



Inspiring Innovation in European Language Teacher Education

Inspiring innovation in language education

Inspirer l'innovation dans l'éducation aux langues

# ECML Summer Academy 3-7 July 2023

Anna-Maria Andreou

# Agenda

Key challenges in teacher education

Rethinking the role of language in learning

Designing language-friendly learning environments



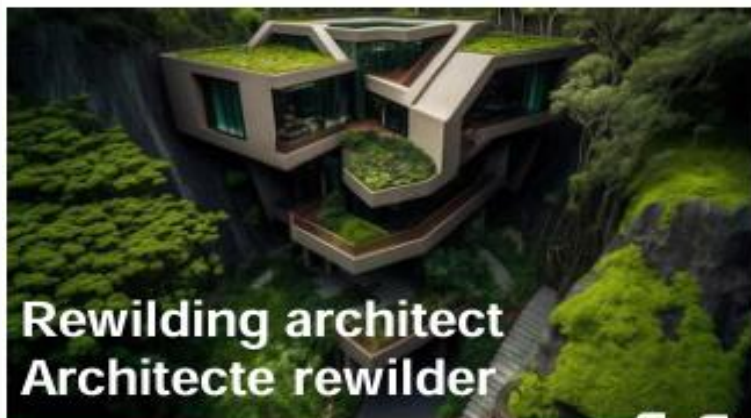
# Participants' motivation:

- ♦ find solutions to current challenges
- ♦ keep up-to-date with new developments/innovations
- ♦ help bridge policy, teacher education and classroom practice
- ♦ focus on key topics such as plurilingualism, teacher and learner competences, language-sensitive education and new resources such as the CEFR Companion Volume
- ♦ reflect on and share their experiences, discuss common challenges and learn from one another in a transnational context
- ♦ make a difference in their own context

# Key challenges in teacher education

Teachers will have to coexist with the challenges of AI, prepare students for an everchanging and ever demanding job market, educate them about potentially obsolete occupations and remain ignorant of what the job market holds for the future.

I believe that language teachers need to take a break from their daily teaching routines and must participate in ongoing professional development courses as well as research projects when it is possible in order to foster deep reflection on their practices and apply research findings to their work.



**Rewilding architect**  
**Architecte rewilder**



**Cross-generational automation designer**

**Designer en domotique intergénérationnelle**



**Drone trafic negociator**  
**Aiguilleur de drones**



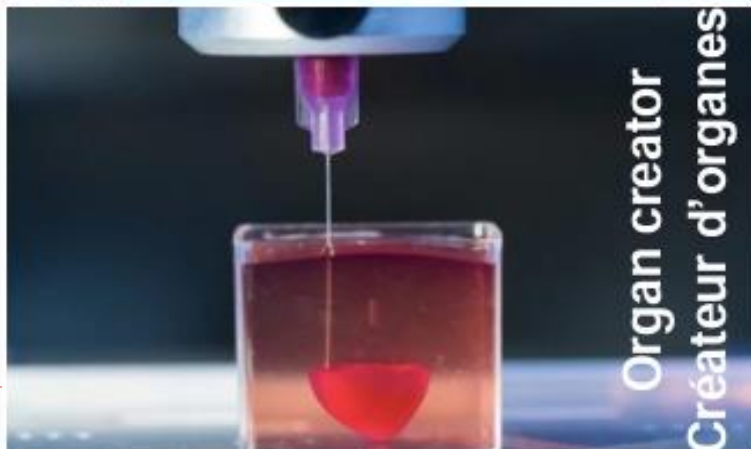
**low tech technician**  
**Technicien low-tech**



**Upcycling expert**  
**Artisan upcycleur**



**Cooperative living manager**  
**Charge de vie cooperative**



**Organ creator**  
**Créateur d'organes**



**Social horticulturist**  
**Horticulteur social**



**Historian of the future**  
**Historien du futur**

# Key challenges in teacher education

In my opinion, the biggest challenge that our teachers face nowadays is **how to differentiate pedagogical approaches according to learners' needs and their (specific) language contexts.**

The main challenges of teacher educators are the **shortage of new teachers and teacher attrition.** Not only are there fewer students choosing to study to become teachers because of the **diminishing value of teacher diplomas,** but **newly qualified teachers and more experienced teachers also leave** the profession in increasing numbers.

