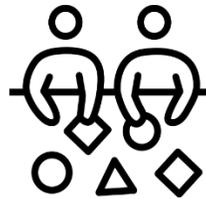


# How to design language learning environments



EOL workshop for Montenegro

7th May 2022



Workshop : **Finding out how to design language learning environments** (45 minutes)

Everyone has his own definition of a “learning environment”. This workshop intends to give participants some keys to identify and design learning environments where modern languages can flourish.



# What does **E.O.L.** stand for?

## DEVELOPMENT

« Environnements d'apprentissage Optimisés pour et par les Langues »

“Learning environments where modern languages flourish”

“Fremdsprachenfreundliche Lernumgebungen”

MANAGEMENT

USERS

[www.ecml.at/learningenvironments/](http://www.ecml.at/learningenvironments/)



# Can you identify the role of language in education?



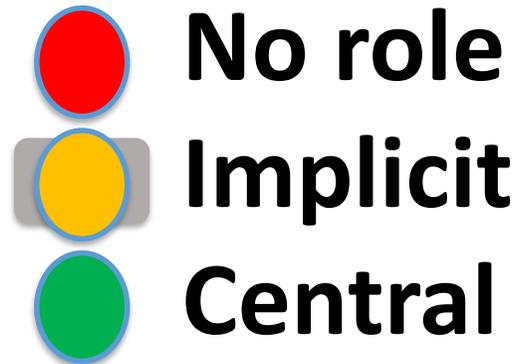
**A. School exchange program,  
Belgium & The Netherlands**



**B. Tablets in climbing course,  
France**



**C. Cross generations learning,  
Germany**



**D. Chemistry course at  
Genova university, Italy**



**E. Plurilingual vocational  
contest in Austria**



## How to define “learning environments: Words most teachers associate with a “learning environment”





## How to define “learning environments

"Learning environment refers to the **diverse physical locations, contexts**, and **cultures** in which **students** learn. [...]

The term also encompasses the **culture of a school or class** – its presiding ethos and characteristics, including how individuals interact with and treat one another – as well as the ways in which **teachers** may organize an educational setting to facilitate learning..."

Cf. The Glossary of Education Reform, 2013, <http://edglossary.org/learningenvironment/2>.

### **CULTURE**

- Values, content, events, attitudes, etc.

### **STRUCTURE**

- Material, equipment, schedule, levels, etc.

### **PEOPLE**

- Empowering people, i.e. considering learners as social actors



## How to define “learning environments

### Culture

The content of the exhibition is related to modern language classes.

### People

Students guide tourists in their own languages through the city and the museum.



### Structure

A partnership between the school and the museum gives students the availability to be at the museum once a week.

2



# How to define “learning environments



PEOPLE?



