Supporting the (linguistic) integration of refugees from Ukraine

3. take advantage of all the linguistic resources these learners bring with them, especially the foreign languages they have already learned or started to learn, allowing and encouraging the use of home languages.

Celebrate linguistic diversity, viewing it as an opportunity for all learners in the classroom and as a means to develop a sense of togetherness

Making diverse linguistic repertoires visible. This could also be used for a school exhibition with language portrayals of all learners;

Building on plurilingualism, key ideas and examples of activities

Multilingualism in the classroom: Practical ways of including and involving all learners and their languages in classrooms, taken from a page of Promising Practices

A toolkit developed after a 'Supporting Multilingual Classrooms' (ECML/EC Training and Consultancy) workshop in Ireland: a practical resource for primary school teachers.

Celebrating linguistic diversity: The European Day of Languages webpage - language facts, games and fun. Materials can be downloaded, for example the EDL language challenges handbook, in many languages, including Ukrainian.

Europanto (in German)- A set of activities in which the learners are invited to use a mix of European languages in a playful way. in French: Parlez-vous Europanto,

An opportunity to learn about languages: A downloadable book to be used in class for learning about and valuing all European languages: Welcome to a journey through Europe's languages!

The project team

Peter Brown, Italy (Eaquals)

Pille Põiklik, Estonia (ECML Governing Board)

Bernd Rüschoff, Germany (AILA)

Christine Lechner, Austria (ECML ARC project)

Richard Rossner, France (Eaquals)

Frank Heyworth, Switzerland

Katarina Vukšić
ECML

The future of language education in the light of Covid
Lessons learned and ways forward

Proposed outputs of the initiative

A record of teachers' experiences of language teaching during the pandemic

A collection of learners' opinions of the experience of language learning during lockdown

Approaches to rethinking language education in the light of the experiences of the pandemic

A publication including a guide to successful practices during the pandemic that can be applied in "normal" times

The phases of the initiative

Survey February 2021 ✓

Webinar April 2021 ✓

2 Think tanks May and September 2021 ✓

21 Case studies – practice examples ✓

Colloquium December 2021 ✓

Learners' voices: piloting ✓ WEBINAR May 2022

Gathering learners' voices - May-June 2022

Analysis of learners' views

Enlarged ECML Bureau Meeting Oct. 2022

Present & publish results December 2022

What has been done so far?

1. The first survey with 1735 respondents

- General analysis of the results of the survey and a follow-up analysis of specific features
- Selection of some of the most illuminating contributions to the open-ended questions
- Summary of the results

2. A first webinar where the results of the survey were presented, and a website for the Initiative launched
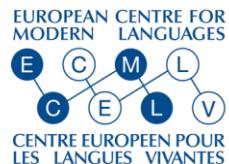
3. Two think tanks

- Further interpretation of the results of the survey
- Prioritised list of issues to be faced in language education
- Discussion of how to make the positive results and good practice available to the ECML

4. Case studies submitted by 21 teachers in 11 countries

5. A leaflet and a colloquium, also featuring teachers' voices in the form of case study presentations

What can you access?

- Summary of the findings of the initial Survey

- Webinar "The future of language education – learning lessons from the pandemic" (April 2021)

- Colloquium "The future of language education in the light of Covid Lessons learned and ways forward" (December 2021)

- Case studies by teachers on their professional experiences during the pandemic

- Leaflet "Towards a Guide to Language Education in pandemic times and beyond"

A quick look at the leaflet

- 6 key areas were defined for development in the guide based also on the points raised in the two think tanks

- Contains comments made by teachers in the open-ended questions in the first survey

- The guide will attempt to answer the question:

  How can language education meet present and future challenges?

