Towards a coherent, inclusive, plurilingual and intercultural approach to education

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European Centre for Modern Languages
Centre européen pour les langues vivantes

E C M L
C E L V

COUNCIL CONSEIL
OF EUROPE DE L'EUROPE

EMPOWERING LANGUAGE PROFESSIONALS
VALORISER LES PROFESSIONNELS EN LANGUES
SPRACHLEHRENDE IN IHRER ROLLE STÄRKEN

ECML-CELV-EFSZ
2008-2011

The Council of Europe

www.coe.int

Strasbourg, founded 1949

Oldest and geographically largest European institution, 47 member states

Intergovernmental co-operation

Areas of action

Human rights (European Court of Human Rights)

Legal co-operation

Social cohesion

Education, Culture & Heritage, Youth & Sport

Council of Europe and languages

Linguistic and intercultural competences provide the basis for intercultural dialogue, social cohesion, democratic citizenship, and economic progress

Promotion of and support for:

- Linguistic and cultural diversity in member states

- Plurilingualism of citizens

- Plurilingual and intercultural education

Plurilingual people living in multilingual societies

- plurilingualism: ability to develop skills in and use more than one language

- natural, innate potential of human mind

- needs support to develop

- we are all created equally plurilingual

Plurilingual education

- good quality education is a pre-requisite for social cohesion, democratic citizenship and intercultural dialogue

- well developed language ability is a pre-requisite for unrestricted access to good quality education

- plurilingual education aims at supporting development of appropriate language competences as a basis necessary for full participation in educational processes

- it aims at taking into account and making use of all languages competences available for the learners and developing those required for their educational success

- a coherent approach to all languages present at school

Promoting plurilingualism in Europe
Promotion du plurilinguisme en Europe

- Plurilingualism is recognised as a key feature of the European continent

- It is regarded as something to be valued, protected and promoted, because of the cultural heritage which different languages represent, and because of the improved possibilities for communication in many different spheres

- In recent years, policy at European level has explicitly recognised the value of all languages in use in Europe, not just the main 'national' languages

- Le plurilinguisme est reconnu comme charactéristique importante du continent européen

- Le plurilinguisme devrait être apprécié, protégé et favorisé, en raison du patrimoine culturel que les différentes langues représentent, et en raison des possibilités améliorées pour la communication en plusieurs contextes

- Récemment, la politique au niveau européen a reconnu explicitement le valeur de toutes les langues parlés en Europe, pas seulement les principales langues 'nationales'

Guide for the development
of Language Education Policies in Europe
Guide au développement
des politiques d'éducation de langues en Europe

"Steps should […] be taken to make everyone aware that plurilingualism is a social and personal value in order to move to plurilingualism conceived as a form of contact with others. This means embracing the teaching of all languages in the same educational project and no longer placing the teaching of the national language, regional or minority languages and the languages of newly arrived communities in water-tight compartments."

"Il faudrait prendre des mesures pour établir que le plurilinguisme est une valeur sociale et personnelle afin d'avancer au plurilinguisme conçu comme forme de contact avec d'autres. Ceci signifie embrasser l'enseignement de toutes les langues dans le même projet éducatif et ne placer plus l'enseignement de la langue nationale, les langues régionales ou de minorités et les langues des communautés nouvellement arrivées en compartiments séparés."

Commission of the European Communities
Commission des Communautés Européennes
Action Plan/ Plan d'action: 2004– 2006

"Promoting linguistic diversity means actively encouraging the teaching and learning of the widest possible range of languages in our schools, universities, adult education centres and enterprises. Taken as a whole, the range on offer should include the smaller European languages as well as the larger ones, regional, minority and migrant languages as well as those with 'national' status, and the languages of our major trading partners around the world."

"La promotion de la diversité linguistique requiert d'encourager activement l'enseignement et l'apprentissage d'un éventail de langues aussi large que possible dans nos établissements scolaires, universités, centres d'éducation pour adultes et entreprises. Pris dans son ensemble, l'éventail proposé devrait comprendre les petites langues européennes, ainsi que toutes les grandes, les langues régionales et minoritaires et les langues des migrants, ainsi que celles ayant le statut de langue nationale, et les langues de nos principaux partenaires commerciaux dans le monde entier."

Council of the European Union
Council conclusions on language competences to enhance mobility, 28-29 November 2011

"A good command of foreign languages is a key competence essential to make one's way in the modern world and labour market. Multilingualism is not only part of the European heritage but also a chance to develop a society which is open, respectful of cultural diversity and ready for cooperation."