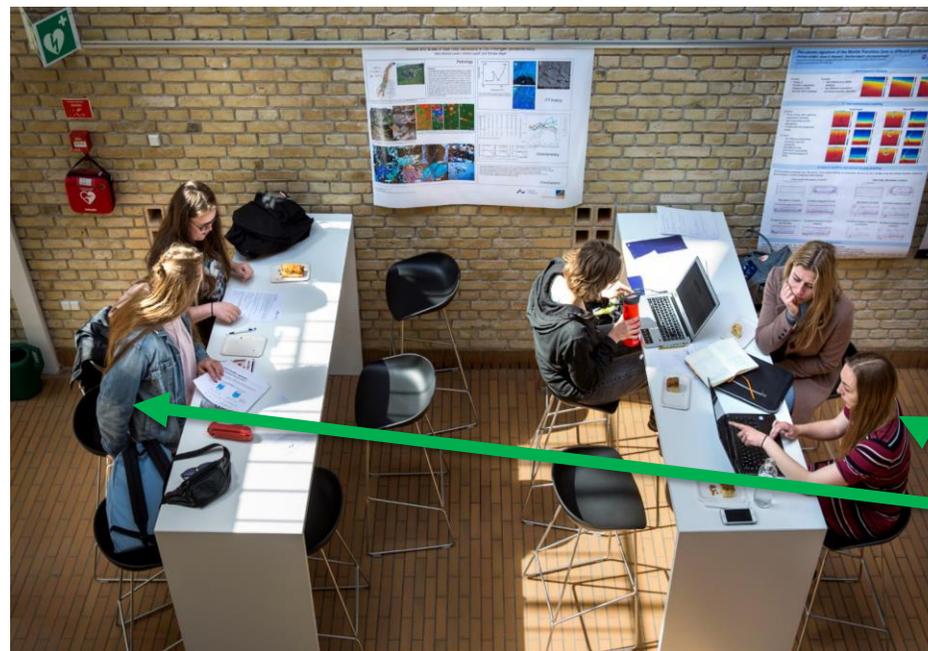
2



# How to define “learning environments



## STRUCTURES ?



P: Students





# How to define "learning environments"

**S:** Laptop, furniture, space, time

**CULTURE?**



**P:** Students





# How to define "learning environments"

**S:** Laptop, furniture, space, time

**C:** Læsegruppe



**P:** Students

**CULTURE**  
**STRUCTURES**  
**PEOPLE**





## How to define “learning environments



**Observing biodiversity: revegetation of the facade** Gentofte skole, Hovedstaden, Denmark



**School in the forest: fostering cohesion between bicultural pupils** Dobrovnik, Slovenia



**Motivation is the key, also to pass certifications in languages** Haugenstua skole, Oslo – Norway



**Digital grammar lesson** Frederikshavn Gymnasium, Denmark



**Plurilingual flashmob: having a common expression on climate change** Lycée, H. Avril, Lamballe, France



**Fostering inclusion on tandems: sports and citizenship building** Collège L. Dussaigne, Jonzac, France



**Learning how to write English** South Sudan, Harry K. Kuchah, Bath University – UK



**Learning English with class mascots**, Evangelia Karagianni, primary school, Greece



# What is important when designing a language learning space?

1. An **agile** space for personalized learning
2. A **functional user friendly** space to circulate and interact
3. An **inviting** space to motivate students
4. An **immersive** learning environment
5. A **fully equipped** learning space
6. A **virtual** learning space that can be used outside school
7. A **self-managed** space where students can meet
8. An **open** space that supports experimental approaches
9. ...



# EOL Learning environments where modern languages flourish

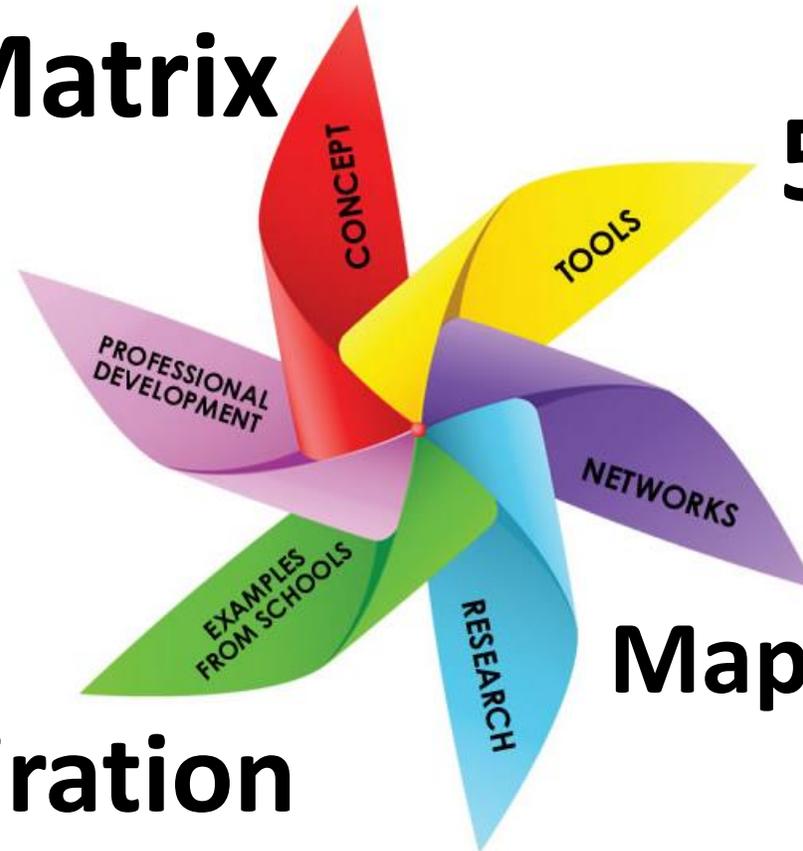


As an individual teacher, headteacher, or perhaps together with all your colleagues, would you like to create an environment where languages are at the very heart of learning and teaching? The EOL website presents holistic pathways for individual classes and for schools to set up learning environments which can release educational potential, for and through languages.



