Welcome to the parallel session
„Languages of schooling / Languages in subjects"
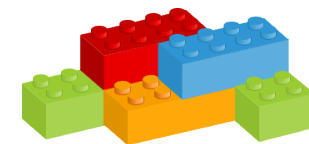
Moderated by CHANTAL MULLER

Bienvenue à la session parallèle
« Langues de scolarisation / Langues dans les matières »

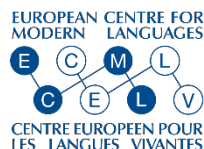Modérée par CHANTAL MULLER

Overview / Aperçu

New resources / Nouvelles ressources

1. Building blocks for planning language-sensitive teacher education, **Lukas Bleichenbacher**

2. CLIL in languages other than English, **Petra Daryai-Hansen**

Training & Consultancy / Formation et conseil

1. CLIL and beyond, **Dunja Chamberlain**

2. ROADMAP - Supporting the language(s) of schooling, **Nermina Wikström**

3. Language of schooling in subject learning, **Jérôme Beliard**

New ECML programme 2024-2027 / Nouveau programme 2024-2027 du CELV

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CONFÉRENCE DU CELV
13-14 décembre 2023
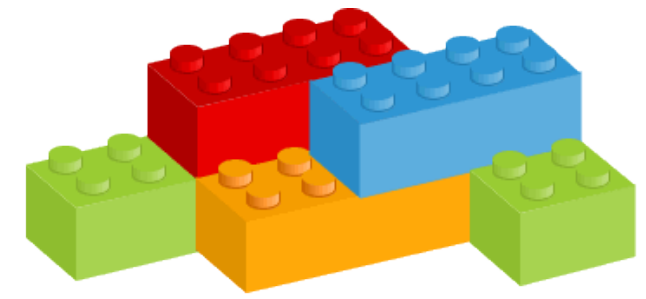
Building blocks for planning language-sensitive teacher education

Blocs modulaires pour une formation enseignante sensible à la dimension linguistique

Lukas Bleichenbacher

What are the Building blocks?
Qu'est-ce que les blocs modulaires ?

- Materials for planning teacher education (pre-service and in-service)

- Importance of language for all domains of education

- Language-sensitive education as a task of teachers of any subject > for language subjects and other subjects

- Matériaux pour la planification de la formation des enseignant·e·s (formation initiale et continue)

- Importance de la langue dans tous les domaines de l'éducation

- L'éducation sensible à la dimension linguistique en tant que tâche des enseignant·e·s de toutes les matières > pour les matières linguistiques et les autres matières

Understanding language-sensitive education

Constructing teacher competence profiles for language-sensitive education

Taking account of language aims in learners' curricula

Making teacher education modules more language-sensitive

Making teaching practice and observation more language-sensitive

Making teacher education curricula more language-sensitive

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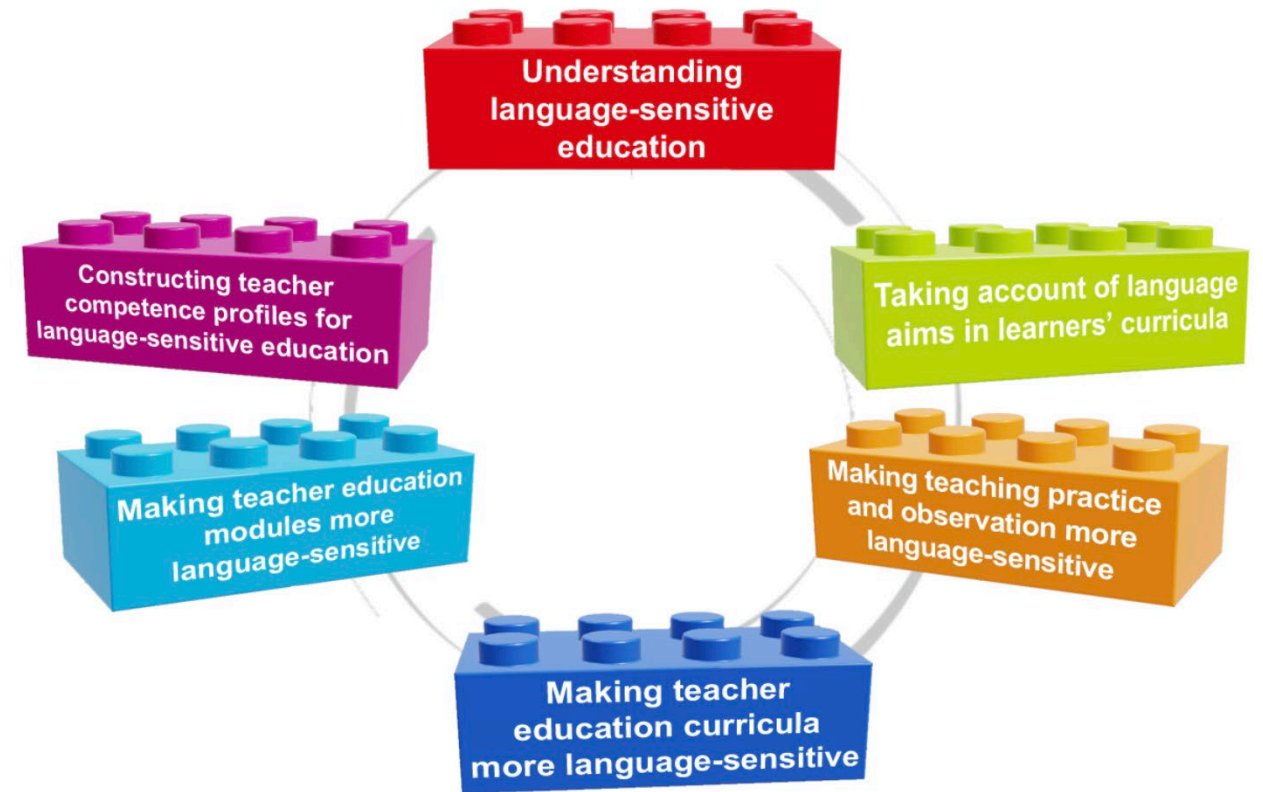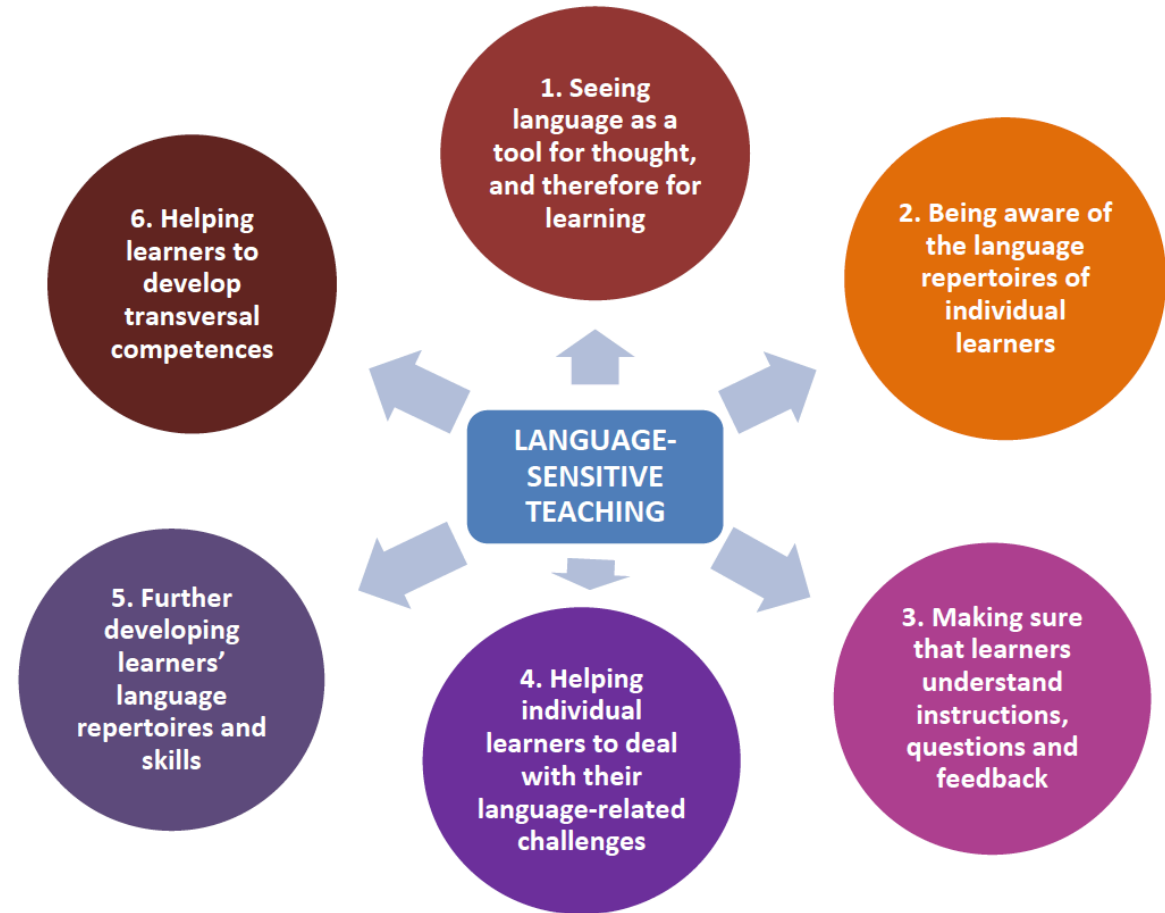
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(1) What does language-sensitive teaching involve?