Towards a Guide to Language Education in pandemic times and beyond

The future of language education in the light of Covid
Lessons learned and ways forward
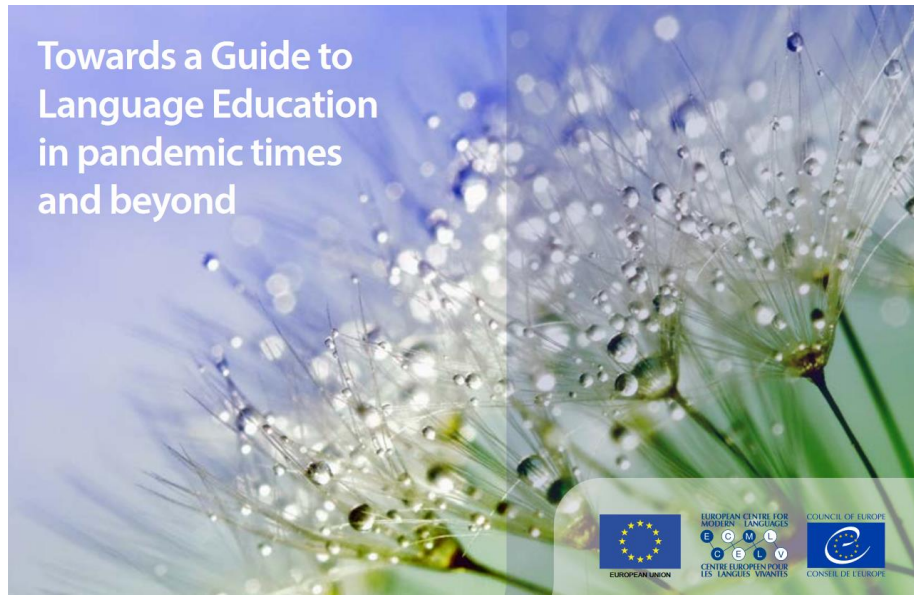
The challenges of the pandemic, of coping with remote learning and teaching, and with social distancing have led schools and teachers to develop new skills and resources. A positive outcome of the experience is that language educators are rethinking their practice and applying some of the lessons learned to "normal" practice.

Providing technology and using it equitably

* access for all

* reliability, visibility

* digital literacy training

* coping with fatigue

Supporting learners and favouring their autonomy

* promoting "educational literacy"

* encouraging teamwork

* leaving no-one behind

Supporting teachers

* developing strategies for coping with new challenges

* targeted training

* caring for teachers' wellbeing

How can language education meet present and future challenges?

Exploiting the advantages of online materials

* flexibility

* variety and individualisation
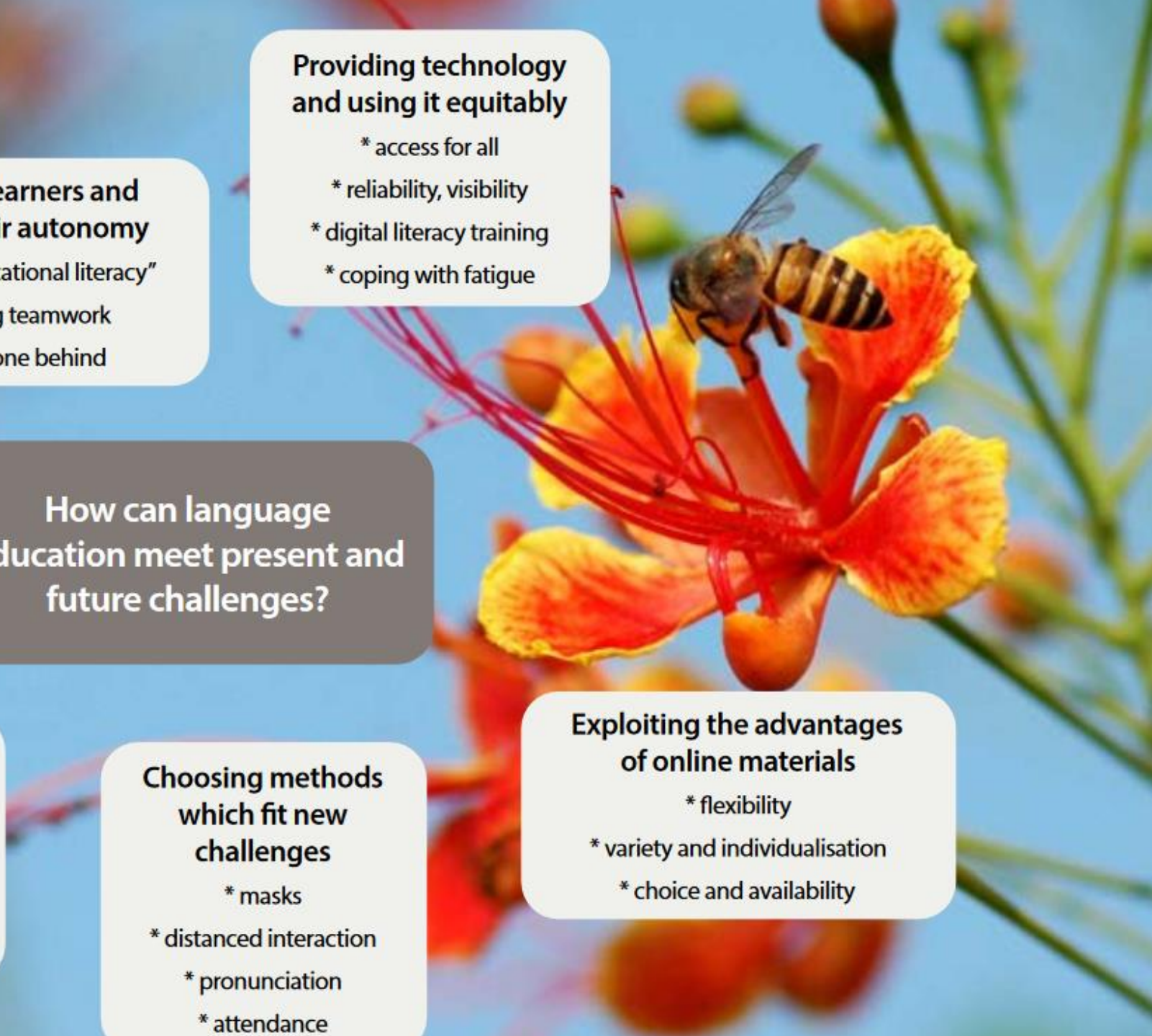
* choice and availability

