



Promoting excellence in language education

**European Centre for Modern Languages of the Council of Europe**

# PA-LINGUI

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

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



# PA-LINGUI

Welcome to the project!



# PALINGUI

- ... focuses on children **age 3 to 12**, their ways of learning and the pathways that showcase their learning;
- ... supports young children as well as teachers and educators in becoming aware of the different steps, both big and small, in young learners' language learning processes;
- ... is aimed at **teachers and educational staff at pre-primary and primary level** as well as **teacher educators** (initial and in-service training).

# The team

**Flore Schank**

Ministry of Education,  
Children and Youth  
LUXEMBOURG

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Czech School Inspectorate  
PRAGUE

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University of Strathclyde  
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Pädagogische Hochschule  
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# Scope of this presentation

Through this PowerPoint the PALINGUI team aims to provide:

- an overview of the intended project outcomes;
- details of current developments and progress of the project;
- an indication of future project developments.

*“Children are not the people of tomorrow but people of today.”*

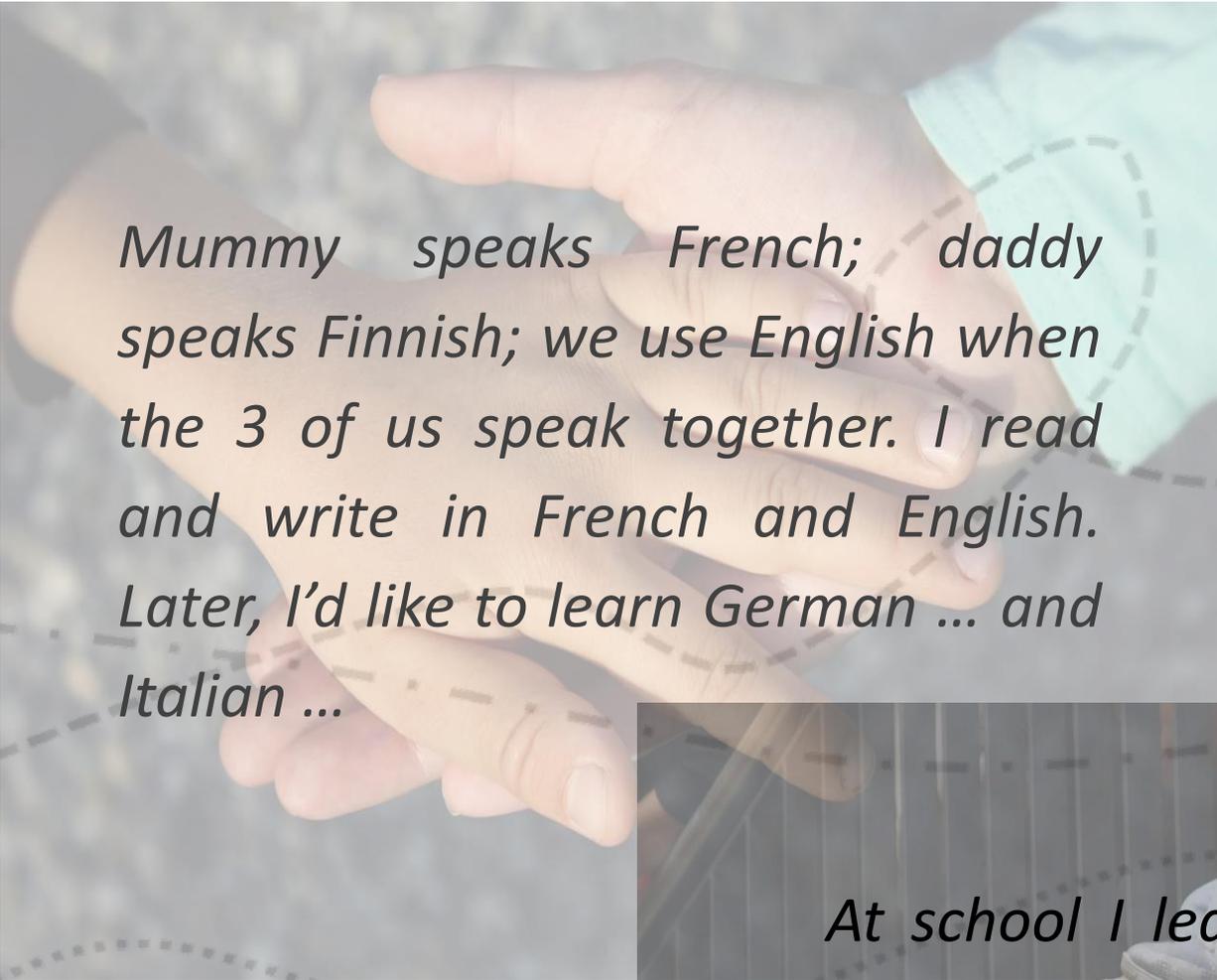
*Janusz Korczak*

Image: Pixabay

## Our starting point:

- Language learning pathways are becoming more and more diverse as a result of linguistic and cultural diversity.
- Many young people grow up with multiple languages and cultures, different practices and customs, different ways of speaking and writing.
- Even children growing up in historically monolingual countries and environments are exposed to more language influences than before.

