

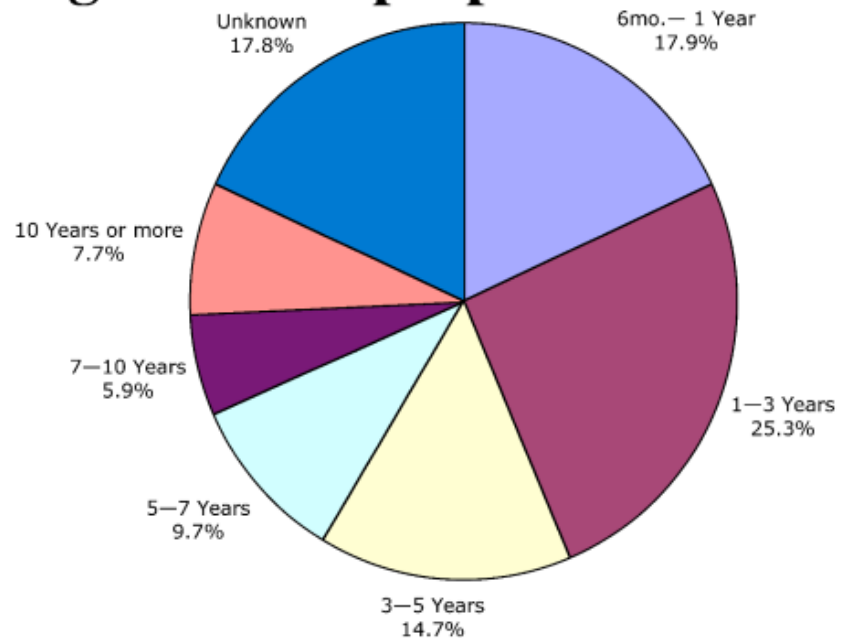


## **Engendering positive change – evidence-based examples from both a national and a European perspective**

### **Relancer l'intérêt pour l'éducation plurilingue et interculturelle – Exemples de réussite à l'échelle nationale et européenne**

**Jonas Erin (FR)**

# Length of time people remain shut-ins



# Hikikomori



Picture set up with Deepai

Michael J. Dziesinski, Research paper, Hawaii, 2003  
<https://towakudai.blogs.com/hikikomori.research.survey.pdf>

# Evolving language learning environments



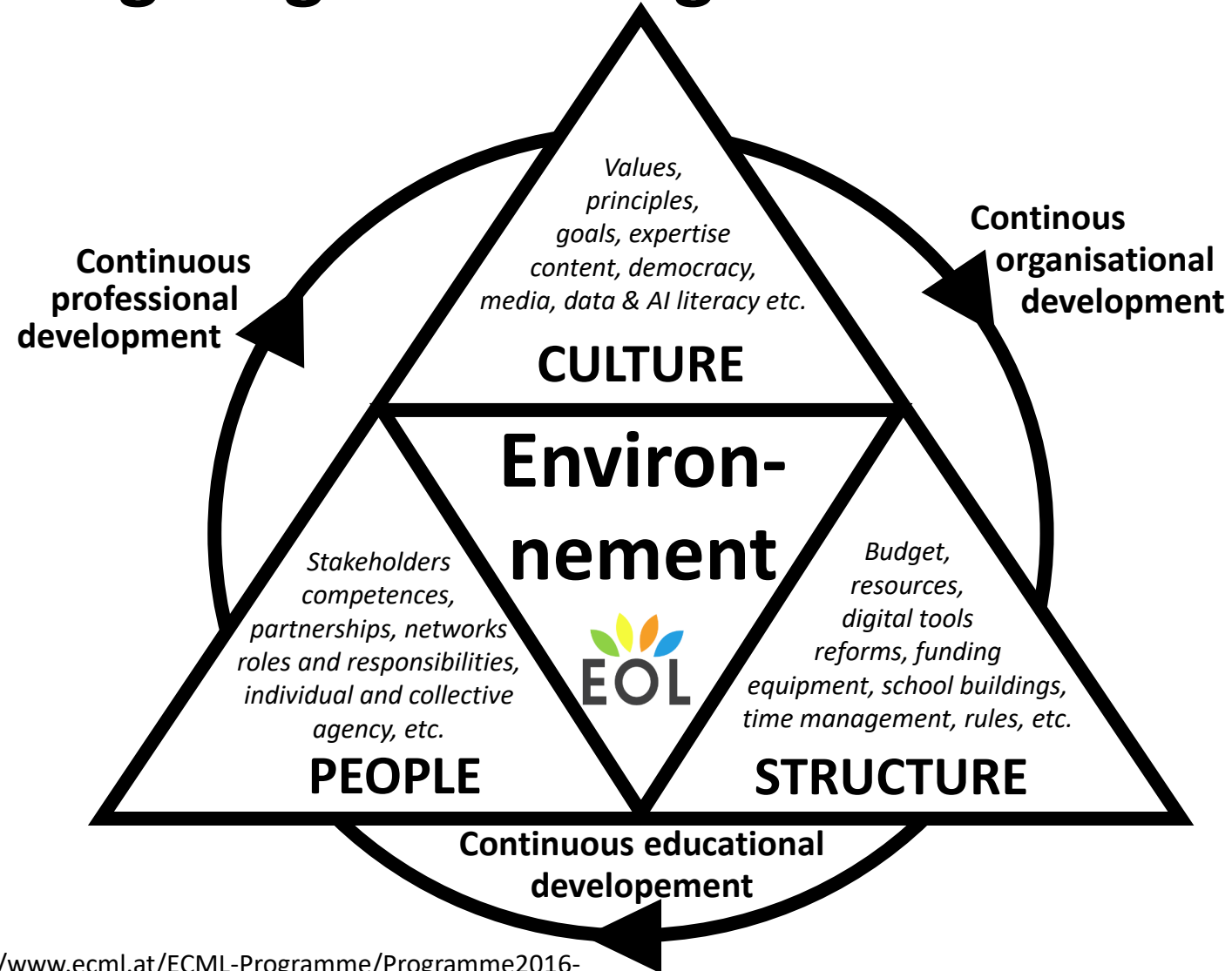
Meeting an archeologist,  
Ljubljana, Slovenia



