

**LACS Survey: Influencing policy: the role  
of language teacher  
associations in  
language policy development  
(Part 2: Description of ECML Project LACS  
and initial findings)**

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**3<sup>RD</sup>**

**MEDIUM-TERM  
PROGRAMME**

**OF THE EUROPEAN CENTRE FOR MODERN LANGUAGES 2008-2011**

2008-2011

# EMPOWERING LANGUAGE PROFESSIONALS

COMPETENCES - NETWORKS - IMPACT - QUALITY



*European Centre for Modern Languages  
Centre européen pour les langues vivantes*

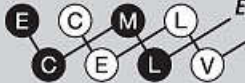




# Language Associations and Collaborative Support

- **FIPLV: Fédération Internationale des Professeurs de Langues Vivantes**
- **FIPF: Fédération Internationale des Professeurs de Français**
- **IDV: Internationaler Deutschlehrerverein**

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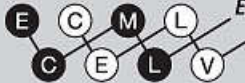




# Aim

- **To add value to the work of the ECML and of individual language teacher associations through disseminating ECML projects as well as collaboratively exploring effective dissemination practices.**

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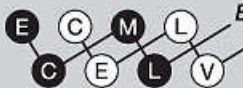




# Specific objectives

- To disseminate to a wide European audience (and beyond) innovative and effective developments and projects, initially focused around the work carried out under the auspices of ECML.
- To map the ways in which a wide range of language teacher associations are organised (nationally, regionally and locally) in order to support their own networks of members through practical interventions (workshops, publications, newsletters, websites and web fora etc.) **as well as through opportunities to influence policy towards the development of a vibrant, high quality and inclusive environment in which multilingualism can flourish.**
- To create spaces in which associations can interact, both face to face and virtually, in order to optimise the impact of their efforts. To produce materials to support language teacher associations in the review and development of their own working structures and processes.

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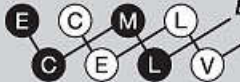




# Process

- **2008** Expert team meeting (questionnaire design)  
Questionnaire administration and initial analysis  
Workshop for ECML's National Contact Points to discuss policy implementation and dissemination strategies
- **2009** Expert team meeting (workshop planning)  
Workshop (to consist of 33 representatives of member states, actively involved in language teacher associations)  
Dissemination of ECML projects at FIPLV events, including World Congress in Moscow
- **2010-11** Further meetings, development of Handbook of guidance for teacher associations dissemination) and interaction with policy), use of website and other technologies for dissemination, more local dissemination events, evaluation tools

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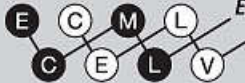




# Questionnaire to language teacher associations

- **Sent by email by FIPLV, FIPF, IDV to respective members**
- **35 returns by end of July (summer holidays)**
- **7 multilingual associations**
- **19 French teacher associations**
- **9 German teacher associations**

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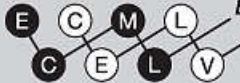


# Questionnaire to language teacher associations

## Returns so far from:

Argentina, Armenia, Australia, Austria, Belgium, Bulgaria, Chile, Costa Rica, Croatia, Czech Republic, Denmark, Estland, Finland, France, FYRO Macedonia, Germany, Hungary, Iceland, Italy, Latvia, Lithuania, Malta, Morocco, Netherlands, Norway, Poland, Rumania, Russian Federation, Serbia, Slovak Republic, Slovenia, Sweden, Switzerland, Togo, UK, USA, Venezuela, Zambia

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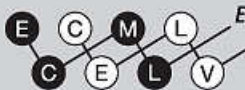
## Questionnaire to language teacher associations

Returns so far from:



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<http://douweosinga.com/projects>

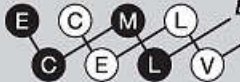




# Questionnaire to language teacher associations

- **Functions**
- **Strategies to support teacher development**
- **Strategies to influence policy**
- **Information on policymaking bodies on which the associations have been represented**
- **Barriers to influencing policy**
- **Sources of funding**
- **Projects**
- **Main challenges**

