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# Language and Education

## Overview and recommendations of ELC projects 1997-2015.

Milano, Italia, December 2<sup>nd</sup> 2016

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# Prelude

## General aims of the ELC working groups:

- **What:** *to look back and reflect* on previous work and recommendations related to ‘Language and Education’ in the broadest sense...
- **Aim:** *to come up with relevant new ideas* that build on these previous findings and recommendations... in order *to propose new ways to promote educational ideas* for the benefit of Europe...
- **How:** *by analysing and reinterpreting* these findings in the light of the continuing changing society that we live in...
- **Who:** *a working group constituted by interested members representing ELC member institutions...*





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# Outline

- 1. List of projects (see hand out)**
- 2. Members**
- 3. Classification**
- 4. Preliminary analyses**
- 5. Future activities**





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# Members

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Members ex officio : Manuel Célio Conceição & Wolfgang Mackiewicz





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# Members

But also:

**Letizia Cinganotto, Indire, Italy**  
**Roma Kriauciunienė, Vilnius, Lithuania**

Including the sub-group on ***Interculturalism***

**Jan ten Thije, Utrecht, the Netherlands**  
**Mike Kelly, Southampton, U.K.**  
**Estelle Meima, Groningen, the Netherlands**





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# Classification

- (1) **Strategies to promote the learning of languages:** raising awareness and enhancing motivation
- (2) Languages and the **media**
- (3) Languages for **business**
- (4) **Interpretation** and **translation**
- (5) **Regional** and **minority** languages (and **migrantion** languages)
- (6) Research into **multilingualism**

(Cf. High Level Report 2007)





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# Strategies to promote the learning of languages: raising awareness and enhancing motivation

- **LANQUA,**
- **MAGICC**
- **ENLU**
- **MOLAN**
- **INTLUNI**





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# Strategies to promote the learning of languages: raising awareness and enhancing motivation

## LANQUA

- **Quality in five academic fields:** *language learning, intercultural communication, literary and cultural study, content and language integrated learning (CLIL) and language teacher education*
- **Toolkit:** to ***encourage reflective practice***, better alignment between teaching and learning and ***to make some of these processes more explicit*** in ways that are meaningful to both internal and external stakeholders (see: <http://www.lanqua.eu/>)







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# Strategies to promote the learning of languages: raising awareness and enhancing motivation

## INTLUNI

- **Focus: the International University**
- **Purpose: “to *enhance the quality of education and research* for all students and staff, and to make a meaningful contribution to society”** (Final Report – Public Part 5-2016)



# Strategies to promote the learning of languages: raising awareness and enhancing motivation

<b>Dimension (actor)</b>	<b>Focus of activity (process)</b>	<b>Quality principles (conditions)</b>
<b>1. The institution</b>	Educational context & institutional environment	1. Providing an inclusive learning space 1.1 Providing institutional support for learning-conducive environments 1.2 Integrating students and staff in the institution
<b>2. The teacher</b>	Educational processes	2. Raising awareness about teaching and learning processes 2.1 Reflecting on teaching approaches and negotiating learning processes 2.2 Managing and leveraging diversity
<b>3. The student</b>	Educational outcomes	3. Developing one's own cultural identity and extending one's knowledge base 3.1 Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 3.2 Acquiring and applying contextual and intercultural knowledge to different cultural contexts



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# Strategies to promote the learning of languages: raising awareness and enhancing motivation

## ENLU and MOLAN

- Offer a wealth of ***examples of good practice*** for enhancing motivation including ***innovative teaching and learning practices***, through (i) language policy, (ii) cooperation (iii) integration, (iv) accreditation and (v) certification.
- A number of examples are derived from ***primary*** and ***secondary*** schools.





