

Rethinking plurilingual and intercultural education: why it matters

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Presentation Overview

- Setting the scene: the Council of Europe in brief
 - The ECML: who we are and what we do
 - Novelties from the current ECML programme
- Addressing societal challenges through language education
 - Let's not forget to celebrate!
 - Getting involved

Who's it all for?

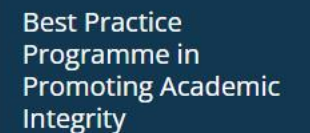
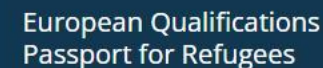
Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution





Preserving and strengthening democracy in European societies

Better Education for Better Democracies



ECML: who we are and what we do



An enlarged Partial Agreement of the Council of Europe with 35 member states; founded in Graz, Austria in 1994

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

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

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.

Kakovostno jezikovno izobraževanje za demokratično, socialno povezano in mirno Evropo: devet temeljev ECML

Svet Evrope je odigral ključno vlogo pri doseganju pozitivnih sprememb na področju jezikovnega izobraževanja znotraj in zunaj Evrope, pri čemer je cilje, ki so bili osredotočeni izključno na sodobne tuje jezike, razširil na področja, kot so večjezične, kulturne in kognitivne kompetence. Na podlagi posameznih jezikovnih repertoarjev učencev Svet Evrope postavlja demokratično državljanstvo in človekove pravice v središče učenja in poučevanja ter spodbuja jezikovno in kulturno raznolikost pri prizadevanju za kakovostno izobraževanje za vse.

Čeprav so številne države sprejele to pozitivno spremembo, njihov napredek ovirajo širše politično ozračje naraščajoče nestrpnosti do drugih ljudi in njihovih kultur in jezikov, omejeni finančni viri ter razdrobljen izobraževalni sistem. Med celotno vizijo Sveta Evrope o jezikovnem izobraževanju in dejanskim stanjem v praksi ostaja znatna vrzel.

ECML, ki je na stičišču med politiko, raziskavami, izobraževanjem učiteljev in prakso, ima edinstveno priložnost, da državam članicam pomaga premostiti to vrzel.

Države članice ECML, strokovnjaki in širši krog deležnikov vidimo 25-letnico ECML kot priložnost za ozaveščanje o političnem pomenu kakovostnega jezikovnega izobraževanja in o njegovem prispevanju k demokratičnim in miroljubnim družbam.



Sodobni izzivi

Zmanjšanje podpore za učenje več kot enega tujega jezika in posledično pomanjkanje zanimanja za jezike sosednjih držav in manj razširjene jezike ter tudi napačne predstave o položaju domačih jezikov je samo nekaj izzivov, ki si zaslužijo posebno pozornost v družbi nasploh in na vseh ravneh izobraževanja. Treba je povečati raznolikost ponudbe jezikov, ki se poučujejo v izobraževalnih ustanovah, in zagotoviti, da bo učenje jezikov olajšalo vključevanje v šoli in na delovnem mestu. Ker gre pri jezikovnem razvoju za vseživljenjsko učenje, ki vključuje formalno, neformalno in priložnostno učenje, je potrebna trajna pedagoška in strukturna podpora, da učenci lahko razvijejo svoje zmožnosti in aktivno sodelujejo v družbi.

Vloga ECML

ECML priznava pomen pedagoških pristopov, ki se razlikujejo glede na potrebe učencev in posebne jezikovne kontekste (materni/prvi, drugi, tuji, regionalni, migracije, šolski predmeti itd.)

Ceni vse zaposlene na tem področju – od tistih, ki se ukvarjajo s predšolsko vzgojo, do tistih v izobraževanju odraslih – in prispeva k njihovi profesionalizaciji tako, da zagotavlja dostop do inovativnih virov in do možnosti za profesionalni razvoj. Podpira strokovnjake pri njihovem prizadevanju, da se odzovejo na vse bolj zapletene izzive današnjega časa in sprejmejo vključujočo, večjezično in medkulturno načelo, ki kot vir uporablja vse jezike iz repertoarjev učencev.

