Celebrating European Day of Languages 2022!

30/09/2022

European Commission

Welcome!

Speakers

Letizia Cinganotto, former Senior Researcher at INDIRE (National Institute for Documentation, Innovation and Educational Research), Italy, currently teaches language teaching at University for Foreigners of Perugia, Italy.

Daniela Cuccurullo, Tesol Italy vice-President, is an adjunct Professor of English at the Universities of Naples (Suor Orsola Benincasa); Secondary School teacher of English and teacher trainer.

Dina Mehmedbegovic-Smith, associate professor of Education and Applied Linguistics at University College London, Institute of Education.

Join our MOOC!

Language Learning in eTwinning Projects

🕐 More than one week   .ıll Novice

Enrol ›

★★★★★ 0 (0)

Course details

If you are interested in…
teaching language in an engaging context that includes project work and connecting with other teachers and students...
then join this course and discover what you can do in eTwinning, the biggest community for schools in Europe!

eTwinning projects have the potential to not only raise pupils' motivation and challenge them to become more creative, more collaborative, and more autonomous, but they also offer great opportunities for language learning in an engaging context while developing an intercultural dialogue. In this course, you will be given insights into activities from successful eTwinning projects with a specific focus on language learning and Content and Language Integrated Learning (CLIL).
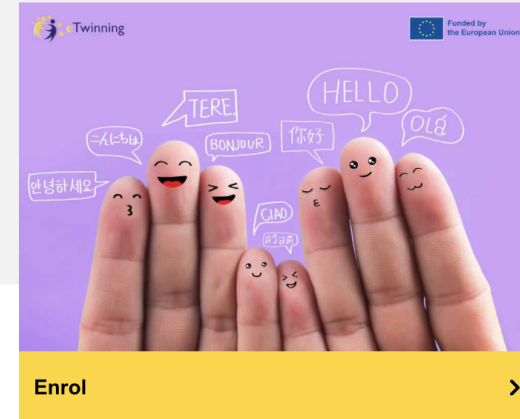
Schedule

How This Course Works

Duration and workload

https://academy.europa.eu/courses/language-learning-in-etwinning-projects

Welcome!

Monolingualism can be cured

Ice-breaking activity

Go to **www.menti.com** and use the code **8518 1883**

Your idea of languages in three words

Course structure & timeline

💻 4 Modules

Module 1: Getting Started with Language Learning and eTwinning
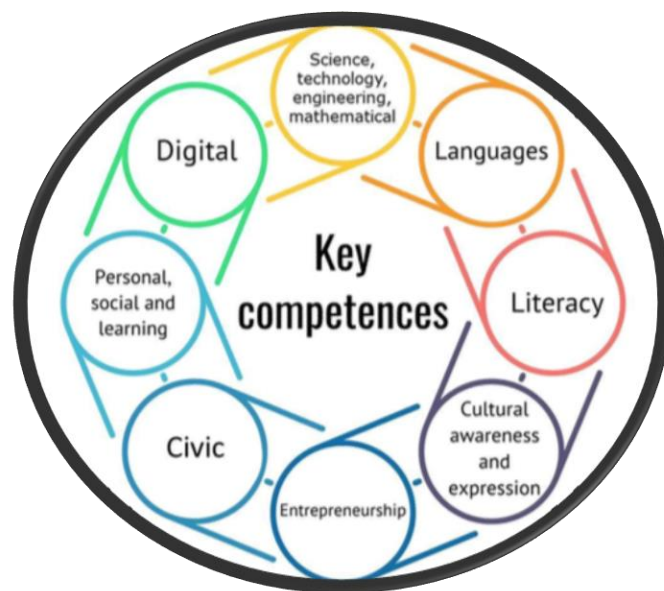
Module 2: eTwinning and Language Learning

Module 3: Content and Language Integrated Learning

Module 4: Developing an eTwinning Project

+10 days of grace period to finish tasks

European Commission

The background

Recommendation CM/Rec(2022)1
of the Committee of Ministers to member States
on the importance of plurilingual and intercultural education for democratic culture

