



Session 5: Encouraging collaboration across the whole school to promote learning as well as multilingual and intercultural awareness

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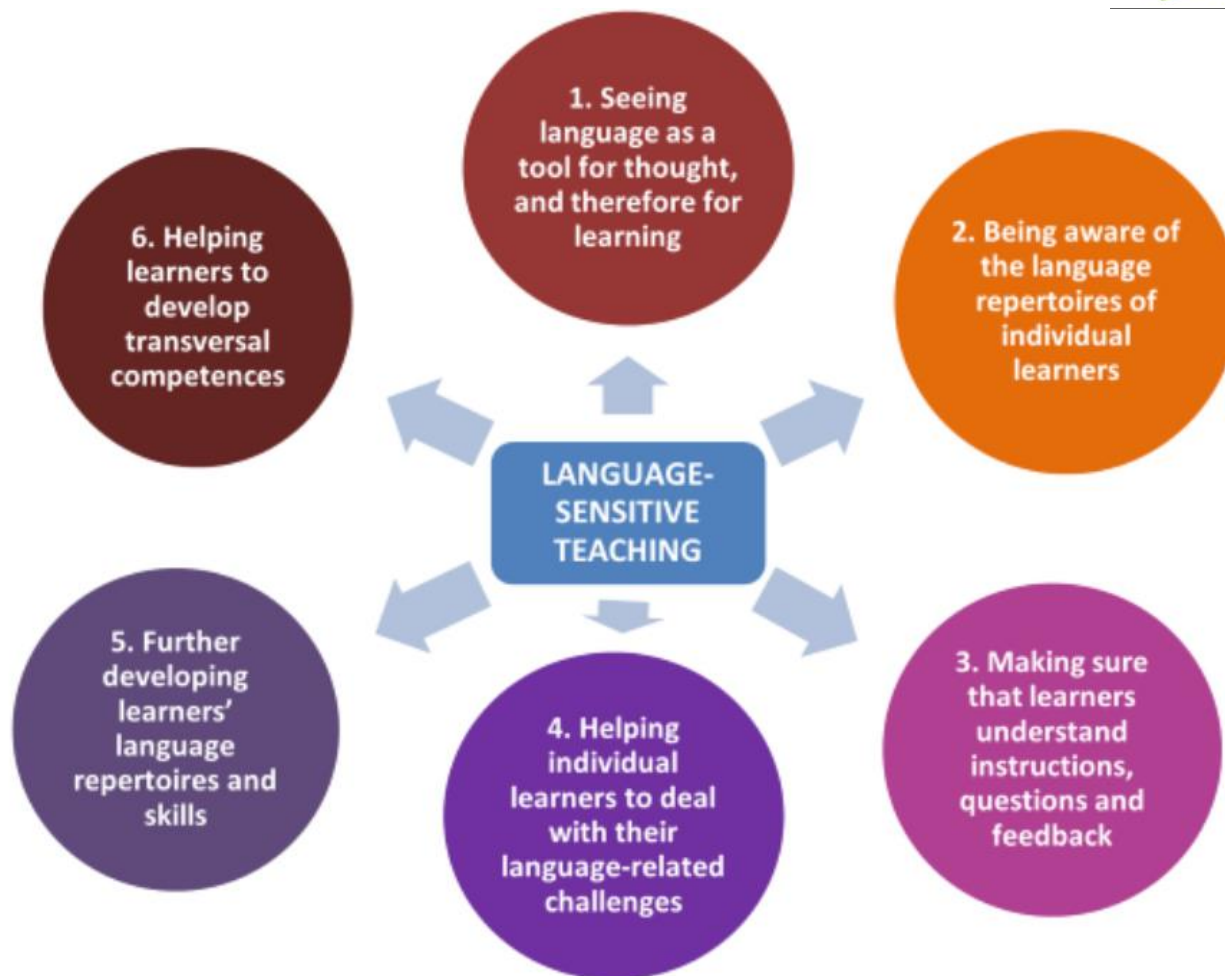




Building blocks for planning language-sensitive teacher education

The term 'language-sensitive education' describes an inclusive approach to teaching any subject: teachers help their learners to deal with the language demands of learning so that, whatever their language and /or social background, all learners can make the most of their education.

Building blocks help teacher educators and curriculum planners working with **teachers of different languages and subjects** to embed language-sensitive education into teacher education curricula.

