CEFR ONLINE WORKSHOP SERIES 2022

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The learner as social agent: Implications for curriculum design and classroom practice

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Outline

- Learners as social agents in theory & practice

- Working in breakout groups

- Presenting results

- Wrap-up

Language learners as social agents

Language users and language learners are social agents who – focused on a **specific purpose** – **act and interact** within a particular field of action; they do so always **in accordance with a given social context**, set of circumstances, a **specific environment**.

„Language use and language learning are, therefore, both cognitive and social activities." (Council of Europe 2020: 26)

Agency

One's agency is one's independent capability or ability to act on one's will.

Agency refers to the thoughts and actions taken by people that reflect their individual power and competency.

Agency is "the capacity of an individual to actively and independently choose and to affect change." (Wikipedia) – In doing so, individuals are impacted by social context, but individuals (and groups of individuals) also have an impact on social context and social "realities"

Agency is an expression of autonomy

Agency is an expression of social competency & social reponsibility

Table 1: Schematic Organization of Competences According to the CEFR

General Competences				Communicative Language Competences		
Declarative Knowledge	Skills and Know-how	Existential Knowledge	Ability to Learn	Linguistic Competences	Sociolinguistic Competences	Pragmatic Competences
- knowledge of the world - sociocultural knowledge - intercultural awareness	- practical skills - inter-cultural skills		- language and communication awareness - general phonetic awareness and skills - study skills - heuristic skills	Competences: - lexical - grammatical - semantic - phonological - orthographic - orthoepic	- social relations - politeness - conventions - expressions of folk wisdom - register differences - dialect and accent	compétences: - discourse competence - functional competence

From Piccardo, Berchoud, Cignatta, Mentz, Pamula, 2011, p. 35

Table 1: Schematic Organiz...

General C...				Language Competences	
Declarative Knowledge	Skills and Know-how			...linguistic ...ences	Pragmatic Competences
- knowledge of the world - sociocultural knowledge - intercultural awareness	- practica... skills - inter-cultural skills			...ations ...ness ...ventions ...ressions of ...wisdom ...ister ...ences ...ect and accent	compétences: - discourse competence - functional competence

Mediating communication

Mediating concepts

Mediating a "product"

Mediation strategies

From Piccardo, Berchoud, Cignatta, Mentz, Pamu... . 35

Table 1: Schematic Organiz...

General C...   ...Language Competences

across
languages
and
cultures

Mediating communication   Mediating concepts

Mediation = social practice
Involves meaning perception, meaning expression, and meaning negotiation through and with language
Mediation = requires social agency

knowledge
- intercultural awareness

cultural skills

across media

Mediating a "product"

Mediation strategies

across worlds

...ressions of
...visdom
...ster
...ences
...ect and accent
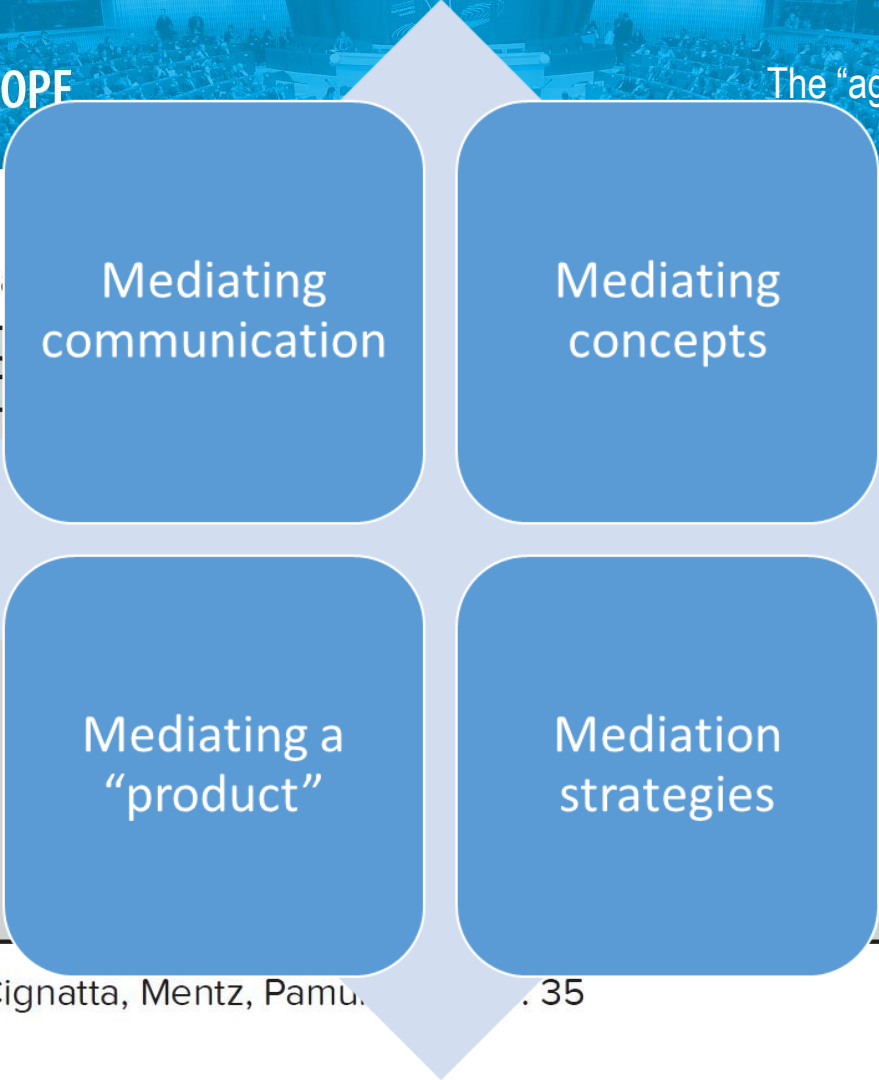
- functional competence

