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Ingrid Gran

# Erasmus+

## Innovative Language Teaching by International Collaboration



Erasmus+



Universitets- och  
högskolerådet

# Innovative language learning

- What?
- Why?
- How?
  
- The word “innovative” has a wide meaning – this is certainly agreed upon among language teachers and language professionals. It could be something really new, brand new, something engaging and at the same time pushing but also just totally new – a kind of a revolution. Innovative would also lead to something inventive or ingenious, wouldn't it ??



# The Swedish Council for Higher Education



Universitets- och  
högskolerådet



# Education, exchange, advancement – for everyone who wants to go further

**UHR's mission statement** is to meet the needs of individuals, the education sector, government agencies and organisations with:

- support in the selection of educational opportunities and entering the job market.
- development through international cooperation.

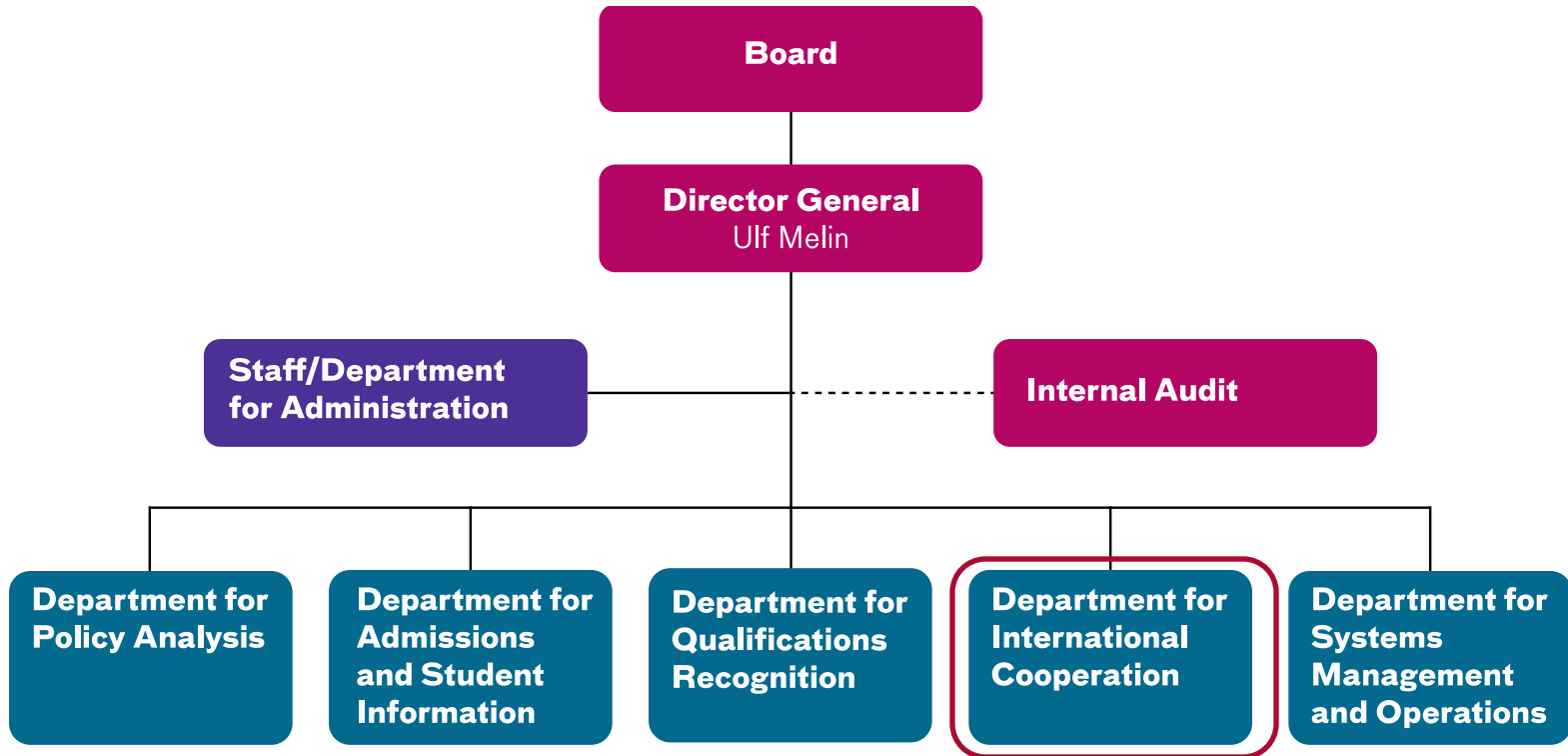


# SHORT ABOUT THE ERASMUS+ PROGRAMME

- "A programme for everybody of everybody"
- Within Erasmus+ it is possible for preschools, schools, higher education institutions, vocational training centres and organisations in adult education and the youth sector to apply for project funding for international partnerships and exchanges.
- For example, this could include foreign studies and placements for students in higher education, foreign placements for vocational students and professional development and experience exchanges for staff.
- It is also possible to conduct major development projects and, in higher education, to cooperate with selected countries close to the EU with the aim of contributing to building up the capacity for higher education in these countries.



# Organisational chart



# Department for International Cooperation



International cooperation

**Assignment:** International cooperation and mobility in education. The Swedish programme office for EU programmes and other international programmes in the area of education.

**Target Groups:** Schools, preschools, adult education, vocational training, higher education institutions, government employees, students

**Financing:**

Government appropriations

EU

Swedish International Development Cooperation Agency

Nordic Council of Ministers

**Project funding** around 50 million Euro/year.

# International department

- Unit for European Mobility Programs
- Unit for European Cooperation Programs
- Unit for Global Programs
- Unit for Program Information



- Unit for European Mobility Programs
- Unit for European Cooperation Programs
- Unit for Global Programs
- *What can these programs do for you? How can they lead to innovative language teaching?*



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# POSSIBILITIES OF INTERNATIONAL COOPERATION

- How is it possible for Erasmus+ strategic mobility projects and partnerships to contribute to a sustainable development of the language pedagogy in your organization?
- How is it possible for the European Language Label to inspire to help producing new, efficient and pleasurable methods within language teaching?



