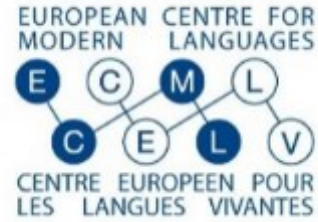




EUROPEAN UNION

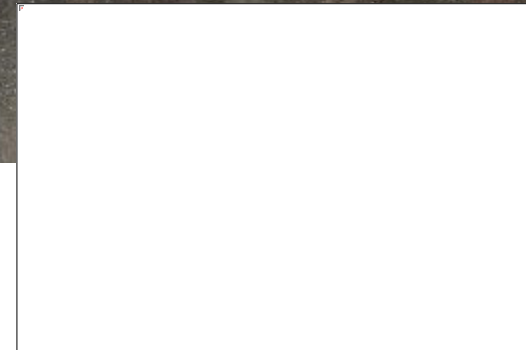


Summer Academy 2022

EUROPEAN CENTRE FOR MODERN LANGUAGES (ECML) OF THE
COUNCIL OF EUROPE

GRAZ – JULY 4TH – JULY 8TH 2022

Graz - 1st ECML Summer Academy



Modules

- **MODULE 1:** LANGUAGE EDUCATION IN THE CONTEXT OF PLURALITY
- **MODULE 2:** REFLECTION, SELF-ASSESSMENT AND ACTION RESEARCH IN TEACHER EDUCATION
- **MODULE 3:** VALUES, COMPETENCES AND IDENTITIES IN LANGUAGE TEACHER EDUCATION
- **MODULE 4:** EUROPEAN LANGUAGE POLICY INSTRUMENTS CONSTRAINTS AND AFFORDANCES
- **MODULE 5:** MAPPING THE LANGUAGE DIMENSION IN ALL LEARNING ENVIRONMENTS
- **MODULE 6:** THE ROLE OF FRAMEWORKS IN LANGUAGE EDUCATION
- **MODULE 7:** DIGITAL LITERACY AND BLENDED LEARNING

INTRODUCTION

SPEAKER: SARAH BRESLIN, EXECUTIVE DIRECTOR OF ECML

ECML: WHO and WHAT?

An enlarged Partial Agreement

of the Council of Europe with 35 member states; founded in Graz, Austria in 1994

Key target groups

decision-makers and language professionals (teachers, teacher educators, inspectors etc.)



Mission

innovation in language learning and teaching; implementation of effective language education policies

