

Language education in Scotland and in Europe: divergences, synergies and why shared understandings matter

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Executive Director

**European Centre for Modern Languages of the Council of Europe
(ECML)**

LANGUAGES NETWORK GROUP SCOTLAND (LANGS)

Thursday 10th June 2021



ECML: situated at the interface between policy, research, teacher education and classroom practice

An enlarged Partial Agreement
of the Council of Europe with 33
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.



Language Education priorities in Europe: ECML survey results 2019



Burning issues in language education across Europe: pre-Covid

- **Dominance of English – reduced access to other foreign languages; timetable pressures; compulsion v. encouragement**
- **Languages in vocational education – Why? How?**
- **Linguistic integration of children/young people whose home language is not the national language: language of schooling and language in subjects**
- **Compartmentalised systems – MFL teachers in competition with each other; lack of cooperation with teachers of language of schooling; no holistic school or national policies**
- **Lack of understanding of value of language education (headteachers/parents/decision-makers)**
- **Language/s in initial teacher education – primary and secondary; teacher competences**



Burning issues exposed through Covid

1. Public examinations

- Widespread cancellation of public exams has thrown education systems into chaos
- Algorithms are no substitute for student performance – and the very fact that they are used raises awkward questions of validity and reliability
- In most education systems teacher grades for language exams cannot be translated into a summary description of students' proficiency
- When reliance on teacher grades leads to “grade inflation”, this is the fault of the system, not of teachers

2. Distance learning

- Effective distance learning requires much more than a reliable laptop, a stable internet connection and a quiet room
- To what extent are students capable of being ***autonomous learners***?
- How effectively do we help them to ***develop skills of self-management***?
- Are we providing them with ***appropriate tools***?
- As they manage their own learning, how effectively are they able to ***monitor their own progress in relation to curriculum goals***

So how do we respond to the twin challenges that Covid-19 poses?

At the level of policy

- State or restate communicative curriculum goals in “can do” terms; summarize as a learner profile
- Use checklists of “I can” descriptors to capture the learning trajectory of the curriculum and support detailed record-keeping by teachers
- Specify the range of spoken and written texts learners are expected to work with at the various curriculum levels

At the level of practice

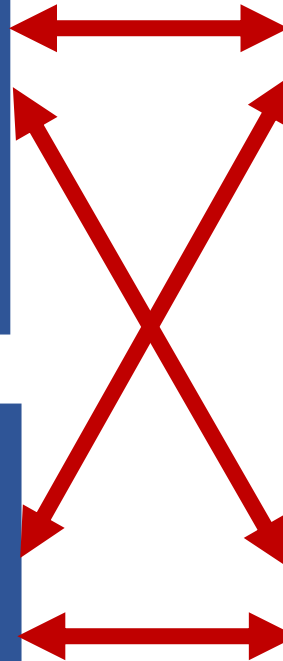
- Introduce learners to checklists of “I can” descriptors
- Engage teachers and learners in the development of tools – learning diaries, logbooks, portfolios – that help them manage their own learning
- Adopt learning activities that are easy to relate to the checklist descriptors
- Develop learners’ skills of self-assessment

Public exams

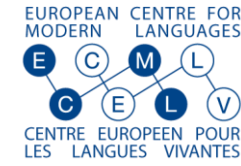
- Ensure that the exams are an adequate measure of the learning trajectory described by the curriculum
- Share rating criteria and scoring schemes with schools so that they can share them with students

Include alternative modes of assessment in awarding overall grades

- Projects that display students’ skills in speaking, writing and interaction
- Adapt rating criteria and scoring schemes from public exams
- Establish networks of schools to moderate students’ course work



The future of language education in the light of Covid: lessons learned and ways forward



 ACTFL American Council on the Teaching of Foreign Languages	 AILA International Association of Applied Linguistics	 ALTE Association of Language Testers in Europe	 CercleS European Confederation of Language Centres in Higher Education
 EALTA European Association for Language Testing and Assessment	 Eaquals Evaluation and Accreditation of Quality in Language Services	 ECSPM European Civil Society platform for multilingualism	 L3 International Association of Multilingualism
 EDiLiC Education, Cultural and Linguistic Diversity	 EFNIL European Federation of National Institutions for Language	 CEELC Conseil Européen pour les Langues / European Language Council	 EPA European Parents' Association
 EUNIC European Union National Institutes for Culture	 fiplv Fédération Internationale des Professeurs de Langues Vivantes	 ICC International Certificate Conference	 uOttawa Official Languages and Bilingualism Institute of the University of Ottawa