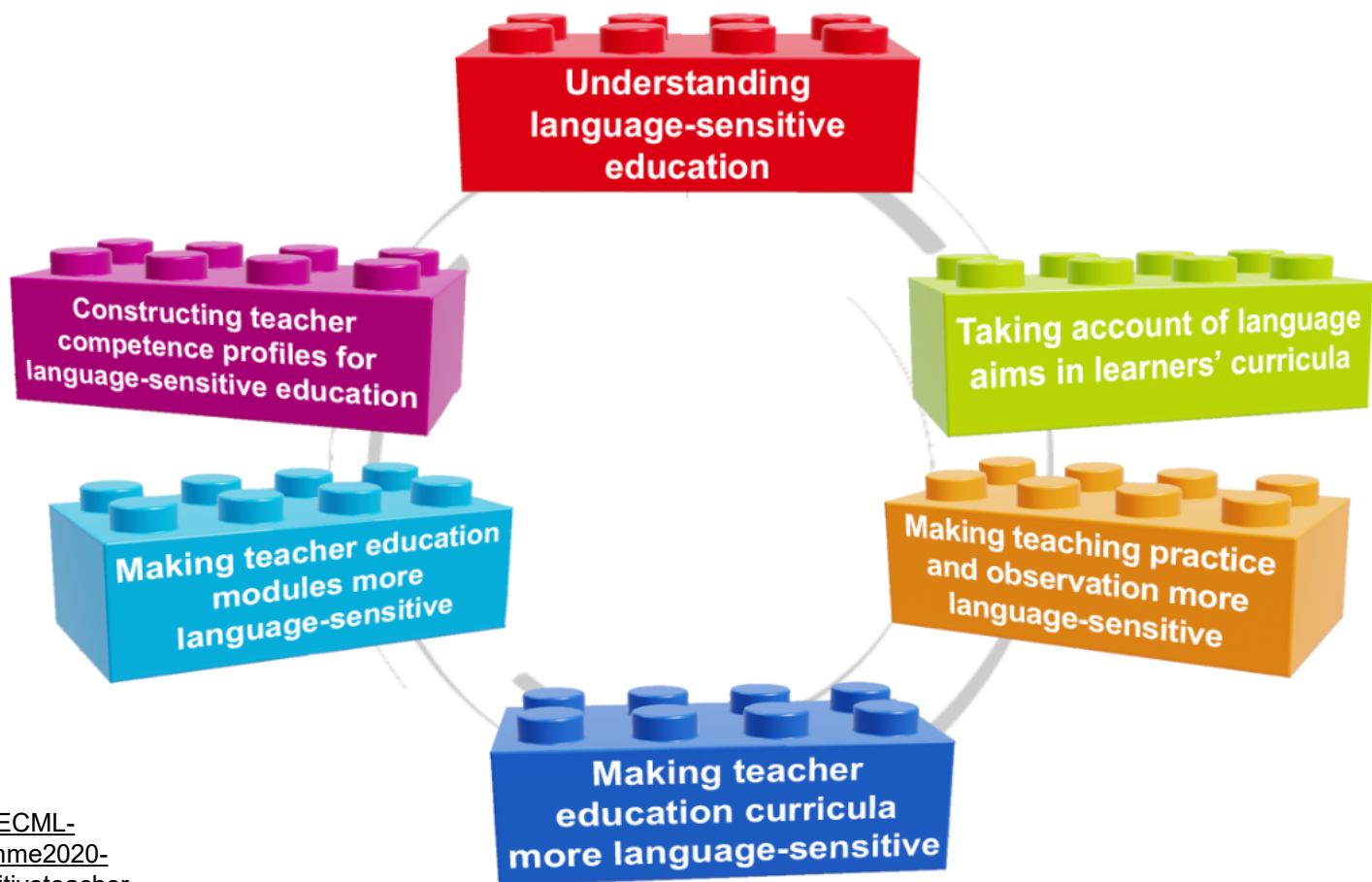


<https://www.ecml.at/ECML-Programme/Programme2020-2023/Languagesensitiveteachereducation/WhatIsLSE/tabid/5766/language/en-GB/Default.aspx>

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Building blocks for planning language-sensitive teacher education



<https://www.ecml.at/ECML-Programme/Programme2020-2023/Languagesensitiveteachereducation/tabid/5529/language/en-GB/Default.aspx>

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TASK A If there is an opportunity to do so, how would you reorganise the lesson observation and teaching practice module(s) in your institution to ensure that students pay more attention to language sensitivity in their practice? Who would be involved in the reorganisation process?

TASK C On the basis of your experience of doing the tasks in the previous sections, which elements would you develop further or incorporate into your future work as a teacher educator?

- lesson observation criteria;
- learner and peer feedback;
- guided lesson / video observation;
- focus points on language-sensitive teaching for the planning of teaching practice;
- other relevant aspects, possibly including some aspects from the above list of criteria.

<https://www.ecml.at/ECML-Programme/Programme2020-2023/Languagesensitiveteachereducation/Questions/tabid/5783/language/en-GB/Default.aspx>

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A selection of language-sensitive lesson observation criteria

This section contains a selection of criteria in the form of observable teacher behaviours which can be used for observing, reflecting on and discussing language-sensitive elements during lesson observation. The criteria below have been selected and translated into English from a Dutch framework for language-oriented vocational education (Herder & Pleumeekers, 2022; based on Van Eerde et al., 2006).

