

Learning environments where modern languages flourish

Training & consultancy



Languages at the heart of learning
Les langues au cœur des apprentissages
Sprachen als Herzstück des Lernens

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What does E.O.L. stand for?

DEVELOPMENT

« Environnements d'apprentissage Optimisés pour et par les Langues »

“Learning environments where modern languages flourish”

MANAGEMENT

“Fremdsprachenfreundliche Lernumgebungen”

USERS

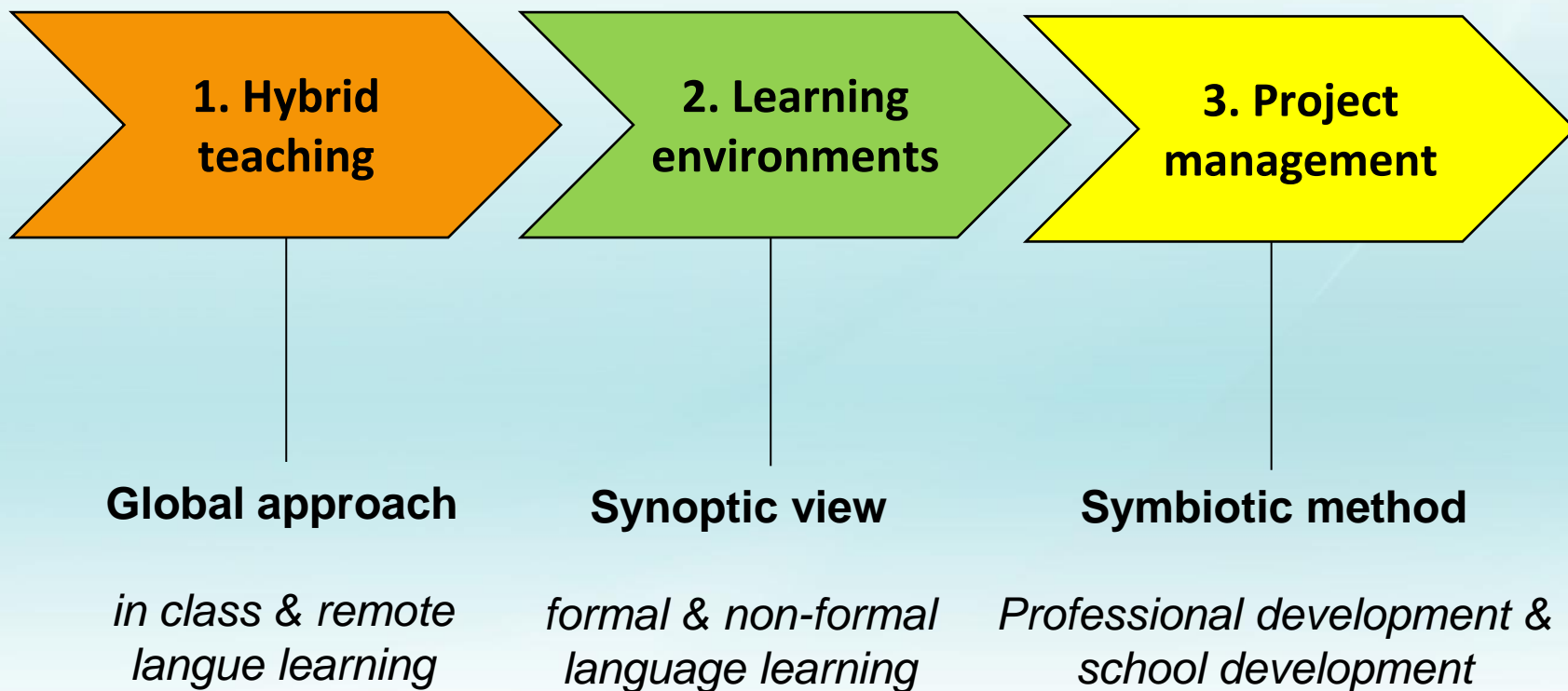
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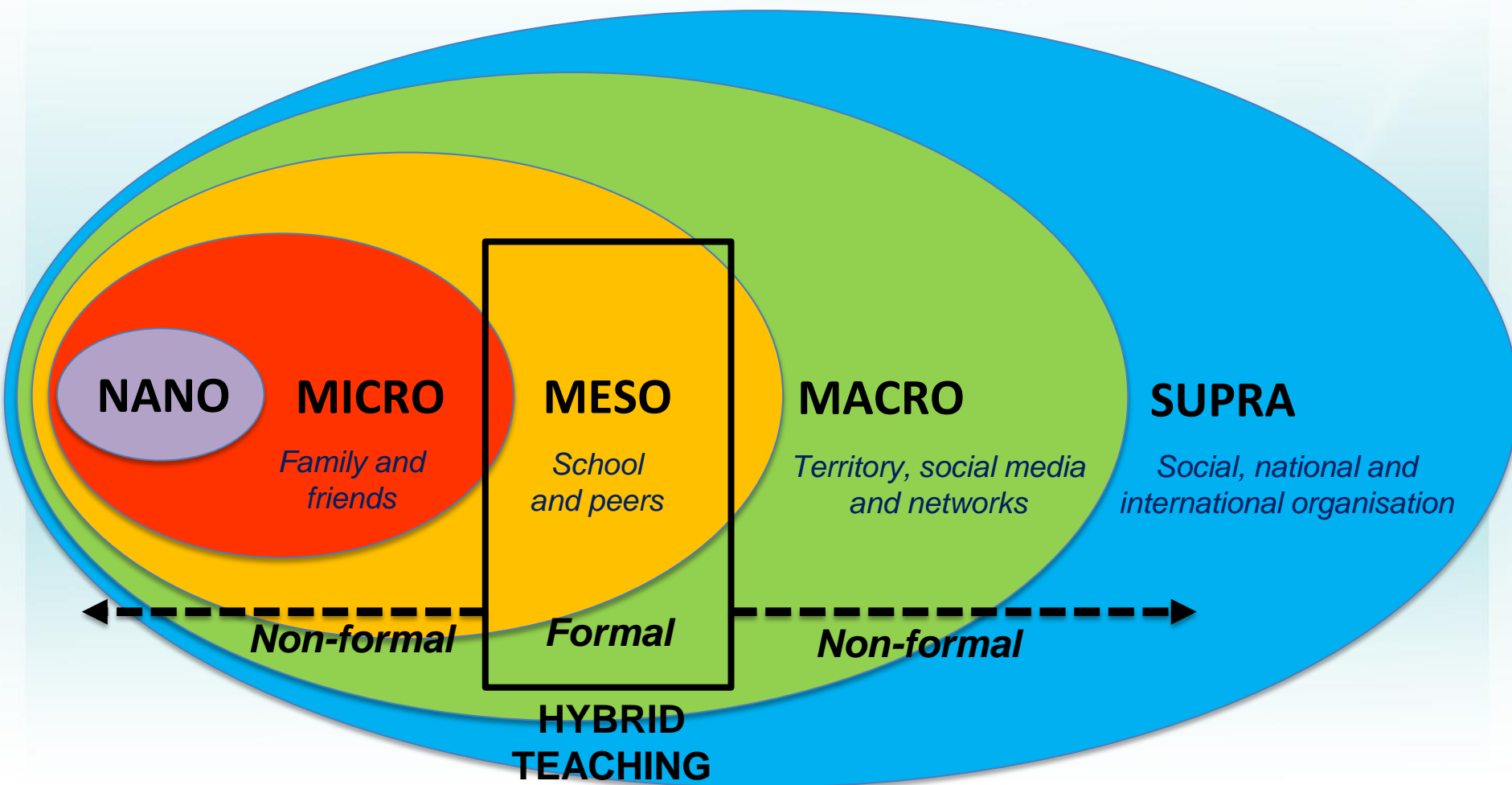