Adapting assessment

* more formative, continuous assessment

* online testing

* self & peer assessment

* more individualised feedback

Choosing methods which fit new challenges

* masks

* distanced interaction

* pronunciation

* attendance

Support for learners

For many learners, especially those who may for a variety of reasons be at risk, the Covid pandemic has been a difficult time. How can we support learners, maintain their motivation and help them to catch up on lost learning?

We need to

- find ways of making sure all learners are included in lessons
- propose activities which encourage social contact among learners
- identify means of compensating for loss of learning, especially for young learners and disadvantaged learners
- develop approaches and resources for supporting marginalised groups (e.g migrants)
- ensure that more well-developed resources for such groups are available in a range of different languages
- create a social environment online that brings together students who haven't met each other personally, thus helping socialize online
- include students the in decision-making: they are sometimes faster with technology and can provide ideas for using it effectively.

A major challenge

"I believe that we haven't started to touch the surface of the long-term effects this pandemic will have. Language learning is also about communication and this has been lost. All the important learning that comes from playing with peers has gone. There are children that no longer speak, children with parents that no longer have jobs, children suffering more abuse than they ever did before as parents are at home. I feel strongly that these issues need to be addressed."

We need learners' voices to complete the picture

The rationale for the project - learners

Priority 1: we want to collect learners´ opinions about the educational effects of the pandemic, during and now

- **Secondary school** range 10-19

- Why secondary?
  - Most difficult to reach
  - Possibly most impacted
  - Possibly most to say

- More than just a barometer of well-being

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The rationale for the project - teachers

Priority 2: we also want to listen carefully to teachers' latest views

- Is the pandemic **still affecting you**?
    - Has **anything changed** in your language teaching practice?
    - If so, what and by how much?

- Thus related to the previous survey – now **a longitudinal study**
    - Do you still have the same opinions as previously?

- **Eliciting and listening to your feedback** - what do you think of this survey, the materials provided, the lesson plans & timings, and the learners' outcomes?

Priority 3: to provide much more than yet another survey

- **2 parts**, the teacher's survey and a separate learners' survey – envisaged as groups or classes

- The **learners' survey as an outcome of language classroom activities**, real-world and action-oriented – fully communicative, CEFR-linked

- **Full support and materials** – inc. lesson plans - for the teachers

- **Flexible classroom approaches** to cater for differing contexts

Post-survey support – a Padlet where teachers / learners can upload thoughts & reflections, class photos, short audio & video clips, class summary reports, ideas & proposals, ….
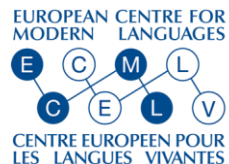
The future of language education in the light of Covid
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The rationale for the project – washback