Interaction

Asking questions

1. asks different kinds of questions (descriptive, ordering, explanatory, evaluating)
2. asks open questions
3. asks real questions

Eliciting answers

4. attends to turn-taking
5. gives learners time to think and to formulate their answers
6. listens attentively to the input [response]

Instructions for assignments

7. explains goals
8. indicates what learners should do in a task
9. explains how learners should carry out the task

Language support

Language resources

1. makes the language goals explicit (at the beginning of the lesson)
2. gives attention to the language goals (during the lesson)
3. evaluates the language goals (at the end of the lesson)

Use of understandable language

4. speaks calmly and articulates clearly
5. encourages students to bring in their own words and expressions or concepts, including from other (first) languages
6. adapts language use to the learners' language level (shorter sentences, explaining words, putting emphasis, etc.)
7. pays attention to difficult words
8. gives support when learners are reading texts
9. checks own comprehensibility
10. checks whether learners understand textual material

<https://www.ecml.at/ECML-Programme/Programme2020-2023/Languagesensitiveteachereducation/Observationcriteria/tabid/5782/language/en-GB/Default.aspx>

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MALEDIVE: Reflective questions

<https://maledive.ecml.at/Studymaterials/Individual/Frommonolingualtoplurilingual/tabid/3669/language/en-GB/Default.aspx>



Reflective questions¹

for teachers

Do I have a plurilingual class? Which languages are spoken in my class? What are the first languages (mother tongues), heritage languages, home languages, additional languages or varieties/dialects?

If none are present, how can I encourage the learners to look around and find out which languages or language forms are spoken in their environment?

What do I know about those languages and cultures? How can I learn more about them? Do I have personal resources such as a language repertoire that I can exploit for promoting plurilingualism?

Am I aware of my learners' emotional and social backgrounds? Can I establish co-operative networks with social workers and guidance teachers/psychological counsellors?

Is there any opportunity for me to gain new insights into multilingualism and plurilingualism by experiencing life in a foreign country through scholarships or exchanges?

What skills do I need in order to bring learners' language repertoires into the classroom? How can I acquire them?

What do I know about teaching languages, bilingualism, plurilingualism or intercultural education? How can I improve my knowledge? (Language teachers)

What methods and strategies are available for my subject in order for me to bring the learners' language repertoires into the classroom? How can I find out about them? (Subject teachers)

How can I get more information and training with respect to plurilingual education in the majority language?

Who else in the school is interested in implementing plurilingual education in the majority language? Are there possibilities for co-operation/team work/cross-curricular projects?

Who is going to support me/us inside and outside the school – head teacher, colleagues parents, partner schools, professional networks, school administration, in-service trainers, wider community, etc?

Is there any teaching material and how can I find out about it and get it? Do I have to produce my own material? Can anybody help with producing materials?

¹ Boeckmann, Klaus-Börge; Aalto, Eija; Abel, Andrea; Alenxoska, Tatjana; Lamb, Terry (2011): Promoting plurilingualism: Majority language in multilingual settings. *Grat. Council of Europe*. Online: <http://maledive.ecml.at> (Zugriff: 12.10.2015), page 65.



Reflective questions^{1 2}

for head teachers

How multilingual is my school? Which languages are spoken – by the learners, but also by the teachers? What can I do to make the school's multilingualism visible and to ensure that all languages in the school are treated with equal respect?

What is the school climate/atmosphere like with regard to multilingualism/plurilingualism? Are there hierarchies with regard to different languages and their teachers? Are learners proud of their languages or do they 'hide' them?

What do teachers in my school know about the linguistic repertoire of the students? What do I know of the linguistic background of my teaching staff?

Given that my learners are plurilingual, but the teachers mostly monolingual, how can I make the teaching staff more plurilingual? Have I ever encouraged teachers to become more plurilingual?

What legal/administrative basis (curricula, etc.) is there for promoting plurilingualism in the majority class? How open/active/competent do I consider my teaching staff with regard to the topic?

How do I convince my team (especially my majority language teachers) of the usefulness of making plurilingualism a topic in the classroom – for teachers and learners?

Do the learners get the opportunity to introduce all their languages into the (majority language) classroom? Are the language (learning) experiences of learners recognised? Are these experiences seen as strengths, fostered and promoted in teaching and developed into conscious competences?

Is special in-service training needed to promote plurilingualism in majority language teaching? Are there experts who can be asked to give a training session in my school?

Does the school have enough materials and resources to promote plurilingualism in majority language teaching? Does, for instance, the school library have multilingual literature for children and young people? Where can I get funding/financial support to purchase it?

As regards language teaching in general, how do I promote interdisciplinary co-operation between teachers of all language subjects – majority language(s), foreign and classical languages and (if applicable) minority language(s)/languages of origin? Is it possible to develop a 'whole school language policy', which integrates all languages taught or otherwise spoken at my school?

¹ These lists were compiled as a result of group work in the network meeting using additional ideas from Anna Lassek-Berger, Alexandra Melis, Magda Meier and Veronika Pilay.
² Boeckmann, Klaus-Börge; Aalto, Eija; Abel, Andrea; Alenxoska, Tatjana; Lamb, Terry (2011): Promoting plurilingualism: Majority language in multilingual settings. *Grat. Council of Europe*. Online: <http://maledive.ecml.at> (Zugriff: 12.10.2015), page 66.



