

Programme Day 2

October 14th 2022

9.00 – 10.30	Session 4 : Scaffolding learning: Supporting second language development across the curriculum.
10.30 – 11.00	<i>Coffee break</i>
11.00 – 13.00	Session 5: Developing collaborative projects – Sharing and discussing plans
13.00 – 14.00	<i>Lunch break and networking</i>
14.00 – 15.00	Reflections, evaluation, farewell



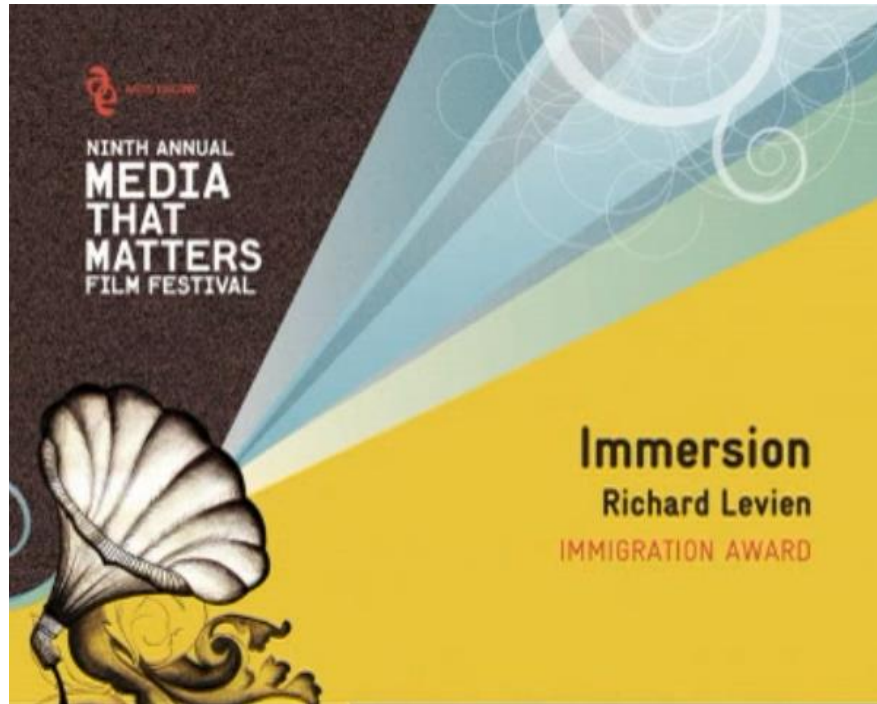
Session 4 : Scaffolding learning: Supporting second language development across the curriculum

- Developing competences in supporting second language development
- Sharing your own strategies and developing them
- Exploring scaffolding strategies and differentiated teaching materials

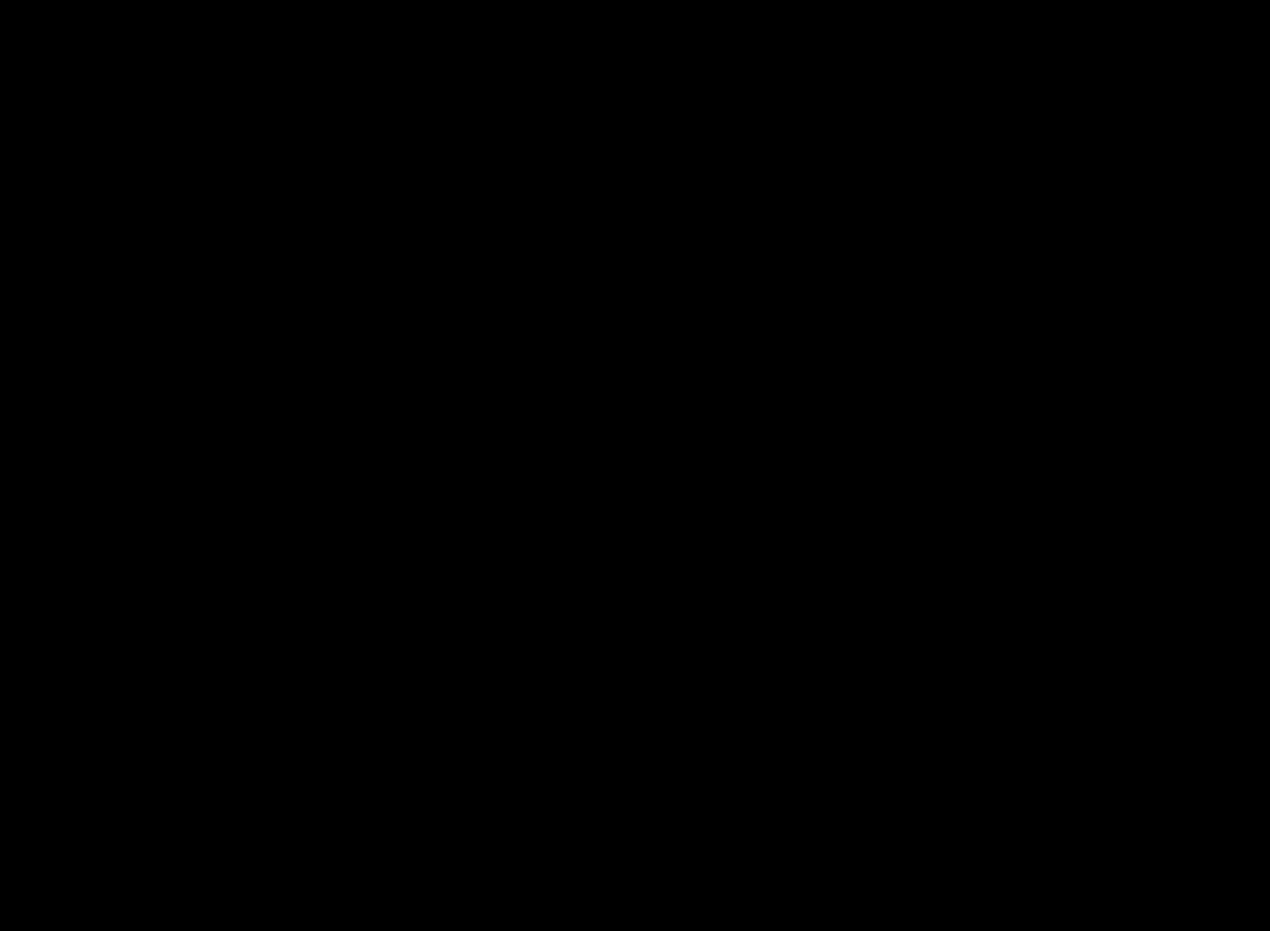


How can learners' resources be taken into account? Experiences of Moises

https://www.youtube.com/watch?v=I6Y0HAjLKYI&feature=player_embedded



1. How does Moises feel and what does he do?
2. What does the teacher do?
3. How does his family act?





How can learner's resources be taken into account in the classroom?

Please get together in small groups.

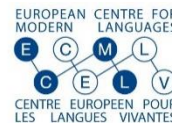
1. What do you know about Moises?
 2. How does Moises try to participate in the lesson?
 3. What could the teacher do to assess his knowledge and skills during this lesson?
 4. What would you do to help Moises in the classroom?
What happens or might happen in your school?
- Make a list of recommendations for other teachers.



