



Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe

PA-LINGUI

Young children's language learning pathways
Making early language learning visible

Network Meeting
16th -17th March 2022
Catherine Carré-Karlinger

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



Session 2: Making Language Learning Pathways Visible Identifying the Field



PALINGUI stands for a plurilingual and inclusive education.

Issues, needs and challenges?

- Diversity and multilingual education: What is meant?
- Language learning pathways: In every language? From each child?
- Systemic approach: How (far) do policies, curricula and educational institutions support plurilingual education? Whole school approach? What about formal and non-formal education, cooperations, etc.?
- National educational contexts: Opportunities and challenges? Similarities and differences? Existing and missing resources: didactical approaches, strategies, materials and tools?



Making Language Learning visible: What does PALINGUI have to consider? (1)

- Multilingual education: common views, concepts and goals?
- Linguistic diversity: Educational equity and social justice?
Educational standards and differentiation?
- Different language acquisition contexts: how to consider the socio-emotional and biographical dimension of language learning?
- Institutional recognition and discrimination: Which languages are included/ excluded? Role of language of schooling for plurilingual learners? Selective or formative evaluation by language learning?



Making Language Learning visible: What does PALINGUI have to consider? (2)

- Different learning environments and spaces: Role of parents and communities?
- Different language learning aims?
- Language dimensions intertwined with the child's cognitive, social and emotional development: how to set up observation and assessment in a meaningful way?
- Language-sensitive teacher training: which attitudes, knowledge and skills are required?

PALINGUI's Key Questions in Session 2

- **How can children's language learning be valued and appreciated?**
- **How can learning opportunities be created to respect the different learning pathways?**
- How can the different stages of children's language learning become visible for teachers, children and parents?
- How can children's understanding of their own language learning be supported?
- How can language learning and progress be documented in a clear and understandable way?
- **How do/can teachers integrate these various elements in their daily teaching and learning routines?**

Linguistic Diversity and Social Justice



<https://mothertongues.ie/2022/01/09/every-day-can-be-international-mother-language-day/>

Growing up in a multicultural and multilingual world

Discovering languages

- To better understand the own environment
- To better connect with others
- To better find out who you are
- To better learn and shape your own life





Convention on the Rights of the Child

Article 29: Educational Goals

Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.



- Role of governments, school authorities and parents in protecting the Children's rights in your country?
- Existing strategies for preventing conflicts and discrimination?



