



Education through languages

Source, source, Quelle: Camille Leleu, collège Henri Matisse, Linselles, France, Frankreich

Content, Contenu, Inhalt

Main themes Thèmes centraux Hauptthemen	<input type="checkbox"/> multilingualism, plurilinguisme, Mehrsprachigkeit X intercultural learning, apprentissage interculturel, interkulturelles Lernen X school climate, climat scolaire, Schulklima <input type="checkbox"/> professional development, développement professionnel, fachliche Entwicklung				
Target group Groupe cible Zielgruppe	<input type="checkbox"/> primary, primaire, Grundschule	X lower sec., college, Unterstufe	<input type="checkbox"/> upper sec., lycée, Oberstufe	<input type="checkbox"/> vocational, voie professionnelle, berufsbildende Schule	<input type="checkbox"/> adult, adultes, Erwachsene
Key words Mots clefs Schlüsselwörter	- Whole-school approach, approche globale d'établissement, schulweiter Ansatz - Soft skills, compétences sociales, soziale Kompetenzen				

Concept, Concept, Konzept

- X learning and teaching, apprendre et enseigner, lernen und lehren**
- X cooperating, coopérer, zusammenarbeiten**
- X project management, gestion de projet, Projektmanagement**
- survey and interview, enquête et interview, Umfrage und Interview
- event and communication, événement et communication, Veranstaltung und Kommunikation

Format, Format, Format

- X learner's work / teacher's project, travaux d'élèves / projet pédagogique, Schülerarbeit, Unterrichtsprojekt**
- audio/video recording, enregistrement audio/video, Audio-/Videoaufnahme
- X report and analyse, compte-rendu et analyse, Bericht und Analyse**
- scheme / plan / poster, schema / plan / affiche, Schema / Plan / Poster
- test and assessment, test et évaluation, Test und Beurteilung

Relevance, Pertinence, Relevanz

Languages are at the heart of education. This is the reason why educational issues should be essential when it comes to design language learning environments.

Les langues sont au cœur de l'éducation. C'est la raison pour laquelle les questions d'éducation devraient être essentielles dans la conception d'environnements d'apprentissage des langues.

Sprachen sind das Herzstück der Bildung. Dies ist der Grund, warum Bildungsthemen bei der Gestaltung von Sprachenlernumgebungen von entscheidender Bedeutung sein sollten.

Example

SAY NO TO BULLYING – A NEW PERSPECTIVE

Collège Henri Matisse, Linselles (France)

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The team of Modern Language Teachers, in collaboration with other disciplines and everyday school life, conducted a global school project aimed at combating bullying. The projects that were conducted in the two languages studied by the students aimed to modify the looks and postures while reinforcing the respect of others and self-esteem.

All students are engaged in producing posters and videos in French and foreign languages. During the initiative of the students, we mobilised against bullying by wearing the same dress code on February 23, 2018. The families were able to discover these productions during the open days and the start of the school year.

This action has led to interdisciplinary work, strengthened teamwork, improved the school climate, relationships of trust, and increased commitment and accountability.

This project has strengthened the relationship of trust between students and the teachers involved. Reserved students dare to speak more in class.



On February 23, 2018, teachers and students mobilized against bullying.

Equipment, organisation, design

The property is located in Linselles near Lille. The small town of Linselles has been twinned for many years with the cities of Willich in Germany and Zogoré in Burkina Faso. The college hosts nearly 340 students. The essential goal is to promote student autonomy. The motto of the college Henri Matisse is "Solidarity between college students and citizens."

Status of modern languages

EOL has made it possible to articulate the numerous existing projects, to give them more meaning, more legibility, to make them thus effective. Language education is an anchor point between subjects, school life and the link with the outside world (international relations, school exchanges but also with other local actors such as the youth service of the town hall of Linselles or associations). EOL has increased synergy within the modern language teaching team.

EOL tools

The drafting of the EOL action plan allowed us to clarify the objectives, our progress and to take stock of the actions carried out while identifying new needs. The reading of the action plans of the other schools, the exchanges with the other schools and the joint seminar inspired and enriched us. The EOL matrix is guiding the work of the team.

Impact of EOL

EOL reinforced the interdisciplinary project approach and highlighted the importance of strengthening the work on transversal skills. Working in a small, dynamic and stable team also allows us to develop cross-subject approaches and communicate more.

The project "The European Union: united in diversity?" (Level project) conducted in 2016-2017 and the project "Against Bullying, another look" (global school project) conducted in 2017-2018 have greatly

strengthened trust and cooperation and improved the school climate. In both cases, the students took ownership of the projects and became actors. This has created bridges between the languages spoken in the family and the languages studied at school.

In both cases, we have enabled students to better understand how their environment works. Better understanding of the European Union, better understanding the causes and consequences of bullying and seeing the differences as a source of enrichment. Participation in the #NAH competition has shown, in the context of pedagogical sequences in modern languages, this scourge as an international problem to which we must all commit ourselves.

We find that the educational team got closer and works more in harmony. In languages, teachers meet more frequently to monitor and share projects such as a citizen workshop or a project on tolerance and integration, for example.

This work is carried out in collaboration with the parents' association and with the youth department of the city.

Sustainability

After conducting a project at class level, a global school project, the team wants to focus on speaking and writing in all disciplines. This project includes both cooperation within the team and cooperation with partners but also teacher training. Furthermore, quality indicators could help the team in this process.