



International Federation of Language Teacher Associations
Fédération Internationale des Professeurs de Langues Vivantes

> An NGO of UNESCO and the Council of Europe

www.fiplv.com

twitter: [@fiplv](https://twitter.com/fiplv)

What we do

- contribute to the professional development of language teachers
- disseminate the latest international research to our member associations
- enable professional associations of language teachers worldwide to learn from each other
- support members at a national level, e.g. to gain recognition

What we do

- represent language teachers internationally and support national campaigns to promote languages
- campaign on issues of concern - e.g. language policy, plurilingualism and multilingualism, class sizes, less commonly taught languages
- advise/represent UNESCO and the Council of Europe, where requested, e.g. on Linguapax, language rights, multilingualism, endangered languages

FIPLV and the European Centre for Modern
Languages (ECML),
Graz, Austria (www.ecml.at)

- Common commitment to multilingualism
- Official base of FIPLV is at ECML since 2007
- Disseminates ECML projects to teachers
- Participation in and moderation of ECML workshops
- Member of the Professional Network Forum
- Coordinates the LACS projects (Language Associations and Collaborative Support)



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

ECML-CELV-EFSZ
2008-2011



Language Associations and Collaborative Support



European Centre for Modern Languages
Centre européen pour les langues vivantes





Learning from each other: A Handbook for language teacher associations

Definitions of and rationale for membership of a language teacher association

Member recruitment and retention activities

Dissemination through events

Association websites

Publications

Involvement in policy

Involvement in research

Fundraising activities

Useful collaborations

Evaluation



LACS2: Empowering language networks (2012-2015)

- The project will mediate between ECML projects and language teacher associations and other networks **at regional and national levels**
- It will raise awareness of existing projects and seek to motivate people to **adapt them to their local environment** in order to facilitate widespread impact on learning and teaching.

Major outcomes

- Members of language teacher associations are more aware of the resources developed by the ECML.
- Language teacher associations use the guidance and case studies to establish more effective educational dissemination and improve practice in language teaching.
- **Teachers and associations involved in different aspects of language education (foreign modern, heritage or majority languages) learn to collaborate in order to develop learners' full linguistic potential.**

Major outputs

- A Directory of associations and other language organisations;
- Multimedia communications strategy to promote ECML projects as a whole
- **At least four regional events: operating in ways appropriate to the region;**
- Case studies of activities in different countries/regions, to illustrate ways in which ECML projects are being used and having an impact;
- Guidance on how to adapt projects to different contexts;
- Continued encouragement of language associations and organisations to collaborate and share

Innovation in the languages curriculum for the 21st century: curriculum, policy and pedagogy

Dr Terry Lamb
University of Sheffield
President, FIPLV

T.Lamb@sheffield.ac.uk

Outline

- 21st Century learners
- Contexts for innovation
 - Developing learner autonomy
 - Enjoying diversity
- Towards a new curriculum paradigm
 - Perspectives on the future
 - Applied language learning

21st Century learning

21st Century learning: changes at a global level

- What global changes are having an impact on language learning?

21st Century learning: changes at a global level

- International trade and economic growth
- Easier communication, including technological developments
- Broader access to education
- Increasing mobility (and cheaper transport)
- Migratory movements
- International political developments
- Increasing availability of information in different languages
- Etc etc

People movements

Over the past 15 years, the number of people crossing bordershas been rising steadily. At the start of the 21st Century, one in every 35 people is an international migrant. If they all lived in the same place, it would be the world's fifth-largest country.

(BBC on line 2009)

→ need for increase in language learning

- global languages (not only English)
- neighbour's languages
- increased range of 'community languages'

...and need for this to be lifelong language learning

What are the needs of a 21st Century learner?

- Diverse and dynamic individual learning needs
- Need to deal with large amounts of information and knowledge
- Need to be prepared for career changes (new skills, mobility, adaptability to new circumstances, learning new languages)
- Need to be entrepreneurial
- Increasing need to live and work in constantly changing networks/communities
- Need to know how to carry on learning outside the classroom walls
- ???

