9th CBLA SIG - 30 May 2019

"Multilingual assessment competences and practices in Europe: ENRICH Erasmus+"

Lucilla Lopriore, Roma Tre University, Italy

Dina Tsagari, OlsoMet, Norway

ENRICH

**English as a Lingua Franca practices
for inclusive multilingual classrooms**

MULTILINGUALISM IN EUROPEAN SCHOOL POPULATION

- **New language landscapes & emerging scenarios**

- **Increasing flow of migration & multilingual population**

- **New European policies for multilingualism**

- **Inclusive educational practices**

- **Need to increase teachers' competence of multilingualism**

ELF (English as a Lingua Franca) - multilingual means of communication

- "[English is no longer] English as we have known it, and have taught it in the past as a foreign language," but "a new phenomenon" now recognized as **English as a Lingua Franca**. (Graddol 2006: 11)

- "In aiming to teach and learn English in ways that would allow for effective communication across linguistic and cultural boundaries the focus of the classroom moves from the acquisition of the norms associated with a standard model to a focus on learning linguistic features, cultural information and communication strategies that will facilitate communication." (Kirkpatrick, 2007: 19)

EFL: a gradual shift from the notion of *correctness* to *appropriateness* and *intelligibility*

The ENRICH Project

"English as a Lingua Franca Practices for Inclusive Multilingual Classrooms"

ENRICH
https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-EL01-KA201-047894

The ENRICH project

Aim:

- Promotion of **teacher competences** that are crucial for responding to and building upon the diversity found in today's **multilingual classrooms** across Europe.

- Develop a **high-quality Continuous Professional Development (CPD) infrastructure** which will empower English language teachers (ELTs) to **integrate** the current role of **English as a Lingua Franca** in multilingual classrooms.

Phases of ENRICH

**Needs Analysis
(Survey questionnaire for Teachers/Students
& Focus Groups w Students)**
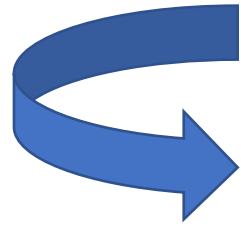
Online CPD training course
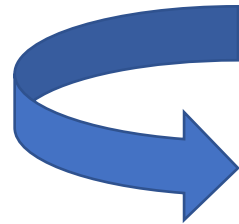
**Handbook
(Teachers, Trainers, etc)**

Teachers' Questionnaire: 620 teachers

Teachers' age	Frequency	Percentage
25 or under	80	12,9
26-35	105	16,9
36-45	183	29,5
46-55	178	28,7
56 +	74	11,9

Gender

Female	532	85,8
Male	88	14,2

First language

3 Native English speakers
8 Bilingual speakers

| Countries	FREQUENCY	PERCENTAGE
GREECE	151	24,4%
ITALY	107	17.3%
NORWAY	110	17.7%
PORTUGAL	133	21,5%
TURKEY	119	19,2%

TEACHERS' Q.aire

Investigating teachers':

- **professional profile**
- **current classroom practice**
- **awareness of multilingualism in the school population**
- **awareness of current status of English and its different instantiations**
- **personal beliefs and attitudes as for native/non-native, language models etc.**
- **classroom assessment practice**

Teachers - 19. I develop my own additional teaching materials to address the needs and wants of my multilingual learners