# Key messages from Module 2 presented by Dr Sarah Breslin (ECML Executive Director ): Key shifts in policy, curriculum and practice in language (teacher) education

- ♦ Curriculum reform:

- competence-based
- CEFR-based/ more focus on communication and less on grammar
- new elements: intercultural competences/ language awareness/ 21st century skills/ sustainability/ digital skills
- focus on language in subjects and literacy development

- ♦ Language policy:

- focus on plurilingualism/ welcoming home languages

- ♦ Teacher education

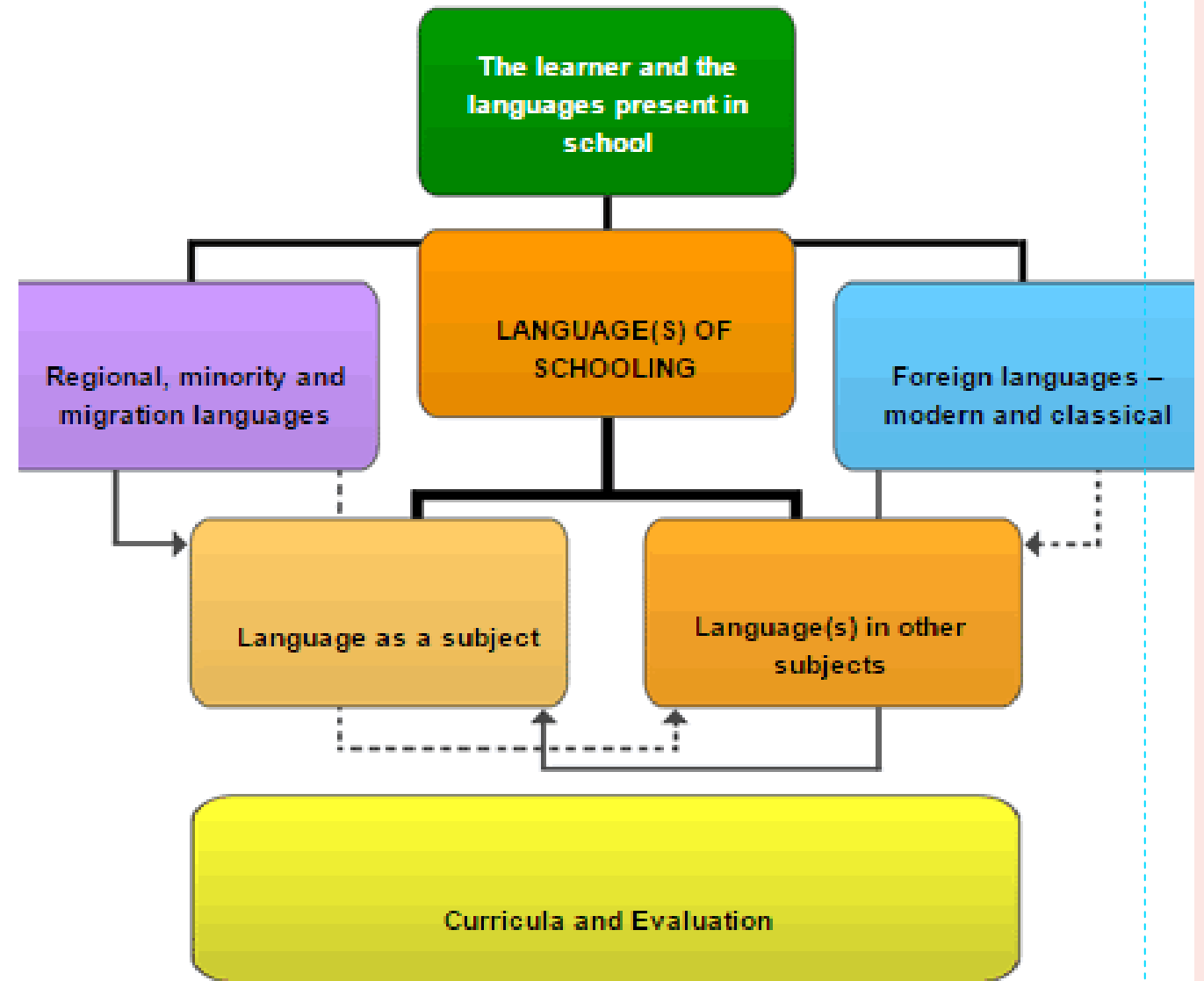
- “towards equal and non-discriminatory teaching”