## Matrix

## 52 tools



## Map of partner schools

## Concrete inspiration

www.ecml.at  
→ ECML-Programme  
→ Programme 2016-2019



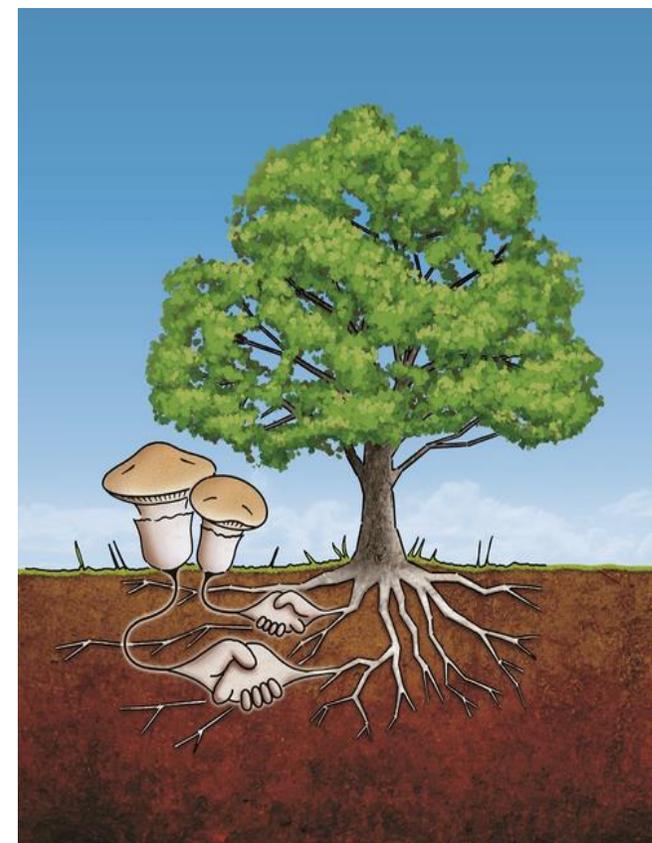
Learning environments  
where foreign languages  
flourish



## Why using a symbiotic method?

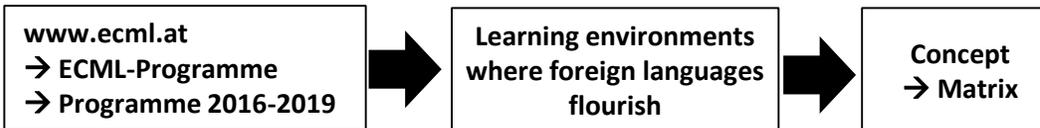
### SYMBIOSIS

*Sym* means **together**, *Bios* means **life**:  
can we **live together** &  
**find new solutions together?**





## Developping a holistic approach



	<b>NANO: learner</b>	<b>MICRO: class</b>	<b>MESO: school</b>	<b>MACRO: system</b>
<b>1. Language and languages</b>	<b>1.1. Supporting language skills</b>	<b>1.2. Strengthening communicative skills</b>	<b>1.3. Setting up school communication policy</b>	<b>1.4. Fostering global language awareness</b>
<b>2. Valuing languages</b>	<b>2.1. Sensitizing learners towards languages</b>	<b>2.2. Evaluating and assessing</b>	<b>2.3. Setting up a whole-school language policy</b>	<b>2.4. Ensuring and widening language diversity</b>
<b>3. Interculturality</b>	<b>3.1. Learning with others</b>	<b>3.2. Implementing a sensitive approach to languages and cultures</b>	<b>3.3. Developing international networks</b>	<b>3.4. Enhancing interconnections for inclusion</b>
<b>4. Enriching curricula</b>	<b>4.1. Valorizing language biographies and repertoires</b>	<b>4.2. Teaching languages for learning – interdisciplinarity</b>	<b>4.3. Ensuring cross curricular continuity</b>	<b>4.4. Promoting collective intelligence</b>
<b>5. Everyday languages</b>	<b>5.1. Enriching language repertoires</b>	<b>5.2. Using all learning fields</b>	<b>5.3. Exploring linguistic landscape</b>	<b>5.4. Building multilingual environment</b>