STEP 1

How to deal with hybrid ways of working in times of pandemic?





ORAL

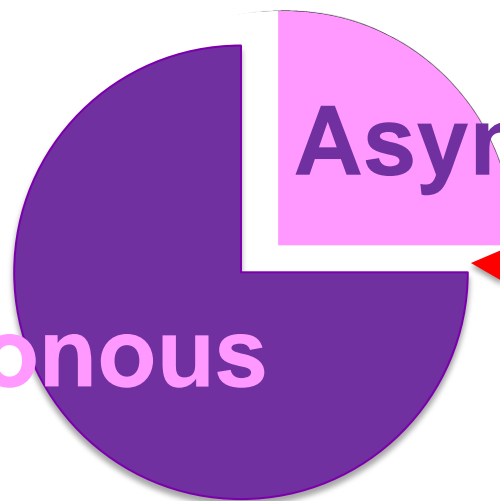


In class



Remote

Synchronous



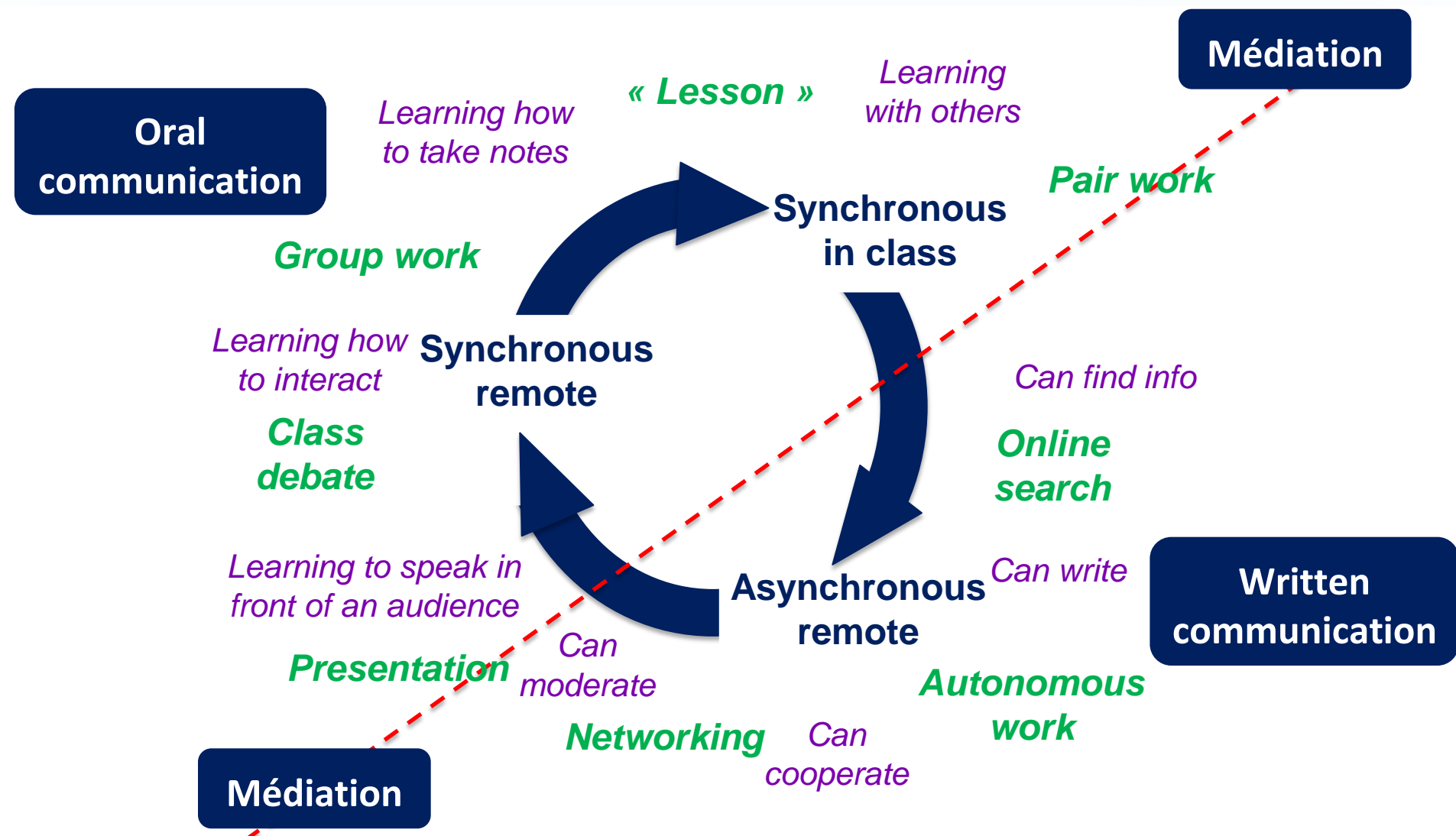
Asynchronous

WRITTEN



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Explore the feature of the digital L.E.