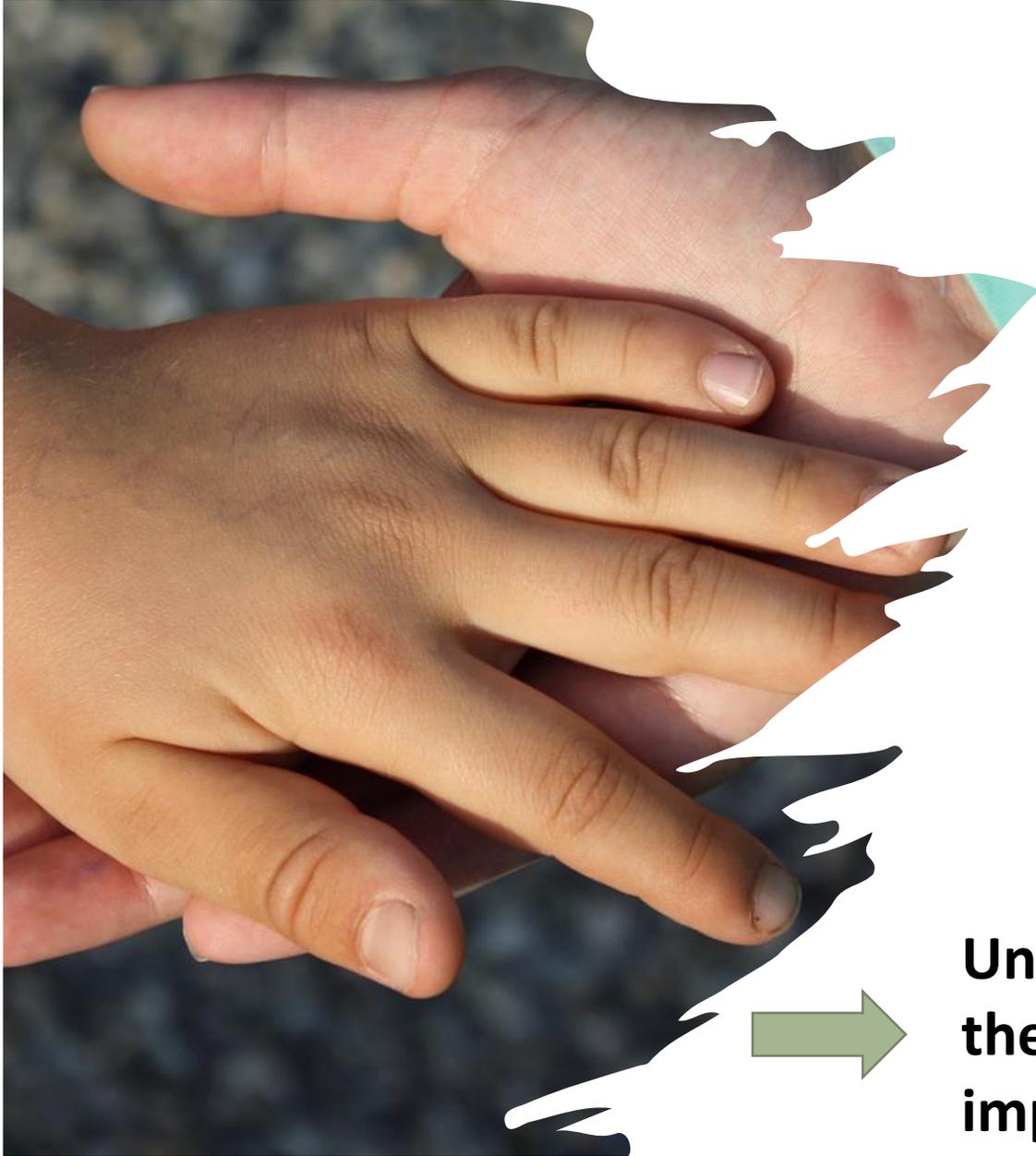
Social Justice and the Right of the Child to Education

Social gap when unequal distribution of children and young people with a migration background across different types of schools:

- Risk of lower levels of educational attainment
- Risk of earlier school leaving

There can be no keener revelation of a society's soul than the way in which it treats its children.”

Nelson Mandela



The Power of Languages

Language(s) provide access to education for children and in turn, education provides access to languages.

But languages can also reinforce social hierarchies and discriminate against minorities, for example when political power privileges the dominant national language or those of specific ethnic groups.

Universal rights to education are violated when the child is denied the right to maintain and improve his or her mother tongue in school.

Growing up in an Diverse Society

„Our conception of language has been constructed through sociopolitical rather than linguistic criteria“

(Bilingual Education in 21st Century, Ofelia Garcia, 2011, 35)

The Power of (some) Languages



- First language, second language, foreign language, language of instruction, language of schooling, technical language, everyday language, language of the younger generation, regional language, dialect, ...
- Endangered languages, mother tongue loss/prohibition, speechlessness, language death
- "Languaging" among children = social practices / contextual language use and switch.
- Standard = normative language, codified by a "dominant" group and disseminated by state institutions, e.g. educational institutions



Migration: Impact on Education



Discrepancy between students' resources and school's expectations





Recommendations for Education

Recommendations

There is a need to **re-conceptualise linguistic and cultural diversity at a policy level**, and to change public perceptions so that a plurality of languages is valued as a resource rather than approached as a problem.

Therefore, there is a need to **rethink school systems in terms of ‘multilingualism for all’**, not just as part of a narrower agenda of a new migration and learning the language of instruction. Rather, a holistic approach is needed at all levels.