<https://www.ecml.at/ECML-Programme/Programme2016-2019/Learningenvironmentswhereforeignlanguagesflourish/Concept/Matrix/tabid/4259/language/en-GB/Default.aspx>



## How to formulate a challenge?

1. Start with a **priority**
2. Identify the **strength** that could help you
3. Combine in your **formulation**

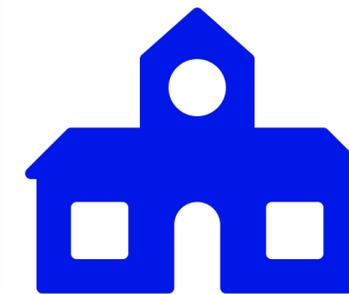
	NANO: learner	MICRO: class	MESO: school	MACRO: system
<b>1. Language and languages</b>	1.1. Supporting language skills	<b>1.2. Strengthening communicative skills</b>	1.3. Setting up school communication policy	1.4. Fostering global language awareness
<b>2. Valuing languages</b>	2.1. Sensitizing learners towards languages	2.2. Evaluating and assessing	2.3. Setting up a whole-school language policy	2.4. Widening language diversity
<b>3. Interculturality</b>	3.1. Learning with others	3.2. Implementing a sensitive approach	3.3. Developing international networks	3.4. Enhancing interconnections for inclusion
<b>4. Enriching curricula</b>	4.1. Valorizing language biographies & repertoires	<b>4.2. Promoting cross-subject approaches</b>	4.3. Ensuring cross-curricular continuity	4.4. Promoting collective intelligence
<b>5. Everyday languages</b>	5.1. Enriching language repertoires	5.2. Using all learning fields	5.3. Exploring linguistic landscape	5.4. Building multilingual environment

**Fostering oracy by implementing cross-subject approaches**  
*How to use science slam and drama to promote talkative skills?*

### Take 10@10!



**...for the planet**



**DFG Gymnasium  
 in Freiburg in Breisgau, Germany**



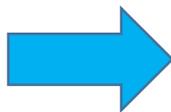
## How to formulate a challenge?

1. Start with a **priority**
2. Identify the **strength** that could help you
3. Combine in your **formulation**

	NANO: learner	MICRO: class	MESO: school	MACRO: system
<b>1. Language and languages</b>	1.1. Supporting language skills	1.2. Strengthening communicative skills	1.3. Setting up school communication policy	1.4. Fostering global language awareness
<b>2. Valuing languages</b>	2.1. Sensitizing learners towards languages	2.2. Evaluating and assessing	2.3. Setting up a whole-school language policy	2.4. Widening language diversity
<b>3. Interculturality</b>	3.1. Learning with others	3.2. Implementing a sensitive approach	3.3. Developing international networks	3.4. Enhancing interconnections for inclusion
<b>4. Enriching curricula</b>	4.1. Valorizing language biographies & repertoires	4.2. Promoting cross-subject approaches	4.3. Ensuring cross-curricular continuity	4.4. Promoting collective intelligence
<b>5. Everyday languages</b>	5.1. Enriching language repertoires	5.2. Using all learning fields	5.3. Exploring linguistic landscape	5.4. Building multilingual environment

### Developing international partnerships for school orientation

*How can language learning and mobility contribute to school orientation?*



**Finnvedens gymnasium  
in Värnamo, Sweden**

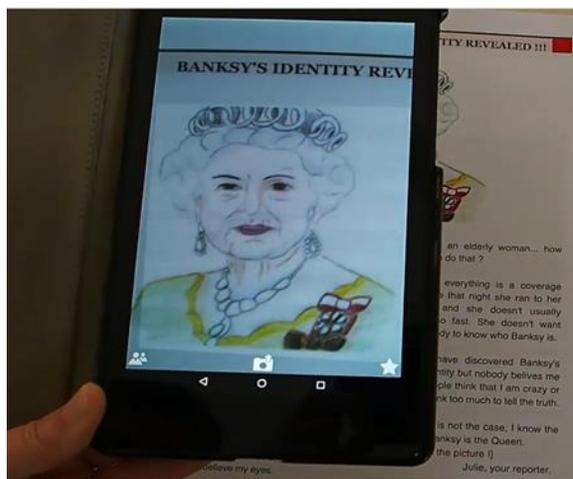
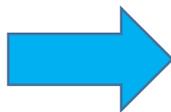