GUIDELINES FOR INCLUSION OF STUDENTS FROM OTHER LANGUAGE AREAS IN EDUCATIONAL INSTITUTIONS IN MONTENEGRO

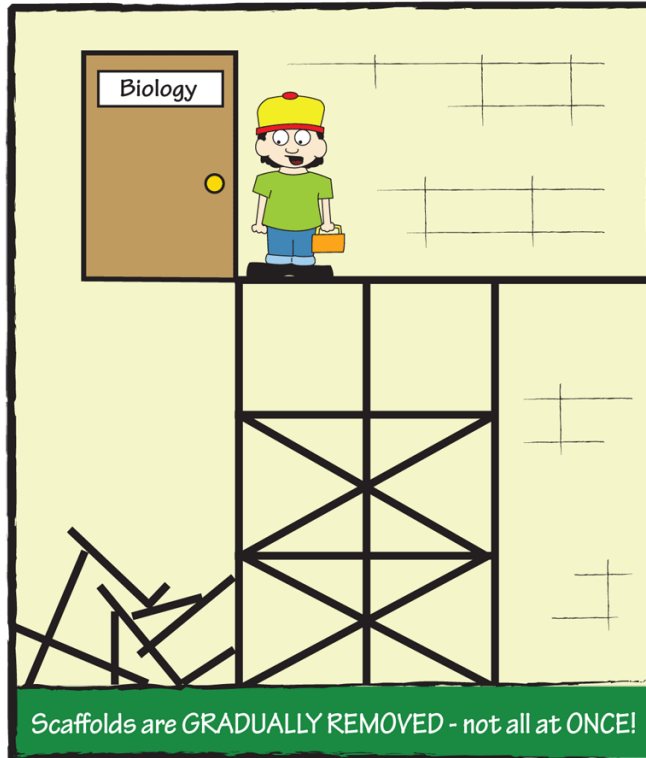
Intensive learning of the language in which teaching is conducted (the language of schooling) is a key link in the integration process of these students, so in the first months of schooling, institutions should facilitate learning the language in which teaching is conducted, by engaging school resources (classroom teachers, teachers of Montenegrin-Serbian, Bosnian and Croatian language and literature, foreign language teachers).

Initiative co-funded by the European Union and the
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Scaffolding for content and language



achievenowpd.com

Scaffolding is temporary help that assists students to become more independent and capable of handling learning more on their own. What a student can with support today, (s)he will be able to do alone tomorrow.

maledive.ecml.at

Sharing ideas for scaffolding learning

Group task

- How might you adjust the ‘basic tasks’ on the handout to enable ***all*** your students to demonstrate what they are capable of?
- If time, look at Maledive on Macro- and Micro-level Scaffolding and add your own practices.



Developing language awareness in subject classes

Publication team: Marita Härmälä; Artashes Barkhanajyan; Jérôme Béliard; Eli Moe.

The website provides practical support for teachers of subject disciplines to identify the linguistic needs of their learners and to provide tailored assistance for them.

The outputs include:

- materials for teachers to become more aware of the difference between everyday language and subject-specific language used in school;
- procedures and scaffolding techniques helping teachers to cater for the students' language needs in their subject(s);
- language supportive teaching materials for 12/13-year-old learners in different subjects;
- examples of lesson plans from teachers using language sensitive materials.

The resources are for subject teachers and language teachers, offering support for subject teachers.

language
in subjects



Content and Language Integrated Learning (CLIL)



Evaluation and assessment



Migrant education and employment



DEVELOPING LANGUAGE AWARENESS IN SUBJECT CLASSES

DÉVELOPPER LA CONSCIENCE LINGUISTIQUE DANS LES MATIÈRES SCOLAIRES

- 3 steps for subject teachers: planning – teaching – learning
- A treasure trove of tools: check-lists for language-sensitive teaching, self-evaluation grids, language and subject teacher collaboration, case-studies ...

1. Definitions

2. Scaffolding techniques

3. Putting it into practice

4. Teaching tips

4. Teaching Tips

This school year, for the first time, bilingual learners have enrolled at your school. Their skills in the language of schooling are not sufficient for entering the mainstream classes without language support. Consequently, the subject teachers have begun to pre-teach them vocabulary, but that is not enough. What recommendations or tips would you give to the teachers to help these L2 students to read, write, understand, speak, think and live autonomously in a L2?



1. Integrating new students into the class



2. L1 and cultural differences



3. Translanguaging strategies



4. Scaffolding language



5. Seeing the “big picture”



6. Teaching strategies



7. Being aware of language issues

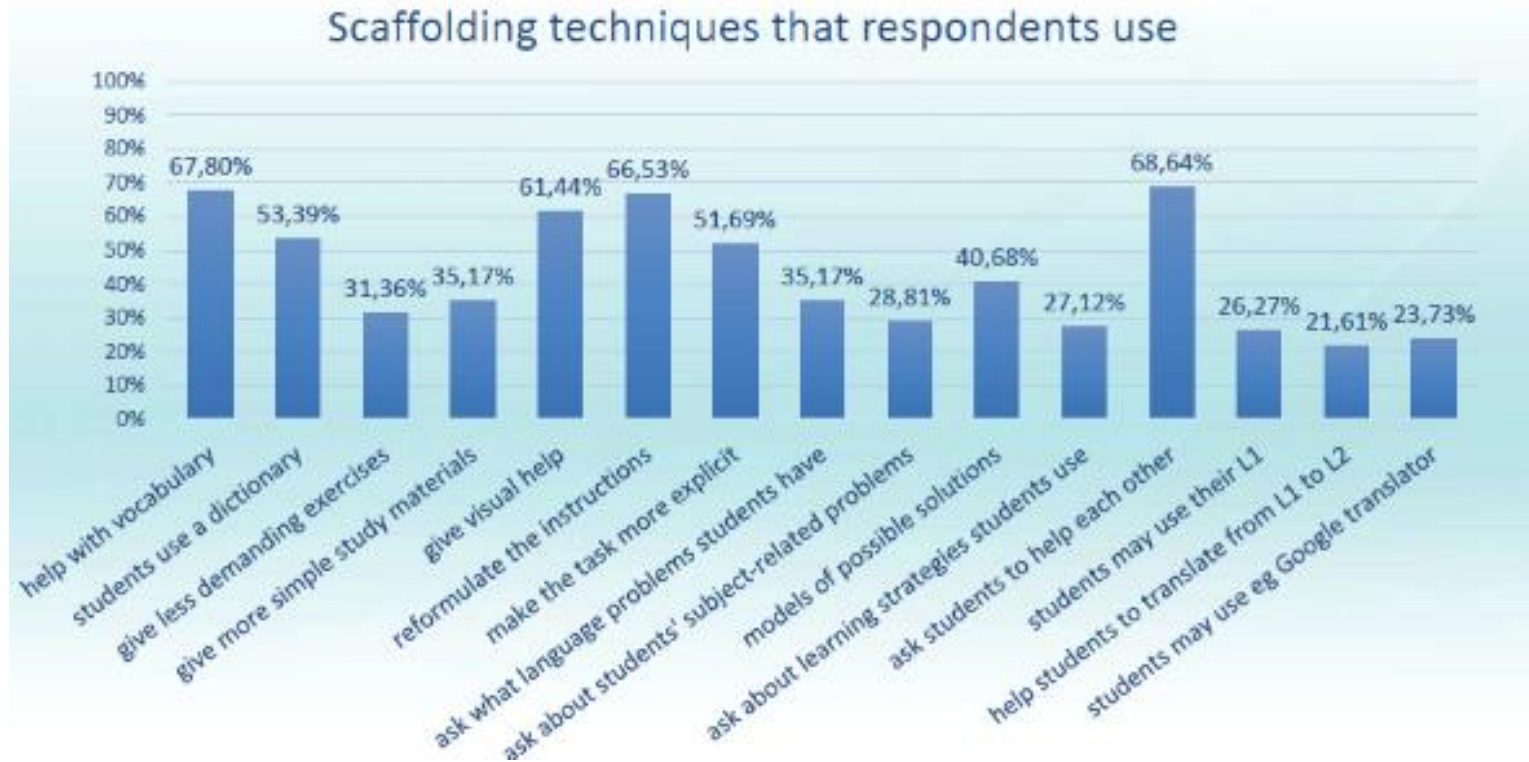


8. Using classroom materials and acting in classroom



Scaffolding methods

language
in subjects



(Languages in Subjects, ECML)



Pluriliteracies Teaching for Learning

- Shows teachers and materials developers ways of fostering deep learning by paying attention to the development of students' subject specific literacies
 - Further ideas on scaffolding
 - Ideas about how to differentiate materials



Desertification - A Natural Disaster

- 1 Desertification is a phenomenon that ranks among the greatest environmental challenges of our time. Although desertification can include the encroachment of sand dunes on land, it does not refer to the advancement of deserts. Rather, it is the persistent degradation of dryland ecosystems by human activities — including unsustainable farming, mining, overgrazing and clear-
- 5 cutting of land — and by climate change.