From Piccardo, Berchoud, Cignatta, Mentz, Pamu... . 35

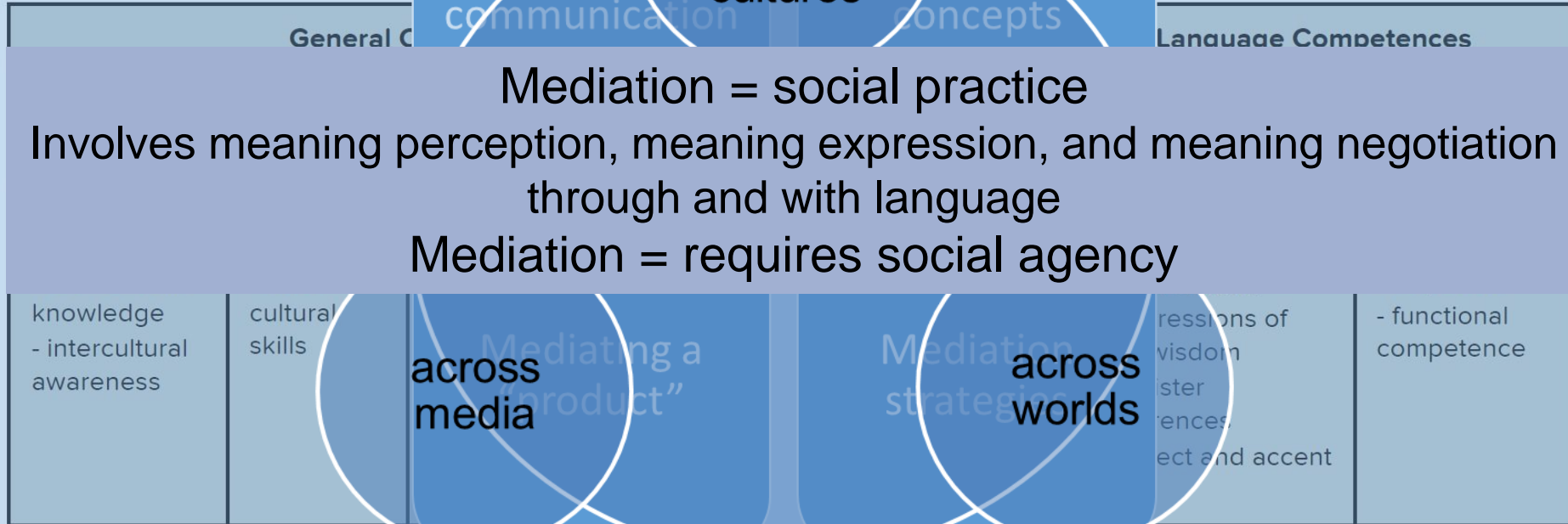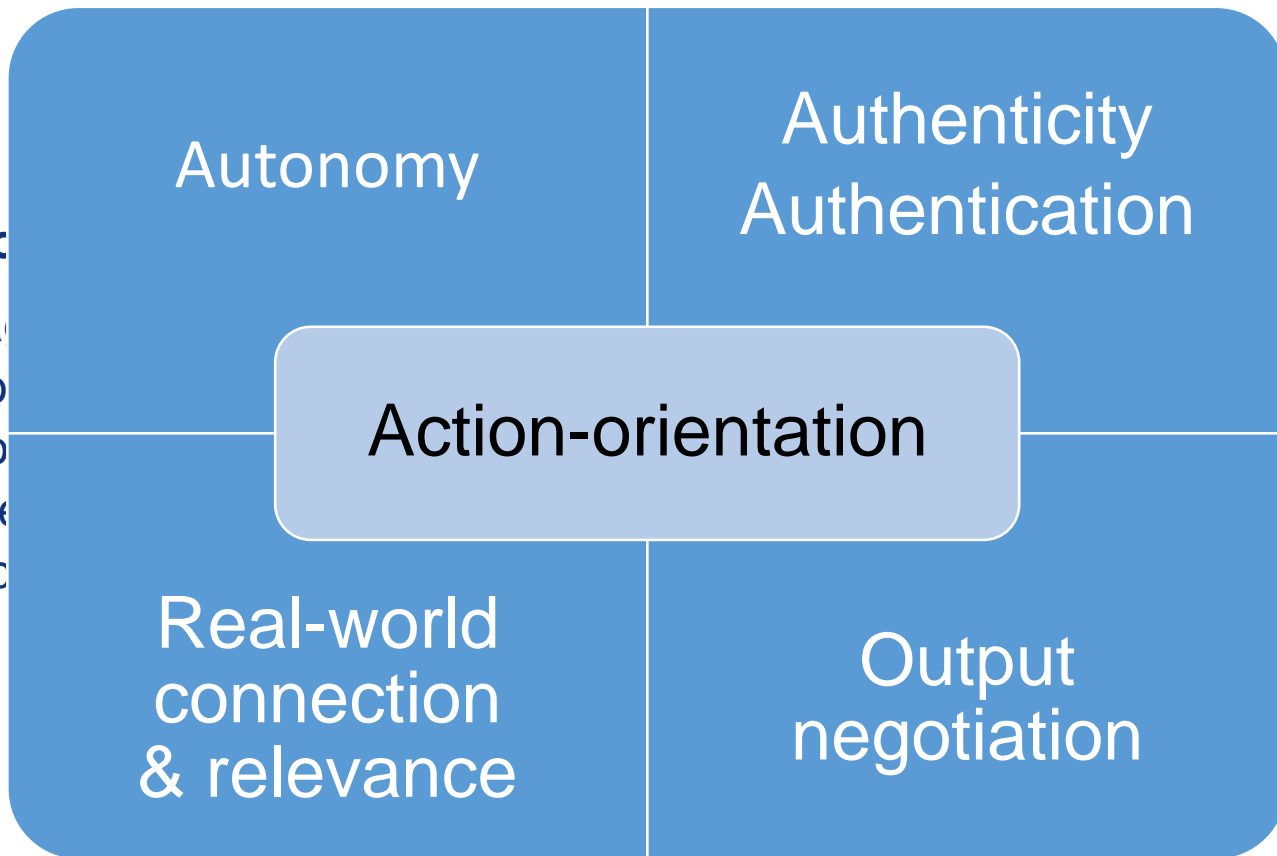## Classroom practice