# Key messages from Module 2

- ♦ Changing role of language teacher – less about linguistic “prowess”, more about mediation skills
  - ♦ Gap between progressive curricular reform and teacher mindset
  - ♦ Linguistic hierarchies persist
  - ♦ Disconnect between communicative approaches to learning and teaching and current forms of assessment
  - ♦ Plurilingual policies but domination of English
  - ♦ Disconnect between policies promoting learning of a range of languages and teacher shortages
- “how to change persistent teacher beliefs about language teaching that no longer align with what is taught in teacher education institutes”



# Rethinking the role of language in learning



# Consider...



- ♦ Biology is not plants and animals. It is language about plants and animals.  
Astronomy is not planets and stars. It is a way of talking about planets and stars. (Postman, 1986:3)



# Why CLIL and beyond?



The 4Cs Framework is based on the principle that strengthening and deepening a learner's conceptual understanding requires social, cultural, linguistic and cognitive processes.

The components are:

Content  
Cognition

Communication  
Culture

# CLIL LESSON/UNIT PLAN FOR SUBJECT

## TOPIC: GEOGRAPHY

**GLOBAL GOAL:** To gain increased knowledge of the solar system

**Age of students:** 11/12

**Level:** A2

**TIMING:** 60 to 90 minutes

<b>AIMS</b>	
<ol style="list-style-type: none"> <li>1. Explain why the Earth experiences different seasons</li> <li>2. Research information about our Solar System</li> <li>3. Create a scale model of our solar system</li> </ol>	
<b>TEACHING OBJECTIVES</b>	
<b>CONTENT</b>	
<ul style="list-style-type: none"> <li>• Understanding of our seasons</li> <li>• Identification of the links between the solar system and our daily lives</li> <li>• Understanding of the different parts of the solar system</li> <li>• Use of scientific language</li> </ul>	
<b>COGNITION</b>	<b>CULTURE</b>
<ul style="list-style-type: none"> <li>• Answering how and why questions</li> <li>• Understanding of how Earth's axis (and sunlight/darkness) results in different seasons</li> <li>• Engaging in questions to differentiate language for different learners</li> </ul>	<ul style="list-style-type: none"> <li>• Compare weather in the seasons between different countries</li> <li>• Discuss the influence of the solar system in our culture... film/media e.g. Star Wars/fashion/UFO'S etc.</li> <li>• How related language has filtered into our colloquial speech (e.g. reach for the stars/ over the moon.)</li> </ul>
<b>LANGUAGE AND COMMUNICATION</b>	
<b>Language of learning</b>	<b>Language for learning</b>
<ul style="list-style-type: none"> <li>• The planets</li> <li>• Orbits</li> <li>• Galaxy</li> <li>• Comet</li> <li>• Day and night</li> <li>• Seasons</li> <li>• Moon</li> <li>• Gravity</li> <li>• Axis</li> <li>• Lightness and Darkness</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Discuss</li> <li>• Explain</li> <li>• Present work</li> <li>• Create a 3D model of the solar system...</li> <li>• Use verb tenses appropriately</li> <li>• Share</li> </ul>

<b>LEARNING OUTCOMES</b>
(What learners will be able to do by the end of the Lesson/s)
By the end of the unit learners will be able to:
<ul style="list-style-type: none"> <li>• Knowledge: Explain in their own words the various elements that make up our solar system.</li> <li>• Skills: Know how to create a model of our solar system and the language of learning associated with it...cut/shape/mold/glue.</li> <li>• Attitudes: Be able to give their opinion about the importance of protecting the Earth and the environment as part of the solar system.</li> </ul>
<b>ASSESSMENT METHOD TOOLS</b>
<ul style="list-style-type: none"> <li>• Teacher to assess Ss prior knowledge and understanding through questioning.</li> <li>• Peer and teacher assessment of their use of scientific words when creating an original solar system.</li> </ul>
<b>SCAFFOLDING</b>
<p>Activate prior knowledge</p> <p>Visual aids – YouTube Clips / posters</p> <p>Examples of How and Why questions</p> <p>Time for pair and small group discussions</p> <p>Check for understanding (formative assessment with effective feedback (teacher and peer))</p>
<b>Language through learning</b>
(Awareness is gained through observation and formative assessment)

# Designing language-friendly learning environments

## What does E.O.L. stand for?

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

MANAGEMENT

“Learning environments where modern languages flourish” — DEVELOPMENT

“Fremdsprachenfreundliche Lernumgebungen”

USERS

- "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**- Materials, equipment, schedule, levels, etc.
- **PEOPLE**- Empowering people, i.e. considering learners as social actors

## Culture

The content of the exhibition is related to modern language classes.

