



INN LAC
International Network of
National Language Centres

11th INN LAC meeting, Sèvres
8 – 9 June, 2017

MEMBERS

Country	Name	Email
Austria	Gunther Abuja	abuja@oesz.at
France	Thomas Arbouet	arbouet@ciep.fr
	Marion Ponthus	ponthus@ciep.fr
Hungary	Marianna Szucs	marianna.szucs@tpf.hu
Norway	Karin Dahlberg-Pettersen	karin.d.pettersen@hiof.no
	Steinar Nybole	steinar.nybole@hiof.no
Scotland	Hannah Doughty	hannah.doughty@strath.ac.uk
Sweden	Anna Jagberg	anna.jagberg@skolverket.se
	Nermina Wikström	nermina.wikstrom@skolverket.se

GUEST

Country	Name	Email
France	Benoît Gobin, Policy officer - Foreign languages, French Ministry of National Education	benoit.gobin@education.gouv.fr



Programme:

Thursday, 8 June 2017

09:30 – 9:45	Welcome by CIEP
09:45 – 12:30 (incl. coffee break)	INNLCAC country reports (20 minutes each) Part I: France, Hungary and Austria Part II: Norway, Sweden, and Scotland
12:30 – 14:00	Lunch served at CIEP
14:00 – 15:00	Bridging the attainment gap (chaired by Hannah Doughty, Scotland)
15:00 – 16:00	Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching? (chaired by Nermina Wikstrom, Sweden)
16:00 – 16:15	Coffee break
16:15 – 17:15	Vocational English (chaired by Steinar Nybole, Norway)
17:15 – 18:00	Language situation in the EU after Brexit (chaired by Steinar Nybole, Norway)

Friday, 9 June 2017

09:30 – 10:30	Teaching languages in the 21st century – sharing and discussing good practices at hand (chaired by Marianna Szucs, Hungary)
10:30 – 10:45	Coffee break
10:45 – 11:45	Foreign language learning in the context of migration (chaired by Gunther Abuja, Austria)
11:45 – 12:45	INNLCAC member business and next steps (chaired by CIEP)
12:45 – 14:00	Lunch served at CIEP

I. Country reports

a. France

1. Benoit Gobin (BG) introduces the 2013 “Loi d’orientation et de programmation pour la refondation de l’Ecole de la République” and its 7 key priorities:
 - Introduction of new initial and continuous training for teachers and teaching-related jobs on improving pedagogical practices
 - Focusing on primary school to ensure the basics are learnt and to reduce inequalities
 - Bringing school into the digital era
 - Making changes to the curriculum
 - Ensuring a logical progression from early years to lower secondary
 - Allowing everyone to succeed at secondary level and to enter working life in the best conditions
 - Do more to involve school partners and evaluate the school system more effectively

The Common Framework of Knowledge, Skills, and Culture identifies the knowledge, skills, values, and attitudes necessary for a student to be successful at school, in their personal life, and life as a future active citizen; students are expected to know and master the Common Framework by the end of their mandatory school years, from age 6 to 16. It is organized in cycles (fundamental learning, consolidation, development).

It is mandatory to learn one language from the age of 6. Students should attain the CEFR A1 level at the end of primary school, A2 at the end of lower secondary, B1 at the age of 16 (end of mandatory school years) and B2 for the baccalauréat. A 2nd language is mandatory from the 2nd year of lower secondary schools (“collège”).

2. Online materials for teachers can be found on <http://eduscol.education.fr/>
3. France follows attentively ECML’s [EOL project](#).
4. Steynar Nybole (SN) indicates that core skills have also been defined in Norway. He will try to share an English version.
5. Discussion starts on the number of hours per week dedicated to language learning in primary schools. In France, pupils are supposed to have 1,5 hours per week. SN says that it is 2 hours in Norway and that 1 hour is not enough, even if children are exposed to English on TV as it is the case in Norway. Karin Dahlberg-Pettersen (KDP) says she has recently read a doctoral comparison study on how English should be taught and will share it.

b. Hungary

1. Marianna Szücs (MS) introduces the Tempus Foundation (see [Prezi](#)). The Foundation is tasked to get updated knowledge and information on current EU recommendations and their possible implementation in Hungary. It is responsible for 8 topics, among which “Foreign Language Education”.
2. The Foundation is currently focusing on “Early school leaving”. It manages the CROCCOS project and has submitted two other projects on this issue in May (SPInE and MediaLi).
3. Another hot topic in Hungary is the link between languages and employability. It is also a European topic as [this EC study](#) demonstrates.¹ 65% of Hungarians do not speak another language according to a recent poll although the demand is high from the labour market for language skills. Nevertheless, employers are still reluctant to refer to the CEFR during job interviews. English is the most popular language, followed by German and French. A language certificate is mandatory in Hungary to get a degree. From 2016 this certificate is even required to enter higher education.
TEMPUS provides numerous courses, workshops and materials dedicated to language learning and skills for the 21st century (KANY, PED21, EU English, EFFeCT).

