

# POWERFUL AND EFFECTIVE LANGUAGE TEACHING

It's (not) rocket science!

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CENTRUM VOOR TAAL EN ONDERWIJS

- START
- ONDERZOEK
- PROFESSIONALISERING
- MATERIALEN
- OVER HET CTO

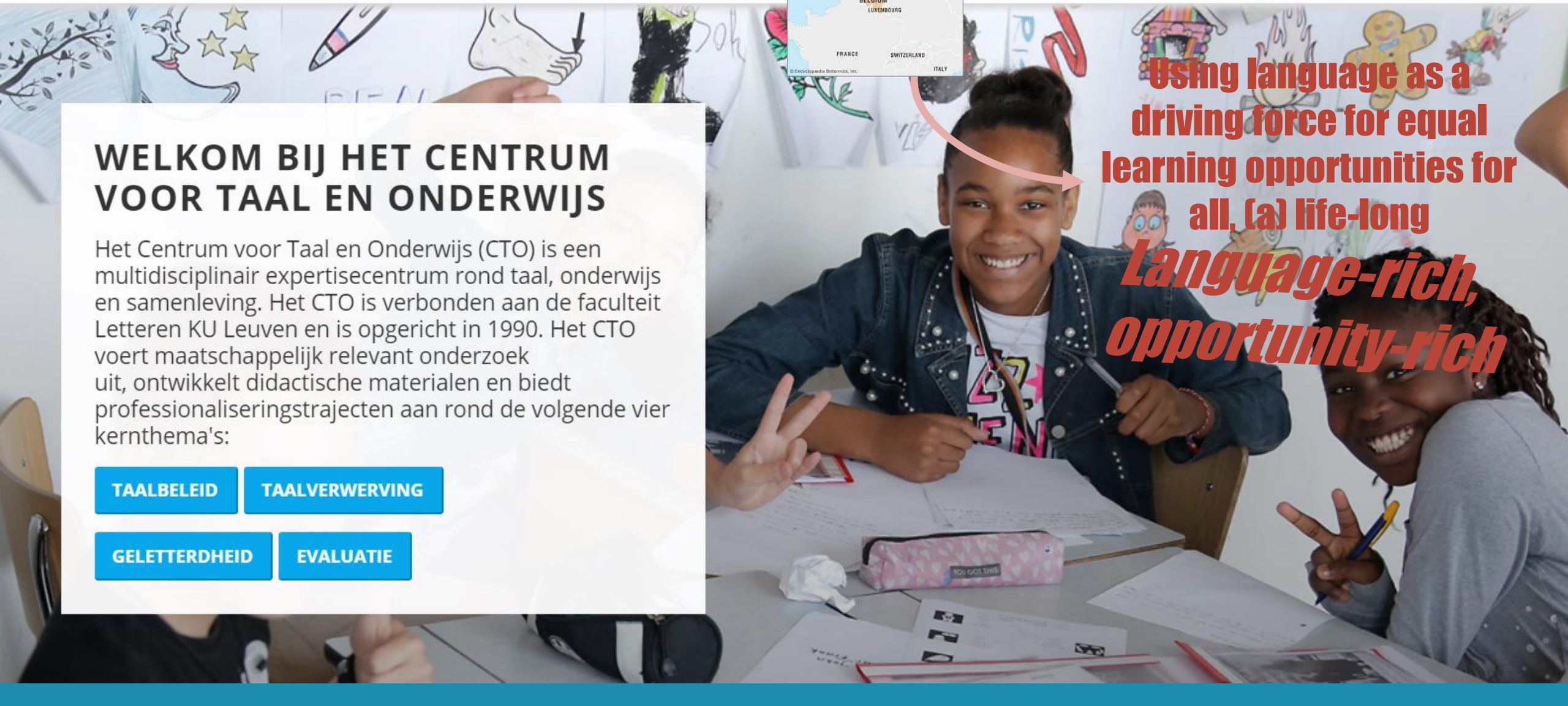


# WELKOM BIJ HET CENTRUM VOOR TAAL EN ONDERWIJS

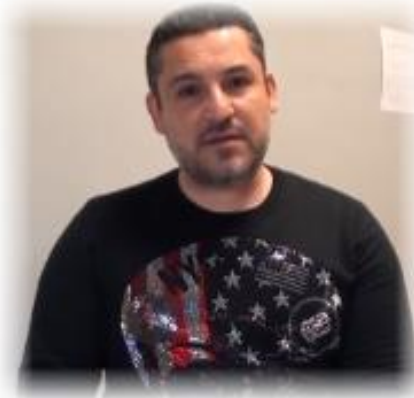
Het Centrum voor Taal en Onderwijs (CTO) is een multidisciplinair expertisecentrum rond taal, onderwijs en samenleving. Het CTO is verbonden aan de faculteit Letteren KU Leuven en is opgericht in 1990. Het CTO voert maatschappelijk relevant onderzoek uit, ontwikkelt didactische materialen en biedt professionaliseringstrajecten aan rond de volgende vier kernthema's:

- TAALBELEID
- TAALVERWERVING
- GELETTERDHEID
- EVALUATIE

Using language as a driving force for equal learning opportunities for all, (a) life-long *Language-rich, opportunity-rich*



# Meet Mohamed, Hanane, Ali, Jenny and Nikola



# Powerful and effective language teaching

It's (not) rocket science!

1. How do you learn a first, second, third, fourth... language? What does (SLA-)research say about it?Ho
