Languages as cultural heritage

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“Monolingualism is a curable disease.”
LATEST ITALIAN RESEARCH

- Pilot project on CEFRCV
- Survey on languages
- Survey on online interaction
- Pilot projects on HLD & PTL
PILOT PROJECT ON CEFRCV
Questionnaire on “Online Interaction”

Companion Volume to the Common European Framework of Reference for Languages (CEFRCV)

Dear teacher,

This questionnaire has been developed by INDIRE (National Institute for Documentation, Innovation, Educational Research, Italy), in cooperation with the Italian Ministry of Education, under the supervision of Brian North and Enrica Piccardo, among the authors of the Council of Europe’s CEFR Companion Volume. The questionnaire is addressed to either teachers of foreign languages or CLIL teachers active in different international networks.

Thank you in advance for the time you will kindly dedicate to the questionnaire!
Pluriliteracies Teaching for Learning (PTL) shows how teachers and materials develop ways of fostering deep learning by paying attention to the development of students’ subject specific literacies, as well as their conceptual understanding and automatization of subject-specific procedures, skills, and strategies. By communicating about their evolving understanding in increasingly sophisticated ways, students internalize these understandings and ways of acting and thinking. PTL not only makes the links between content and language learning visible, but it also shows how teachers can create learning trajectories by taking students’ current abilities as a starting point, and tracing their progress along the learning pathway.

Working together with parents in order to maintain home languages which were not taught in school, has proved highly beneficial in the case of Scoll Bhride primary school in Blanchardstown, Dublin. In this school, 80 per cent of students have a foreign background and speak a total of 51 languages. Principal Deirdre Kirwan developed a strategy for the school, which encourages parents and students to embrace their native linguistic skills alongside English and Irish.
Questionnaire on language teaching, learning and assessment

Dear teacher/school leader,

This questionnaire has been developed by the European Commission in cooperation with INDIRE (Italian Institute for Documentation, Innovation, Educational Research). The questions are relevant for the current policy discussion on language learning, teaching and assessing and your answers will provide useful input in this context.

The data will be collected and analyzed by INDIRE and shared through a report which will be written by INDIRE in cooperation with the European Commission.

Thank you in advance for the time you will kindly dedicate to the questionnaire!
THE PROFILE OF THE RESPONDENTS

What is your professional profile?

- Foreign language teacher: 77.1%
- Both foreign language teacher and CLIL teacher: 9.6%
- CLIL teacher: 5.2%
- School leader: 1.0%
- Other: 7.1%

Which school level do you work?

- Upper secondary education: 40.5%
- Lower secondary education: 31.2%
- Primary education: 24.3%
- Other: 2.9%
- Pre-primary education: 1.1%

6228 respondents (2968 complete answers)
Are there any provisions for enhancing and supporting students' home languages in schools in your country, in case these are not generally included as foreign languages in the curriculum?

- Yes: 47.9%
- No: 40.5%
- I don’t know: 11.6%
Have you any personal experience of Content and Language Integrated Learning (CLIL)?

- Yes: 51.6%
- No: 48.4%

Who is the CLIL teacher in your country?

- Both of them: 35.1%
- The subject teacher: 35.0%
- The language teacher: 24.3%
- Other: 3.4%
- I don't know: 2.2%

Content and Language Integrated Learning (CLIL)
How many languages are taught in CLIL in your country?

- One: 45.2%
- Two: 20.4%
- Three: 15.9%
- More than three: 10.9%
- I don't know: 7.6%

In which school level is CLIL most frequently adopted?

- Upper secondary school: 74.1%
- Primary school: 10.8%
- Lower secondary school: 8.6%
- I don't know: 6.1%
- Pre-Primary school: 0.3%
FLEXIBILITY OF THE CURRICULUM

Can the first foreign language be dropped and exchanged against another language?

- Yes: 78.4%
- I don’t know: 6.1%
- No: 15.5%

Can the first foreign language be exchanged against another non-language subject?

- Yes: 2.3%
- I don’t know: 13.5%
- No: 84.2%

Can the second foreign language be dropped and exchanged against another language?

- I don’t know: 36.6%
- Yes: 36.6%
- No: 26.9%
Specific School Pathways on Languages

Are specific pathways focused on languages provided in upper secondary school?

- Yes: 11.6%
- No: 51.7%
- I don't know: 36.7%

If yes, how many languages are taught in these pathways?

- Three: 41.7%
- Two: 19.8%
- One: 20.1%
- More than three: 9.2%
- I don't know: 9.2%
REMOTE TEACHING DURING THE PANDEMIC

Which language skills have you found challenging to develop in remote teaching?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral interaction</td>
<td>61,1%</td>
<td>38,9%</td>
</tr>
<tr>
<td>Listening</td>
<td>56,3%</td>
<td>43,7%</td>
</tr>
<tr>
<td>Oral production</td>
<td>44,8%</td>
<td>55,2%</td>
</tr>
<tr>
<td>Writing</td>
<td>36,5%</td>
<td>63,5%</td>
</tr>
<tr>
<td>Reading</td>
<td>31,2%</td>
<td>68,8%</td>
</tr>
</tbody>
</table>

Which language skills have you found easy to develop in remote teaching?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>51,3%</td>
<td>48,7%</td>
</tr>
<tr>
<td>Listening</td>
<td>49,7%</td>
<td>50,3%</td>
</tr>
<tr>
<td>Writing</td>
<td>40,9%</td>
<td>59,1%</td>
</tr>
<tr>
<td>Oral production</td>
<td>32,5%</td>
<td>67,5%</td>
</tr>
<tr>
<td>Oral interaction</td>
<td>30,2%</td>
<td>69,8%</td>
</tr>
</tbody>
</table>

Have you been teaching remotely during COVID-19 emergency?

- Yes: 97,0%
- No: 3,0%
STUDENTS’ REACTION TO REMOTE TEACHING

How would you be able to define your students reactions to distance learning?

- satisfied: 36.0%
- quite satisfied: 31.5%
- very satisfied: 15.6%
- not very satisfied: 11.7%
- fully satisfied: 3.9%
- I don’t know: 1.3%

How would you rate their progress?

- quite good progress: 48.3%
- good progress: 27.2%
- weak progress: 19.9%
- very good progress: 2.7%
- no progress at all: 1.1%
- I don’t know: 1.0%
Would you be in favour of a European language test to assess the language competences of your students in such a way that these can be compared across EU Member States?

If yes, which skills would you like to be tested?

- **Listening**
  - No: 20.2%
  - Yes: 79.8%

- **Oral interaction**
  - No: 27.4%
  - Yes: 72.6%

- **Reading**
  - No: 44.3%
  - Yes: 55.7%

- **Writing**
  - No: 49.0%
  - Yes: 51.0%

- **Oral production**
  - No: 50.2%
  - Yes: 49.8%
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