¹ The EC study bases part of its results on the [LEMP study](#) coordinated in 2015 by the CIEP.

c. Austria

1. One of the priorities right now in Austria is teaching German as a foreign language, specifically to migrants. Focus is put on upper secondary level and VET which are, until now, highly text-oriented. This is a problem for pupils that have only been confronted to daily German. New resources have been produced to tackle this issue.
2. Also, another aspect of school autonomy is being implemented. It aims at individualizing teaching depending on the needs of pupils. School-clustering is facilitated and school headmasters can now:
 - Hire teachers
 - Organize teachings (timetables, number of hours)
 - Decide to integrate “non-educationalists” into school-life
3. Digital competences are another priority for the Austrian educational system. “Schule 4.0”, the digital strategy currently being implemented, relies on four pillars:
 - Curricular reform from primary to upper secondary levels
 - Teacher training for digitally competent teachers
 - Providing pupils with laptops and tablets
 - Developing learning tools. ÖSZ is involved in creating tools for language teaching and learning.

d. Norway

1. New curricula for languages will take effect in 2020, one for English and another one for other foreign languages.
2. Also, a white paper describing the Humanities sector has been presented to the Parliament. Actions are planned for a better recruitment of foreign language teachers. School owners will be responsible for the in-service training their teachers receive. They will have to find training providers (national universities are encouraged to put forward their offers) and to apply for funds.
3. National centres (Fremmedspraksenteret is one of them) will be 100% administered by their host universities. They were previously run by the Directorate for professional management issues. Still, they will keep their national legitimacy.
4. A new framework plan is being implemented for preschool. Focus is placed on a multilingual kindergarten. New resources for teachers are available (booklets).
5. The center has produced “Language pathways”: an online MOOC for teachers, on how to improve the teaching of reading and writing.
6. In Norway, English is taught from the first grade. 2nd FL starts in 8th grade. 78% of pupils take a 2nd language (decreasing). Spanish is the most popular 2nd language (35%) followed by German (30%). French is far behind (13%) and decreasing.

e. Sweden

1. Upper secondary education:
 - Digitalisation reform implemented in July 2017: a degree is now required for teachers.
 - Challenge with modern languages. They are not mandatory, hence high dropout levels.
2. Adult education: Skolverket has developed material to support the learning of Swedish as a second language. Also, English is considered part of basic skills for adult learners.
3. The pre-school curriculum is 20 years old. It is to be reformed soon
4. Historic minorities are entitled to receive mother tongue support (Roma, Finnish, Sami, Yiddish, Meänkieli). However, minority language teachers are not certified. Head teachers must check their background.
5. Students with a degree or evidence of studies in modern languages are slowly decreasing. English aside, Spanish is by far the most spoken language, followed by German and French. Other languages are chosen by students, such as Chinese (559 students last year). It is complicated to pool those students together geographically speaking. SN suggests that, like in Norway, courses for “smaller” languages could be provided on the internet.
6. Nermina Wikstrom (NW) asks if language curricula are harmonised with the CEFR in other countries. Partners confirm.

f. Scotland

1. The 1+2 language policy is currently being implemented (halfway point). By 2021, all pupils in Scotland should learn at least two foreign languages.
2. Hannah Doughty (HD) introduces activities led by the SCIL last year (see pages 2-4 of her PPT presentation).
3. HD details the number of entries at Higher and Advanced Higher levels. Entries at Higher in French (+10%), German (+1%) and Spanish (+38%) have seen a resurgence since 2014. Entries at Advanced Higher in French (+13%), Spanish (+101%) and German (+3%) have seen an increase overall since 2012. French remains the language with most entries but Spanish is catching up.
4. Priorities for next year are:
 - Supporting a favourable environment (with teachers, parents, local authorities...) for language learning
 - Promoting language learning as a key skill that benefits Scottish society
 - Facilitating, generating and sharing research and information nationally and internationally
 - Building effective and efficient collaborative partnerships in Scotland and beyond
5. SCILT are seeking international partners to collaborate on a funding bid to Erasmus+ for a two-year project that aims to promote language learning, intercultural agility and mobility as key skills for employability of young people in upper secondary school, as well as in further (vocational) or higher (university) education (roughly ages 14-26).