4,438

Viewed

1,735

Total Responses

1,735

Completed

100%

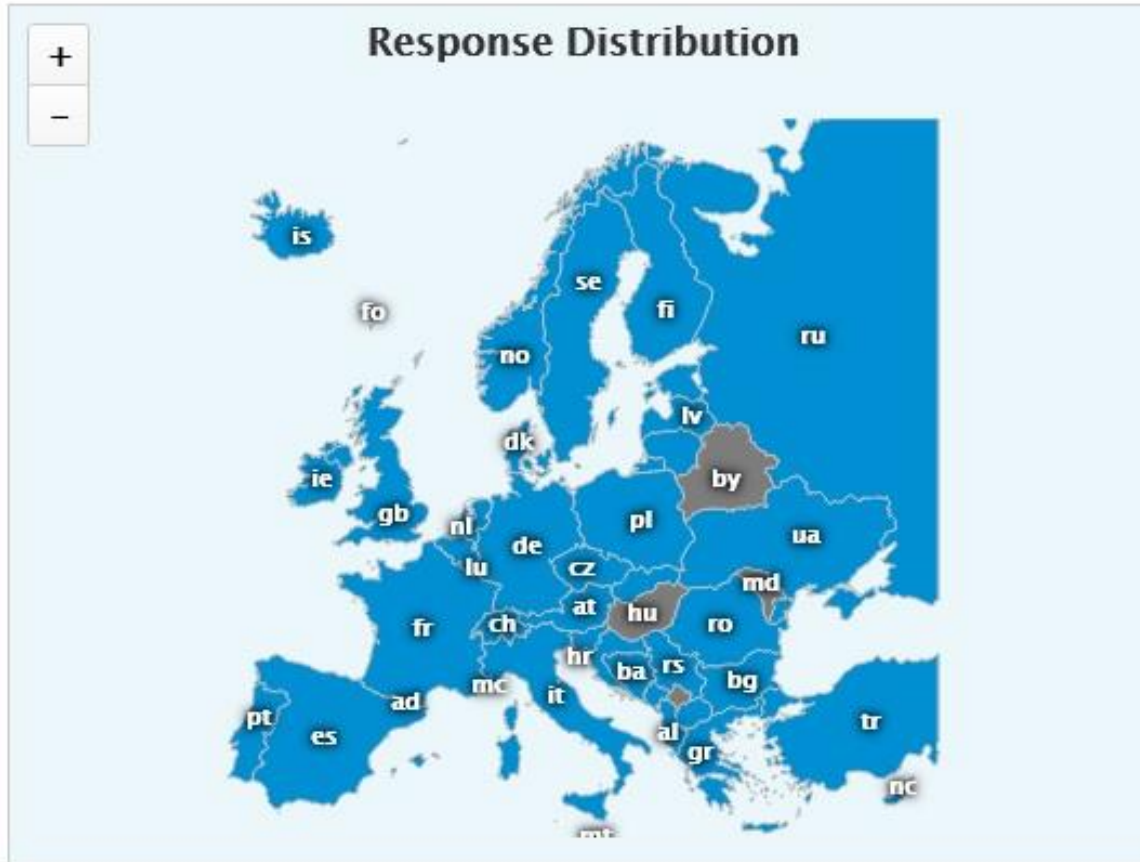
Completion Rate

0

Dropouts

30 mins

Average Time



Countries	Responses
GR	29.68%
RO	23.23%
IT	9.34%
ES	5.76%
DE	3.92%
BA	2.54%
AT	2.36%
FR	1.73%
CH	1.67%
SK	1.50%

Good geographical distribution

MORE CHALLENGES

**(IN ADDITION TO TECHNICAL
ONES)**

Inclusion of all students: maintaining access and equal opportunities, supporting students with learning difficulties, creating safe and inclusive environments

Effective language education: assessment, (oral/written) production, communication, interaction

Emotions: how to overcome stress, anger, fear, burning out; how to make teachers willing to change and to adapt

New roles: teachers, students, parents; managing their expectations

Take home messages

- **Well distributed and rich data set** by demographics | location | professional roles and institutions | educational sector | experience ... | which **provides anchorage, reliability and validity for comments**
- **Respondents from over 40 countries - top 5 countries cover 70% replies**, in descending order:
Greece | Romania | Italy | Spain | Germany
- As expected, the **pandemic has had significant impact** on timings | methods & techniques | phases of lessons | assessment | welfare (stress) | increasing gaps between those doing well and those falling behind
- However, **55% believe they have been able to maintain the quality & variety of learners' / students' language learning experiences, and their achievement**
- **Equilibrium** between the **positives** gained from the experience and the **challenges** to be faced
- Not all doom and gloom: greatest single focus was on **lessons learned by adapting to change**
- Next steps: **analyse correlations using statistics, logic trees and concordancing**, for outcomes: think tanks, a colloquium, and publication

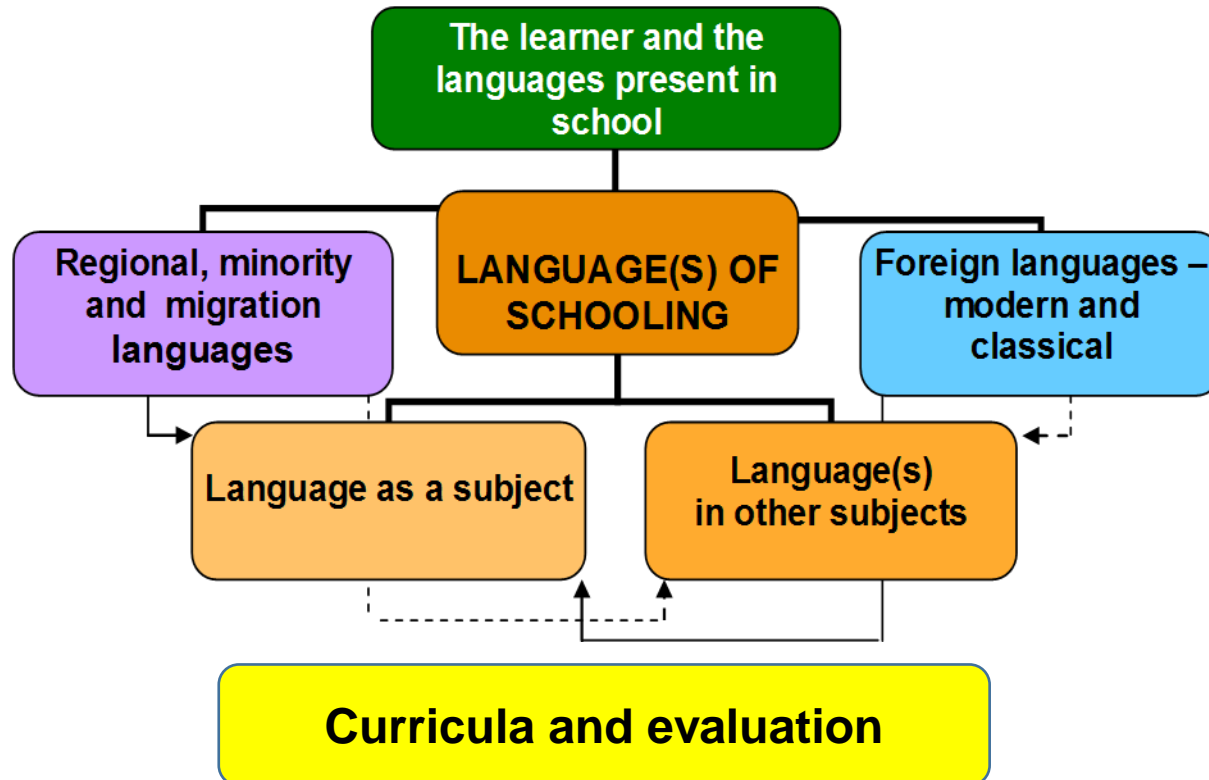
Talking point



- Consider the list of identified European challenges in language education (pre-Covid and current). Different countries are at different stages in relation to developments in these areas. How does Scotland fare? Which ones present the greatest/the least challenges?