## People

Students guide tourists in their own languages through the city and the museum.



## Structure

A partnership between the school and the museum gives students the availability to be at the museum once a week.

<https://www.ecml.at/ECML-Programme/Programme2016-2019/Learningenvironmentswhereforeignlanguagesflourish/Concept/Matrix/tabid/4259/Default.aspx>

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















The matrix is connected to a glossary and different tools and resources.

<https://www.ecml.at/ECML-Programme/Programme2016-2019/Learningenvironmentswhereforeignlanguagesflourish/Concept/Matrix/tabid/4259/Default.aspx>











# What impact may *AI* have on learning environments?

				
				
<p><b><u>Challenge A</u></b> How to bring students' to take more risks in oral communication? Comment renforcer la prise de risque à l'oral ?</p>	<p><b><u>Challenge B</u></b> How to improve students' writing skills? Comment développer les compétences d'EE ?</p>	<p><b><u>Challenge C</u></b> How to make learners use their full repertoires? Comment renforcer la prise de risque à l'oral ?</p>	<p><b><u>Challenge D</u></b> How to develop cooperation skills? Comment renforcer la capacité à coopérer ?</p>	<p><b><u>Challenge E</u></b> How to empower your students and develop their self-esteem? Comment encapaciter les élèves et développer l'estime de soi</p>

# What impact may *AI* have on learning environments?

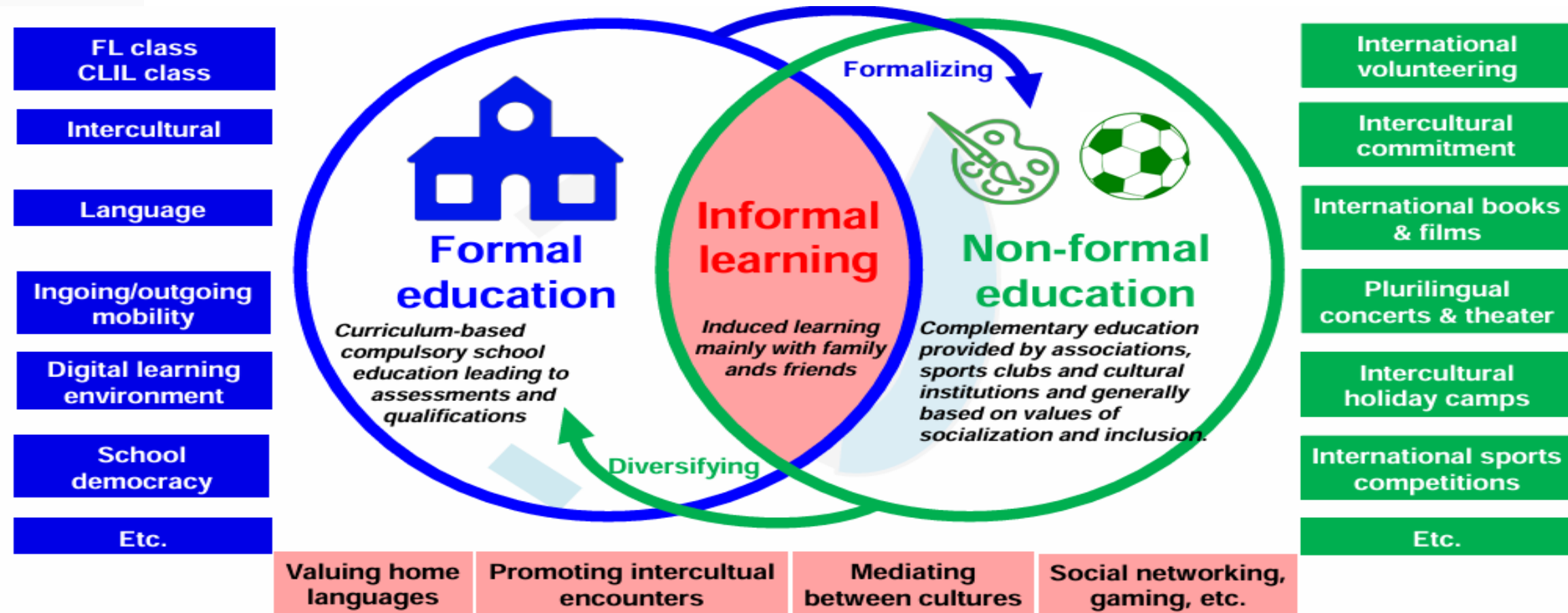
## Let's think outside the box and explore together how we could use *AI* in FL class