Desertification occurs when the tree and plant cover that binds the soil is removed. It occurs when trees and bushes are stripped away for firewood and at the grass



diercke.de)

10 decreases the become lost farmers neglect to sufficient limiting plant 15 vulnerable to The soil and erosion worsen sand. When sudden gust 20 malnourished about a decline most extreme degradation. to drought v 25 rainfall is less production so cover also re drops further Desertificati

Word Bank
 encroachment = Vordringen
 timber = Nutzholz
 fallow = brachliegend
 downpours = Regengüsse
 livestock = Viehbestand
 arable = anbaufähig
 famine = Hungersnot

ic matter, hus more and water f dust and ray by the y become ion brings sts. In the e of land nfall leads urs when endanger n in plant roduction re severe. al decline. ot suitable

- 30 Drought and for growing
- If the population is growing, this will cause economic problems and starvation. Desertification can cause flooding, poor water quality, dust storms, and pollution. All of these effects can hurt people living near an
- 35 affected region.

Word Bank
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M1: Desertification - A Natural Disaster (Sources: un.org, edited; unesco.org, edited; desertificationb.tripod.com; botany.uwc.ac.za, edited)

- Find one keyword or phrase that sums up each box best (see M8). You can write in the boxes.
- Note which boxes describe causes of desertification and which describe effects of desertification.
- Visit the website provided below and play the matching game.
- Explain which causes lead to desertification and which effects desertification has. Therefore, create a scheme and use academic language! The given structure on worksheet 7 and the keywords and phrases from task 5 might help you!

The number of people in the world getting bigger.	Deserts becoming bigger over time.
Animals becoming wiped out by loss of habit and/or feeding areas.	A permanent change in temperature and rainfall patterns.
A decrease in the amount of food produced.	Too many animals eating grass more quickly than it can grow.

M8: Cause or Effect? (Source: 3dgeography.co.uk)

Here you can solve task 7:
 Visit this webpage, which shows human reasons for desertification:
<http://www.purposegames.com/game/desertification-game>. Match the phrases to the suitable pictures!
 You have to point at the blue dots and click. Remember, time is ticking while you are playing this matching game! The person with the highest score and the best time wins!



M9: Online Game (Source: purposegames.com)



Worksheet 7: Desertification

Here you can solve task 8.
You may add causes you have found in the
online game! Use the phrase bank!

Remember to add links
and arrows to connect
and contrast the different
effects and to refer to
other aspects.

Cause 1

lead to...

Effect 1

Useful phrases to write an explanation:

- firstly/ secondly...
- when/ if
- then
- due to/ because of (this)
- 1 initiates/ triggers 2
- this leads to...
- as a result (of)/ therefore...
- consequently/ inevitably...
- cause A triggers/ reinforces B
- multiple causes lead to
- this, in turn, causes...
- the effect is...
- therefore .../so

You might also:

- use modifiers &
- be as precise as possible!
E.g. *intense snow* instead of
snow

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E.g. *intense snow* instead of
snow



Scaffolding writing / speaking

Title:

What was your experiment about?

Our task was to explore

In our experiment we

First

In addition

Finally

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SUPPORTING



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CLASSROOMS

Scaffolding writing / speaking

What did you find out in your experiment?

We discovered that

On the basis of our observations we concluded that

In addition

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Write an informative text on a president of your choice.

Use the beginnings of the sentences below.

_____ (person's name) was _____ (which country's) president number _____. (S)he worked as a president during the years_____.

(S)he was born in _____ and spent his/her childhood in _____ (Where?). Are there any other interesting and important pieces of information about his/her family and childhood?

(S)he studied_____.

In her/his career, (s)he worked_____ (in what jobs and areas?).

As a president, (s)he worked especially to _____. (S)he has been appreciated for _____ and criticised for_____.

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Scaffolding receptive skills

Reading – listening

- research subject in own language before lesson
- relate content to their own countries
- tasks to enable them to show comprehension without relying on writing skills e.g.
 - Overall topic? Title?
 - Multiple choice
 - True or false
 - Ask about specific information
 - Fill in the gaps (if transcript available)
 - Questions
 - Summarise, **translate** etc etc



Scaffolding productive tasks

- Whole class preparation and joint planning e.g. teach key specialist language
- Pre-reading activities, e.g. jigsaw reading
- Develop a word-wall on different topics - multilingual
- Provide a model text and discuss what makes it successful (whole-class or groups)
- Provide several examples of a genre and ask them to discuss what makes them similar
- Provide vocabulary/phrases, including specialist language (maybe including learners' languages if possible)
- Writing frames
- Gap filling (focusing on specific language issues)
- Divide the task into smaller steps
- Include other ways of responding: visuals, timeline, role play etc
- Slogans instead of extended writing
- Reconstruct a coherent text from jumbled sentences
- Includes parts in first language
- Use dictionaries – any support (may need to learn how to use)
- Pair/Groupwork – but discuss how to work



If you want to find (more) examples of scaffolding



Pluriliteracies, ECML:

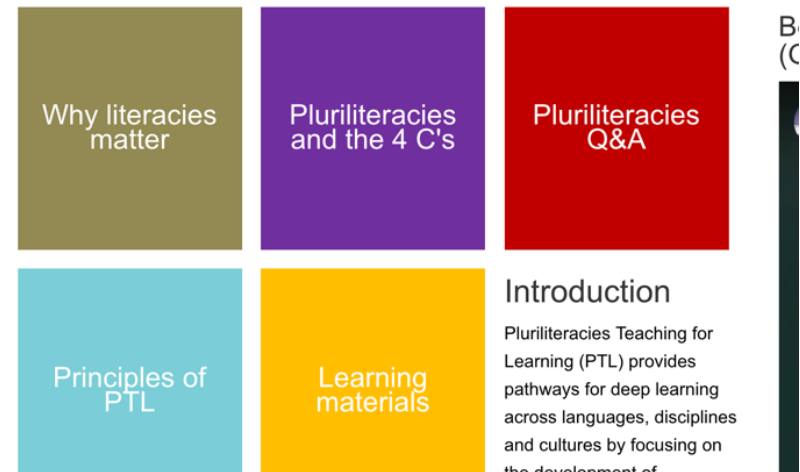
<https://pluriliteracies.ecml.at>

“How do I know you know until I hear what you say, read what you write or see what you show me in an appropriate way?”

EUROPEAN CENTRE FOR MODERN LANGUAGES OF THE COUNCIL OF EUROPE

A pluriliteracies approach to teaching for learning

Pluriliteracies Teaching for Learning (PTL) shows teachers and materials developers the development of students' subject specific literacies as well as their conceptual understandings and ways of acting and thinking. PTL not only makes the links between understandings and ways of acting and thinking, PTL also shows how teachers can create learning trajectories taking students' current abilities into account along the learning pathway.



If you want to find (more) examples of scaffolding

Scaffolding learning

<http://maledive.ecml.at/Studymaterials/School/Scaffoldinglearning/tabid/3618/language/en-GB/Default.aspx>



APPROACH IN A NUTSHELL STUDY MATERIALS FURTHER RESOURCES

DE FI FR

Maledive

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CENTRE EUROPEEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Study materials for teacher development
Teaching the language of schooling in the context of diversity

EUROPEAN CENTRE FOR MODERN LANGUAGES

Teaching the language of schooling in the context of diversity: Study materials for teacher development

Initiative co-funded by the European Union and the
European Centre for Modern Languages
www.ecml.at/ec-cooperation





Let's do an experiment!



The students observe and **describe** a phenomenon.

Which linguistic means are necessary to **describe** this phenomenon precisely?

You will recognise it immediately, when you take the students perspective!*

**Bottom
up**

Observe the phenomenon!

**Describe in everyday language,
what you observe!**

Use your best foreign language!

*Tajmel, T. (2009), *Preparing Teachers for Cultural and Linguistic Diversity in the Science Classroom*, in: Tajmel, T. und Starl, K. (Eds.), *Science Education Unlimited. Approaches to Equal Opportunities in Learning Science*, Waxmann, Münster/New York.

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Identified language needs

Which kind of „language needs“ do you identify here?