What kind of a learner does this imply?

...a learning learner!

indeed...a lifelong learning learner!!

- The reflective and effective individual learner is someone who is personally aware...and is aware of how best they learn...and who shows resilience, perseverance and determination. Such learners have the skills and attributes necessary to:
 - Organise and regulate their own learning;
 - Set and meet challenging, but realistic objectives;
 - Manage time effectively;
 - Undertake research;
 - Identify and solve problems;
 - Identify, analyse and evaluate relevant information;
 - Think and use their skills creatively.

» Final Report of the Working Group on 14-19 reform (DfES 2004: 43)



Critical thinking & problem-solving

Effective oral & written communication



Collaboration across networks



Initiative & entrepreneurialism



Agility & adaptability



Curiosity and imagination



Hope & Optimism
hope

Skills & Attributes of Today's Learner



Resilience

Self-Regulation



Vision



Empathy & Global Stewardship

Developing learner autonomy

Initial experiences in school

- Mixed ability and large classes
 - Motivation and language learners – and Languages for All
 - Flexible learning...early days...

Flexible learning – a ‘more adult’ way of learning

- ‘can do’ statements as objectives
- Activities with a main focus on one skill (though not precluding multi-skill)
- One-star, two-star, three-star activities
- Wide range of activities
- Organised into a grid
- Booklet for recording what is done (including skill and level), date, mark etc
- End of unit evaluation, focusing on appropriate self-evaluation

Initial experiences in school

- **Mixed ability and large classes**
 - **Motivation and language learners – and Languages for All**

- **Flexible learning...**

SUCCESS!



"What do you think . . . should we get started on that motivation research or not?"

- > Relationships between motivation and learner autonomy

Defining learner autonomy?

The capacity to take control of one's own learning

Benson, 2001

The reality? (Lebler 2007: 206-207)

- Even when the development of learning ability is a goal, it cannot be assumed that students will be properly prepared to take responsibility for their own learning and development, particularly if they have a history of learning through practices where the teacher has complete control of everything (Hanrahan and Isaacs, 2001). They will need guidance from teachers who have a very important role but one that is quite different from the traditional role of performance expert and mentor. Teachers will need to demonstrate commitment to a learning-centred approach. (Rust, O'Donovan, and Price, 2005).

Tools for developing learner autonomy: dimensions of control?

- Control over learning management
- Control over cognitive processing
- Control over learning content

Benson (2011, pp.92-116)

Is **autonomous learning**
the same as **independent**
learning?

NO!

- My problems learning Arabic
- Self-access centres underused in various parts of the world
- E-learning research – teacher-directed?
- Institutions feeling the need to build in ‘learner training’ modules

Learner training? Reflecting on learning...

- Shifting the responsibility for learning (project on language learning; responding to questions)
- Understanding how we learn – styles, strategies
- Understanding the task of learning a language
- Understanding the purpose of different activities
- Plenaries not just on *what* but also *how*

Learner autonomy in policy

Common European Framework of Reference for Languages

“raising the learner’s awareness of his or her present state of knowledge; self-setting of feasible and worthwhile objectives; selection of materials; self-assessment” (CEF, section 1.5)

French lower secondary (Norway)

'Pupils shall help to create good learning situations and working methods, make their own choices, discuss their efforts to learn the language and discuss how to provide the whole group with the best possible conditions for French language learning (grade 8)

define their own learning needs, set up learning targets, and assess their own efforts and progress (grade 9)

French lower secondary (Norway)

learn to use a broad range of aids to solve the problems they encounter in their study of the language, and increase their insight into how useful information can be stored, organized and made available manually or electronically in the classroom and the library

talk about and evaluate learning material and approaches in relation to the aims of the language course, and make choices that will benefit their own learning of French (grade 10)'

Implications

- Development of a pedagogy for autonomy to develop learning learners
- Teachers will always have a role regardless of technology
- Teachers may support in re-visioning their role (teacher autonomy?) and overcoming constraints
- Innovatory practices need to be underpinned by established pedagogical theories

Enjoying diversity...

