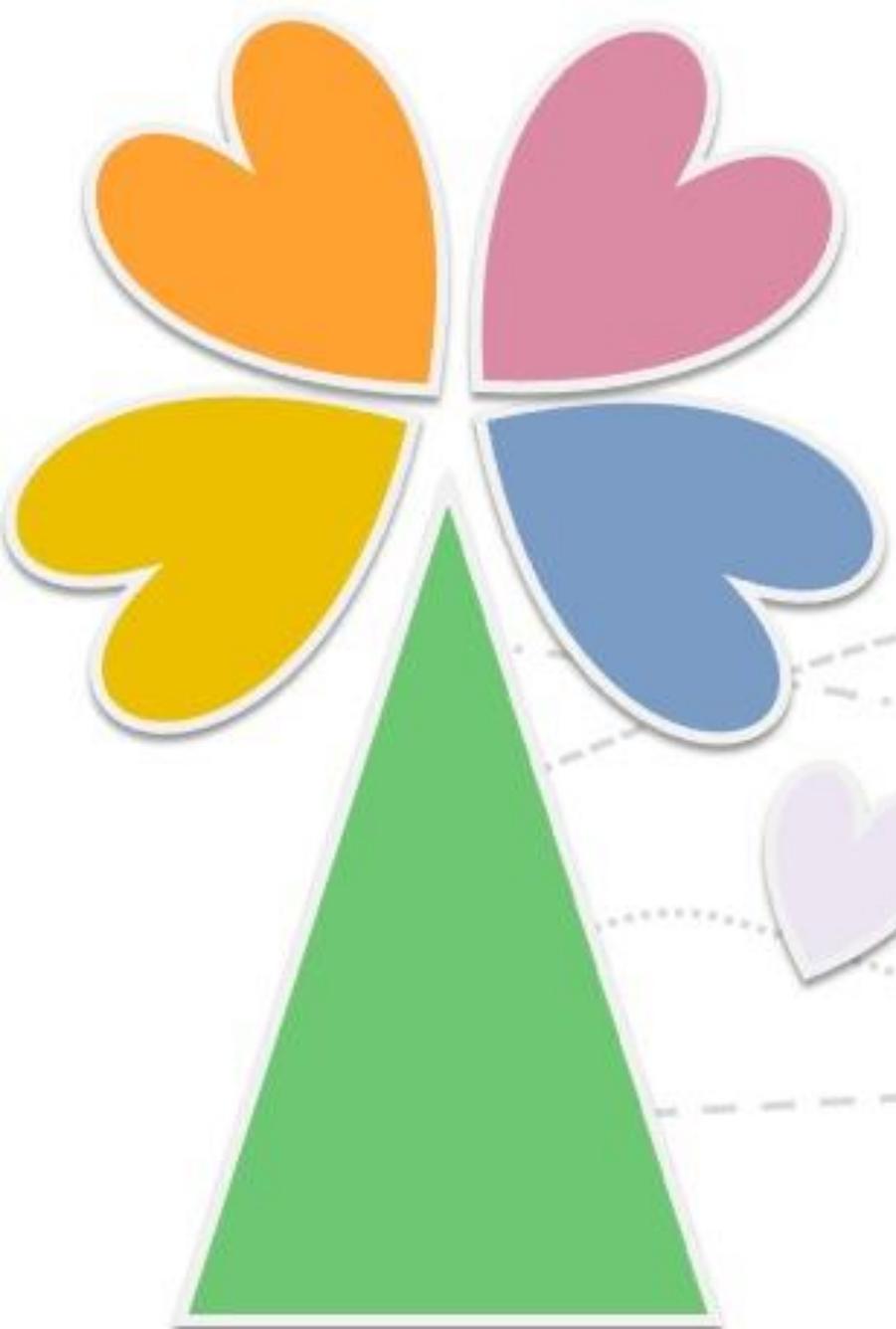


# PALINGUI

Young children's language  
learning pathways

Bienvenue / Welcome /  
Wilkommen



**PALINGUI**  
Young children's language  
learning pathways

Network meeting -  
Wednesday 16<sup>th</sup> & Thursday 17<sup>th</sup> of March  
2022

# Part of the ECML programme "Inspiring innovation in language education: changing contexts, evolving competences"





# Young children's language learning pathways - Making early language learning visible

## Parcours linguistiques de jeunes enfants : Rendre visible l'apprentissage des langues dès le plus jeune âge

### The team / l'équipe

**Ingeborg Birnie**  
University of Strathclyde  
GLASGOW

**Dana Musilova**  
Czech School Inspectorate  
PRAGUE

**Catherine Carré-  
Karlinger**  
Pädagogische Hochschule  
Oberösterreich  
LINZ



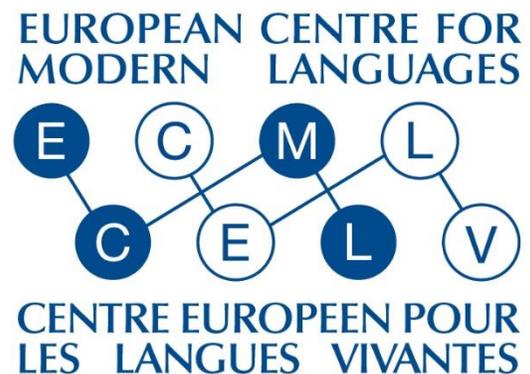
Inspiring innovation in language education:  
changing contexts, evolving competences  
Inspirer l'innovation dans l'éducation aux langues :  
contextes changeants, compétences en évolution

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# Making early language learning visible

## Rendre visible l'apprentissage précoce des langues

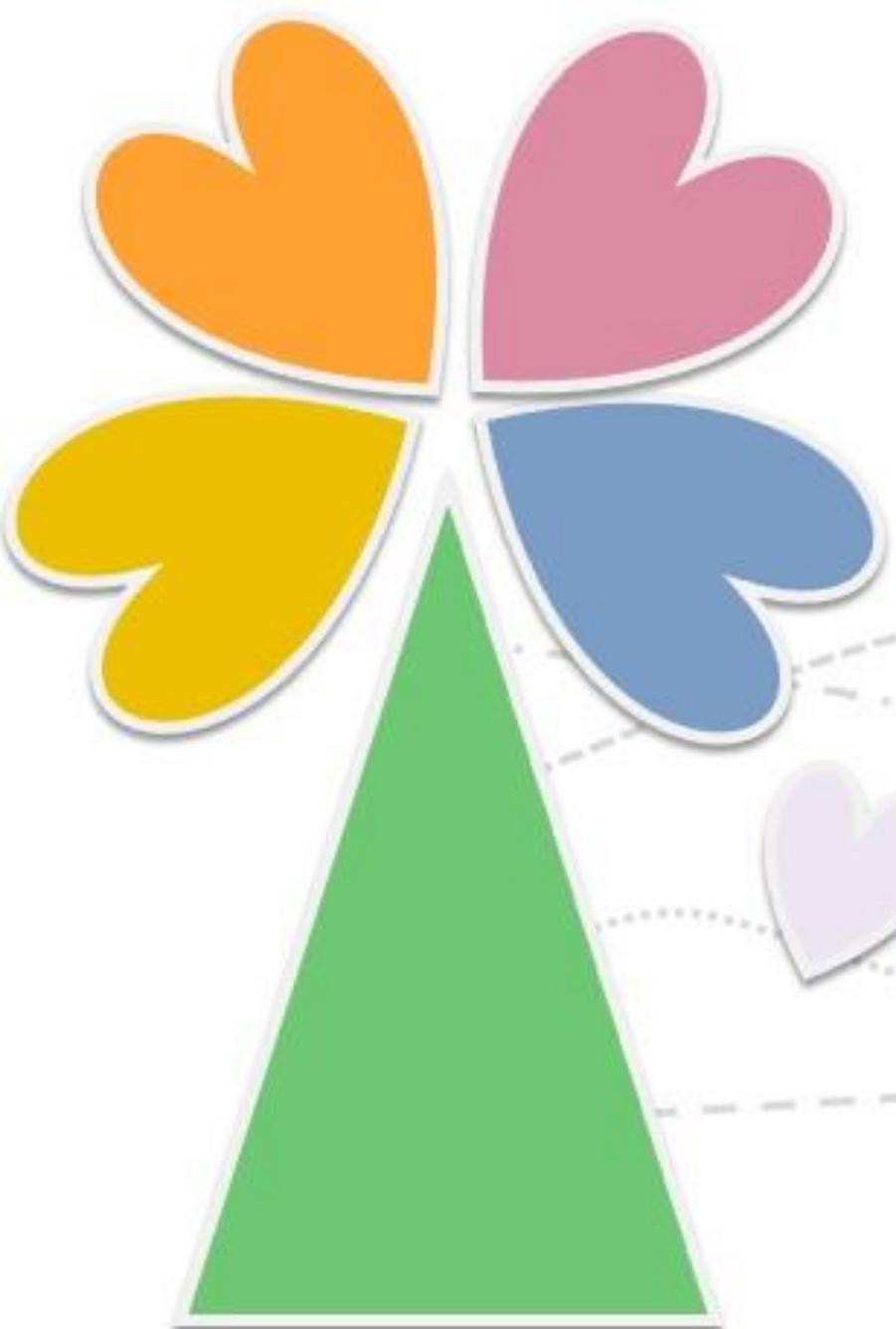


## Overall purpose of the network meeting

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- To foster dialogue and an exchange between experts in a variety of different areas
- To gather reflections and thoughts on aspects of 'young children's language learning pathways'





# PALINGUI

Young children's language  
learning pathways

Focus on children 3 - 12  
aimed at teachers & educators

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# If we have seen further, it is by standing on the shoulders of previous ECML projects