The keywords

Language diversity

Language awareness

CLIL

Home languages

Plurilingualism & Multilingualism

Translanguaging

Language of schooling

Action-oriented Approach

Linguistic repertoire

Language awareness

> "*The teaching of language is an important element across all subjects* looking at the various ways language is used in the classroom and the vital role language plays in learning and understanding subject content. Acquiring a good command of academic language goes hand in hand with the development of subject knowledge and understanding. *Language awareness in schools and training centres could support the understanding that language learning is a dynamic process and a continuum* – the acquisition of the mother tongue and its different registers and styles continues and is deeply interlinked with the learning of other languages, in different levels of proficiency, corresponding to every learner's circumstances, needs and interests"

FROM THE COUNCIL RECOMMENDATION, 2019

European Commission

Principles behind LA
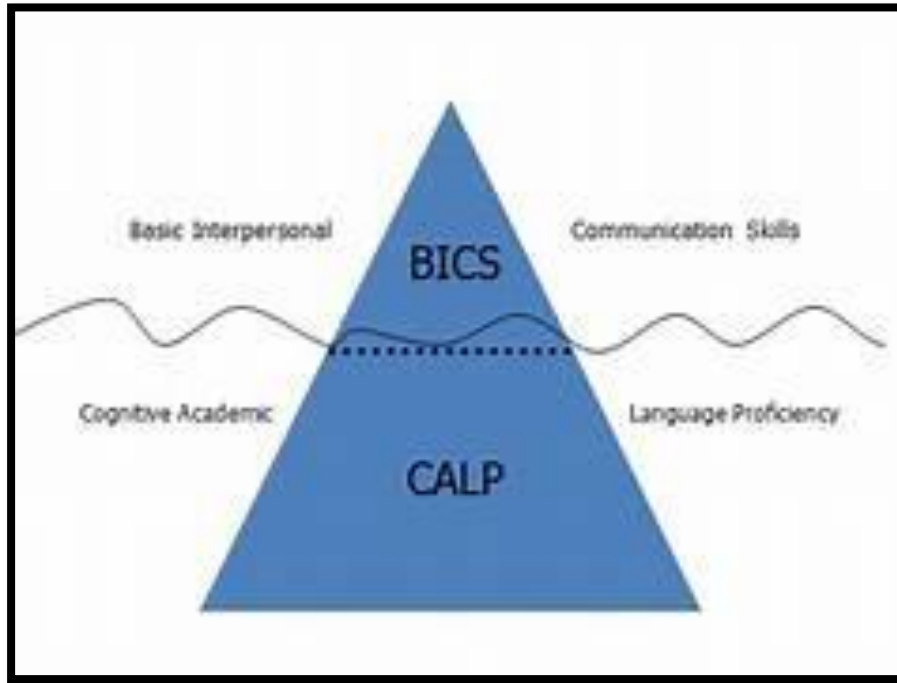
J. CUMMINS
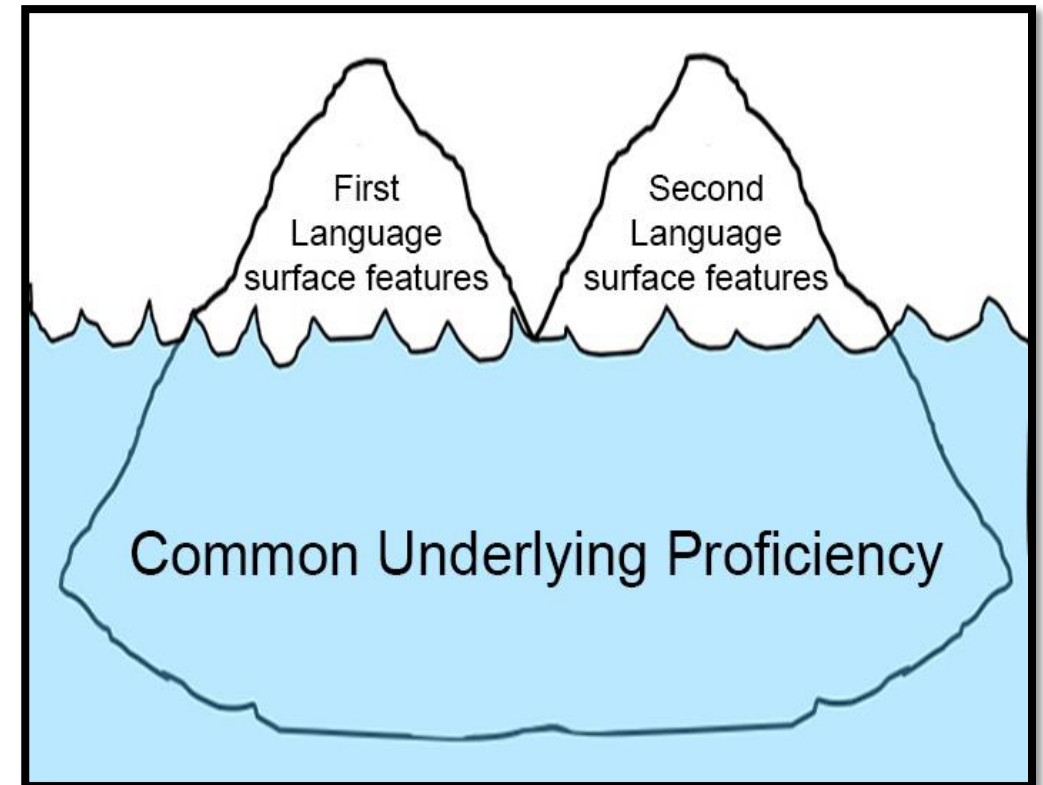
CLIL