Reflective questions¹

for teacher educators

Which languages are teachers/will student teachers be confronted with in schools?

What is expected of teachers/will be expected of student teachers in schools?

How is multilingualism handled administratively/legally in primary and secondary school in my country?

Is there special support for the majority language as a second language in schools?

How should teachers/student teachers themselves handle multilingual situations?

What kind of knowledge/skills do (student) teachers need in order to be prepared for a plurilingual approach? How can they best develop this knowledge/these skills?

How do I prepare student teachers to deal with multilingual settings successfully from a psychological and educational perspective?

Is it feasible/necessary to offer special courses to (student) teachers on how to introduce/integrate linguistic and cultural diversity into their teaching?

How am I going to make (student) teachers aware of the benefits of plurilingual education in the majority language? How can I motivate them to try out plurilingual approaches?

What kind of examples of successful implementation of plurilingual education in the majority language can I provide and how (presentation format/training event type)?

How can I explore (student) teachers' attitudes towards cultural and linguistic diversity and how can I make them aware of these attitudes?

How can I teach (student) teachers not only to accept, but also to actively promote plurilingualism/multilingualism?

How can I motivate (student) teachers to exploit their own personal resources, such as rich language repertoires?

How am I going to respond to the (student) teachers' objections (e.g. "Why the majority language class? Why not the foreign language class?") Where can I get help in finding arguments?

Boeckmann, Klaus-Börge; Aalto, Eija; Abel, Andrea; Alenxoska, Tatjana; Lamb, Terry (2011): Promoting plurilingualism: Majority language in multilingual settings. *Grat. Council of Europe*. Online: <http://maledive.ecml.at> (Zugriff: 12.10.2015), page 67.

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Learning environments where modern languages flourish (EOL)

- Working on learning environments where modern languages flourish implies that learning goals, teaching practices and education policy **converge**. From this perspective, the main requirements are to foster plurilingual and intercultural education; **to teach how language is embedded in the cultural context of its use**; to share to what extent modern languages contribute to general educational aims.
- www.ecml.at/learningenvironments

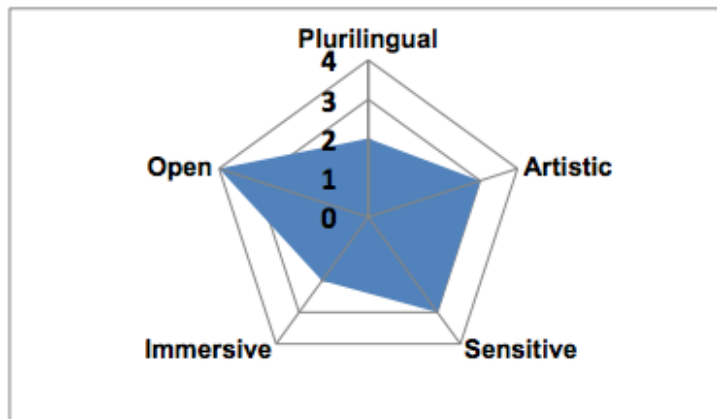


Five senses in EOL: language-sensitive environments

How to develop a language-sensitive environment step-by -step

This tool gives you five entry points for setting up language-sensitive environments. For each entry point you will find examples to help you progress step-by-step towards your goals. These steps correspond to 4 levels:

1. Beginner	2. Intermediate	3. Advanced	4. Expert
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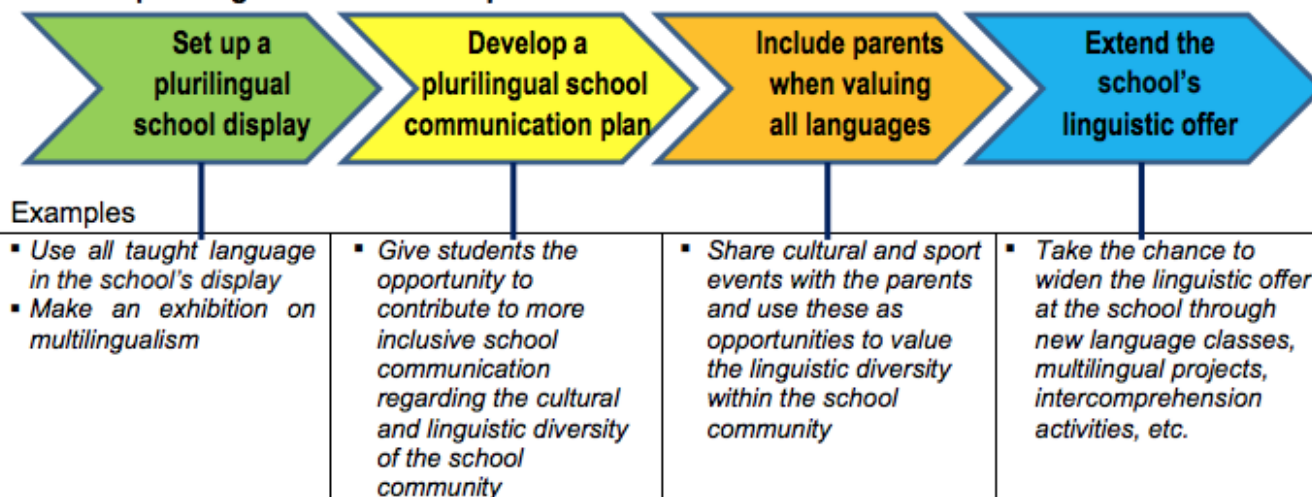
Do not hesitate to use a diagram to get an overview of the potential for progress in your school.