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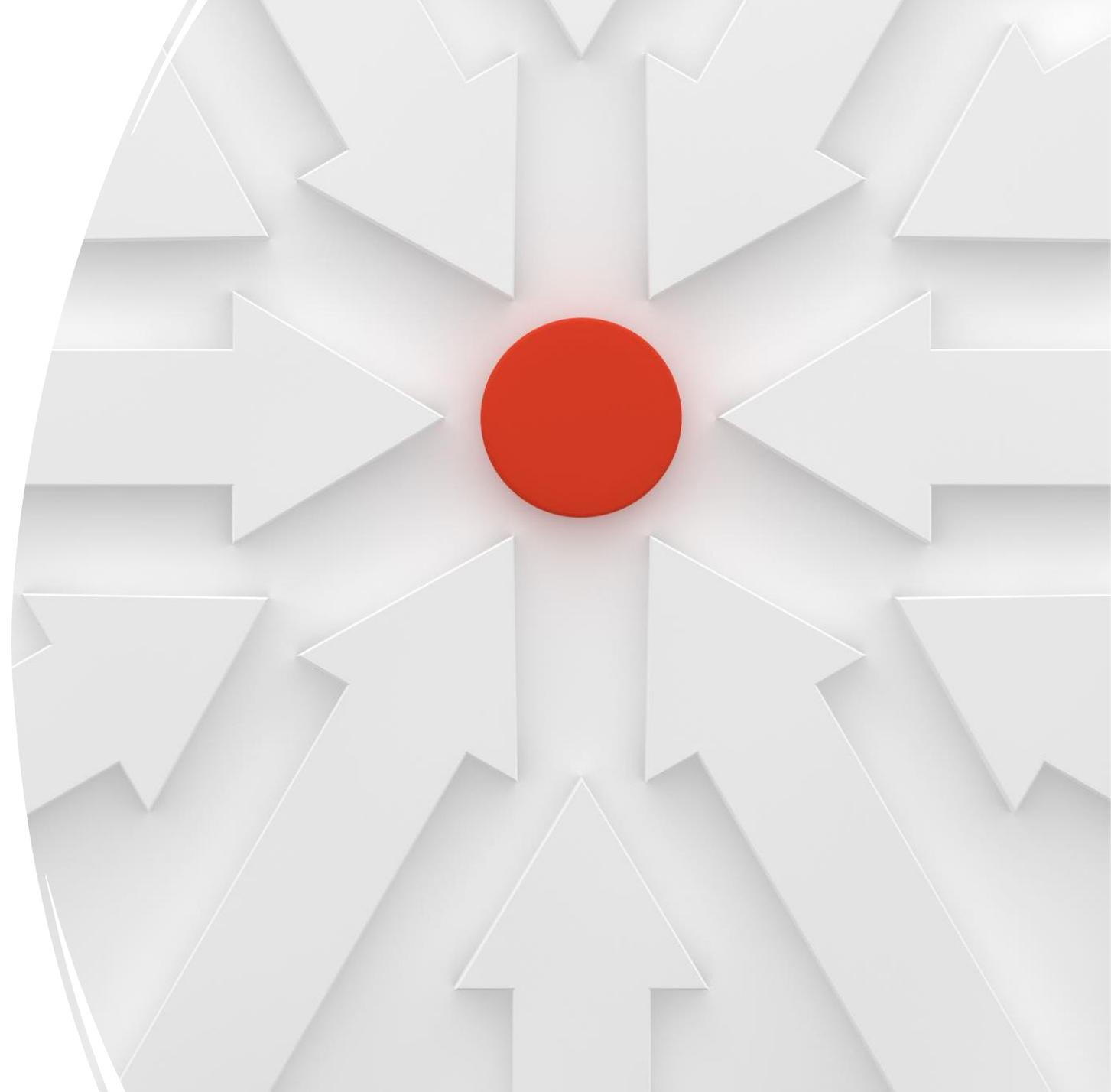
- Pepelino - personal reflection on professional competences (focusing on plurilingual & intercultural dimension of pre-primary children)
- ILLEY - inspiring language learning in the early years (3 -12) (focusing on helping teachers prepare young children to engage with a culturally and linguistically diverse world)



# Aims and objectives of the network meeting

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- Identifying / agreeing common terminology - what do we mean / understand by "observing", "assessment", and "documenting" in the context of supporting language learning pathways
- What are the challenges to supporting different language learning pathways in different contexts and situations
- How can teachers / educators be supported to ensure children can recognise and take the next steps on their language learning journey?





# Young children's language learning pathways - Making early language learning visible

## Parcours linguistiques de jeunes enfants : Rendre visible l'apprentissage des langues dès le plus jeune âge

### Project Output

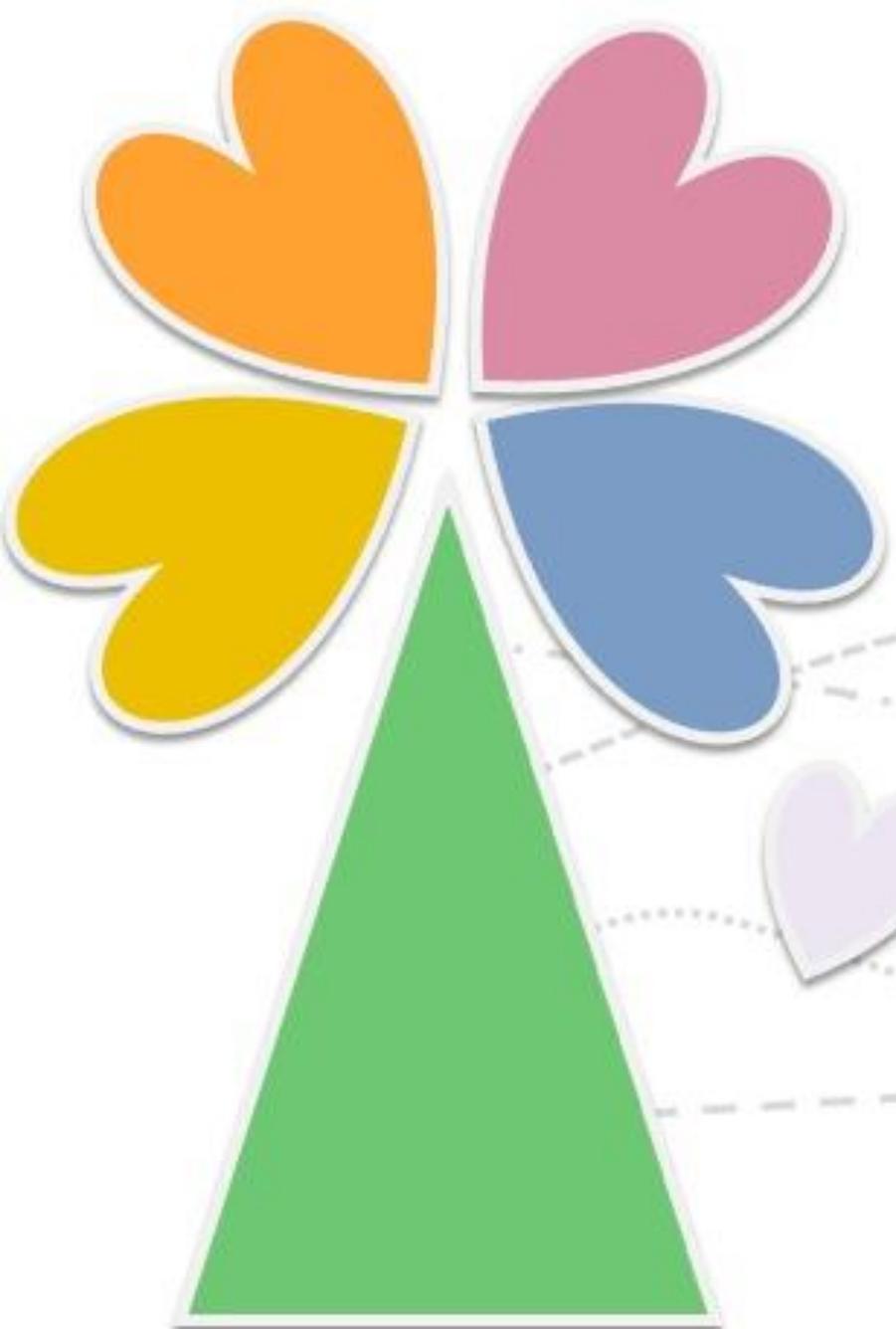
A dynamic website with core principles, definitions, and support materials to support all teachers & educators working with young children (age 3 to 12)



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changing contexts, evolving competences  
Inspirer l'innovation dans l'éducation aux langues :  
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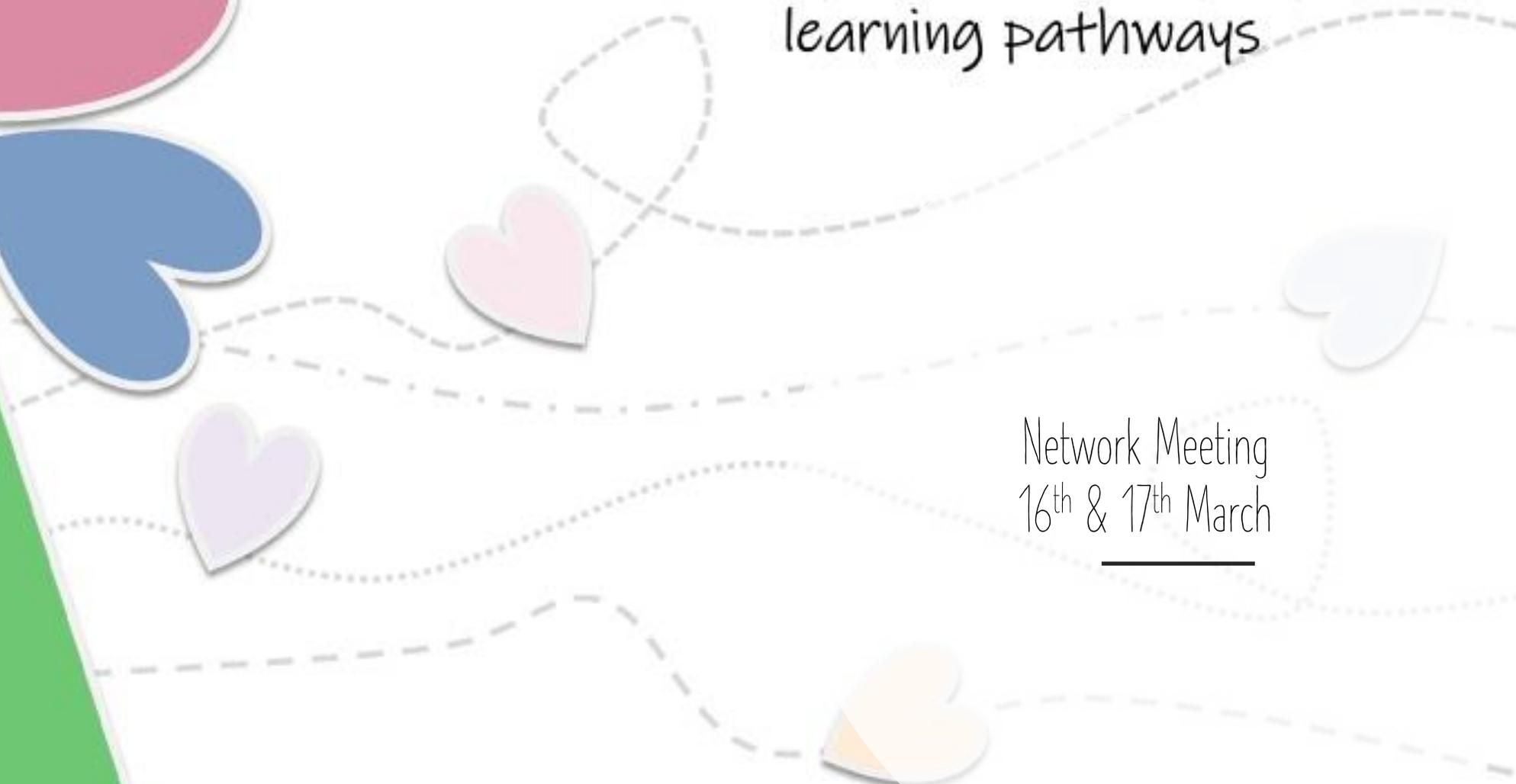
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# PALINGUI