2. If we know what we know: what is an evidence-based didactic approach for powerful and effective language teaching and learning?
3. Last but not least: what happens in the classroom stays in the classroom?

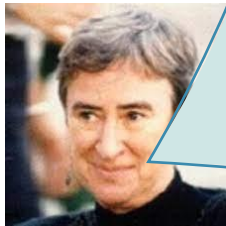


# How do you learn a first, second, third... language?

What does (SLA-)research say about it?

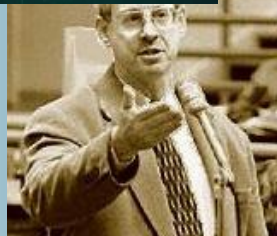


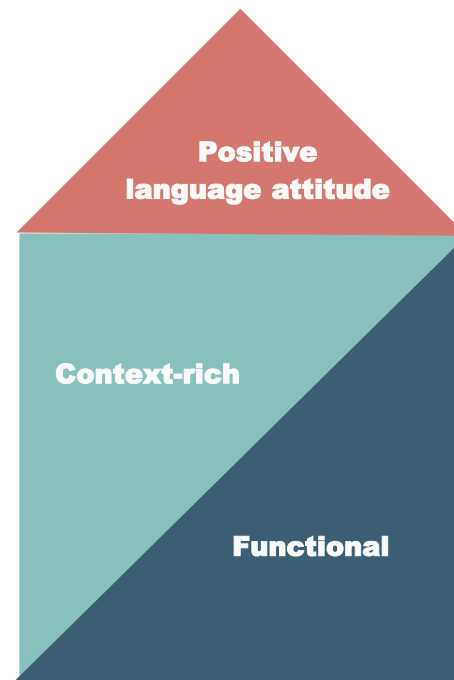
Language learners acquire a second language most effectively when they are exposed to **COMPREHENSIBLE AND MEANINGFUL INPUT**, allowing them to learn the language naturally.



...

Douglas Fir en:of andere  
motivatietheorieën  
toevoegen? Paper nog  
eens opfrissen!





Have high expectations and challenge your students while ensuring a safe space in which they can and dare to experiment and use all their resources.

Make sure you offer exercises and tasks that start from situations the students recognize, but at the same time expand their world and introduce them to new things.

Make sure students can learn the language they need to perform real-life tasks in real life and to achieve meaningful, relevant (non-linguistic) goals.