Student mediators, Model'UN  
Nice, France



Walk & talk  
Tartu, Estonia



<https://www.ecml.at/ECML-Programme/Programme2016-2019/Learningenvironmentswhereforeignlanguagesflourish/Tools/tabid/4252/language/fr-FR/Default.aspx>



# Mapping language policies

 **EOL TaC experience**

Empowering students

Focus on...

**Needs**

**Strategies**

**Methodology**

**Guidance**

Empowering teachers

Mediation in vocational education (AT)

Supporting democratic culture (AT)

Plurilingual education & social inclusion (EE)

Intercultural education as key asset (EL)

Content based curricula (AM)

Fostering digital skills through FL (LT)

Immersive lang. learning (FI)

Content & lang. integrated learning (NL)

Early plurilingual education (LU)

Fostering language of schooling (DE)

Networking through lang. education (SI)

Holistic approach (Lang. Center) (DK)

Continuous lang. learning pathw. (FR)

Valuing language proficiency (SE)

Diversifying the language offer (CZ)

Professional development (LV)



# Franco-German educational cooperation

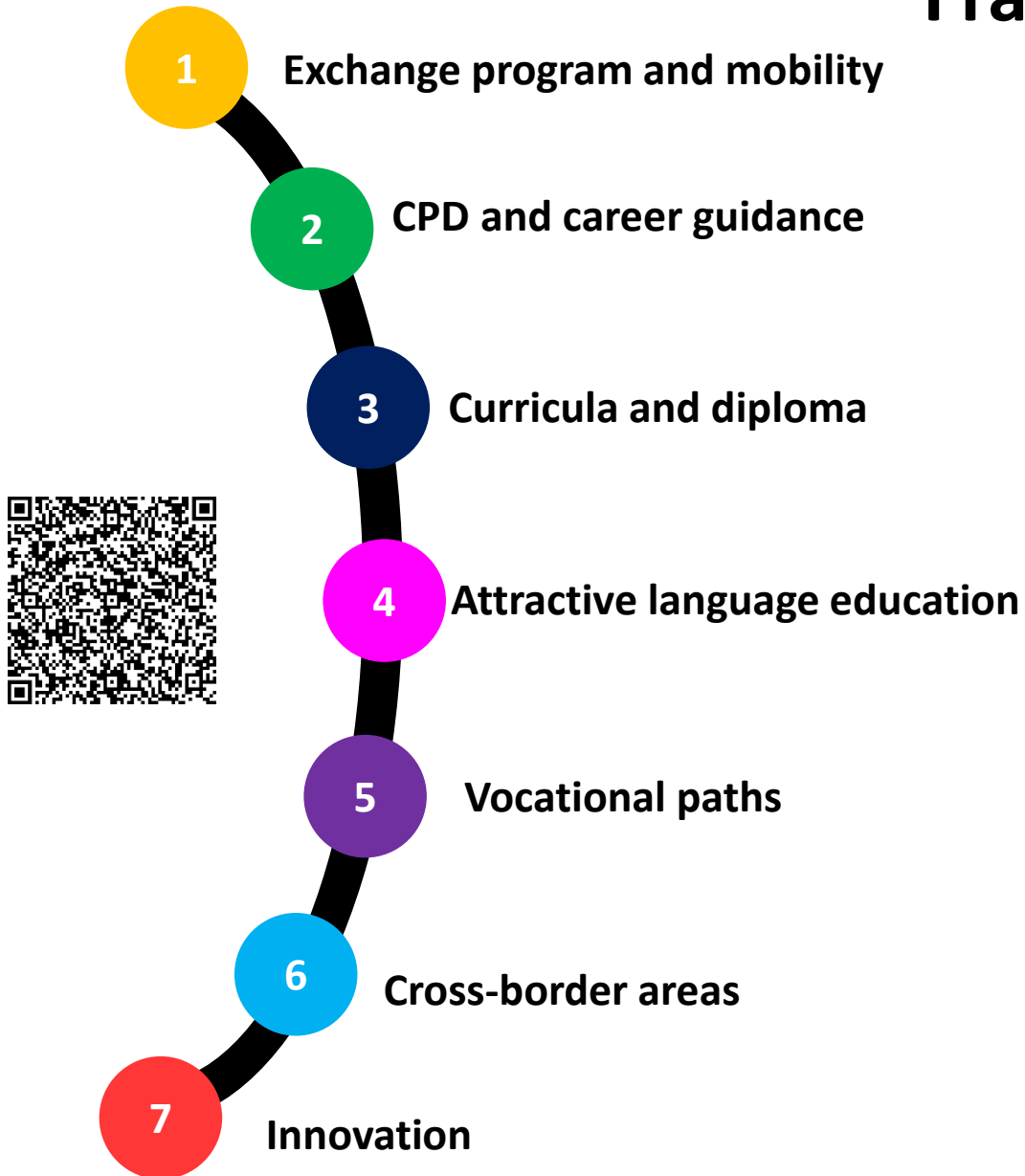
## Partner language strategy



### *A holistic approach*



	Learner	Teacher	School	System
1	Foster virtual mobility through eTwinning	Offer internship in the partner country	Fund meeting of school principals	Value mobility experience with AKI-tool