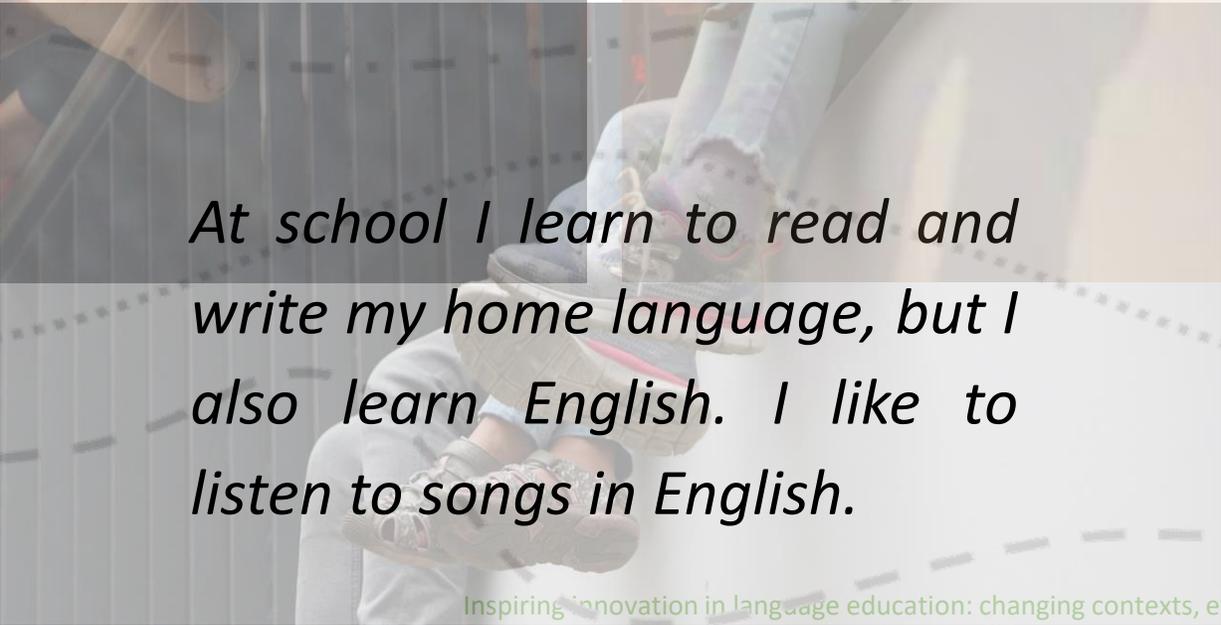




*Mummy speaks French; daddy speaks Finnish; we use English when the 3 of us speak together. I read and write in French and English. Later, I'd like to learn German ... and Italian ...*



*We used to speak Farsi. Now we speak English. At school we speak, write and read German.*