(1) Qu'est-ce que l'enseignement sensible à la dimension linguistique ?

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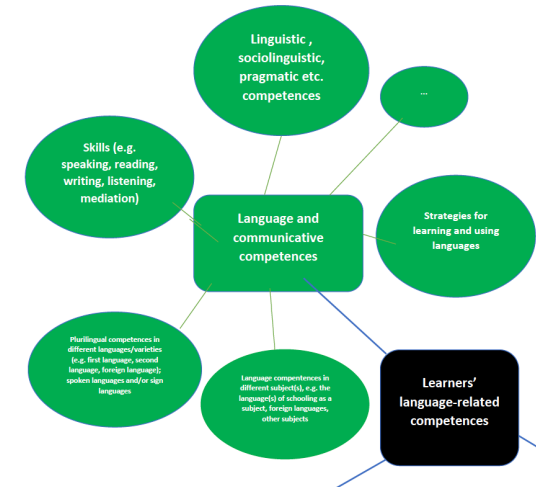**CONFÉRENCE DU CELV**
13-14 décembre 2023

(2) Learner curricula

(2) Programmes d'études pour les apprenant·e·s

TASK A **Take a page/excerpt from your national/regional curriculum (any subject such as mathematics, history, any language subject, etc.).**

Choose a target level/age group that you have worked with. Then analyse the list of subject-related competences and topics and discuss or reflect on the language-related competences the target level learners need in order to meet the curriculum requirements for the subject chosen:

i. reading, listening, speaking, writing

ii. language awareness

iii. intercultural competences

iv. other competences: which ones?

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(3) Teacher education curricula

(3) Programmes de formation des enseignant·e·s

TASK A Read the statements in the table below. Which of them are true for your educational context? Write a brief note beside each.

Primary Teacher Education Programme, Grades 4-6

Umeå University, Sweden (240 credits)

As an integr... education, t... spend time... language in... sensitivity to... needs.

For learners... use of the la... an importan... year and fin... subjects.

Term 1
Read more

Term 2
Hide

Swedish for Grades 4–
The course deals with... and text processing of... and the language envir... second language deve...

English for Grades 4–6
In the course, English... are included in plannin... students. In all stages,...

Mathematics 1 for Gra...
The course deals with... number systems and t... as well as counting rul... solving them. In additi...

TASK D Plan a similar more detailed review of the curriculum at your institution. Mention:

- which staff members should be involved in the review process;
- the courses/modules that could be redesigned to include a/more focus on language sensitivity;
- the kinds of changes in content on language-sensitive education you think could be made to these course and integrated with the topics to be covered;
- how these changes would form a coherent strand across the curriculum.

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(4) Teacher education modules

(4) Modules de formation des enseignant·e·s

Table 1. Examples of teacher education modules for three subjects

	Subject other than languages (e.g. geography)	Language of schooling as a subject	Foreign language
General pedagogy and psychology modules	Introduction to educational studies/pedagogy, introduction to learning psychology, educational psychology, special needs education, general methodology (e.g. classroom management), …		
Subject modules	Physical geography, human geography, technical geography, …	Linguistics, literature, cultural studies, …	Linguistics, literature, cultural studies, …
Subject-specific methodology modules	Geography teaching methodology, geography teaching practicum, …	Language of schooling teaching methodology, language of schooling teaching practicum, …	Foreign language teaching methodology, foreign language teaching practicum, …
Your ideas			

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(5) Teaching practice

## (5) Stages d'enseignement

TASK B If descriptions of the observation module given to pre-service teachers (or the observation tasks that in-service teachers are asked to carry out) are available to you, read them and refl