<https://www.ecml.at/Portals/1/5MTP/Erin%20Jonas/documents-51tools/EOL-34-E%20Five%20senses%20in%20EOL%20EN.pdf?ver=2019-10-23-121051-020>

**DISCUSS WITH
YOUR
COLLEAGUES
HOW YOU
COULD
DEVELOP A
LANGUAGE-
SENSITIVE
ENVIRONMENT
IN YOUR
INSTITUTION
EOL-34**

Towards plurilingual school development



SUPPORTING



MULTILINGUAL
CLASSROOMS



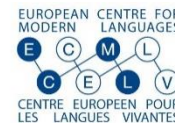
Quality education in Romani for Europe

www.ecml.at/teachingromani



<https://www.ecml.at/Resources/QualiRom/tabid/5621/language/en-GB/Default.aspx>

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The QUALIROM project

The Project QUALITY EDUCATION IN ROMANI FOR EUROPE aims for piloting the Curriculum Framework for Romani (CFR) and the corresponding European Language Portfolio Models (ELPs) which – based on the Common European Framework of Reference for Languages – were developed by the Council of Europe.

For the ECML's training & consultancy offer for *Quality education in Romani for Europe* [please click here](https://www.ecml.at/TrainingConsultancy/QualityeducationinRomaniforEurope/QualiRomproject/tabid/4222/language/en-GB/Default.aspx).



The socio-cultural situation of Roma differs both between and within single regions. Consequently, the schooling situation of Roma children and their need concerning Romani teaching varies considerably: learners are speaking different varieties with different levels of proficiency and they resp. their parents have different attitudes towards Romani teaching: factors that have been taken into account in the set-up of the project.

The CFR includes the reference levels A1-B2 and although the ELPs were created for learners in primary and lower secondary schools only, QualiRom also pilotes the CFR on upper secondary and tertiary level as well as in further education. Furthermore teacher training modules are developed for all levels of Romani teaching. The implementation on primary and secondary level takes place in up to three schools in Austria, Czech Republic, Finland, Slovakia and in the Republic of Serbia as third country participant with the participation of Romania as an experienced partner in Romani teaching for evaluation and possible future implementation. Romani courses are offered for students and adult learners at Graz university and are adopted by the partner universities. Activities are realised in close cooperation with local Romani teachers and local as well as national educational authorities. To ensure professional realisation, teachers at all levels are prepared comprehensively for the handling of the CFR and its ELPs by experts of the European Centre for Modern languages (ECML).

[Download details here](https://www.ecml.at/TrainingConsultancy/QualityeducationinRomaniforEurope/QualiRomproject/tabid/4222/language/en-GB/Default.aspx)

<https://www.ecml.at/TrainingConsultancy/QualityeducationinRomaniforEurope/QualiRomproject/tabid/4222/language/en-GB/Default.aspx>

Outcomes:

- ROMANI TEACHING on primary, secondary and tertiary level as well as in further education for adult learners;
- TEACHER TRAINING for Romani teaching on all levels of education;
- TEACHING MATERIALS for various contexts available online.

QUALIROM started at December 1st 2010 and is scheduled for 36 months. Results will be made public at the end of the project.

Partners:

- P1 Karl Franzens University Graz Austria
- P2 Charles University Prague Czech Republic
- P3 University of Helsinki Finland
- P4 National Centre for Roma Culture / Bucharest Romania
- P5 Private Gymnasium Kremnica Slovakia
- P6 European Centre for Modern Languages / Graz Austria
- PTC1 University of Belgrade Serbia
- PTC2 University of Novi Sad Serbia

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Encouraging motivation towards plurilingualism and language learning

Recommendation R1 (2022) of the Committee of Ministers on the importance of plurilingual and intercultural education for democratic culture

The full implementation of the measures, which requires co-ordination at national level and collaboration between agencies of formal, non-formal and lifelong learning, is the work of many years because it **entails shifts not only in educational policy and practice but also in societal attitudes to linguistic and cultural diversity.**



Shifting societal attitudes to valuing plurilingualism and language learning





The World in Our City: Languages Live!