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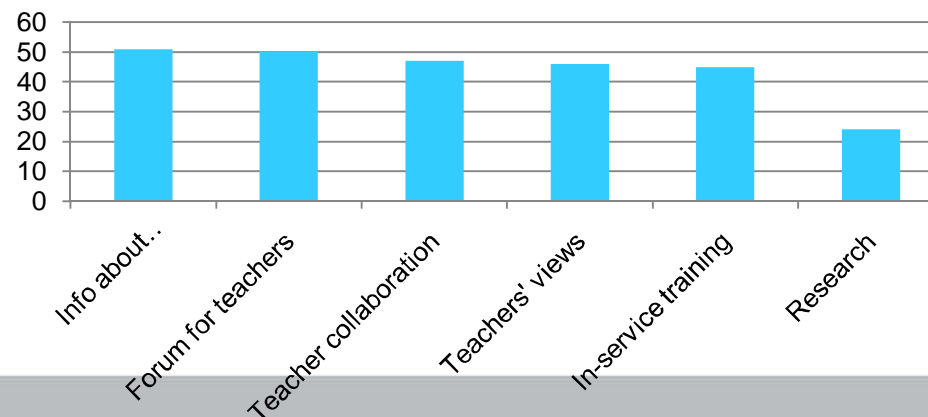




## 1a. Functions fulfilled by language teacher associations

Info about developments	51
Forum for teachers	50
Teacher collaboration	47
Teachers' views	46
In-service training	45
Research	24

Fulfilled functions



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## 1a. Functions fulfilled by language teacher associations

### Two most fulfilled points:

- Disseminating information about new developments in policy
- Acting as a forum for teachers to disseminate good practice

### Least in the list:

- Carrying out research

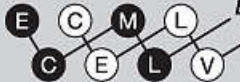


## 1a. Policy influence as most important function...

### *Need for solid teacher voice*

**“the nature of policy making in Australia, being both centralised and decentralised makes it important for a solid voice to represent the trends and practices.” (Australia, Multi)**

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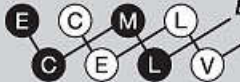


## 1a. Policy influence as most important function...

### *Changing nature of education*

**“Representing teachers’ views on policy making bodies is very important in these years, as the school system is changing, and we feel the influence of e.g. other European countries.” (Denmark, Multi)**

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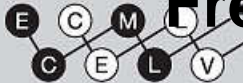


## 1a. Policy influence as most important function...

### *Threat from English*

**“Pour que l’enseignement du français, et surtout en français dans le cadre des projets internationaux, ne succombe pas évincé par l’anglais, il faut que les autorités linguistiques et éducatives développent et/ou soutiennent des programmes liés à la mise en pratique du multi- et plurilinguisme dans l’esprit de la politique linguistique européenne. Ceci permettrait de remplacer l’attitude „au lieu de...“, qui prédomine toujours lors du choix des langues d’enseignement et de recherche, par l’attitude „à côté de...“ qui est la plus efficace et prometteuse dans le contexte existant.” (Russia, French)**

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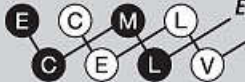


## 1a. Policy influence as most important function...

### *Threat from English*

**“Die LehrerInnen erwarten, daß Ihre Arbeitsstellen gesichert werden, indem nicht nur Englisch, sondern auch andere Sprachen unterrichtet werden.“ (Poland, German)**

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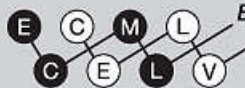


## 1a. Policy influence as most important function...

### *Teacher support*

**“Being a federation of foreign language teachers in Finland it is our task to safeguard and to try to improve the rights and well-being of our members, the Finnish foreign language teachers and at the same time to keep a high standard of language teaching in our country.” (Finland, Multi)**