- What are the main purpose teachers / in-service teach
- Do they use checklists or n what kind(s) of checklists a
- Do they have a discussion they observe?
- Are they asked to commen being observed use langua
- If they are asked to consid of instruction, what aspects comment on?
  - i. The quality and clarity
  - ii. The correctness of the
  - iii. The choice and variety
  - iv. The language used to
  - v. The verbal feedback o
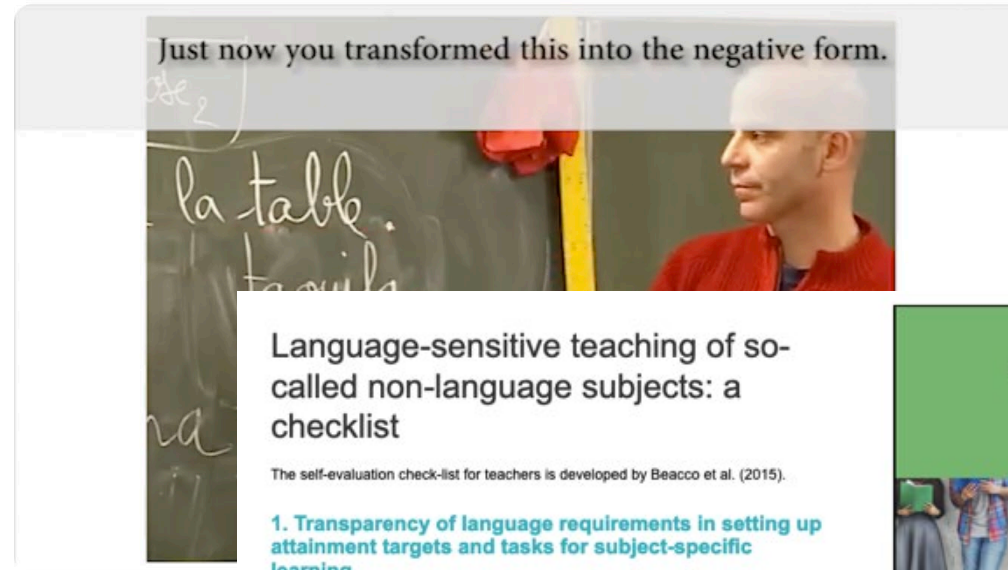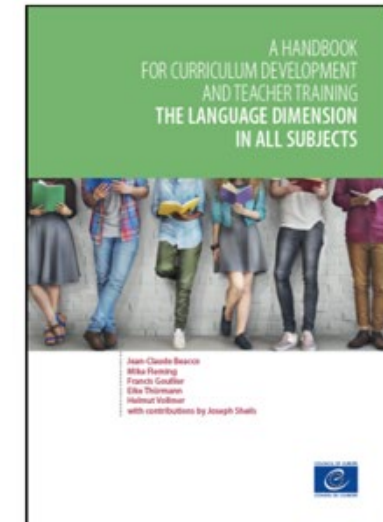
French examples

🔗 Nicht gelistet

ecmlat
2710 Abonnenten
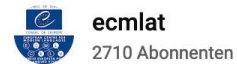
3582 Aufrufe vor 9 Ja
Marille Project of the E
Klaus Börge Boeckma
Nathalie Auger Univers

Just now you transformed this into the negative form.

la tabl

Language-sensitive teaching of so-called non-language subjects: a checklist
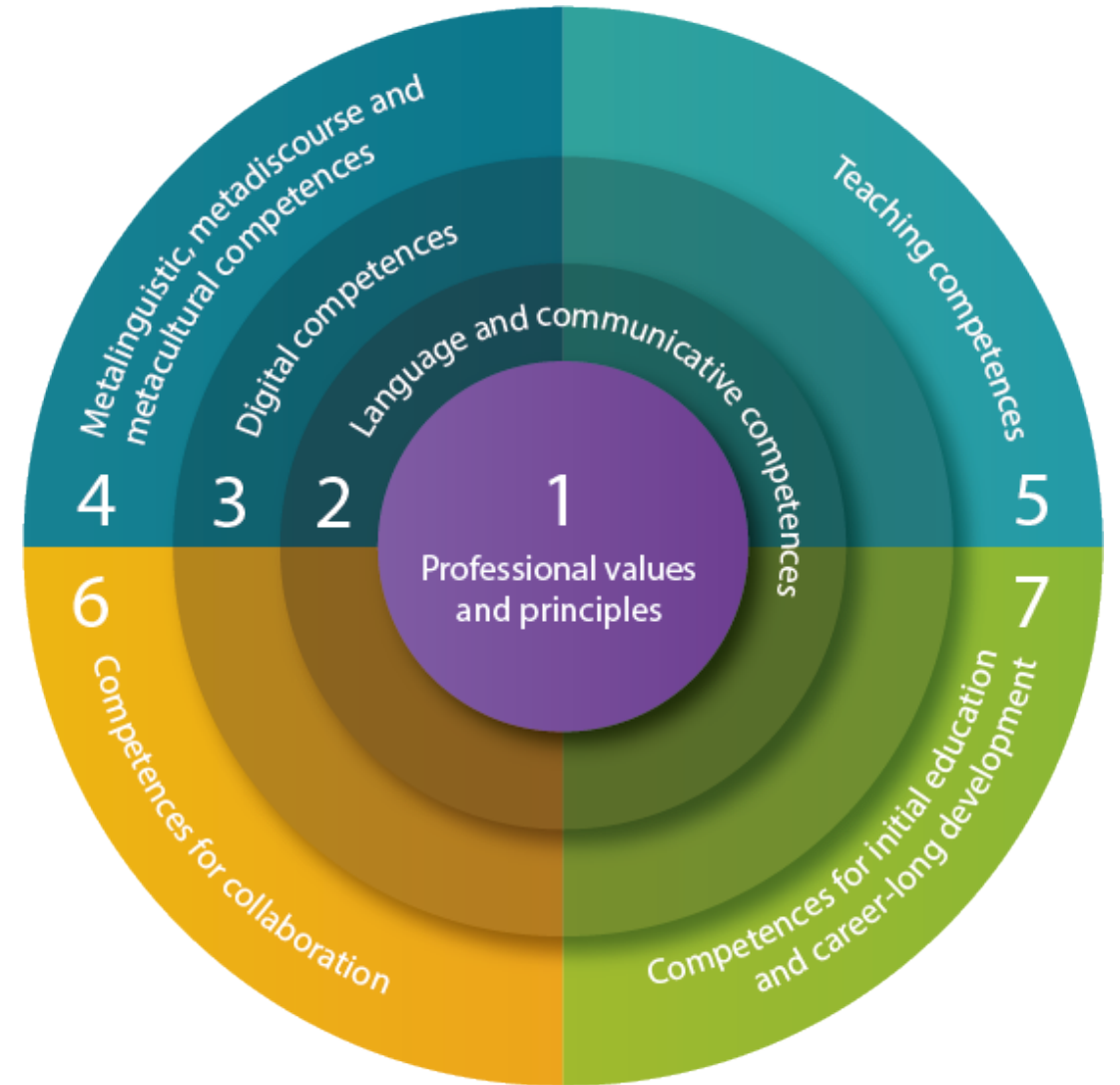
The self-evaluation check-list for teachers is developed by Beacco et al. (2015).

1. Transparency of language requirements in setting up attainment targets and tasks for subject-specific learning

2. Use of language by the subject teacher

3. Classroom interaction and opportunities for the students to speak

4. Scaffolding academic discourse skills, strategies and genres

5. Linguistic appropriateness of materials (texts, different media, teaching/learning material

6. Linguistic aspects of diagnosing and assessing content and language achievement

A HANDBOOK FOR CURRICULUM DEVELOPMENT AND TEACHER TRAINING
THE LANGUAGE DIMENSION IN ALL SUBJECTS

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(6) Teacher competence profiles

(6) Profils de compétences des enseignant·e·s

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DIMENSION 7 – COMPETENCES FOR INITIAL TEACHER EDUCATION AND CAREER-LONG DEVELOPMENT

This dimension contains professional competences for language-sensitive education which are related to all stages of a teacher's professional career, from initial education to career-long development, as well as to the six dimensions described above. It also points to the topic of mental wellbeing. While teachers' mental wellbeing is not a phenomenon that is unique to language-sensitive education, language and communication are an important aspect of strategies that teachers can employ to maintain their mental wellbeing and health.