0,045
0,063
0,266
0,244
0,382

1 - Never
2 - Rarely
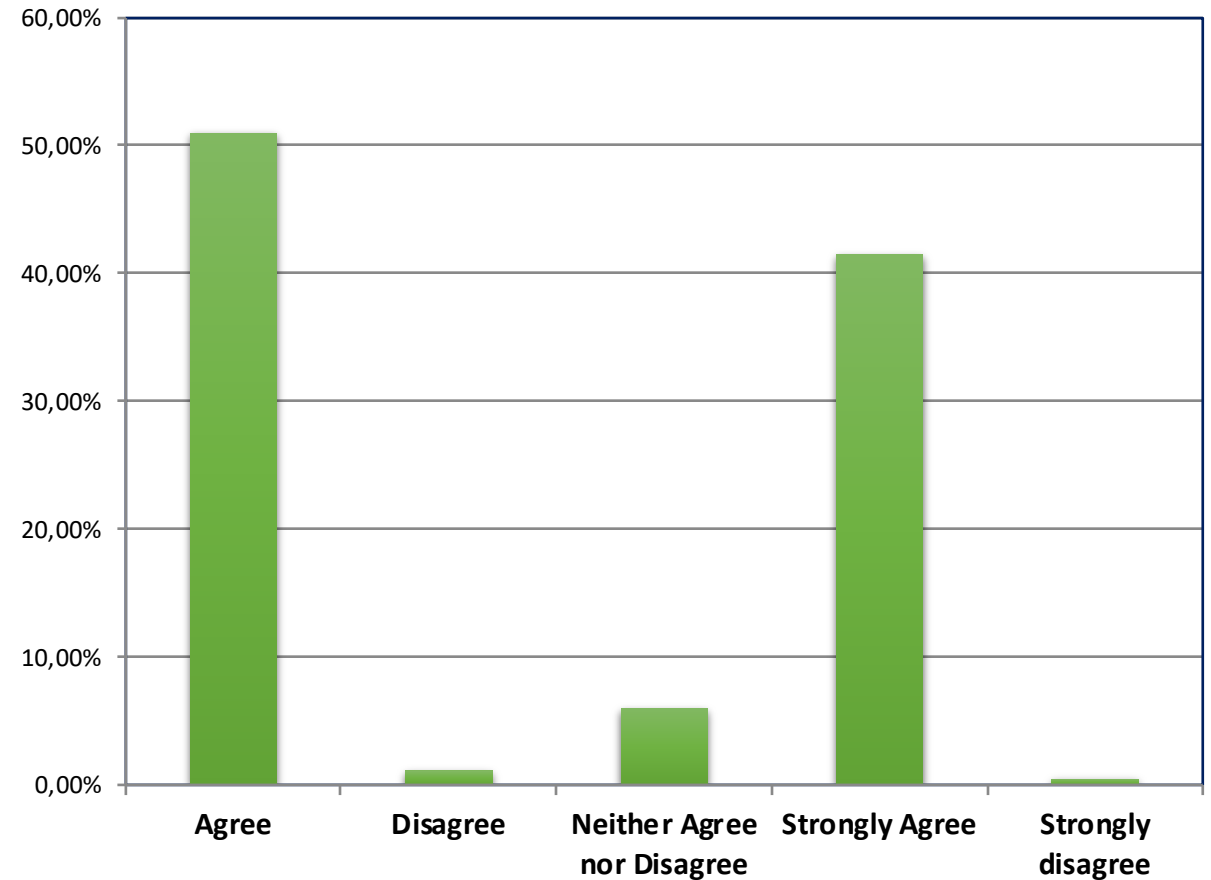3 - Sometimes
4 - Often
5 - Always
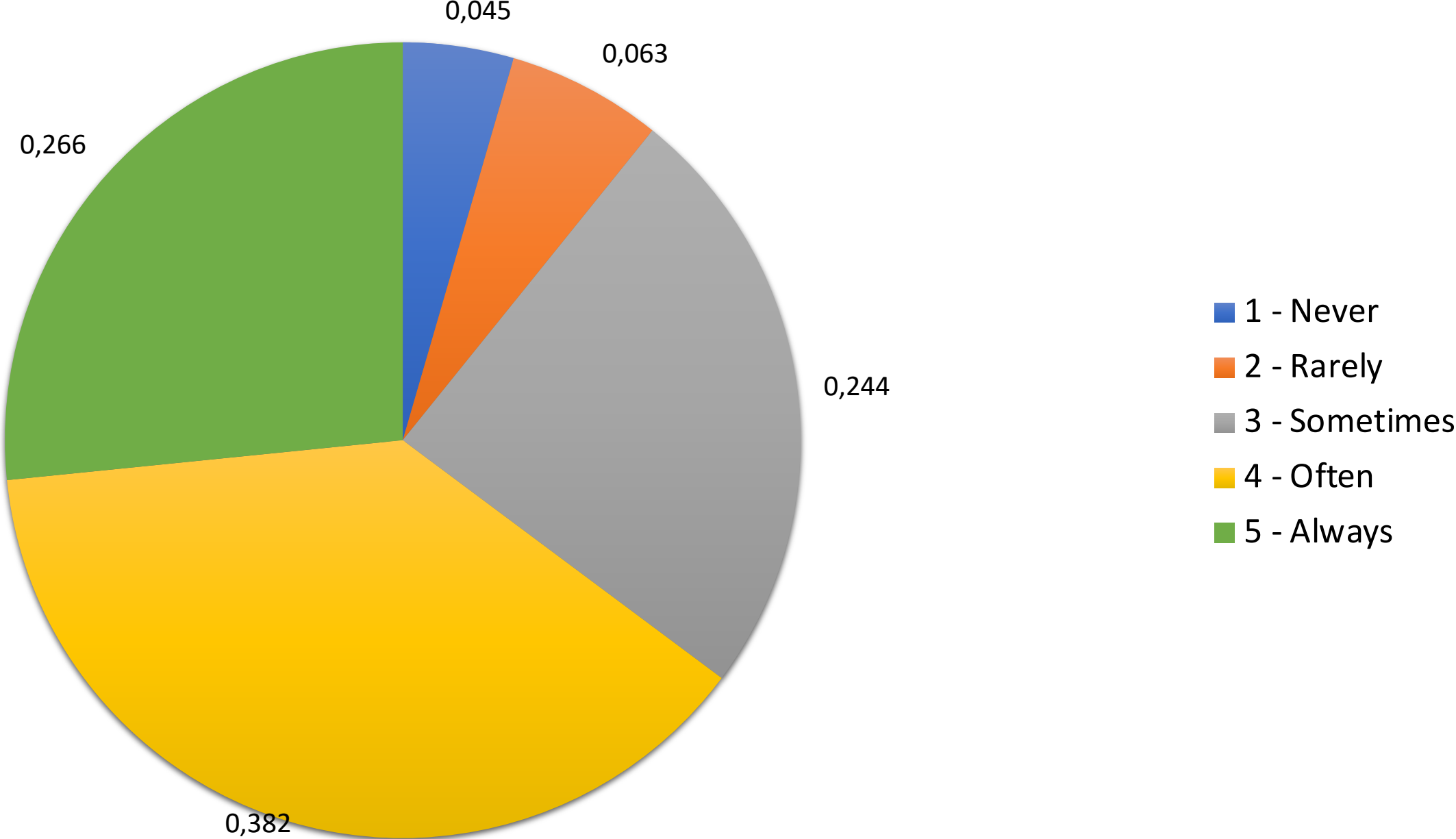
Teachers' Q.aire: Teachers' attitudes & beliefs

