

INNAC - meeting, 7-8 June Stockholm, Sweden

Thursday, 7th of June

Anna Westerholm, head of the national curricula department, welcomes participants and explains about the de-centralized school system in Sweden, where the municipalities oversee each school. National agency of education – 750 people who work with supporting the municipalities in different ways, materials, defining and explaining the curriculum, rules and regulation (but not deciding the laws). Department of the school development – since the municipalities and schools need support.

Austria

CEFR/levels – how to reach the right levels?

Language learning for special needs students/revival of the portfolio for special needs students.

Widening literacy gap between children with or without migrant background.

Standardized tests, German remedial classes, 6h. per week.

Public debate, appr. 80 classes.

France (CIEP)

Mandatory from age 3. Introduced to language learning then. End of primary school (age 11), supposed to have reached level A1.

Can choose two or three languages; 1 is obligatory.

Macron: At least 2 European languages by 2024! European languages or languages of Europe?

Synchronous distance teaching not a big thing even though it is allowed.

New report by July /Chantal Manès & Alex Taylor: a mission on foreign languages

Tools and resources for FL teachers are presented, the link could be found in the ppts.

BELC/ Trainers coming from France for 1 week/recognized by France

Mandatory start of language studies?

Hungary

STAIRS.

Important to prevent early school leaving.

Teacher training programs.

Teacher programs: early language education, digital teachers, 21st century teacher, EU English.

Increasing demands from parents.

Home schooling very common, often the mothers.

Social media – mothers – volunteers – early language education course involving – rhymes, songs, working together with parents –

<https://rhymetime.hu/english/>.

How do teachers collaborate with parents?

Norway

Fagformelsen: revision of the current school curriculum

Skolverket

3 interdisciplinary subjects that every teacher needs to take into account. Core elements of the curriculum: different core elements between the different groups:

1 curriculum for all foreign languages. (not separate for i.e. Chinese)

1 curriculum – but what about the grading?

Not too reliant on the CEFR.

1st, 2nd foreign language.

Early language learning?

Offering formal education for primary school teachers to study English (within, as part of, their job).

More students than ever study foreign languages, French is getting less popular,

Genre pedagogy.

2018: special focus on digital skills.

Lecture on translanguaging: Filling the gap

Translanguaging used as a planned and systematic use of two languages to learn a topic.

Cen Williams/Ofelia Garcia. Code switching: 1+1: language as fixed codes.

Flexibility in language use. Translanguaging moves away from the view that separates languages.

The disinvention of languages: focus instead of the realities of how we use languages.

Focus of the processing of how we use languages. Flexible bilingualism.

Multiple competencies. Move away from the monolingual norms. Bilingualism as a norm. challenges language hierarchies. Not only linguistic. Social justice: allowing students to use other languages.

Pedagogical stance: flexible use of linguistic resources.

2019: Linnaeus university: translanguaging conference.

Creese and Blackledge: how teachers deliberately draw on their students' multiple linguistic resources. Humane perspectives. Safe spaces. Social justice issues.

Tip: Jenny Rosén – translanguaging spaces in educational policy

“ I think Swedish is my first language, but I don't know”

Future implications?

Translanguaging in every classroom? Questions and reflections after the lecture

Norm vs. policy. Translanguaging/multilingualism in language studies. We all do it but wish that we were doing something else? (Sam). Your study was on English – anything similar in a modern language classroom? But if the content is other languages?

Skolverket

Translanguaging in language studies? How to include the all-terrain vehicle in the knowledge requirements? Implication for the all-immersive language teaching? Practiced language policy. Assessment language policy. We assess something which only exists in school? Multilingualism as a norm? Target languages? Finland: “*All students are multilingual*”

Scotland:

Language policy. Scilt vision statement: Fairer, smarter and more successful Scotland
Scottish languages review/Cummins. Language assistants in Scotland.

Sweden:

The role and rights of minority languages.

Syllabus changes – i.e. obligatory to study a language (other than English) from grade 6.
ECML- Roadmap/Graz.

Language Leap – program for teachers. 4 planned modules, with 8 chapters each. The material will be free and on line. The teachers work according to a set model: individual preparation, group discussion and planning, trying out activities, analyzing activities.
University of Stockholm is starting up a course for those who will work as counselors to each group of teachers.