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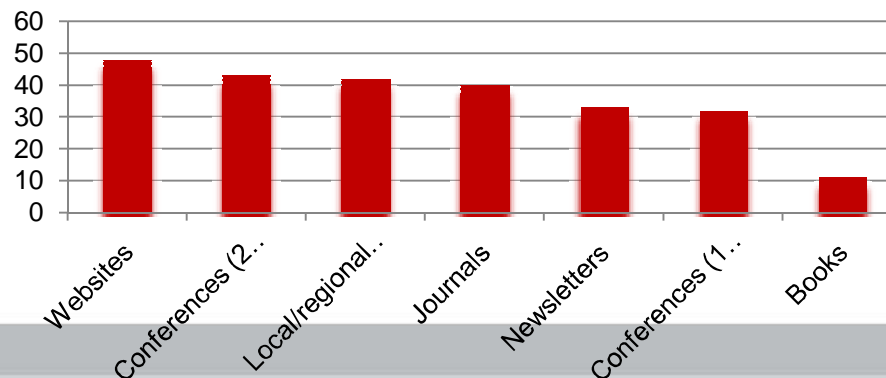




## 2 Strategies used in order to support teacher development

Websites	48
Conferences (2 days)	43
Local/regional meetings	42
Journals	40
Newsletters	33
Conferences (1 day)	32
Books	11

Support strategies



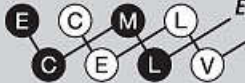
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## 1a. Functions fulfilled by language teacher associations

- **Websites widely used to reach teachers and disseminate!**
- **Conferences and regional meetings play an important part too**
- **Books hardly a used strategy anymore...**

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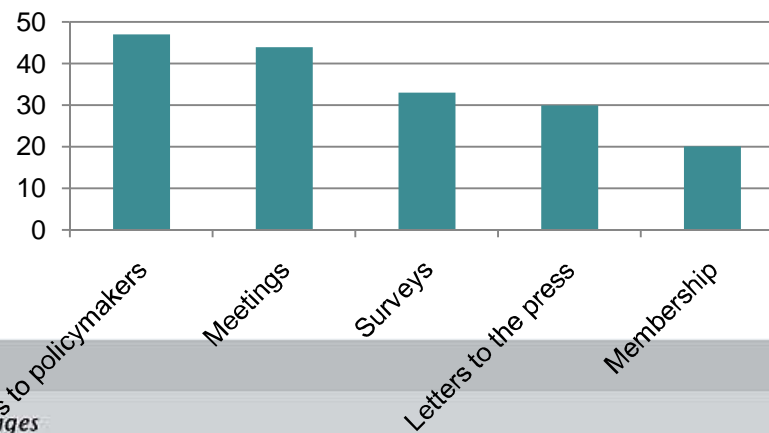




## 3a. Strategies used in order to attempt to influence policy

Letters to policymakers	47
Meetings	44
Surveys	33
Letters to the press	30
Membership	20

Influence strategies



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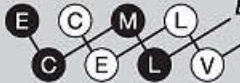
## 1a. Functions fulfilled by language teacher associations

**Two most used strategies to influence policy =**

- 1. Letters to policy makers**
- 2. Meetings with policy makers**

**Membership of policymaking bodies very rare**

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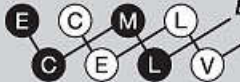




### 3a. Strategies used in order to attempt to influence policy

- **“Aller faire des propositions concrètes de démarches méthodologiques adaptées à la réalité locale sans passer avant par les autorités éducatives. Se mettre au travail et résoudre le problème sur place en concordance avec ses partenaires.” (Chile, French)**

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### 3c. Main barriers to your association influencing policy (external)

#### *Not invited*

- Geringe Häufigkeit der Einladungen zu diesen Entscheidungsgremien (Poland, G)
- Nous ne pouvons influencer sur la gestion ou les décisions d'ordre financier (suppressions de postes ou de groupes d'allemand), nous pouvons conseiller mais ne sommes pas les décideurs de l'institution (France, G)
- such little input is requested. (Australia, M)