Question 30. Teachers of English should have native-like pronunciation.
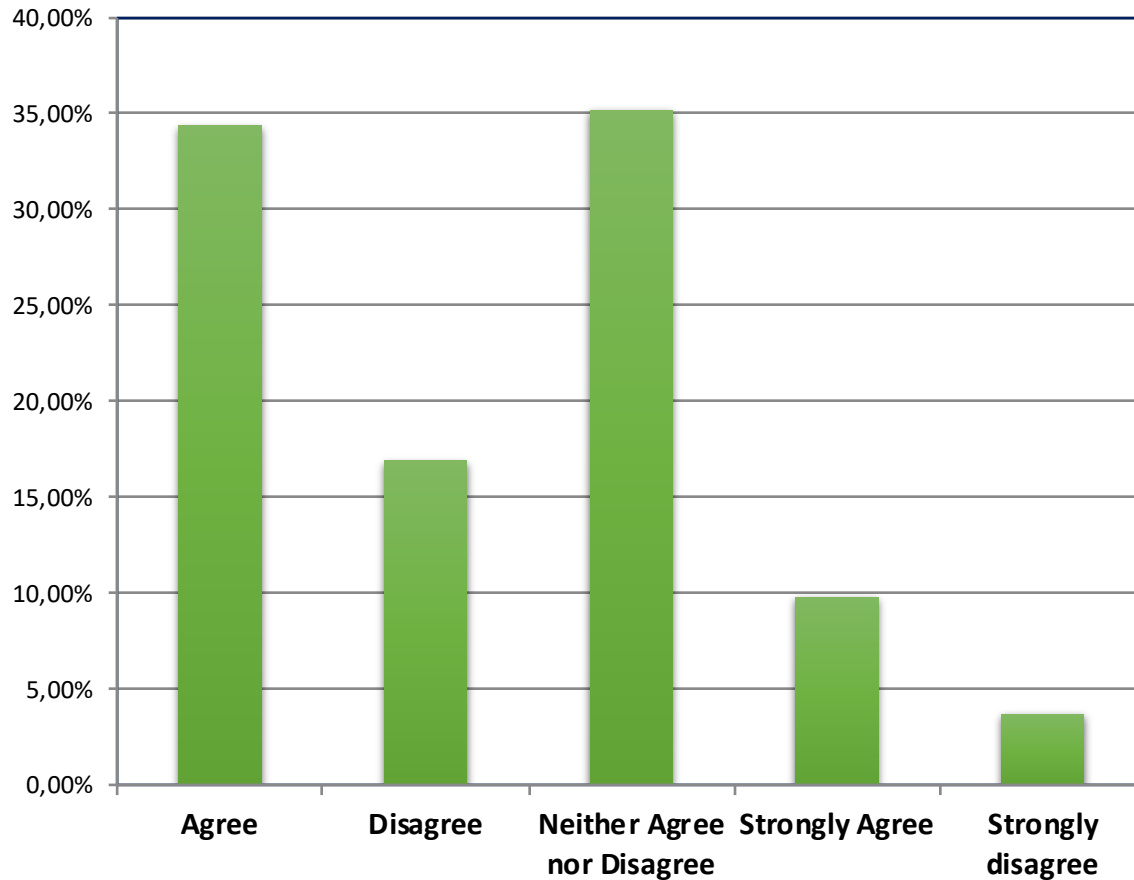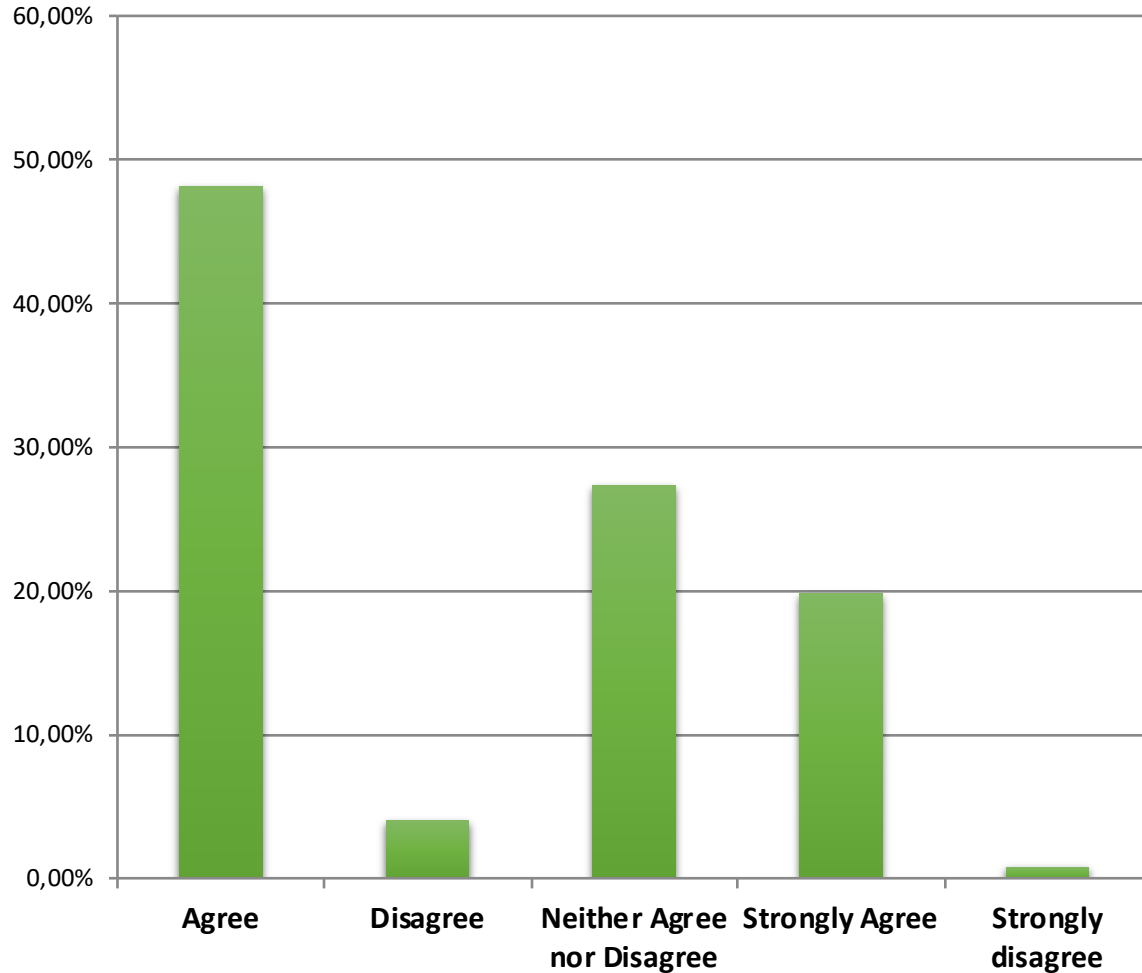
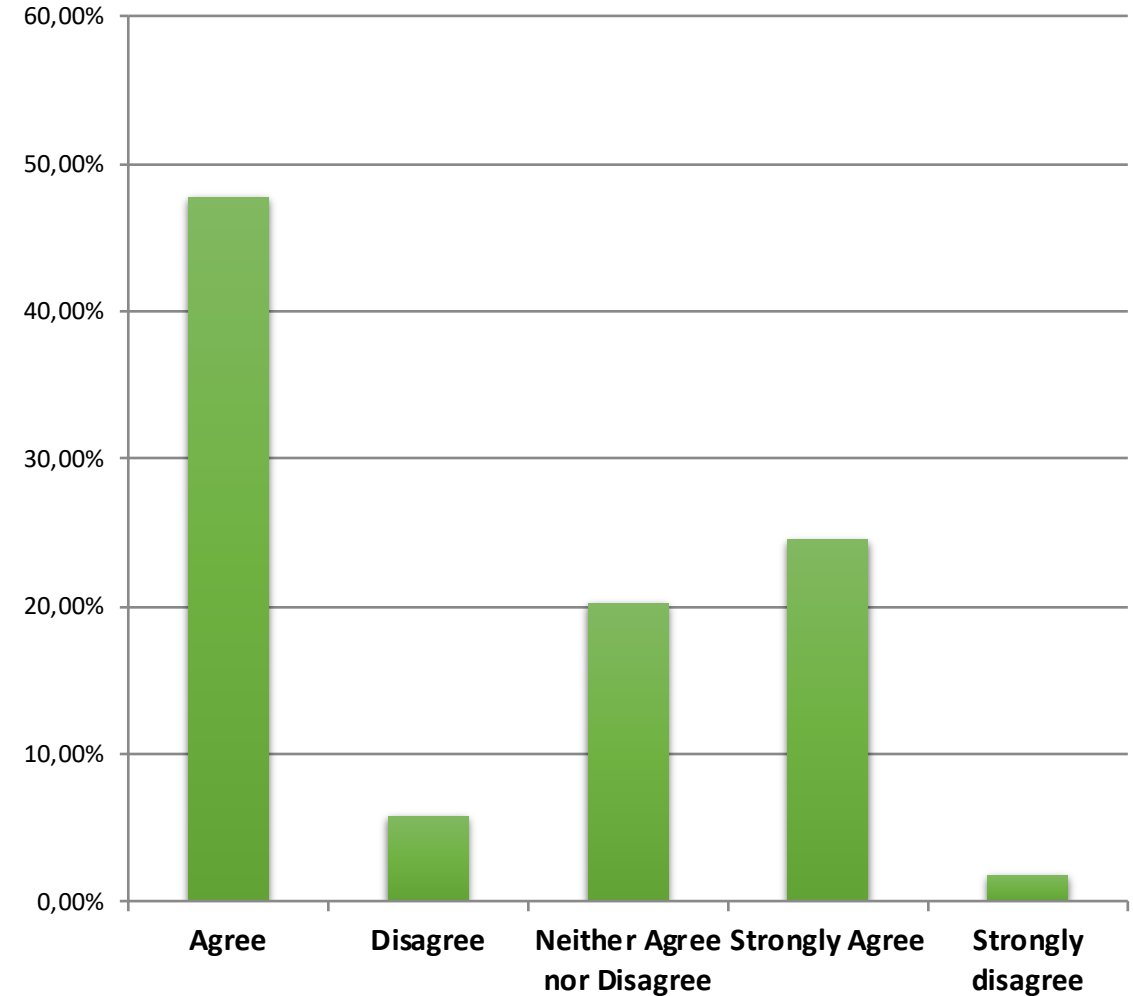Question 31. Non-native teachers can be good language models