2	Promote European values and cultures	Pre-professionalization contracts	Enhancing European commitment	Support second careers in education
3	Develop language certificates	Develop CLIL teaching with partner universities	Promote French-German-English trilingualism	Fund plurilingual open education programs
4	Target disadvantaged young people	Support a project based approach	Set up a whole school language plan	Value intercultural skills during events (e.g. EDL)
5	Promote franco-german vocational projects	Develop franco-German co-teaching (Tele-Tandem)	Enhance Franco-German school-business partnerships	Include plurilingualism in calls for projects
6	Design cross-border mobility paths	Reinforce common pre-service training	Enrich non-formal educational offer	Boost twinning committees
7	Boost language acquisition with XR	Create a Franco-German volunteering program	Rely on the UFA network	Mutualize online training sessions



# Consider the twin transition

## Green future

### Enhancing inter-generational dialogue

in order to:

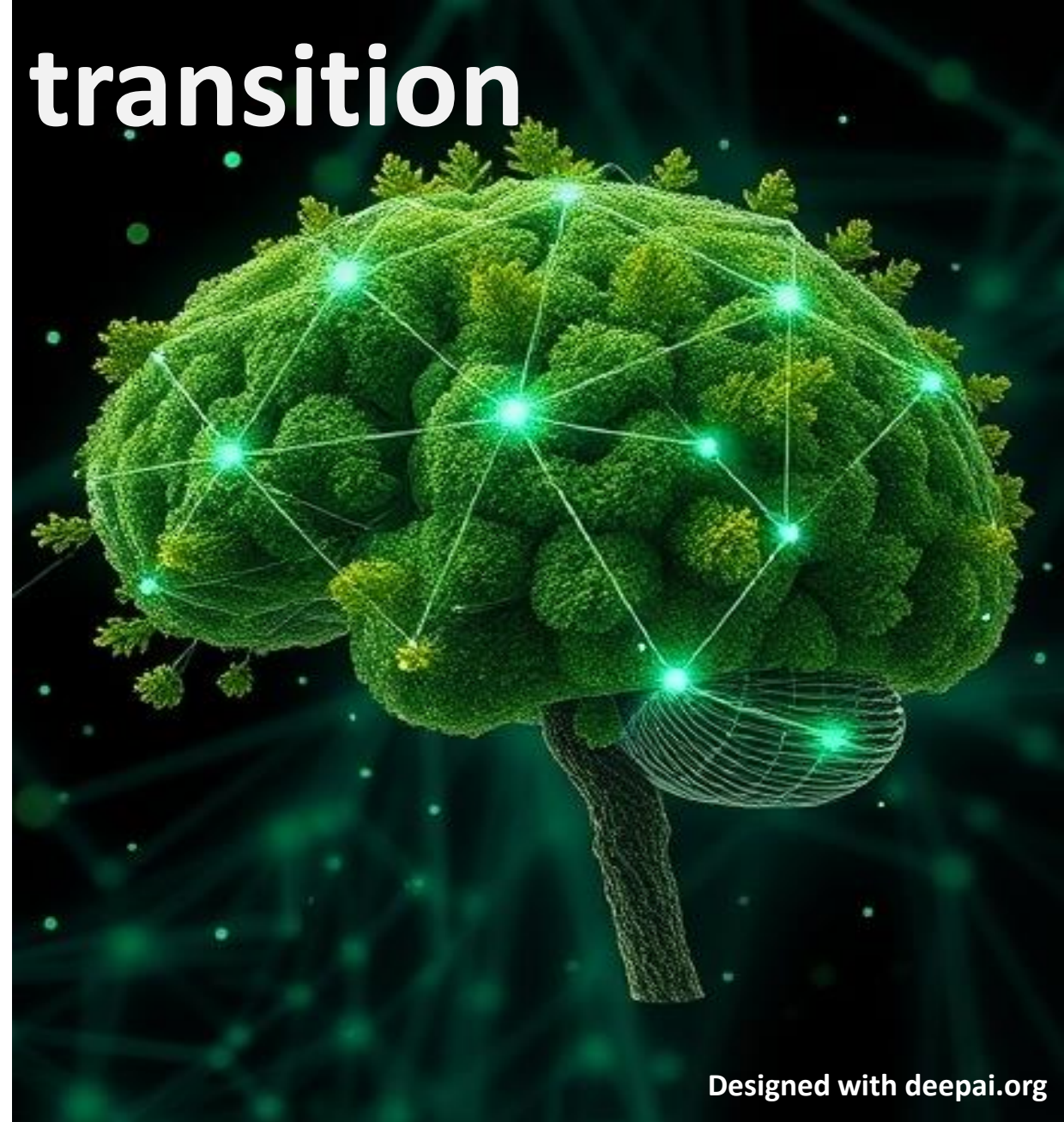
- Stop the collapse of biodiversity and prevent resource degradation
- Agree on diminishing carbon footprint & land use
- Support circular economy & sustainable food systems
- Foster deliberative methods to tackle climate change
- Develop a common culture on crisis management
- etc.