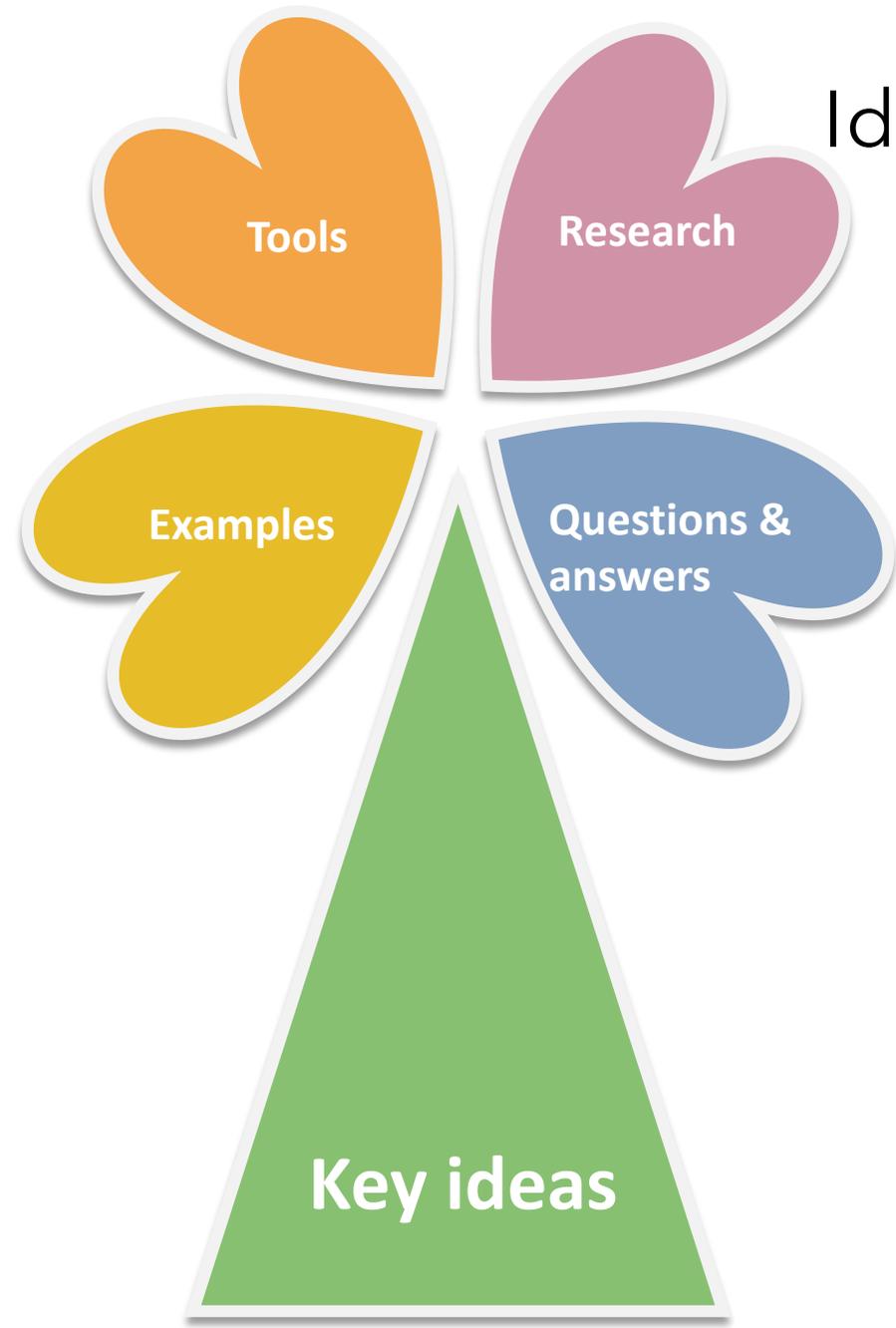
*At school I learn to read and write my home language, but I also learn English. I like to listen to songs in English.*

# PA-LINGUI

## Project development – progress to date



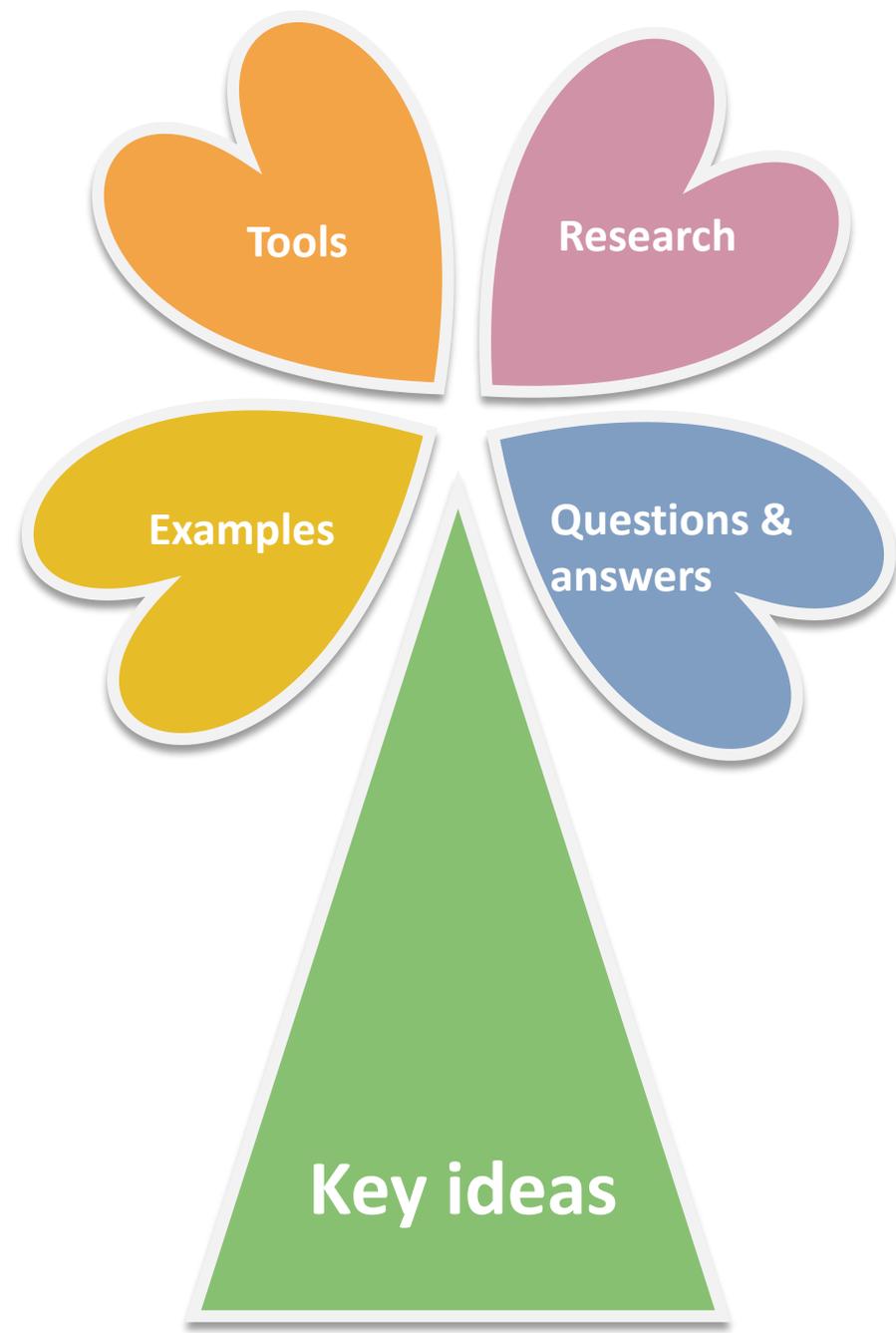
# Identifying the core aspects of the project