Teachers' Q.aire: Teachers' attitudes & beliefs

Question 36 - It is important that I integrate examples of English used by non-native speakers in my teaching

Question 39 - The current status of English as a global language implies that non-native uses of English are as valid as native uses of English

TEACHERS' Q.aire:

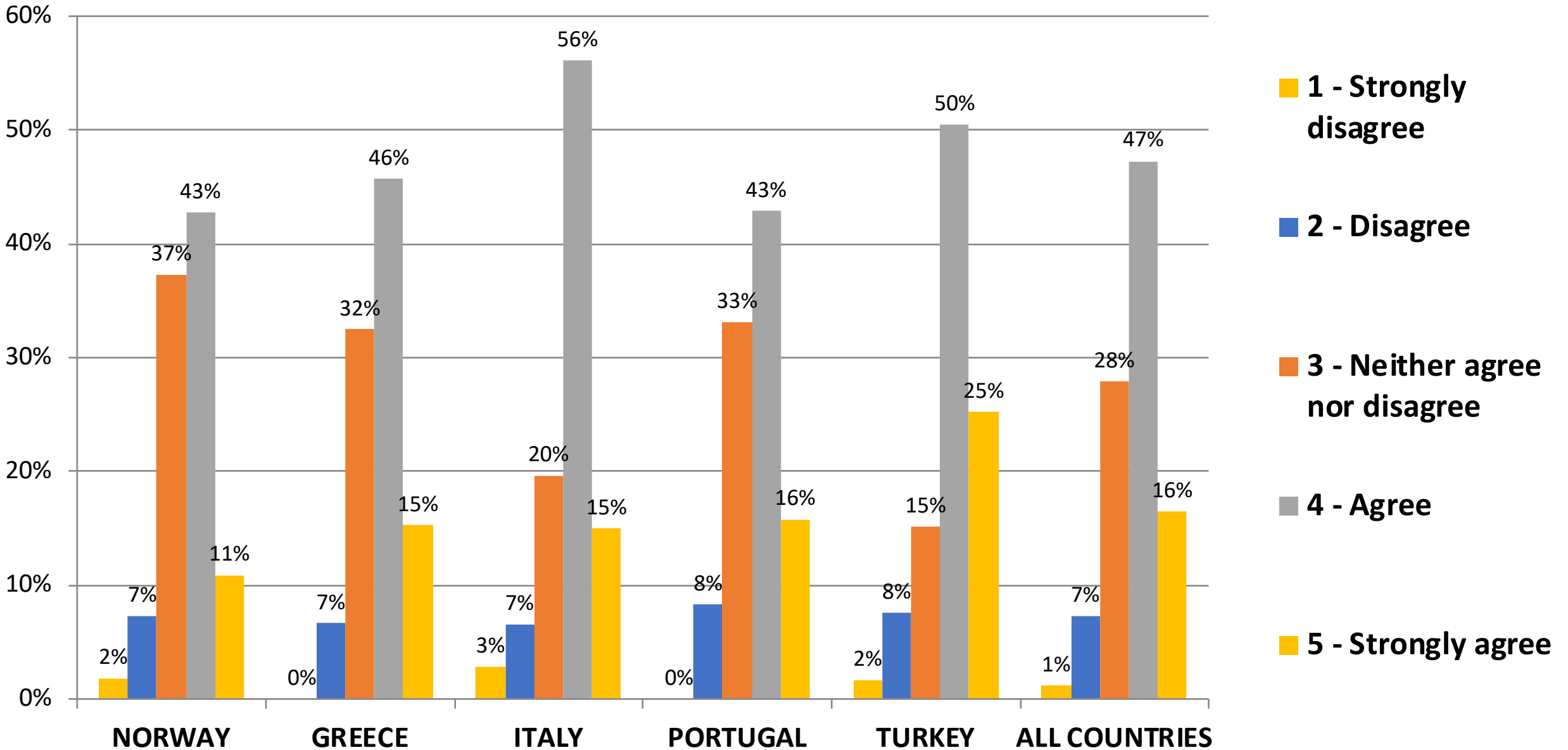Teachers' <u>conceptions</u> and <u>practices of assessment</u> within their multilingual contexts:

- In my teaching, I incorporate methods of alternative assessment (e.g. self assessment and peer assessment)
- English language standard tests should also include interactions involving non-native speakers
- When assessing their own learners' spoken and written production and interactions, teachers should mainly focus on what is intelligibl

23. **In my teaching, I incorporate methods of alternative assessment (e.g. self assessment and peer assessment)**

Legend:
- 1 - Never
- 2 - Rarely
- 3 - Sometimes
- 4 - Often
- 5 - Always

NORWAY: 0%, 7%, 41%, 32%, 20%
GREECE: 2%, 16%, 36%, 34%, 13%
ITALY: 3%, 12%, 28%, 39%, 18%
PORTUGAL: 2%, 5%, 21%, 48%, 25%
TURKEY: 2%, 14%, 17%, 37%, 30%
ALL COUNTRIES: 2%, 11%, 29%, 38%, 21%

37. English language standard tests should also include interactions involving non-native speakers

Legend:
- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

Country	1 - Strongly disagree	2 - Disagree	3 - Neither agree nor disagree	4 - Agree	5 - Strongly agree
NORWAY	2%	7%	37%	43%	11%
GREECE	0%	7%	32%	46%	15%
ITALY	3%	7%	20%	56%	15%
PORTUGAL	0%	8%	33%	43%	16%
TURKEY	2%	8%	15%	50%	25%
ALL COUNTRIES	1%	7%	28%	47%	16%