Plurilingual and intercultural education: an integrated, holistic and ethical vision for language education



Each language reflects a particular way of thinking, carries a memory, a literary heritage, and is the legitimate basis of cultural identity. (Hägglman, 2010, p.191)

ECML: innovation through development projects



- Teacher competences for pluralistic approaches
- Language learning pathways for young children
- CLIL across educational stages in languages other than English
- Digital citizenship through language education
- Assessing young migrants' family languages
- Linguistic mediation in the foreign language classroom
- The CEFR Companion Volume – an implementation toolkit
- Neighbouring languages in vocational education
- Transversal competences through languages at secondary level



ECML: implementation through training and consultancy

Targeted, tailored support to address national challenges

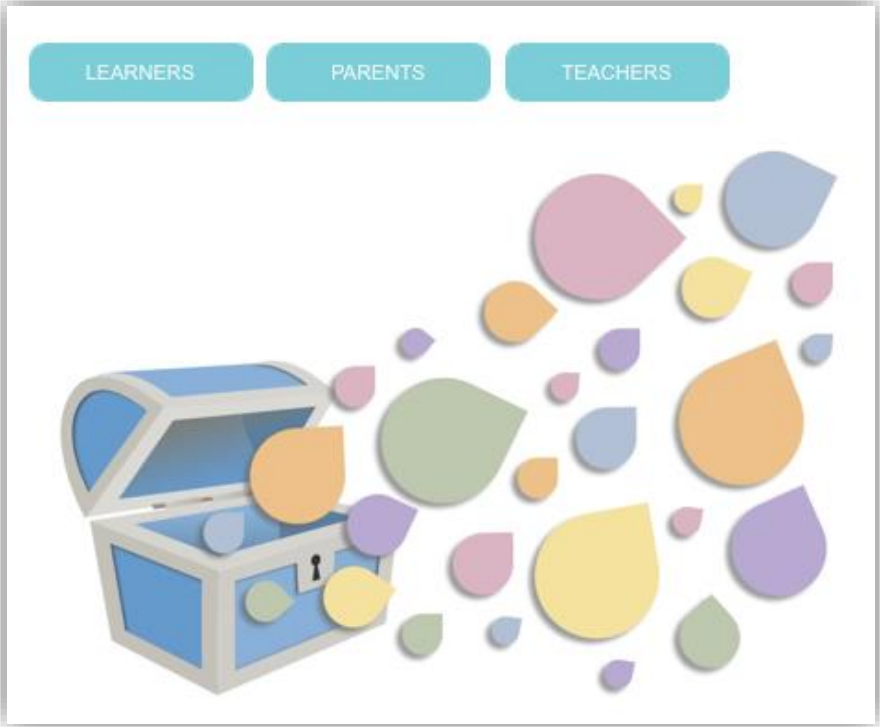
- Supporting Multilingual Classrooms*
- Testing and Assessment (RELANG)*
- Plurilingual and intercultural approaches
- Quality education in Romani for Europe
- Teacher competences for languages in education
- Language for work
- CLIL and beyond: pluriliteracies for deeper learning
- Using ICT in support of language teaching and learning
- Action research communities for language teachers
- Language of schooling/language in subjects (2 offers)
- Learning environments where languages flourish

* in cooperation with the European Commission



Extra support during the pandemic

Treasure chest of resources for learners, parents and teachers in times of Covid-19



Webinar "How to ensure that languages flourish in your school"



Webinar "Take your language teaching online!"



Webinar "The future of language education – learning lessons from the pandemic"



Webinar "Covid-19 and language education: Making home schooling motivating and fun"





PPLI: Primary Intercultural Guidelines



To primary school principals and teachers: These guidelines are designed to help you respond to the challenges of the Primary Language Curriculum, include the home languages of EAL pupils in the activities of your classrooms, and develop your pupils' intercultural learning. They are produced under Languages Connect: Ireland's Foreign Languages in Education Strategy. It is our hope that you will find these guidelines useful in the context of positive attitudes and appreciation of cultural diversity in the classroom and beyond, as well as fostering an interest and curiosity in learning further languages and intercultural communication.

View and download below.



- > Active Learning
- > Assessment
- > CEFR, ELP and Key Skills
- > Communicative Competence
- > Content Language Integrated Learning
- > Digital Technologies and MFL
- > Intercultural Awareness
- > Junior Cycle Short Courses
- > Language Assistant Scheme
- > Language Awareness
- > Language Upskilling
- > Literacy and Numeracy
- > MFL Department Training Materials

Initial and in-service teacher education (all teachers)

Rahmenmodell Basiskompetenzen Sprachliche Bildung für alle Lehrenden

Deutsch als Unterrichtssprache – Deutsch als Zweitsprache – alle mitgebrachten und schulisch erlernten (Bildungs-)Sprachen – Sprachen/n in den Sachfächern.

Ein Rahmenmodell für die Umsetzung in der Pädagog/innenbildung.

[>> Download \(PDF\)](#)

[Informationsblatt zum Rahmenmodell \(PDF\)](#)

Inhalte/Kompetenzen:

- Sensibilisierung für Mehrsprachigkeit / Language awareness
- Sprache(n) und Kultur(en), Plurikulturalität, Interkulturalität
- Sprache(n) und Identität, Sprachenbiographie
- Sprachvariation
- Sprachenpolitik und ihre Auswirkungen
- Spracherwerb, Sprachlernstrategien
- Sprachlichkeit allen Lernens, Bildungssprache, sprachsensibler Fachunterricht
- Sprachförderung, Sprachdiagnostik
- Modelle und Materialien zur mehrsprachigen Bildung



LEXIN



| Barnehage

- + Arabisk
- + Dari
- + Kurdisk - sorani
- + Litauisk
- + Pashto
- + Persisk
- + Polsk
- + Russisk
- + Somali
- + Spansk
- + Tamil
- + Thai
- + Tigrinja
- + Tyrkisk
- + Urdu

| Grunnskole

- + Arabisk
- + Dari
- + Kurdisk - sorani
- + Litauisk
- + Pashto
- + Persisk
- + Polsk
- + Russisk
- + Somali
- + Spansk
- + Tamil
- + Thai
- + Tigrinja
- + Tyrkisk
- + Urdu