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# Strategies to promote the learning of languages: raising awareness and enhancing motivation

## MAGICC

- Addresses BA/MA level
- Aim: to develop **tools for international competence** as part of students' academic profile
- Results: a **conceptual framework, pedagogical scenario's, on-line tools** and **an academic e-portfolio** as an additional support tool





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# Strategies to promote the learning of languages: raising awareness and enhancing motivation

## Four preliminary recommendations

1. Importance of *motivation and raising awareness*
2. The promotion of *community action programmes*
3. Create *local/regional language learning networks comprised of schools, adult education institutions and cultural institutes* and other relevant stakeholders
4. Conduct *research on language learning by first-generation migrants* of the language of the host **society** (Cf. High Level Report 2007).





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# Languages and the media

- This issue has not been addressed by an ELC project...
- Yet, the potential of the media in “*evoking, enhancing and sustaining motivation for language learning*” (High Level Report 2007:11) **can highly be overestimated...**
- Role of the media in the public sphere: information is filtered *through national/regional parliaments and media...*



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# Languages and the media

The consequences are disastrous...

[...] this [...] explains **why many Europeans are hardly aware of the EU's political agenda and of the political agendas in other Member States**, for that matter. It is not difficult to imagine why awareness of and openness to other European cultures, and **interest in other European languages remain underdeveloped. The “democratic deficit”** and the **lack of a European identity** are major obstacles to further progress of the European project

(Cf. High Level Report 2007:13)





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# Languages and the media

A major recommendation:

To ***promote and develop edutainment programmes*** throughout Europe...

This means collaboration with a number of ***external partners...***







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# Languages for Business

## Two projects were launched: CELAN & LINQ

### ▪ CELAN

- to encourage the various interested actors in language policy to work *in a more transsectoral* way and
- to better *structure* and *organise* themselves at EU level,
- to help interested stakeholders *to formulate recommendations with a view to contributing to the development of a multilingualism policy in Europe*
- *to provide opportunities for these recommendations to be presented to the European Commission* and the Member States.
- 21 European organizations cooperated





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# Languages for Business

## Two projects were launched: CELAN & LINQ

- **LINQ** aimed at
  - the *evaluation and recognition of language qualifications*,
  - *informal linguistic* experience,
  - personal *language portfolios*,
  - *self-assessment grids*, etc.





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# Languages for Business

## Conclusions

1. There is ***no tradition*** in Europe in dealing with 'languages for business'...
2. Stakeholders are ***hardly interested*** because they ***wrongly believe*** it is too far away from their core business...
3. There is a need for ***adult training*** here...
4. All this is related to the rapidly growing field of ***economics and language policy***

cf. Gazzola & Wickström (eds) 2016. *The Economics of Language Policy*. London: MIT Press.





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# Languages for Business

## The High Level Group recommends

“The European Commission should **encourage the establishment of regional education-enterprise networks or platforms and their linking at European level**. To this end, a project or projects should be launched designed to address issues such as aims and objectives of regional networks, ways of establishing them, membership, and working modes. **The added value of European collaboration, incl. aims and activities, should be given special attention**” (High Level Report 2007:15)





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# Interpretation and translation

## OPTIMALE

- the **mapping** of translator training in Europe.
- to study **societal needs and professional requirements** and standards relevant to translator education and training.
- to **reinforce** the **economic and societal relevance** of ongoing or future translator training programmes.
- to enhance the **quality of translator trainer training**
- to **provide support for translation faculties and departments** by organizing training of trainers sessions on professionally relevant teaching and learning practices

(see <http://www.ressources.univ-rennes2.fr/service-relations-internationales/optimale/>)





# Interpretation and translation

## Remarks

- translation is ***“an indispensable means of enabling Europeans to read cultural products written in European languages they do not understand”*** (High Level Report 2007:17).
- the creation of a ***European Translation Observatory*** is recommended.
- ***underdeveloped and specific language combinations*** and programmes for ***non-European languages*** should be fostered,
- special projects for the development of programmes such as ***court translation, interpretation and community translation***, should be envisaged (cf. High Level Report 2007)



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# Interpretation and translation

The biggest success up to now has been

- the ***European Master in Conference Interpreting***
- it also serves as an ***example*** for a number of African countries...
- the driving force behind this is the honorary ELC member, ***Noël Muylle***.
- in the wake of this, efforts are undertaken in Africa ***to introduce multilingual schools following the CLIL model... using at least one local language...***





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# Regional and minority languages, including migration languages

## Europe has...

- **Standard** and **national** languages (German, Italian, Spanish,...)
- **Regional** languages (Catalan, Welsh, l'occitan,...)
- **Numerous** migration languages...
  - some of them are **more important** than others... (Arabic, Turkish,...)
  - today, **education has not found entirely satisfying answers** to the presence of these languages neither at school nor at university...