In addition to our top 3 priorites

Washback - desiderata

- **Empowering learners and teachers**
  - Giving learners **agency**
  - **Real-world** topic(s) with real-world relevance
  - **Authentic** (and can be authenticated)
- **Encouraging reflective practice**
- **Fostering democratic citizenship**
- **Creating a community & staying in touch**

The pilot study confirmed these were realistic and achievable goals
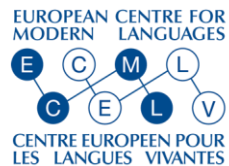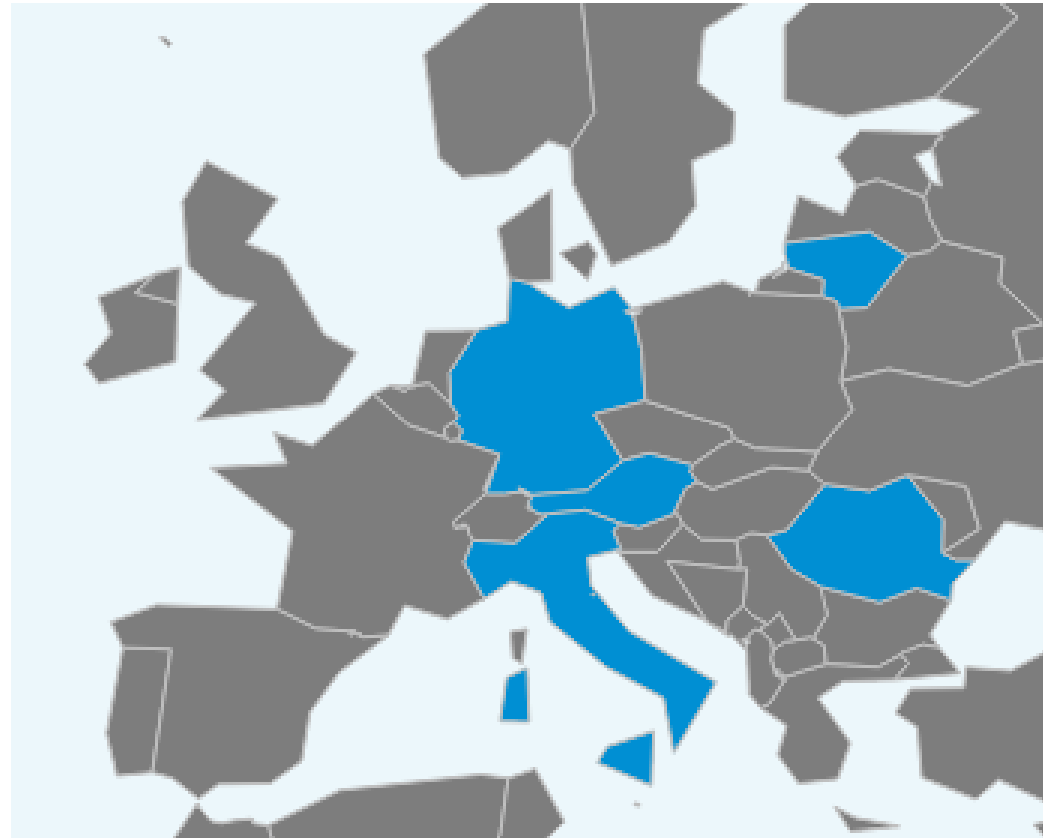
The rationale for the project – pilot study

Proof of concept – testing and confirming the architecture

- A **two-week pilot study** was carried out, using both T + L surveys

- **Results** allowed us to
  - Confirm that our **innovative approach did generate** the learners voices
  - Confirm the arhitecture and **fine-tune the questions**

- **Positive-to-enthusiastic responses** from our volunteers:

- **14 teachers with 23 classes, one focus group**

- From **five member states**

- Who provided **voices from 276 learners**

Pilot study - Response distribution

The rationale for the project – next steps

The new 2-part survey **is open from Wednesday 18th May – Sunday 26th June** | for teachers and learners

- Much **shorter than the 2021 original** (just principal 12 questions)

- Should take **roughly 20 minutes to complete** (av. 17 minutes in pilot)

- Available **in EN and FR** (to come)

- Each participating **teacher & class** will receive a **Certificate of Participation** signed by the Director of the ECML on behalf of the Council of Europe and the European Comission

'Thank you' from the whole project team

The past is never dead.
It's not even past.