"A broader choice of languages, including less-widely used languages and the languages of neighbouring countries, should – where appropriate – be offered at all levels of education in a lifelong learning perspective, and greater information and guidance about these should be made available by appropriate language and cultural institutions."

"The member states should encourage innovative forms of European cooperation, experimentation and new approaches to language teaching and learning, such as CLIL, immersion mobility and more extensive use of ICT also in creative language learning environments."

Graz Declaration on Language Education 2010

"Quality education
for plurilingual people
living in multilingual societies"
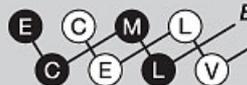
Graz Declaration on Language Education

Challenges:

- increased mobility of people
- globalisation of social and economic processes
- rapid innovations in communication technology
- progressively more multilingual and multicultural classrooms
- need for compatibility between educational systems and qualifications

Graz Declaration on Language Education

A new concept of education is required to meet the needs of plurilingual people living in increasingly multilingual societies – people who are capable of using several languages at different levels of competence, living in and contributing to an integrated society and to an international interaction.

Graz Declaration on Language Education

I. Rationale for a new concept:

1. Linguistic and cultural diversity in modern European societies is increasingly a reality. This phenomenon should not be viewed as an obstacle or a 'problem', but rather as an asset and a potential benefit to society.

2. Social cohesion, intercultural dialogue, and democratic citizenship, together with economic prosperity, represent important aims in building a more humane and inclusive Europe.

Graz Declaration on Language Education

3. Unrestricted and fair lifelong access to good quality education is a fundamental human right and a pre-requisite for achieving the above aims.

4. As all education uses language as its vehicle, well-developed language competences are a necessary basis for adequate access to good quality education and successful learning.

Graz Declaration on Language Education

5. Good quality education cannot be achieved without adequate support for the appropriate development of learners' language competence – efficient and effective use of one or more languages is both necessary for successful education and one of its desired outcomes.

6. Good quality education aims to provide effective support for further developing the knowledge and skills already possessed by learners in order to assist them to become successful individuals and responsible members of society.

Graz Declaration on Language Education

7. Adequate support for the development of learners' language competence takes into account, makes use of, and builds further on learners' existing language competences and seeks, among other things, to develop the language skills required for their education to be successful in a given context.

8. For these reasons, a shift in focus is required from support for the development of competences in separate 'languages' to enhancing the development of a general, individual strategy for deploying available linguistic resources purposefully, thus making efficient use of one's own range of language competences.

Graz Declaration on Language Education

9. Effective use of communication technologies can play an important role in this strategy.

10. Special attention and support for the development of the language abilities required for educational success in a given context needs to be provided to 'vulnerable' learners: those with low socio-economic status and those whose linguistic background may disadvantage them in the educational system.

Graz Declaration on Language Education

A. Planning and organisation

• Provision of a comprehensive overview of valid European and international reference sources on which to base national, regional, and local language education policies, strategies, and practices.

• The establishment of an international forum for discussion and clarification of language education policies and their implementation.

Graz Declaration on Language Education

A. Planning and organisation

• Integrated approaches to language education at national, regional, and local level (policy-making, teacher education, learning, teaching, and assessment) encompassing all languages present in the education system.

• The development of a common approach to the assurance and enhancement of the quality of support for language learning across all sectors.

Graz Declaration on Language Education

A. Planning and organisation

• Approaches aimed at overcoming compartmentalisation in education, and promoting co-operation between:

- • teachers of different foreign languages;

- • foreign language teachers and teachers of the main national language as a school subject (German in Germany, Swedish in Sweden, Polish in Poland, etc);

- • language teachers and teachers of other subjects;

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B. Research

• Closer international and regional cooperation aimed at disseminating and implementing research results that are relevant to the development of new language policies and practices, thus bridging the gap between research findings and policy making.

• Ensuring that relevant research projects are designed to address new challenges in the field of language education and that the results of the research are properly analysed and disseminated.

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C. Teacher education and training

• Identifying and monitoring changes in the professional competences needed by language teaching professionals, including those working in special situations (e.g. with adult migrants, very young learners, in vocational education and training).

• Innovative teacher education programmes aimed at attracting newcomers to the language teaching profession.