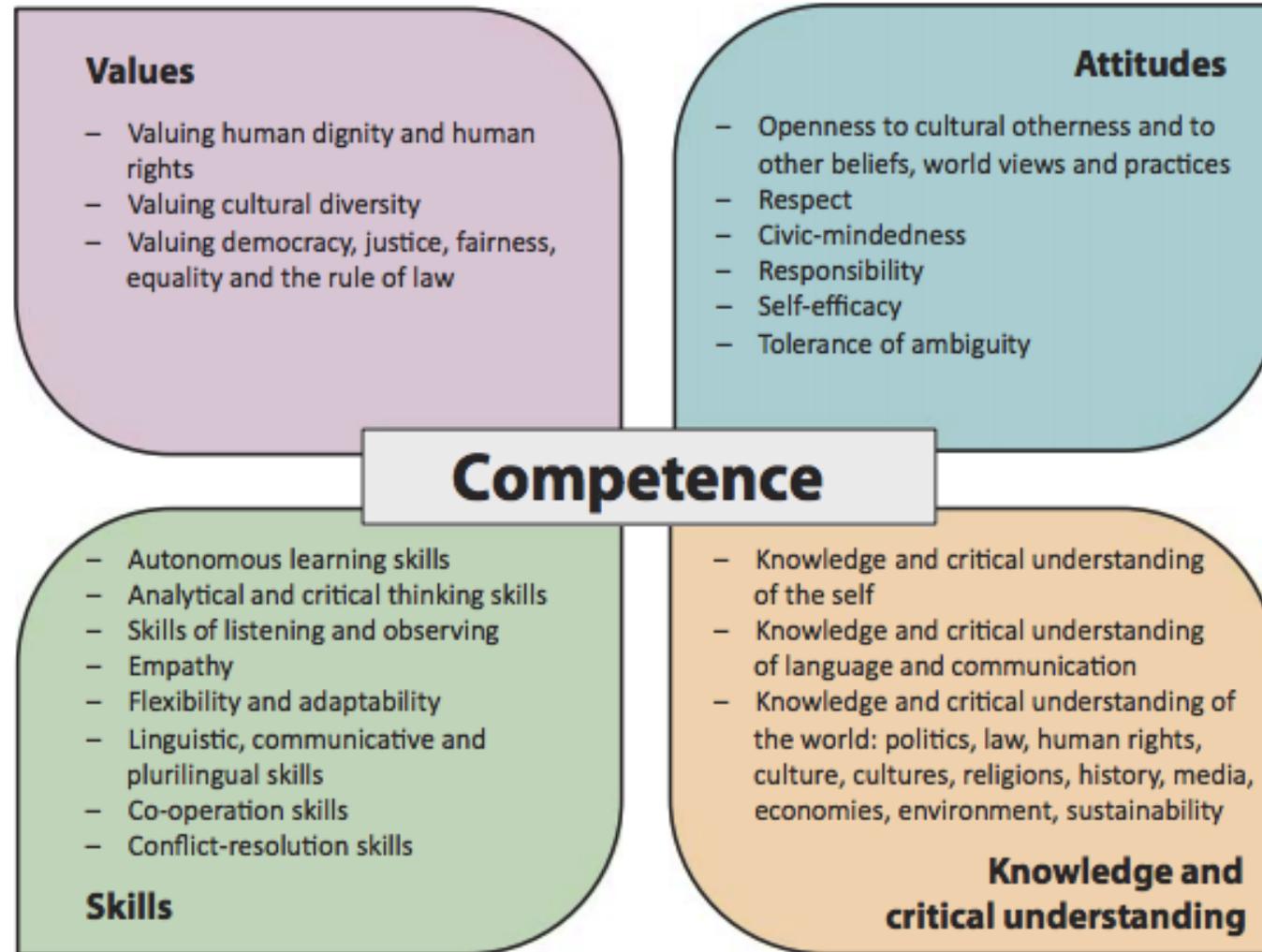
- **Multilingual Education in the Light of Diversity: Lessons Learned**
Analytical report, NESET II, 2017



Reference Framework of Competences for Democratic Culture (RFCDC)

Competences for democratic culture

Council of Europe



<https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture>

About Beliefs Myself and the Others

- How do I speak about others?
- How do I imagine their living environment?
- How do I value their way of living?
- Any prejudices about certain languages and cultures?



„Fish is fish“,
a children book
from Leo Lionni

What is going
on outside of
the pond?