- *Key ideas* are the starting point as well as the basis of the project.
- *Examples* as well as *existing tools* illustrate the project's key ideas.
- *Research projects* underpin the key ideas with scientific evidence.
- *The Questions & answers section* provides the answers to a selection of questions that readers might have in relation to the project.

# Language learning pathways

- Language learning pathways are as individual as the young learners themselves. They are marked by learning experiences, smaller and bigger learning steps, different patterns of development, etc.
- PALINGUI aims to support young learners to progress on their individual learning pathways by reflecting on their learning and make their learning pathways visible.



# About PALINGUI

- The team
- General information about the project, including:

- **What does PALINGUI offer you?**
- **What makes PALINGUI new?**

About PALINGUI

Tools

Research

Examples

Questions &  
answers

Key ideas

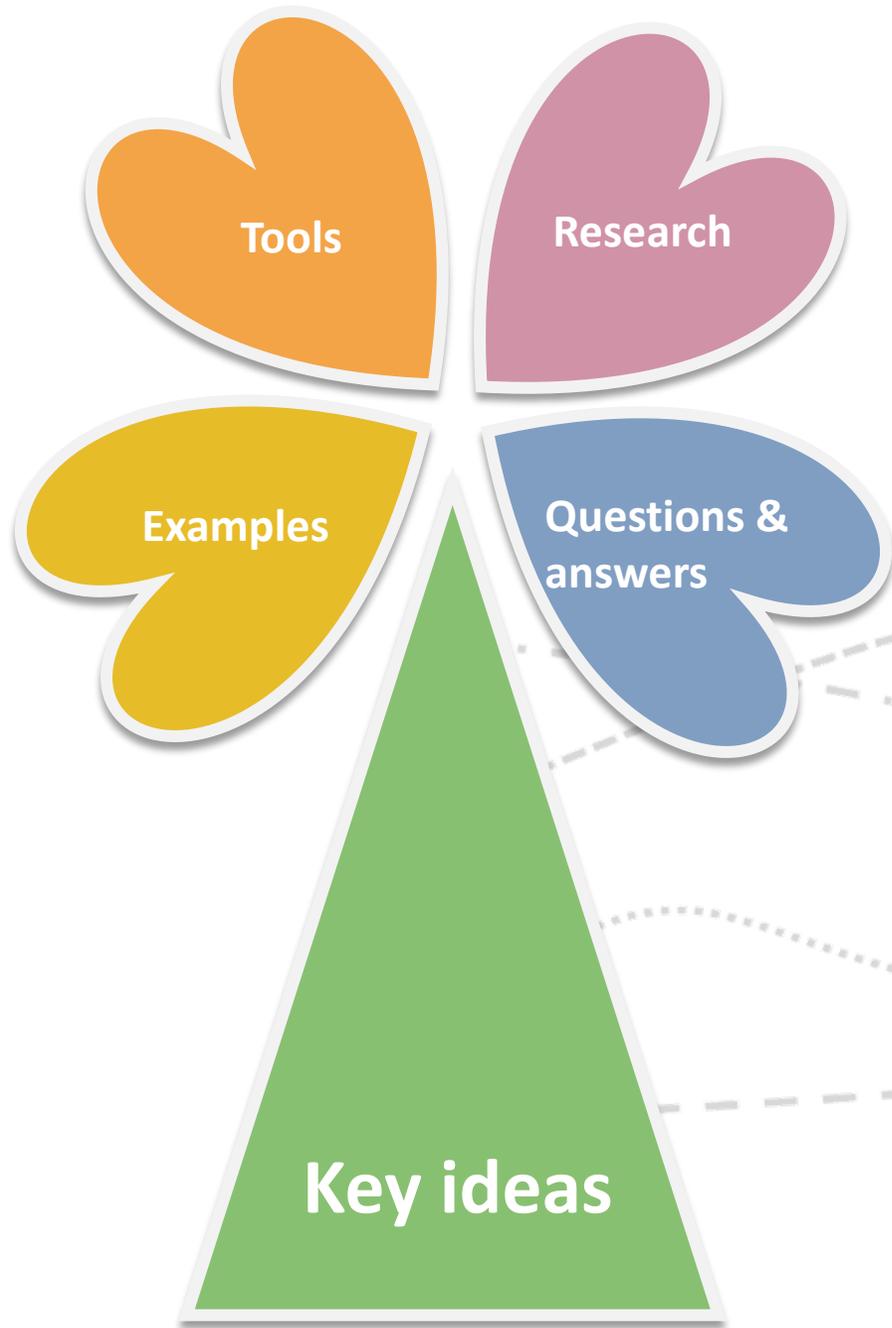
# Network meeting December 2021

A space dedicated to exchanging and discussing ideas.

Participants are welcome to share their experience here, ask questions or provide suggestions for inclusion in the project.



Network



# Glossary

The *glossary* will provide definitions of key notions related to the project.

Tools

Research

Examples

Questions &  
answers

Key ideas

Glossary

## Links to ECML projects

PALINGUI builds on and extends some the core ideas first developed and explored in [ILLEY](#).

ILLEY – *Inspiring language learning in the early years* is an existing ECML resource that addresses two main questions:

- *How do young children learn languages?*
- *How does language learning become inspiring?*

Links to ILLEY

Key ideas

Tools

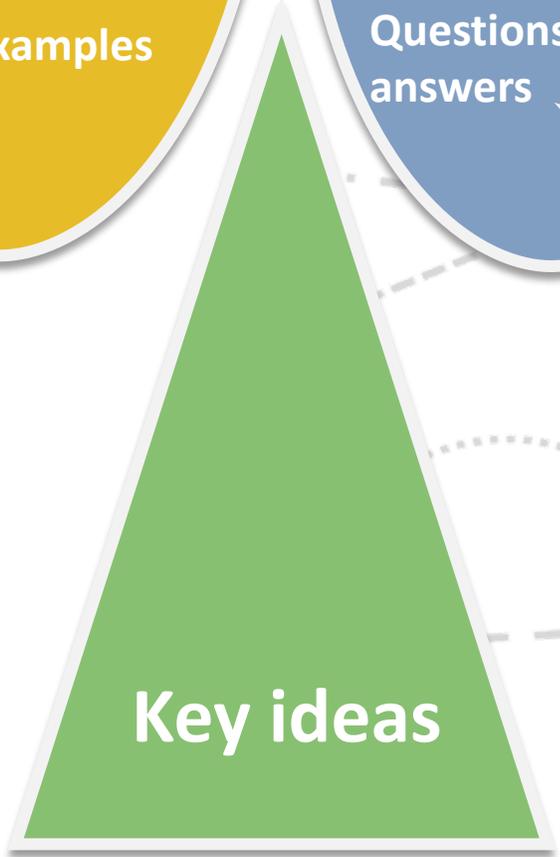
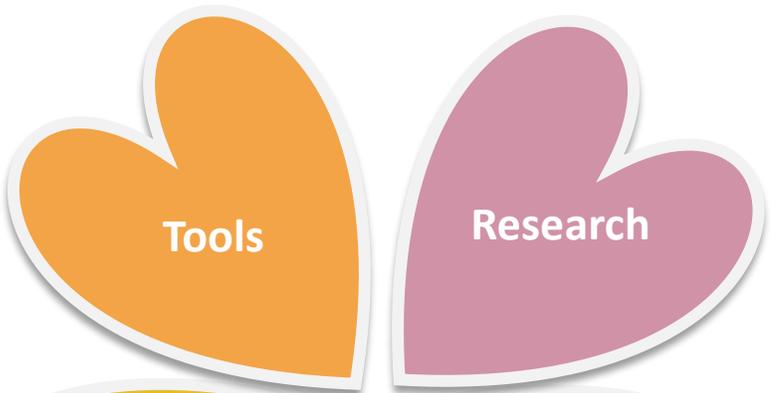
Research