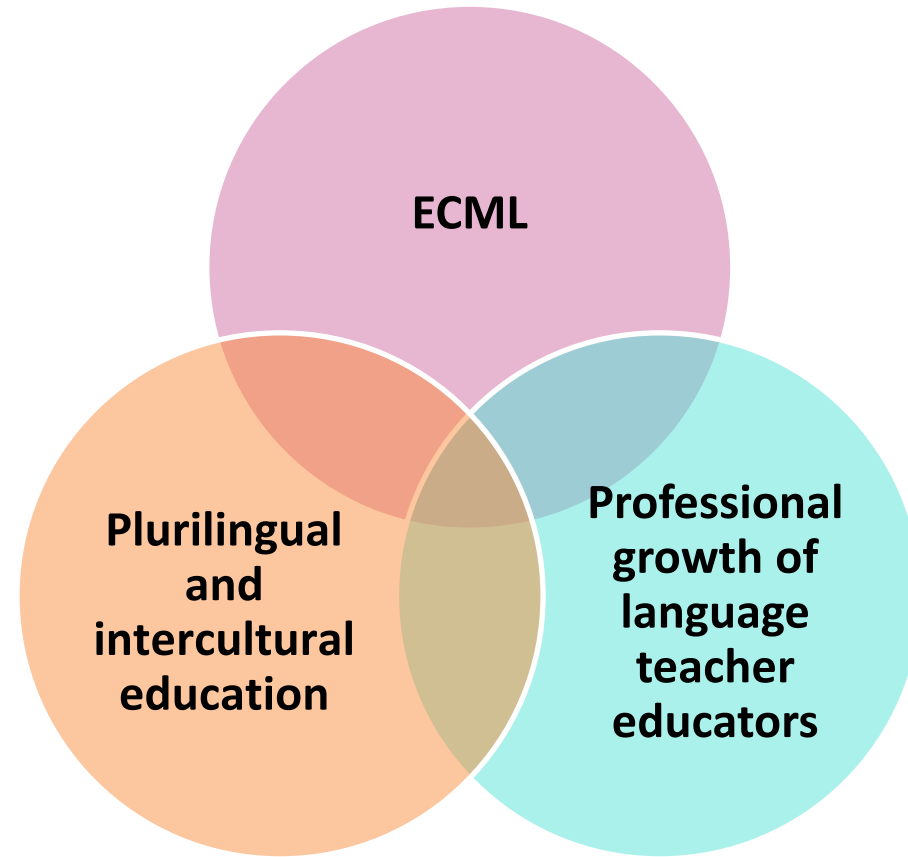
4 year programmes

of international projects and bilateral training and consultancy

Our vision

A Europe committed to linguistic and cultural diversity, where the key role of quality language education in achieving intercultural dialogue, democratic citizenship and social cohesion is recognised and supported.

Inspiring innovation in European language teacher education



Initiative co-funded by the European Commission
www.ecml.at/ec-cooperation



MODULE 1

LANGUAGE EDUCATION IN THE CONTEXT OF PLURALITY

SPEAKER: TERRY LAMB

A solid teal horizontal bar at the bottom of the slide.

Plurilingual and Intercultural Education

- **Plurilingual** education is one of the Council of Europe's most important priorities.
- Europe is **multilingual** and to fulfil its social and cultural aims it seeks to provide education adapted to the needs of plurilingual citizens.
- The plurilingual approach recognises the different languages an individual is able to use learnt in different contexts- the home, through social contact, at school and may be used for different purposes- communicating with family, socialising, studying.
- It is usual to have different levels of competence in the various languages of a plurilingual repertoire.
- **Interculturality** entails a number of competences: – knowledge about other cultural groups; attitudes such as respect and empathy for others; skills of interpreting practices from another culture; critical cultural awareness

An issue of human rights and democratic citizenship

“Quality education is an issue of human rights, social justice and democratic citizenship making the individual an autonomous social agent within pluralistic societies by implementing plurilingual and intercultural education so that learners develop a language repertoire in which all linguistic abilities have a place.”

Setting the scene: Exploring the global context of change

Superdiversity – a useful concept?

Vertovec (2007): “a transformative ‘diversification of diversity’ (cf. Hollinger 1995, Martiniello 2004) not just in terms of bringing more ethnicities and countries of origin, but also with respect to a multiplication of significant variables that affect where, how and with whom people live.”

- Mobility of students
- Technology
- COVID
- GLOBALISM
- WAR
- ENVIRONMENT
- TRAINING/HYBRID TEACHING
- LANGUAGE OF SCHOOLING
- New patterns of inequality and prejudice
- New patterns of segregation
- New experiences of space and ‘contacts’
- New forms of cosmopolitanism
- New ‘bridgeheads’ of migration
- Secondary migration patterns

(Vertovec, 2007)

Considering (new?) language teacher and teacher educator competences

- Which (new?) competences and knowledge do these changes require from teachers and teacher educators?
- Digital skills
- Empathy
- Creativity/Innovation

Changing values and principles

Which values and principles do superdiversity and plurality imply in relation to teaching and teacher education in the field of language education?

- Religion/prayer
- Empathy
- Cultural awareness- e.g. holidays, fasting
- Tolerance
- Inclusive education

MODULE 2

REFLECTION, SELF-ASSESSMENT AND ACTION RESEARCH IN TEACHER EDUCATION

SPEAKER: CHRISTINE LECHNER, LARISA KASUMAGIC

How to develop Reflective teachers?

- Journals/Diaries
- Observation
- Before and after teaching - Preparing lesson plans and goals
 - Mentoring portfolios
- Be role models
- Feedback from teachers, students and peers
- Action plans after lessons
- Co-teaching - two teachers teaching together or preparing lessons together

EPOSTL and the European Language Portfolio

European Language Portfolio

- Language/learner-based: I can understand short simple texts written in common everyday language

EPOSTL

- Didactic/teacher-based: I can select texts appropriate to the needs and language level of the learners

What is the EPOSTL?