Democratic
socially
cohesive

and
peaceful
Europe



Putting language education on the political agenda – a new Committee of Ministers' Recommendation to Member states on the importance of plurilingual and intercultural education for democratic culture

Committee of
Ministers:
decision-making
body



- Why needed? Why now?
- Vision and key messages
- Measures to be undertaken
- Recognition of the challenges and contextual differences
- Support offered





Guidelines for Developing and Promoting Plurilingual and Intercultural Education for Democratic Culture

Principles (4)

Plurilingual and intercultural education:

1. is essential for education for democratic culture;
2. respects and values linguistic and cultural diversity;
3. promotes language awareness and language sensitivity across the curriculum;
4. encourages critical reflection on cultural diversity;
5. helps to foster critical digital literacy and digital citizenship;
6. encourages learner autonomy and values the learner's voice;
7. supports the inclusion of disadvantaged and marginalised learners on an equal footing with other learners.



Towards an Inclusive and Multilingual School



<https://www.goethe.de/de/kul/wis/20928837.html>



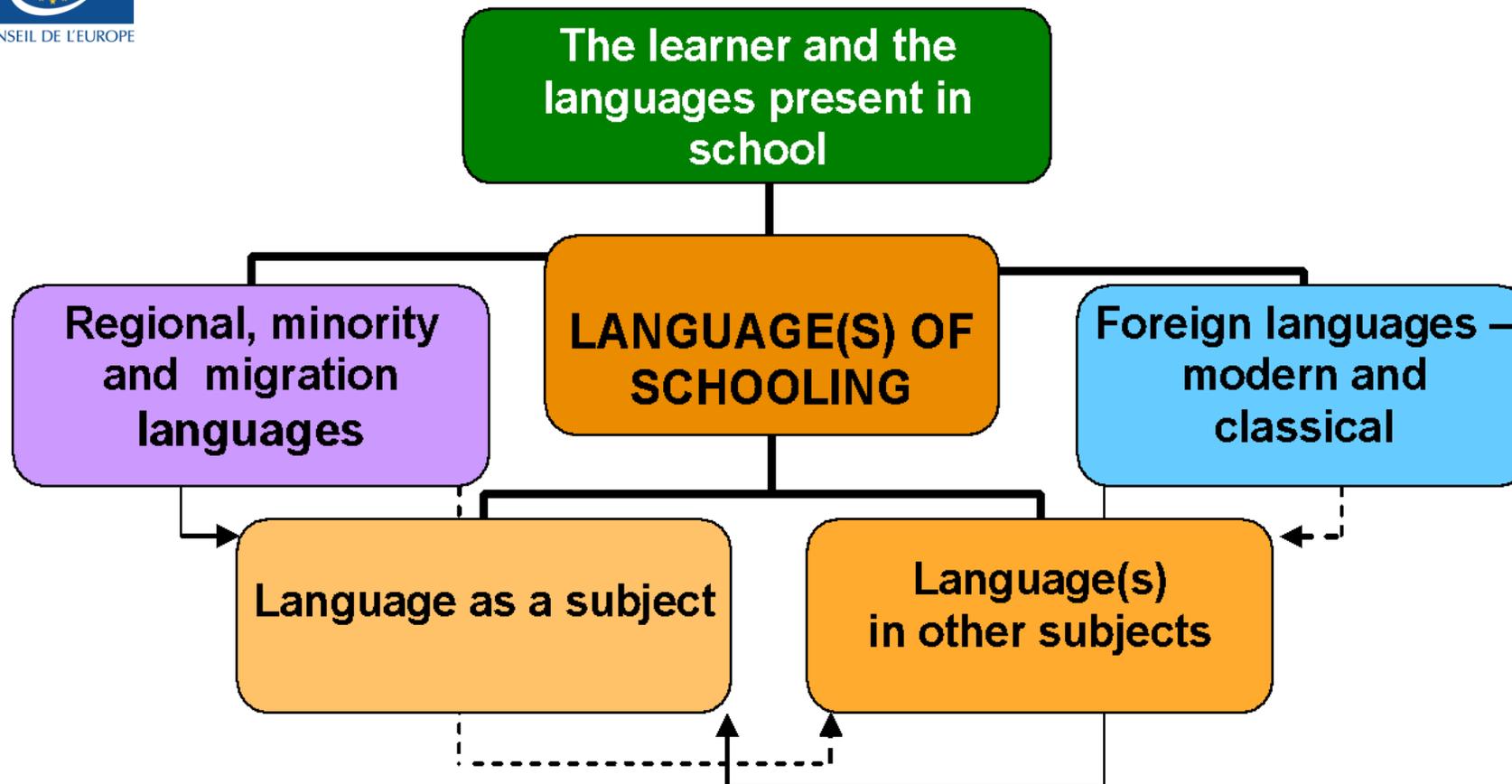
Innovative Concepts and Strategies in Language Education