Examples

Questions &  
answers

# PA-LINGUI

Young children's language learning pathways



About PALINGUI



Network



Links to ILLEY

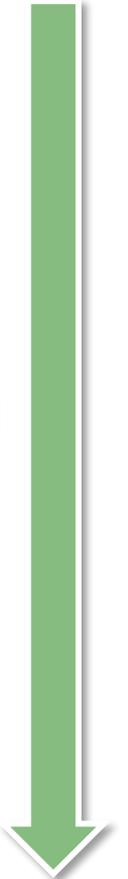


Glossary

# Key ideas

**GENERAL**

- **Key principles:** General ideas about HOW children learn language and WHAT this means for PALINGUI (> link to ILLEY > shared principles)
- **Key “methods”** that are derived from the general ideas (WHAT matters and HOW language learning can be made visible): Observation, assessment and documentation
- **Key “actions”:** concrete actions that are derived from key methods (identify, understand, support, show language learning)



**CONCRETE**

**Key ideas**

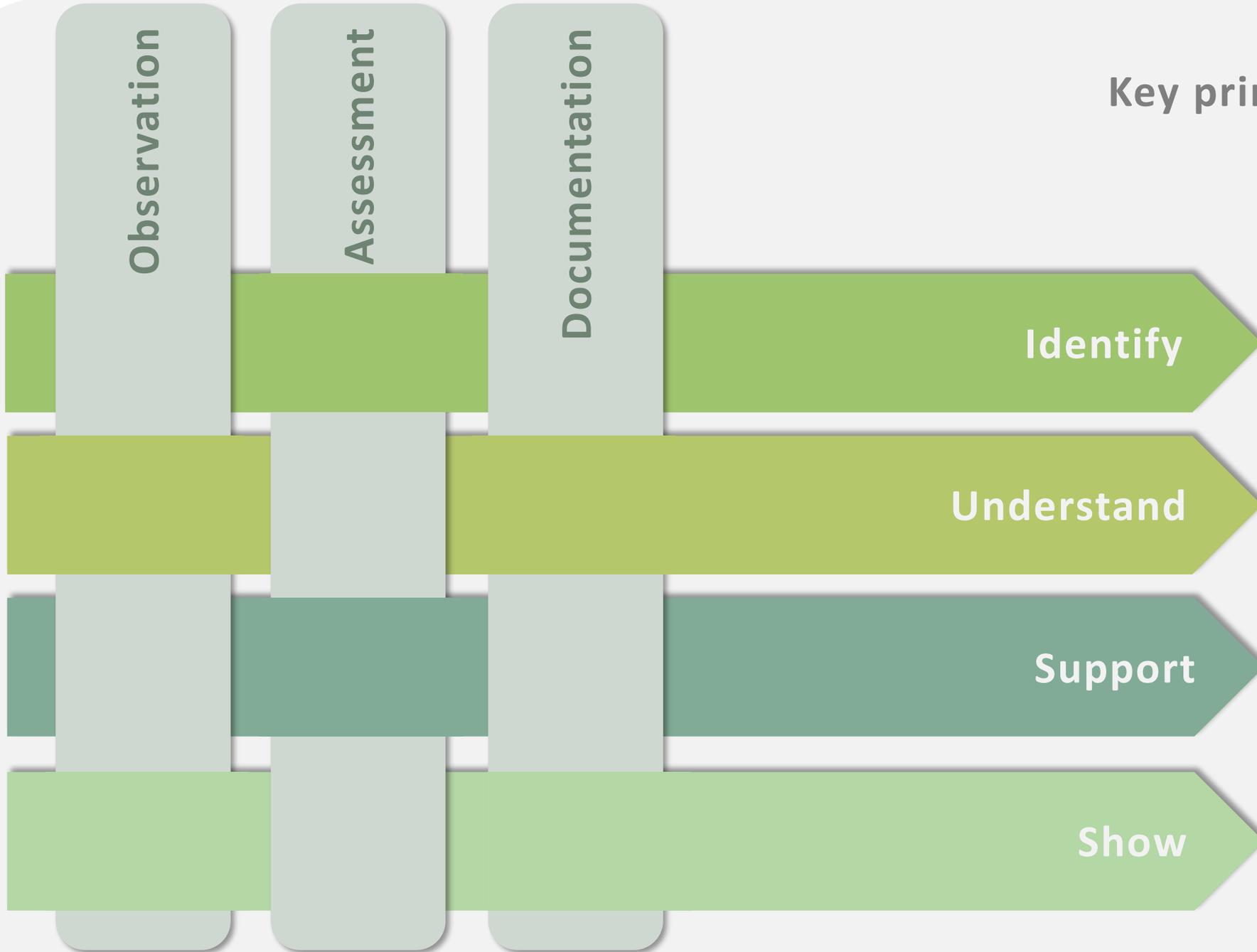
Tools

Research

Examples

Questions &  
answers

## Key principles



Observation

Assessment

Documentation

Identify

Understand

Support

Show

# The six key principles underpinning PALINGUI:

- Language learning actively relies on the existing linguistic repertoire of each child.
- Language learning is meaningful.
- Language learning is holistic.
- Language learning is active learning.
- Language learning is social-emotional learning.
- Language learning is progressive and continuous.

# Key actions

**The team has identified 4 key actions** based on observation, assessment and documentation which enable children as well as their teachers and educators to become aware of their language learning and to progress on their language learning pathways:

- Identifying and becoming aware of language learning
- Understanding language learning
- Supporting language learning
- Showing language learning

# Key actions explained - identifying

## Identifying and becoming aware of language learning

- By looking at and listening to, what young children can achieve;