- 7.A Further developing the professional competences for language-sensitive education outlined in the various dimensions above,

encourage and facilitate communication and
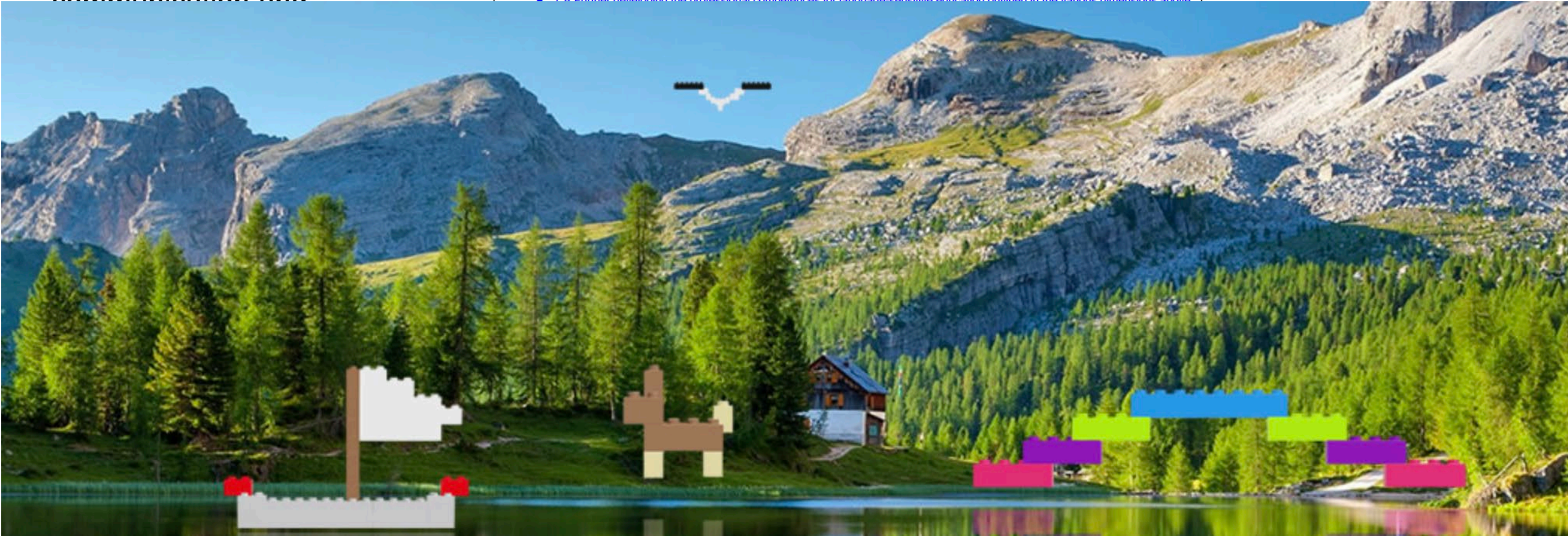
sensitive way. (A, B)		implementation of the reform. (C)	heritage background. (B)

CLIL in languages other than English
EMILE dans des langues autres que l'anglais

CLIL in languages other than English

Successful transitions across educational stages

TRANSITIONS

How to promote continuity in Content and Language Integrated Learning (CLIL) from primary to secondary and tertiary education?

Overview

Concepts and background

Curriculum

Teacher education

Collaboration

Teaching materials

Portfolio and formative assessment

Content and Language Integrated Learning (CLIL) L'enseignement d'une matière intégré à une langue étrangère (EMILE)

"CLIL is a tool for teaching and learning of content and language. The essence of CLIL is integration. The integration has a dual focus:
a) Language learning is included in content classes [...]
b) Content from subjects is used in language-learning classes"

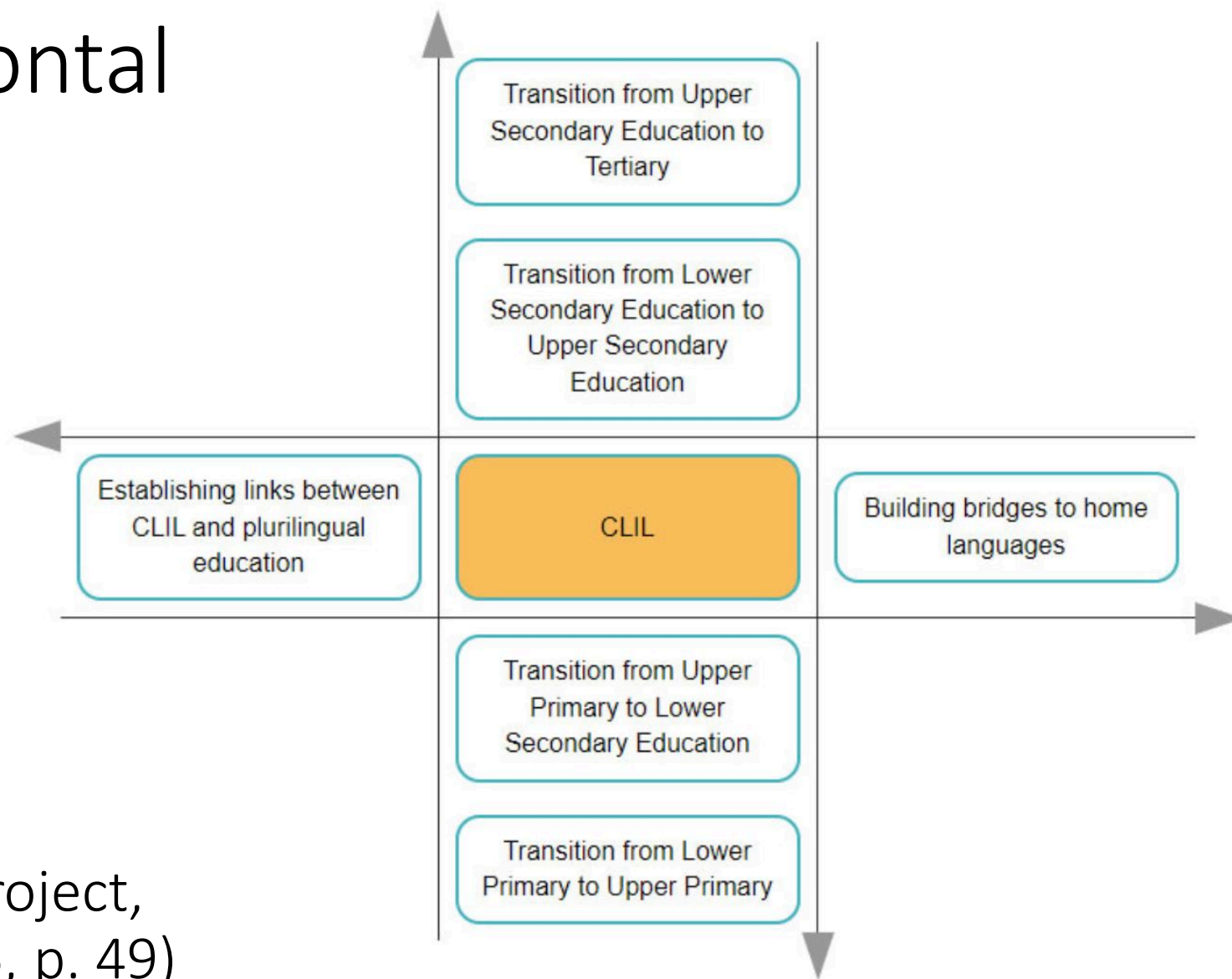Mehisto et al. (2008), *Uncovering CLIL*, Macmillan Education, Oxford, p. 11.