Monitor

Manage

Work

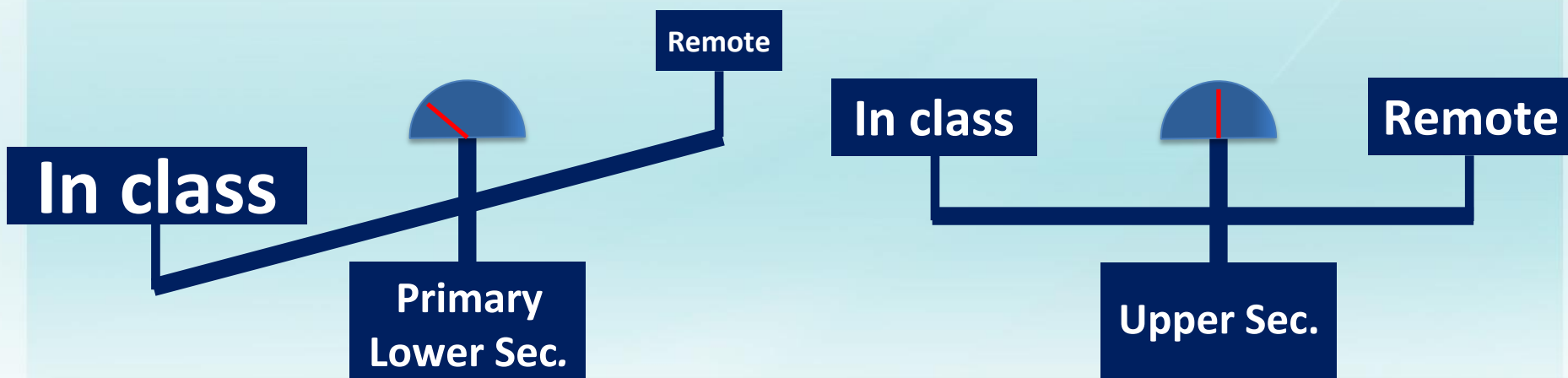
Share



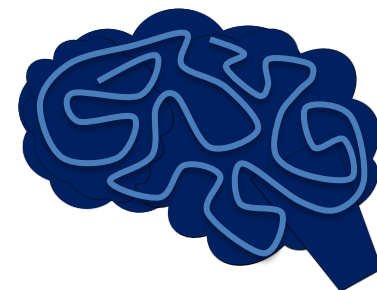
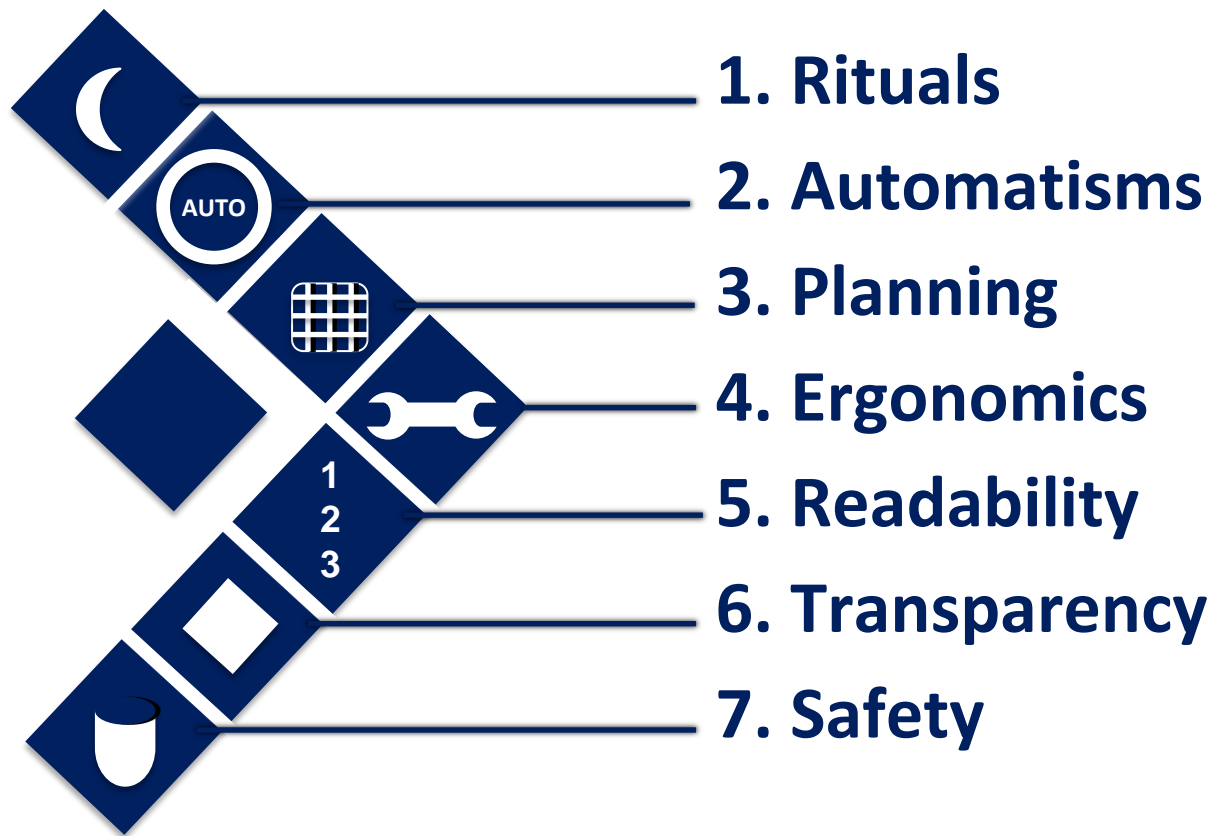
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Adapt the way the cognitive load is distributed



7 keys to reduce the cognitive load



Empower students



* Average retention rates – source : www.educationcorner.com/the-learning-pyramid.html