- Portfolio of professional competences for teacher education which encourages students to reflect on didactic knowledge and skills
- monitor and chart their progress
- record their experiences of teaching

Main focus of EPOSTL?

Self-assessment

- main focus of the EPOSTL
- 195 descriptors of didactic competences
- formulated as 'I can ...' statements
- for: reflection, awareness-raising, discussion, self-assessment



A. Speaking/Spoken Interaction

1. I can create a supportive atmosphere that invites learners to take part in speaking activities.

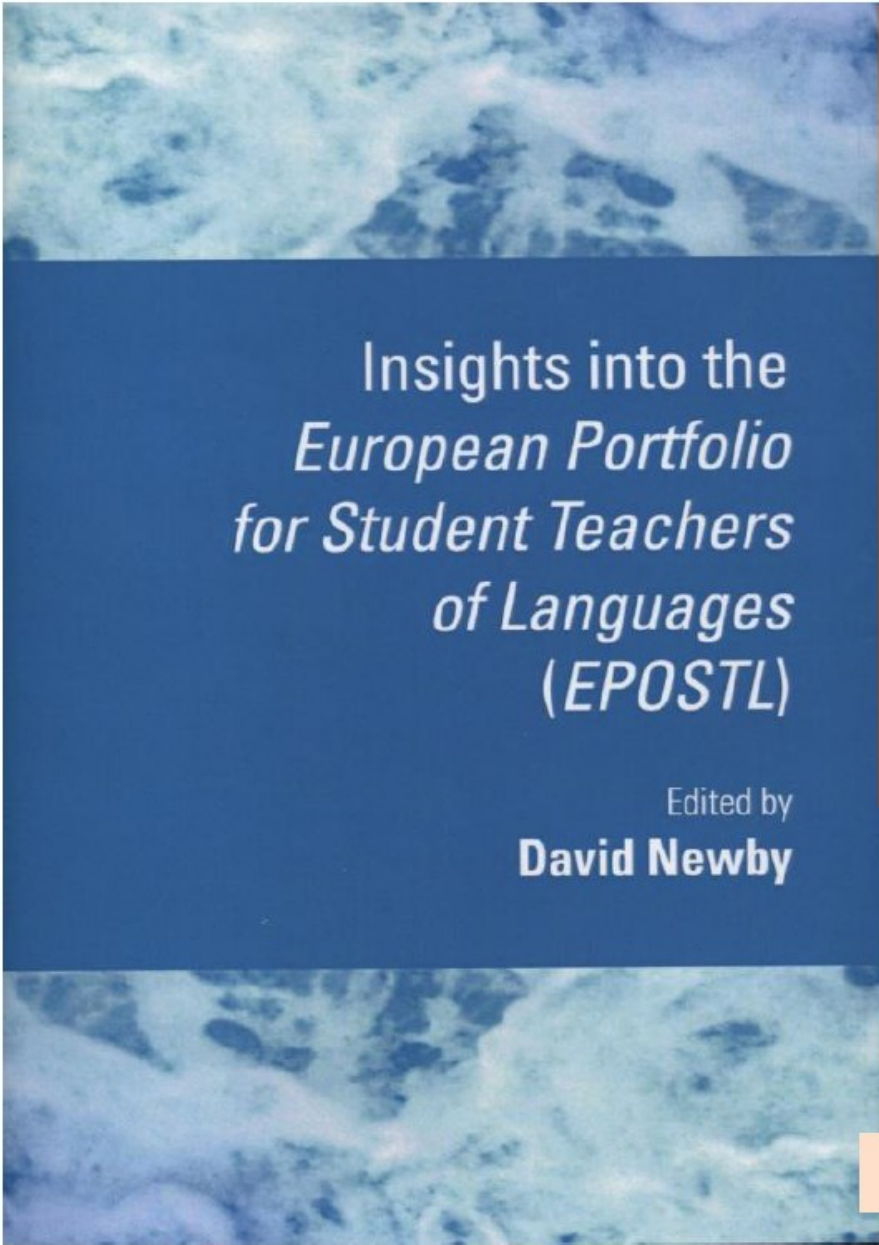
2. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.