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Languages other than English
Langues autres que l'anglais

"The translation of CLIL into classroom practice as well as its further development, […] have been **mainly restricted to English-language contexts**. This is despite the fact that the promotion of Languages Other Than English (LOTE) is a primary objective for language teaching in schools and one of the main aims of European language policy."

CLIL-LOTE-START, ECML-project (Haataja et al., 2011, p. 4)

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Vertical and horizontal transitions in CLIL

Model inspired by FörMig-project, see, e.g., Beacco et al. (2016, p. 49)

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CLIL LOTE study (2021) – respondents from 29 countries who were nominated by the national authorities of the ECML member states

The main results can be summarized as follows:

- CLIL is only found to a very limited extent in languages other than English.
- Transitions between levels of education are given very little attention.
- CLIL is almost never linked to plurilingual education/pluralistic approaches to languages.

Recommendations to support CLIL LOTE across educational levels

Eight working groups: 55 experts from 28 countries
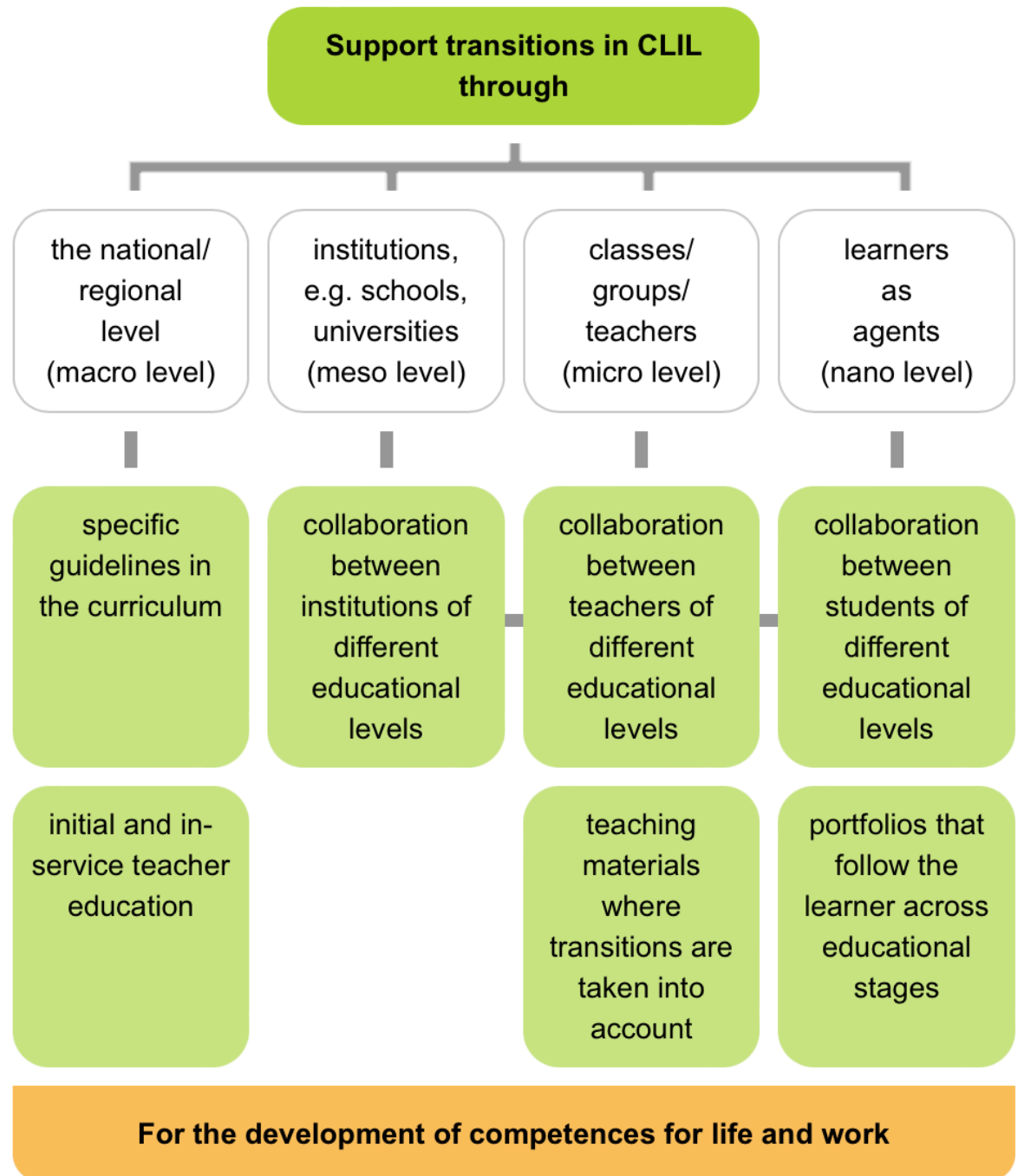
Ensuring coherence: The guiding principles for CLIL

Implement CLIL both in the language classroom and in other subjects

Define learning objectives both for language and content learning

Strengthen learners' motivation, focusing on learning environment, learner engagement and learner identities/self

Strengthen learners' motivation, focusing on learning environment, learner engagement and learner identities/self

...tional stages and adapt CLIL to different ...ucational stages

... across educational stages

... as a part of intercultural education

The third principle draws on Coyle's (2011) *Process Model – Investigating Motivation in CLIL settings* (see also Bower, 2019, in a Nordic context: Daryai-Hansen & Morollón Martí, 2023). The model provides examples for the three dimensions: learning environment, learner engagement and learner identities/self.

Establish links between CLIL and plurilingual education

Resources – five thematic areas – 28 countries

Curriculum – for curriculum designers and decision-makers

Teacher education – for teacher educators and decision-makers

Collaboration between institutions, teachers and/or students of different educational levels – for teachers and head of schools

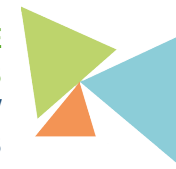**Teaching materials** – for teachers and teaching material designers

Portfolios and formative assessment – for teachers and teaching material designers

CONBAT+

language descriptors

FREPA

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Formation et conseil

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Pluriliteracies teaching for deeper learning
L'enseignement plurilittéraire pour un apprentissage approfondi

Notre équipe

Kevin Schuck
The Netherlands

Susanne Staschen-Dielmann
Germany

Frédéric Taveau
Switzerland

Dunja Chamberlain
Switzerland

Letizia Cinganotto
Italy

TaC 2023 - 5 countries 6 events

95 38

40

32

4 Languages
English
French
German
Italian

25

Policy makers
Teacher educators
Teacher – primary,
secondary and tertiary

Featured in 3 regional news programmes and various newspaper articles

40

Participation & Dissemination – 270 participants

Format, structure et pratiques

- **Sessions en face à face, en ligne ou hybrides**

- **Enquête préalable à l'atelier**

- **Présentation de la théorie et du modèle**

- **Les participants recevront:** livret
  exemples concrets,
  production de matériel,
  ressources
  sites web