## How to formulate a challenge?

1. Start with a **priority**
2. Identify the **strength** that could help you
3. Combine in your **formulation**

	NANO: learner	MICRO: class	MESO: school	MACRO: system
1. Language and languages	1.1. Supporting language skills	1.2. Strengthening communicative skills	1.3. Setting up school communication policy	1.4. Fostering global language awareness
2. Valuing languages	2.1. Sensitizing learners towards languages	2.2. Evaluating and assessing	2.3. Setting up a whole-school language policy	2.4. Widening language diversity
3. Interculturality	3.1. Learning with others	3.2. Implementing a sensitive approach	3.3. Developing international networks	3.4. Enhancing interconnections for inclusion
4. Enriching curricula	4.1. Valorizing language biographies & repertoires	4.2. Promoting cross-subject approaches	4.3. Ensuring cross-curricular continuity	4.4. Promoting collective intelligence
5. Everyday languages	5.1. Enriching language repertoires	5.2. Using all learning fields	5.3. Exploring linguistic landscape	5.4. Building multilingual environment

Supporting sociolinguistic skills with innovative approaches  
 How to use digital tools and serious games to foster learner's autonomy?



Collège Jean Moulin  
in Berck, France



# Working on virtual school profiles

www.ecml.at  
→ ECML-Programme  
→ Programme 2016-2019

Learning environments  
where foreign languages  
flourish

Concept  
→ Matrix



1. Choose a school profile.
2. Identify strengths & priorities
3. Formulate a challenge

## PROFILE A



## PROFILE B



<b>Population</b>		<b>Lower &amp; upper secondary</b> school located in a suburban area of a <b>capital city</b> . High income population with a wide range of nationalities. 2000 students.	<b>Upper secondary</b> school located in a <b>rural area</b> . Lower income population. 700 students.
<b>Aims</b>		<b>Key purposes:</b> school career guidance; dealing with parental high expectation <b>Main challenges:</b> valuing human rights & cultural diversity	<b>Key purposes:</b> school career guidance; making students more ambitious <b>Main challenges:</b> Valuing democracy and supporting openness to cultural otherness
<b>Offer</b>		<b>Language offer:</b> Immersive approach of 3 FL ; international baccalaureate <b>Educational offer:</b> international exams; political studies, economy, finance, law, <b>International mobility &amp; partnerships:</b> an international network of universities	<b>Language offer:</b> Students learn 1 or 2 FL; CLIL; language certificates and contests <b>Educational offer:</b> Theater class; Erasmus+ project on ecology; Model United Nations <b>International mobility &amp; partnerships:</b> Exchange projects within an int. school network
<b>Opportunities</b>		<b>Equipment:</b> all students have a laptop, a smartphone and a tablet <b>Local environment &amp; networks:</b> Universities & research centers ; international firms	<b>Equipment:</b> Three computer rooms; low energy building; large theater room <b>Local environment &amp; networks:</b> regional nature park; label protected agricultural products



## Working on your school

1. Think about your school
2. Identify strengths & priorities
3. Formulate a challenge

<b>Population</b>		?
<b>Aims</b>		Key purposes: ? Main challenges: ?
<b>Offer</b>		Language offer: ? Educational offer: ? International mobility & partnerships: ?
<b>Opportunities</b>		Equipment: ? Local environment & networks: ?



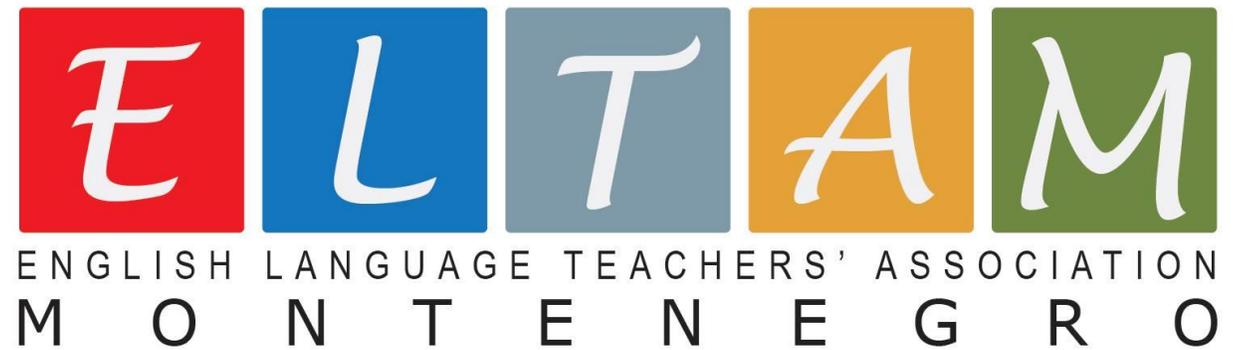
## How about your context? What could be the next step for you?