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C. Teacher education and training

- The development and implementation of mobility programmes for teachers.
- The development of national, regional, and international recognition schemes promoting quality and outstanding achievement in (language) education.

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D. Learning, teaching, assessment – use of recently developed methods and technologies

• Research into and use of accelerated language learning approaches to develop plurilingual competences (e.g. based on inter-comprehension).

• The wider use of 'personal language profiles' (e.g. in language portfolios) which are reflected upon, built up, documented, and evaluated on an on-going basis.

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D. Learning, teaching, assessment – use of recently developed methods and technologies

• The development of new approaches to learning, teaching, and assessment in multilingual and multicultural classrooms, including among recently arrived migrants

• The further development of 'assessment literacy' (the ability to discuss and develop means and instruments of assessment) in language education.

• Enhancing the professionalism of high-stakes evaluation, assessment and testing in all educational sectors.

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D. Learning, teaching, assessment – use of recently developed methods and technologies

• The development of approaches to assessing plurilingual competences (focus on the user and his/her plurilingual profile).

• The development of reference standards for competences in the languages of schooling and academic education (languages taught as specific subjects and used across the curriculum), as well as for support for the linguistic integration of adult migrants.

• The development of reference level descriptors for most widely taught non-European languages based on CEFR principles.

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D. Learning, teaching, assessment – use of recently developed methods and technologies

• Further work on the mutual recognition of language qualifications, specifically in less widely taught languages and languages for specific purposes, based upon reliable and transparent use of common reference frameworks, such as the CEFR.

• A redefinition of the concept of literacy in multilingual communities in the light of communication technologies that provide new reading and writing contexts.

• The development of appropriate pedagogies for the effective use of new technologies in (language) education.

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E. Use of Council of Europe instruments

• Further development and implementation of Council of Europe tools, such as the CEFR and the ELP.

• Implementation of relevant Council of Europe recommendations, such as Recommendation (2008)7 on the use of the CEFR and the promotion of plurilingualism.

Council of Europe's platform of resources and references for plurilingual and intercultural education
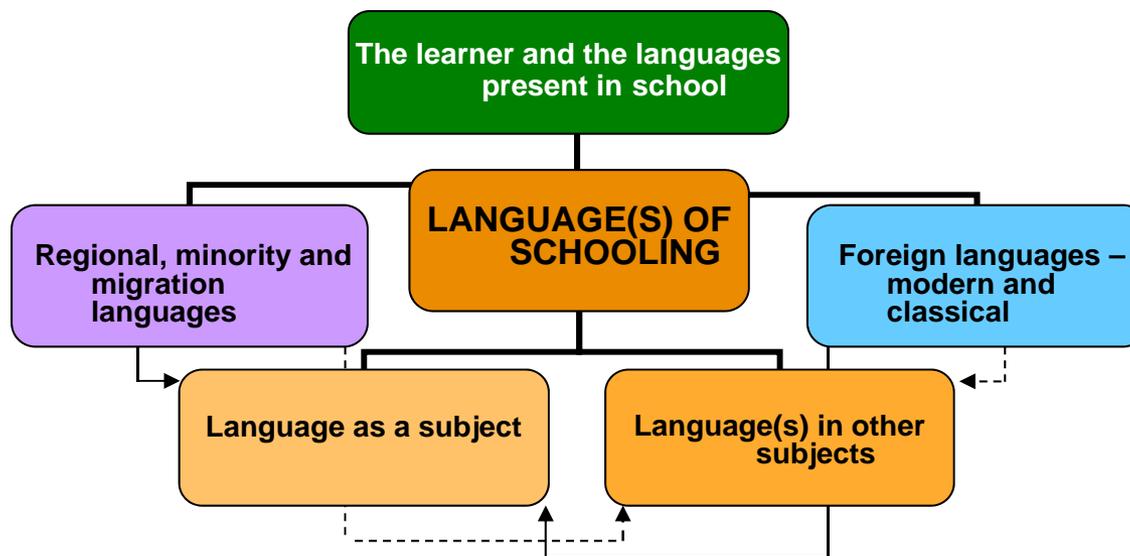
Plurilingual and intercultural education: documents and tools

• Guide for the development of language education policies in Europe

• Guide for the development and implementation of curricula for plurilingual and intercultural education

• Common European Framework of Reference for languages (CEFR)

• European Language Portfolio (ELP)

• Autobiography of Intercultural Encounters (AIE)