Young children's language  
learning pathways



Network Meeting  
16<sup>th</sup> & 17<sup>th</sup> March

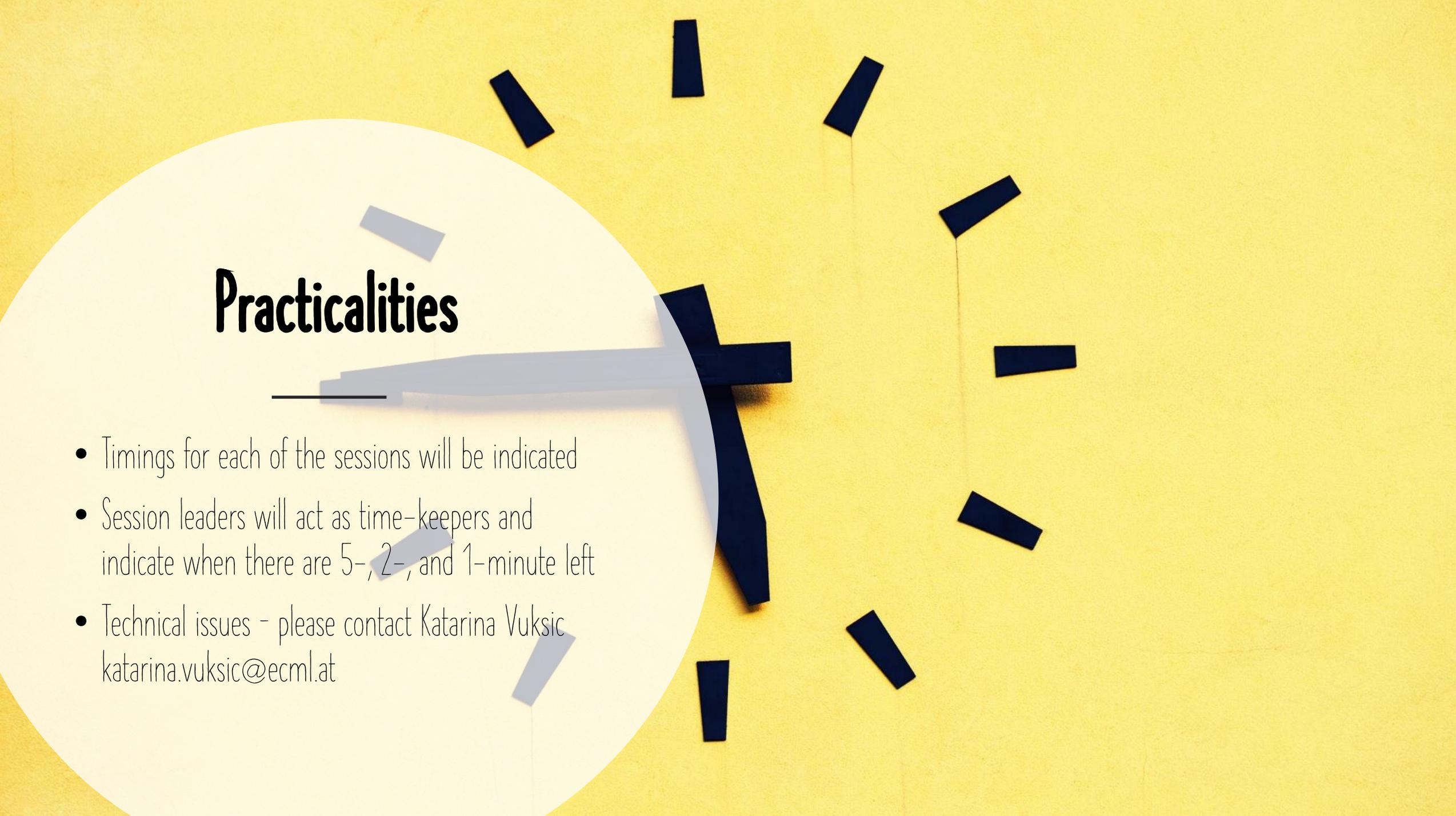
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# Practicalities

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- The language of the meeting will be English, but we welcome contributions in **all** languages
- We will use GoogleDocs; Jamboard, WonderMe and Mentimeter → we will share the links with you in the chat (and links can also be found in the Padlet)
- Any questions you have - please post these in the chat or add them to the JamBoard





# Practicalities

- Timings for each of the sessions will be indicated
- Session leaders will act as time-keepers and indicate when there are 5-, 2-, and 1-minute left
- Technical issues - please contact Katarina Vuksic  
[katarina.vuksic@ecml.at](mailto:katarina.vuksic@ecml.at)

## Fostering dialogue & exchange of ideas ... in the network meeting and beyond

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- Padlet
- Google Document
- JamBoard
- Chat function in Zoom





# Young children's language learning pathways - Making early language learning visible

## Parcours linguistiques de jeunes enfants : Rendre visible l'apprentissage des langues dès le plus jeune âge

### Programme - Wednesday 16th March

Time	Activity
09:00 - 9:30	Opening of the Zoom room & Technical checks
09:30 - 10:45	Session 1: Welcome & introductions
10:45 - 11:30	Virtual networking with coffee break
11:30 - 13:00	Session 2: Making Language learning pathways visible - identifying the opportunities & challenges (1)
13:00 - 14:00	Lunch (screen break)
14:00 - 15:30	Session 3: Making language learning pathways visible - identifying the opportunities & challenges (2)
15:30 - 16:00	Coffee break
16:00 - 17:25	Session 4: How can we make language learning pathways visible - identification / observation
17:25 - 17:30	Collection impressions of Day 1



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# Young children's language learning pathways - Making early language learning visible

## Parcours linguistiques de jeunes enfants : Rendre visible l'apprentissage des langues dès le plus jeune âge

### Programme - Thursday 17th March

Time	Activity
09:00 - 10:30	Session 5: How can we make language learning pathways visible - documentation
09:30 - 10:45	Coffee break
10:45 - 12:15	Session 6: How can we make language learning pathways visible - assessment
12:15 - 13:15	Lunch & screen break
13:15 - 14:45	Session 7: summary & next steps
14:45 - 15:15	Coffee break
15:15 - 16:45	Session 8: Practical outcomes
16:45 - 17:00	Closing session



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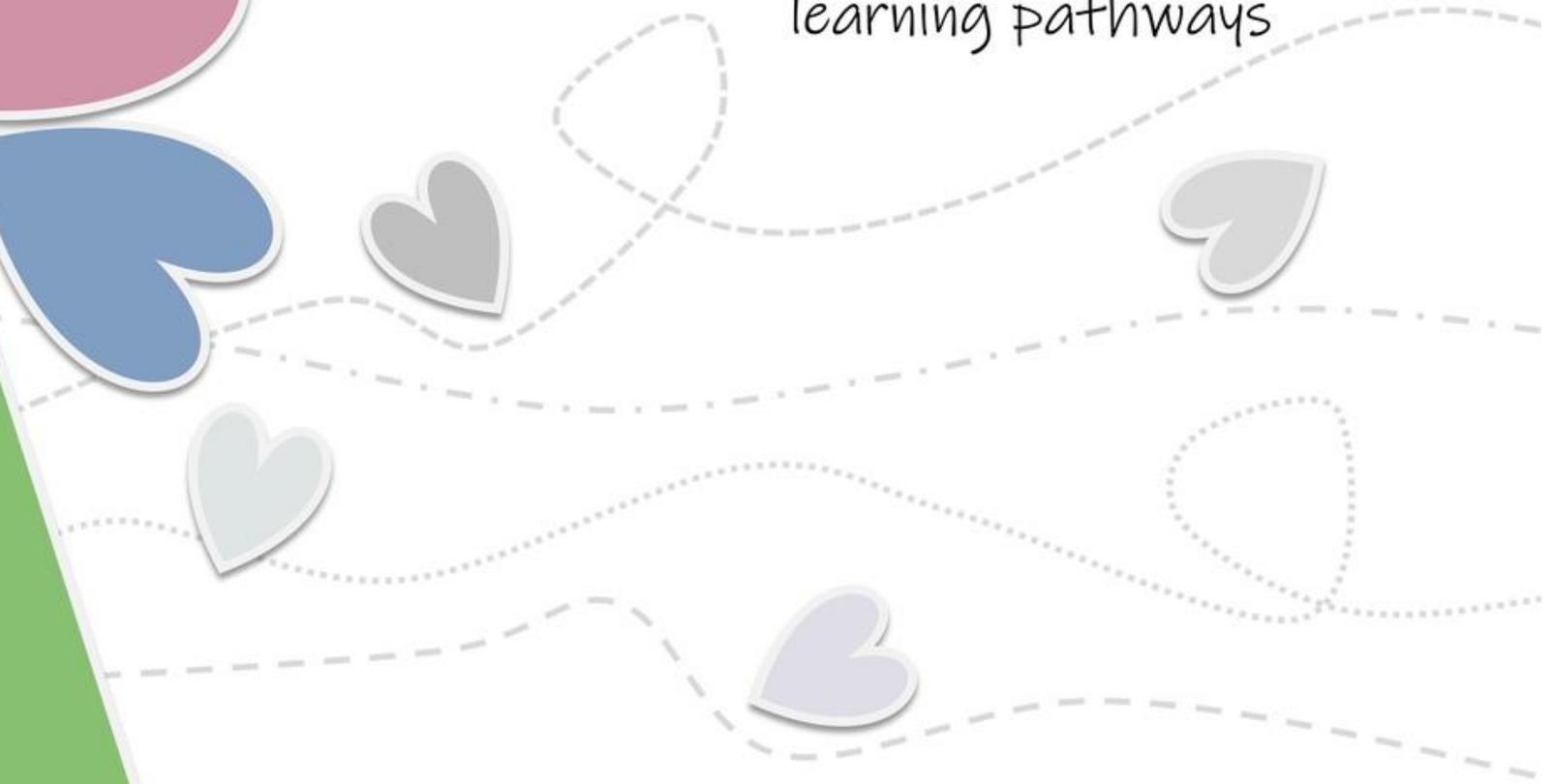
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The logo for PA-LINGUI features the word in a colorful, rounded font. The 'P' is green, 'A' is yellow, 'L' is blue, 'I' is purple, 'N' is pink, and 'G' is orange. The 'U' is yellow. A small, multi-colored flower icon is positioned above the 'I'.