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# Regional and minority languages, including migration languages

The ELC has ***not*** addressed this issue via projects...

Often the issue is ***blurred*** by the sheer number of migration languages and this leads to the ***paralysis of the stakeholders...***

The best approach is, of course, ***a multilingual one***, whereby the dominated languages have a number of ***recognized social spheres*** in which they can flourish.

This entails that regional, minority and migration languages are ***officially recognized*** and this is in itself an important step towards their maintenance and acceptance.





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# Regional and minority languages, including migration languages

- The migration language issue has a respectable history in Europe. However, dealing with various languages, European and non-European, in education is ***anything but a solved issue.***
- Undoubtedly, the study of this phenomenon has to refer to ***the study of multilingual education and its various aspects.***
- It is clear that the field is still wide open for ***new ideas, projects and initiatives*** at a European, national and regional level but that, at the same time, ***a lot of know-how is scattered throughout Europe.***





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# Research into multilingualism

- Together with the learning of languages and all of its aspects, research into *multilingualism has been dealt with intensively...*
- The most important project has undoubtedly been **DYLAN** (Language dynamics and management of diversity / Dynamique des langues et gestion de la diversité)
- Multilingualism was studied from 4 angles: (i) *companies*, (ii) *European institutions*, (iii) *(higher) education* and (v) *transversal issues*.



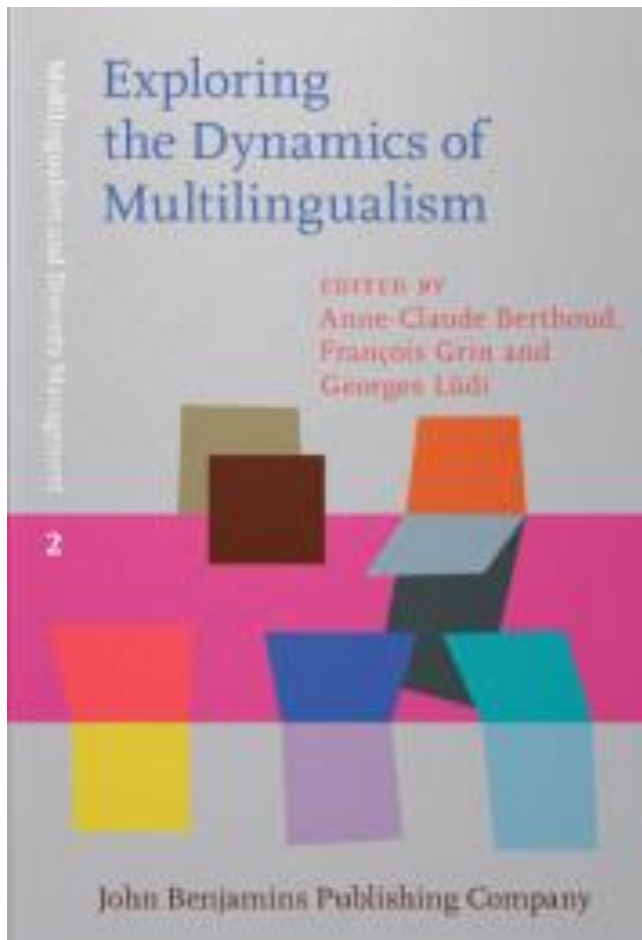


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# Research into multilingualism



**-Published in 2013**

**-19 chapters**

**-a wealth of ideas  
and approaches**

**-outline and guide  
line for future  
research to and  
views on  
multilingualism**





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# Research into multilingualism