- By supporting young children to reflect on what they are able to achieve;
- By understanding and helping children to understand why and how they act as they do.



Simon and Joleen (6 years old) are reading their names on cards.

Image: Pixabay

*Your card reads Simone.  
There's an "n". This is a  
girl's name!*

*No, it is not! I'm a boy!  
And it reads "Simon",  
not "Simone"!*

*No!! It ends with an  
"n". Just as "Joleen"  
ends with an "n"!!*

*No! No! It's French. You  
don't hear everything  
you see!*

# Key actions explained - understanding

## Understanding language learning

- By discovering each child's existing linguistic potential and allowing each child to discover this by themselves;
- By linking prior to future learning steps;
- By linking language learning to young children's general development (including their interests, talents and needs) and by linking it to their learning in other areas;
- By linking language learning to (language) learning outcomes.



Image: Pixabay

Simon and Joleen reflect on languages and language, compare languages (similarities and differences), etc.

# Key actions explained - supporting

## Supporting language learning

- By creating meaningful learning opportunities which consider young children's developmental stages, interests, talents, needs, and prior language learning;
- By enabling children to be active agents and draw upon their whole linguistic repertoire.



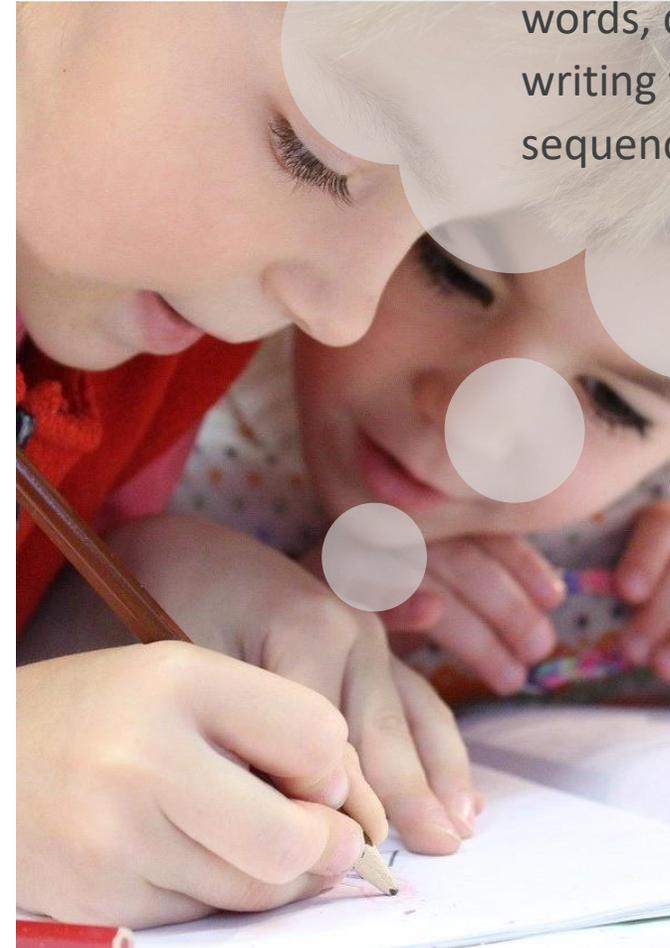
Children are looking for French words in the classroom, playground, nearby park, etc.

Image: Shutterstock

# Key actions explained - showing

## Showing language learning

- By visualising learning steps and learning pathways in the most appropriate way;
- By enabling children and their parents as well as colleagues to become aware of learning and progress.