# PA-LINGUI

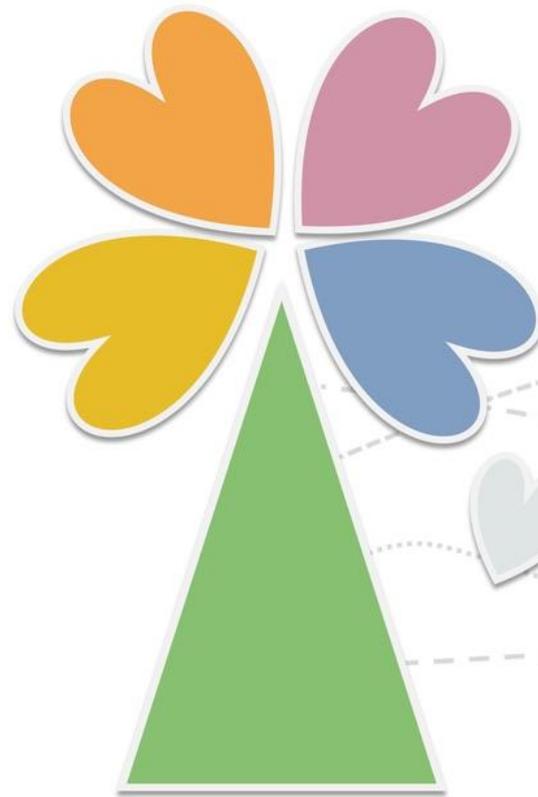
Young children's language  
learning pathways



PALINGUI – why?

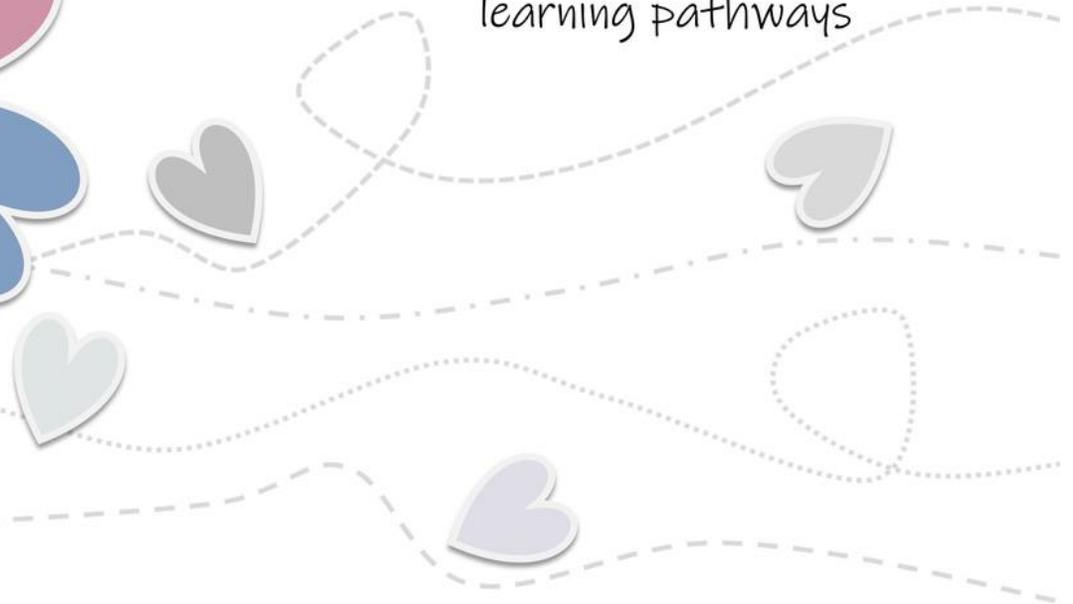
PALNGUI – Pourquoi ?

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PA-LINGUI

Young children's language  
learning pathways



# PALINGUI

Young children's language  
learning pathways



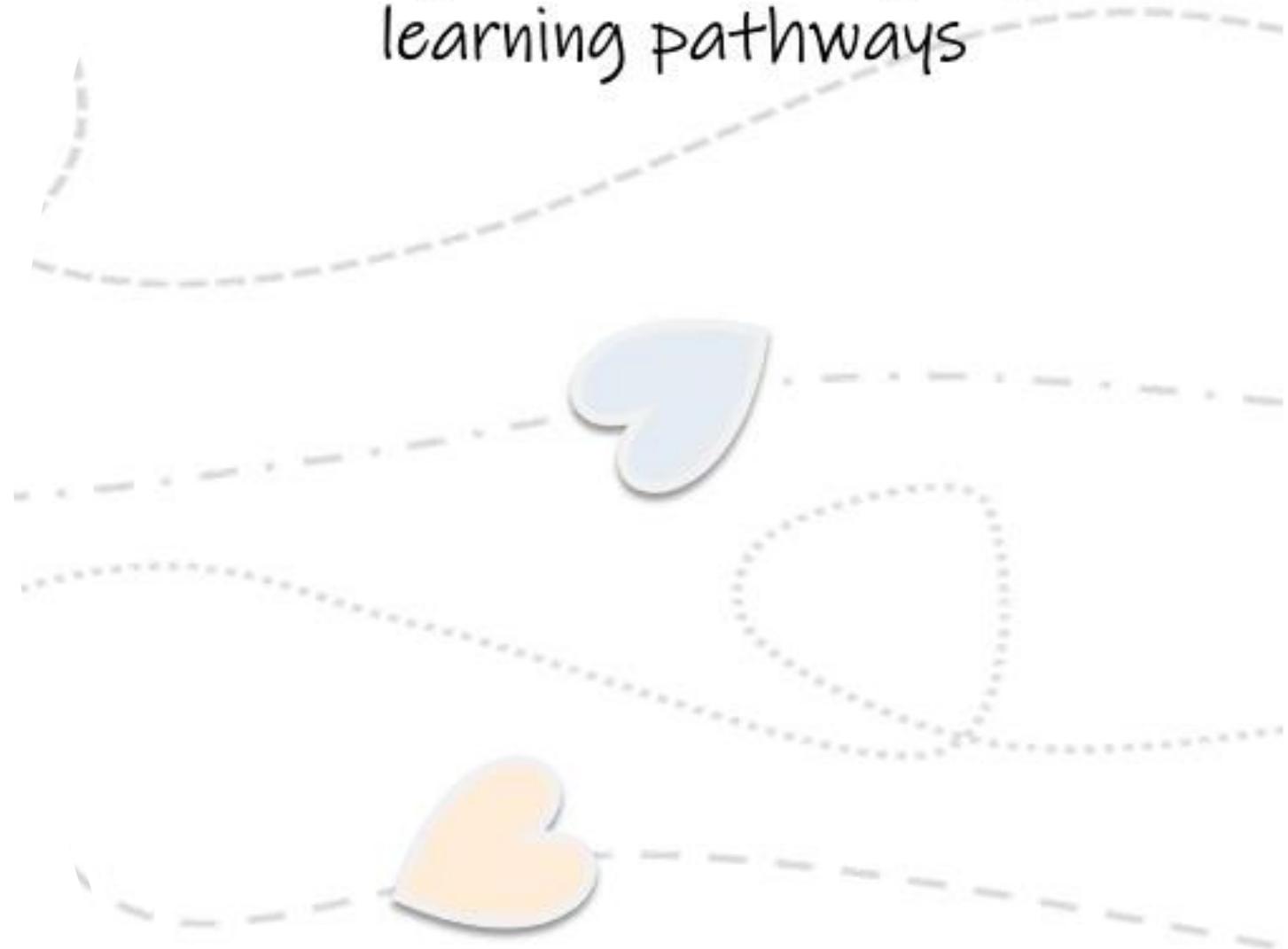
Exploring Language learning pathways

# Starting out on language learning pathways

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- Language learning pathways are more and more diverse even in (traditionally) monolingual contexts
- Children grow up with different languages & cultures - different practices and customs
- Importance of language learning for wider meta-linguistic competences and intercultural awareness

**PALINGUI**  
Young children's language learning pathways



# Valuing language learning pathways

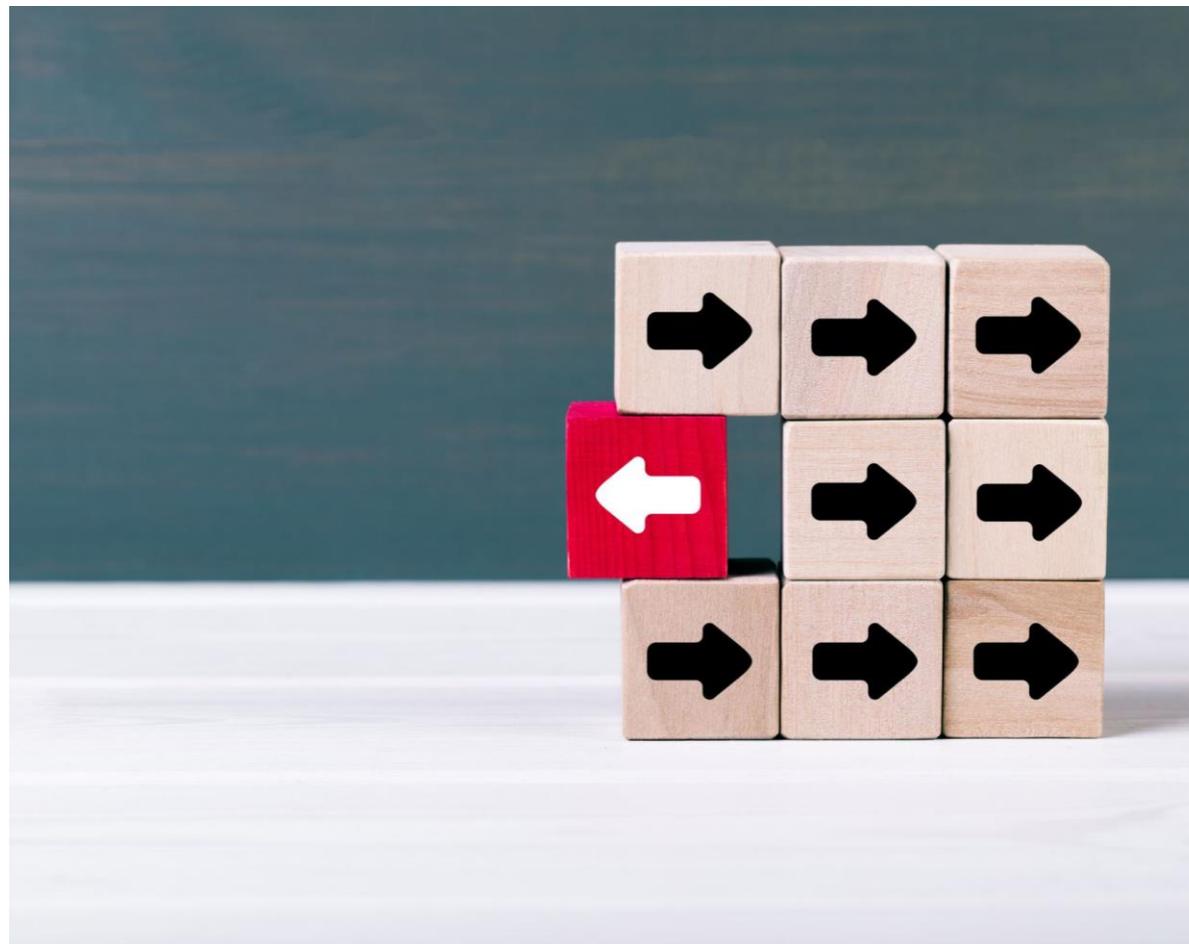
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"I am not allowed to speak Arabic when I am outside playing ... people will just tell me to go back to my own country - but ... I live here"

(interview with 7-year old child by Groothoff)



Language  
learning  
pathways –  
example



## Examples of language learning pathways

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What language or language(s) does this child speak?