Vokviru celostne vizije jezikovnega izobraževanja, ki v središče postavlja **učence**, je ECML opredelil devet temeljev, tj. ključnih vidikov jezikovnega izobraževanja, ki odražajo kompleksnost in obseg porajajočih se potreb učencev. Potrebne so posebne kompetence, da se **strokovnjaki** za jezik lahko ustrezno odzovejo na te različne potrebe. Hkrati so ti temelji med seboj povezani in vplivajo drug na drugega, meje med njimi pa so prepustne. Posebni načini, na katere vsak temelj prispeva k tej celostni viziji, so navedeni spodaj

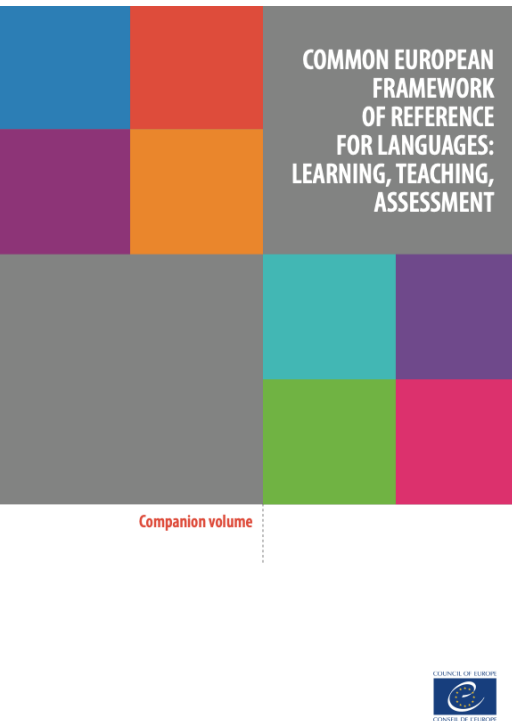
ECML 6th medium-term programme 2020 - 2023

Inspiring innovation in language education: changing contexts, evolving competences



Mediation across languages

Common European Framework of Reference for Languages: Learning, Teaching, assessment - Companion volume (2020)



Meaning
making process

Collaboration
to construct
new meaning

Giving information
in an appropriate
form

Mediation
activities

Mediation
strategies



CEFR Companion Volume implementation toolbox



Mediation across languages

Mediation in teaching, learning and assessment

Mediation tasks require learners to relay information from one language to another for a given communicative purpose.



Tips and tricks to create mediation activities
What we have learnt so far...

- Read the theory...**
 - Familiarise yourself with the concept of mediation
 - What kind of mediation activity would you like to create?
 - View examples of tasks (e.g. activity bank)
- Authenticity matters**
 - Search for everyday examples in your immediate environment (where people use mediation everyday without knowing it)
 - Look for authentic texts
 - Wide range of authentic texts, songs, picture books, comics, advertisements, messages on social media
- Creation is a process**
 - Find tools/resources you could use to create multilingual materials/tasks
 - Think of text complexity (less complex source texts for lower levels, higher complexity for higher level)
 - Relevance to students' needs (modern topics/everyday issues)
 - The culture / linguistic features of your students' heritage languages
 - Problems the students encounter when learning the target language
 - Adapt the authentic texts and construct the activity
- Is technology part of the game?**
 - Tools/resources students can use to decode/use texts/words in languages other than the target language
 - Free online multilingual dictionaries (picture dictionary inclusive)
 - Social media? (Instagram, WhatsApp, Facebook, Twitter, Tiktok)
 - Sites where students can share their productions
- Final touch**
 - Inclusion (any learning difficulties?)
 - Formative assessment (self and peer-assessment: metacognitive skills)
 - Ask for support and validation from colleagues

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Transversal competences in foreign language education

In education systems, the development of learners' transversal competences has become an important focus of policy. On learners' 'transversal competences' means developing their knowledge, skills, attitudes and values in areas such as citizenship, education for sustainable development and media education, and also their intrapersonal and interpersonal '21st skills', which include co-operation, teamwork, critical thinking, and digital literacy etc.