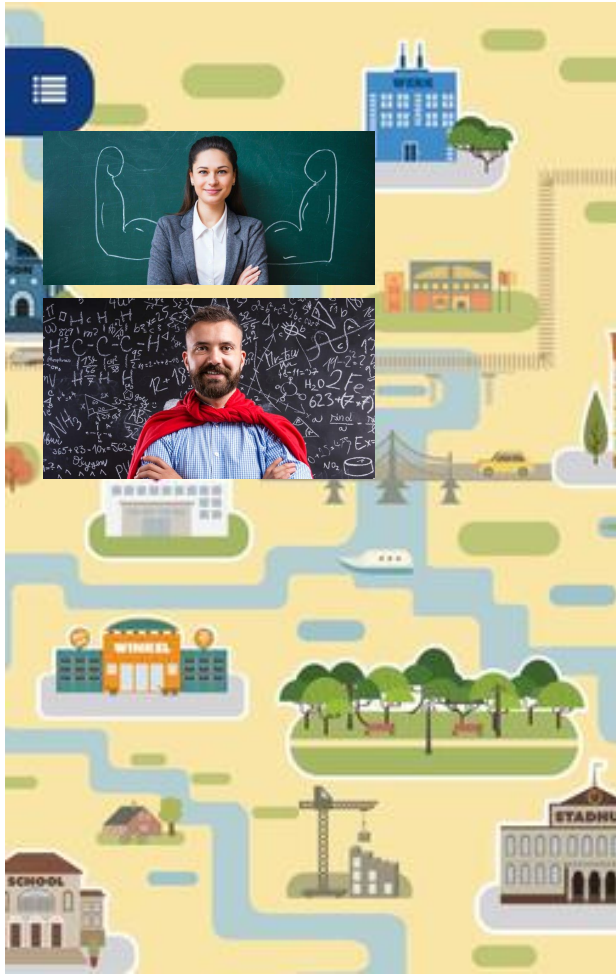
Give your students abundant opportunities to listen to language (and to native speakers), as well as to respond and speak themselves. Therefore, employ a powerful interaction style and an (inter)active classroom practice.

Where appropriate, explicate the words, grammar and strategies... students need to perform language tasks in real-life situations.

Support your students, individually and in groups, by giving feedback, as well as feedup and feedforward.

Give your students opportunities to reflect on where they are and what they still need to learn.

# A plea to tear down the walls of the language classroom



## Build bridges/make connections between...

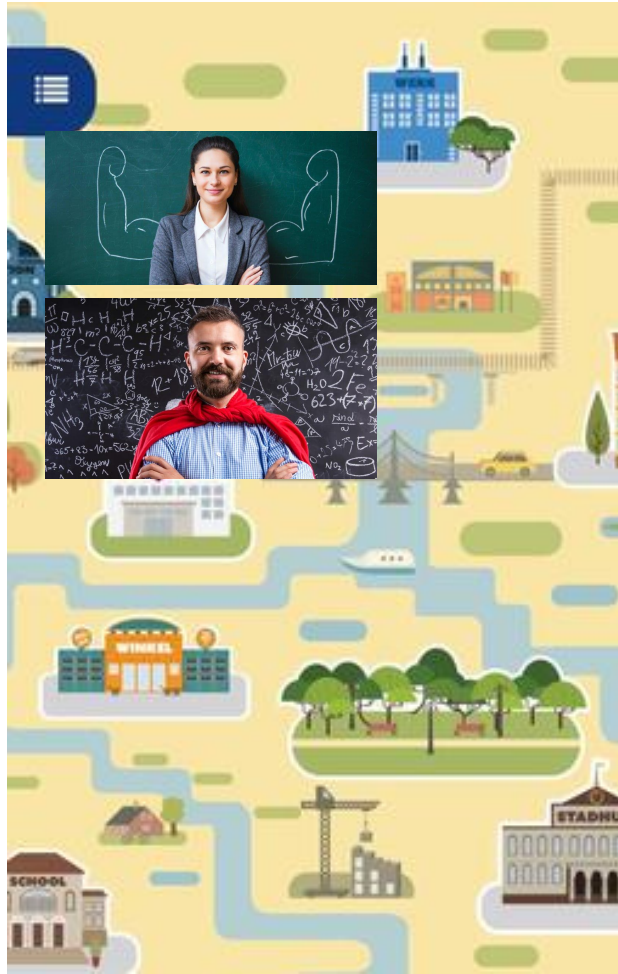
🚀 **implicit language learning**/learning by doing with **explicit language learning** for powerful language learning