Exhibitions, performances, talks and taster sessions
celebrating Sheffield's multilingual character

PROGRAMME

Date	Time	Venue
Tuesday 23rd Sept		
High Storrs (1)	1.00 pm	Spiegeltent
Malin Bridge (2)	1.20 pm	Spiegeltent
Dore Primary (3)	1.40 pm	Spiegeltent
Wednesday 24th Sept		
Home Languages & Early Years workshop > Sue Withey & Helen Fidler (Sheffield City Council)	4.00 pm	Castle House
Talks: Languages & Arts and Culture (by academics from the School of Languages and Cultures, University of Sheffield): > Prof Philip Swanson on 'Modern "Art" and How to Read the Unreadable: Latin American Poetry as Test Case' > Dr Amanda Crawley Jackson on 'Re-thinking the banlieue: contemporary art and the media' > Dr Helen Abbott on 'Languages, Poetry, and Music - why singing in French changes everything'	5.30 pm	Castle House

**VISIT OUR INTERACTIVE EXHIBITION AND POP-UP LANGUAGE
TASTERS - EVERY DAY IN CASTLE HOUSE (LEVEL 1)**

Notes

- (1) Performance in Urdu
- (2) Performance in Mandarin
- (3) Songs in French & German



The World in Our City: Languages Live!

Date	Time	Venue
Thursday 25th Sept		
Monteney Primary	11.00 am	Spiegeltent
Westfield School (4)	11.30 am	Spiegeltent
Talks: Languages & Business > Natalie Wilmot (Sheffield Hallam University) > Anna Parker (UKTI Yorks & Humber)	10.30 am	Castle House
Multilingual Poetry > Debjani Chatterjee MBE > Basir Sultan Kawmi MBE > River Wolton > Ethel Maqeda > Claire Basarich > Ellen McLeod	5.00 pm	Spiegeltent
Friday 26th Sept (EUROPEAN DAY OF LANGUAGES)		
Bradfield School	11.00 am	Spiegeltent
Porter Croft CoE Primary Academy (5)	11.20 am	Spiegeltent
Radio discussion > Prof Terry Lamb (University of Sheffield) > Sandra Potesta (RLNO Yorks & Humber) > Anna Parker (UKTI, Yorks & Humber) > Nawal El-Amrani (public health)	12.00	Sheffield Live
Multilingual storytelling (6) > Vanda Priestly > Lisa Wang > Eduardo Rull Ariza	4.00 pm	Castle House
Saturday 27th Sept		
Why Languages Matter! (interactive exhibition)	12.00-4.00 pm	Winter Garden
Celebrating our languages (performances in Mandarin, Oromo and Spanish)	2.30-3.30 pm	Winter Garden

Notes

- (4) Song in Spanish & English
- (5) Playlet in French: 'L'anniversaire d' Henri Hérissou'
- (6) Stories in Hungarian, Mandarin & Spanish



The collage consists of 18 individual posters, each created by a different student. The posters are organized into three rows of six. Each poster has a title, a main body of text (often a story or reason for learning a language), a drawing, and a footer with the student's name and the languages they are learning.


- Poster 1 (Top Left):** Title: "My favourite language is because...". Text: "my teacher and she can be so random!". Drawing: A stick figure. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 2 (Top Row, 2nd):** Title: "My favourite language is because...". Text: "I got a hard to learn...". Drawing: A map of Germany. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 3 (Top Row, 3rd):** Title: "Learning another language is a difference to my life". Text: "I went to Germany and for something and I managed to do a conversation. Also, when you can do about more stuff learning a language". Drawing: A small flag. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 4 (Top Row, 4th):** Title: "Learning another language matters...". Text: "to me because when I was in Germany I can speak German...". Drawing: A small flag. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 5 (Top Row, 5th):** Title: "I like knowing another language because...". Text: "I can talk to people and read things in one". Drawing: A small flag. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 6 (Top Row, 6th):** Title: "I like knowing another language because...". Text: "It helps me on holiday being on a German trip". Drawing: A small flag. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 7 (Middle Row, 1st):** Title: "Learning another language is a difference to my life". Text: "I went to Spain". Drawing: A stick figure. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 8 (Middle Row, 2nd):** Title: "Learning another language is a difference to my life". Text: "When I go to Spain I can talk their language and be respectful to them". Drawing: A small flag. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 9 (Middle Row, 3rd):** Title: "Learning another language is a difference to my life". Text: "I can talk to my friends and they can talk to me". Drawing: A small flag. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 10 (Middle Row, 4th):** Title: "I like knowing another language because...". Text: "it makes you different you can learn of each other". Drawing: A small flag. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 11 (Middle Row, 5th):** Title: "Knowing another language helps me make friends!". Text: "because". Drawing: A globe. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 12 (Middle Row, 6th):** Title: "I like knowing another language because...". Text: "it is very useful". Drawing: A small flag. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 13 (Bottom Row, 1st):** Title: "Learning another language is a difference to my life". Text: "If I go to a different country it might be helpful for me". Drawing: A globe. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 14 (Bottom Row, 2nd):** Title: "Learning another language matters...". Text: "it helps to other people". Drawing: A globe. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 15 (Bottom Row, 3rd):** Title: "Learning another language is a difference to my life". Text: "I can talk to my friends and they can talk to me". Drawing: A small flag. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 16 (Bottom Row, 4th):** Title: "Learning another language is a difference to my life". Text: "my mum introduces me to her". Drawing: A globe. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 17 (Bottom Row, 5th):** Title: "My favourite language is German". Text: "because it is German and I know it and it is my family". Drawing: A globe. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".
- Poster 18 (Bottom Row, 6th):** Title: "Learning another language is a difference to my life". Text: "It reduces". Drawing: A globe. Footer: "Who I am: Callum, 11 years old. My languages: German, Spanish, French".