38. When assessing their own learners' spoken and written production and interactions, teachers should mainly focus on what is intelligible
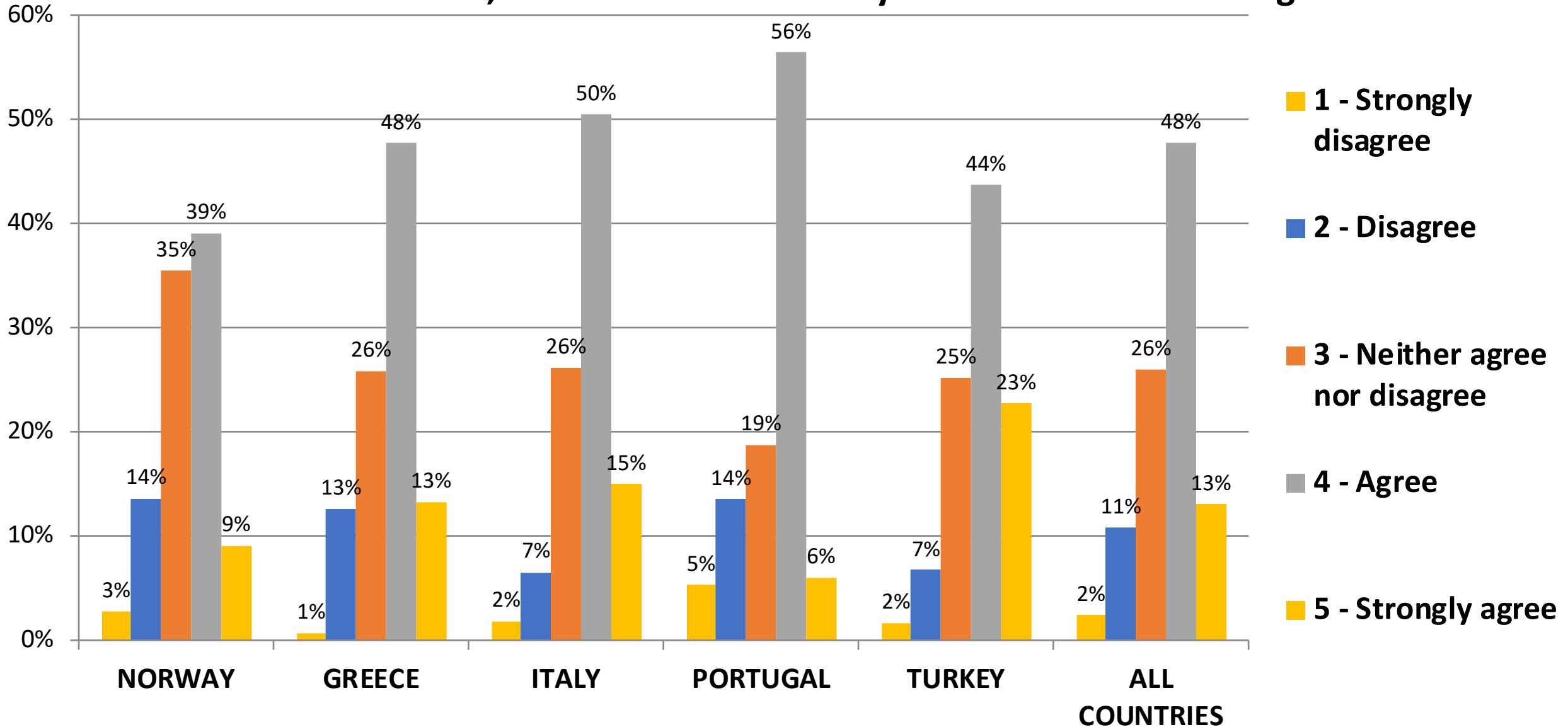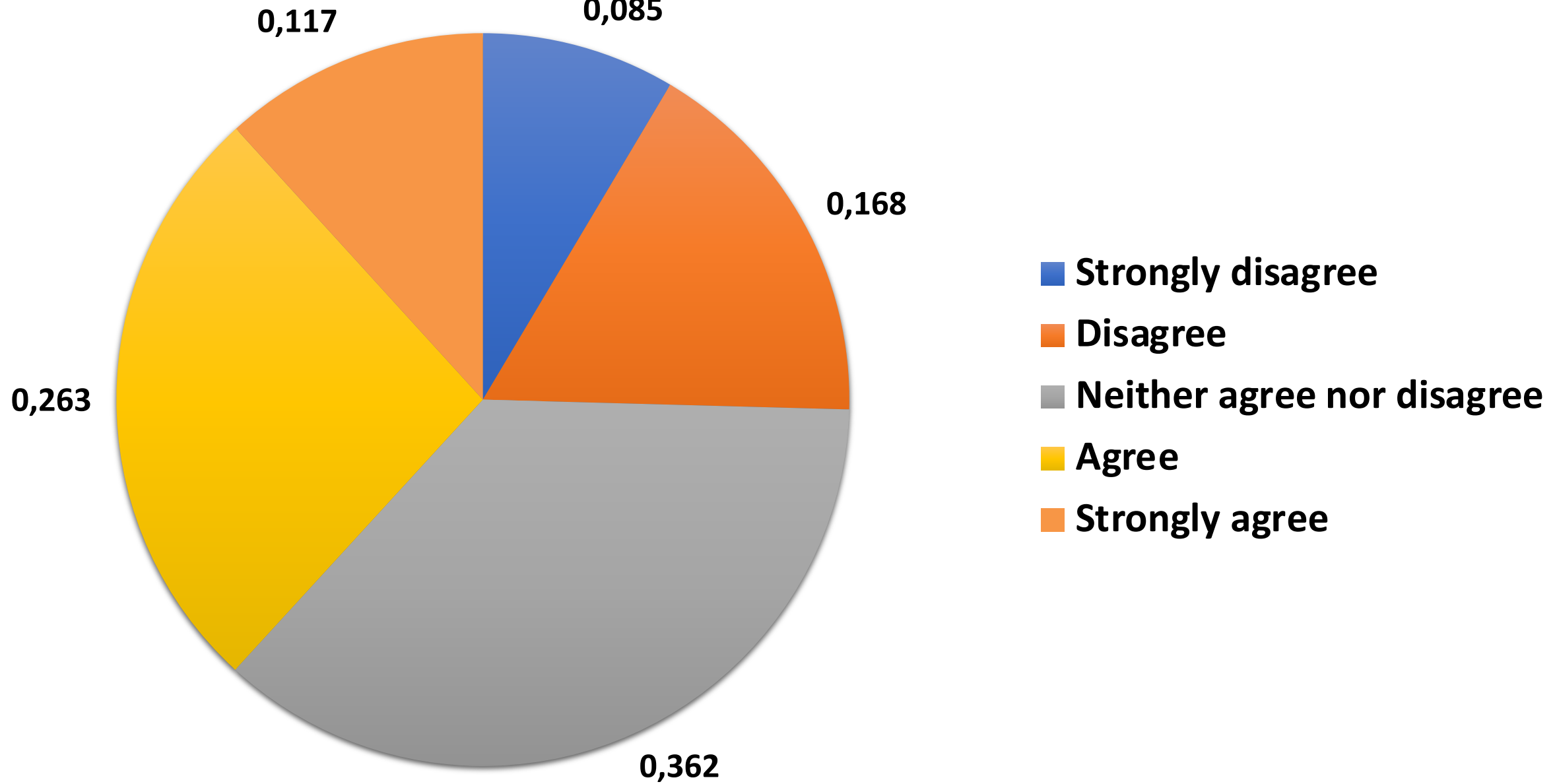
Legend:
- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