• A framework of reference for pluralistic approaches (CARAP)
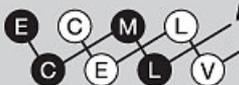
Intergovernmental Policy Forum
"The right of learners to quality and equity in education – the role of language and intercultural skills"
Geneva, 2-4 November 2010

4 series of documents:

1. **Guide for the development and implementation of curricula for plurilingual and intercultural education**
2. **Plurilingual and Intercultural Education – Languages in/for Education**
3. **The linguistic and educational integration of children and adolescents from migrant backgrounds**
4. **Language and school subjects – linguistic dimensions of knowledge building in school curricula**

Directorate of Democratic Citizenship and Participation
Department of Education

- Language Policy, Strasbourg, France

- European Centre for Modern Languages, Graz, Austria

European Charter for Regional or Minority Languages

www.coe.int/minlang

Aim: To enable speakers to use their language in public life

1998
2008

Giving regional and minority languages a say!

The only international treaty specifically devoted to the protection and promotion of regional or minority languages
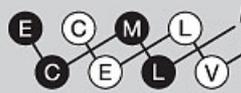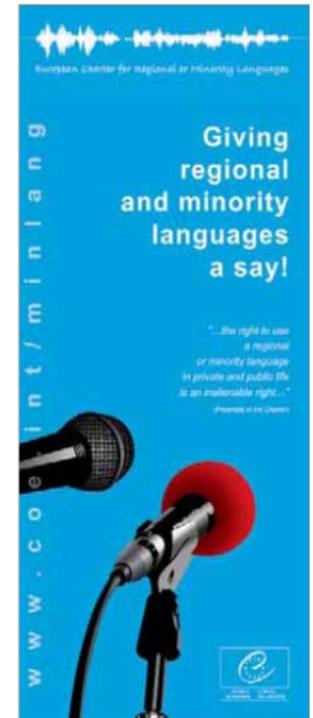
European Centre for Modern Languages

www.ecml.at

- Founded in Graz, Austria, 1994

- Enlarged Partial Agreement

- 34 member states

- Supported by Austrian authorities

- Governing Board

- Secretariat

European Centre for Modern Languages

www.ecml.at

Mission:

- Support of language education policies

- Promote innovation and facilitate reforms in language teaching and learning

- Development of networks of experts

- Dissemination of good practice

- Linking policy making, research and practice

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How the ECML works:

- 4-year medium term programmes of projects coordinated by international expert teams

- 2-year short term projects

- National contact points

- National nominating authorities

- Nominated participants from each member state who form national and international networks and function as multipliers

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Activities:

- Expert meetings, workshops, conferences, regional events involving key multipliers in language education from member states

- Interactive online platform for expert communication

- Project results published as books, CD-ROMs, Internet materials etc.

ECML programme 2004 - 2007
## www.ecml.at/socialcohesion

All publications are available online in downloadable format free of charge

- Books

- CD-ROMs

- Project websites

- Project flyers

- Travelling exhibition available for conferences and fairs

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ECML programme 2008–2011
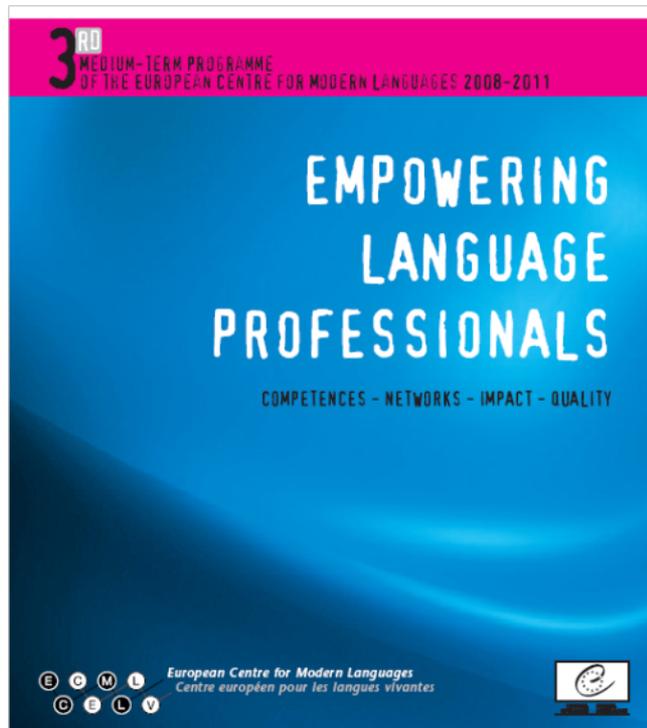
20 projects, 4 thematic areas