Resources
and links



Think tank
moderators

Building blocks for planning language-sensitive teacher education



The purpose of the project is to develop resources in the form of building blocks for teacher educators and curriculum planners working with teachers of different languages and subjects. The building blocks include guidelines to help ensure that a focus on language-sensitive education is built into teacher education curricula and courses. The aim is to enable practising and future teachers to help their students to meet their language and communication needs.

[OVERVIEW](#)[HOW TO GET INVOLVED](#)[TEAM AND PARTNERS](#)[RELATED RESOURCES](#)

Product 1 Guidelines for curricula



Product 2 Tasks and scenarios



Product 3 Needs profiles



Digital citizenship through language education



Contributing to an online catalogue of audiobooks

e-lang citizen team

Teacher Sheet

Task

Your students will be given the following task.

You are going to contribute to a catalogue of free public domain audiobooks. In order to do so, you will read and record extracts or chapters (individually or in groups) of a book in the public domain (in one of the languages you speak) and make them available for free on the Internet on the LibriVox site.

Website

<https://librivox.org/>

Website available in English with contributions in all languages.

CEFR level – For B1 level and above

Objectives

Digital citizenship and literacy

Dimensions covered in task	(Potential) specific objectives
➤ Ethical and responsible behaviour	<ul style="list-style-type: none">- Realise the importance of positive engagement and participation to the web with the contribution to an online catalogue of audiobooks.- Develop awareness about copyright issues, and online copyright infringement.



Fear of missing out

e-lang citizen Team

Student Sheet

Task

You are going to deal with the phenomenon *Fear of Missing Out* (FOMO). You will reflect on your social media behaviour and find out whether FOMO might affect you and your classmates. To do so, you will work with a Wikipedia article about FOMO in different languages and make up a brief questionnaire.

1. Read a Wikipedia article about FOMO,
 - a. first in your mother tongue or a language you understand well;
 - b. and then in your target language(s)Reading first in a language you are fluent in helps you to get the gist of the text in your target language(s)
2. To find out whether FOMO might affect you and your peers, develop a brief questionnaire. Use the tool MS Forms <https://www.microsoft.com/en-us/microsoft-365/online-surveys-polls-quizzes>.
3. Do you need help to build the items of the questionnaire? Have a look at the text about *Facebook anxiety*; it might help you to get ideas on what to ask: <https://www.verywellmind.com/ten-things-not-to-do-on-facebook-when-you-have-sad-3024849>.
4. Do you have problems with formulating the items in your target language? Use a translation tool (eg. DeepL: <https://www.deepl.com>). Use it critically. Make your own translation first, then use the translation tool and compare the two versions.


PROFILE OF
CITIZENS AS
USERS OF
LANGUAGES
AND DIGITAL
TECHNOLOGY



ECML interrelated thematic areas



Search for a resource

- | | | | |
|---|--|---|--|
|  | 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 | | |

Show ECML resources in

all languages

Show

Activities for a wider public: responding to the Covid crisis



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"



Series of webinars





The future of language education in the light of Covid

Lessons learned and ways forward

The initiative explores how the ongoing Covid pandemic has affected language education, and looks at ways in which the skills and insights gained may bring about beneficial lasting changes in the teaching and learning of languages.

OVERVIEW

RESOURCES

COLLOQUIUM

TEAM

LINKS

Shortcut: <https://www.ecml.at/thefutureoflanguageeducation>

Background

Since the beginning of the Covid pandemic in early 2020, language education, like all education, has changed markedly as new ways have had to be found to ensure that teaching and learning can continue.