	1 - Strongly disagree	2 - Disagree	3 - Neither agree nor disagree	4 - Agree	5 - Strongly agree
NORWAY	3%	14%	35%	39%	9%
GREECE	1%	13%	26%	48%	13%
ITALY	2%	7%	26%	50%	15%
PORTUGAL	5%	14%	19%	56%	6%
TURKEY	2%	7%	25%	44%	23%
ALL COUNTRIES	2%	11%	26%	48%	13%

Students' Questionnaire: learners' self-perception, awareness of standard English models

Greece	140	27,7%
Italy	137	27,1%
Norway	54	10,7%
Portugal	100	19,8%
Turkey	74	14,7%
Total	505	100,0

			4. How old are you?						Over 18	Under 14	Total
			14	15	16	17	18	18+			
1. Which country do you currently live in?	Greece	Count	0	40	42	41	17	0	0	0	0	140
		%	0,0%	28,6%	30,0%	29,3%	12,1%	0,0%	0,0%	0,0%	0,0%	100,0%
	Italy	Count	1	0	1	12	93	26	0	4	0	137
		%	0,7%	0,0%	0,7%	8,8%	67,9%	19,0%	0,0%	2,9%	0,0%	100,0%
	Norway	Count	0	0	44	10	0	0	0	0	0	54
		%	0,0%	0,0%	81,5%	18,5%	0,0%	0,0%	0,0%	0,0%	0,0%	100,0%
	Portugal	Count	0	50	19	22	4	4	1	0	0	100
		%	0,0%	50,0%	19,0%	22,0%	4,0%	4,0%	1,0%	0,0%	0,0%	100,0%
	Turkey	Count	0	47	3	0	0	0	0	0	24	74
		%	0,0%	63,5%	4,1%	0,0%	0,0%	0,0%	0,0%	0,0%	32,4%	100,0%
Total		Count	1	137	109	85	114	30	1	4	24	505
		%	0,2%	27,1%	21,6%	16,8%	22,6%	5,9%	0,2%	0,8%	4,8%	100,0%

Adolescents - 37. In order to be a good speaker of English, I should sound like a native speaker
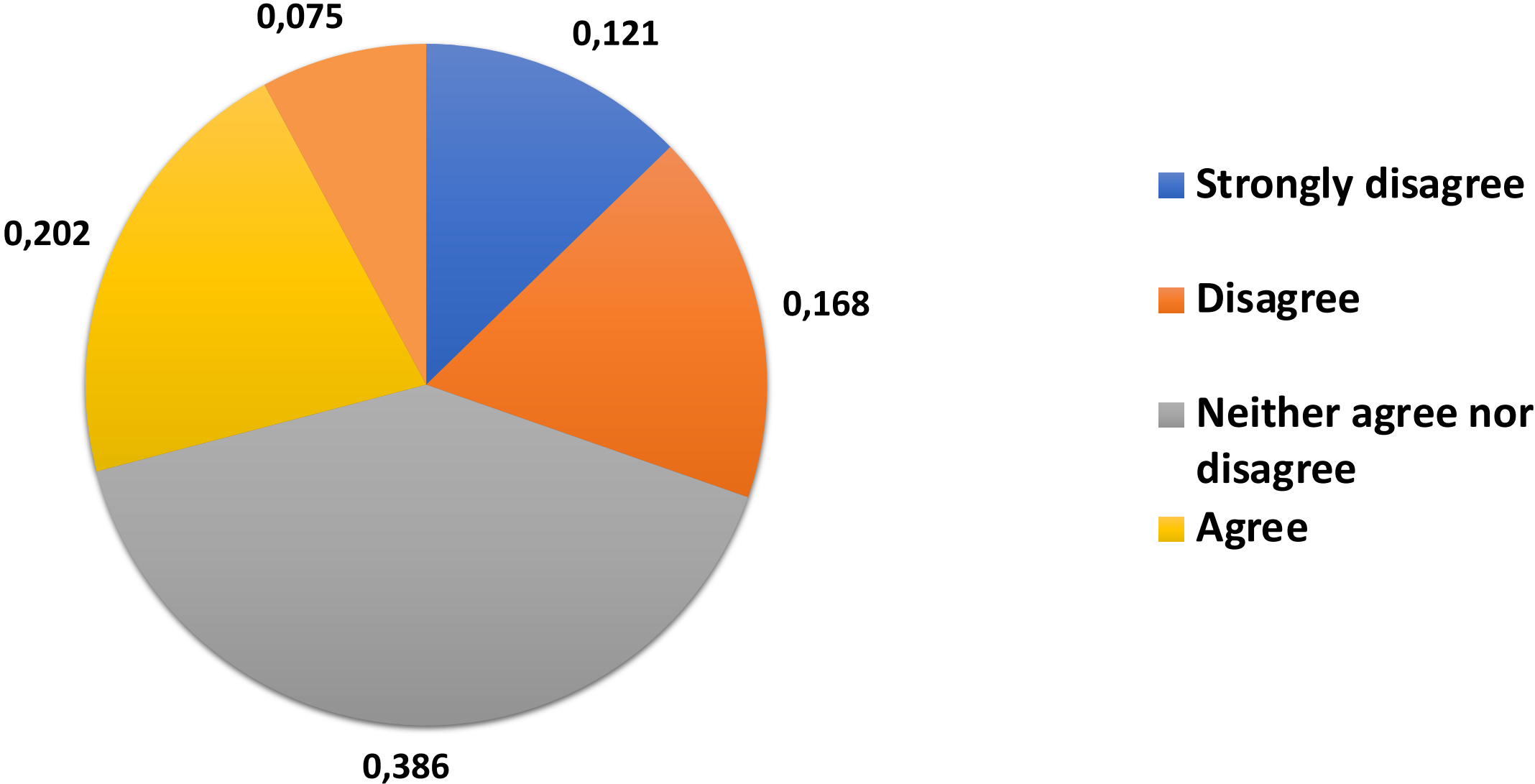
0,085