Evaluation

Continuity in language learning

Content and language education

Plurilingual education

Programme objectives

1. Enhancing the professional **competence** of language teachers

2. Strengthening professional **networks** and the wider community of language educators

3. Enabling language professionals to have greater **impact** on reform processes

4. Contributing to better **quality**

   of language education in Europe

ECML in figures

- ~1000 participants in activities per year

- ~100 events organised or supported by the Centre each year

- Over 20 different on-going projects

- Over 100 publications in free distribution

- ~6000 subscribers to the European Language Gazette

- Over 600 events registered for the European Day of Languages each year

- Over 400 000 accesses of ECML publications on the ECML website each year

- Over 1 million visits to the ECML's main website per year

"LEARNING THROUGH LANGUAGES: PROMOTING INCLUSIVE, PLURILINGUAL AND INTERCULTURAL EDUCATION"

The ECML programme of activities 2012-2015

ECML programme 2012-2015

Key features:

- Focus on the learner

- Inclusive, plurilingual and intercultural approach

- Lifelong learning: formal and informal/non-formal contexts

- Development strand of work: ECML long-term vision

- Mediation strand of work: towards implementation of the long-term vision

ECML programme 2012-2015

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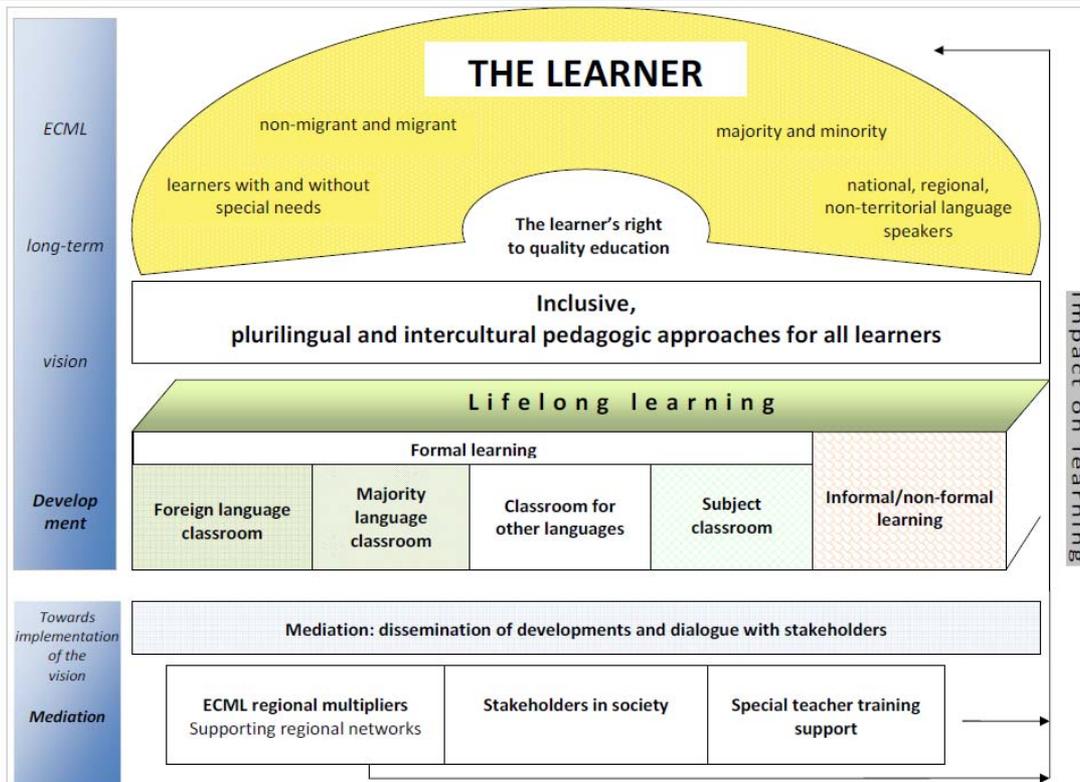
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More information on Council of Europe language education policies, initiatives and instruments:

- www.coe.int/lang
- www.coe.int/portfolio
- www.coe.int/minlang
- www.ecml.at

Thank you very much for your kind attention!