- **Activités pratiques**

- **Réflexion et évaluation**

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In practice

*"You gave us a chance to **experience the lessons from the point of view of a student** which was rewarding."*

*"Je vais **intégrer les idées apprises** lors de l'événement dans ma pratique professionnelle.*
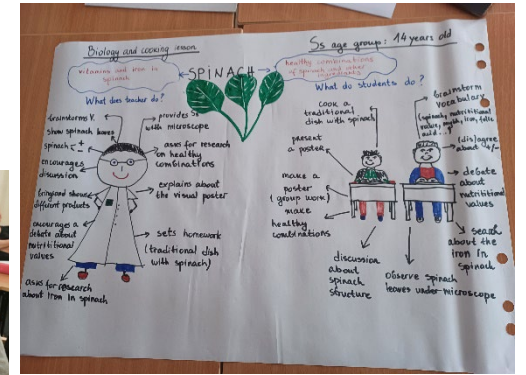
*"Excellent travail. Merci d'avoir été une source d'inspiration. **J'aimerais participer à d'autres événements** organisés par votre organisation/vous".*
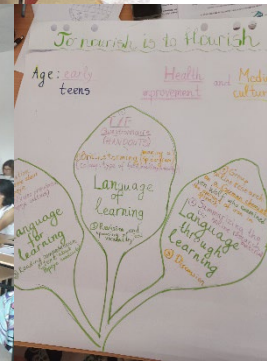
*"Your **information was based on concrete data,** which is always important to me, **easy to assimilate,** and **completely logical** when I think back to the different problems I have had over these last few years."*

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Tac 2024 - 3 events planned

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ROADMAP - Supporting the language(s) of schooling

La FEUILLE DE ROUTE - Promouvoir la/les langue(s) de scolarisation

Nermina Wikström

Being plurilingual
Être plurilingue

- What can schools do to help all students succeed?
- How can a school identify and address language needs?
- What is the benefit of a whole-school approach that facilitates access to the language(s) of schooling?

- Que peuvent faire les établissements pour aider tous les élèves à réussir?
- Comment un établissement peut-il faire pour identifier les besoins langagiers et y apporter des réponses ?
- Quel est le bénéfice d'une approche globale pour faciliter l'accès à/aux langue(s) de scolarisation?

Promoting excellence in language education
European Centre for Modern Languages of the Council of Europe

HOME > TRAINING & CONSULTANCY > SUPPORTING THE LANGUAGE(S) OF SCHOOLING (ROADMAP)

Supporting the language(s) of schooling
The ROADMAP - a web-based, user-friendly and customised self-assessment tool to foster school development

INTRODUCTION · EVENTS · TEAM · RELATED THEMES AND PUBLICATIONS · MANAGEMENT

Pour l'excellence dans l'éducation aux langues
Centre européen pour les langues vivantes du Conseil de l'Europe
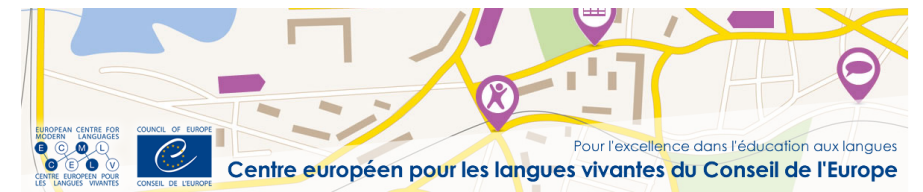
ACCUEIL > PROGRAMME > PROGRAMME 2016-2019 > LA/LES LANGUE(S) DE SCOLARISATION : UNE FEUILLE DE ROUTE POUR LES ÉTABLISSEMENTS SCOLAIRES

EN FR DE FI SV

La/les langue(s) de scolarisation : une feuille de route pour les établissements scolaires

La FEUILLE DE ROUTE permet aux établissements scolaires de mettre en place une stratégie globale sur mesure pour aider les élèves à développer leurs compétences dans la (les) langue(s) de scolarisation. Les outils numériques proposés aident les établissements scolaires à développer les compétences linguistiques et la pensée critique dont TOUS les élèves ont besoin dans TOUTES les matières pour apprendre et réussir à l'école.

INTRODUCTION · OUTIL D'AUTO-ÉVALUATION · PRATIQUES PROMETTEUSES · LA MALLETTE DES COORDINATEURS · CONCEPTS CLÉS

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Whole-school approach
Approche globale
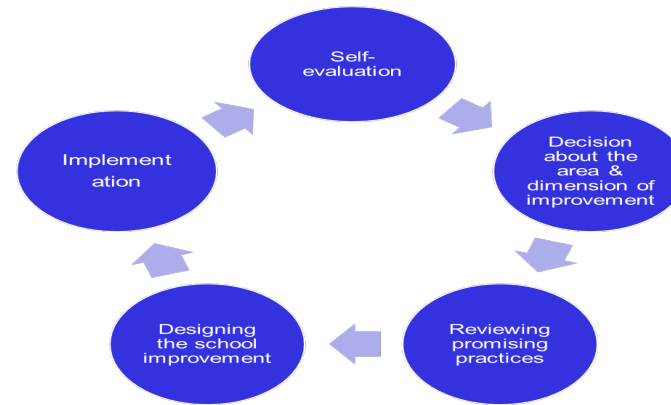
Awareness of language dimension

Developing language knowledge and skills

Metalinguistic awareness

Role of languages in learning

Attitudes towards languages

Promoting informal language learning

Language resources at school

Orienting newcomer students and families

Professional development

Conscience de la dimension linguistique

Développement des connaissances et compétences linguistiques

Conscience métalinguistique

Rôle de la langue dans l'apprentissage

Attitudes à l'égard des langues

Promotion de l'apprentissage informel des langues

Connaissance des ressources linguistiques en présence

Accompagner les nouveaux arrivants et leurs familles

Formation professionnelle

La/les langue(s) de scolarisation :
une feuille de route pour les établissements scolaires

In our school, we are interested in the languages the students know and how they learned them.
(G 14)

Very little or not at all | To a certain extent | To a satisfactory extent | To a great extent | not applicable/don't know
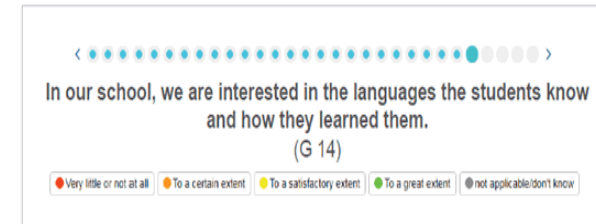
Global levels — Language-related areas
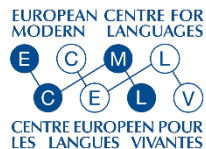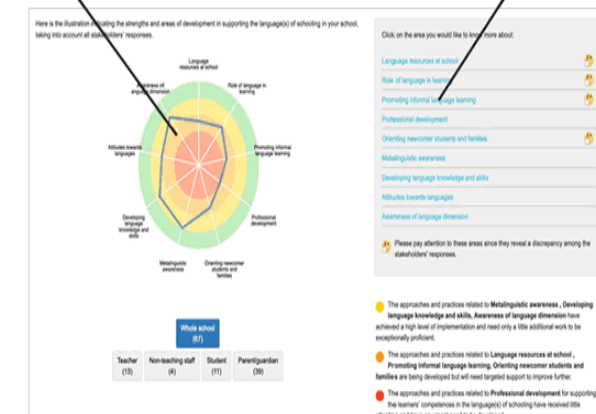
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The Roadmap implementation 2020-2023