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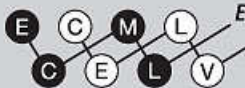


### 3c. Main barriers to your association influencing policy (external)

#### *No history of involvement*

- L'Association ne possède aucun pouvoir de décision et d'influence sur les politiques linguistiques (Macedonia, F)
- Les associations, même professionnelles, ne font pas partie à des organes de décision, ne sont pas partenaires obligatoires pour le Ministère. (Czech Republic, F) L'Association ne possède aucun pouvoir de décision et d'influence sur les politiques linguistiques (Macedonia, F)

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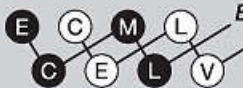


### 3c. Main barriers to your association influencing policy (external)

#### *No history of involvement*

- Les mécanismes de la participation des associations comme la nôtre en tant qu'acteurs institutionnels pouvant influencer la prise des décisions à un haut niveau est en train de se développer en Russie dans l'esprit de la nouvelle loi sur les organisations et groupements non commerciaux datant du 2006. (Russia, St Petersburg, F)

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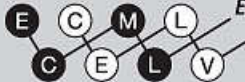


### 3c. Main barriers to your association influencing policy (external)

#### *Location of policymaking*

- **Decentralization of policy making to municipalities and even schools. (Finland, M)**

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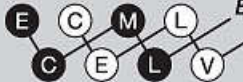


### 3c. Main barriers to your association influencing policy (external)

#### *Low status of language learning*

- The lack of interest until recently by our legislators on the national, state and local levels to consider the study of languages important. Even now the security and defense interests are the major support centers for the increase in the study of languages (usually less commonly taught) presently taking place. (USA, G)
- La volonté des autorités de parler des Politiques Linguistiques. C'est un sujet trop cher. (Chile, F)

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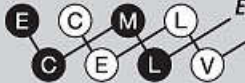


### 3c. Main barriers to your association influencing policy (external)

#### *Constant changes of policy*

- **Changements permanents (Hungary, F)**
- **Decisions on policy tend to be made by politicians and subject to constant change! (UK, M)**
- **Les équipes des décideurs changent souvent et leur vision manque de continuité. (Bulgaria, F)**

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## 3c. Main barriers to your association influencing policy (external)

### *Threats from other languages*

- ...Cependant, dans les provinces proches du Brésil, c'est le portugais qui a gagné l'espace donné autrefois au français.  
En général, notre principal problème est l'entêtement des autorités vers la mise en oeuvre de l'enseignement du FLE dans les écoles secondaires. Il est remarquable la forte influence de l'Anglais dans toutes les décisions qui sont prises dans le cadre ministériel. Malgré nos commandes insistantes, les politiques linguistiques sont seulement ouvertes à une seule langue étrangère en Argentine : l'Anglais. (Argentina, F)
- La plupart des inspecteurs de langues ne sont pas Francophones ou n'enseignent pas le Français (Zambia, F)

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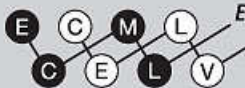


### 3c. Main barriers to your association influencing policy (internal)

#### *Membership issues*

- The number of members is not adequate to influence politicians and policymakers in general (Italy, M)
- La formation et la mobilisation (Togo, F)
- Le travail trop individualiste de certains professeurs (Belgium, F)

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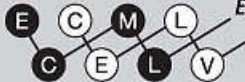


### 3c. Main barriers to your association influencing policy (internal)

#### *Membership issues*

- We accept any invitations to participate in meetings or e.g. developing new laws, but it takes a lot of time and effort, and very often you get very little - if any – results (Denmark, M)
- Die finanziellen und personellen Ressourcen sind beschränkt, da wir ehrenamtlich tätig sind und keine öffentliche Unterstützung bekommen. (Switzerland, G)