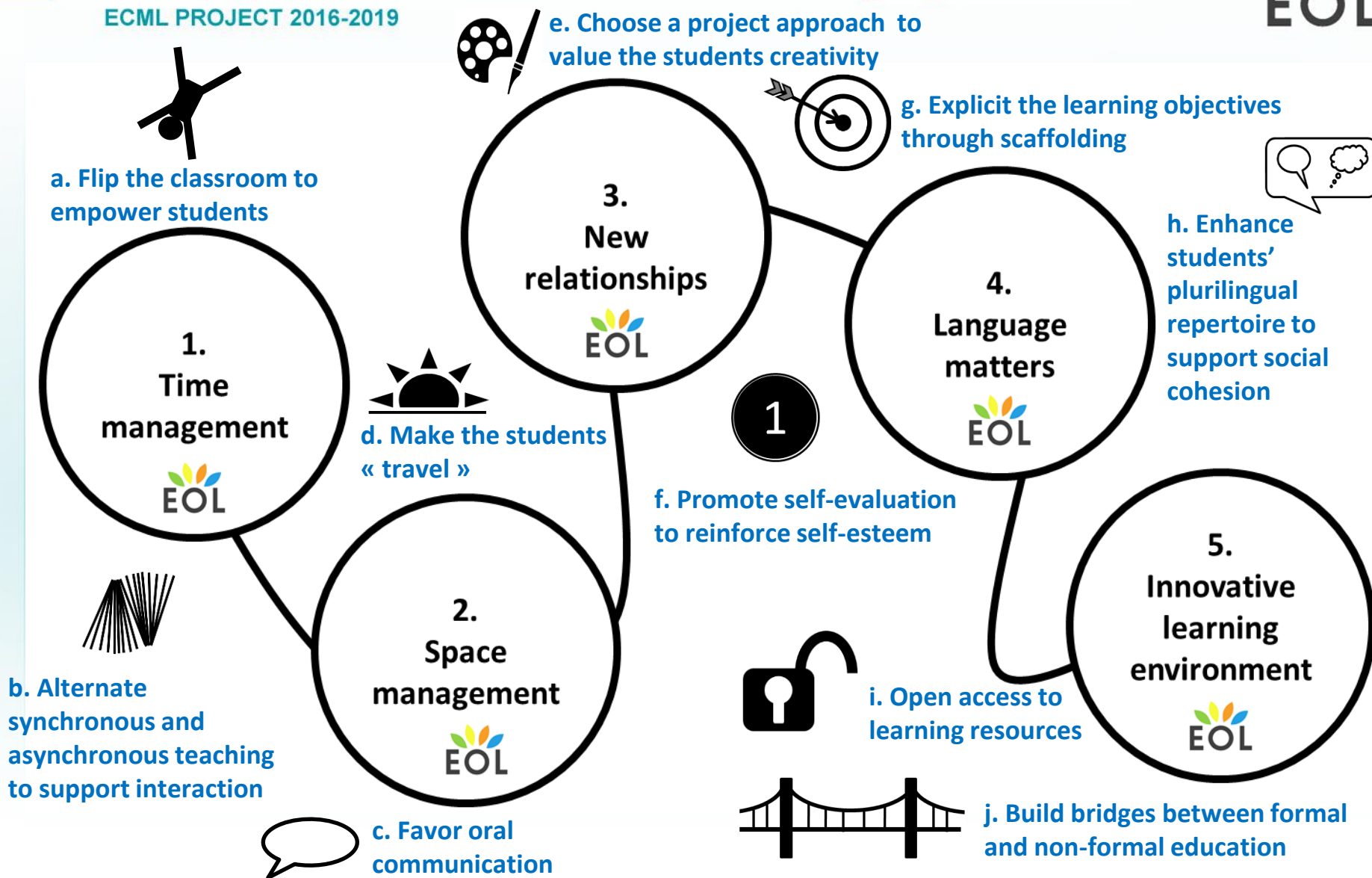


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ECML PROJECT 2016-2019



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STEP 2

What are “learning environments”?



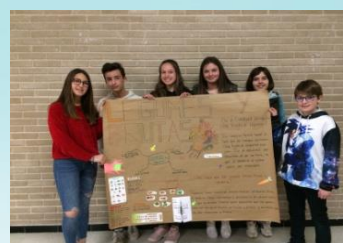
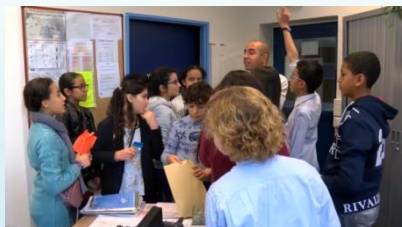
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"Learning environment refers to the **diverse physical locations, contexts**, and **cultures** in which **students** learn. [...]

The term also encompasses the **culture of a school or class** – its presiding ethos and characteristics, including how individuals interact with and treat one another – as well as the ways in which **teachers** may organize an educational setting to facilitate learning..."

Cf. The Glossary of Education Reform, 2013, <http://edglossary.org/learningenvironment/2>.

CULTURE

- Values, content, events, attitudes, etc.