3. I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.

4. I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).

5. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).

6. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.).



Insights into the
*European Portfolio
for Student Teachers
of Languages
(EPOSTL)*

Edited by
David Newby

Section 1:

- Introduction

Section 2:

- Link between EPOSTL and other European publications (CEFR etc.)

Section 3:

- Theoretical articles (learner autonomy, reflection, intercultural awareness etc.)

Section 4:

- EPOSTL in practice

Cambridge Scholars Publishing

Definition

“Action Research is about improving the quality of work in an area of practice. It helps teachers overcome challenges & problems in everyday life and to carry out innovations“, *Altrichter/Posch, Spann.*

Further definitions

John Elliott

- "Educational Action Research involves teachers making and creating *educationally* worthwhile changes in their classrooms..."

Kemmis & McTaggart

- Action research is not the usual thinking about teaching.
- It involves collecting evidence systematically.
- It is research by teachers on their own practice, to help improve what they do.

Jean McNiff

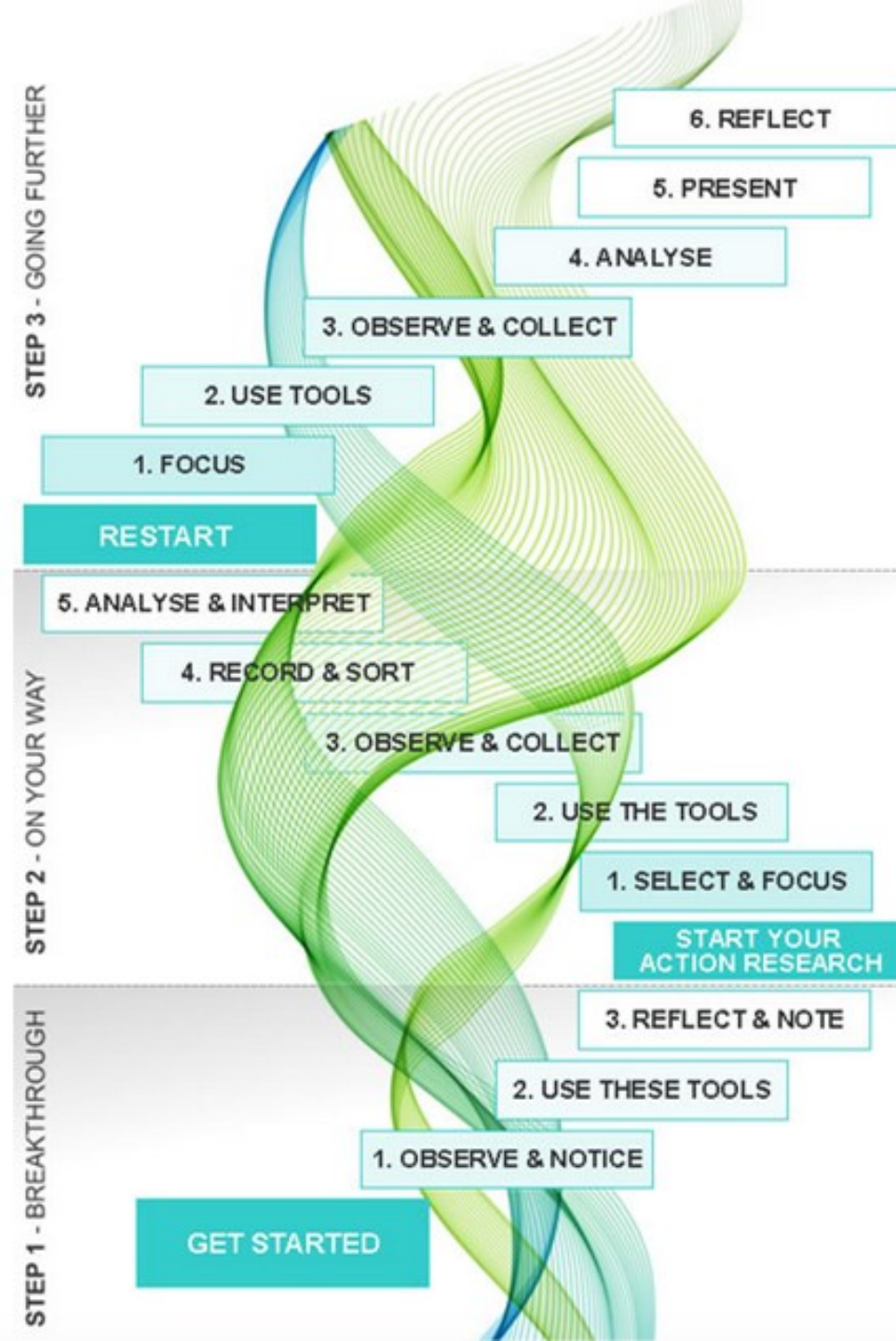
- Action Research for Professional Development McNiff you start action research by reviewing your practice & identifying an area you want to investigate