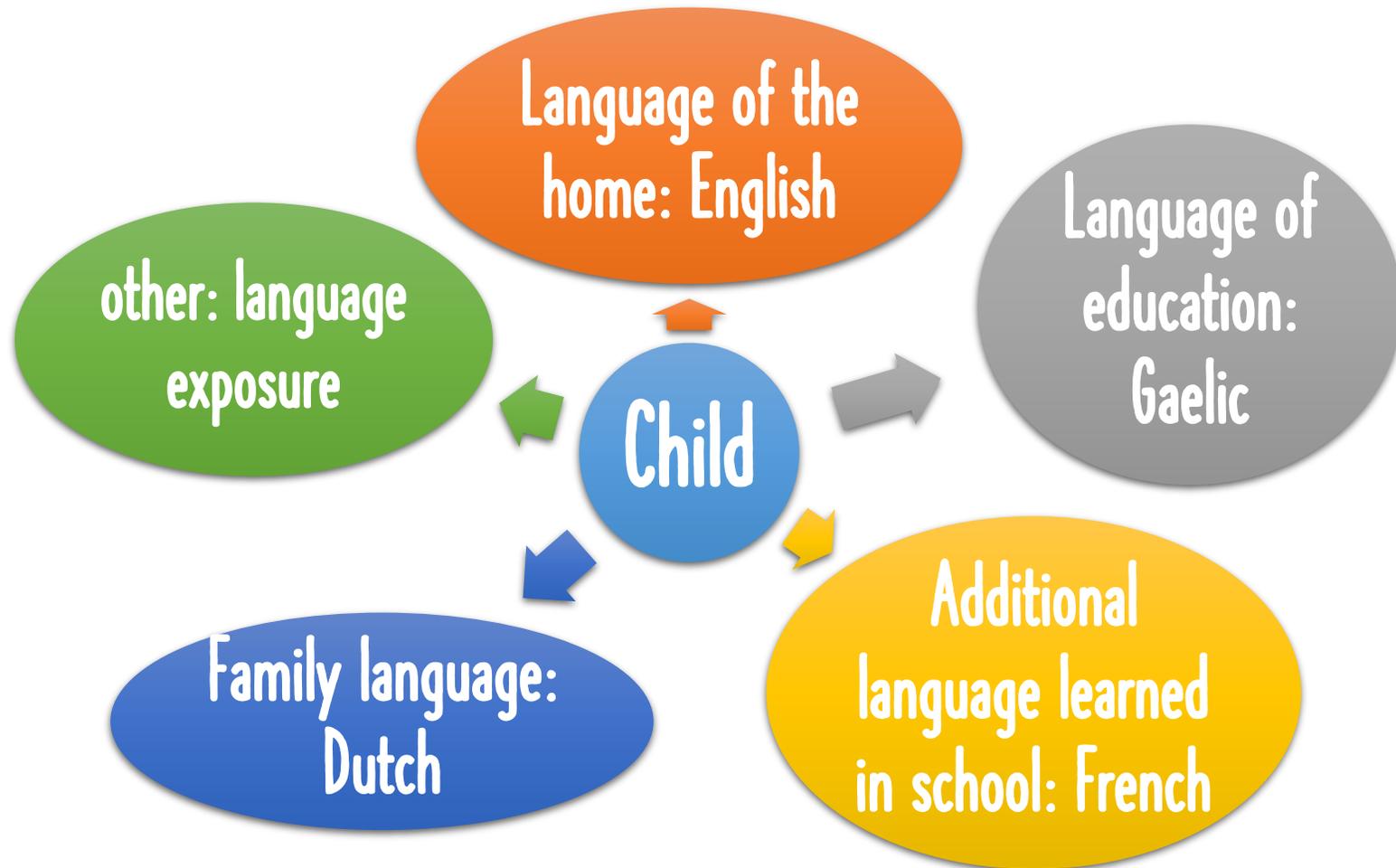


Let's ask him...



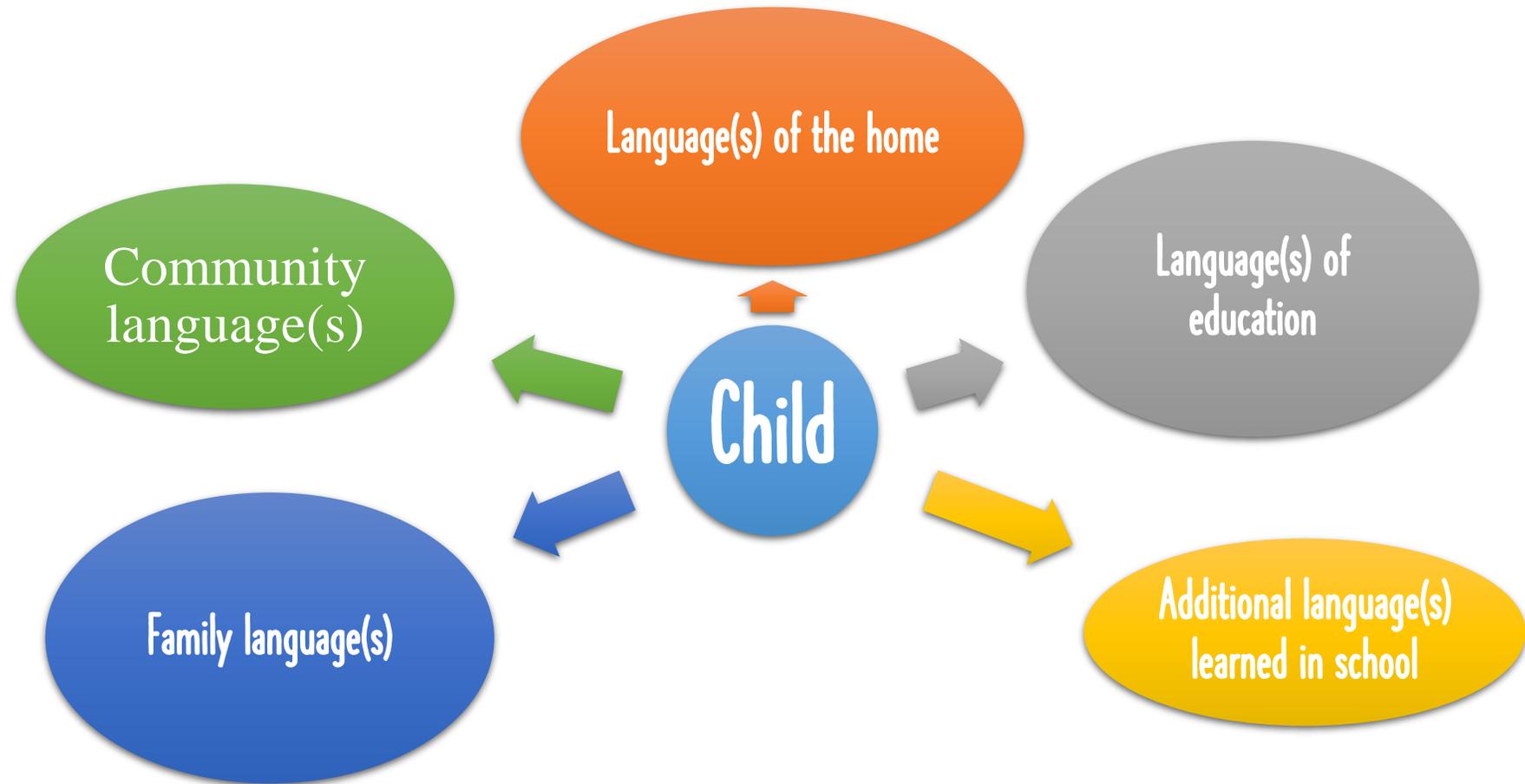
# Language learning pathways

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# Language learning pathways

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English - non-standard variation (Scots) learned as L1 or dominant language in the home

Gaelic  
Language of education

Dutch as additional language (language learning app / tutor)