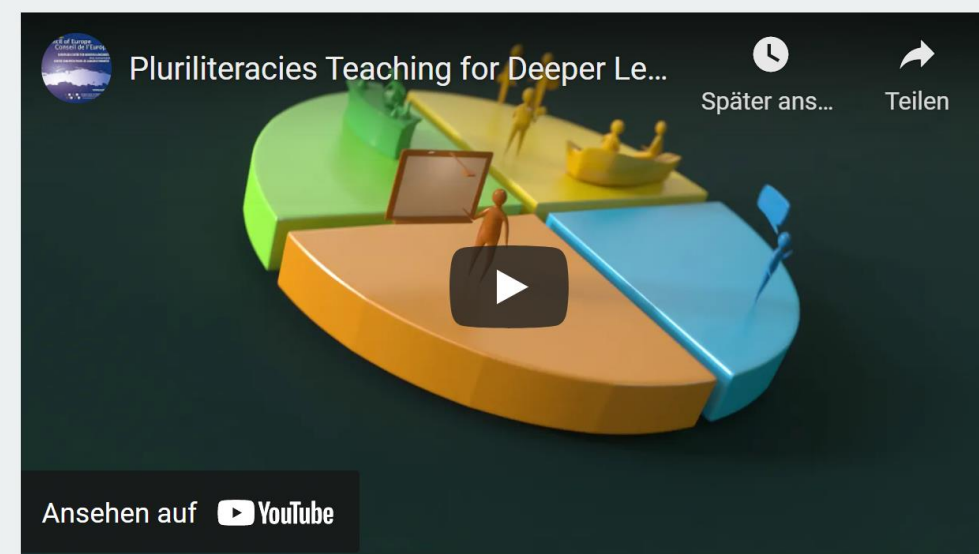
Content and language integrated learning – CLIL

A pluriliteracies approach to teaching for learning

Pluriliteracies Teaching for Learning (PTL) shows teachers and materials developers ways of fostering deep learning by paying attention to the development of students' subject specific literacies as well as their conceptual understanding and automatization of subject-specific procedures, skills and strategies. By communicating about their evolving understanding in increasingly sophisticated ways, students internalize these understandings and ways of acting and thinking. PTL not only makes the links between content and language learning visible, but it also shows how teachers can create learning trajectories taking students' current abilities as a starting point, and tracing their progress along the learning pathway.



BEYOND CLIL: PLURILITERACIES TEACHING FOR DEEPER LEARNING (GRAZ GROUP)



Cross-linguistic mediation

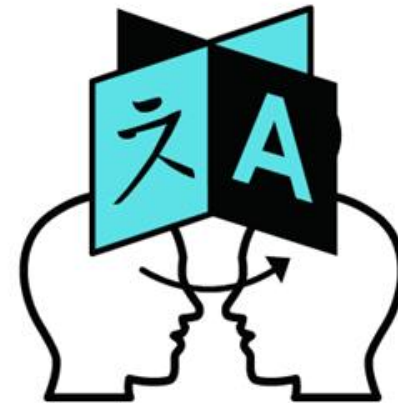


Let's imagine a situation where...

- A tourist seeks information in a foreign city and asks about the meaning of a certain sign. Since the tourist cannot understand the sign what a local can do is try to convey this information in another language (language that the tourist can understand).
- A friend relays information from a magazine article in a foreign language in order to warn someone else about the dangers of smoking.
- A passer-by asks a street artist to explain in a foreign language the meaning of a piece of graffiti on the road.
- A pupil asks a classmate to summarize, in a shared language, the content of an audio-visual source in a foreign language.



(© Maria Stathopolou)



The ME.T.L.A team suggests...



Learners' plurilingual competence could be tested through cross-linguistic mediation test tasks which involve:

- summarizing oral or written information read or heard in one language and presenting it orally or in writing in another language, including changing the discourse and/or genre of the original text for a given communicative purpose;
- using information from different sources in different languages in order to produce a written or an oral text. The language output may be bilingual or trilingual;
- students' answers in different languages

(© Maria Stathopolou)

Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution





- **Language education for democracy**
- Language education for social justice
- **Ethics and sustainability through language learning**
- **Language education for peace**

Talking point



- Seven examples of innovation from different European countries were presented. Did any of them inspire you? Why? Could any of them be considered in a Scottish context?












ECML interrelated thematic areas

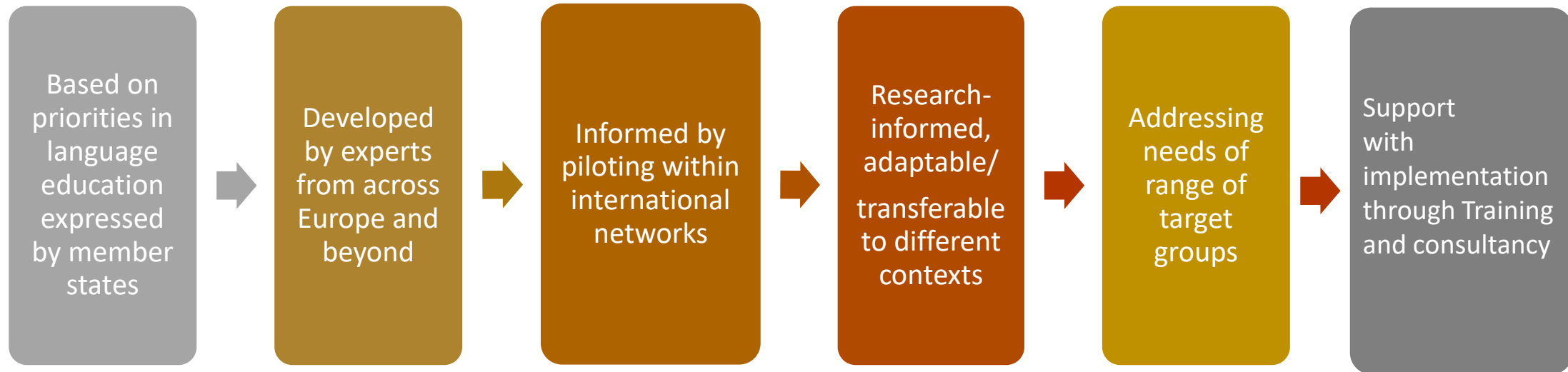


Search for a resource

[Filter](#) [Clear filter](#)

 Teacher and learner competences	 New Media in Language Education
 Plurilingual and intercultural education	 Curricula and evaluation
 Migrant education and employment	 Content and Language Integrated Learning
 Languages of schooling	 Early language learning
 Sign languages	

How are ECML resources developed?