(beam) balance coathanger

balance beam weight(-s)

to submerge... balance

to dip in ...

light - heavy horizontal - inclined - upright



Tajmel, T. et al. (2009): Floating – Sinking. Teaching Modules for grade 5-8. In: Tajmel, Tanja and Starl, Klaus (Eds.), Science Education Unlimited. Approaches to Equal Opportunities in Learning Science, Waxmann, Münster/New York 2009

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Role of language in subject teaching

- Exchange your ideas!
- What did you miss in terms of language?
- What would have helped you?

ohne Vokabeln	mit Vokabeln
 <p data-bbox="807 672 962 705">Beobachte das Experiment! Beschreibe, was passiert!</p>	 <p data-bbox="1360 672 1561 705">Beobachte das Experiment! Beschreibe in 2-3 Sätzen, was passiert!</p>
<p>als das diess Becher mit Stein gefüllt ist, ist das stein leichter geworden als die andere</p>	<p>als das Gefäß mit Wasser gefüllt ist und den Stein etwas eingetaucht haben wurde das Kleiderbügel schräg und das Gewicht wurde schwerer als der Stein, der Zeiger Bewegte sich nach links und das Stein hebe sich etwas.</p>
<p>©Tanja Tajmel 2011</p>	



Language-aware teaching practice

Preparation of teaching lessons:

The teacher anticipates the subject related language needs and the expected language outcomes.

Analysis framework for language functions (Tajmel 2011)

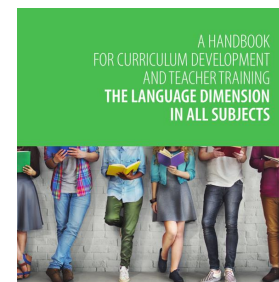
1.	Educational standard	Acquisition of knowledge (F): Observing and describing phenomena Basic concept: interaction, buoyant force
2.	Relevant language function	Describing
3.	Level of expectations	A stone is hanging on one side of a coathanger, on the other side there are weights hanging. The stone is as heavy as the weights. When the stone is dipped into water, the side with the stone lifts and the coathanger is inclined.
4.	Relevant linguistic means: - word level - sentence level - text level	- stone, coathanger, weights, horizontal, inclined, to dip into, to lift, light, heavy, ... - conditional clause, passiv form
5.	Modified and extended educational standard	The students describe an experiment to buoyant force by using general terms, such as weights, inclined, to dip into, light – heavy, ...



Some characteristics of academic language

Compared to everyday informal language:

- Longer and more complex sentences
- More impersonal statements and passive voice
- Abstract terms, nominalisations
- Complex compound names
- Specific expressions, phrases
- Low redundancy → condensed texts and complex messages
- etc.

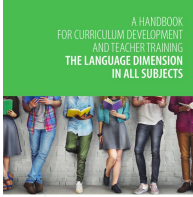


Jean-Claude Beacco
Mike Fleming
Francis Granger
Eike Hartmann
Heiner Volkmann
with contributions by Joseph Sheils





Academic language



A Handbook for Curriculum Development and Teacher Training: The Language Dimension in All Subjects



- For many students, the language of their day-to-day life either at home or in their peer group is markedly different from that of school and of subject learning.
- **The school has to adapt to the learners – and not only the other way around.** In other words, the school has to meet learners on their own territory or at least pick them up from where they are and bring them successively to higher levels of subject and language performance.



BICS and CALP (Cummins 1979)

- Basic Interpersonal Communication Skills
- Cognitive Academic Language Proficiency

- BICS : ~ 2 years
- CALP : 5 – 7 years



BICS and CALP

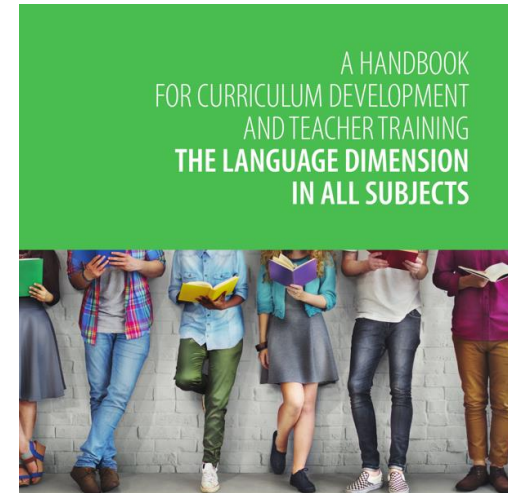
Implications

- A student who is fluent in the social language may need support for developing academic language.
- Teachers of content subjects (maths, history, etc.) need to be *language aware* and be able to:
 - Identify the component parts of academic language
 - Identify students' needs
 - Make academic language accessible to students (all students)
- Teachers of the language of schooling may support this by making connections to those contents.



The language dimension in all subjects

Attention to language in the subject classroom will not only improve the pupils' competence in subject-based as well as general language use, but will also help deepen their understanding of the subject matter and their wider learning in the subject.



Jean-Claude Beacco
Mike Fleming
Francis Goullier
Eike Thürmann
Helmut Vollmer
with contributions by Joseph Shells



2016

GUIDELINES FOR INCLUSION OF STUDENTS FROM OTHER LANGUAGE AREAS IN EDUCATIONAL INSTITUTIONS IN MONTENEGRO

1.1. Design of an Individual Support Plan

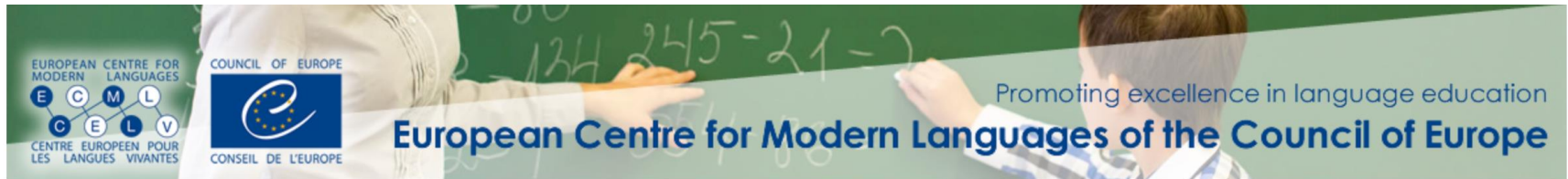
Based on the assessment of social and cognitive competencies, it is necessary to create an Individual Support Plan for a student. When implementing regular and supplementary classes and extracurricular activities, rely on digital platforms and all available online resources (e.g. literary works can be studied in the native language, if there is a translation, so that the student can experience the work in the right way and be able to analyze, builds attitudes, compares, interprets based on one's own experience), digital content and multimedia presentations from all subject curricula in a language familiar to the student, to enable equality and equality in education in the process of acquiring knowledge and skills.

1.2. Monitoring and assessment

Monitoring the achievement of learning outcomes is necessary to check how effective the measures taken are. First of all, apply formative assessment and monitor the implementation of Individual Support Plans. When checking knowledge of the Montenegrin-Serbian, Bosnian, and Croatian language and literature, evaluate **the student's progress**. To motivate and encourage interest, it is recommended that at the end of the first trimester, the grade in Montenegrin-Serbian, Bosnian and Croatian language and literature should not be negative.



Language Descriptors

language
descriptors

[HOME](#) > [PROGRAMME](#) > [PROGRAMME 2012-2015](#) > [LANGUAGE DESCRIPTORS](#)

Language skills for successful subject learning CEFR linked descriptors for mathematics and history/civics

language
descriptors

These resources highlight challenges for young learners in subject classes where the language of instruction is not their first language. The focus is on minimum language standards in history/civics and mathematics for learners aged 12/13 and 15/16. The language descriptors are linked to CEFR levels A2, B1 and B2 and available in six languages.

Introduction

The traditional view is that language is only important in language lessons. Today however, language is no longer seen as a goal in itself, but also as a tool through which students interact with friends and peers in schools, and through which they learn content matters in subjects like science, geography, history and mathematics.

RESEARCH FINDINGS

The research conducted in developing the publication indicates that:

- students at the age of 12/13 are required to have a minimum level of language competence mirroring B1 in all skills in order to succeed in history/mathematics.
- 15/16-year-old students need a B2 competence in the same skills/subjects.