Why do action research?

- Teachers develop skills in thinking systematically about their classroom practice (Kemmis & McTaggart, 1982)
- Empowers teachers to make and create change (Elliott, 2011)
- Collaborative process so helps teachers to feel less isolated (Burns, 2005)
- Gives teachers increased confidence in trying out new methods (Krainz-Dürr, Kröpfl, Piber, Rauch, Stern and Krainer 2002).
- For language teachers: Action research can improve motivation and self-efficacy (Banegas, Pavese, Velázquez and Vélez 2013; Cabaroglu 2014).



- Centrepiece the ARC- action-research spiral as a basis for TaC activities
- Starting from small [steps](#)



MODULE 3

Values, competences and identities
in language teacher education

Valeurs, compétences et identités
dans l'éducation aux langues

SPEAKER: LUKAS BLEICHENBACHER AND
ANNA SCHRÖDER SURA

What is & how to access the Taxonomy?

Taxonomy:

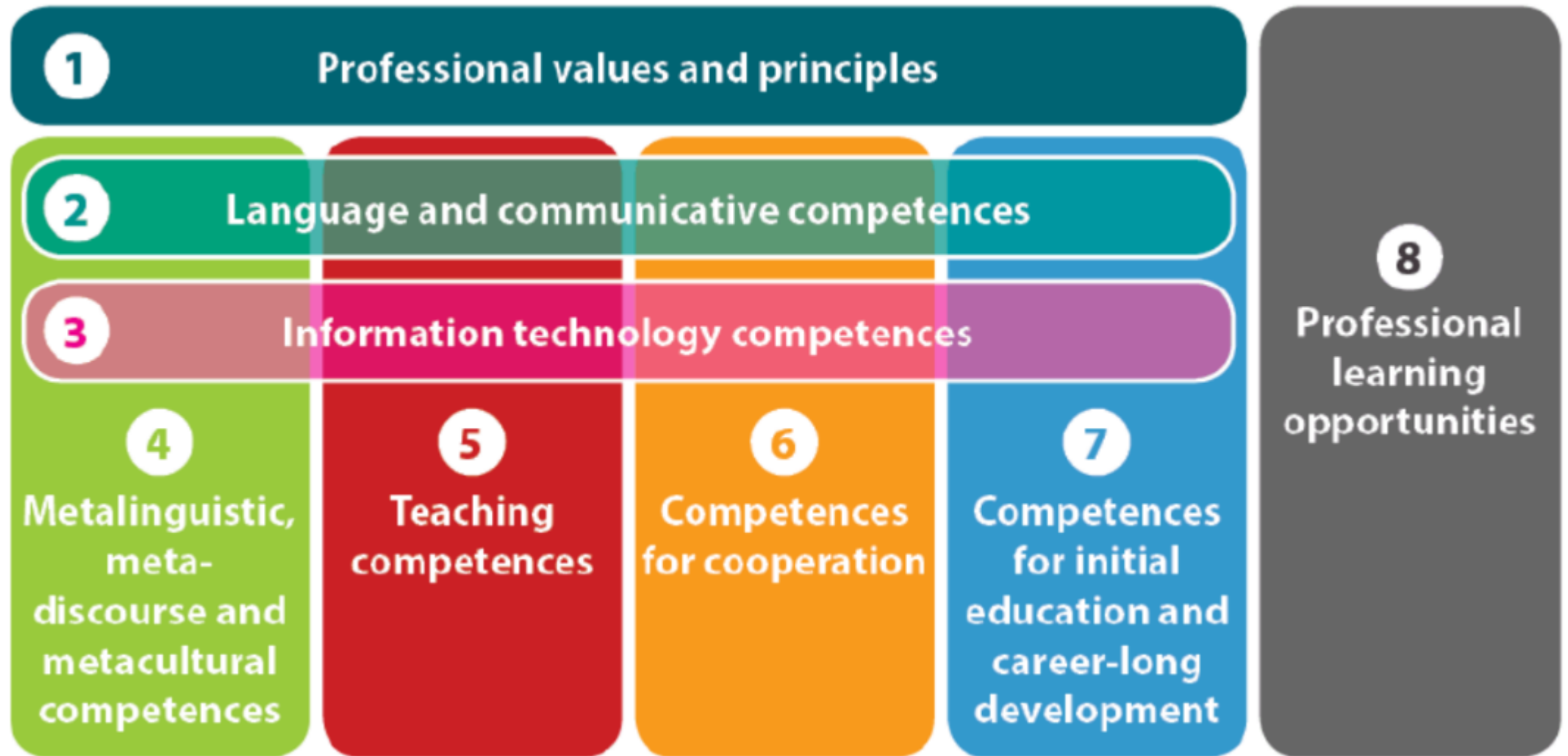
- “It aims to describe the competences needed by teachers to help learners develop their language competences in whichever subject they are learning.
- The categories encompass teacher competences for foreign language teaching, the teaching of the language of schooling as a subject, language sensitive subject teaching, bilingual education and CLIL (content and language integrated learning).”