## Digital future

### Overcoming inter-generational divide

in order to:

- Maximize opportunities with awareness of ethical and security concerns.
- Integrate democratic participation and consent
- Foster a common understanding of technology
- Cooperate to develop energy-efficient technology
- Develop a common culture on risk management
- etc.



Designed with deepai.org



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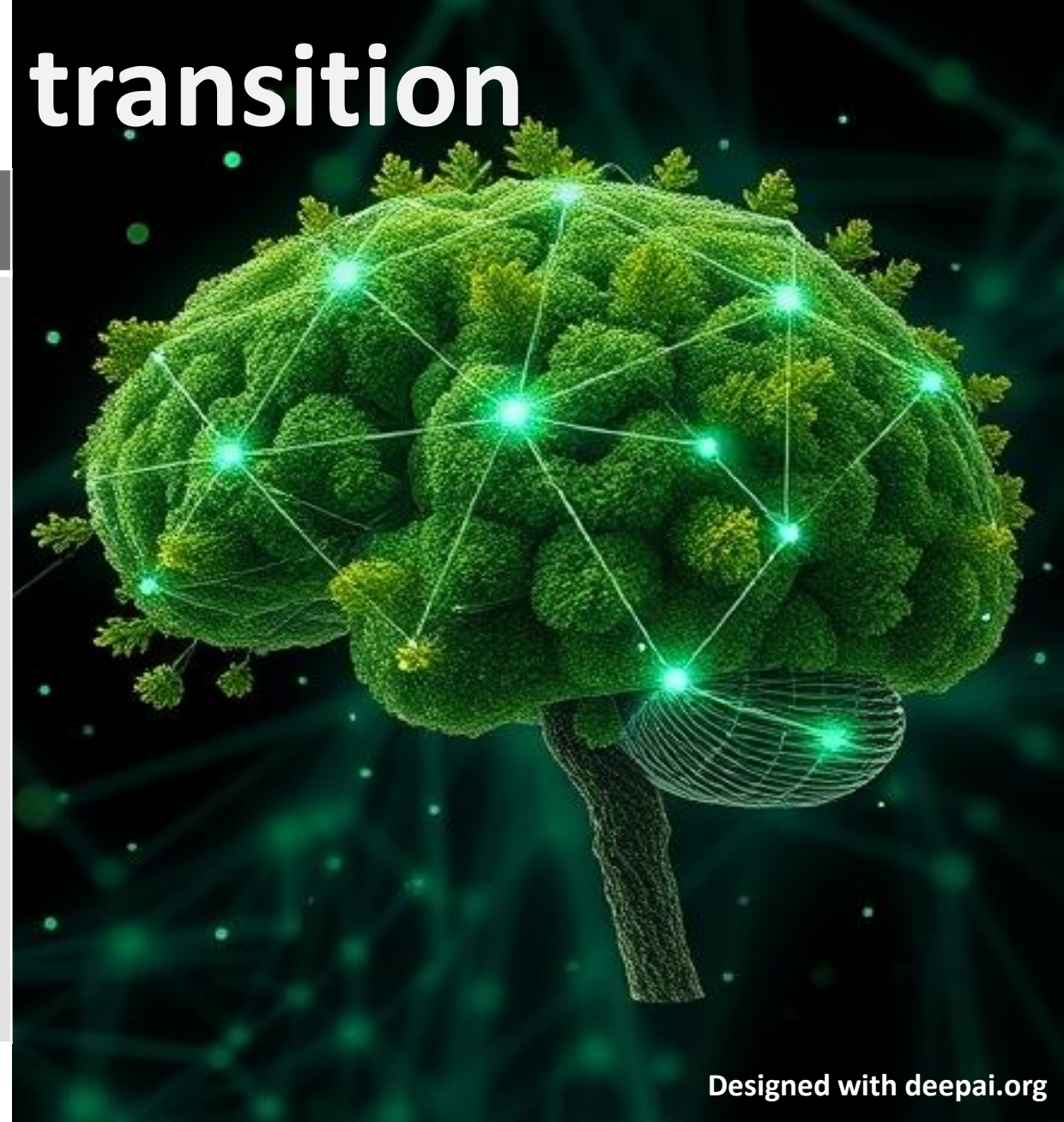
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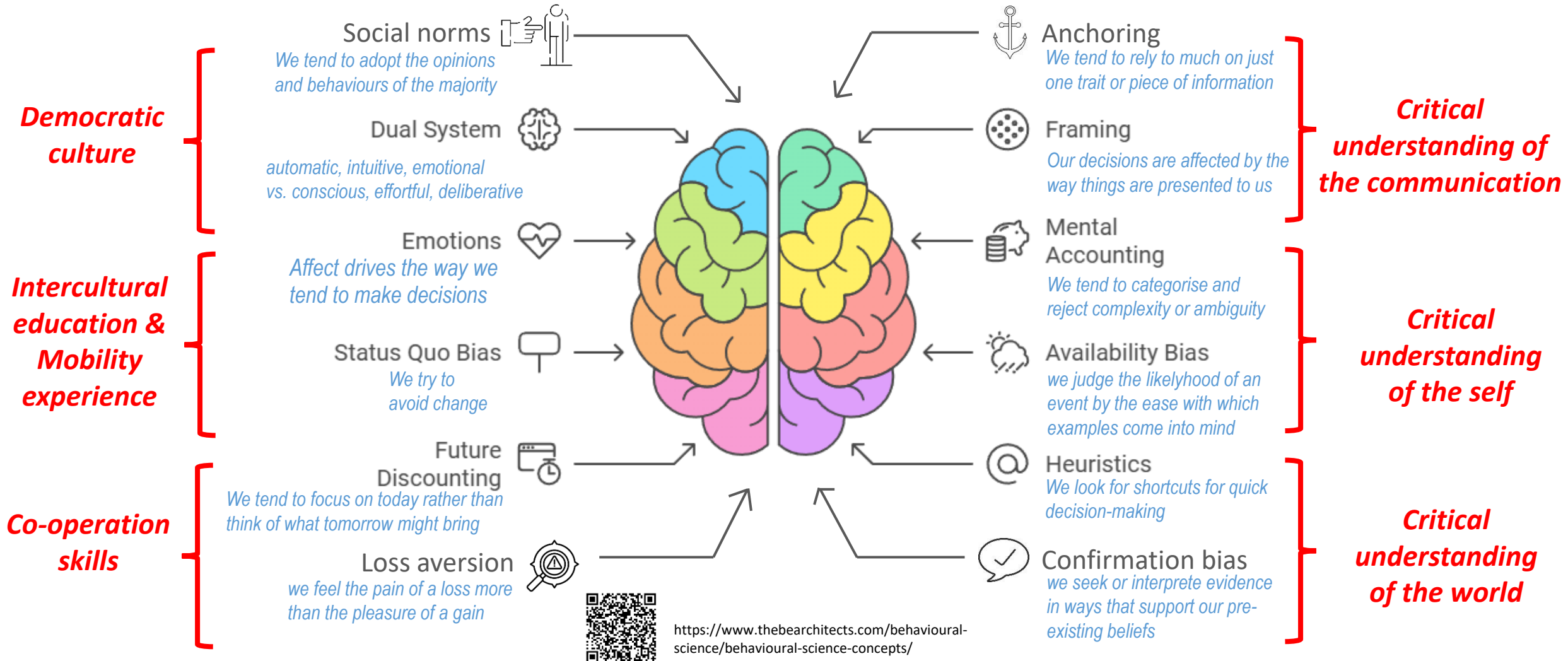
...through plurilingual and intercultural education