Materials for download

FULL PUBLICATION



Download the publication: [English](#) - [French](#)

LANGUAGE DESCRIPTORS FOR HISTORY/CIVICS AND MATHEMATICS

CA DE EN FI FR LT NO PT

SUPPORTING



language
descriptors

<https://www.ecml.at/ECML-Programme/Programme2012-2015/LanguageDescriptors/tabid/1800/Default.aspx>

language
in subjects

www.ecml.at/languageinsubjects

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www.ecml.at

History	Science	Literature	Mathematics
Beacco (2010: 20-21)	Vollmer (2010: 21)	Pieper (2011: 20)	Linneweber- Lammerskitten (2012: 27)
Discourse functions/cognitive operations and their verbal performance			
analyse argue illustrate/exemplify infer interpret classify compare describe/represent deduce define discriminate enumerate explain judge/evaluate/assess correlate/contrast/ match name specify prove recount report (on) a discourse summarise calculate quote	analyse argue classify compare describe/represent deduce define distinguish enumerate explain illustrate/exemplify infer interpret judge/evaluate/assess correlate/contrast/ match name prove recount report (on) a discourse summarise specify assess (also mentioned above) calculate outline/sketch	analyse argue classify compare describe/represent deduce define distinguish enumerate explain illustrate/exemplify infer interpret judge/evaluate/assess correlate/contrast/ match name prove recount/narrate report (on) a discourse summarise specify assess (also mentioned above) outline/sketch	analyse argue classify compare describe/represent deduce define distinguish enumerate explain illustrate/exemplify infer interpret judge/evaluate/assess correlate/contrast/ match name prove recount report (on) a discourse summarise specify assess (also mentioned above) calculate outline/sketch



Language Descriptors

language
descriptors

- These resources highlight challenges for young learners in subject classes where the language of instruction is not their first language.
- Focus on minimum language standards in history/civics and mathematics for learners aged 12/13 and 15/16.
- The language descriptors are linked to CEFR levels A2, B1 and B2.
- Available in various languages.



Language Descriptors

Materials for download

FULL PUBLICATION



Download the publication: [English - French](#)

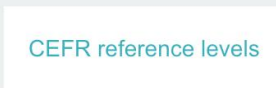
LANGUAGE DESCRIPTORS FOR HISTORY/CIVICS AND MATHEMATICS



CEFR LEVELS REQUIRED IN HISTORY/CIVICS AND MATHEMATICS FOR 12/13 AND 15/16 YEAR OLD LEARNERS



CEFR REFERENCE LEVELS GLOBAL SCALE





SUPPORTING



MULTILINGUAL
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My goals for writing

		I can do this			
My objectives:					
What I can do	I cannot manage this yet	with help from classmates or the teacher	quite well	very well	I have evidence
What I will work on					
	Date	Date	Date	Date	Date
Describe					
B1: I can describe how I am thinking when solving a task in a straightforward way					
B1: I can briefly describe a graph, a figure or a table and point out important things					
A2: I can write very short, basic descriptions of something I have worked on in class					
Explain					
B1: I can explain and give reasons for why something related to mathematics is the way it is, and why something is a problem in a straightforward way					
A2: I can explain how to do something or what I have done in simple sentences					





Student

Age: 15/16

Subject: History

My goals for speaking

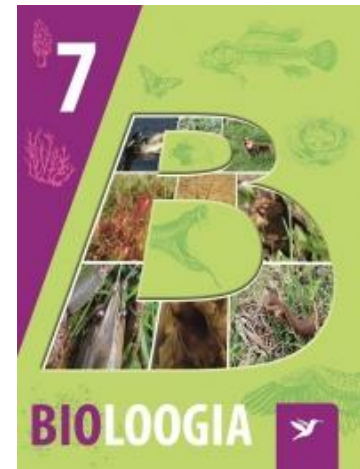
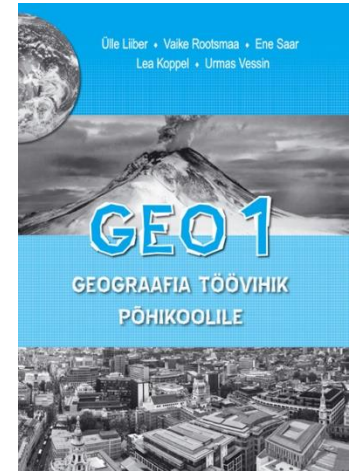
		I can do this				
My objectives:		with help from classmates or the teacher	well	very well	I have evidence	
	What I can do	I cannot manage this yet				
What I will work on						
	Date	Date	Date	Date	Date	
Express opinions, discuss						
B2: I can talk about historical topics and share information, ideas and my attitudes about the topic						
B2: I can give my opinion and explain it						
B1: I can explain why I am for or against something						
Give a presentation or talk in class						
B2: I can give a detailed presentation that includes different points of view and emphasises the most important points related to the topic						
B1: I can give a prepared talk about a topic and answer clear questions from the teacher and my classmates						





In Montenegrin textbooks

- What could be difficult for the learners?
- What would help learners to
 - a) better understand
 - b) do the tasks
 - c) speak and write about what they have understood ?
- How can teachers of the language of schooling and subject teachers collaborate to support the learners?



Session 5: Developing collaborative projects

- Developing a project for multilingualism and plurilingualism in your context
- Encouraging cooperation among teachers
- Sharing and discussing plans

GUIDELINES FOR INCLUSION OF STUDENTS FROM OTHER LANGUAGE AREAS IN EDUCATIONAL INSTITUTIONS IN MONTENEGRO

To apply this comprehensive approach in practice, it is necessary to deal with the following aspects:

- 1. Organization of work in educational institutions' teaching process - individual support**
- 2. Recommendations for assuming responsibility in the implementation of the teaching process.**
- 3. Organization of work in educational institutions**



Building bricks for a whole school approach

Knowing scaffold strategies

Using pluralistic approaches

Making visible the languages of the learners

Being aware of myths and linguistic rights

Taking learners' repertoires into account

Knowing the importance of reflecting on one's own language repertoire

Making links between languages

Focusing on languages in all subjects

Knowing characteristics of academic language

Working with teachers' own attitudes



CILJ	AKTIVNOST	OSILAC AKTIVNOSTI	VREMENSKA DILJANJKA	OSVRT NA REALIZACIJU
1. integracija djece sa drugog govornog područja	- formirati tima za podršku UDGP 1/3 - pozitivne poruke koje promiču višejezičnost 1/3	- uprava škole i predstavnici stručnih aktivnosti - učenički i nastavnički jezika	- august - septembar, oktobar	
2. podrška nastavnicima u organizaciji nastave za učeničke sa drugog govornog područja (UDGP)	- odrediti vršnjačke mentore za pružanje podrške 1/2/3 - obilježavanje važnih datuma (dan jezika, poezije...) 1/3 - kutija povjerenja za UDGP 1	- odjeljenjske sluge - UDGP, nastavnici, roditelji, lokalna zajednica - IT služba	- septembar - školska godina - školska godina	
3. Razvijanje svijesti svih učenika o toleranciji i prihvatanju različitosti	- razvoj ključnih kompetencija i jezika UDGP 1/2 - učešće u radu državnog parlamenta 1/3 - obezbijediti rječnike i biblioteku podršku - organizovanje dodatnih časova CSBH za UDGP 1	- nastavnici, učenici - IT služba, učenici - uprava, bibliotekar - nastavnici CSBH	- školska godina - školska godina - septembar - jun - nastavna godina	
	- PRNŠ 2 - višejezični sajt 1/3	- nastavnici, uprava, Zavod za školstvo - nastavnici jezika i ICT koordinator	- kontinuirano - kontinuirano	



Including parents in developing multilingualism in schools

Make a plan

- collaborate with the school's principle and administration as well as other colleagues from school
- organise parents meeting (inform them about the aim and planned activities encouraging them to give their own ideas)
- prepare students

Activities

- make an exhibition of photos that illustrate the beauty of their countries
- make students perform public readings of poems in all languages taught
- create different music performances
- prepare and present their national dishes