How to access it?

Direct link: <https://www.ecml.at/ECML-Programme/Programme2016-2019/Guidetoteachercompetences/Inventory/tabid/3024/language/enGB/Default.aspx>

https://www.ecml.at/Portals/1/5MTP/Bleichenbacher/Catalogue%20of%20instruments/Catalogue%20of%20instruments_ObservationSheet.pdf

The 8 dimensions of the taxonomy



Developing teacher competences for pluralistic approaches– Training and reflection tools for teachers and teacher educators



Teacher competences for languages in education –

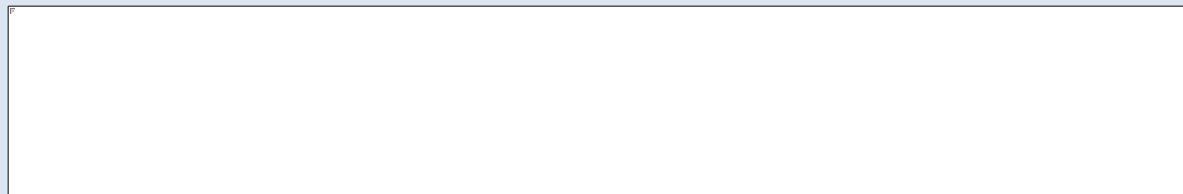


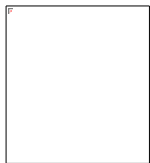
Specific teacher competences for pluralistic approaches



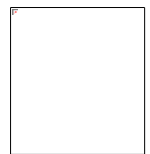
Inspiring innovation in European language teacher education
Summer Academy for teacher educators
4-8 July, Graz

**The Framework of Reference for Pluralistic
Approaches to Languages and Cultures (FREPA)**





ec.europa.eu/programmes/erasmus-plus/about_de



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[@EUErasmusPlusProgramme](https://www.facebook.com/EUErasmusPlusProgramme)