Designed with deepai.org

# What do behavioral sciences say ?

## 12 human bias





# Moving from a static to a dynamic approach

## *10 proposals to motivate students*



1. Scaffolding



2. Positive framing



3. Welcoming learning environment



4. Project-based learning



5. Design thinking



6. Real-life tasks



7. Transformational teaching



8. Participative class

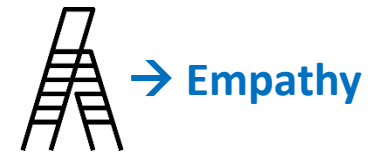


9. Creativity



10. Outside socialisation

# 1. Scaffolding – Meet learners where they are and provide instant feedback



There was a man called the lover  
All of the girls loved him but her  
He talked with that girl  
With her pretty curl  
To find out she likes his brother



B  
C  
3A Lilou  
Fanny



Climbing exercise with a debriefing analysis on tablets  
Montmédy, France

Metacognition with AI generated limericks,  
Collège Antoine Delafont, Montmoreau, France

## 2. Positive framing – Move towards formative assessment and value what the students already know



→ Empathy and critical understanding of the self



DELFLanguage certificate  
Haugenstua skole, Oslo – Norway



Diamond of trust and commitment  
Karhusuo school, Espoo, Finland



### 3. Welcoming learning environment – Bring your students



→ Openness to the world

in a safe emotional state through clear, realistic, achievable tasks



Home-in-language club  
Maynooth post primary school, Ireland



European Day of languages  
Lycée Evariste Galois, Sartrouville, France



Royal university library  
Aarhus, Denmark

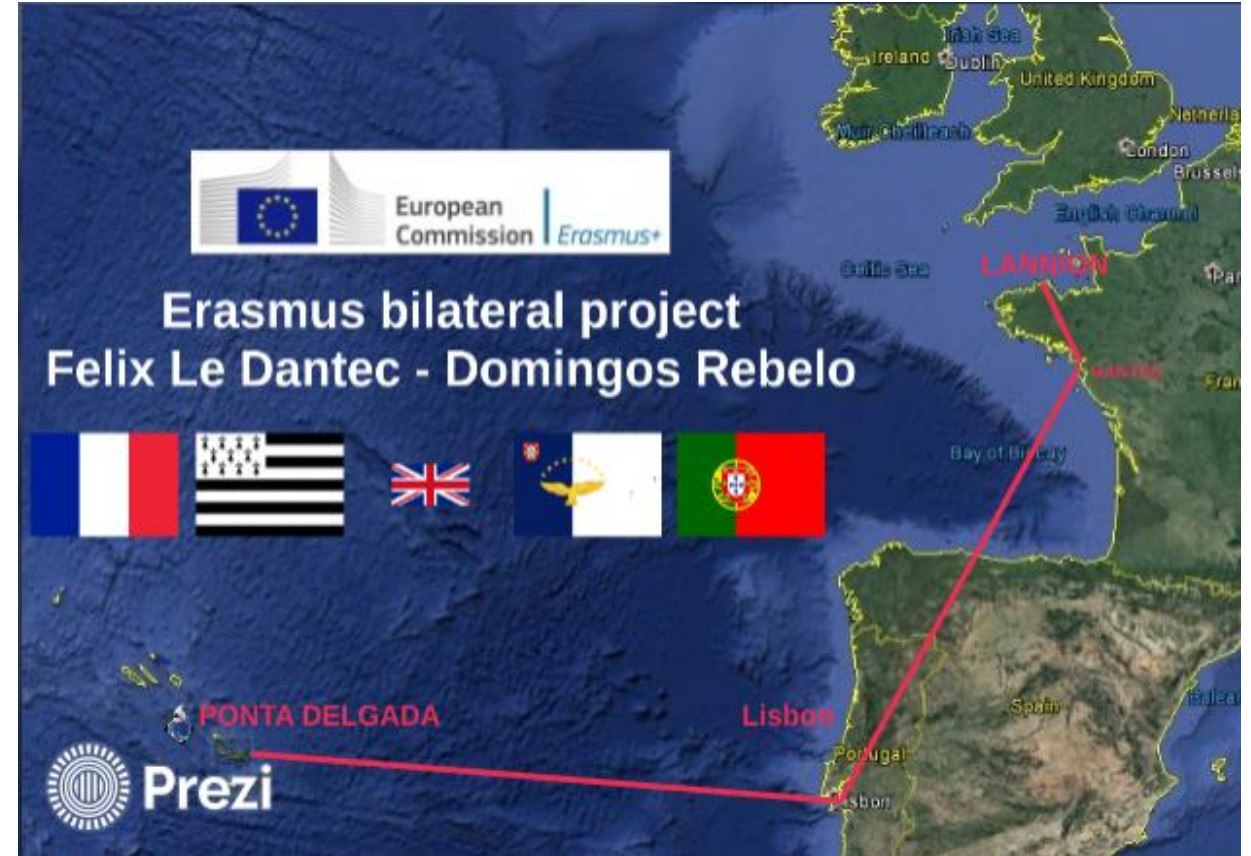




## 4. Project-based learning – Involve students through meaningful goals



In the forest – Hungarian-Slovenian Project  
Dvojezična osnovna šola Dobrovnik, Dobrovnik (Slovenia)



Common Geology – Diverse Biology  
Lycée Le Dantec, Lannion, France  
Domingos Rebelo School, Ponta Delgada, Azores, Portugal



# 5. Design thinking – Give students the power to decide

→ Autonomous learning skills and critical understanding of communication



**Kinema**  
Normandie (France), Niedersachsen (Germany) and Dolny Śląsk (Poland)

**Innovative learning spaces**  
Marselisborg Gymnasium Aarhus, Denmark



## 6. **Real life tasks** – Connect what students learn to their own life experiences



**Podcastrum**  
Engstrandskolen, Hvidovre, Denmark



**Mehrsprachiges Theaterspiel, Gisela Fasse**  
Heinrich Heine Gymnasium, Köln, Germany

# 7. Transformational teaching – Prepare your students for the future through self-directed projects that impact their life



**10@10 for the planet – network moderation  
Franco-German School, Freiburg im Breisgau, Germany**

**Espace Service Jeunesse – Open & flexible learning lab  
Lycée Condorcet, Scoeneck, France**





→ Responsibility

## 8. Participative class – Encourage students to give teachers constructive feedback and create formative assessment opportunities

### La rétroaction : élément phare pour l'apprentissage de nos étudiants

Propose des pistes d'amélioration concrètes

Informe sur les forces, les réussites, les acquis, ainsi que sur les défis réalistes à relever