Children write down the words, discuss ways of writing these, the sequence of letters, etc.

Image: Pixabay



## Next Steps for the project



# PALINGUI 2020-2023



# PALINGUI 2020-2023

2020

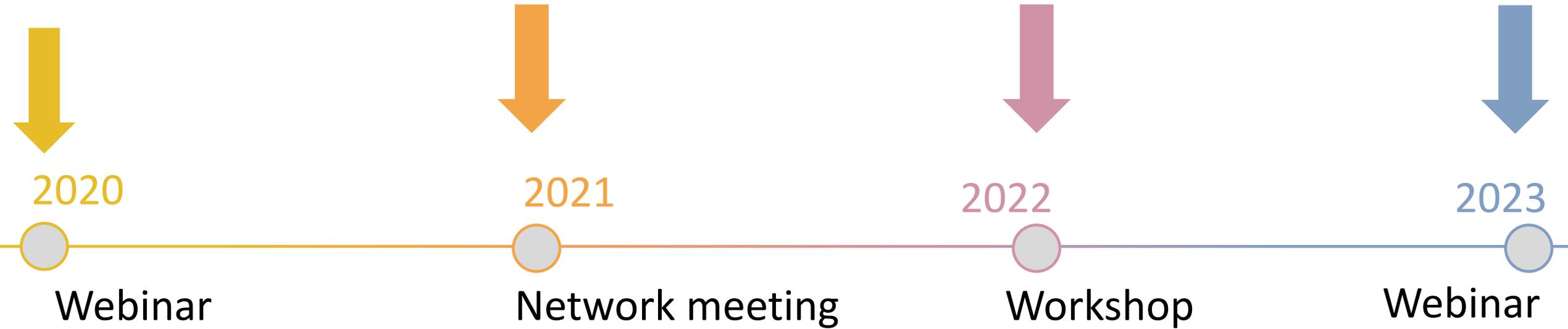
2021

2022

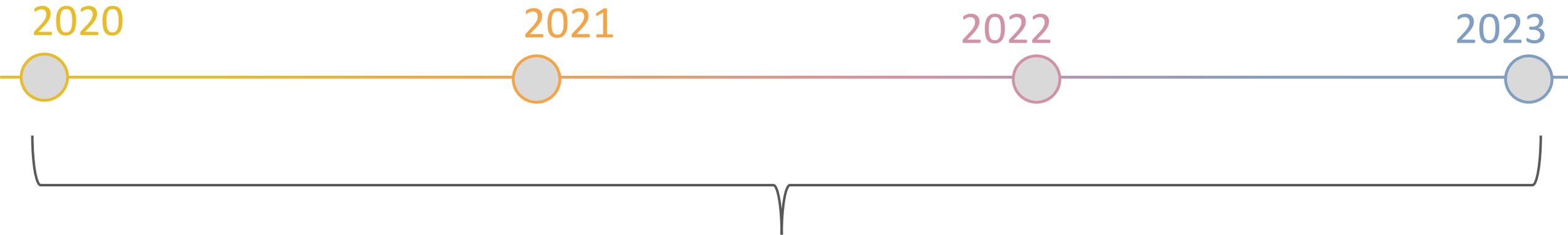
2023

“Filling” the framework: **TOGETHER!**

# PALINGUI 2020-2023



# PALINGUI 2020-2023



Continuous exchange

# Forum



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

Or keep up-to-date with  
the project via Twitter  
**@PALINGUI**

## Language learning pathways of young children Making early language learning visible

**Working languages of the project:** French, English

**Project term:** 2020-2023

**Website:** [www.ecml.at/palingui](http://www.ecml.at/palingui)

Forum



The project aims to make early language learning in educational contexts visible through a range of methods and tools. These make it possible to identify, understand and document language learning of children age 3 to 12 and thereby create learning opportunities allowing them to progress along their language learning pathways.

### Related publication



Inspiring language learning in the early years - Why it matters and what it looks like for children age 3-12

This website helps teachers and other educators to prepare young children to successfully engage in a culturally and linguistically diverse world.

### Webinar

Take part in the webinar "PALINGUI – Language learning pathways of young children: How to make language learning visible ": Thursday 5 March, 15:30-16:30 (CET)

Please note that the webinar is limited to 150 places, so early registration is recommended.

Name:

Email:

Institution:

Yes, sign me up

Send

**Please note: After registering, you will receive confirmation of your participation together with the webinar link one week before the event.**

#### Target audience:

- teachers and educators at pre-primary and primary school level,
- headteachers and senior management of schools,
- language experts with an interest in the theme.

**Language:** The webinar will be in English and French.

# PA-LINGUI

Merci!

*Thank you!*