(We are) facing "...a(n) monolingual self-understanding and myths about multilingualism in practice () - both **at the level of policy makers or educational authorities** and **at the level of pedagogical staff in educational institutions, among parents** as well as **among pupils and students** themselves. Dialog mit „der Praxis“ soll mit Geduld und Vorsicht geführt werden.

However, "competences and experiences already gathered in practice should not be underestimated".

Translated from *Bildungsforschung 2020 (2017): Ingrid Gogolin, Rosemarie Tracy, Joana Duarte & Antje Hansen, Mehrsprachigkeit als Ressource, Band 42, BMBF, S 286-295*

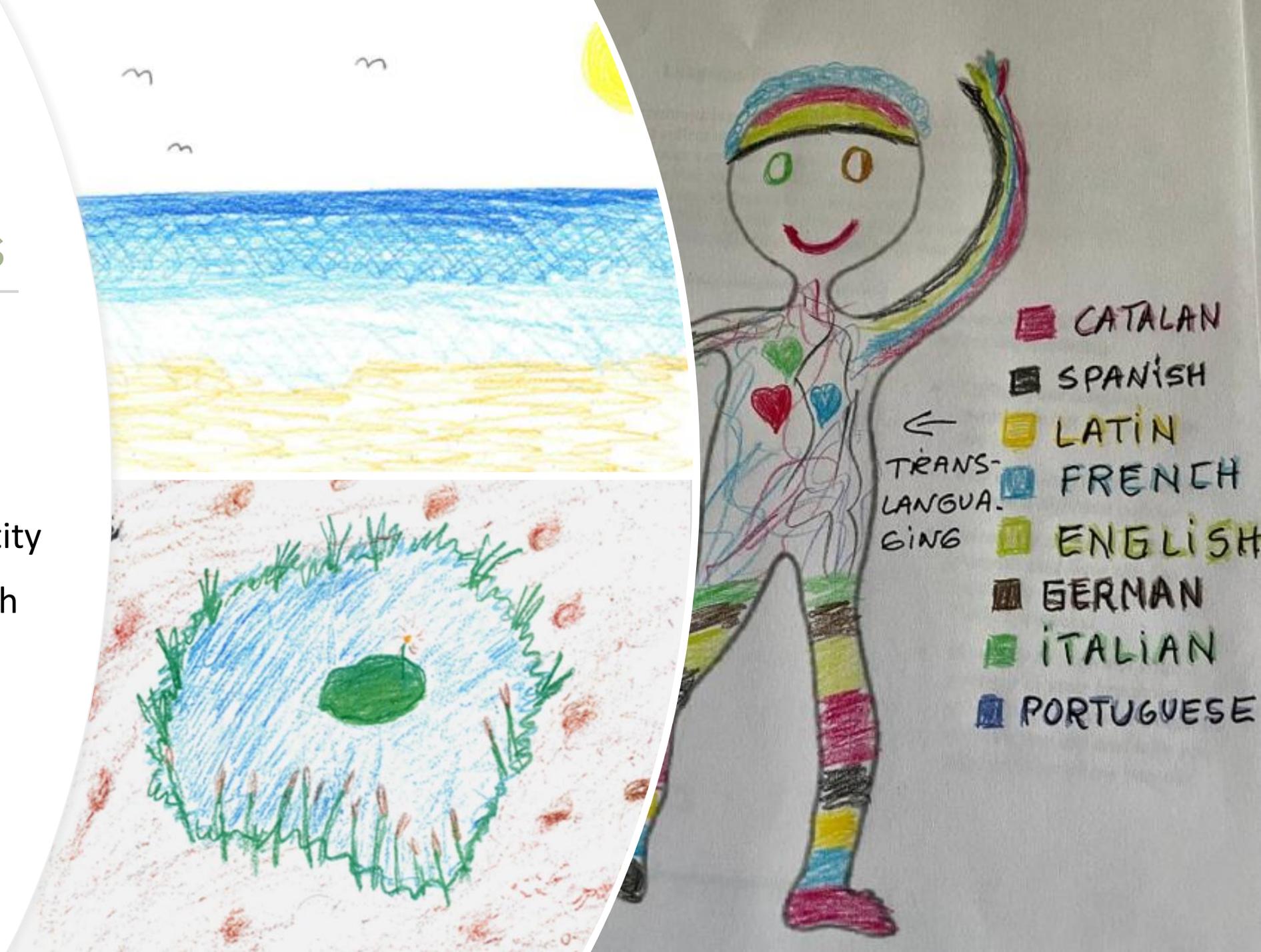
Languages in Education, Languages for Education