Est formulée de façon constructive, précise et adaptée au niveau de langage de l'apprenant

Est soumise dans un court délai suivant la tâche (10-15 jours pour un travail long)

Est en lien avec les objectifs d'apprentissage et les critères d'évaluation



Rétroaction, Claude Bouchet, Université du Québec, Canada

French-language literature prize decided by German high school students

Fiete.ai – AI tool, Germany



## 9. **Creativity** – Challenge your students with complex social tasks that foster collaboration and critical thinking



→ Critical understanding of the world



**Eurolangues**  
Lycée VHB, Rennes, France



**CEBS Plurilingual vocational contest**  
Salzburg, Austria



**Collaborative maths,**  
Aarhus, Denmark



# 10. **Outside sozialisat**ion – Explore all learning spaces and connect students to their environment



→ Tolerance of ambiguity



**Students discover 20 languages at yerevan's state university, Armenia**



**Plurilingual Flashmob Lycée Henri Avril, Lamballe, France**



**School exchange program Finnvedens Gymnasium, Varnamö, Sweden**



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



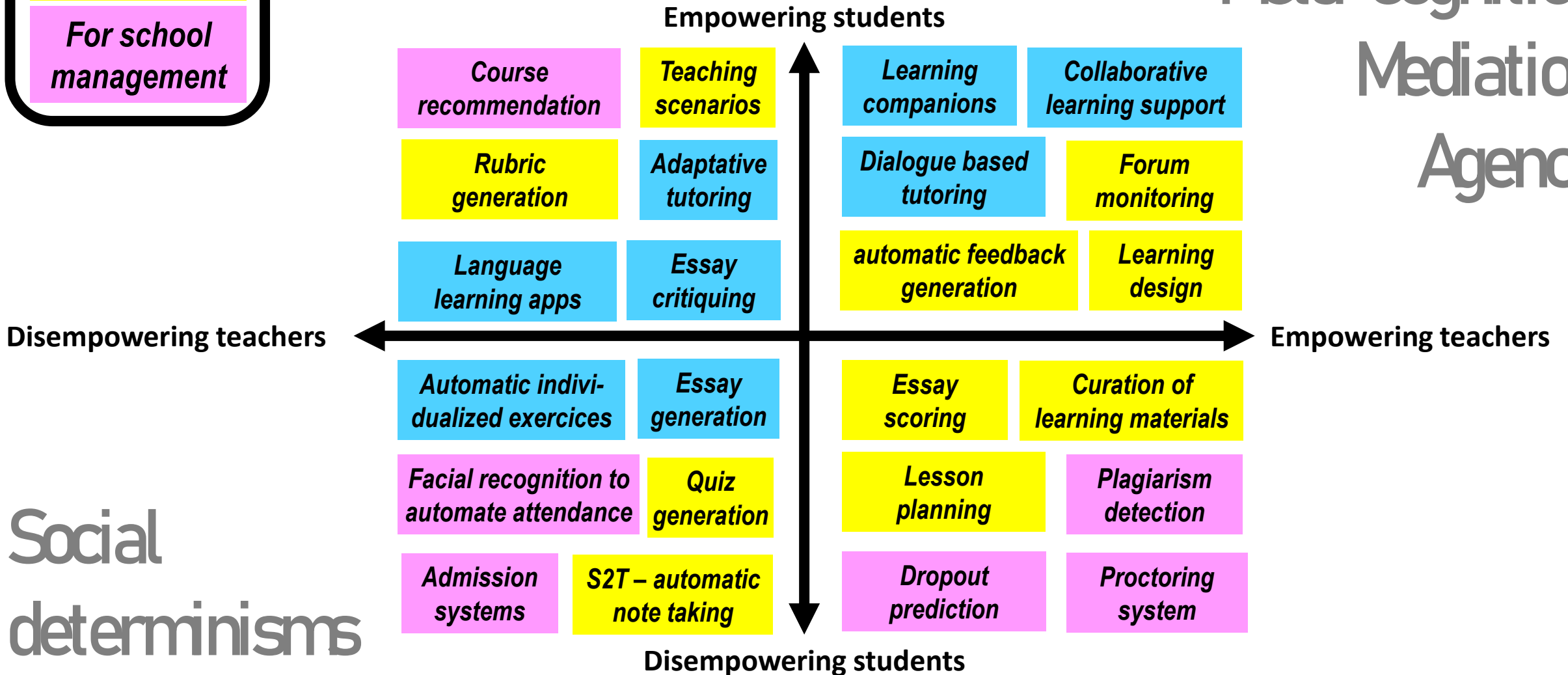
**School exchange visit in Szentes, Hungary Osnovna šola Draga Bajca Vipava, Slovenia**