Within the framework of a cooperation action with the European Commission, the ECML and the organisations that are members of its [Professional Network Forum](#) decided to organise a series of events to take stock of the challenges and opportunities that the pandemic has presented for language education. The initial step was to compile and run an in-depth survey across ECML and EU member states. This took place in February 2021 and was completed by 1,735 professionals from 40



Watch the video presentations from the ECML colloquium
“The future of language education in the light of Covid – lessons learned and ways forward”

Organised jointly with the Professional Network Forum and the European Commission



And to the Ukraine crisis ...



Photo: [Mirek Pruchnicki CC BY-SA 2.0](#)

Webinar “Supporting the linguistic integration of young refugees from Ukraine”



Dedicated [ECML website](#): supporting the (linguistic) integration of refugees from Ukraine

In solidarity
with the people
of Ukraine



Rationale for the Recommendation

Recommendation on the importance of plurilingual and intercultural education for democratic culture

- It addresses two specific developments of concern to the Council of Europe:
 - “... a tendency on the part of public authorities and civil society to think that proficiency in one additional language is enough **as long as that language is English**”
 - “... the populist notion that proficiency in minority or migrant languages, widespread in today’s increasingly diverse societies, **is harmful to societal cohesion**”

Two specific concerns which relate to one MAJOR concern:

“the backsliding of democracy” (2021, report of the Secretary General)

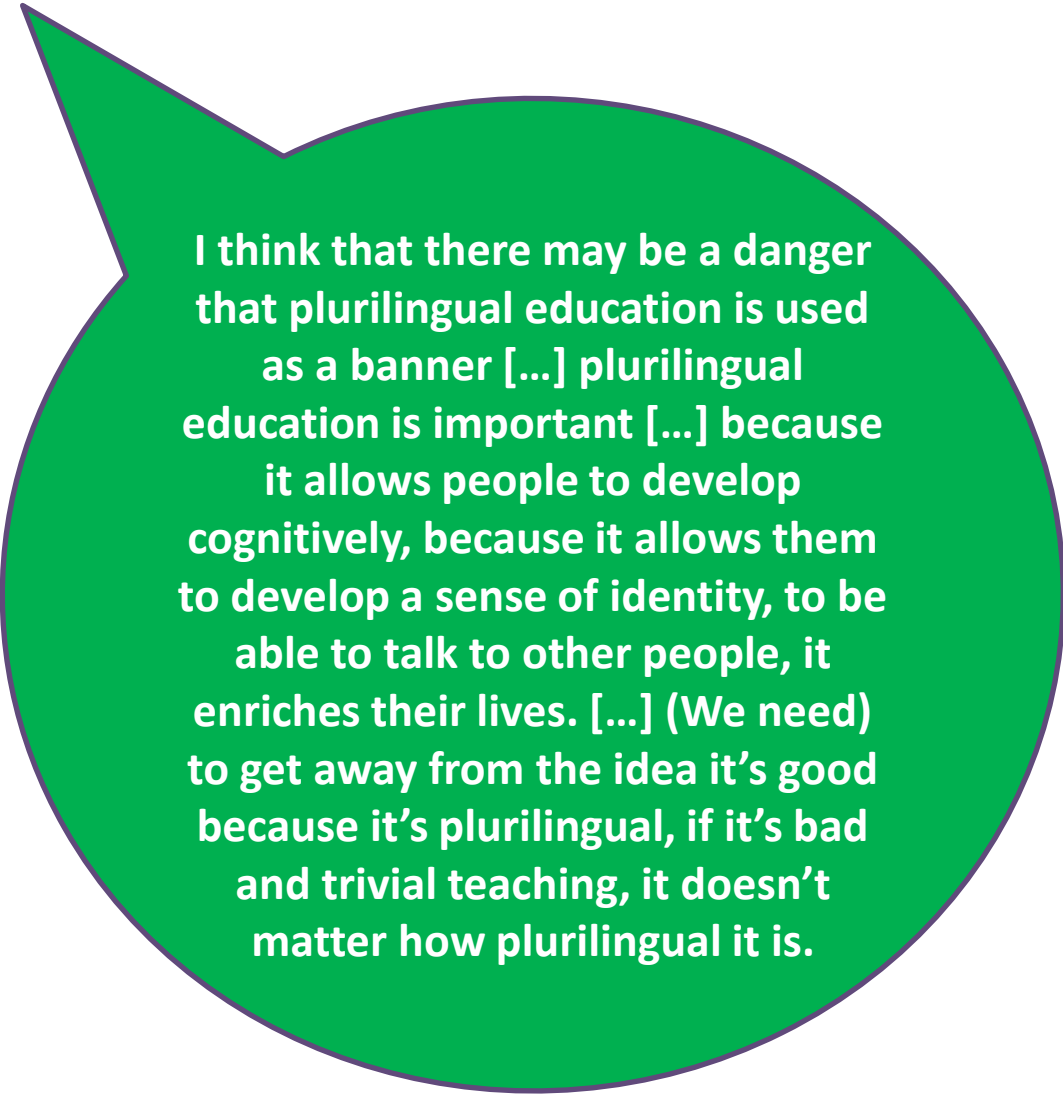
All exacerbated as a result of the Covid pandemic and the war in Ukraine