II. Bridging the attainment gap

In Scotland, attention has shifted from languages to bridging the attainment gap.

The Alberta Teachers Association researched the impact of FLL on pupils. They collected 100 or so abstracts (see PPT). They show positive impacts of FLL:

- Impact on cognitive skills
 - o Bilinguals outperform monolinguals on many cognitive tasks
 - o Compensates consequences of aging
- Academic impact
 - o Higher achievements
 - o Higher reading comprehension
- Societal impact
 - o Enhanced empathy
 - o Awareness of diversity, tolerance, difference, social justice
- Economic impact
 - o Greater mobility
 - o Higher earnings

Discussions:

HD asks how convincing is the evidence? Can it be an incentive for pupils to learn a foreign language?

Gunther Abuja (GA): Not really convincing because it is complicated for pupils to consider this type of evidence at their age. The reward of learning languages comes very late. FL is a key to empathy, not only personal empathy but empathy from interlocutors.

SN: Do we always have to find justification for learning FL? It also depends on the age. There is no need to tell a 6-year old why he/she should learn a FL. It is different at the age when they choose a 2nd FL. We need to convey that pupils need a 2nd FL.

MS: Kids have personal motives that are different from societal or academic impact.

SN: Language teachers should pool instead of opposing one another.

GA will contact the manager of the European Language Portfolio project to get case studies.

III. Translanguaging

It is a dynamic process using different languages. The input is in one language while the output is in another language. Translanguaging as pedagogy was initially related to bilingual education and refers to "building bilingual students' language practices flexibly". The expansion of available multilingual resources for teaching opens up worlds, experiences, and possibilities. And the ability to read and write multilingual texts enables students to gain different perspectives.

Discussion:

Teachers ask themselves what they are assessing in the end. They can assess the output, not the level of the language used.

SN: mentions European projects on inter-comprehension between Latin languages and Germanic languages.

NW: language teachers use too much mother tongue when teaching.

HD: A workshop on translanguaging will be organized soon in Scotland.

BG will send a link to the movie: La cour de Babel/School of Babel² showing recently arrived migrant pupils using all their different languages in the classroom. It is to be noted that this kind of activity is organized within the framework of an UPE2A class (transition class for migrant pupils) but it seems complicated to organize translanguaging activities outside this specific class, in the eyes of the present French partners.

IV. Vocational English

In Norway, although English is compulsory, many students arriving in vocational education do not have a proper knowledge of the language. The level in classes is very heterogeneous.

In 2016 principles have been established for "good learning".

Completion rate for vocational education is pretty low (+/- 60%). Geographical repartition is uneven and the northern part of Norway is disadvantaged. A link can be made with the number of businesses offering apprenticeship in each region. There are also other reasons (see PPT).

Regarding English: challenge is to make students understand that language learning is a core subject for them.

The syllabus and exams are the same both for general and vocational pathways!

- ➔ FYR project launched in 2014: making common core subjects (English among them) more relevant to vocational education
 - 2 research reports
 - In-service training for section heads, teachers...

The project proposed specific learning pathways for vocational students. It is also important that the language teacher gets an insight of the vocational subject curricula (by teaming up with subject teachers, by visiting classes during activities). On the other side, a change of attitude is also needed for the subject teacher who needs to understand the importance of English for vocational education.

It resulted in a small increase in completion rates.

In Austria: English is a separate subject but combined with vocational subject in a CLIL.

In Sweden: the set-up is similar to the Norwegian's. All pupils (general and vocational) have to take English level 5.

In Scotland: Vocational education is funded differently. Subjects are taught once a week for 3 hours. Languages are not mandatory except for "Tourism". This is a dire situation.

² Link [1](#), link [2](#), link [3](#), link [4](#), link [5](#)

In France: less hours than in Norway but focus on communication skills and on technical vocabulary relevant for each profession.

V. Possible implications of Brexit

Partners wonder if the Brexit can have implications in terms of language learning in Europe, with English possibly losing some influence. In addition to Brexit, the American election can also impact the position of the English language in the World.

France is opening new bilingual sections for French citizens who are going to leave the UK.

When the UK leaves, English will no longer be an official language of the EU (Reg 1/1958), as Malta and Ireland have chosen Maltese and Gaelic as official languages. However, nothing prevents them from changing their official languages. In any case, this could reduce significantly the use of the English language in European institutions.