# A thematic seminar about language learning

- Last December, the International Department at Universitets- och högskolerådet, the NA-office in Sweden, invited to a thematic seminar on these questions and language teaching in an international perspective in connection with the award of the European Language Label 2014.
- [http://ec.europa.eu/languages/events/2014/0512-stockholm\\_en.htm](http://ec.europa.eu/languages/events/2014/0512-stockholm_en.htm)
- A new concept – to use the European Language Label award to get people more interested in collaboration within the European programs such as Erasmus+ and Nordplus ( a Nordic collaboration)
- ***Why this seminar?*** To get language teachers together in a thematic way to be able to discuss what a language project of high quality implies, how to reach an increased dissemination of the method, language course or product.
- Focus on success factors, project examples and exchanges of experience.

# The role for languages within Erasmus+

- Multilingualism is one of the cornerstones of the European project and a powerful symbol of the EU's aspiration to be united in diversity. Foreign languages have a prominent role among the skills that will help equip people better for the labour market and make the most of available opportunities. The EU has set the goal that every citizen should have the opportunity to acquire at least two foreign languages, from an early age.
- The promotion of language learning and linguistic diversity is one of the specific objectives of the Programme.
- The lack of language competences is one of the main barriers to participation in European education, training and youth programmes. The opportunities put in place to offer linguistic support are aimed to make mobility more efficient and effective, to improve learning performance and therefore contribute to the specific objective of the Programme.” (Program Guide Erasmus+ 2015)

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- Erasmus+

# The European Language Label

- The European Language Label (ELL) awards, National Agencies are encouraged to organise - on a voluntary basis - regular (annual or biennial) national competitions in the Programme Countries. The ELL award should function as a stimulus to exploit and disseminate the results of excellence in multilingualism, and promote public interest in language learning”
- ELL was an important connection to the former LLP-programme within Education and Training and now ELL will continue as a support to international language education in Europe.
- <http://ec.europa.eu/languages/library/publications/7-year-ell-llp-projects.pdf>

## Useful links:

- [http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm)
- [http://ec.europa.eu/programmes/erasmus-plus/tools/national-agencies/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/tools/national-agencies/index_en.htm)
- <http://www.utbyten.se/sv/Container/Topplankar/Our-programmes-from-A-to-Z/One-year-Programmes-/>
- <http://www.utbyten.se/sv/Program/Program-A---O/Nordplus-Nordiska-sprak/>

# How to work with this authentically?

- It is well-known that multilingualism is an important cornerstone and therefore should be treated as such. How do we work efficiently with this cornerstone in our schools and educational areas for language teaching? How do we reach the goals set up and which means/resources must be used? What do we have to change?
- Here are some answers:





# School Education Gateway

- <http://www.schooleducationgateway.eu/en/pub/index.htm>



# Example number one - Ekhagaskolan, Sweden: Language classroom without borders

- <https://classroomwithoutbordersblog.wordpress.com/>
- <https://cwbmagazine.wordpress.com/>
- <https://www.youtube.com/watch?v=J6B00l1OfT8>
- [http://www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-SE1-COM07-04742](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-SE1-COM07-04742)

# Language classroom without borders

- The purpose of the partnership cooperation between Cairasco de Figueroa in Spain and Ekhaga school has been to develop our students' language skills and language skills using as many senses and expression as possible. Although only 40 students have had the opportunity to participate in the journey itself, work has encompassed many more students. In an active way, about 200 students have helped to create radioprogrammes, newspapers, pictures, dictionary and various digital and practical sessions which resulted in a large number of learning opportunities.



# Example number two: Grännaskolan, Sweden

- <http://vetaproject.com/>
- Values in Action - Teens in Action” -
- From a linguistic perspective, in touch with young students from all over Europe - learning how to use the English language in a different context, therefore improving skills and knowledge of the language. Furthermore, the project will put people in contact with many languages. Students will realise that, nowadays, they need English to be a European and world citizen, but at the same time there will be situations where students speaking their own national languages will be able to understand each other (Portuguese and Spanish, or Swedish and Norwegian, for example) and this can raise interest for other languages besides English.
- Fostering 'cooperation' instead of 'competitiveness',
- Completely using ICT and the Internet

# Example number three: Hedbergska, Sweden



# Traineeship within the hotel and tourism sector with focus on language training

- A mobility project within KA1 Erasmus+ (VET learner and staff mobility) - the idea of putting emphasis to modern languages, such as French, German, Spanish and Italian. The students are given the possibility of studying one or two of these languages during one year and within all the programs at Sundsvalls gymnasium. This method increases the chance of more students choosing a modern language during their upper secondary period. To make this possible the hours for language training were coordinated and time scheduled properly in the weekly time table of the students.
- Within the Erasmus+ program ..”Linguistic support is available for the language used by participants for studying, carrying out a traineeship or volunteering abroad in the framework of long-term mobility activities supported under Key Action 1. Linguistic support will mainly be offered online, as e-learning offers advantages for language learning in terms of access and flexibility”





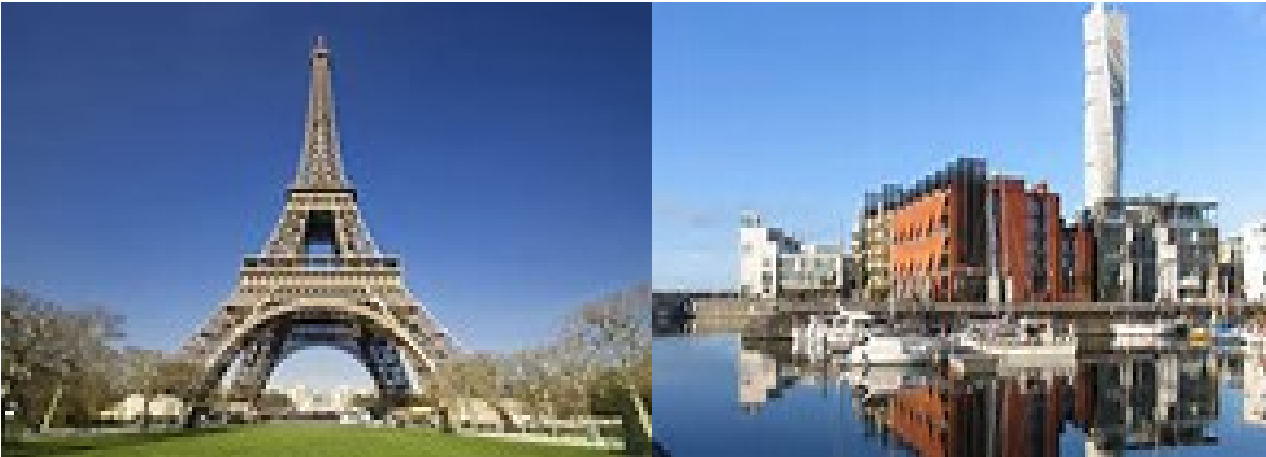
# Example number four: Möllevångsskolan, Sweden