0,168

0,117

0,263

0,362

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Adolescents - 38. In order to be a good speaker of English, I should not make grammatical mistakes

0,042

0,156

0,127

0,301

0,37

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree
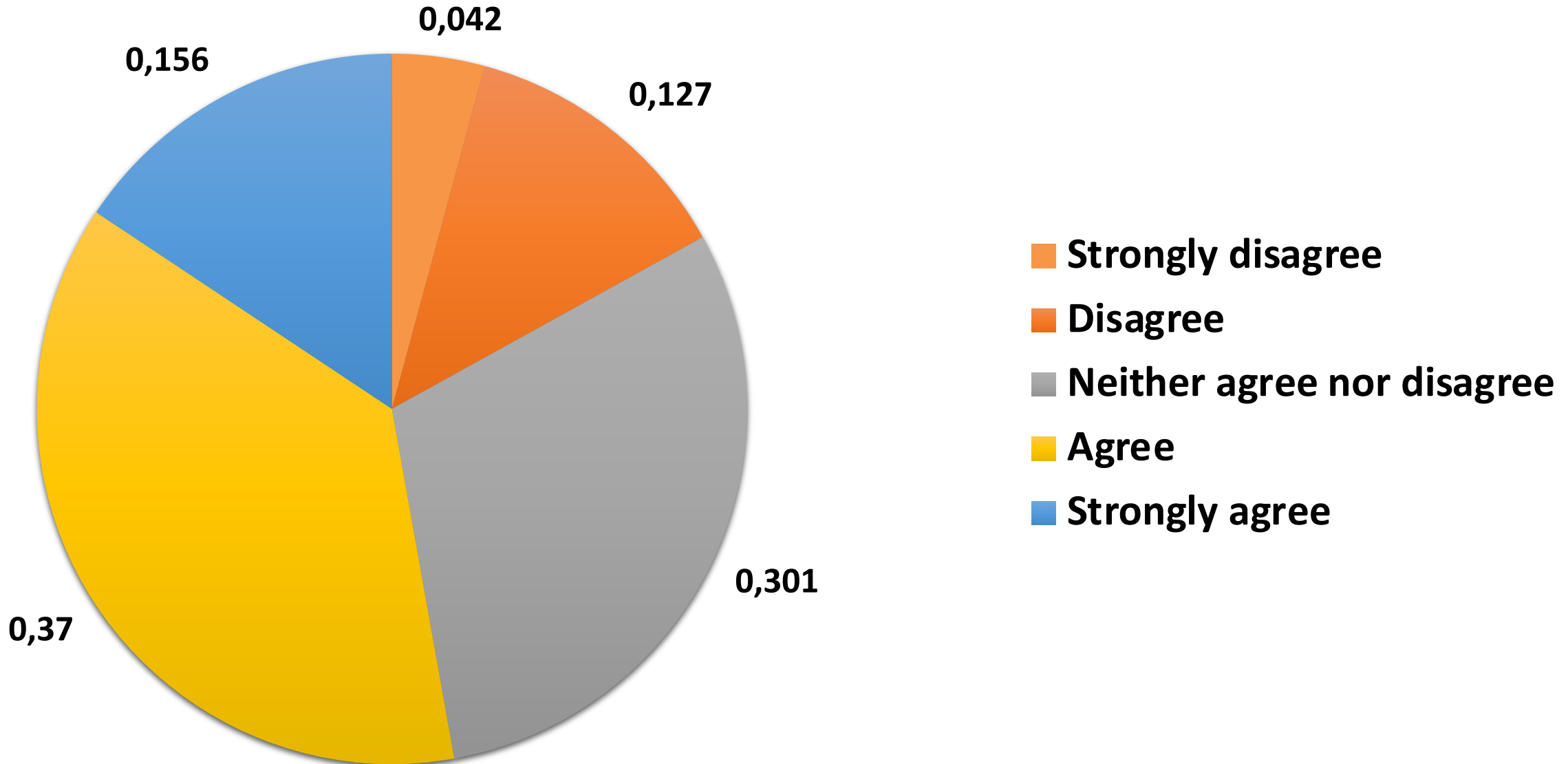
Adolescents - 39. It's not a problem if I make mistakes, provided others understand me