The process is as important as the product.



Thematic Area: New Media



Inventory of ICT tools and open educational resources

Welcome to the inventory of freely available online tools and open educational resources for language teaching and learning developed by the ICT-REV project! The inventory contains a list of tools that have been evaluated with specific criteria in mind. [Read more](#)

★★★★★ (25 votes) [Rate this resource](#)

192 items found

 App to improve English and French view details	 Interactive whiteboard view details	 Platform to create digital lessons view details
 Interactive material creator view details	 Collaborative document editor view details	 Resources for learning English view details

**TAKE YOUR LANGUAGE TEACHING ONLINE!
WATCH THE ONLINE WORKSHOPS
FOR LANGUAGE TEACHERS**

AVAILABLE IN ENGLISH, FRENCH AND GERMAN

Watch in English
Regarder en français
Auf Deutsch ansehen

Latest addition

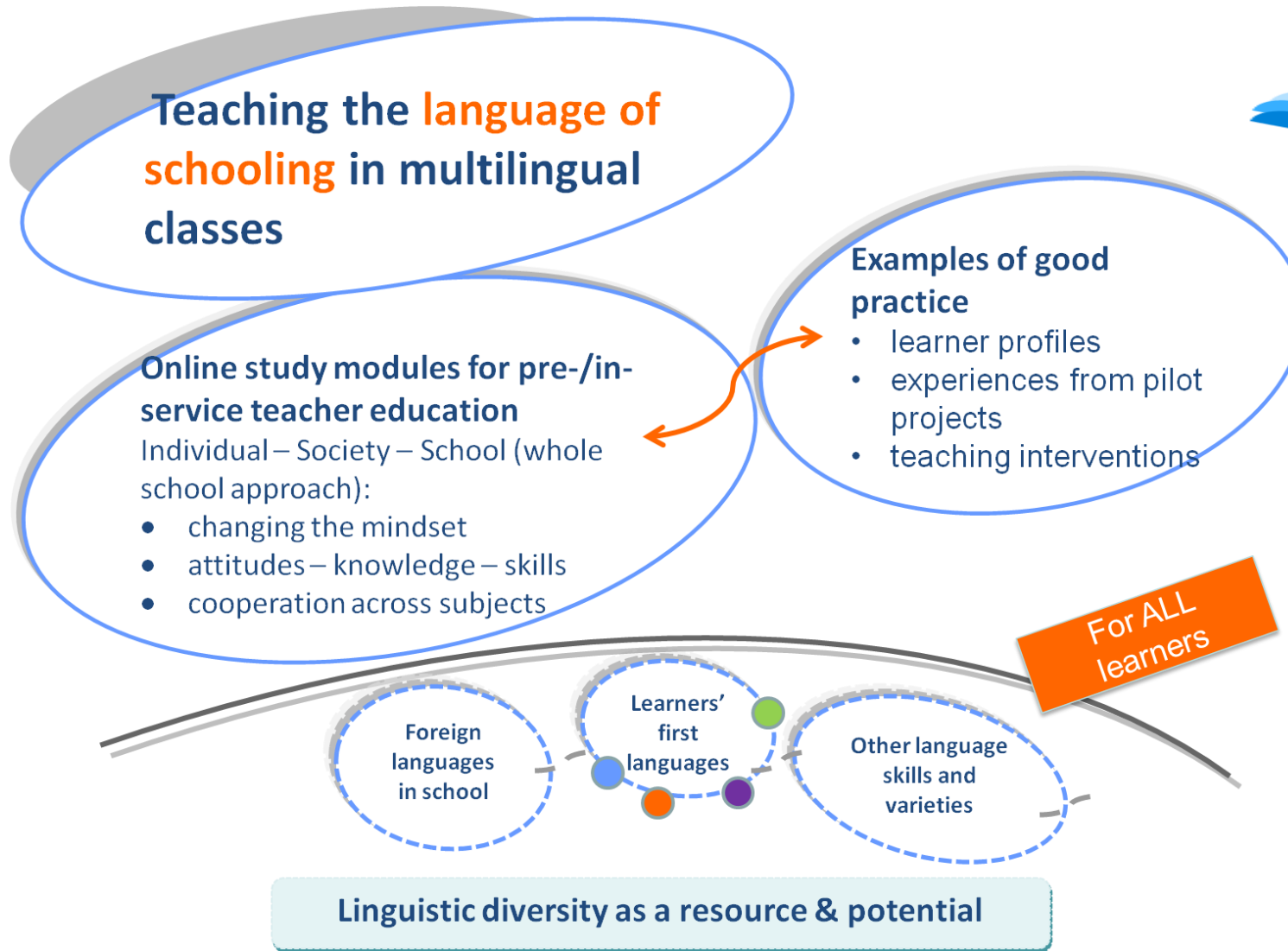
ILOBIFY (App to improve English and French)

ILOBIFY is a free online app created by teachers to help students improve their French and English.

Developing learners' critical thinking skills and autonomy; increasing learner motivation through "real-world" tasks; training via a Moodle platform



Thematic Area: Languages of schooling (Maledive)





- For raising awareness of the language-related aspects and the importance of language in constructing knowledge in non-language subjects
- For setting language objectives in lessons
- For use as assessment criteria (formative and summative)
- For gauging the language level used by teachers in subject classes and adapting it accordingly