In Scandinavia, German may grow bigger as Germany is the main commercial partner.

France has always been committed to promoting the use of French in the World and could seize this opportunity to push for a return of the French language as the 1st language spoken in Brussels. If such a plan is under way, French participants in the meeting are not aware of it.

VI. Teaching languages in the 21st century

Marianna's Prezi is available [here](#).

Context:

- Teachers were asking questions about new skills to be taught pupils. They did not understand why they could not go on teaching the same usual skills.
- Shortage of 21st century skills worldwide.
- No relevant study on links between education and employment.
- OECD study on future trends that will impact and shape education.
- Assessment types are changing from summative to formative.

Questions:

- How can a country successfully move its young people from education to employment?
- What are the good practices being implemented?

The OECD has published a report in 2016 on "[Trends shaping Education](#)" as well as an "[Innovative Teaching for Effective Learning - Teacher Knowledge Survey](#)".

The TEMPUS foundation has designed a course called "teaching English in the 21st century".

The course uses gamification and values work effort rather than actual performance.

INNLAB partners ask if this system is fair. Work effort may not be sufficient to get a job.

MS: when you work hard you eventually improve. The grading system used balances the results. It is based on Microsoft's "[21st Century Learning Design](#)" [flow charts](#)

INNLAB partners ask how can a teacher compare his/her grading/point system with a national grading framework.

Marianna: It is complicated. The system must be set up prior to teaching and made clear to parents and pupils.

AJ: Critical thinking should be developed. There needs to be a reflection on the resources used. Teachers cannot be satisfied with just asking questions on a text that pupils have read.

In Scandinavia, effort was graded. The experience has shown that what is assessed needs to be clearly defined.

In Scotland, pupils can be asked to plan projects. They are not assessed on the achievement but on the process. However, very few teachers have taken this on board.

VII. Foreign language learning in the context of migration

GA introduces the subject from the Austrian point of view. More and more attention is drawn on 2nd language learning and maintaining the heritage language(s) of migrant people. ÖSZ has developed materials and projects: "Viele Sprachen? Kein Problem!", PUMA (see PPT).

How can schools be helped when facing very heterogeneous and fruitful language situations in their daily teaching practice?

Ev@lang methods are cited as good practices.

In Norway, teachers are asked to adapt to the pupils' needs. Teachers can ask for the help of a mother tongue teacher.

In Sweden, seminars are organized gathering subject teachers and language and mother tongue teachers so that they can discuss their pedagogical practices with pupils from migrant backgrounds.

The European portfolio is there to help teachers recognize they can use their pupils' language competences.

SN: migrant students must be seen as an asset, a possible resource. The key is to recognize the pupils' competences.

Translanguaging is a way to take advantage of this situation. Blended learning can also be a possibility as it can allow pooling of pupils when the number of language teachers is too low.

In France a pedagogical DVD has been distributed in schools : "[Comparons nos langues](#)". It comes with an explanative [booklet](#).

The CIEP has produced a [bibliography](#) referencing works on the place of mother tongue at school.

Michel Candelier and Nathalie Augier are prominent authors in the domain.

VIII. INNLAC business

1. Ulli left ÖSZ. She was in charge of secretariat responsibilities. It is decided that the host organization of the next annual meeting takes up secretariat responsibilities for the year.
2. INNLAC counts 7 members and 3 associate members.
Poland seems not to be able to participate anymore. Nermina and Steinar will try to find another "Slavic" partner (Serbia, Croatia?).
Also, partners have been discussing the case of Spain since quite a long time. Its situation is complicated due to regional communities. CIEP will contact the Spanish ministry to check if collaboration is possible or not.
3. Gunther will trace back member templates and upload them to the Dropbox.
4. There are two candidates to host the next meeting. To maintain a steady turnover, Sweden will host the meeting in 2018, Hungary in 2019 and Scotland in 2020. Proposed dates are 7th and 8th of June 2018 or 14th and 15th of June. Thomas will send a Doodle to the mailing list so that a decision can be taken asap.
5. The SCILT would like to submit an Erasmus+ project and proposes a project in the form of a media campaign to advertise on the advantages of language learning. A detailed summary should be prepared before the call comes out. CIEP led such a [project](#) a few years ago. Norway has got a website advertising for languages. HD is considering a project that reaches beyond the usual public interested in languages. France, Norway, Hungary and Sweden would be interested. Steinar suggests we ask the Dutch. TEMPUS cannot participate in a KA3 project. However, this kind of project rather fits KA2.
6. Denmark will soon have a national language centre at Aarhus University. They can be observers next year.