Why Languages Matter!

My favourite language is German
because...

I Love the German Phrases and the way they are said. My favorite word is 'Merschweinchen', which means guinea pig! German can give you opportunities needed to get a good job over there.



Why Languages Matter!

Who I am: Alex Darby Ecclefield School SPCA

My languages:

English
German
Spanish

Why Languages Matter!

My favourite language is Telugu
because... it is my mother tongue.

My whole family speaks it. Knowing Telugu
Makes me feel special, different & unique.

Why Languages Matter!

Who I am: Pragnya Alla

My languages: Hindi, Telugu, English, French & a little Spanish

Why Languages Matter!

I like knowing another language because... it shows how much I care for different cultures.



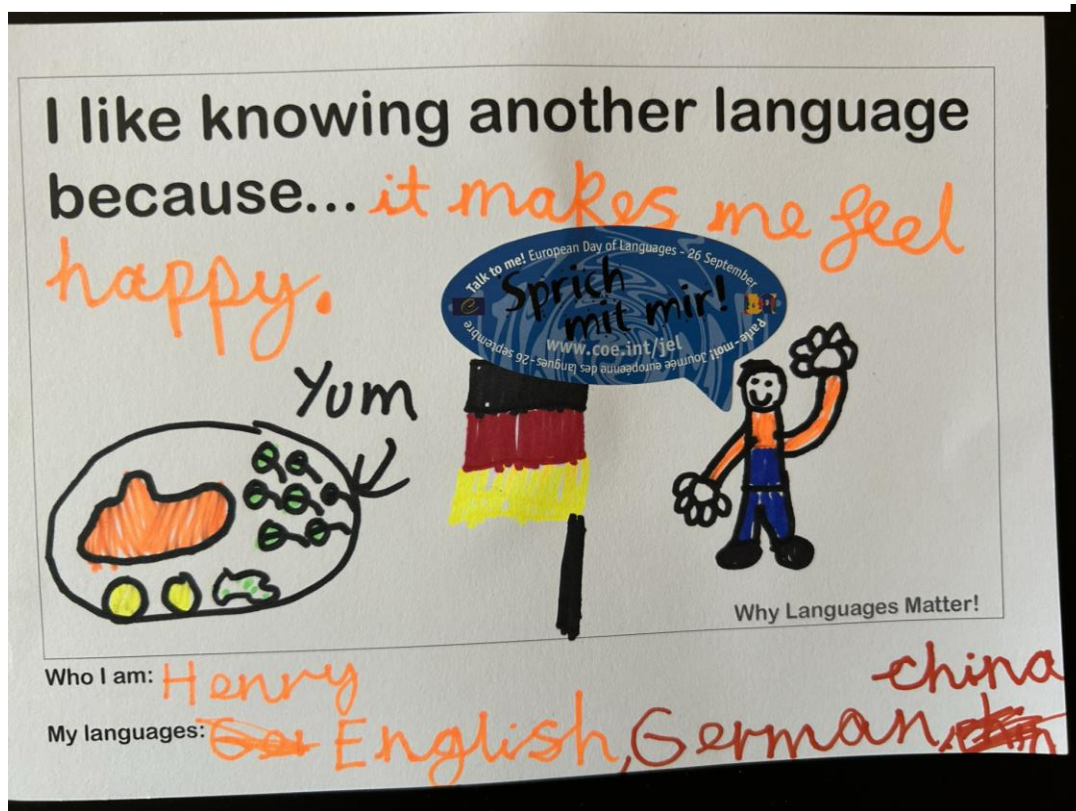
Why Languages Matter!

Who I am: Emmanuel Essien

My languages: English(UK), French, Ific (nigerian dialect)



Why Languages Matter!



Why Languages Matter!

Knowing another language
made a difference to my life
when...

I was able to interact with people
from different backgrounds. It also
made me feel part of their cultures as well
as being comfortable around them.

Why Languages Matter!

Who I am: Lisandra

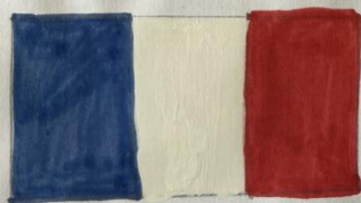
My languages:

Shona, English a bit of French and Spanish



Why Languages Matter!

Knowing another language matters... because I can understand other peoples beliefs and communicate with them.