Here are 10 inspirational projects. Which one would you like to implement in your school?

<p><b>1</b></p> 	<p><b>Set up an intercultural café</b> A <b>self-managed</b> cafeteria where students can learn how to create a <b>multicultural space</b>, debate in various languages, invite artists &amp; partners, cook together, etc.</p>	<p><b>6</b></p> 	<p><b>Create a magic moment in FL class</b> Work with the chemistry teacher and invent with the learners a story around a <b>chemical experience</b> in order to <b>tell a story</b> using chemical propriety in a magic show.</p>
<p><b>2</b></p> 	<p><b>Develop an immersive travel experience</b> A 360 degrees display and hologram technics offers students an <b>immersive</b> experience. Why not working with tourist agencies to make students travel virtually <b>inside</b> various countries in Europe &amp; the World.</p>	<p><b>7</b></p> 	<p><b>Transform your school in a fablab</b> An <b>open</b> space <b>that supports</b> collaborative learning, critical thinking, experimental approaches and encourages students, teachers and parents to use their own intercultural experience to overcome complex tasks with online tools, robots, artificial intelligence, etc</p>
<p><b>3</b></p> 	<p><b>Set up a rucksack library</b> Students bring home a backpack containing books. They <b>choose</b> one they would like to read and replace it with one of their <b>own books</b>. They then bring the backpack to school so that it can be handed over to another student.</p>	<p><b>8</b></p> 	<p><b>Tales around the olive tree</b> In this school, which welcomes an audience of great cultural diversity, the feast of the olive tree has created <b>bridges</b> between cultures. The celebration of this "<b>transcultural</b>" <b>event</b> has strengthened the partnership between parents and the school.</p>
<p><b>4</b></p> 	<p><b>Set up a dictogloss</b> The principle of the dictogloss is to read a <b>short story</b> several times to the students and ask them to <b>report</b> it in groups from their notes. Process validation is the ability of students to mediate the initial content from individual note taking and collective content negotiation.</p>	<p><b>9</b></p> 	<p><b>Take your students on a river biography</b> Describe the river's biography <b>following</b> the course of the river. From the source till the estuary use all <b>opportunities</b> to enhance intercultural aspects. Rivers have so much to tell...</p>
<p><b>5</b></p> 	<p><b>Set up an international gaming space</b> Design a room where students can play <b>interactive video games</b> with partners abroad. Entering the room means <b>using</b> at least two different languages and learning when it's time to stop playing</p>	<p><b>10</b></p> 	<p><b>Alphabet book</b> Each student <b>draws up</b> a <b>list of words</b> and expressions in at least two languages (language of schooling, family languages, foreign or regional languages, etc., which they use at school (class instructions, disciplinary literacies, communication from the school, etc.).</p>