William Faulkner

Collecting Learners' Voices
A qualitative approach

ECML /EC two-part survey 18 May-26 June 2022

Bernd Rüschoff, AILA

A qualitative approach!

Learne
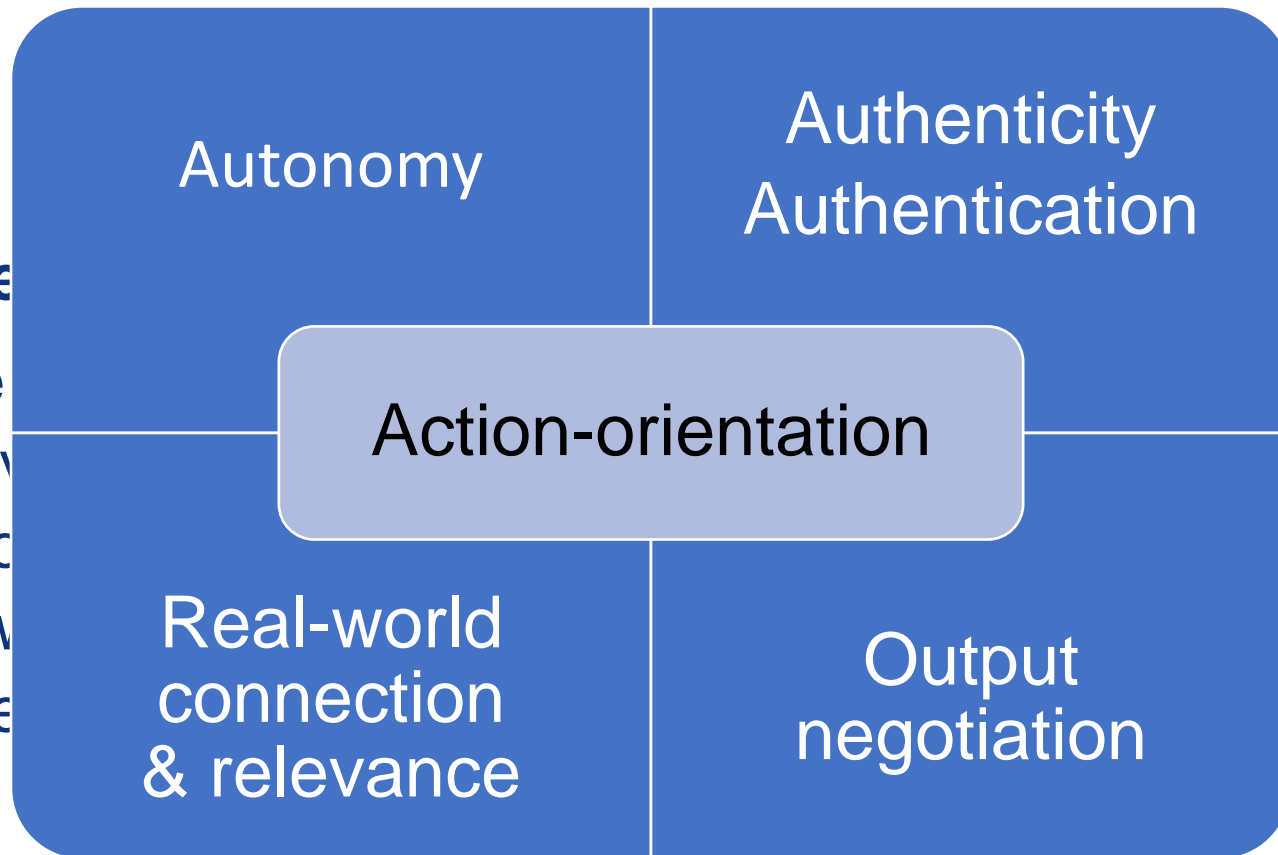
… are   owledges, of

cognitiv   and to make

their   doing so –

empow   feelings and

experie

Autonomy

Authenticity
Authentication

Action-orientation

Real-world
connection
& relevance

Output
negotiation

A qualitative approach!

- Collection of learners' voices is embedded in a classroom project that provides a framework for learners to reflect their experiences, express their views in open, collaboratively produced output.

- Open questions progress from expressing general opinions on dislikes and likes concerning what learners experienced to voicing more concrete opinions as to what learners considered helpful or not helpful in support of their learning during the pandemic.

