



**INNLANC**  
International Network of  
National Language Centres

10th INNLANC meeting, Graz  
20 – 21 June, 2016

## Minutes

### I. INNLANC country reports

#### Welcoming of new representatives in INNLANC:

- Marianna Blaskóné Szűcs (Tempus Foundation, Hungary)
  - Renate Evjenth (Fremmedspråksenteret, Norway)
  - Thomas Arbouet (CIEP, France)
  - New observing member: Katrin Pannekeet (EPNUFFIC, Netherlands)
- Country Reports from Austria, France, Hungary, the Netherlands, Norway, Poland, Sweden and Scotland
- **Topics of common interest for INNLANC members taken from country reports:**
- Motivation for language learning (depending on target groups, e.g. young people and school owners who are the facilitators)
  - How to accept foreign diplomas?
  - Language choice: which language to teach / to learn? Will, for example, BREXIT have an impact on the choice of languages to learn?
  - Early language learning
  - EU-related projects
  - Bilingual education / bilingual schools
  - 2<sup>nd</sup> foreign language learning / teaching
  - Teacher education
  - Language variety
  - ELP
  - ICT: INNLANC could exchange experiences from courses from Massive Open Online Courses (MOOC), e.g. “Storytelling” from Sweden

## II. International perspectives on linguistic and intercultural support for newly-arrived refugees (chaired by Gunther Abuja, Austria):

### Council of Europe, European Commission and Member States

- 20 June = International Refugees Day!
- Questions dealt with:
  - How can large numbers of refugees be “handled”? (e.g. logistics in schools, educational administration, etc.)
  - Support of teachers – support from teachers for students (e.g. experiences, strategies, models, etc.)
  - Influence on education/schools in general (teaching habits, communication in schools/classrooms, FLT, other subjects, etc.)
- **ECML – some interesting facts by Sarah Breslin**
  - Terminology: CoE doesn't distinguish between refugee and migrant > both belong to vulnerable groups
  - In the past, there was not enough investment in education; emphasis was on legal instruments > now a change of mentality is necessary!
  - Clearly something has gone wrong in society. Where has democracy gone?
  - Report/chapter on inclusive societies
  - Safe spaces to talk about controversial issues are needed! Schools should be places where these topics can be openly talked about (e.g. terrorism, religion, etc.)
  - Languages of schooling and mother tongue support are crucial
  - CoE's *Curriculum for Democratic Culture*
  - Action Plan on building inclusive societies:
    - 1) Language skills as an engine for integration
    - 2) Recognising qualifications by refugees/migrants and
    - 3) Access to education for undocumented children/young people
- CoE's LIAM website: <http://www.coe.int/de/web/lang-migrants>: Linguistic Integration of Adult Migrants.
- ECML projects of interest for refugees: Descriptors' project, Community online teaching course, ELP for pre-primary, Parents' work (for migrants' and residents' parents), MALE-DIVE (how to teach mother tongue / how to adapt methodology to L as 2<sup>nd</sup> language)

Country	Action
France	Not many recently arrived refugees, therefore issue not so relevant for France. However, FR is a country of immigration and therefore caters for many migrants.
Poland	Book on intercultural competences, workshop for teachers, reflections on one's own experiences with plurilingualism, danger of stereotyping
Sweden	<p>High level of equality, help of translators / language teachers, network of translators / also via phone, welcome materials produced from 2009 on, 1<sup>st</sup> step = interview, 2<sup>nd</sup> step = screening for specific language literacy, problem solving skills, educational background &gt; makes clear that Sweden expects a lot from refugees (step 1 and 2 within the first two months of arrival) &gt; student profiles are used for placements; 3<sup>rd</sup> step = material for primary subjects (e.g. materials on cultural differences)</p> <p>Challenges = not enough teachers for Swedish as L2, esp. in secluded areas; 35.000 new primary school children have to be catered for</p> <p>Mother tongue teachers are also available; parents are included</p>
Austria	<p>Recommendations for integrating newly-arrived refugees in Austrian schools: published in 2016 after INNLANC meeting ("<i>Flüchtlingskinder und –jugendliche an österreichischen Schulen</i>"): <a href="http://www.schulpsychologie.at/fileadmin/upload/schulpsychologie/MIT_Rundschreiben.pdf">http://www.schulpsychologie.at/fileadmin/upload/schulpsychologie/MIT_Rundschreiben.pdf</a></p> <p>Recommendations "<i>Was Freiwillige bei der Sprachunterstützung von Flüchtlingen brauchen – und was nicht</i>" by Professor Dr Hans-Jürgen Krumm (University of Vienna): <a href="http://www.idvnetz.org/Dateien/HJKrumm%20Kleiner%20Leitfaden%20fuer%20SprachhelferInnen.pdf">http://www.idvnetz.org/Dateien/HJKrumm%20Kleiner%20Leitfaden%20fuer%20SprachhelferInnen.pdf</a></p> <p>Recommendations "<i>Zehn Praxistipps für einen erwachsenengerechten Deutschunterricht mit Flüchtlingen und Asylsuchenden</i>" by Myriam Fischer Callus (Huber Verlag): <a href="http://www.hueber.de/media/36/Hueber_Erste_Hilfe_Deutsch_10_Praxistipps.pdf">http://www.hueber.de/media/36/Hueber_Erste_Hilfe_Deutsch_10_Praxistipps.pdf</a></p> <p>Bildungsreform: <a href="https://www.bmb.gv.at/ministerium/vp/2016/20160407.html">https://www.bmb.gv.at/ministerium/vp/2016/20160407.html</a></p> <p>ÖSZ: <a href="http://www.sprachsensiblerunterricht.at">www.sprachsensiblerunterricht.at</a></p>