Historical and theoretical perspectives: the UK

Assimilation

- Monoculturalism
- EAL

Integration

- 'cultural remnants'
- EAL

Cultural pluralism

- Multiculturalism
- EAL and community languages

Policy context: European Union

The EU is founded on the principle of diversity of cultures, customs and beliefs. This includes languages...According to the Treaty of Lisbon...in December 2007...the EU shall respect its rich cultural and linguistic diversity, and shall ensure that Europe's cultural heritage is safeguarded and enhanced.

<http://europa.eu/languages/en/chapter/5>

The role of the school

- Schools also have a wide remit to help children develop the full range of their communicative abilities, including their mother tongue, the language of instruction (where different) and languages other than their mother tongue, together with intercultural skills.
- Every school therefore needs a coherent, unified policy, which takes as its starting point the linguistic and cultural mix of the local community and in which knowledge about language(s), practical skills in using languages and skills in how to learn languages are given due weight.'

<http://europa.eu/languages/en/chapter/7> (accessed 5 August 2009)

Policy context: Council of Europe

- The Council thus promotes policies which
 - strengthen linguistic diversity and language rights,
 - deepen mutual understanding,
 - consolidate democratic citizenship
 - and sustain social cohesion.
- They reflect the Council's priority towards education for citizenship and intercultural dialogue

How do we build on this?

Conversation between 5-year-olds

Safia: I talk in Bengali when I go to Bengali shops and I talk in English when I go to English shops

Farhana: I know Bengali, English, India, Pakistan, Hindi and Urdu...I talk in English to the doctor, in hospital, in school

Me: Where did you learn Hindi?

Farhana: From [Hindi] video films

Sabina: I talk to the Chinese in English

Plurilingual education promotes:

- an awareness of why and how one learns the languages one has chosen
- an awareness of and the ability to use transferable skills in language learning
- an ability to perceive and mediate the relationships which exist among languages and cultures
- a global integrated approach to language education in the curriculum

It also promotes...

- a respect for the plurilingualism of others and the value of languages and varieties irrespective of their perceived status in society
- a respect for the cultures embodied in languages and the cultural identities of others

http://www.coe.int/t/dg4/linguistic/Division_EN.asp (accessed 5 August 2009)

Multilingual education...

...is for **EVERYONE!**

Towards a new languages curriculum

The 14-19 Diploma in Languages
and International Communication

Employers' perspectives

- conversational ability rather than fluency
- **intercultural knowledge, skills and understanding** of a target country
- confident communication skills
- **relevance of languages curriculum** to current youth culture in order to engage future students
- communication about potential career opportunities in languages, where possible using employers as role models

Employers' perspectives

- **broader spread of languages**, to equip them to taking advantage of jobs linked to emerging markets
- **generic skills and abilities including adaptability, problem solving, working in teams and the ability to cope with the increasingly technology intensive, process-oriented and inter-disciplinary nature of work**
- competency in a range of IT, literacy and numeracy skills essential for effective business performance and competitiveness.

Higher education perspectives

- Writing skills, particularly with regard to extended essay writing and accurate use of English
- Need for students to understand and experience how their ICT skills can be applied for work-related purposes
- Need to develop **competent self-managers**, to take initiatives in their language learning and to build independent research skills
- Develop a **positive attitude and commitment to learning** in an HE institution

Teacher perspectives

- **Relevant and useful content** in order to motivate and sustain their engagement with language learning
- **Immersion learning linked to a range of different contexts** is a potentially valuable tool for engaging learners
- The assessment process should avoid placing undue pressure on learners and providers

Teacher perspectives

- Direct **experience of other countries, communities and cultures** is essential for encouraging a greater tolerance of diversity
- Use of a **range of technologies** is essential in order to contextualise language learning within the world of work and to encourage the re-engagement of boys with languages
- Community languages learners benefit from links being made with **cross-curricular and citizenship themes**