🚀 **linguistic goals** with **subject goals** and **broader literacy skills** (= digital skills and numeracy) and **key competencies** (= self-regulation, learning to learn) for an integrated, needs-based, functional and context-rich approach

🚀 **learning inside school** with **learning and the living environment outside school** for extra practice/interaction opportunities (input and output) and to facilitate the transfer of what is learnt



# A plea to tear down the walls of the language classroom



## Join forces...

🚀 with **subject teachers, volunteers, IT-specialists...** for setting up functional and needs-based approaches but also for setting up **learning networks of professionals and volunteers** where expertise and materials can be exchanged

🚀 with **community, workplace... partners** for setting up **regional learning ecosystems and literacy networks** in which all learners are reached with an accessible and target-group specific offer

# POWERFUL LITERACY PRACTICES

...start from the characteristics of the learner...

- (learning) goals and target group
- psychological and practical barriers


...and are an interplay of....

## Preconditions at the organizational level

- Outreach and raising awareness
- Partnerships
- Target group-specific offer
- Framing
- Expertise and attitudes teachers and volunteers

## Characteristics of the offer

### *In terms of content*

- Integrated
- Needs-based
- Building up to self-reliance
- Wide monitoring
- Effective didactics 

### *In terms of organisation*

- Embedding in living environments
- Teamwork
- Intensity and duration
- Smartly deploying digital learning

## Effects of the offer

### *Primary*

- Skills and practices
- Self-concept and motivation

### *Secondary*

- Social participation
- Economic growth
- Further training
- Welfare

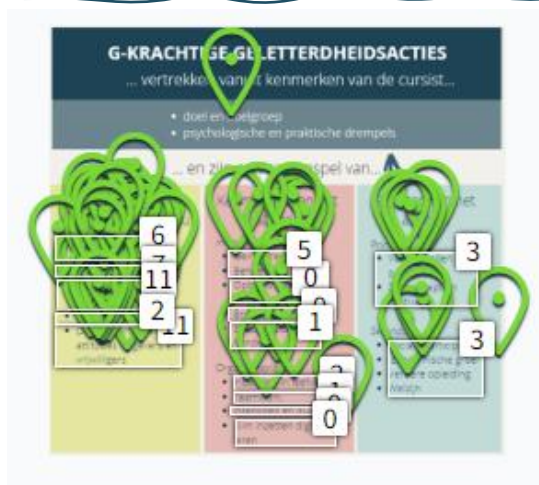
95 reviews and meta-analyses of (inter)national research on literacy among (young) adults, published in 2000 or later. **out of three research strands:**

1. Reviews of impact studies of educational programmes (controled effectiveness measures and non-experimental surveys)
2. Ethnographic studies of literacy practices and programmes
3. Implications of broader SLA insights (studies/theories of how people acquire language)

**uncover similar characteristics → compiled into theoretical framework cf other frameworks for effective practices** (e.g. McCombs et al., 2011 for summer schools) = combination of input, proces and output variables,

# Mapping literacy practices using the framework

## Uncovering strengths and opportunities for growth



- **Wide and varied offer in both formal and non-formal contexts:** 349 initiatives by 133 organizations
- **2 out of 3 organizations work together** for reaching participants, an integrated offer and raising awareness
- **Types of literacy** often occur **integrated**; least attention to numeracy
- **Strong focus on increasing self-reliance:** 2 out of 3



- **Still 1 in 3** are general programs
- **Financial framework** does not always allow for the extension of tailor-made programs
- **Integration of broader literacy skills but...**
  - L2: mainly language and numeracy skills
  - L1: primary digital skills
- **Reluctance regarding online learning**
- **Volunteers in need of professionalization**



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# Which building block from the literacy framework do you find most strongly developed?