CLIL (Content and Language Integrated Learning) was introduced in the Italian school system in 2003 through a Reform Law, which made it mandatory for upper secondary schools[71].

The introduction of CLIL was implemented in all Licei and Istituti Tecnici (upper secondary education) in 2014/15 as part of a comprehensive school reform. In practice, one non-language subject must be taught in a foreign language in the final year at Licei and Instituti Tecnici. In the latter, the subject must be chosen from the specialist areas. In the final three years of Licei linguistici, two different nonlanguage subjects must be taught through two different foreign languages.

The Ministry of education has defined the competences and qualifications teachers need to teach CLIL classes. They concern the target languages, the non-language subjects and issues relating to methodology and teaching approaches. In particular, CLIL teachers must have attained a C1 level of competence on the scale defined by the Common European Framework of Reference for Languages (CEFR). In order to help potential CLIL teachers acquire the appropriate knowledge and skills, the education authorities are financing specific continuing professional development activities. For instance, in 2016, within a new school reform, they launched a National Teacher Training Plan which established a wide range of training programmes in CLIL methodology, which also included teachers from primary, lower secondary and vocational schools.

EUROPEAN COMMISSION

Brussels, 22.5.2018
COM(2018) 272 final

2018/0128 (NLE)

Proposal for a

COUNCIL RECOMMENDATION

on a comprehensive approach to the teaching and learning of languages

{SWD(2018) 174 final}

FROM THE COUNCIL RECOMMENDATION, 2019

Plurilingualism and Global Competences
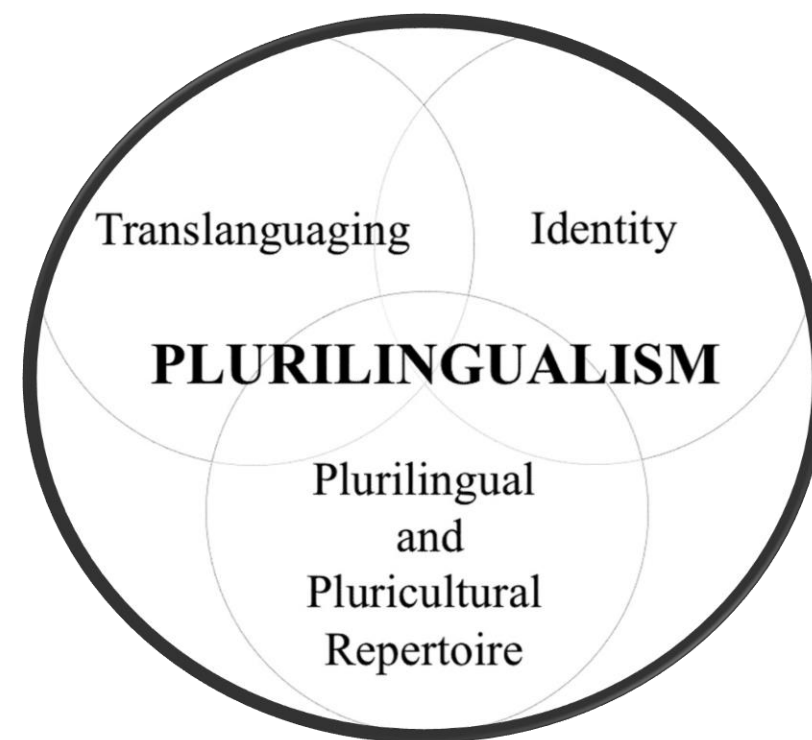
SOME DEFINITIONS