Learner perspectives

- Preference for **active/interactive lessons**
- Useful language in **contexts of interest** to them –more time on ‘real’ tasks and ‘things that make language learning real’, e.g. visits abroad, email contact and **contact with native speakers**
- Learners would like to see **business language** and learning about the **culture of the target language community**

Learner perspectives

- Learners want more opportunity to read sophisticated material and extended texts
- Although generally disliked, learners recognise and appreciate the need for a good grounding in grammar
- Ongoing assessment is preferred to formal examinations – **learners want to know regularly how well they are progressing**
- **More choice in the range of languages**

Using language for a real purpose

Jimmy: Once I felt I was really using it when, we were doing this thing for the University and we had to do either a cartoon strip, or a letter. We had this like Star Trek type cartoon strip that got put in the University so I felt that I was really using it. [...] It had to be good so people could understand it. So that was the first time I ever thought I was really using it not just for the sake of it. (9B1)



The Diploma in Languages
and International Communication

Diploma in Languages and International Communication

APPLIED LEARNING?

We apply language learning...

- Whenever we **use** languages, for leisure, for work, for personal reasons
- To learn something else
- To relate to other people from other cultural backgrounds
- To learn other languages throughout our lives

Vision for the Diploma in Languages and International Communication

“The Diploma in Languages and International Communication will prepare young people to develop linguistic and intercultural skills which they can use and enjoy at home and abroad in social, professional and academic life and in lifelong learning. It will offer a wide choice of languages as well as an understanding of global issues and international communications. Learners will be able to exploit their knowledge in innovative ways enabling them to live and work in harmony with people of other cultures in the wider world.”

Topic 1: Thinking about language and languages

- Languages in the community
- Language and identity
- Analysing language

Topic 2: Global/international dimensions

- The world in our communities
- International perspectives on society and culture
- Challenges facing contemporary global society

Topics 3, 4, 5: Languages in context

At all levels

- Topic 3: Investigating, researching and acquiring knowledge
- Topic 4: Interacting, networking and discussing
- Topic 5: Using language creatively

Topics 3, 4, 5: Languages in context

- These “language activities” will be set within interesting and challenging contexts. The specific content will not be prescribed but will be chosen from a range of subject areas, depending on the interests and other learning activities of the learners.
- THE HUMANITIES and SOCIAL SCIENCES
- ART AND CULTURE
- SCIENCE AND TECHNOLOGY
- BUSINESS AND ENTERPRISE
- SOCIO-POLITICAL ISSUES (for example Development, The Environment)

Topic 6: Professional communication

- Introduction to professional communication
- The world of professional communication
- Effective professional communication

Topic 7:

Languages and employment

- Introduction to languages at work
- Languages and intercultural skills in specific employment sectors
- Languages for social and economic development

Topic 8:

Self-directed language learning

- knowledge, skills, confidence and attitudes
- autonomous learning of a language ab initio
- focus of assessment on the language learning process
- learners will be guided through this process
- reflect on what makes an effective language learner
- proactive in negotiating opportunities to acquire and use a new language
- demonstrate in an appropriate way whatever language has been learnt, for example through peer teaching or through accreditation via the Languages Ladder

Examples from Diploma proposals

Self-directed learning through ICT – rolled out across a consortium to enable access to 17 languages (use of county's VLE)