Elements of the 2019 Recommendation



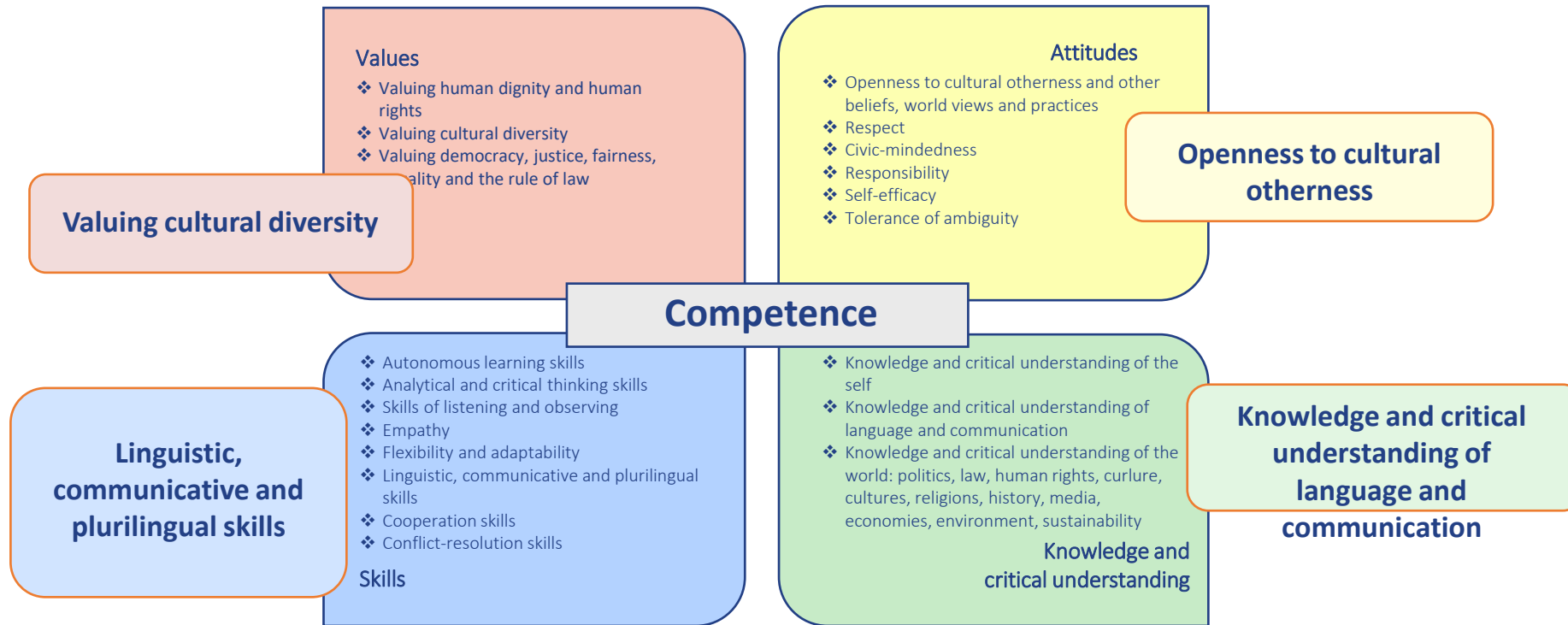
1. Focus on learning outcomes
2. Start as early as possible
3. Development of comprehensive language strategies
4. Language awareness:
 - ✓ Take account of learners personal linguistic abilities and interests
 - ✓ Value linguistic diversity, using it as a learning resource
 - ✓ Support literacy in the language(s) of schooling
 - ✓ Support mobility of learners – increase exposure
5. Research and promotion of innovative, inclusive and multilingual pedagogies, using European tools and platforms – CLIL, digital tools, innovative initial teacher education, cooperation between language and subject teachers
6. Support to teachers and school leaders – initial and continuous education, cooperation between institutions, mobility

Key recommendations

- **Expose children as early as possible to multiple foreign languages and promote mobility**
- **Discard ‘monolingual’ policies in favour of multilingual school policies, which support the development of the language of schooling, foreign languages and home languages – no need to make an either/or decision!**
 - The language of schooling is a foundational skill for learning
 - Linguistic diversity supports cognition and wellbeing. Functional literacy transcends linguistic barriers
- **Promote language aware policies and practices in schools:**
 - ‘whole school’ approaches for language learning -all teachers, parents, wider community
 - Promote specific language policies for vocational education and training (VET)
- **Support teachers, trainers and school leaders:** develop teacher education (multilingual pedagogies, digital tools), mobility (also virtual) and promote collaborative teaching