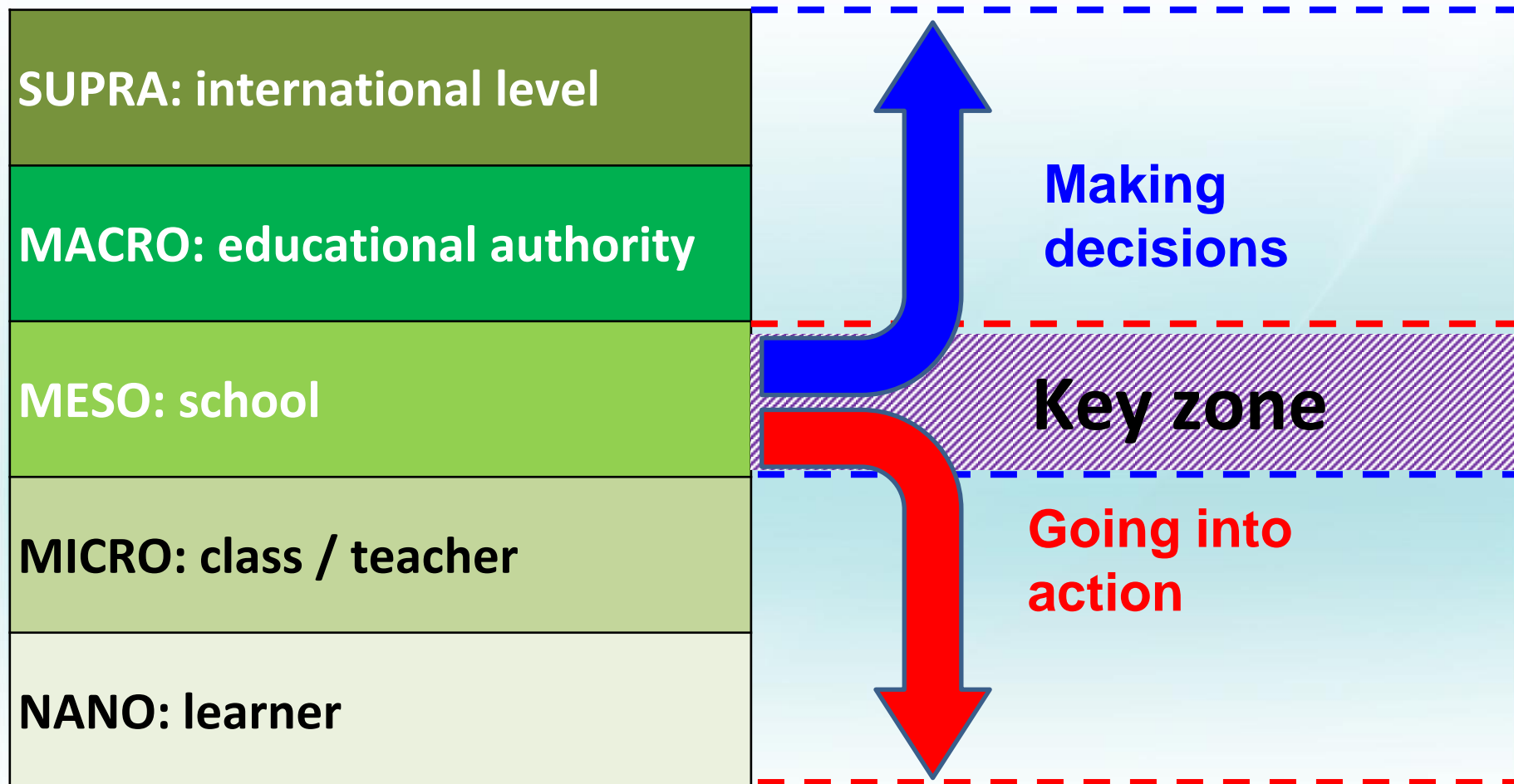
STRUCTURE

- Material, equipment, schedule, levels, etc.

PEOPLE

- Empowering people, i.e. considering learners as social actors





Based on Urie Bronfenbrenner's sociological model
Ecological model of human development, 1994

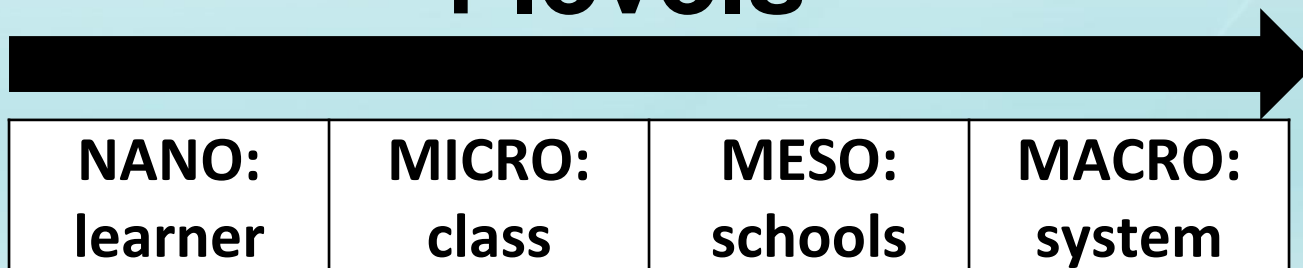


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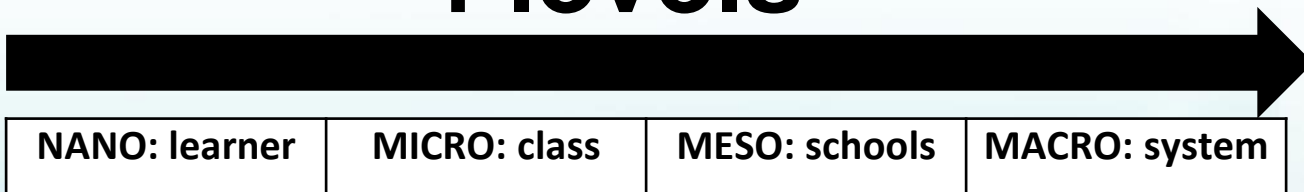
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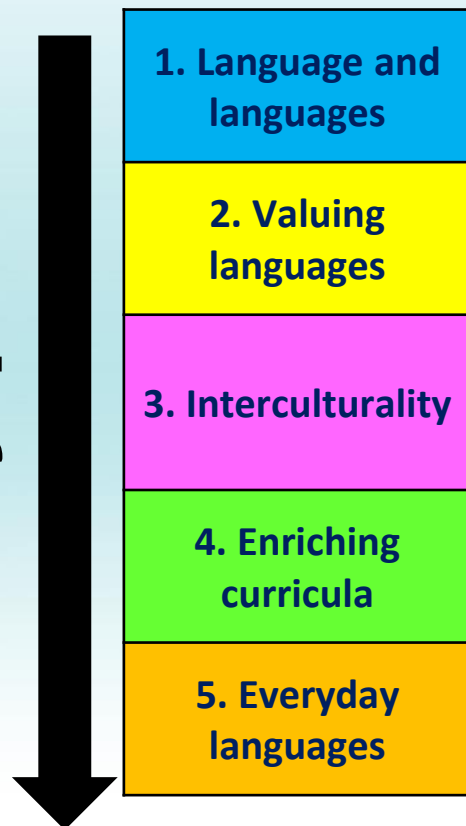
4 levels



4 levels



5 entry points



... where modern languages flourish



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	NANO: learner	MICRO: class	MESO: schools	MACRO: system
1. Language and languages	1.1	1.2	1.3	1.4
2. Valuing languages	2.1	2.2	2.3	2.4
3. Interculturality	3.1	3.2	3.3	3.4
4. Enriching curricula	4.1	4.2	4.3	4.4
5. Everyday languages	5.1	5.2	5.3	5.4