Urdu - phrases learned from friends

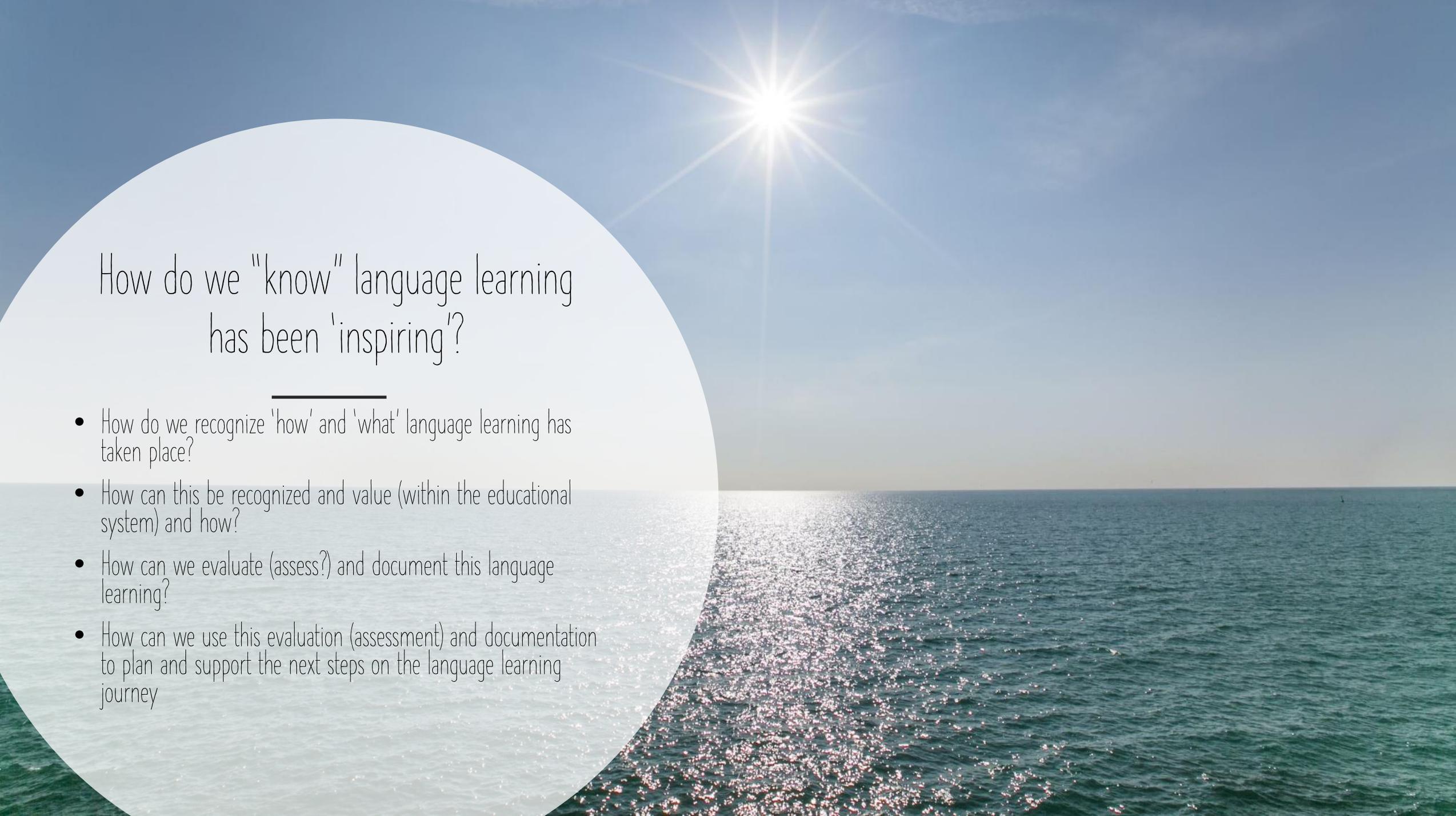
French - taught as an additional language in school

## Example

Same child but different language learning pathways for the languages

Different ways of acquisition (home language, immersion education, additional language learning)

Different domains of use



## How do we "know" language learning has been 'inspiring'?

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- How do we recognize 'how' and 'what' language learning has taken place?
- How can this be recognized and value (within the educational system) and how?
- How can we evaluate (assess?) and document this language learning?
- How can we use this evaluation (assessment) and documentation to plan and support the next steps on the language learning journey

# Questions

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- How do we make this child's language learning pathways visible?
- What languages do we value and how do we show this?





## Key questions about language learning pathways

- How can the different stages of children's language learning be made visible for:
  - Teachers / educators
  - Children
  - Parents
- How can children's language learning be valued & appreciated?
- How can children's language learning be supported?
- How can language learning pathways be supported through daily teaching and learning practices?

Making early language learning visible - some questions:

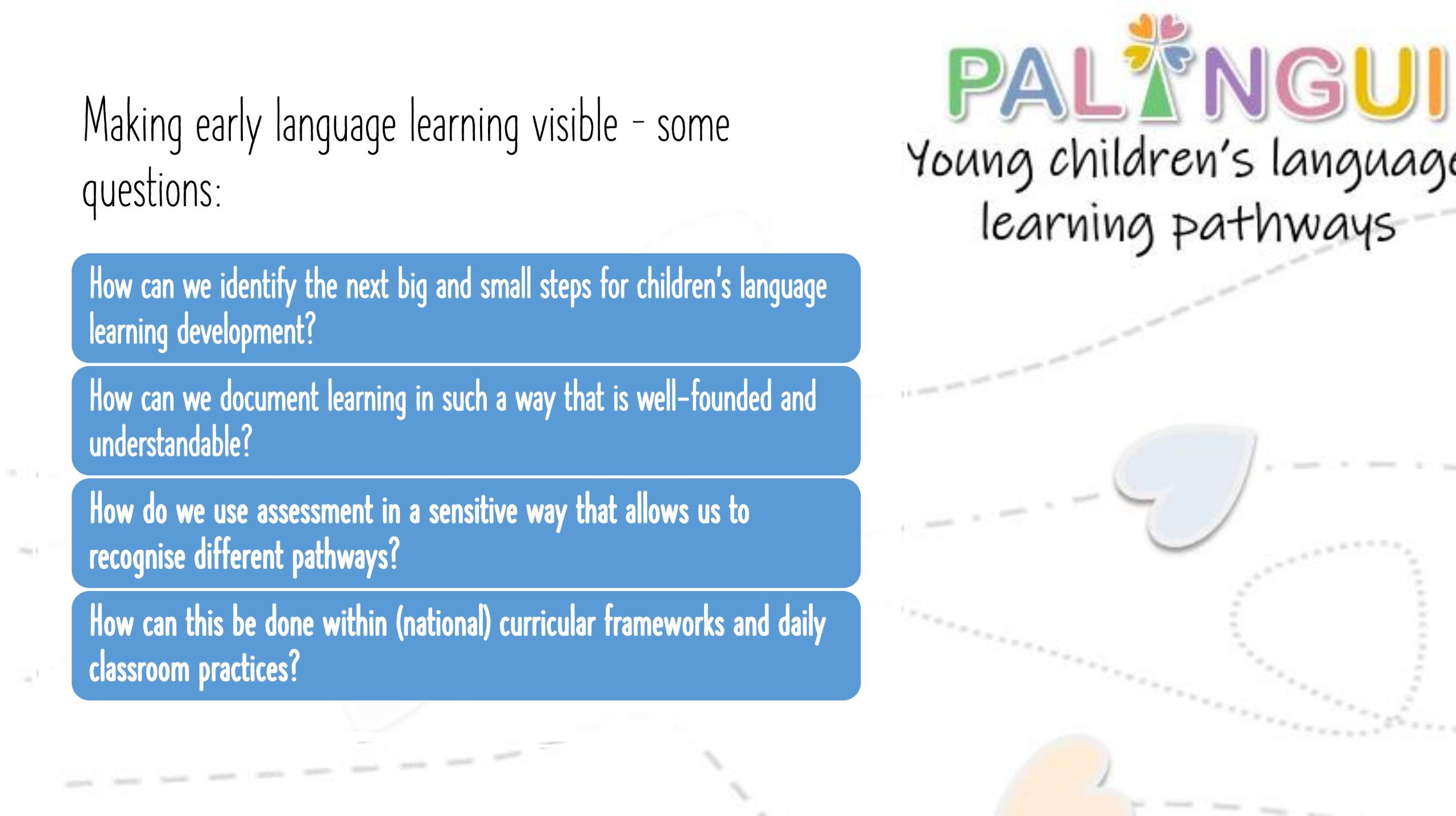
How can we identify the next big and small steps for children's language learning development?

How can we document learning in such a way that is well-founded and understandable?

How do we use assessment in a sensitive way that allows us to recognise different pathways?

How can this be done within (national) curricular frameworks and daily classroom practices?

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Young children's language  
learning pathways



# PALINGUI

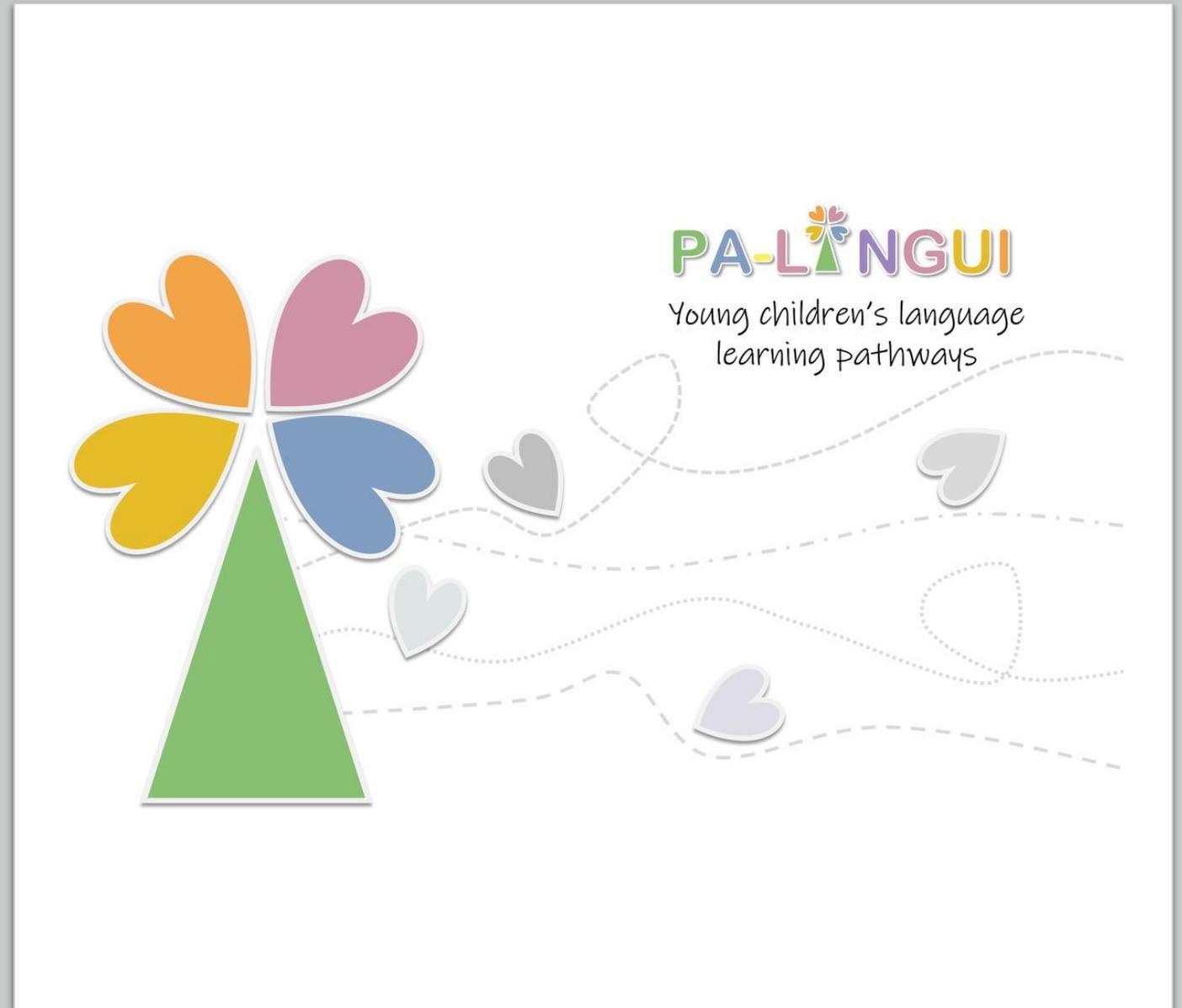
Young children's language  
learning pathways