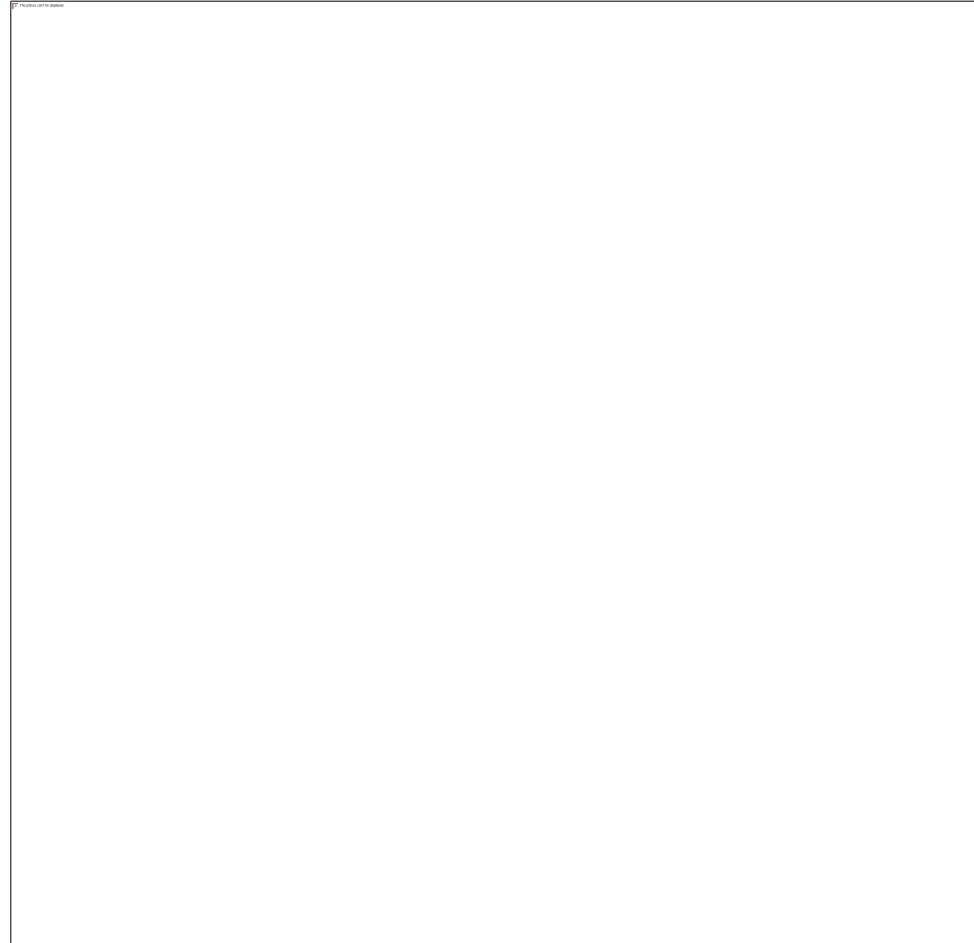


Reference framework of competences for democratic culture



The FREPA / CARAP website:

<https://carap.ecml.at/>



Principles

Plurilingual and intercultural education:

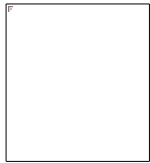
- **is essential to education for democratic culture;**
- **respects and values linguistic and cultural diversity;**
- **promotes language awareness and language sensitivity across the curriculum;**
- **encourages critical reflection on cultural diversity;**
- **helps to foster critical digital literacy and digital citizenship;**
- **encourages learner autonomy and values the learner's voice;**
- **supports the inclusion of disadvantaged and marginalised learners on an equal footing with other learners.**



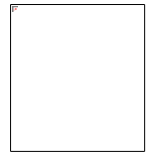
Principles

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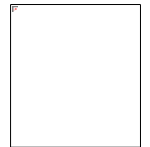




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