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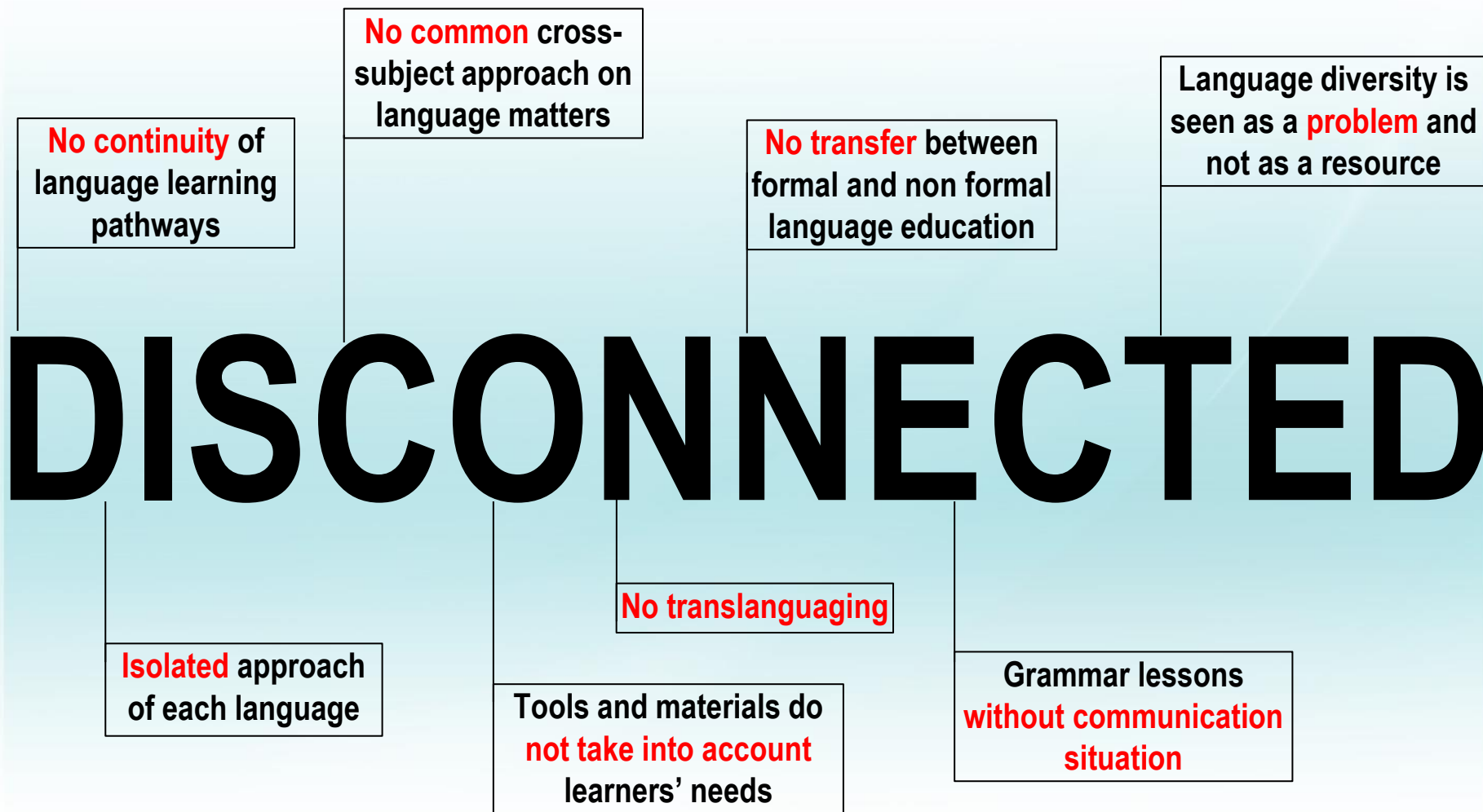
	NANO: élève	MICRO: classe	MESO: école	MACRO: système
1. Language and languages	1.1. Supporting language skills	1.2. Strengthening communicative skills	1.3. Setting up school communication policy	1.4. Fostering global language awareness
2. Valuing languages	2.1. Sensitizing learners towards languages	2.2. Evaluating and assessing	2.3. Setting up a whole-school language policy	2.4. Ensuring and widening language diversity
3. Interculturality	3.1. Learning with others	3.2. Implementing a sensitive approach to languages and cultures	3.3. Developing international networks	3.4. Enhancing interconnections for inclusion
4. Enriching curricula	4.1. Valorizing language biographies and repertoires	4.2. Teaching languages for learning – interdisciplinarity	4.3. Ensuring cross curricular continuity	4.4. Promoting collective intelligence
5. Everyday languages	5.1. Enriching language repertoires	5.2. Using all learning fields	5.3. Exploring linguistic landscape	5.4. Building multilingual environment



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STEP 3

Project management: How to implement EOL in your school?



Example of challenges

Fostering oracy *by* implementing cross-disciplinary approaches

How to use science slam and drama to promote talkative skills?

Developing international partnerships *for* school orientation

How can language learning and mobility contribute to school orientation?

Valuing plurilingualism *through* artistic language

How to develop a common multilingual culture through arts projects?

Supporting language skills *with* innovative approaches

How to use digital tools and serious games to foster learner's autonomy?



From a
single

PROJECT

...to a global
whole school

PLAN

EOL
matrix

EOL
glossary

EOL
17 memos

EOL
website

EOL
52 tools

Browse through EOL tools

Projects

Challenge
s

Action
plans

Get inspired by other schools



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EOL-E-13

ACTION PLAN FOR PARTNER SCHOOLS

Please complete this template step by step

School name	Address	Contact person

What is the school already doing in these fields?

Please note the school activities and strength to the following topics (see Matrix)

1. Language and languages	
2. Valuing languages	
3. Interculturality	
4. Enriching curricula	
5. Everyday languages	

Priorities

Please note here the priorities (see Matrix)

Interconnections

Use TrEOL and find out all potential connections

Project title

Action plan

	Phases of development	Planned actions/activities	Involved staff
YEAR 0	Period 1: Initiating draft version (= on one aspect) of project May-June		
YEAR 1	Period 2: Planning August – September		
	Period 3: Implementing September – April		
	Period 4: Evaluating interim report, January		
	Period 5: Evaluating Final report # 1, April		
	Period 6: Finalizing whole school EOL project, May – June		
YEAR 2	Period 7: Planning August – September		
	Period 8: Implementing September – April		
	Period 9: Evaluating Final report # 2, April		
YEAR 3	Period 10: Transferring, disseminating, sharing		