## Language learning pathways

- Language learning pathways are as individual as the young learners themselves
- Language learning pathways are shaped by the child's individual learning experiences & development
- Steps along the language learning pathways can be big or small

# What does this mean?

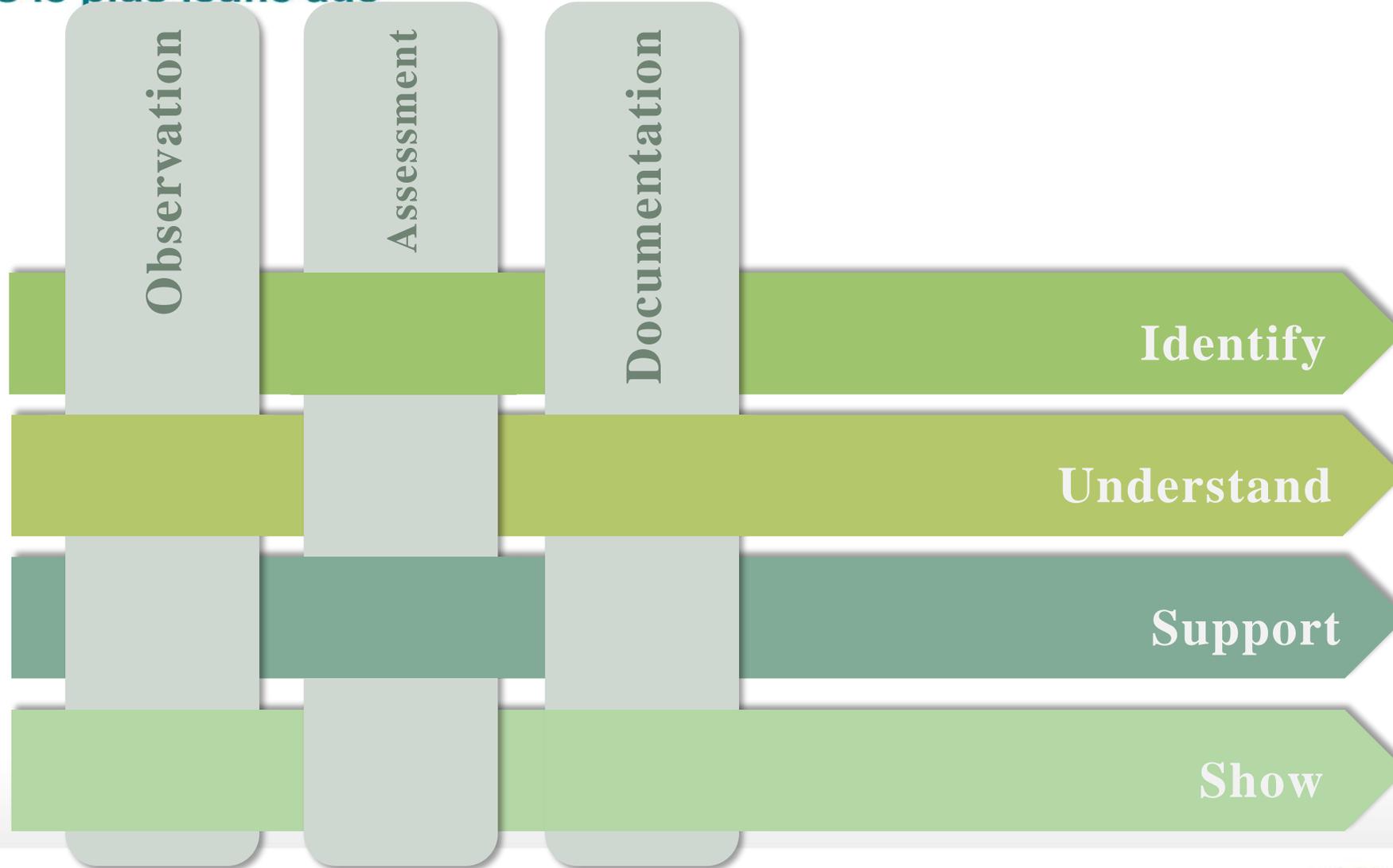
- Reflecting on individual language learning pathways (observation / identification)
- Using assessment to evaluate and support children in taking their next steps on their language learning journey
- Understanding individual language learning pathways through documenting learning steps (however small or big)





# Young children's language learning pathways - Making early language learning visible

## Parcours linguistiques de jeunes enfants : Rendre visible l'apprentissage des langues dès le plus jeune âge



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# PALINGUI - Key principles

Key notions that support the teaching and learning of languages and making language learning pathways visible



# Key principles - language learning is ...

**Meaningful**

**Holistic**

**Active**

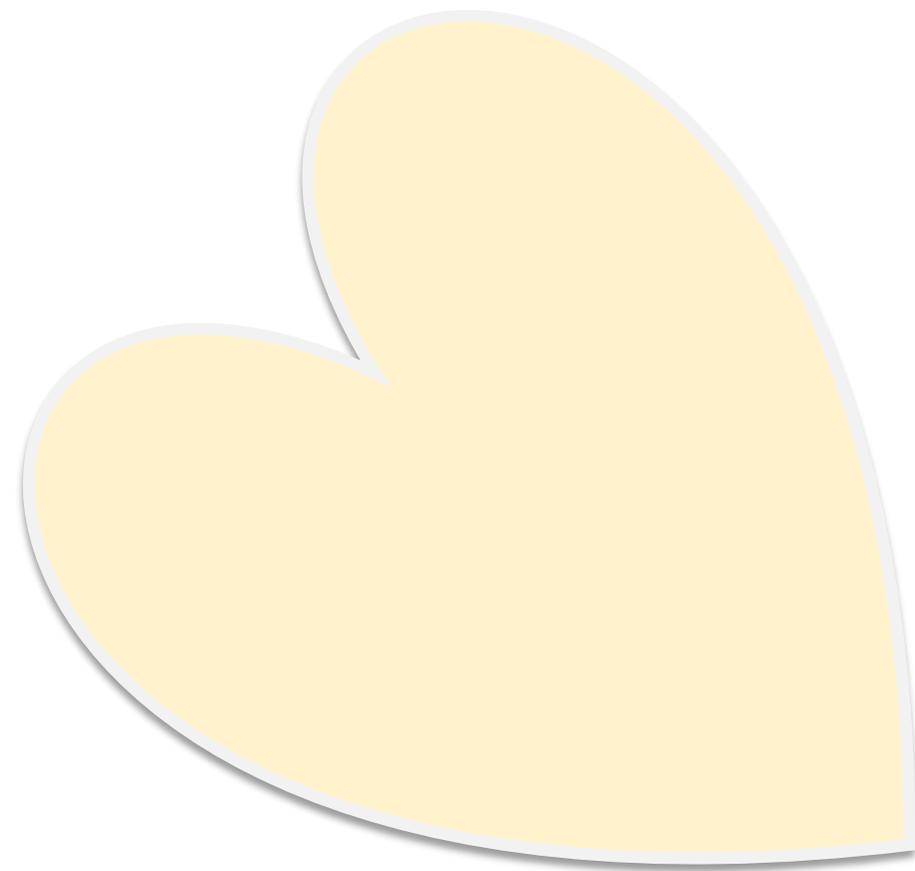
**Relying on (pre-) existing and linguistic repertoires**

**A Social-emotional process**

**Progressive and continuous**

# Language learning relies on the child's existing skills & repertoire

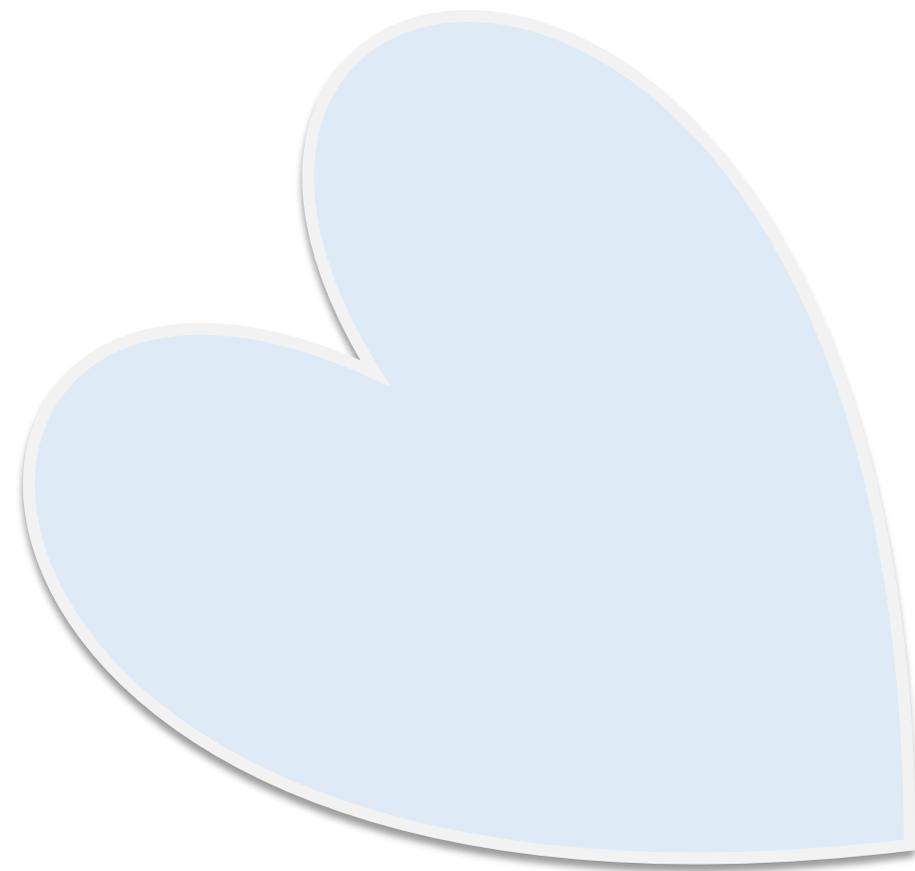
Children come to school with a wide variety of experiences and language learning backgrounds. To allow children to progress and develop their language learning we need to consider, value, and acknowledge the children's prior knowledge and experience.