- Part 3 offers a list of prompts intended to initiate writing an "opinion piece"on ***one prompt/issue*** that the learners choose, depending on which one they can most relate to or feel most inclined to write about.

- Depending on the context, the class(es) involved, level of competence etc., we offer a framework that allows for various options of organizing this project into an action-oriented, task-based teaching unit.

A qualitative approach – empirically grounded!

... dn't enjoy learning at home as we very often were distracted by our family members or by other gadgets like ou ...

... use we could not concentrate on studying and were distracted more easily, for example, by computer games. Besi ...

... tion and real practice. Some students were easily distracted while learning at home. 120997667 we agree that n ...

... e we could be alone in our room and there were no distracting noises. We could concentrate better and give ours ...

... r, family members were at home and we were easily distracted. Barking dogs and other different noises surround ...

... nd the lesson when there are a lot of things that distract us at home, for example, the phone or the compute ...

... e computer. It is difficult to focus when you get distracted easily by your surroundings. Whereas in class, we ...

... our surroundings. Whereas in class, we cannot get distracted by phones or computers. 121125281 We all like fa ...

... enjoy remote learning Less motivation and getting distracted Less connections and being alone lead to less mot ...

... ated as we were in school, because we were easily distracted by other people and other activities came to our ...

... to learn in an environment with so many things to distract you makes it worse. All these aspects show why it ...

... gger variety of tasks, which is perfect. Also, no distractions during the lessons would help to study properly a ...

Total No. of N-Gram Types 1804   **Total No. of N-Gram Tokens** 1896

Rank	Freq	Range	N-gram
132	1	1	learn for
133	1	1	learn for us
134	1	1	learn for us and
135	1	1	learn for us and develop
136	1	1	learn for us and develop the
137	1	1	learn for us and develop the skills
138	1	1	learn for us and develop the skills which
139	1	1	learn for us and develop the skills which we
140	1	1	learn for us and develop the skills which we ourselves
141	1	1	learn for us and develop the skills which we ourselves have
142	1	1	learn for us and develop the skills which we ourselves have to
143	1	1	learn for us and develop the skills which we ourselves have to develop
144	1	1	learn from home
145	1	1	learn from home because
146	1	1	learn from home because we
147	1	1	learn from home because we could
148	1	1	learn from home because we could not
149	1	1	learn from home because we could not concentrate
150	1	1	learn from home because we could not concentrate on
151	1	1	learn from home because we could not concentrate on studying
152	1	1	learn from home because we could not concentrate on studying and
153	1	1	learn from home because we could not concentrate on studying and were
154	1	1	learn from home because we could not concentrate on studying and were distracted

A qualitative approach – giving learners a voice!

Now that we have gotten used to the hybrid way of learning, we see that both face-to-face and remote learning can be successfully combined. We would not like to work from home all the time, but one day a week would be great.

The future of language education in the light of Covid
Lessons learned and ways forward

Collecting Learners' Voices
A closer look at the questions

ECML /EC two-part survey 18 May-26 June 2022

Christine Lechner, ECML ARC Project

The future of language education in the light of Covid
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Learners questionnaire: general dislikes and likes about the pandemic

In general educational terms

1. **What did you dislike during the pandemic** ? Mention first what the class disliked the most, then, if necessary, anything else you all disliked (no more than 60 words in each box).

What we <u>disliked</u> most: *

[   ]

Something else we <u>disliked:</u>

[   ]

2. **What did you like**? Mention first what the class liked the most, then, if necessary, anything else you all liked (no more than 60 words in each box).

What we <u>liked</u> most*:

[   ]

Something else we liked:

[   ]

The questionnaire for learners: what didn't help/ helped your language learning?

Specifically regarding your <u>language learning experiences</u> during the pandemic

3. Think about the language learning activities, tasks and exercises that you did during the pandemic. **Which did NOT help you to learn?** (no more than 60 words in each box)

This class activity did NOT help us learn the language*:

Another class activity which did NOT help us learn the language:

Another class activity did which NOT help us learn the language:

4. Which language learning activities, tasks and exercises **helped you to learn and would be helpful in the future?** (no more than 60 words in each box)

This language learning activity/task/exercise really helped us to learn and would be useful in the future*:

This class activity also helped us learn the language:

This class activity also helped us learn the language:

Learners' questionnaire: information about the class activities

5. **Which activity or activities did your class choose for this project*?**
- Discussion in small groups
- Individual work
- Class debate
- Poster
- Padlet
- other – what? _____

6. **Which of the following statements did you choose for your class discussion or debate? * (you can choose more than one)**

a. With remote learning I don't feel as motivated and don't work as hard as in face-to-face lessons. I do better when I'm in normal lessons

b. With remote learning it was sometimes difficult to understand the content and know how to really learn it.

c. The most difficult part of learning remotely was being isolated from my classmates and teachers.

d. My classmates supported me during lockdowns - checking up on me and staying in touch virtually.

e. My teachers/my family were really supportive and helpful during lockdowns.

f. Access to technology and/or the way the technology worked was a real challenge

g. etc. (7 more options)

7. Our point of view after our discussion about language learning during the pandemic and afterwards – **this is the opinion of most people in the class** * (maximum 1000 words)

8. **Some of us had a different opinion** about language learning during the pandemic and afterward (maximum 1000 words)

9. What do you think of the class activity/activities or task(s) you did to prepare your answers to questions 1 to 8*?

|	Strongly Disagree	Disagree	No opinion	Agree	Strongly Agree
We liked the activity/activities	❑	❑	❑	❑	❑
We found it/them useful	❑	❑	❑	❑	❑
It/they helped us express our opinions	❑	❑	❑	❑	❑
We learned some new language while doing the activity/activities	❑	❑	❑	❑	❑
We learned something about working and learning together and individually from the activity/ activities	❑	❑	❑	❑	❑

10. What would you like to see change, if anything, in language education? Message for the future –
My class / group would like to share this message with other language learners in Europe.

11. Is there anything you'd like to add or share with us about your language learning experiences during the pandemic? You have a voice, and you can use it and we'd like to hear it.

The teachers' questionnaire (15-20 minutes)

Questions about:

- the class or classes that were involved in the learners' voices project

- the teachers' contexts and roles

- their experience of language teaching during the pandemic

- changes in their practice since the pandemic

- what they have learned from the experience, and the likely impact of the pandemic on their language teaching in the future

- their view on positive aspects and challenges of teaching during the pandemic

- What their class(es) did as part of the project and the teachers' views of it.
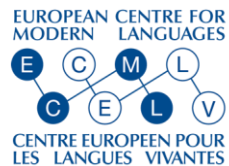
Any questions about the project?

Collecting Learners' Voices
What next?

ECML /EC two-part survey 18 May-26 June 2022

Richard Rossner, Eaquals

The future of language education in the light of Covid
Lessons learned and ways forward

What now needs to be done?

The next steps

1. With your help, collection of many more learners' opinions and preferences from classes learning English and French in a wide range of countries
   - Dates: from 18th May (tomorrow) to 26th June 2022
   - After classwork, completing the questionnaires takes only 15-20 minutes
   - Teachers are invited to include information about whether and, if so, how language education has changed since returning to face-to-face teaching
   - **To participate in the project, sign up today on the ECML website.**
2. Award of ECML certificates to teachers and classes who participate in the project (June-July)
3. Reviewing and analysing the outcomes and discussing the results with the ECML Governing Board (August-October)
4. Incorporating learners' voices and the results of the survey and consultations in 2021 and 2022 in guidelines on good practice (September-November)
5. Publication and presentation of recommendations and guidelines at a final meeting in December.

The future of language education in the light of Covid
Lessons learned and ways forward

The initiative explores how the ongoing Covid pandemic has affected language education, and looks at ways in which the skills and insights gained may bring about beneficial lasting changes in the teaching and learning of languages.

| OVERVIEW | RESOURCES | COLLOQUIUM | TEAM | LINKS |

Shortcut: https://www.ecml.at/thefutureoflanguageeducation

Background

Since the beginning of the Covid pandemic in early 2020, language education, like all education, has changed markedly as new ways have had to be found to ensure that teaching and learning can continue.

Within the framework of a cooperation action with the European Commission, the ECML and the organisations that are members of its Professional Network Forum decided to organise a series of events to take stock of the challenges and opportunities that the pandemic has presented for language education. The initial

Register for the Collecting learners' voices survey
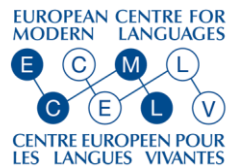
Name:

Surname:

Email:

Send

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Questions and comments