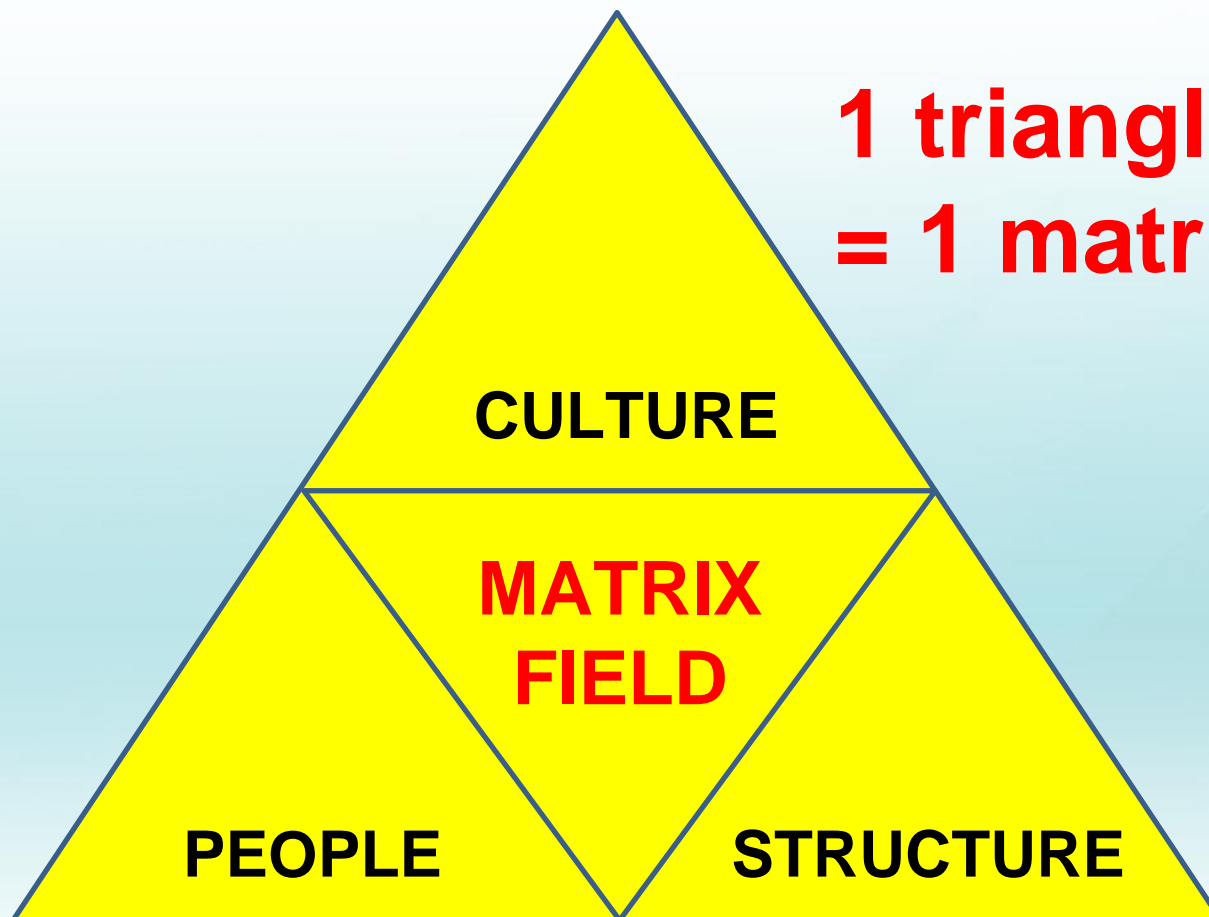
Impact on school structure and/or school organization (100 words max.)



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**1 triangle
= 1 matrix field**

<https://www.ecml.at/ECML-Programme/Programme2016-2019/Learningenvironmentswhereforeignlanguagesflourish/Concept/tabid/4257/language/en-GB/Default.aspx>



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Indicators

Quality management

EOL-18: This tool provides indicators and descriptors which can be used to assess both the process and the outcomes of an EOL project. Some partner schools also used this tool to redesign the school's language policy.



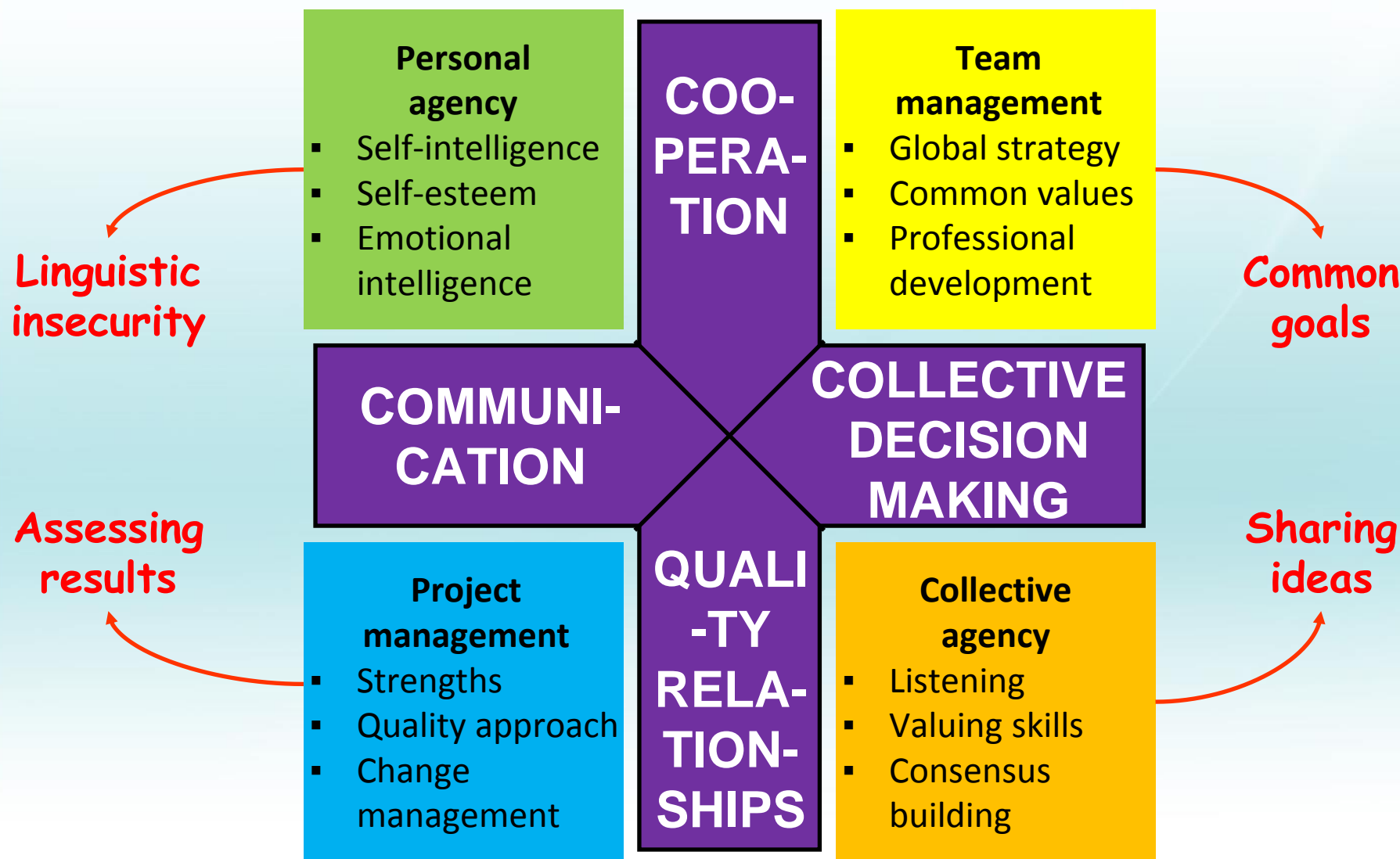
- **Language and languages** – *operational dimension*
- **Valuing languages** – *ethical dimension*
- **Interculturality** – *experience dimension*
- **Enriching curricula** – *curricula based dimension*
- **Everyday languages** – *existential dimension*