## Key principles

# Language learning is meaningful

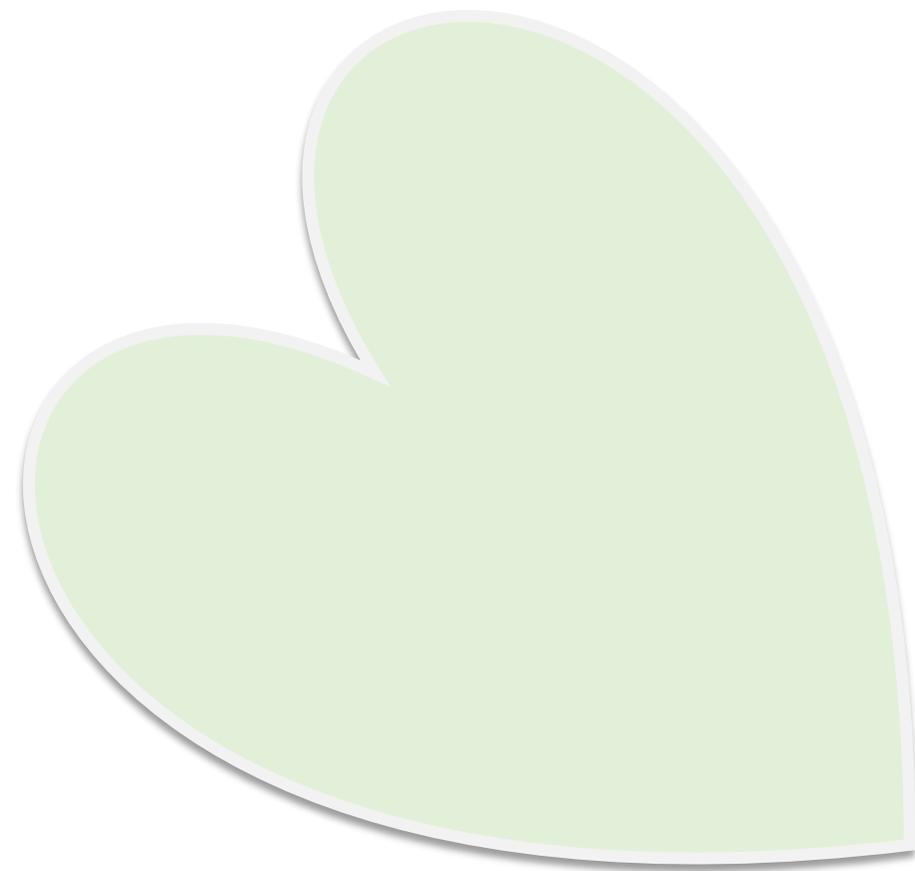
Meaningful language learning allows children to make connections between their prior learning and the world around them. Meaningful language learning creates the conditions in which children can progress their learning through scaffolding and extending their skills



## Key principles

# Language learning is holistic

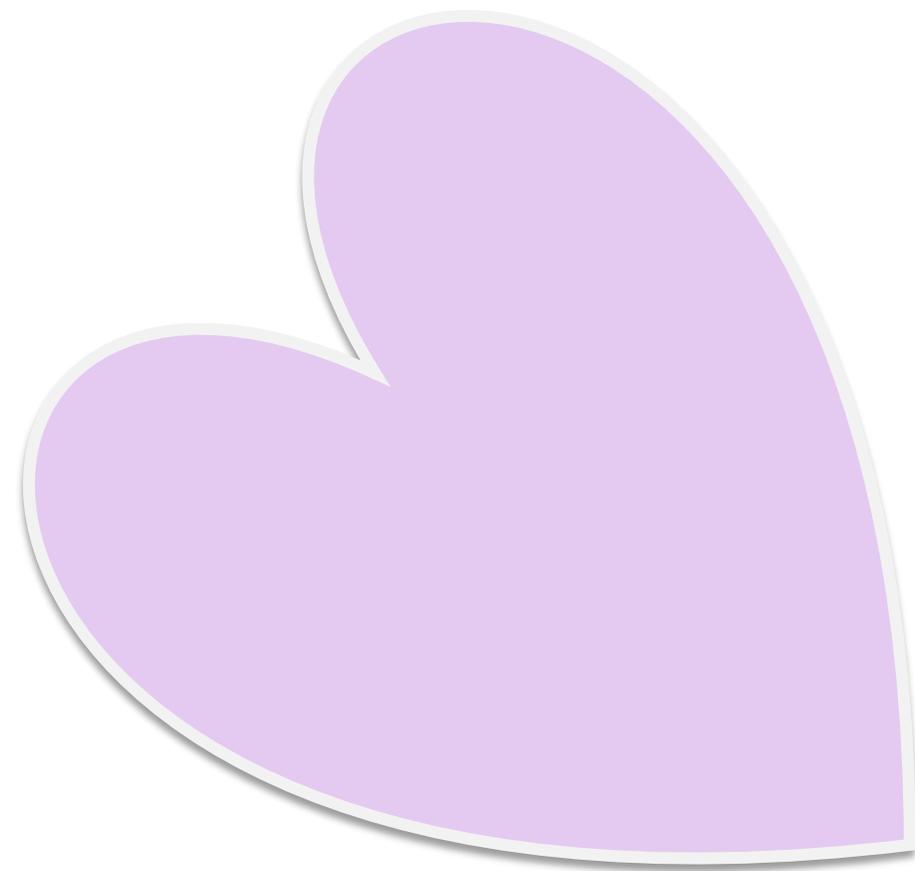
Children interact with the world and people around them in many ways. This means that language learning takes place in many different situations and contexts - both in a school setting but also outside school



**Key principles**

# Language learning is active

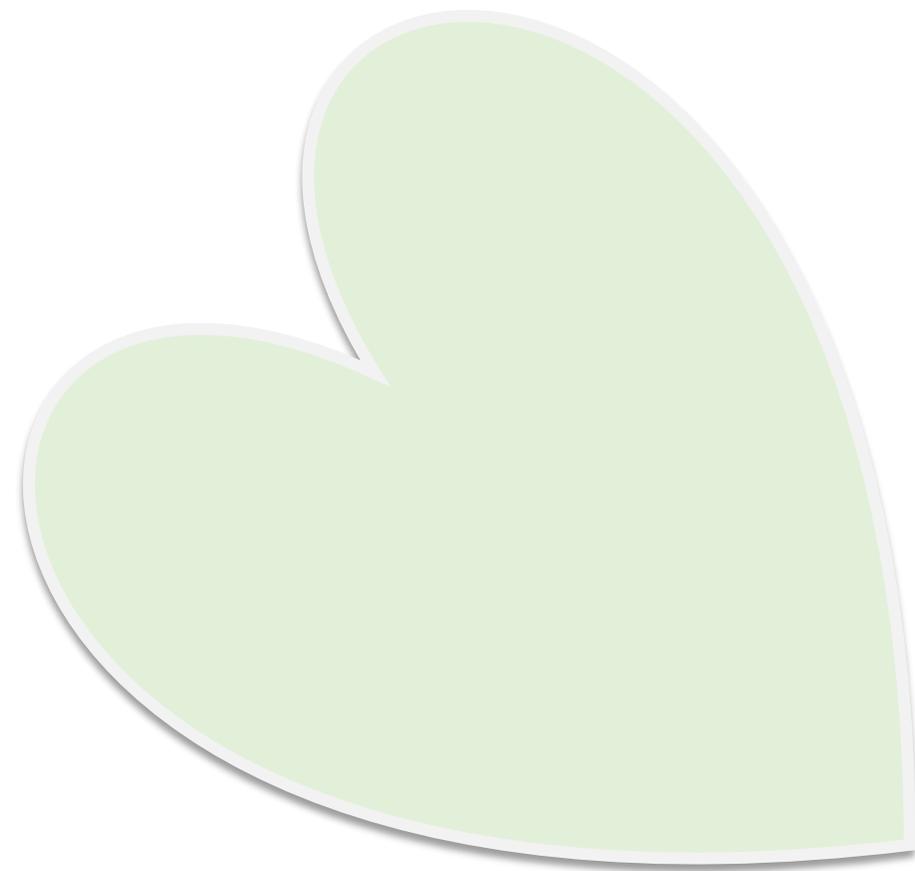
Children learn in a variety of different ways. Supporting children to take ownership of their own (language) learning will give them the opportunity to (co-)construct their own knowledge and understanding



**Key principles**

# Language learning is a socio-emotional process

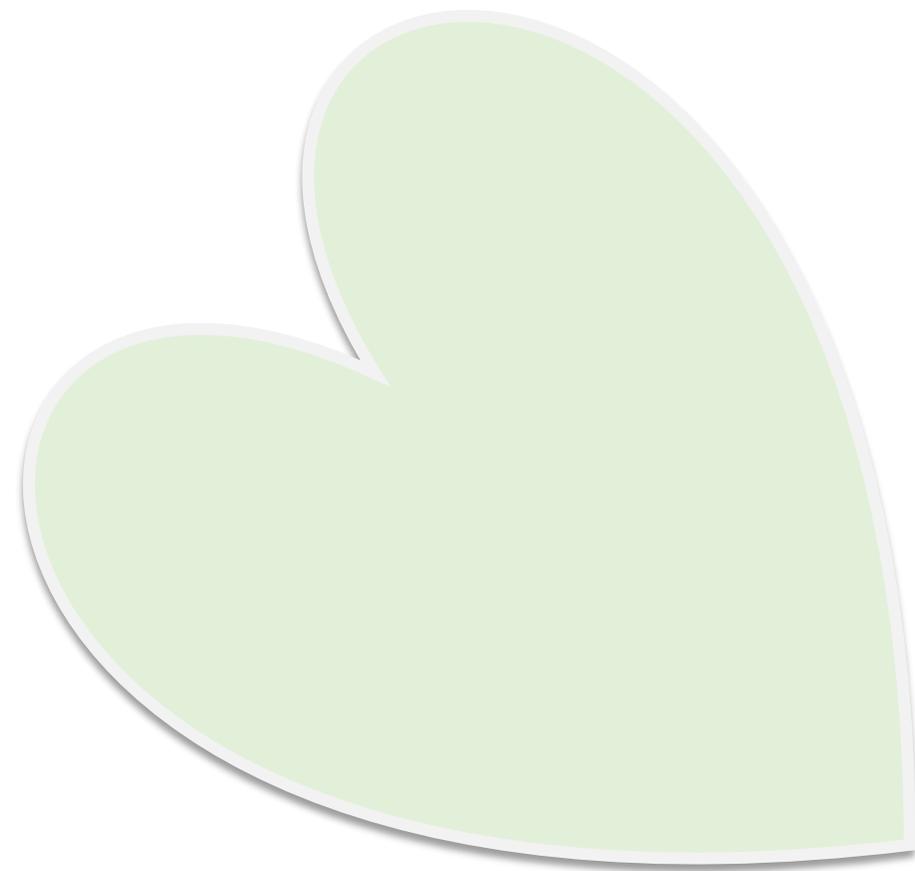
Language learning is a social activity. Language learning is linked to a child's physical, emotional, social, and cognitive development. Children need to feel supported and empowered in developing their skills and knowledge.



**Key principles**

# Language learning is progressive & continuous

Language learning involves the acquisition of skills, knowledge, and competences. This progress can be big or small. Language learning involves linking previous knowledge to new knowledge and skills.



**Key principles**



Impressions? Thoughts?

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