1. Definitions 2. Scaffolding techniques 3. Putting it into practice 4. Teaching tips

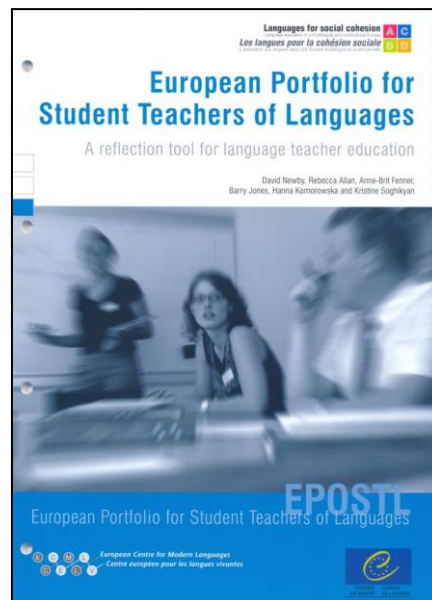
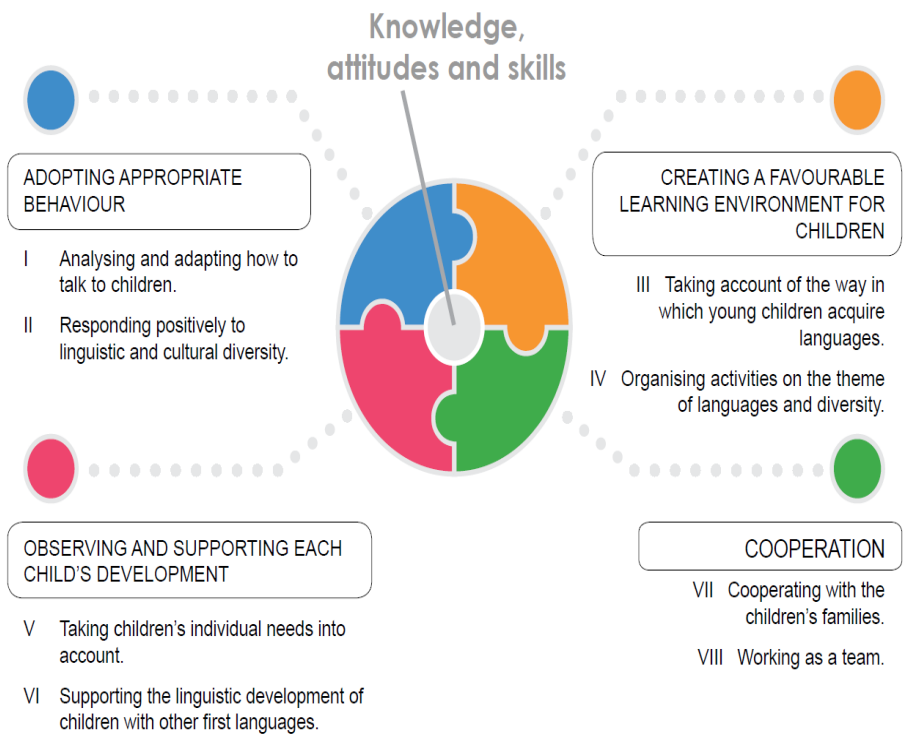
4. Teaching Tips

This school year, for the first time, bilingual learners have enrolled at your school. Their skills in the language of schooling are not sufficient for entering the mainstream classes without language support. Consequently, the subject teachers have begun to pre-teach them vocabulary, but that is not enough. What recommendations or tips would you give to the teachers to help these L2 students to read, write, understand, speak, think and live autonomously in a L2?

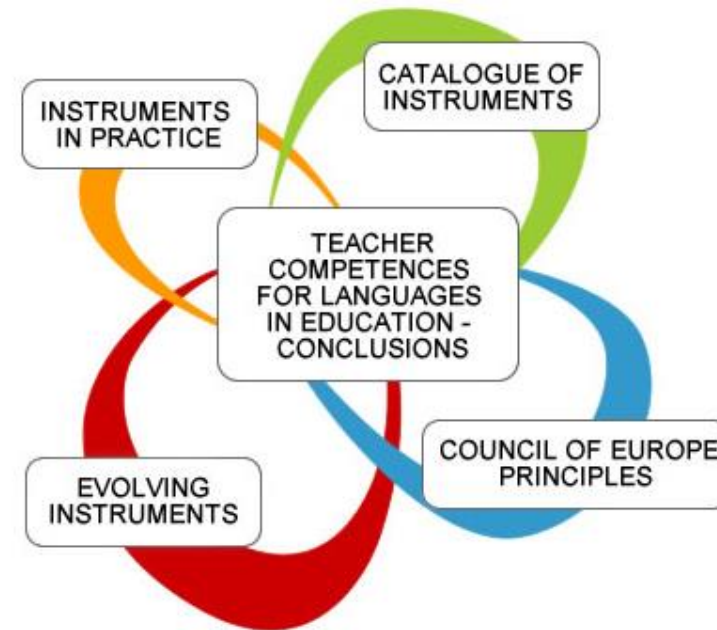
1. Integrating new students into the class
2. L1 and cultural differences
3. Translanguaging strategies
4. Scaffolding language
5. Seeing the "big picture"
6. Teaching strategies
7. Being aware of language issues
8. Using classroom materials and acting in classroom



Thematic Area: Teacher and Learner Competences

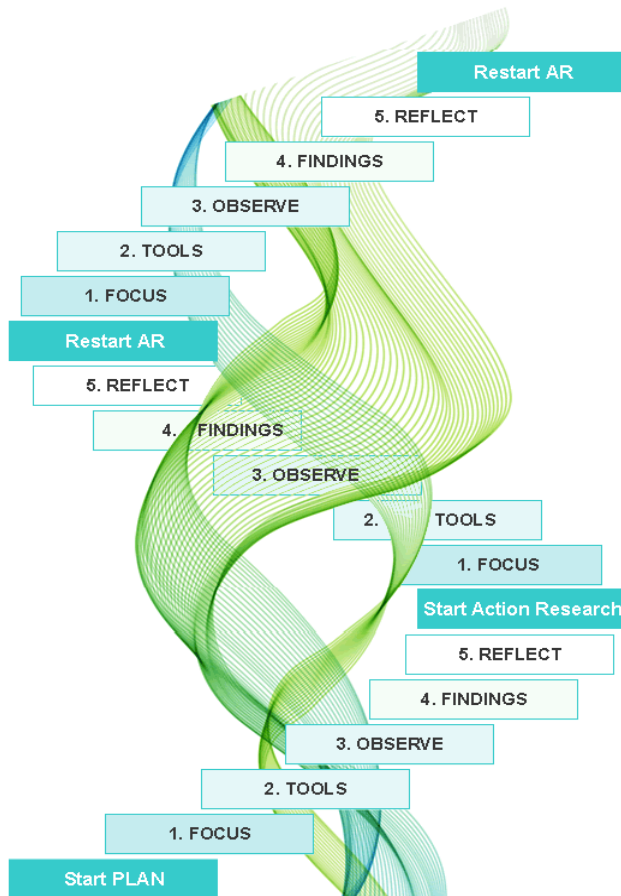


Guide to teacher competences for languages in education



Thematic Area: Teacher and Learner Competences

Action research communities for language teachers



Aim: to contribute to the improvement of language education by giving teachers across Europe better access to action research and new perspectives on languages methodologies.