	Not EOL		EOL	
	not enough	average	good	excellent
Portion of learners who practice at least two foreign languages	< 50 %	50 – 75 %	75 – 99 %	100 %
Portion of learners who beneficiate weekly of CLIL class	< 10 %	10 – 50 %	50 – 99 %	100%
Language diversity: number of language classes which are not offered in a similar school of the sector or city	none	1	2	> 2
Language diversity: number of home languages included in teaching subjects	1	2-3	> 3	All lang. of school community
Portion of learners who are trained to use international digital tools (media, gaming, social media, etc.)	< 10 %	10 – 50 %	50 – 99 %	100%
Portion of fully equipped classrooms with Internet and mobile communication devices (tablets , smartphones)	< 10 %	10 – 50 %	50 – 99 %	100%



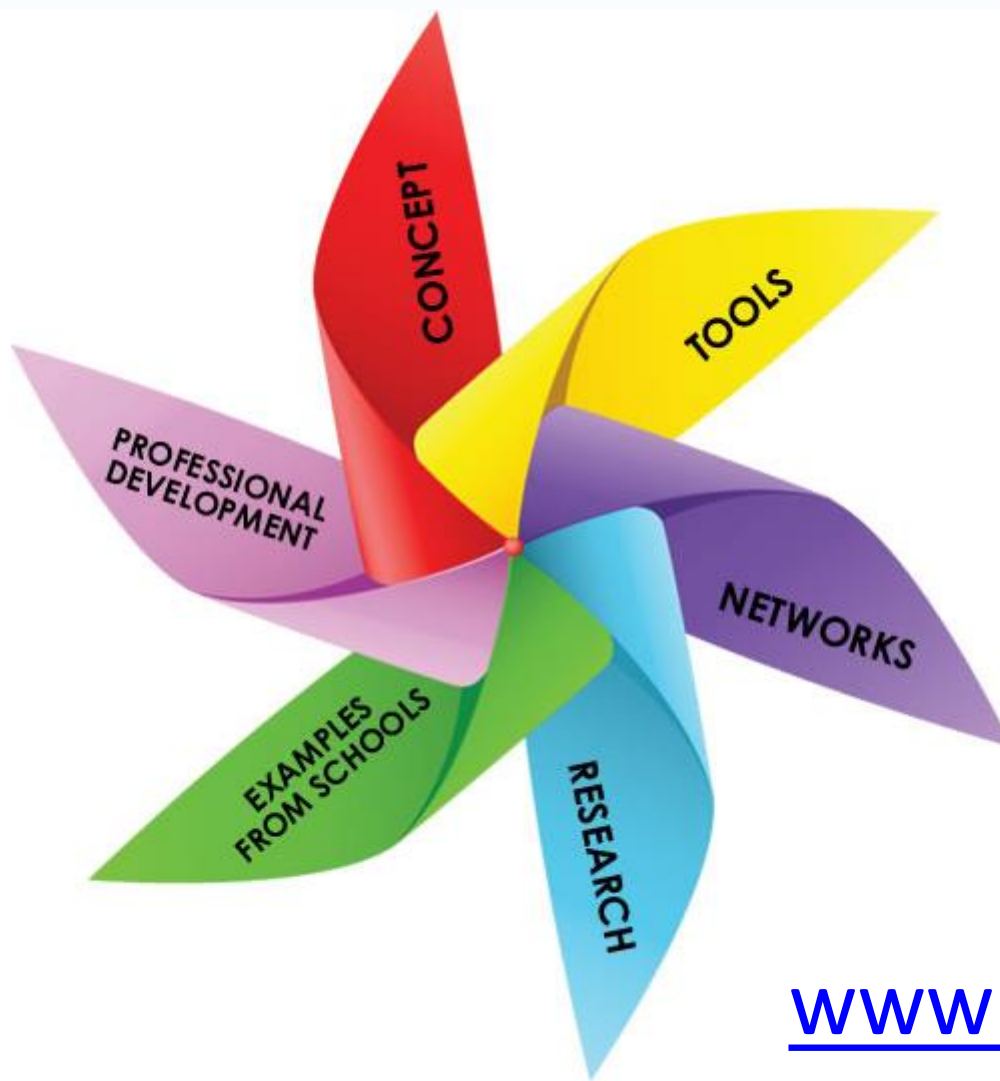
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INKLUSION

AGENCY

SYMBIOSE

PEOPLE



EOL



TEACHERS



PARTNER



PLURILINGUES



EUROPE

LEARNERS

TOOLS



RÉPERTOIRE

CULTURE



SETTINGS

IMMERSIF

FLEXIBEL

NETWORK
SOCIAL

STRUKTUREN

SCHOOLS

CLIL



PROJECT
MANAGEMENT

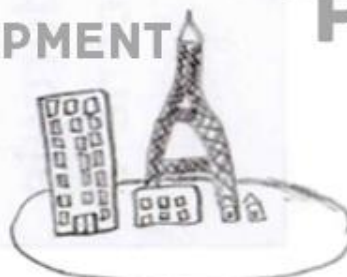


ARRANGEMENTS
EQUIPMENT

PRINCIPALS



INTERKULTUREL



INTERACTION