## Six provocative ideas

1. Overcoming the notion of ***one language - one situation...***
2. Acknowledging that a dominant use of one language ***may hide the use of other languages...***
3. Viewing communication strategies as a ***panoply of options...***
4. Thinking in multidimensional terms: ***from monolingual strategies to interactional contexts*** (dominated by ***translanguaging***)...
5. Remaining aware of the distinction ***between individual plurilingualism and institutional multilingualism...***
6. Reassessing the notion of lingua franca ***as an accommodation tool in a speaker's repertoire***

(Berthoud et al. 2013:430)





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# Research into multilingualism

On the other hand the High Level Report suggests the following possible lines of approach

- Look for: ***the effectiveness of informal learning***, including (i) language learning outside formal educational settings, (ii) long term effects of language learning, (iii) language learning and emotion, (iv) ICT, (v) language biographies;
- ***Study the management of multilingualism in a variety of contexts***, hinting at, for example, (i) the impact of Europe's diversity on the transfer of knowledge, (ii) the role and limitations of English as a lingua franca; (iii) multilingual tools for language mediators, (iv) new needs in language mediation; (v) second and third generation speakers of non-European languages, (vi) the relevance of multilingualism for employability, (vii) receptive multilingualism





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# Research into multilingualism

- Study ***language and social integration***, referring to new forms of multilingualism especially among young people;
- Pay attention ***to language identity and political power***, referring to (i) Europe's history of multilingualism, (ii) the strengthening of regional and minority languages and (iii) languages as instruments of political power, including regional and minority languages.

(High level Report 2007:20-22)

## Remark

Some of these issues have been taken up by the Dylan Project and this fact refers to ***the process of continuity*** rarely found in the social and human sciences.





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# Concluding remarks and the way forward

- 
- **“Multilingualism is here to stay and has the greatest significance for the good of society and for *the well being of individuals*”** (High Level Report 2007:22-23)
- ***Motivation*** is a key aspect and it starts at elementary school...
- Language learning is vitally important ***for dialogues on all levels*** if integration is taken seriously...







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# Concluding remarks and the way forward

- **Communication** between language providers, including education institutions and enterprises *has to be promoted...*
- Changes in the Union, such as migration and globalisation leads to new requirements such as *language mediation and interlingual communication..*
- Regional and minority languages (and migration languages) *form part of Europe's diversity and its multilingual landscape.*

## **Remark**

- Some of these recommendations refer to social change...
- Change is an issue in itself...





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# Concluding remarks and the way forward

- **Inspiration** can come from many sources...
- Here I would like to refer to Jacques Delors's little known article '*Education: the necessary Utopia*' (1996)
- Herein he outlines - what he calls - seven *tensions* that he saw as *challenges for the future of education*





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# Concluding remarks and the way forward

## Delors' seven tensions:

1. *The Global vs. the local*
2. *The Universal vs. the Individual*
3. *Tradition vs. Modernity*
4. *Short vs. Long Term Views*
5. *Competition vs. Equality of Opportunity*
6. *Expansion of Knowledge vs. Capacity for Assimilation*
7. *Spiritual vs. Material*



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# Concluding remarks and the way forward

*Whatever the work group on **Language and Education** chooses to give attention to...*

***Multilingualism and multilingual education** will be part of it...*

*A quick survey of, for instance, the most successful approach to multilingual education of the past 20 years, namely CLIL shows that this approach answers Delors' challenges...*

(Van de Craen & Surmont, in print)





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# Concluding remarks and the way forward

Malcolm X is often quoted as having said. ***“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today”***

I would like to paraphrase these words:

***Multilingual education is our passport to the future, for tomorrow belongs to the people who prepare for it today.***

Today, few would disagree but the ELC has the know-how to put it into practice and to disseminate the information. ***Let’s prepare the future. Let’s do it.***





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***Grazie per l'attenzione***

***Thank you for your attention***

***Merci de votre attention***

***Ich danke Ihnen für Ihre Aufmerksamkeit***