Outputs: practical guide to action research applicable in different European settings; development and piloting of training modules; case studies in several languages; online platform with resources for teachers and teacher educators

European Day of Languages



Journée européenne des langues



www.coe.int/edl

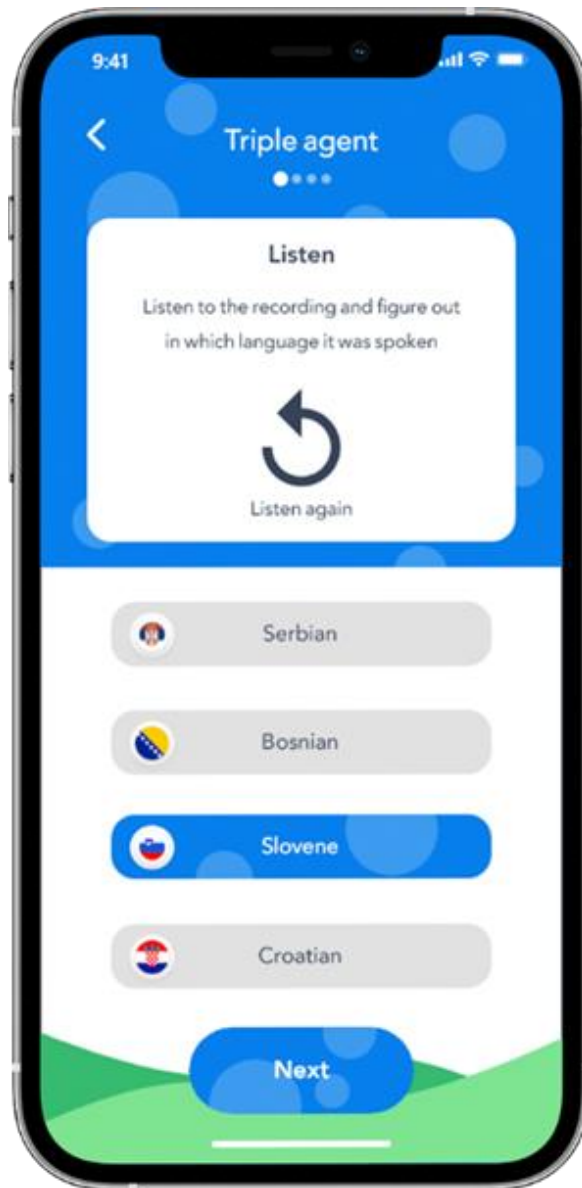


#coeEDL

NEW IN 2021



APP – IN COOPERATION WITH THE EUROPEAN COMMISSION



LANGUAGE JOURNEY BOOK BY ECML



Talking point

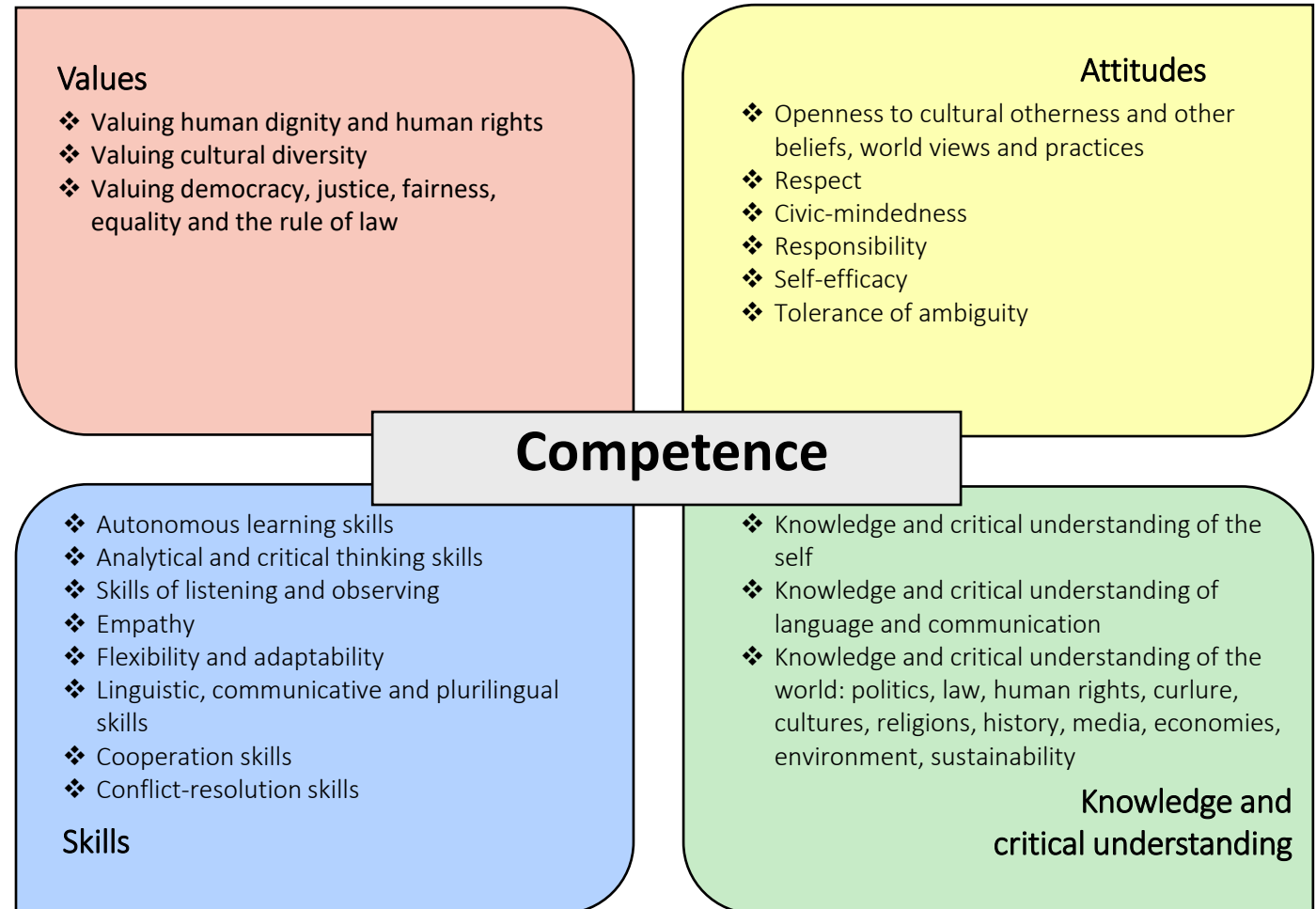


- Would you consider exploring any of these ECML resources further? If so, which one/s and why? How might you use them?