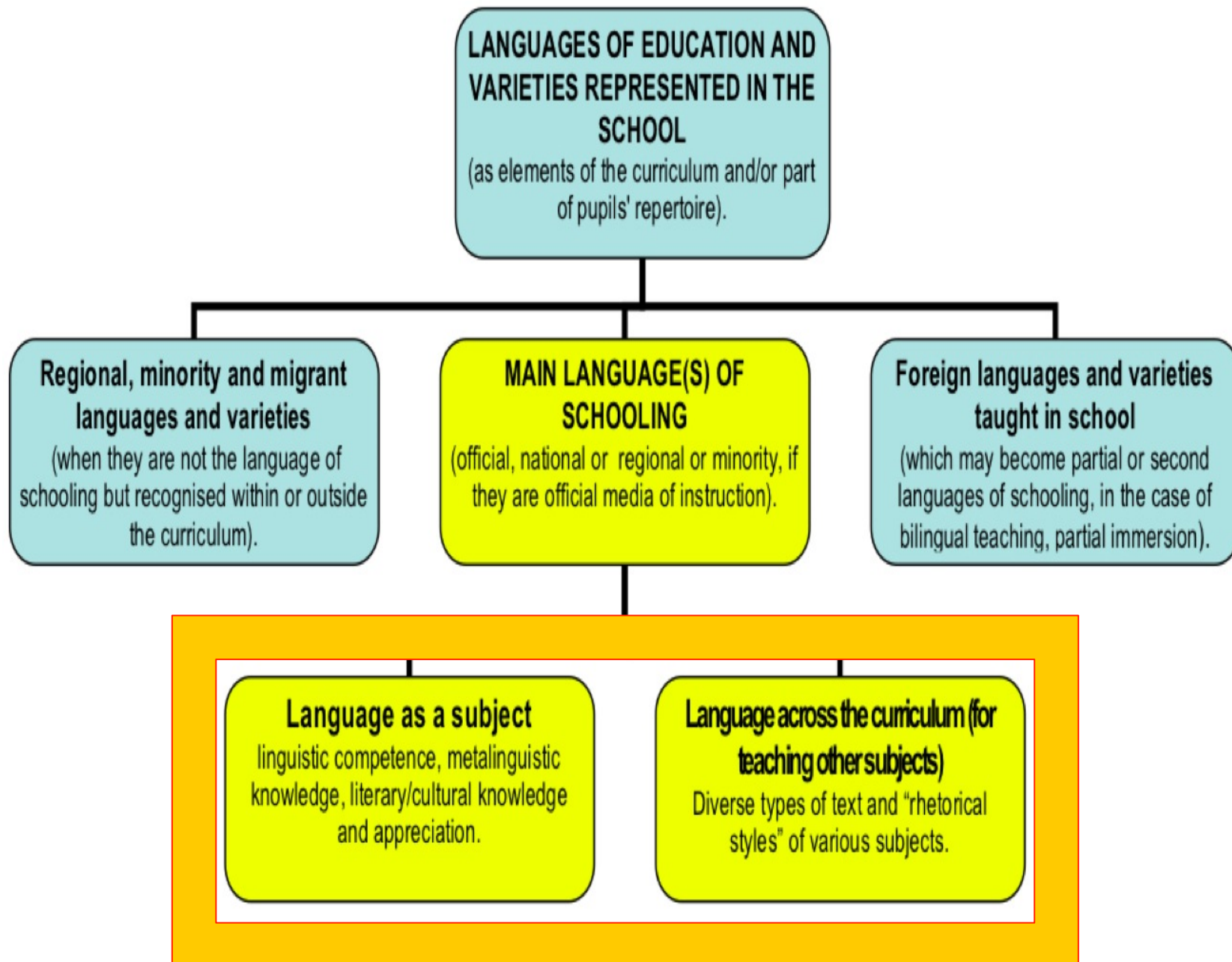
Learners using digital video and edit using windows movie maker to produce short films about work-related learning projects

Learners interacting in discussion forum about global issues with students around the world using 'Flashmeeting' software

Digital languages portfolio for monitoring and assessment

Categories of 21st Century skills, Griffin, McGraw, & Care (2012)

- Ways of Thinking (Creativity and Innovation, Critical Thinking, Problem Solving, Decision Making, Learning to learn and Metacognition)
- Ways of Working (Communication and Collaboration)
- Tools for Working (Information Literacy and ICT Literacy)
- Living in the World (Local and Global Citizenship, Personal and Social Responsibility including Cultural Awareness and Competence)



Michael Fleming: Languages of schooling within a European framework for languages of education: Learning, teaching, assessment. Intergovernmental Conference. Prague, 8-10 November 2007. Report. Strasbourg 2008.

Bringing language learning to life

**...and bringing life to
language learning**