Key features

- **First holistic recommendation on language education**
- **Broad scope: languages, sectors, stakeholders**
- **Ambitious but realistic**
 - **Recognises contextual differences**
 - **Offers support for implementation through the Explanatory Memorandum**
 - **Encourages and values every small step taken**

Deconstructing the complex construct of plurilingual education

- The first element is taking the learners and their languages into account, i.e. the plurilingualism present in the classroom;
- The second for me is to develop the plurilingual competences of each learner, to teach them to build bridges, to develop strategies that are not linked to any particular language, but which are based on different learning situations;
- The third element is actually to educate people about the value of diversity on all occasions and at all levels, with all that is understood by cultural mediation etc. which for me is fundamental in the current context;
- The fourth element is to develop skills in the languages for which one is responsible, an aspect which must not be forgotten.



I think that there may be a danger that plurilingual education is used as a banner [...] plurilingual education is important [...] because it allows people to develop cognitively, because it allows them to develop a sense of identity, to be able to talk to other people, it enriches their lives. [...] (We need) to get away from the idea it's good because it's plurilingual, if it's bad and trivial teaching, it doesn't matter how plurilingual it is.

Research participant 1, focused group conversation, December 2018 in Breslin, 2020, p.127

NEW IN 2022 | 'Valuing all languages'



'21 things you may not know about languages' (follow-up poster!)



'Famous quotes' that everyone in a country knows: ('Was mich nicht umbringt, macht mich stärker' (Nietzsche)



'Where am I?'



'Questions you never dared to ask about languages' – (... Do I have to learn grammar? Do all languages have a written form? ...) answered by experts



Initiatives: Multilingual tongue twister + Multilingual jokes (Where do cats go when they die? To purrrgatory / Où vont les chats quand ils meurent? Au purrrchatoire)

2022 PROMOTIONAL MATERIALS



- Eco friendly paper pens in 7 different colours
- EDL fabric wristbands with new designs
→ **SOLIDARITY**
- EDL pencils
- Stickers



Why get involved?

- Share and further develop your expertise in cooperation with language professionals from across Europe and beyond;
- Use this cutting-edge and unique European platform and its networks to negotiate, create and disseminate practical, innovative tools for enhancing the quality of language education;
- Live a truly intercultural and enriching learning experience and...
- Become “a moral agent” of change? (Kubanyiova & Crookes, 2016)

The ECML plays an increasing important role in bringing together language education professionals, which is more essential than ever in these difficult times.

Jonas Erin, expert





Why get involved? This is why!