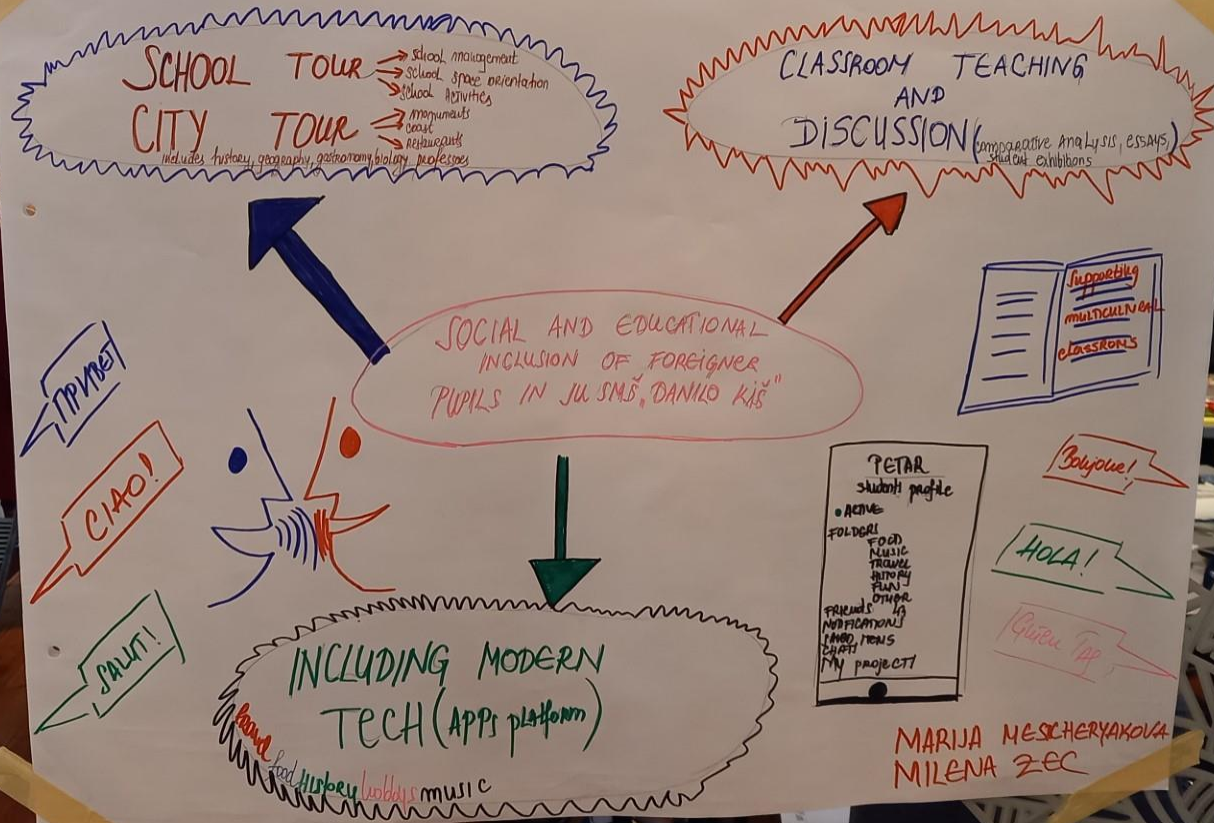
All these activities will be supported by parents

EVENTS

- school celebrations
- local manifestations
- marking important dates



World Book
DAY



26th January

WORLD EX

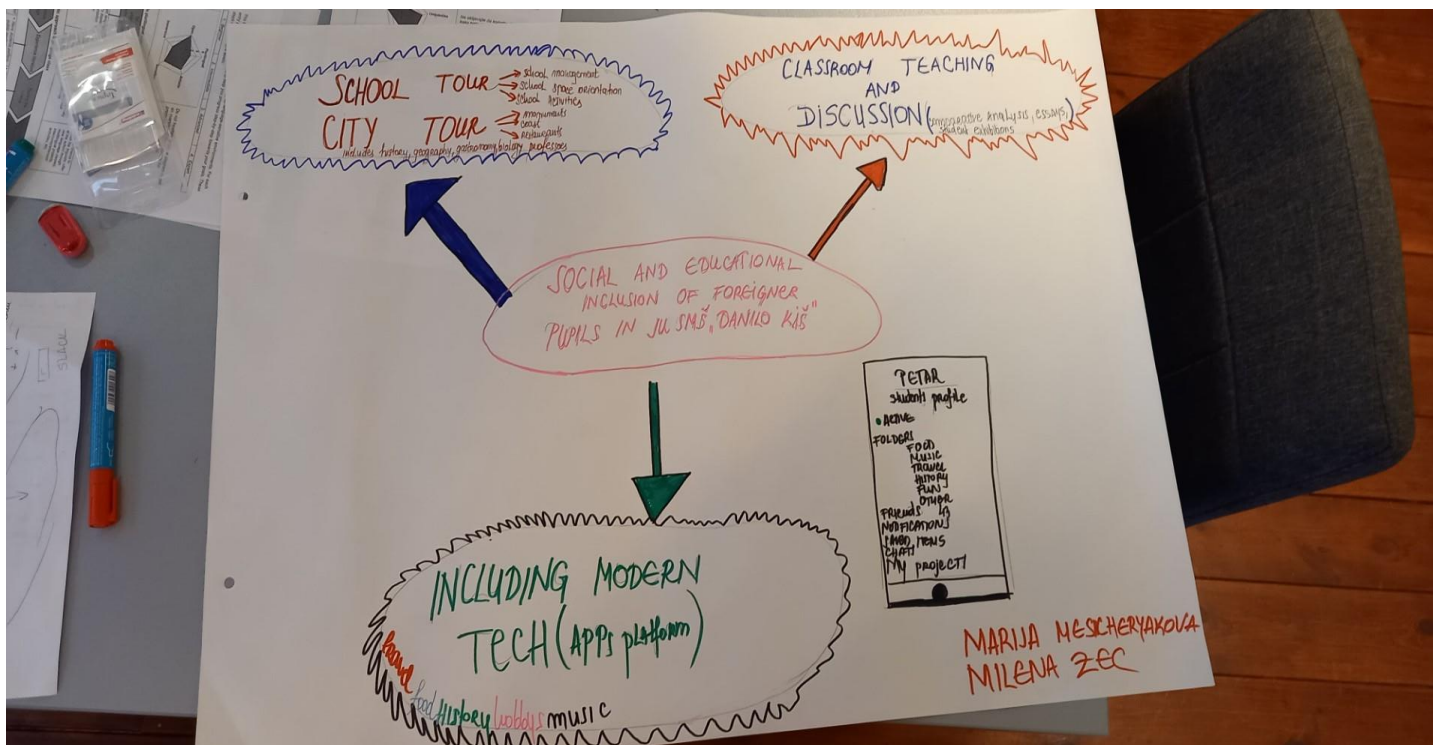
POEM:

LANGUAGES IN USE:


5th

WORLD EX

tree drawing





TOWARD IMMERSIVE ENVIRONMENTS 

26th January **WORLD ENVIRONMENT DAY**

14th February **WORLD ENERGY DAY**

THEME

ECOLOGY

5th March **WORLD ENERGY EFFICIENCY DAY**

22nd April **EARTH DAY**


TOWN:
WORK IN GROUPS
SUPPORTED BY
LANGUAGE TEACHER
AND SUBJECT
TEACHERS


**LANGUAGES
IN USE:**
- ENGLISH
- RUSSIAN
- UKRAINIAN
- TURKISH

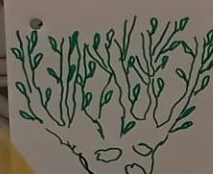
BENEFITS:
- IMPROVED
- CONFIDENCE
- TEAM BUILDING
- COLLABORATION
- CULTURAL UNDERSTANDING

MEETINGS:
- ZOOM
- Skype
- Experts
- LOCAL AND
- ONLINE

SUN UP:
- QUIZ
- QUESTIONNAIRE









Artistic Approach

in

Language Classroom

THE DIARY OF A YOUNG GIRL by Anne Frank

- providing opportunities for SS to take active role in learning through artistic forms in order to acquire language and motivate them.
 - Ss listen to music or audio connected to the topic (soundtrack or movie scene) and are asked to draw what they visualise. Teach the vocabulary related to drawing.
 - Children listen and watch the video and circle the words they hear in it. T checks the understanding of it.
 - Ss listen to excerpt from the novel for gist and key word as highlights.
 - They choose their most striking part and illustrate it.
 - They write a follow up (caption).
 - Ss change the ending, write a scenario and roleplay it.
 - They have a class discussion on the topic.
 - They put up a school display of their artistic work (= illustrations)
 - They record & roleplays and document all the project outcomes.