MULTILINGUALISM

*"the knowledge of **a number of languages**, or the **co-existence** of different languages in a given society.*

Attained by:

- ***diversifying*** *the languages on offer*
- *learning **more than one** foreign language, reducing the dominant position of English".*

PLURILINGUALISM

the ability to:

- ***switch*** *from one language or dialect to another*

- ***express*** *oneself in one language and* ***understand*** *the other*

- *call upon the* ***knowledge of a number of languages*** *to make sense of a text,*

- *recognise words from a* ***common international store*** *in a new guise*

- ***mediate*** *between individuals with no common language*

PLURILINGUALISM

How?

- *bringing the whole of their* *linguistic equipment* *into play*
- *experimenting with* *alternative forms of expression* *in different languages or dialects,*
- *exploiting* *paralinguistics* *(mime, gesture, facial expression)*
- ***simplifying*** *the use of language*

"**Plurilingual and pluricultural competence**

is not seen as the *superpositionor juxtaposition of distinct competences*,

but rather as *the existence of a complex or even composite competence* on which the user may draw."

*The aim is to develop **a linguistic repertory**, in which all linguistic abilities have a place*

Initiatives and projects

- EPALE

is a multilingual, open membership community.

is the hub for news, reports, events and discussion on Adult Learning across Europe, and invites teachers, trainers, researchers, academics, and policy makers to get involved.

EPALE
Electronic Platform for
Adult Learning in Europe

European Commission

Erasmus+
EU programme for education, training, youth and sport

Erasmus+ KA1

Erasmus+ KA2

| Home | About Erasmus+ ▲ | Opportunities ▼ | Programme Guide | Resources and tools ▼ | News |

What is Erasmus+?

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

How to take part

Overview of how to participate in Erasmus+.

How Erasmus+ is managed

Budget, monitoring, main management bodies.

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eTwinning

for schools in Europe.

eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe. eTwinning is co-funded by the Erasmus+, the European programme for Education, Training, Youth and Sport.