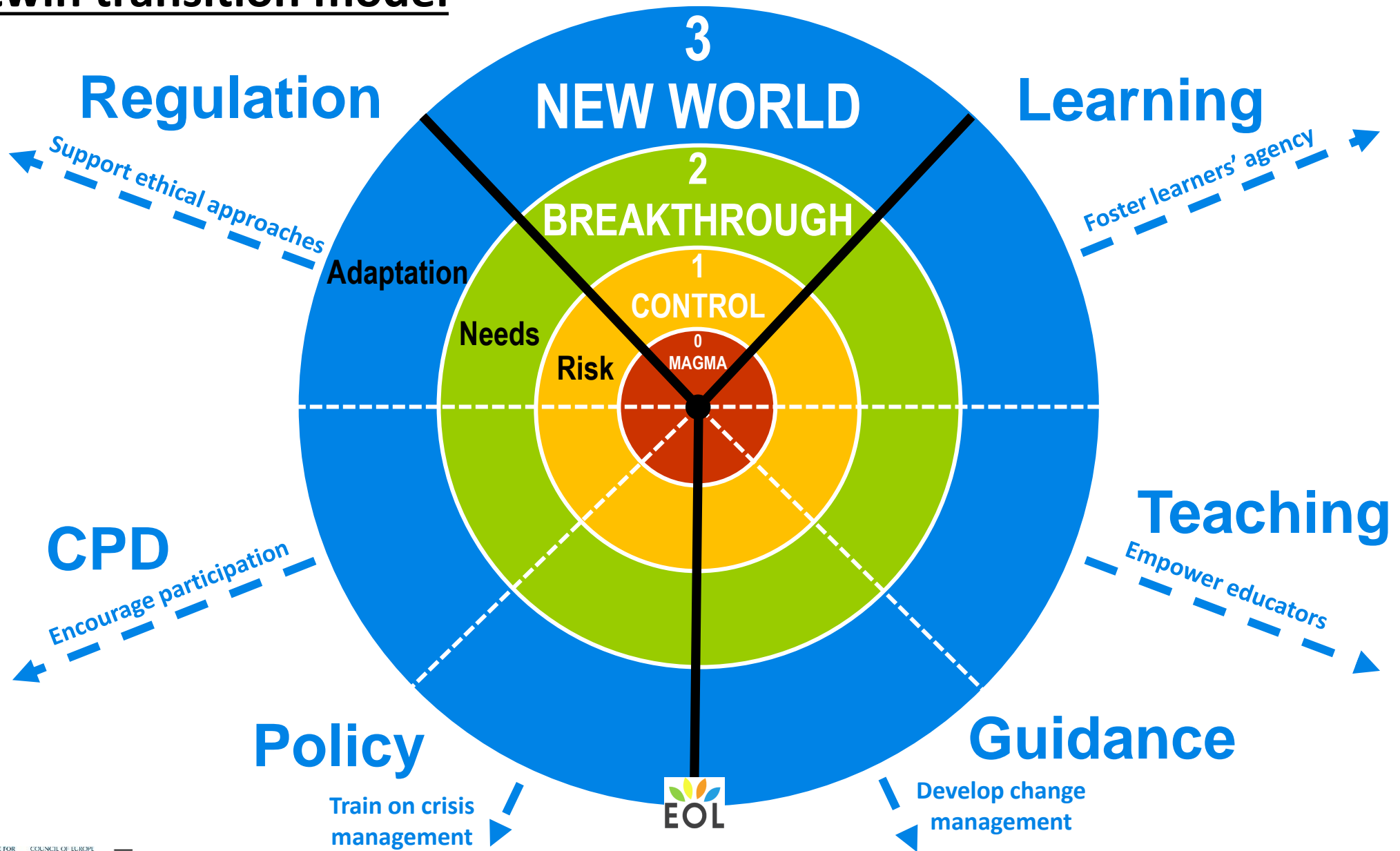
# Mapping AI tools

Critical thinking,  
Meta-cognition  
Mediation  
Agency



Social  
determinisms

# EOL-twin transition model







# Thank you



## POSSIBLE

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



## **Engendering positive change – evidence-based examples from both a national and a European perspective**

### **Jonas Erin (FR)**

The dual– ecological and technological – transition presents a challenge to democracy. In a context of social and digital divide, climate change and the rise of all forms of intolerance, plurilingual and intercultural education has never been more important to foster social cohesion and continue to make citizens adhere to the values that underpin our capacity to live together. However, students’ motivation in learning languages is in decline and the number of language teachers is decreasing everywhere. This presentation will try to identify approaches, projects and strategies at local, regional, national and European levels that boost motivation and commitment to plurilingual and intercultural education.

## **Relancer l’intérêt pour l’éducation plurilingue et interculturelle – Exemples de réussite à l’échelle nationale et européenne**

### **Jonas Erin (FR)**

La double transition – écologique et technologique – constitue un défi pour les démocraties. Dans un contexte de fracture sociale et numérique, de bouleversement du climat et de montée de toutes les formes d’intolérance, les compétences plurilingues et interculturelles n’ont jamais été aussi importantes pour porter la cohésion sociale et continuer à faire adhérer les citoyens aux valeurs qui fondent le vivre ensemble. Pourtant, on constate partout une baisse de la motivation des élèves à apprendre des langues et une baisse du nombre d’enseignants de langues. Il s’agit donc d’identifier les approches, projets et stratégies aux échelles locale, régionale, nationale et européenne qui relancent la motivation et l’engagement dans l’apprentissage et l’enseignement des langues.