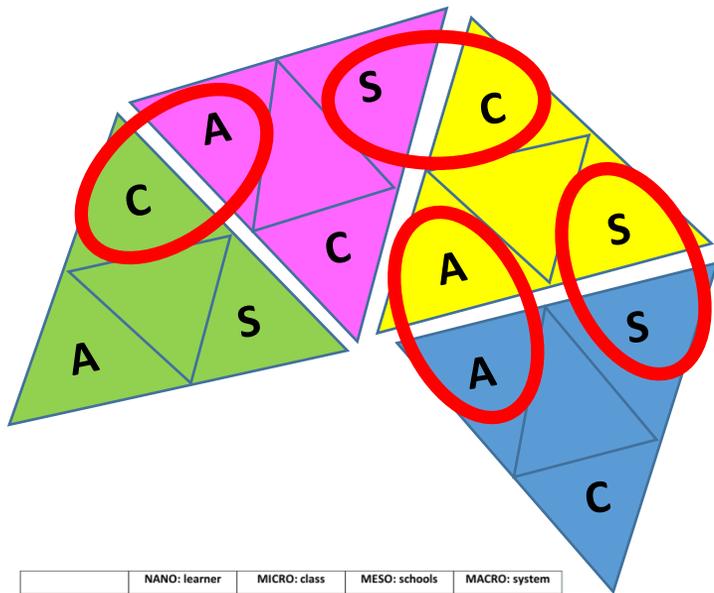


# Thank you very much!

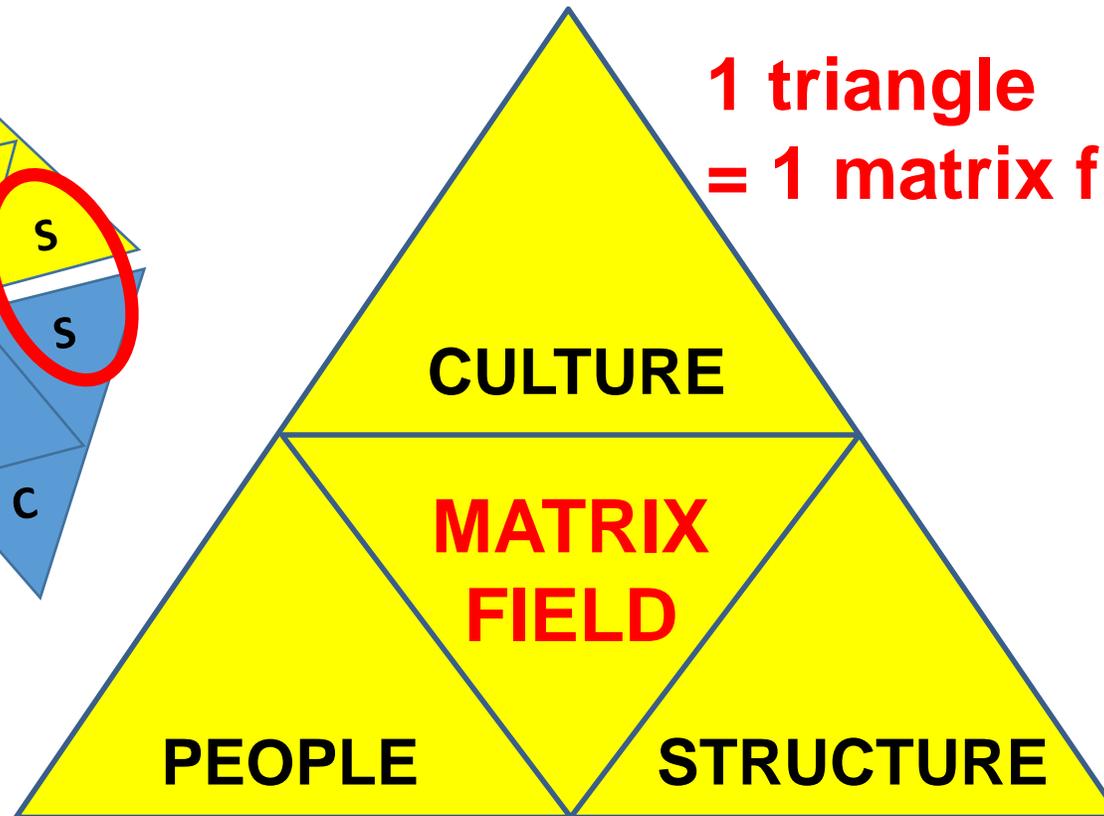


Jonas ERIN, [jonas.erin@igesr.gouv.fr](mailto:jonas.erin@igesr.gouv.fr)