0,057
0,198
0,15
0,287
0,301

Strongly disagree
Disagree
Neither agree nor disagree
Agree
Strongly agree
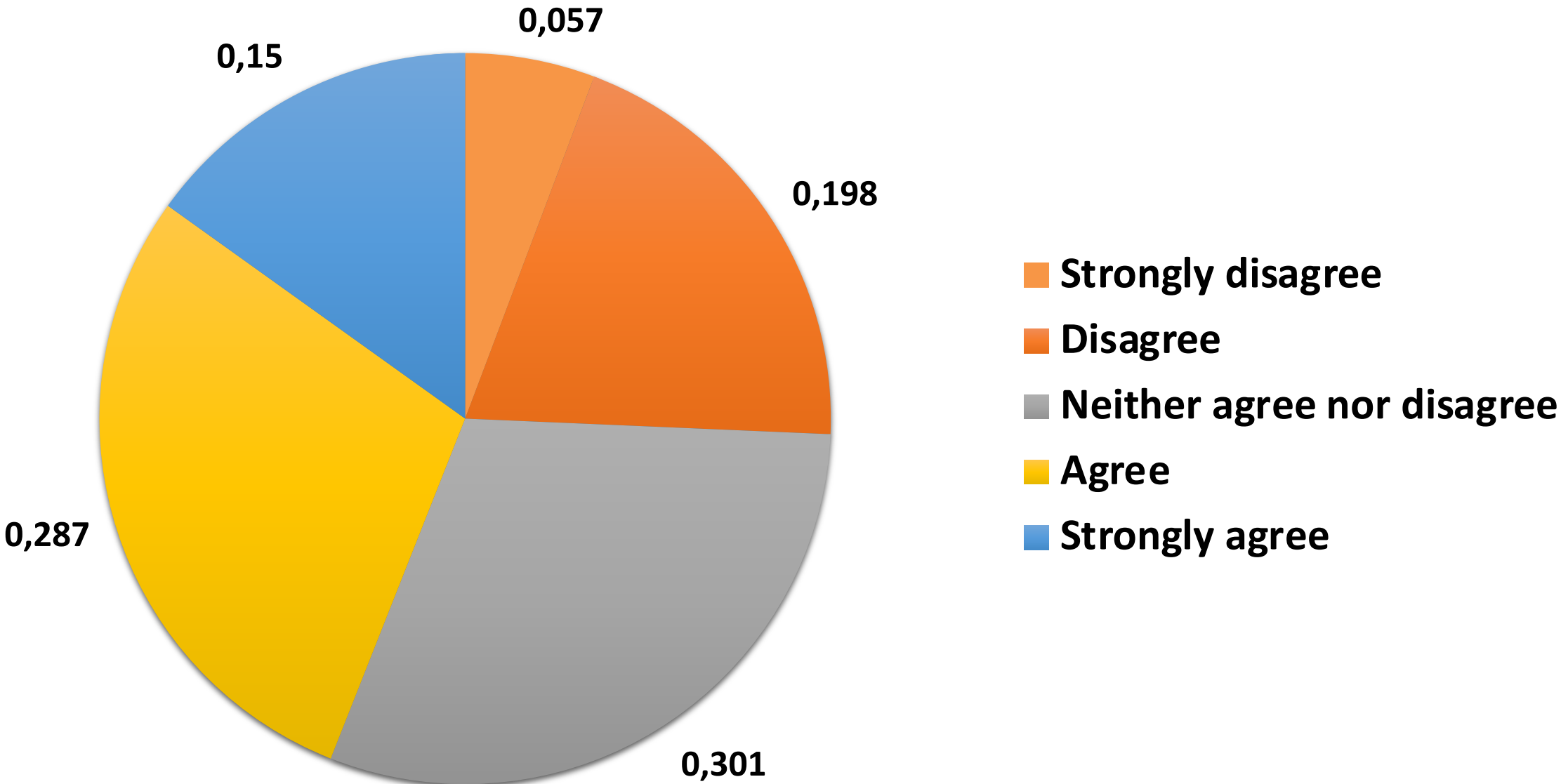
Adolescents - 42. Students of English should be exposed to non-native English speakers

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree

0,075
0,121
0,168
0,202
0,386

Phases of ENRICH

Needs Analysis
(Survey questionnaire for Teachers/Students
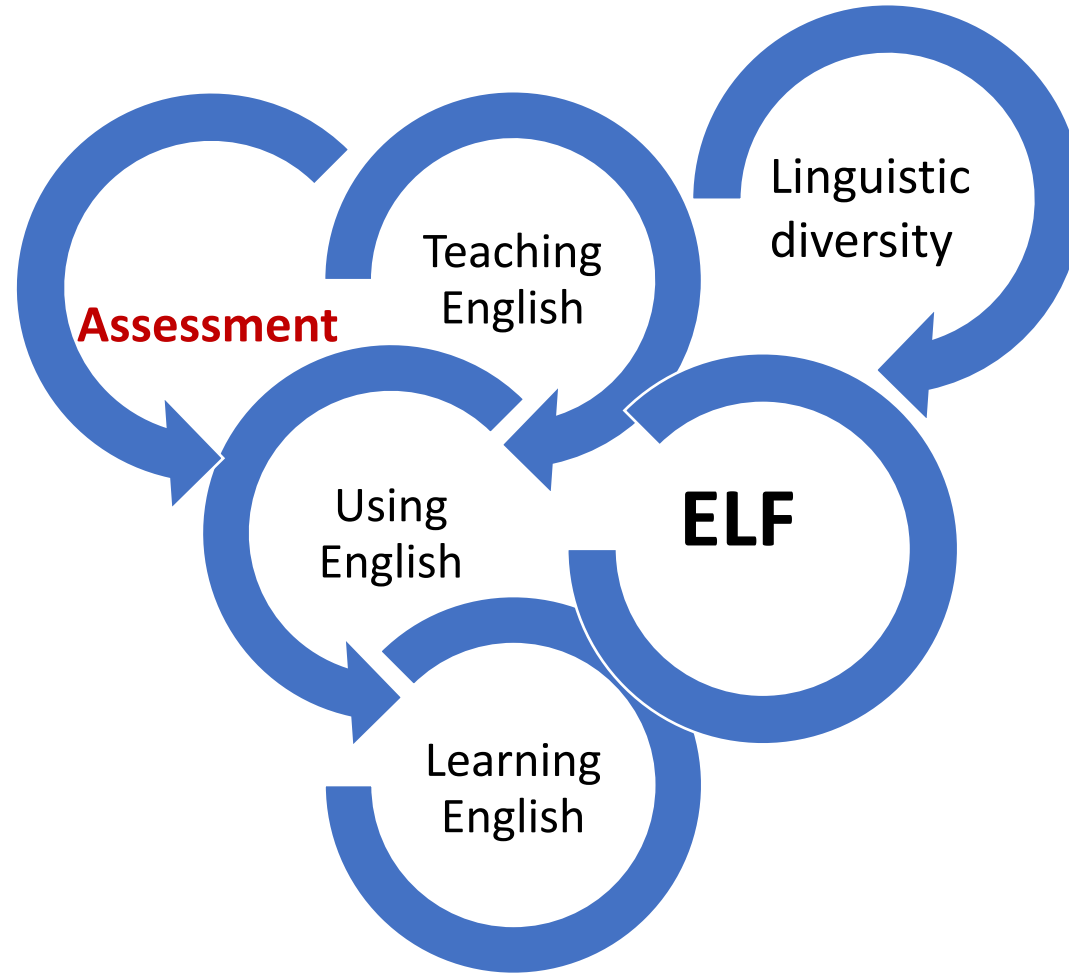& Focus Groups w Students)
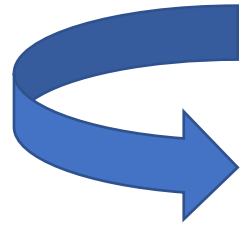
Online CPD training course
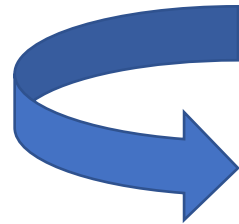
Handbook
(Teachers, Trainers, etc)

Implications for teacher education: on-line CPD

The ENRICH On-line course

ENRICH

http://150.140.28.114/enrich/index.php

PROFESSIONAL DEVELOPMENT

▶ Multilingual classrooms

▶ English as a lingua franca

▶ Teaching and learning

▶ The ENRICH course

RESEARCH

▶ Teachers' perspectives

▶ Students' voices

▶ Research papers

▶ The ENRICH Handbook

Thank you!

Lucilla Lopriore
lucilla.lopriore@uniroma3.it

Dina Tsagari
dina.tsagari@oslomet.no