# Powerful and effective language teaching

It's (not) rocket science... but it does give some food for thought

1. The premise of our language rocket is that it can take adult newcomers to unprecedented levels of language. Does this effectively apply to all adult newcomers?
2. Our plea for a needs-based and functional approach:
  - (to what extent) does this match with how adult education is often still organized, with L2-modules related to the CERF?
  - (to what extent) does this match with current and even increasing European policy of setting language requirements and high-stakes standardized testing?

# WEIRD versus LESLLA

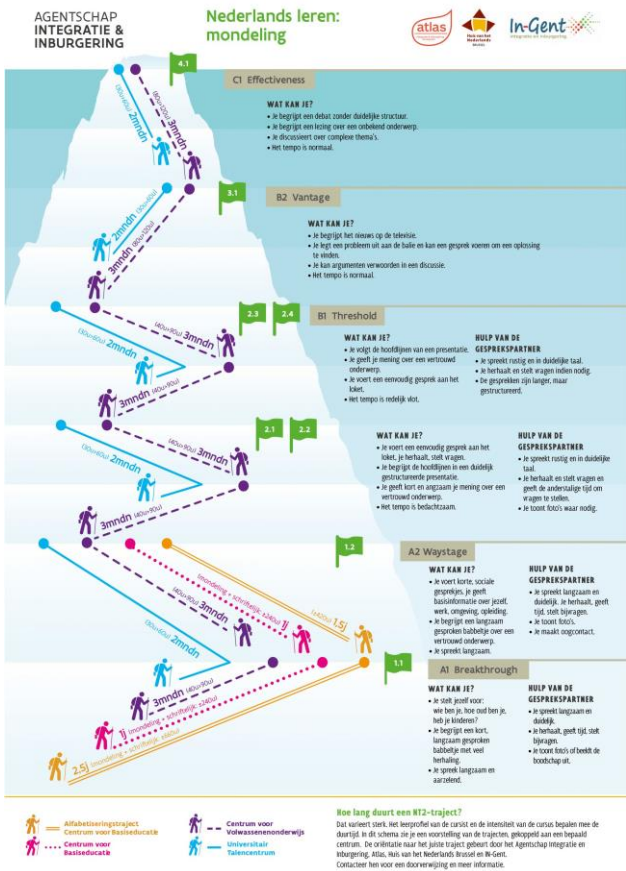


Has SLA research, and particularly linguistic-cognitive SLA research, been studying the WEIRDEST multilinguals in the world?

**WEIRD = Western, Educated, Industrialized, Rich, and Democratic societies**

Ortega, L. (2019). SLA and the study of Equitable Multilingualism. *The Modern Language Journal*, 103, 23-38.

# Testing as the cure for all ailments?



- ‘Life comes in between’?
- Misuse of ERK?



# Sources: CLE-portfolio literacy and language learning

[Onderzoek volwassenen - Centrum voor Taal en Onderwijs \(kuleuven.be\)](https://www.kuleuven.be)

## Towards a literacy framework (review studies)

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- Schiepers, M., Hooft, H., Gobyn, S. (2022). G-krachtige geletterdheidsacties in West-Vlaanderen: een cartografie.

## Development of a multilingual literacy screening

- Hooft, H., Vandermeerschen, H., Chakkar, S., Vandommele, G., De Cuyper, P., Schiepers, M. (2020). Laaggeletterdheid bij volwassen nieuwkomers in de Belgische asielopvang. Een verkennende analyse.
- Hooft, H., Schiepers, M., Vandommele, G. with Hooft, H. (corresp. author) (2021). Developing and Validating a Multilingual Literacy Test for Asylum Seekers. LANGUAGE ASSESSMENT QUARTERLY, 18 (5), 530-546.

## An integrated and needs-based approach for low-literate learners on their way to work

- Vandermeerschen, H., De Paepe, L., De Cuyper, P., Schiepers, M. (2021). Lerend netwerk als sleutel voor een betere arbeidsmarktintegratie van niet-gealfabetiseerde anderstaligen? Impactevaluatie van JOBstap! Leuven: Centrum voor Taal en Onderwijs & Hoger Instituut voor Arbeid en Samenleving.