*Choose a challenge and explore how you could use AI in class*

				
<a href="https://deepbeat.org/">https://deepbeat.org/</a>	<a href="https://www.youtube.com/watch?v=rvit4tH7MXo">https://www.youtube.com/watch?v=rvit4tH7MXo</a>	<a href="https://www.youtube.com/watch?v=iBHAja_GV5I">https://www.youtube.com/watch?v=iBHAja_GV5I</a>	<a href="https://www.youtube.com/watch?v=TiNI-ktP-bg">https://www.youtube.com/watch?v=TiNI-ktP-bg</a>	<a href="https://youtu.be/LFxifuNYtw8">https://youtu.be/LFxifuNYtw8</a>
				
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	<b>NANO: learner</b>	<b>MICRO: class</b>	<b>MESO: school</b>	<b>MACRO: system</b>
<b>1. Language and languages</b>	<b>1.1. Supporting language skills</b> <i>through online exercisers</i>	<b>1.2. Strengthening communicative skills</b> <i>Integrate AI tools in language learning</i>	<b>1.3. Setting up school communication policy</b> <i>using AI tools to set up a multilingual school communication policy</i>	<b>1.4. Fostering global language awareness</b> <i>Use AI to supply language teacher shortage</i>
<b>2. Valuing languages</b>	<b>2.1. Sensitizing learners to languages</b> <i>with learning apps</i>	<b>2.2. Evaluating and assessing</b> <i>Develop online self-assessment assistance</i>	<b>2.3. Setting up a whole-school language policy</b> <i>Use AI to identify language dimensions in all subjects</i>	<b>2.4. Ensuring and widening language diversity</b> <i>use AI to promote minority languages</i>
<b>3. Interculturality</b>	<b>3.1. Learning with others</b> <i>through online gaming</i>	<b>3.2. Implementing a sensitive approach to languages and cultures</b> <i>providing subject teachers with AI enhanced professional development opportunities</i>	<b>3.3. Developing international networks</b> <i>optimize partnerships through AI</i>	<b>3.4. Enhancing inter-connections for inclusion</b> <i>Use AI to identify all intercultural connections</i>
<b>4. Enriching curricula</b>	<b>4.1. Using language biographies &amp; repertoires</b> <i>offer individualised training paths through AI</i>	<b>4.2. Teaching languages for learning: interdisciplinarity</b> <i>Develop cross-subject learning scenarios with AI</i>	<b>4.3. Ensuring cross curricular continuity</b> <i>optimize links between subjects through AI</i>	<b>4.4. Promoting collective intelligence</b> <i>use AI to monitor cooperation</i>
<b>5. Everyday languages</b>	<b>5.1. Enriching language repertoires</b> <i>develop a digital language portfolio</i>	<b>5.2. Using all learning fields</b> <i>set up hybrid learning environments with AI</i>	<b>5.3. Exploring linguistic landscape</b> <i>Use AI tools to explore all opportunities</i>	<b>5.4. Building multilingual environment</b> <i>Use AI to find local partners to promote language diversity. Use AI tools to make invisible languages and cultures become visible</i>

# Holistic education: Integration process







# The Language Diamond: An Intercultural Model to Teach and Learn (through) Languages

Nathalie Auger






**Figure 2.** The Language Diamond. Green: Building and engaging a community of teachers (including teachers of all subjects). Blue: Identifying students' and cultural experiences. Pink: Using all the languages and cultural experiences in the classroom as a resource for teaching and learning. Yellow: Using multilingual resources in class (textbooks, etc.). Orange: The establishment of plurilingual and cultural mentoring. Violet: Using the multilingual and multicultural environment. Dark green: inclusion of parents.



-  Building and engaging a community of teachers (including teachers of all subjects)
-  Identifying students' language and cultural experiences
-  Using all the languages and cultural experiences in the classroom as a resource for teaching and learning
-  Using multilingual resources in class (textbooks etc)



-  Building and engaging a community of teachers (including teachers of all subjects)
-  The establishment of plurilingual and cultural mentoring
-  Using the multilingual and multicultural environment
-  Inclusion of parents

# Thank You

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