1.058.872
TEACHERS

234.031
SCHOOLS

139.193
PROJECTS

Azores

0   550km

Madeira

0   40km

Martinique

0   15km

French Guiana

0   160km

Guadeloupe

0   30km

Réunion

0   35 km

Canary Islands

0   240km

■ eTwinning countries

■ eTwinning Plus countries

European School Education Platform

European Commission
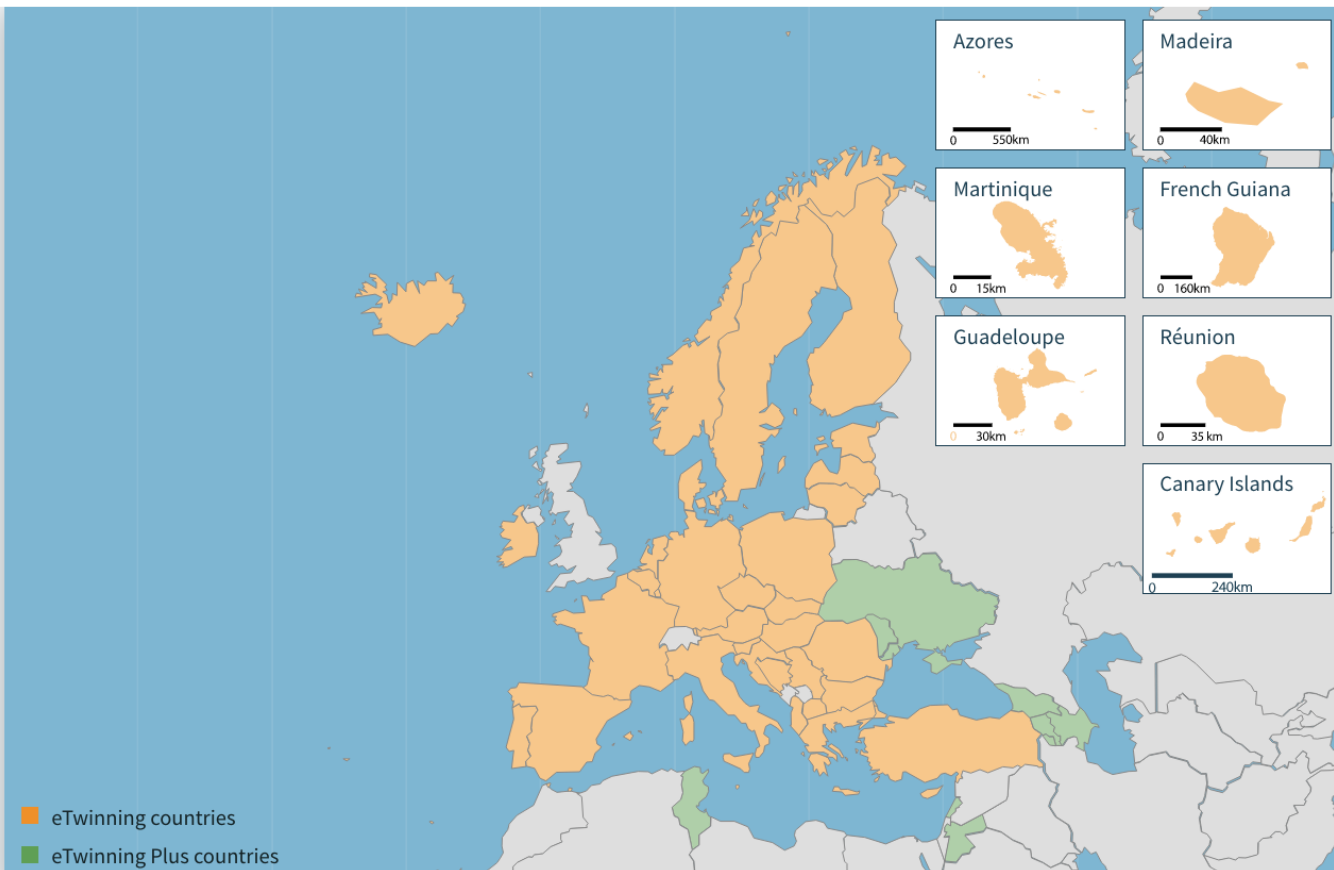
European Day of Languages
26 September

Celebrate the European Day of Languages with us!

New Where am I?

You'll be shown 20 random images from all over Europe. Can you find out, where those images where taken? Use your language skills and the virtual magnifying glass to find hints in the picture. Good luck!

And: Add your own images to the game!

Initiative
The great multilingual joke book (or Make me laugh!)

In how many languages can you make someone laugh? Submit your favourite joke! If your joke makes it past a very strict jury (comprised of individuals who don't laugh much!) your joke may be selected to feature in the 'greatest ever (or perhaps only!) multilingual joke book' to be published after the EDL.

Poll: Why learn a language?

Which of following factors would motivate you most to learn a new language (choose a maximum of 3)? If it was none of these – let us know your suggestions!

Poll: Why learn a language?

Which of following factors would motivate you most to learn a new language (choose a maximum of 3)? If it was none of these – let us know your suggestions!

☐ To speak with friends or family
☐ To make new friends
☐ To understand a different culture
☐ To travel
☐ To live/work/study in another country
☐ To communicate at work (on the phone, at meetings, welcoming visitors)
☐ To get a (better) job
☐ For shopping
☐ To surf on the Internet
☐ To watch films or TV
☐ To read books and newspapers
☐ Just to learn for personal satisfaction
☐ Other – please specify

Submit

Lara's language journey across Europe

Including language tree poster! Including sound files!