***Official dinner and social event at Strömman boat**

Friday, 8th of June

07:00-13:00 School visit to Blackeberg upper secondary school – the group got a possibility to observe several lectures in Swedish as a second language and Natural Science adapted to the different levels of learners and based on using the students` language resources - translanguaging in practice. Beside the opportunity to observe the lessons in remedial classes (the newly arrived students having different mother tongue and social backgrounds), the group has also met the headteacher and discuss the methodological and other issues with the subject teachers. The visit ended up with having a lunch at the school.

13:00 – 16:30 Group discussions

At what time do we start teaching languages and why?

- Entitlement in Scotland – the school has to offer the choice of language, but it is not obligatory for a student. Most commonly French and Spanish, Gallic and German. There is a new curriculum of excellence, possible to study the languages. Policy issues – article <http://www.meits.org/policy-papers>
- English mandatory from grade 1 (six years old), the students are entitled to N2 if needed. In grade 8 they have the options to start with the second foreign language.

Skolverket

- Hungary – English is mandatory (age of 9), the other languages in age of 14 – mandatory depending of the program. Research about importance of using foreign language during the pregnancy, effects on the children.
- France – in preschool students get introduced to languages (using signs, rhymes, songs in different languages), most common in school would be English or German (from 6 -18) and L3 starts at the age of 12. You can pick up L3 voluntary in high schools.
- Austria – first class mandatory (one-hour week), from the age of 8 even reinforcement (one more hour) – more than 90 is English but it is also possible to use minority languages. L3 is only to be added (15 %) in upper secondary school (age of 13). There are no enough teachers as it was diverged teacher training before.
- Sweden – knowledge requirements in English and Modern languages by Year 6.
- <https://www.skolverket.se/skolutveckling/forskning/amnen-omraden/it-i-skolan/elevs-anvandning/extramural-english-1.141614>
- The children are happier when they start learning the language early. Hannah recommends the article about early learning <http://www.meits.org/policy-papers/paper/learning-foreign-languages-in-primary-schools-is-younger-better>
- There are links to the latest issue of the Scottish Languages Review, which includes an article by Professor Jim Cummins on 'teaching through a multilingual lens' http://bit.ly/SLR_33 ¹ If it's only the Jim Cummins article you are after, just click on the link below (or copy and paste into your browser) and it should take you directly to it: <http://bit.ly/SLR33-Cummins>

What are our course syllabus based on? Relation to CEFR or not?

- CEFR – Sweden based on CEFR, Norway not in nowadays but the better instrument is needed. Not in Scotland, Hungary yes, France – it is all about CEFR, Austria – CEFRS. Mediation and Pre-A-1 phonetics is new.

What are political discussions regarding L2 learning in our country?

Two countries Ireland (Gallic) Malta (Maltese) – English is not an official language for any country in EU but second language of these two countries, nevertheless Ireland insist on any changes concerning official language within in EU must be done unanimously. There is a lot of political debate in Sweden concerning the mother tongue tuition. How should we understand the political statements concerning a need for Europeans to learn “two European languages”?

Planning for the next year

¹ (The link takes you to the homepage with the editorial. From there you can scroll down and download the complete issue, or alternatively, if you click on the 'Issue 33' tab you can go to the individual articles, then click on the article title you wish to read, which takes you to the abstract. From there you need to click on the link below 'related documents' NOT the title - it's a little quirk which has to do with the way our website is set up.)

Skolverket

- Steinar is going to contact Denmark and Switzerland to check what was the reason for not participating even their presence had been confirmed. He is also going to contact Polish representative as we need to know if the country is still interested in cooperation. If not, we agree that it would be important to have some country with the Slavic language represented, Nermina can help with establishing contacts with Croatia or Slovenia but first we need an answer from Poland.
- Marianne welcomes next INNLAC-meeting to be held in Hungary, two suggested dates: 3-4 June or 7-8 June 2019. As we have had a focus on translanguaging this year the next year will focus be on foreign language learning, all suggestions concerning the theme should be forwarded to Marianne. We have also briefly discussed if the meeting time should be shorter or longer and the most of us think that two days conference is suitable for the meeting purposes. Two ideas for next meeting: create a template for the country report to have a systematic about statistical data we want to have access to and to prepare a presentation containing an interesting article / articles that we would like to share with the rest of the group. Marianne has also created a Facebook-group and invited all to join to share good ideas and practices throughout the year.