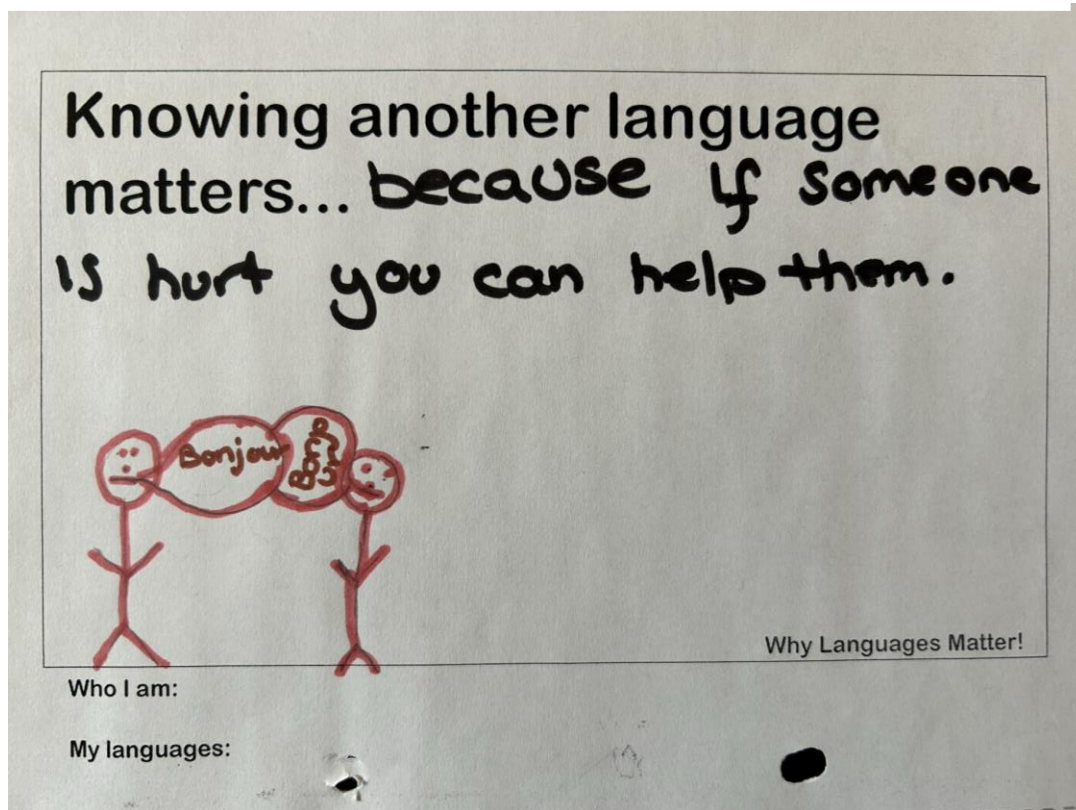


Why Languages Matter!

Who I am: Isobel V

My languages: English + French

Why Languages Matter



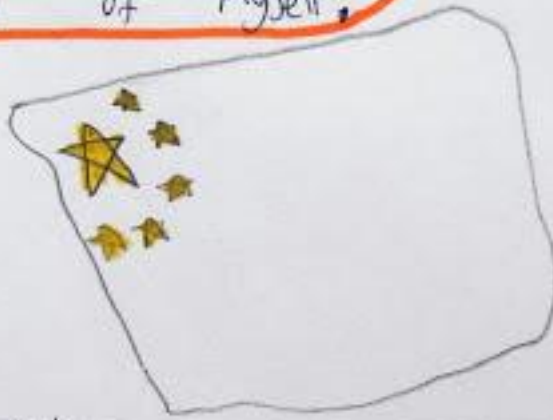
Why Languages Matter!

My favourite language is Chinese

because... I get to travel to different places. Especially
China ~~for~~ which is a big country. Many toys are made in
China. I can order from mcdonalds in Chinese without
making a fool of myself.



Who I am: Billy Scary






Why Languages Matter!


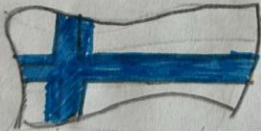

My languages: English, Spanish, German, Chinese



Why Languages Matter

Knowing another language made a difference to my life  

when... I made friends on holiday and was able to communicate with people which didn't speak my language, so now I have friends all over the world! 

Why Languages Matter!

Who I am: Ashleigh Baldwin Ecclesfield school

My languages: English German Spanish Finnish



Festival of the Mind

The World in Our City:
Languages Live!



The
University
Of
Sheffield.

Terry Lamb, University of Westminster, UK



Task: To develop an idea for a collaborative approach to valuing multilingualism

- Find (a) partner(s) to develop a project plan for your context and/or beyond (on flipchart paper):
 - - Who is it aimed at?
 - Describe the focus
 - Which of the ‘building bricks’ does it relate to?
 - Objectives? What will it achieve?
 - Who to involve?
 - Which tools and resources will you draw on?
 - Think about time: when, how long, etc.

Developing projects for a holistic approach

Knowing scaffolding
strategies

Using pluralistic
approaches

Making visible the
languages of the
learners

Being aware of myths
and linguistic rights

A pedagogical holistic
approach

Taking learners'
repertoires into
account

Focusing on languages
in all subjects

Knowing the
importance of reflecting
on one's own language
repertoire

Making links between
languages

Knowing characteristics of
academic language

Exploiting the pluralistic
approaches for learner
motivation

Working with teachers'
own attitudes