Putting language education on the political stage: draft Committee of Ministers Recommendation on the importance of plurilingual and intercultural education for democratic culture

- **First *comprehensive* CoE Recommendation on language education**
- **Purpose and timeliness; key messages**
- **How a Recommendation is structured**
- **Will need approval from UK – will all 4 nations be consulted?**



Keeping abreast of European developments

The European Language Gazette



EU report: Education begins with language –Summary: [English - French - German](#)

RÉPUBLIQUE FRANÇAISE
L'État
Épique
Autrefois

FRANCE ÉDUCATION INTERNATIONAL

Courriel européen des langues

Le magazine du point de contact du CELV en France

Décembre 2020 | n°44

France Éducation International est point de contact national du CELV depuis 2004. Il relaie les projets et publications du CELV auprès des professionnels français des langues, notamment par le biais de ce magazine semestriel et en participant à l'organisation de séminaires.

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Projets et formation du CELV [page 7](#)

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- Recoling
- CARAP
- Actualités

L'enseignement des langues en Norvège [page 11](#)

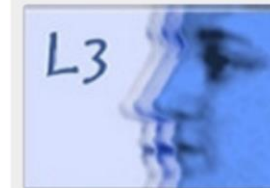
Ressources [page 14](#)

- À explorer sur le web
- Vient de paraître

Le Centre européen pour les langues vivantes (CELV)
Institution du Conseil de l'Europe située à Graz (Autriche), le CELV offre à ses 33 États membres une plate-forme internationale pour la promotion de l'innovation et des bonnes pratiques dans l'apprentissage et l'enseignement des langues vivantes.

Pour être informé(e) de la parution de chaque nouveau numéro, abonnez-vous à l'Infolettre « Veille et ressources documentaires »
[https:// bit.ly/2AgOhsl](https://bit.ly/2AgOhsl)

International Association of Multilingualism: current trends in multilingualism research



From 24 March to 29 April 2021 the University of Warsaw Excellence Initiative (IDUB Action II 3.7 "Multilingualism") invited the academic community to a series of six lectures presenting research on linguistic, cognitive, affective and educational aspects of multilingualism. In the series, international experts discuss the results of empirical research on individual multilingualism and explain the mechanisms that underlie the functioning of multilingual adults and children. The lectures on current trends in multilingualism research are organised by the School for International Science UW, in cooperation with the International Association of Multilingualism.

- (Re)Watch the recordings of the six lectures

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Year Language teaching Apply

The Teaching of Regional or Minority Languages in Schools in Europe

26 SEPTEMBER 2019

This Eurydice report provides an overview of regional or minority languages that are promoted by top-level education authorities. It also presents examples of current policy efforts in Europe that...

Eurydice Brief: Key Data on Teaching Languages at School in Europe

26 SEPTEMBER 2017

In an age where learning several languages is a necessity for many people and offers endless opportunities to all, there have been a number of reforms in recent years with regards to foreign language...

Infographics: Foreign Teaching Languages at School in Europe 2017

26 SEPTEMBER 2017

Eurydice is pleased to present brand new infographics, illustrating figures from the Key Data on Teaching Languages at School in Europe 2017 and the Eurydice Brief of the same publication.

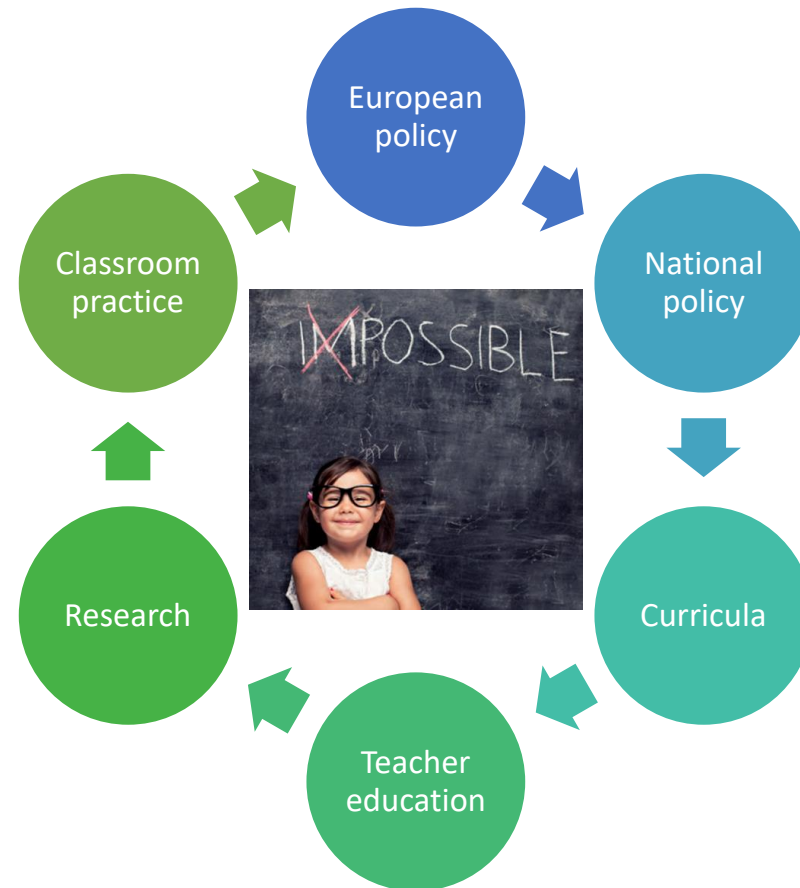
The added value of multilateralism: crossing linguistic, sectoral, pedagogical boundaries...

ECML brings new knowledge directly to us, providing us not only with learning opportunities, but also with a sense of being part of a much larger professional community.

Lukas Bleichenbacher, ECML project coordinator

ECML 25th Anniversary Declaration

**Quality language education for a democratic,
socially cohesive and peaceful Europe:
nine ECML cornerstones**



Changing contexts,
evolving competences:
25 years of inspiring innovation
in language education

Editors:
David Newby
Frank Heyworth
Marisa Cavalli