My Languages

- Socio-emotional development
- Construction of identity
- Biographical approach





Thinking about Children...

Which percentage of the children/pupils in a kindergarden or a school ...

1. **speaks the language of schooling as a first language?**
2. **speaks another official language as a first language?**
3. **is bilingual and with which languages?**
4. **has a second language and which one?**
5. **is plurilingual and with which languages?**
6. **speaks at home another language which is not an official language of the country?**
7. **is a migrant or an asylum seeker / a refugee?**

22



How can Learner's Resources be taken into account in the Classroom?

- Which resources do a school already have?
- What are examples of good practice?
- Which kind of challenges will have to be faced?



The six Key Principles underpinning PALINGUI

Language learning actively relies on the existing linguistic repertoire of each child

Language learning is meaningful

Language learning is holistic

Language learning is active learning

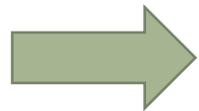
Language learning is social-emotional learning

Language learning is progressive and continuous



Supporting Children in a Language-aware Way

- Giving children language to discover the world and develop their potential!
- Nursery and kindergarten age: sensitive phase for language development
- It influences the start at school and the entire educational biography



A major educational mission



Focus on Learning Processes: Austin's Butterfly

Developing the academic language
... in the language of schooling and
... in the home language?

„As teachers, we often accept students' output as the result of students' ability at any given time, without being aware that by going over the product several times, and encouraging and guiding students' work on it, the result can be much improved.“



Progression



mediate

Advanced





Valuing the whole Language Repertoire of Children

Languages are interconnected and all play a role in learning a new language.

Tomer Shahar

① When I write ^{an} story in Hebrew I fill I back to my old class in Israel some time I fill confused because I fill I am in Israel again and I start using my first word in Hebrew.

② I like reading books in Hebrew in Canada because in Canada people speaking English. When I come to my home I reading my books in Hebrew and it is fun. In Hebrew I can read any book I want but in English I need read small books and in Hebrew I can read big books.

③ When I allowed to use Hebrew it helps me understand English I thinking in Hebrew and write in English. If I read in English I think in Hebrew and I understand more.

Figure 3.3: Tomer's responses to questions about use of the home language



Seeing the World through Children's Eyes

PA-LINGUI

Ďakujeme vám za pozornost'

Takk for din oppmerksomhet

Muito obrigado por sua atenção

þakka þér fyrir athygli þína

Vielen Dank für Ihre Aufmerksamkeit

Thank you for your attention

Vă mulțumim pentru atenție

Merci beaucoup pour votre attention

شكرا لكم على اهتمامكم

shukraan lakum ealaa aihtimikum





Session 2: Activities

- **What does “Making language learning visible” mean to you?** Working individually (15 min.) and collect information on Googledoc
- **Multilingual education and multilingual learners?** Working in groups (30 min.): 3 break-out rooms with Dana, Inge, Catherine / reporting on Google Doc
- **Comparing our national contexts: resources/needs/challenges?** Plenary session: (20-30 min.) /Collecting the national contexts on the Jamboard



Observation

Assessment

Documentation

Key principles

Identify

Understand

Support

Show