## Online and blended language learning / digital skills

- Droogmans, A., Jorden, K., Maes, C., De Cuyper, P., Schiepers, M. (2016). *Op zoek naar een inburgeringstraject dat klikt. Onderzoek naar digitale geletterdheid bij laaggeletterde anderstalige nieuwkomers*. Steunpunt Inburgering en Integratie.
- Schiepers, M., Houben, A., Nordin, A-L., Van Loo, H., Verrote, L., Van Nuffel, H., Van den Branden, K. (2017). Creating a dynamic and learner-driven online environment for practising second language skills: guiding principles from second language acquisition and online education. In: J-C. Beacco, H-J. Krumm, D. Little, P. Thalgott (Eds.), *The Linguistic Integration of Adult Migrants / L'intégration linguistique des migrants adultes: Some lessons from research / Les enseignements de la recherche*, (225-232). Berlin: De Gruyter Mouton.
- Jehoul, A., Schiepers, M., Van Nuffel, H. (2022). To blend or not to blend? Krachtige én gelijke digitale leerkanalen realiseren in het volwassenenonderwijs.

## Handbooks didactics Dutch

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- Schiepers, M., Verhelst, L., Versteden, P., Delarue, S., Rijckaert, H., Axters, B., Bollaert, T., Ghesquièrre, L., Van Nieuwenhove, M., Willems, K. (2022). Voluit Taal. Didactiek Nederlands voor de eerste en tweede graad van het secundair onderwijs. Gent: Owl Press.

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- Black, L. (2004). Differential Participation in Whole Class Discussions and the Construction of Marginalised Identities. In: Journal of Educational Enquiry. 5:1, 34-54.
- Deci, E. L., & Ryan, R. M. (Eds.). (2004). Handbook of self-determination research. Rochester: University Rochester Press.
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- Schleppegrel, M. (2004). The Language of Schooling: A Functional Linguistics Perspective. New Jersey, NJ: Lawrence Erlbaum.
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- Vansteenkiste, M., & Soenens, B. (2015). Vitamines voor groei: Ontwikkeling voeden vanuit de Zelf-Determinatie Theorie. Leuven: Acco.
- ...

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PRINCIPALITY OF LIECHTENSTEIN



# Project LieLa – Liechtenstein Languages

**Manuel Frick**

Minister of Social Affairs and Culture

Principality of Liechtenstein





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<https://vimeo.com/302878228>



# LieLa at a glance

## Methodological and didactic features

- Ideal introductory method of foreign language course
  - Goal: Level A2 in the areas of understanding and speaking
- Findings from brain and learning research are put into practice with LieLa
- Method focuses on the learners' strengths, different learning styles and creating a positive learning atmosphere

## What makes the courses special?

- Friendly atmosphere
- Encouragement
- Variety
- Focus on coping with everyday life



# LieLa teaching packages

- Starter course for refugees, adults and young people
  - WORKS: 120 hours of oral communication (level A2)
  - ALPHA: Literacy course - 40 hours parallel to WORKS
- Early support for mother and child (3 to 4 year old children)
- Foreign language lessons at school



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## Positive outcomes

- **Projects in Germany:** E.g. courses in refugee camps in Essen and Berlin Tempelhof
- **Project in Turkey:** Teaching female refugees from Syria and Iraq Turkish and English
- **Luxembourg Ministry of Education:** Training of course leaders and trainers, translation and adaptation of LieLa WORKS into Luxembourgish and French.
- LieLa WORKS is currently available in **English, German and Turkish**, and will be available in **French and Luxembourgish** from August 2024



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# Challenges

- Focus on **comprehension**: speaking and understanding up to level A2
- For sustainable projects, LieLa relies on **strong local organisations**
- **Everyday life** in Liechtenstein: People speak a local dialect which is a challenge to understand even for native German speakers



# Rucksack Program



# What is Rucksack?

**Rucksack** is a language and education program built for children from non-German-speaking homes. We connect these children, their families, and their public German daycare or school by focusing on multilingual education as it integrates into everyday life.