### III. ICT for language teachers (chaired by Eva Engdell, Sweden)

Questions dealt with:

- ▶ How do you work with ICT in your countries?
- ▶ What is the language teachers' opinion about using ICT?
- ▶ What kind of ICT do the teachers use?
- ▶ Is anything done by the government to make teachers use ICT?
- ▶ Have you had any in-service trainings?
- ▶ What are the positive/negative effects of using ICT?
- ▶ What are the challenges? How can we deal with them?

Norway	<ol style="list-style-type: none"> <li>1) is encouraging teachers to use ICT in class &gt; make them change their omniscient position &gt; teachers are “coaches” and have to include/ask their students for help in class</li> <li>2) teaching foreign languages through internet: give online courses (e.g. in Portuguese for upper secondary school)</li> <li>3) Sami learners (every Sami is entitled to learn Sami language) are encouraged to do online learning/courses because learners are scattered all over country</li> <li>4) However, municipalities differ largely when it comes to ICT: some regard ICT as a threat and others as a help.</li> <li>5) Interesting idea: google translate has improved immensely. How are we as language people going to deal with this – are we to encourage students to use google translate or not?</li> </ol>
Hungary	Toolkit for teachers available: teachers have to describe what they use in class. Tempus is giving out rewards for best ideas. However, schools lack ICT devices.
Sweden	Blended learning (distance learning) is in use. Some computer companies give out good deals to schools for their equipment.
Netherlands	Schools are very well equipped. Schools use program “Magister” (online registration). Even parents are used to communicate online. Tablet and laptop classes are very common; teacher networks help in exchanging experiences.
Scotland	<p>ICT very important for career-long professional learning. Nearly every school now has smartboards. Instead of banning mobile phones from class schools use it in class (but pupils must not disturb the lessons).</p> <p>Teachers are also keen on using social media and therefore must practice safer internet. Think of novel ways of using ICT.</p>
Poland	Some teachers are against ICT, others use ICT a lot.
Austria	ICT behavioural training: teach rules how to work with ICT
Moodle platform	used in all INNLAC member countries

#### IV. Motivation for language learning (chaired by Hannah Doughty, Scotland)

Norway: German and Spanish on the increase > success attributed to efforts made by teachers; number of French learners is going down; *Fremmedspråksentret* is now cooperating with Confucius Centre in Bergen

- Hungary: English now needed most
- Netherlands: German is needed for labour market
- Poland: Native-speaking partners (e.g. Goethe Institute) help to motivate language learning
- Sweden: try to start working more on migrant languages
- Will Brexit have an impact on language learning in Europe?

## V. Cultural activity (“Multilingual Graz“ by Barbara Schrammel-Leber)



## VI. INNLAB member business and next steps (chaired by ÖSZ)

### ○ List of participants

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Excused: Kim Haataja (FI), Mathias Picononi (CH), and Onno van Wilgenburg (NL)

- Next INNLAB **meeting** at CIEP in [Sèvres](#), France: please fill in doodle by Thomas Arbouet > <http://doodle.com/poll/56uquzhv9h7f9hg7>
- Draft **template** by Marianna Szucs for the presentation of INNLAB members on Website: Please send any comments on the draft template to Marianna. These templates will be used as PR for INNLAB.
- ÖSZ will remain **chair** until the next meeting in Sèvres.
- INNLAB members please **collect ideas for format of the next meeting** and send suggestions to Thomas Arbouet ([arbouet@ciep.fr](mailto:arbouet@ciep.fr)).
- Thomas Arbouet will update our **INNLAB mailing list**. All INNLABs (who wish to be on the mailing list) send individual update to Thomas Arbouet.
- **Communication among INNLAB members**: via mailing list and keep website on [www.fremmedspraksenteret.no](http://www.fremmedspraksenteret.no)
- **Potential project list**: will be sent to all INNLABs by Thomas Arbouet.
- **Agreement to Voluntary Association**: Please check whether your Agreement is signed. If not, please sign again and send to Steinar Nybøle ([steinar.nybole@fremmedspraksenteret.no](mailto:steinar.nybole@fremmedspraksenteret.no)).