Initiative
Multilingual tongue twister challenge

How many tongue twisters, in at least 3 different languages, can you manage, more or less correctly, in one minute? Tongue twisters are tricky in one language but 3 or more is certainly not for the faint-hearted! You can prove just how good you are, either individually or within a group, by submitting a video.

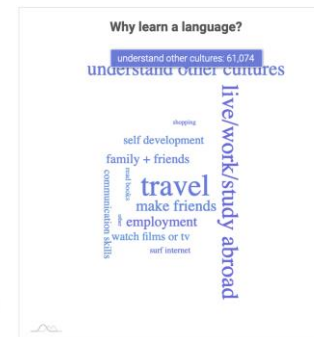## The secret agent's language challenges app 2022

The challenges and quizzes contained within this app encourage learners – future international agents – to take advantage of the plentiful opportunities available to practice or learn more about a language beyond a classroom context. By passing through a series of levels you can rise from a lowly agent in training to become a master secret agent.

EDL T-shirt competition

Send us your design/image/graphic and have your layout on the official EDL T-Shirt! Find out more

Why learn a language?

understand other cultures: 61,074

understand other cultures
live/work/study abroad
self development
family + friends
travel
make friends
employment
watch films or tv
surf internet

Healthy Linguistic Diet

- A new way of conceptualising a rationale for language learning and language maintenance.

- The key to understanding our concept of healthy linguistic diet is that it is for EVERYBODY, children and adults at different stages of their lives, in the same way that a healthy diet and physical exercise are important for our wellbeing throughout our lives.

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Website: healthylinguisticdiet.com

- The dichotomy of high and low status languages, underpinned by historic reasons such as political, cultural and economic dominance (including colonialism), prevents minority groups from being aware of the value of their languages.

- Cognitive benefit rationale for developing bilingual/plurilingual skills provides a way to overcome language hierarchy.

- The cognitive benefits rationale also overcomes the 'English is enough' fallacy.

'I speak Yoruba at home, but until recently I thought that 'bilingual' applies only to those who speak two European languages.'

(A London teacher of Nigerian origin)

- Using both languages to explain the task;
- Focusing on instructions, command words;
- Making sure students understand what they need to do and modelling how to do it.

Conclusion:

Fluidity and flexibility of language use which naturally supports bilingualism.

- Parents in bi/multilingual communities are the natural 'policy makers' within the family context.
- Parents are the key link in the process of home language

  maintenance and development of bilingualism –

  while encountering challenges of this type of parenthood

  they are making many important decisions.

- Will their decisions stand the test of time?

- Making key decisions:
  Portuguese – English Pathway

  versus

  English Curriculum with a thread of Portuguese.

  How can teachers help?

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Working with children: In Lisabon

'I have two options…'

European Commission

Healthy Linguistic Diet: As a strategy

Envisaged as a strategy which would:

- Provide structured space for children and adults to discuss 'being bilingual' with the aim or raising awareness of benefits of bilingualism;

- Provide consistent flow of affirmative messages with the aim of eliminating misconceptions about bilingualism as a problem and practices and perceptions based on these misconceptions;

- Encourage children and adults to develop behaviours and habits which would support life-long development of bilingual/plurilingual competencies.

Healthy Linguistic Diet: As a strategy

Consists of:

- providing regular and rich opportunities for engagement and use of two and more languages;
- providing access to and sharing relevant knowledge on values and advantages   of bilingualism/plurilingualism;
- providing access to formal recognition of bilingual skills: examinations and qualifications.

Thank you for joining

KEEP CALM AND CURE YOUR MONOLINGUALISM

Online course started on Monday 26 September

If you are interested in...

teaching language in an engaging context that includes project work and connecting with other teachers and students...

then join this course and discover what you can do in eTwinning, the biggest community for schools in Europe!

Duration and workload

Start date: Monday 26 September 2022
End date: Wednesday 2 November 2022

Duration: 5 weeks and 3 days
Workload: One module per week; 3-4 hours per module; 20-25 hours in total

https://academy.europa.eu/courses/language-learning-in-etwinning-projects

Thank you