- The ELL winner in Sweden 2013: Möllevångsskolan “Le Grand Voyage” – how to travel without traveling by the help of ICT – a realistic journey without leaving the classroom.
- The Great Journey/Le grand voyage is a storyline based approach to learning French and French culture. Students in year 9 create characters that are travelling from Sweden to Paris. The students have to accomplish different tasks during their journey to familiarize them with the city, the French culture and the French language. To increase the children's interest, involvement and motivation, the group has been divided into VIPs (excessive budget) and backpackers (very small budget). This economic imbalance allows them to experience Paris in very different ways. The students document their journey by writing a character diary that the whole class has access to as the texts are published on the class blog.



# Möllevångsskolan – some links

- [http://ec.europa.eu/education/language/label/label\\_public/index.cfm?fuseaction=project\\_award&award\\_id=9435](http://ec.europa.eu/education/language/label/label_public/index.cfm?fuseaction=project_award&award_id=9435)
- <http://pedagog.malmo.se/artiklar/uppdrag-sprakundervisningen-franska/>



# ICT for language learning Ersboda, Sweden

- 
- “Our society demands advanced communication skills and one of the school's most important tasks is to teach all students to read, understand and use texts. Good reading skills and reading comprehension is crucial for further education because through reading the students provide knowledge and skills in other subjects and are equipped for the future as citizens. The students vocabulary is a deciding factor for their success. The PISA result (Skolverket, 2013) shows that over the past decade, average performance in Sweden declined in all three core subjects measured in PISA – reading, mathematics and science – from a level around or above the OECD average to a level below the average. The PISA 2012 result shows that Sweden has a performance gap between native students, students with foreign background and especially students arriving from abroad during the time of primary or secondary school. This shows that the Swedish school has not been able to educate the students properly. “ Jessica Kristoffersson, special pedagog



# Ersboda .....

- Clearly the performance gap between immigrant and non-immigrant students remains a major challenge for the Swedish school system. Results from joint municipal reading comprehension tests also show that L2s fall behind their native peers (Toohey 2007; Coelho 2012; Leung and Mohan 2004).
- Ersboda is a multicultural and segregated region of Umeå and the pupils performance has been low on the joint municipal tests throughout the years. The schools and pre-schools decided to develop the approach and education to help L2 children reach the level of proficiency required for learning advanced academic content. Our policy for language learning is the foundation who guides us in our work!



# Ersboda.....

- <http://sprak-las-och-skrivutveckling.webnode.se/>

# To think about before starting a project:

- Define the needs for language training in your organization/school/in your country!
- What does the situation look like for language training in your country/Europe?
- Are there any common needs?
- Do we want to change methods? Make language training better? How?
- The objective/goal for language training?
- Can you see internationalization somewhere in this?
- What is innovative? Did you get any new ideas?
- How to set up a project idea from the needs you have and this combined with what you just heard?
- How can Erasmus+ and the European Language Label contribute to this?
- “Take the plunge” – how?

# A new way of getting information and getting involved in this

<http://www.schooleducationgateway.eu/en/public/index.htm>

# Conclusion:

- As it says in the Program Guide, innovation and good practices aiming to promote language skills can include “assessment methods, development of pedagogical material, research, computer assisted language learning and entrepreneurial ventures using foreign languages. “ Long-term training and teaching activities for staff, youth workers and learners also include language learning in a very qualitative way.
- A very short conclusion for this seminar and an explanation to why you could mention it as an innovative language teaching by international collaboration in integrated ways, following the steering documents for education in Sweden:
- [http://www.programkontoret.se/sv/Internationalisering/Internationalisering-i-skolan\\_English version](http://www.programkontoret.se/sv/Internationalisering/Internationalisering-i-skolan_English_version)





## More conclusions:

- To be able to meet, to discuss, to question and to try and get answers to these rather difficult questions is very, very important. Then, to get some input from innovative initiatives supported by ICT in language learning – you get somewhere for innovation and international collaboration in the language field.
- Without languages you are a bit poor – without an innovative, qualified language teaching you are even more poor...
- QUESTIONS???



# Innovative Language Teaching by International Collaboration To be continued..



# Contact information

- Ingrid Gran
- [Ingrid.gran@uhr.se](mailto:Ingrid.gran@uhr.se)
- 004610470 04 49