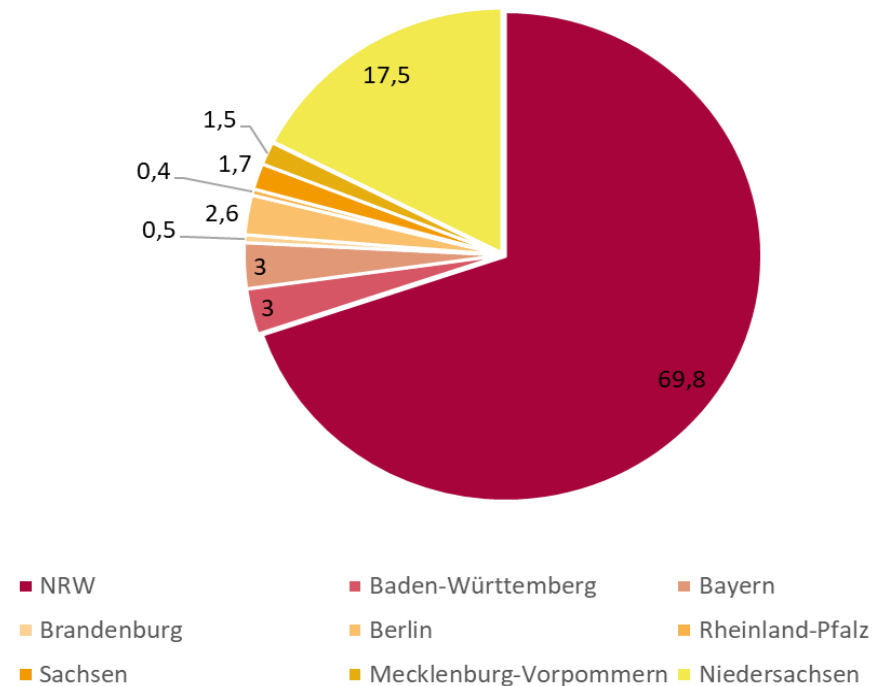
Goals of the program:

- promote everyday multilingualism (giving visibility and value to home languages)
- connect institutional integrated language education with concepts of parental education
- build and extend educational partnerships between families and educational institutions



# Where is Rucksack implemented?

**Rucksack** is implemented accross Germany, developed and coordinated at the national level in North Rhine-Westphalia.



## *How does it work?*

- Weekly trainings: Coordinators work through the Rucksack materials with the parents counselors
- Weekly group meetings of parents at the school: Counselors present our materials in the family languages





## *How does it work?*

- Parents take Rucksack materials home and use them with their children in their family language(s)
- School teachers and educators implement the materials in German with the children at the same time





## *Positive outcomes*

- Motivate and support children in their multilingual learning
- Provide teachers with tools and ideas on how to promote multilingualism at school
- Improve communication between parents and schools
- Create and support a strong community among parents
- Support family bonding through the use of family language(s)



# *Second language acquisition*

- Weekly meetings can serve as a way for parents to improve their German
- Parents involved as Rucksack Counselors often use the program as a springboard into a career in the field of education



# *More Information*

## **Websites:**

- [www.raa-berlin.de](http://www.raa-berlin.de)
- [www.rucksack-mitte.de](http://www.rucksack-mitte.de)
- [www.griffbereit-rucksack.de](http://www.griffbereit-rucksack.de)

## **Publications and Studies (in German):**

- „Rucksack in Mitte“, RAA Berlin (<https://rucksack-mitte.de/programm/>)
- Evaluation „Rucksack Schule“ im Kreis Unna , Drorit Lengyel, Vesna Ilić, Katharina Rybarski und Maria Schmitz  
Universität Hamburg
- Datenerhebung zum Programm Rucksack KiTa, Prof. Dr. Timm Albers, Universität Paderborn

***Herzlichen Dank!***

***Thank you!***