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Next steps

In groups prepare 10 pieces of advice you would like to give to your colleagues in your school after this workshop.

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Participants' answers

1. Always find time, patience and will to talk individually to a multilingual student in order to show that you are interested in him/her
2. Find out more about his/her background
3. "Study" the culture of his/her home country
4. Get the information about his/her social status
5. Get to know his/her parents in order to find out more about his/her place in the family
6. Pair him/her with another multilingual student in the classroom if possible
7. Make an exhibition of photos on multilingualism
8. Help other students in the classroom to understand his/her personality better
9. Organise intercultural cinema-debate classroom whenever possible
10. Always make sure he/she understands what you are saying



Participants' answers

Things that can be done on language classes:

- * Use materials that reflect the cultures of all students in the classroom.
- * Use bilingual dictionaries that can help.
- * Use online translators.
- * Group work where someone who understand both languages can help.
- * Intercultural project where we can use both (or more) languages.
- * Group of students - translators. Instead of one student learn our language, Montenegrin students can learn new language and can be language mediators.



Participants' answers

- Teachers who speak the student's language can use a bilingual approach to instruction. That can help the student understand vocabulary more easily.
- Teachers should simplify their language and speak slowly and clearly.
- Teachers can pair non-native speakers with native speakers to encourage peer support and help non-native speakers learn new language.
- Teachers can provide additional language support outside of class, such as, free learning classes in the Red Cross organization.
- Collaboration with other teachers and parents who understand language.
- Using digital tools to help with language comprehension.
- Creating strips with pictures or illustration in order to help children associate the new words with visual cues.
- Celebrating World Language Day in order to promote the importance of language learning and cultural understanding



Participants' answers

1. **BE MINDFUL** – As a teacher try to listen to each student who struggles, listen to his or her needs and try to help.
2. **BE INCLUSIVE** – Encourage the use of other languages in your classroom. In that way, everybody can benefit and learn. The more languages you know the better.
3. **USE TECHNOLOGY** – Digital tools can be helpful when trying to explain grammar or vocabulary.
4. **HELP FROM OTHER STUDENTS** – Children who know other languages can be some kind of mediators or translators and help the teacher to understand a foreign student.
5. **USE COMPARISON** – Comparison can be useful when explaining certain language units; they can learn better when they see the difference between their native language and the target language.
6. **ADAPT ASSESSMENT** – Tests and other forms of assessment should be adapted to meet the students' level of knowledge. The teacher could provide instruction in the students' native language if the student is struggling.
7. **TEACH CULTURE** – Beliefs, habits, and other facts of other cultures can be useful to teach in the language classroom. Teachers can use the culture to teach content and also as a means to bridge and connect students from different cultural backgrounds.
8. **SUPPORT OF OTHER TEACHERS** – Exchange opinions with other teachers, never hesitate to ask for advice or experience of others.



Participants' answers

Here are some pieces of advice for colleagues teachers: never to forget to work on yourself in order to help students in need, always be patient and caring for those who need help in learning a new language. Try and do your best for setting the positive atmosphere in multilingual classroom, cooperate with other colleagues from the school , simplify the way of teaching by using modern tools (visual , audio etc.) . Involve the foreign students in the class to do small things in creating the class, that will be small things for other students but huge things for the foreign students. Teachers should involve the other students from the same country in preparing any project in the school and help them feel like they are at their hometown for a while. Teachers should not give bad marks to students, let them see that teachers should teach them a lot of other things, things they cannot find in the books. Being a teacher is not an easy job, but on the other hand , teachers have the most wonderful role in opening the window to another world and its culture. And the last but not the least, teachers should pay attention on scaffolding on macro and micro level of teaching students from othercountries, by always upgrading techniques they have already used .



Participants' answers

- To be patient with new students (migrants)
- To learn as much as possible from the life of a student who comes from a different environment
- To include them in activities regardless of the fact that they do not know enough or have even basic knowledge of the language of schooling
- To praise them more often
- To allow them to use dictionaries or google translate during class



Participants' answers

These days I'm sending my sixthgrader migrant student with a recitation to the competition. That's how we started our cooperation - a competition of reciters at school and his baptism of fire in a show. Now he is already solid in writing the composition. There is a bit of a strange situation in the school for transferring information the way it should, but I introduced my colleagues to the content of the workshop and asked them to give, present, record what they are doing. That our, as we called UDGP (students from another speech area) network with our better students who can be of great help even during the processing of something new.

I also pointed out to them that they should share the talents of those students with other colleagues because they can also be of a great help to all of us in many subjects.

I asked one, rather withdrawn migrant student, to sing something for us as we wished, because I heard that he was an excellent tenor. He was quite and pleasantly surprised. I hope it will contribute to his opening more.

The next step I am taking is contacting with colleagues from Herceg Novi. My impression is that I am more aware of the importance of helping these students and that my every effort is worth the weight in gold for them.



Participants' answers

- Multilingualism needs to be nurtured and encouraged in the classroom. All possible tools should be used to develop multilingualism and especially all children need to be included in the teaching/learning process. Children from different speaking areas need to be free to use both their native language (with the help of other students from that speaking area, Google translate...), together with new words they learn in class to express themselves.
- Design various activities for students to ease them in expressing their ideas during the learning process. Scaffolding learning – cooperate with the parents of students from different speaking areas, and give support in organizing various extracurricular activities in which they would participate, also ask the school administration for all support.
- The workshop was very inspiring, I will implement some activities and suggestions in the teaching itself.



Participants' answers

At a level of a school, support to students from another language speaking area can be provided by:

- Organizing additional language of teaching classes for them
- Forming a support team for them
- Pushing through positive messages promoting multilingualism
- Involving peer mentors to provide support
- Marking important dates (language, poetry days...)
- Placing Boxes of Trust for them
- Developing their key competencies and skills
- Engaging them in the work of the School Student Parliament
- Providing use of dictionaries and library support
- CPD of teachers
- Creating a Multilingual site
- Creating and/or using phone applications

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Participants' answers

Advices to colleagues after attending the workshop "Supporting multilingual classrooms"

- At the beginning of the school year, prepare one of the many activities that will enable students from other speaking areas to feel comfortable, participate equally and show what they know
- Prepare material for students from other speaking areas in their native language
- Simplify the tasks (linking, complete the text...) so that the language barrier is not an obstacle for students to demonstrate their knowledge
- Give clear instructions, pay particular attention to whether students from other speaking areas have understood and, if necessary, explain separately, individually
- Determine peers who will help students from other speaking areas, preferably students who speak the same language and have already adapted and found their way in the new school environment
- Organize activities that will enable students from other speaking areas to show their talents, specific knowledge, advantages...
- Highlight messages, inscriptions (student works) that promote diversity, multilingualism, tolerance...
- Enable supplementary and additional classes for students from other languages areas
- Organize events in which students/foreigners will actively participate



Advice to my colleagues after attending the Workshop "Supporting multilingual classrooms"

- Prepare tasks in students native language so that they can participate and feel like part of society (generation) until they master the language, then, after some time, simplify the tasks in order to more easily overcome the language barrier.
- Show understanding if they cannot master something and adjust the material for them.
- Design games and activities to connect with peers and help them understand the language.
- Assign exercises in pairs that will help them master the language.
- Organize some classes dedicated to their origins where they can show their abilities, talents, interests - so that they feel more secure and accepted.
- Be precise and clear in instructions and always ask students from other speaking areas if they understood. Explain further if necessary.
- Give them the opportunity to learn the language through additional classes and workshops.
- Pay close attention how to enable them to be part of shows, manifestations and events in school and to actively participate.



Learning environments where modern languages flourish (EOL)

- Working on learning environments where modern languages flourish implies that learning goals, teaching practices and education policy **converge**. From this perspective, the main requirements are to foster plurilingual and intercultural education; **to teach how language is embedded in the cultural context of its use**; to share to what extent modern languages contribute to general educational aims.