7th May 2022



**1 triangle  
= 1 matrix field**

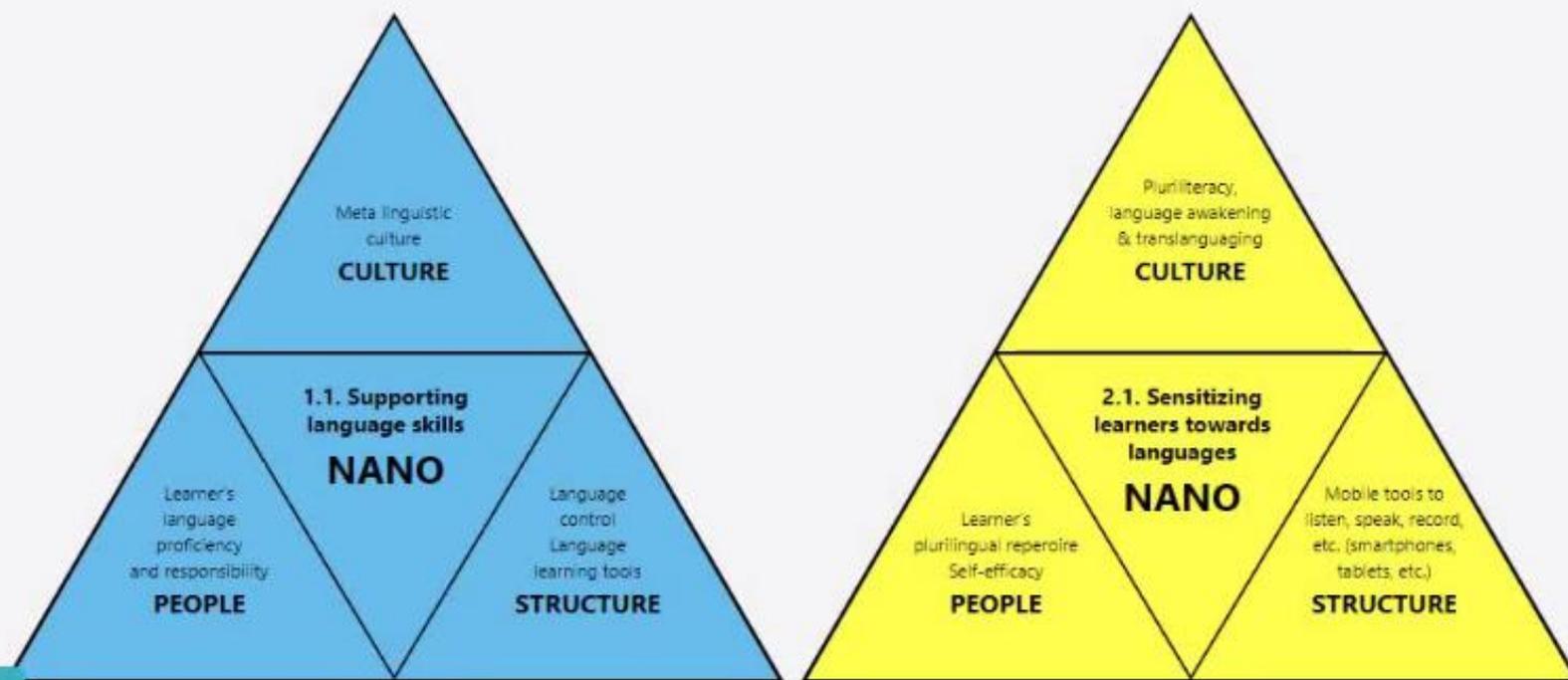


	NANO: learner	MICRO: class	MESO: schools	MACRO: system
1. Language and languages	1.1	1.2	1.3	1.4
2. Valuing languages	2.1	2.2	2.3	2.4
3. Interculturality	3.1	3.2	3.3	3.4
4. Enriching curricula	4.1	4.2	4.3	4.4
5. Everyday languages	5.1	5.2	5.3	5.4

<https://www.ecml.at/ECML-Programme/Programme2016-2019/Learningenvironmentswhereforeignlanguagesflourish/Concept/tabid/4257/language/en-GB/Default.aspx>

## The TrEOL tool

The TrEOL tool is a card game you can play to start identifying your challenges in terms of strengths and priorities. It is a game for teams. On this screen please choose the triangles you want to work with. Start with two triangles. By clicking on them you can move them to the working area.



# SPOT instructions for TrEOL

*Strengths, Priorities, Opportunities, and Threats*

## Let's play trEOL!

1. Identify the school's **strengths** (triangle A)
2. What could the school's **priorities** be? (triangle B)
3. Find out the best way to combine (triangles A & B):  
What are the **opportunities** and **threats** for the school?  
*If you get stuck use a third triangle.*
4. Summarize all as a challenge in one sentence using linking words like **for, through, by...** to illustrate the central role of language education.