- The Roadmap : user-friendly, flexible, easy steps with all basic material needed for setting up the strategic development plan considering the languages at the heart of learning
- Self-assessment, Coordinator`s Package, Promising practices
- Translation and adapting materials in various ways and levels – Implementation TaC France, Finland, Germany, Malta, Slovenia, Sweden *Ireland

- étapes bien identifiées
- adaptable aux différents contextes
- L'outil d'auto-évaluation, La mallette des coordinateurs, Pratiques prometteuses

  Retours d'expérience : des choix variés

  Finlande et Suède : juste traduction puis roadmap mise à disposition des établissements

  Berlin : intégration de la roadmap dans un projet spécifique (label "écoles multilingues")

  Irlande : adaptation complète des outils en fonction des spécificités et des priorités nationales

  https://ppli.ie/teaching-and-learning/supporting-multilingual-classrooms/

• Are you aware of linguistic dimensions in your subject? *Êtes-vous conscient·e des dimensions linguistiques de votre matière ?*

• Can you identify students' language difficulties in maths, geography or sciences? *Pouvez-vous identifier les difficultés linguistiques des élèves en mathématiques, en géographie ou en sciences ?*

• Do you need simple tools to integrate linguistic and subject objectives? *Avez-vous besoin d'outils simples pour intégrer les objectifs linguistiques et disciplinaires ?*

• Do you want to design descriptors and lesson plans integrating language and subject? *Souhaitez-vous concevoir des descripteurs et des plans de cours intégrant la langue et la matière ?*

• How can you scaffold language to improve subject learning ? *Comment mettre en place un étayage linguistique pour améliorer l'apprentissage d'une matière ?*

• How can you cooperate with language teachers? *Comment coopérer avec les professeur·e·s de langues ?*

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# Developing language awareness in subject classes

In order to succeed, learners need to have a solid command of the language used in class, which can be different from the language used in everyday non-academic situations. These practical resources help subject teachers to identify the linguistic needs of their learners and provide tailored support.

OVERVIEW | STEP 1: PLANNING | STEP 2: TEACHING | STEP 3: LEARNING | GLOSSARY | REFERENCES

Développer la conscience linguistique dans les matières scolaires
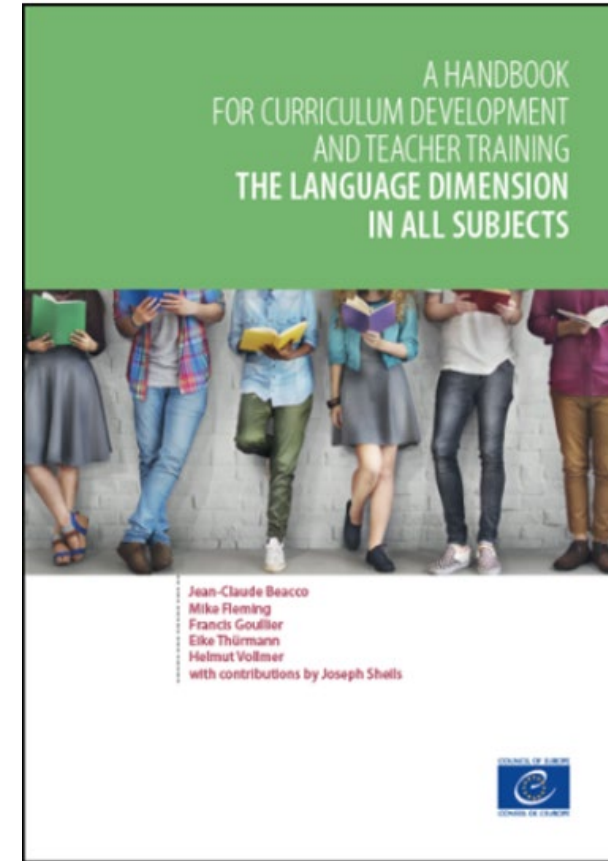
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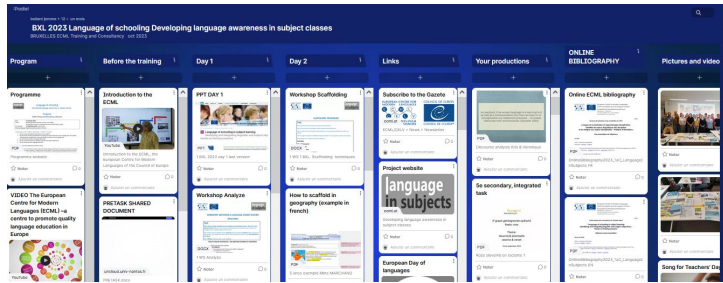
ONLINE SESSION — **WORKSHOP** — LECTURE

Language aware teachers

- Analyze
- Integrate
- Scaffold
- Activate
- Reflect and Collect

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Analyzing

Question : What is « the language dimension » of this textbook extract?

- Content specific vocabulary or concepts
- General academic vocabulary or concepts
- Grammatical structures
- Discourse functions

1.3. Extract from a history textbook for the third year of primary school in France (Odysseo, Histoire géographie, Magnard, Paris, 2013, p 42.

Why do we talk about the Gallo-Romans?

The Romans did not seek conflict between conquerors and conquered. Gallic chieftains were important figures and participated in the running of the country and its towns. Over the years, the Gauls acquired the same rights as Romans.

Gaul became Romanised: the Gauls adopted the beliefs, the way of life and the language of the Romans, Latin. However, they retained certain traditions, their gods and their craft and farming know-how. This mixture of the new and the traditional resulted in the Gallo-Roman civilisation.

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Innovationsimpulse in der Sprachbildung: Kontexte und Kompetenzen im Wandel

language in subjects

Tool 1: Subject-specific language descriptors

Example 1

The descriptors for history/mathematics (www.ecml.at/languagedescriptors) illustrate how students at different levels of language proficiency are able to describe:

B2	Can pass on detailed information. Can give clear detailed descriptions of events, observations and processes. Can describe a visual representation (a graph, a figure, a table, a drawing etc.) in detail, pointing out both important features and significant details. Can describe in detail how s/he is thinking when solving a task.
B1	Can pass on information and briefly describe events, observations and processes. Can describe how s/he is thinking when solving a task in a straightforward way. Can briefly describe a visual representation (a graph, a figure, a table, a drawing etc.), pointing out important features.
A2	Can describe events, activities in a simple list of points.

How well the student is able to describe depends on language background, age etc.