- www.ecml.at/learningenvironments

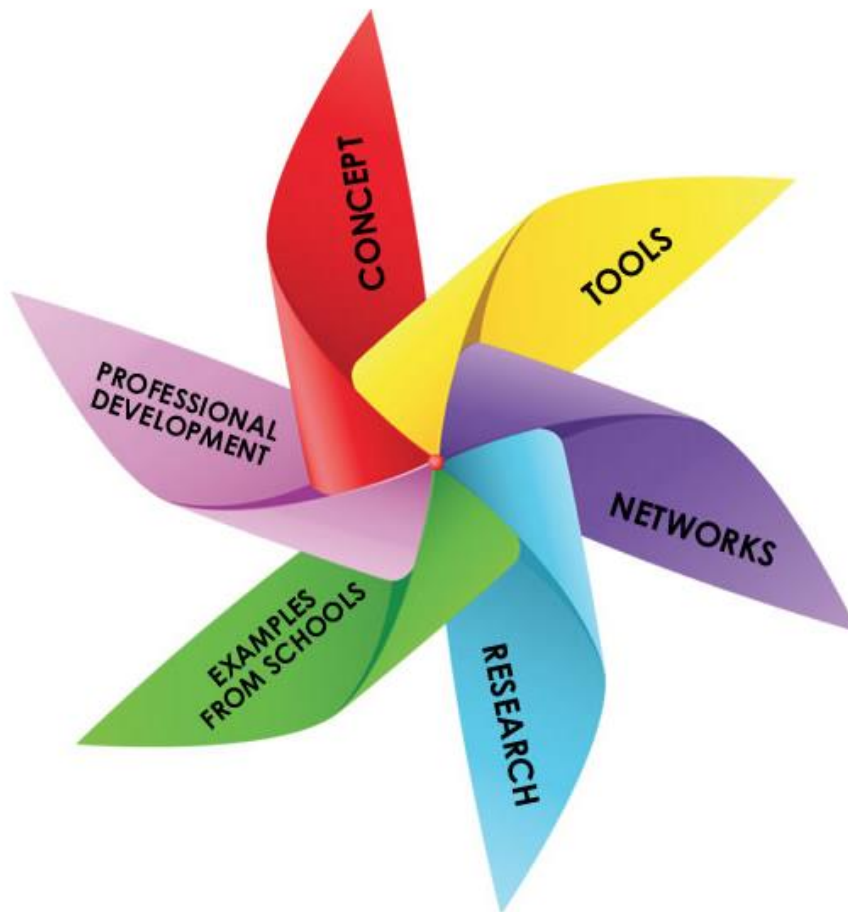


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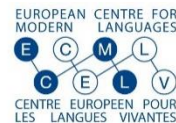
EOL



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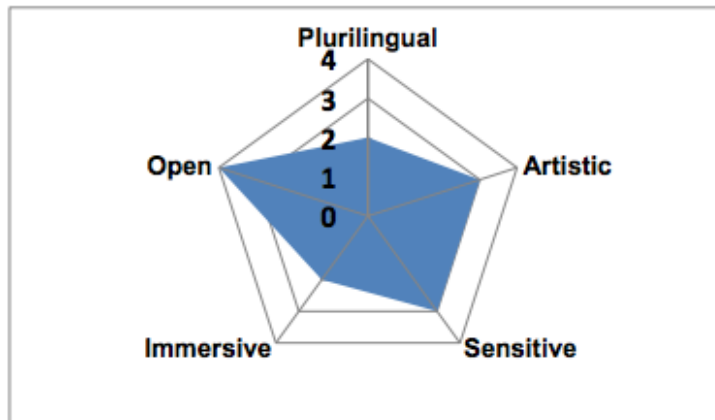
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CONSEIL DE L'EUROPE

Five senses in EOL: language-sensitive environments

How to develop a language-sensitive environment step-by-step

This tool gives you five entry points for setting up language-sensitive environments. For each entry point you will find examples to help you progress step-by-step towards your goals. These steps correspond to 4 levels:

1. Beginner	2. Intermediate	3. Advanced	4. Expert
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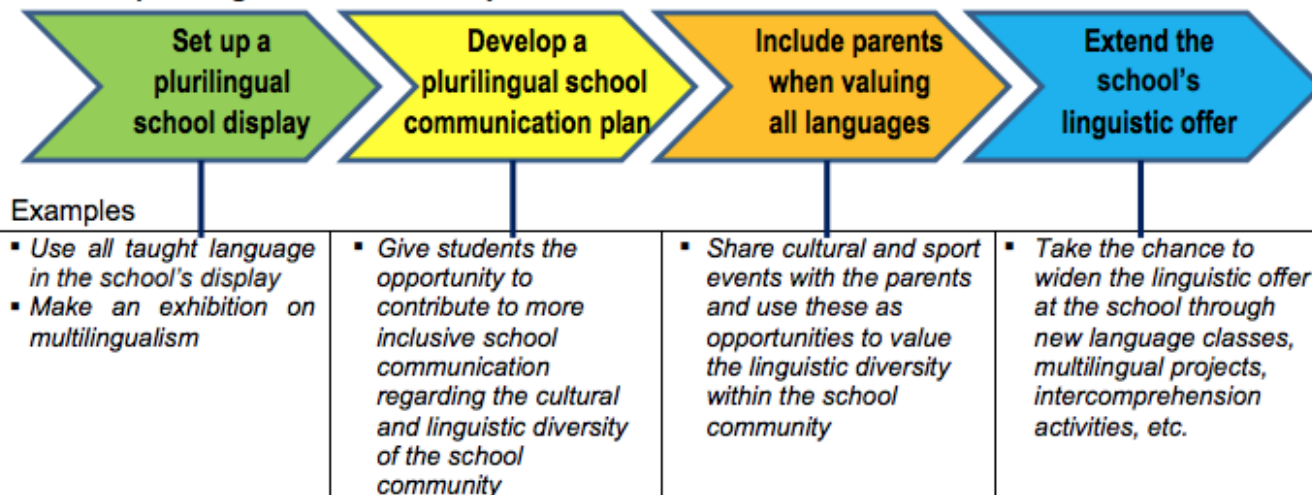
Do not hesitate to use a diagram to get an overview of the potential for progress in your school.



<https://www.ecml.at/Portals/1/5MTP/Erin%20Jonas/documents-51tools/EOL-34-E%20Five%20senses%20in%20EOL%20EN.pdf?ver=2019-10-23-121051-020>

**DISCUSS WITH
YOUR
COLLEAGUES
HOW YOU
COULD
DEVELOP A
LANGUAGE-
SENSITIVE
ENVIRONMENT
IN YOUR
INSTITUTION
EOL-34**

Towards plurilingual school development





Task: To develop an idea for a collaborative approach to valuing multilingualism

EITHER: Decide on one of the five foci from EOL

OR: Consider your own priority

- Develop a plan:
 - Describe the focus
 - Which of the ‘building bricks’ does it relate to?
 - Objectives? What will it achieve?
 - Who to involve? (In your school or beyond)
 - Which tools and resources will you draw on?
 - Think about time: when, how long etc?



A roadmap for schools to support the language(s) of schooling

Publication team: Rebecca Dahm; Katri Kuukka; Selin Öndül Talegon; Nermina Wikström.

The resource website encourages whole-school developments to support the language competences of all learners.

The outputs include:

- an online tool: surveys for 5 target groups (head teachers, teachers, non-teaching staff, students and parents);
- examples of promising practice (classroom activities, whole-school project examples etc.);
- a coordinators' package with tools to support the management of the whole-school development;
- a glossary.

The resources are for schools, head teachers and teachers, helping them to foster a language-sensitive culture among all stakeholders (thus also involving non-teaching staff, parents and the wider community).



Languages of schooling



Plurilingual and intercultural education

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Final session: Reflections and evaluation



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Reflections

- Share something you have learnt that you would want to tell a colleague about
- Identify one concrete manageable step you can and will take next week in relation to the workshop theme
- Any final questions or comments?

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МНОГО ВАМ ХВАЛА НА ПАЖЊИ

Muchas Gracias por su atencion

Tak for din opmærksomhed

þakka þér fyrir athygli þína

Vielen Dank für Ihre Aufmerksamkeit

Thank you for your attention

Merci beaucoup pour votre attention

Dziękuję za uwagę

شكرا لكم على اهتمامكم

shukraan lakum ealaa aihtimamikum

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ECML EVALUATION



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