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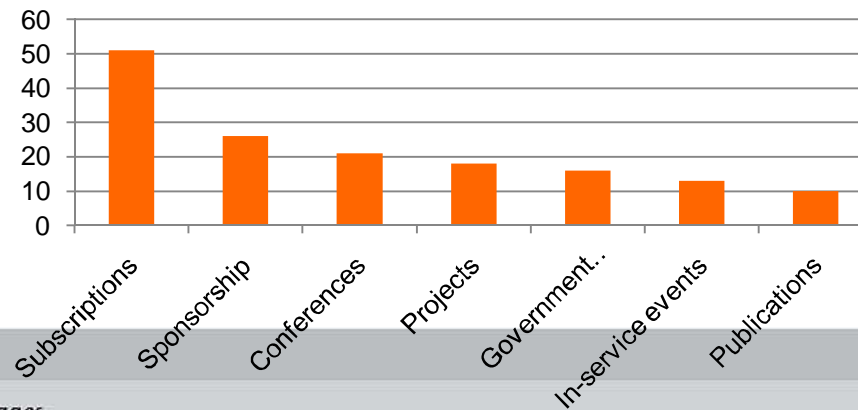




## Sources of funding

Subscriptions	51
Sponsorship	26
Conferences	21
Projects	18
Government funding	16
In-service events	13
Publications	10

Funding sources





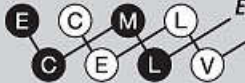


## 1a. Functions fulfilled by language teacher associations

**One main factor for  
funding =**

**SUBSCRIPTIONS!**

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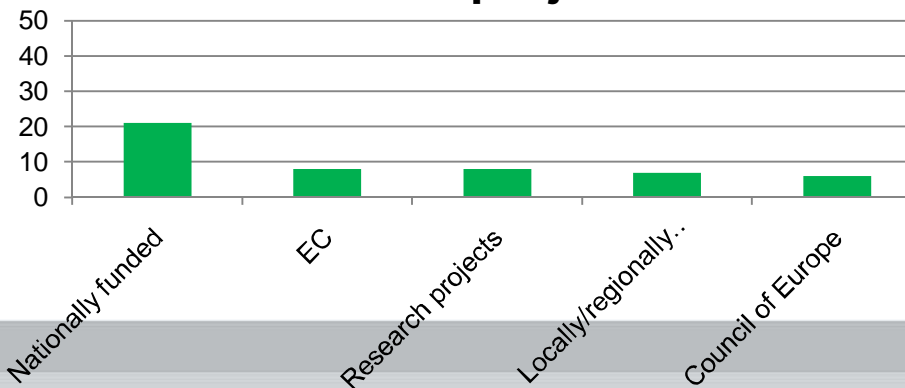




## Recent funded projects

Nationally funded	21
EC	8
Research projects	8
Locally/regionally funded	7
Council of Europe	6

Funded projects



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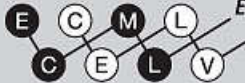
## 1a. Functions fulfilled by language teacher associations

**Only very few associations have experience with funded projects!**

**Number 1 = Nationally funded projects**

**Last position = Council of Europe-projects**

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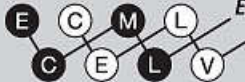




## 6. Main challenges for your association

- **Falling or aging membership (16)**
- **Financial needs (8)**
- **Cooperation with other unilingual or multilingual associations (4)**
- **Challenges related to decline in language learning, either generally or specifically e.g. challenge of English (9)**

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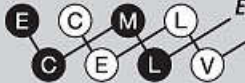




## Next steps...

- **More questionnaire responses**
- **Analyse according to nature of association (uni- or multilingual)**
- **Deeper contextualisation through qualitative exploration at workshops, through interviews and case studies**
- **Focus on change processes**
- **Focus on how internal and external challenges are addressed**

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