Integrating

MATHEMATICS

Content objectives	KNOWLEDGE AND SKILLS: The student is able to assess whether the solution is reasonable and meaningful. CONCEPTS: scale, linear relationship
Cognitive operation	The student has to process the data given, evaluate the procedures needed to solve the problem, work out the answer and justify it.
Language objectives	**Function** — To explain the steps that have been taken to solve the problem / **General linguistic characteristics:** use of present tense 1st person, subject specific words and concepts / **Vocabulary** — Times (3'40) is equal to temperature scale, linear, degrees, constant, value ...

TASK: while using the present tense 1st person and the verbs be (is equal to), convert the words Times (3'40), temperature scale, linear, degrees, constant, value etc. the steps that have been taken to solve the problem

PROGRAMI
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contexts, evolving competences
contextes changeants, compétences en évolution
und Kompetenzen im Wandel

Lesson plan English and geography
Denis Kirić, primary school OŠ Hodošan, Hodošan, Croatia

School	primary school OŠ Hodošan, Hodošan, Croatia
Teacher	Denis Kirić
Grades	6 and 8
Pupils	33 sixth grade pupils, aged 11-12 / 24 eighth grade pupils, aged 13-14 / All the students started learning ESL in the first grade of primary education.

Workshop : how to encourage language teachers and subject teachers' teamwork in your school ?
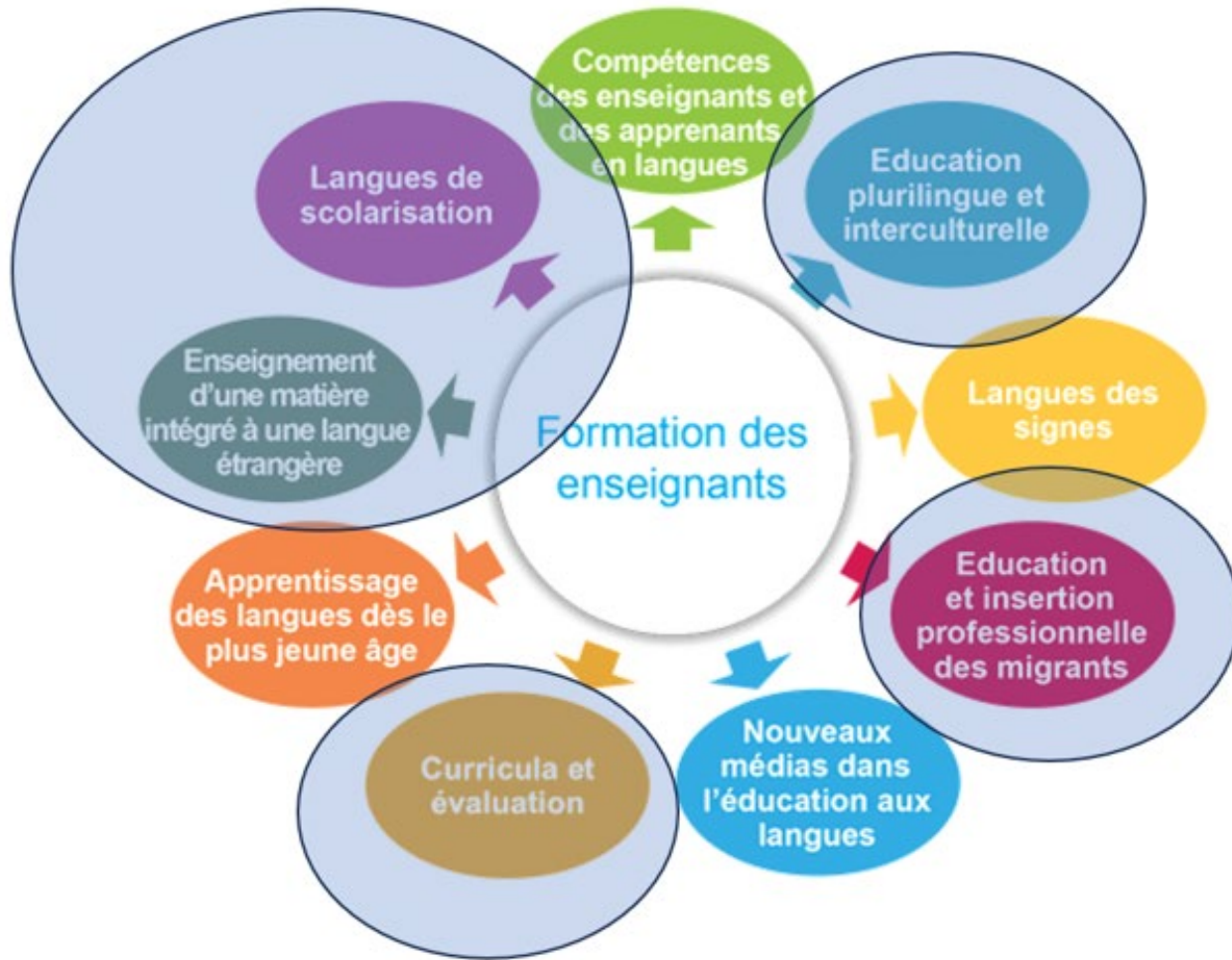

en évolution

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Focus

Public

Subject teachers	Enseignants de disciplines
Clil teachers	Enseignant·e·s de DNL EMILE
Language teachers working with subject teachers	Enseignant·e·s de langues impliqué·e·s avec un·e enseignant·e disciplinaire

Teacher trainers	Formateurs d'enseignants
Pedagogical advisers	Conseiller·ères·s pédagogiques
School teams	Équipe pédagogique

New ECML programme 2024-2027:
Languages at the heart of democracy

Nouveau programme 2024-2027 du CELV :
les langues au cœur de la démocratie
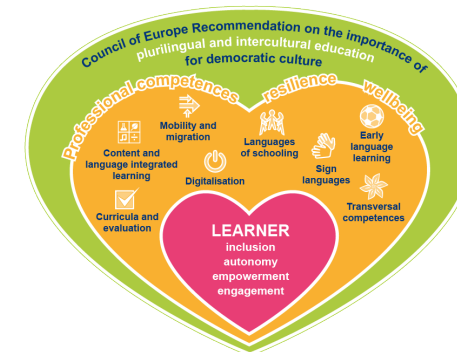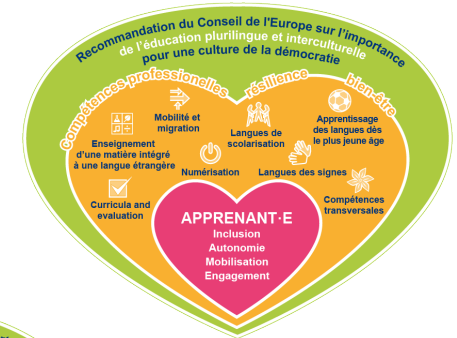
New Projects

- Artificial intelligence in language teaching and learning
- Competences for democratic culture in diverse primary schools
- Language teachers' plurilingual identities, autonomy and wellbeing
- Sign languages – special focus on migrant and refugee children
- Deeper learning in the foreign language classroom
- CLIL teaching materials for 21st century competences

New Think Tanks

- Valorising and assessing home languages
- Mediation in primary language learning

Bridging developments and implementation

- First steps towards implementing CM/Rec (2022)1- adapting ECML resources, measuring impact
- Integrated didactics in support of CM/Rec (2022)1

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Questions / Remarks / Outlook

Questions / Remarques / Perspectives