Language learners as social agents are encouraged to use their full range of knowledges, of cognitive, affective, pragmatic abilities (literacies), and to make their own, self-determined choices, and – in doing so – empowered to contribute to their linguistic, pragmatic, cognitive, and sociocultural growth

Classro

Langua of kno and to empowe and soc

full range (literacies), oing so – cognitive,

Autonomy

Authenticity Authentication

Action-orientation

Real-world connection & relevance

Output negotiation

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Learners as social agents:
What might this mean for classroom practice?

Social agents

- **acting** in the language **together** with others → collaboration in relation to a **purpose/mission**

- **taking the initiative**, making decisions,

- operating within **conditions and constraints**

- **mobilizing all** their resources (cognitive, emotional, linguistic and cultural)

- developing **strategies** in iterative cycles

- **planning**, producing results, and **monitoring** their action.

- **partaking** in assessment and evaluation

Digital literacy for the teaching and learning of languages

ECML PROGRAMME 2016-2019
Languages at the heart of learning

EUROPEAN CENTRE FOR MODERN LANGUAGES
CENTRE EUROPÉEN POUR LES LANGUES VIVANTES
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www.ecml.at/elang

E-lang provides language teachers with resources which promote the use of "real-world tasks" in a pedagogical approach that fully integrates social interactions. E-lang ultimately supports learners to become competent and autonomous language users as well as digital citizens.

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The resources are for

- teachers
- teacher trainers

Team

Christian Ollivier, Catherine Caws,

Resources

Didactic framework *Towa[...] socio-interactional appro[...] to foster autonomy in lang[...] learners and users*

Webinar with concrete examples that can be implemented on web 2.0 sites, glossary, related resources

E-lang online training platform (Moodle)

Guide for facilitating training sessions using the e-lang modules

https://www.ecml.at/ECML-Programme/Programme2016-2019/Digitalliteracy/tabid/1797/language/en-GB/Default.aspx

E-LANG

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USE   Über USE   Projekte und Lehrveranstaltungen   Studentische Beiträge   Studien   Studienkongress UNIversal   Search...

UNIVERSITÄT STUDIEREN STUDIEREN ERFORSCHEN

GOETHE UNIVERSITÄT

USE / Projekte und Lehrveranstaltungen / Projektbasiertes Lernen im Fremdsprachenunterricht / A practical approach to conflict solving

Projektbasiertes Lernen im Fremdsprachenunterricht

- Aborigines
- Advice For Teens
  - Everything At A Glance!
  - Our Project - Step By Step
  - What To Keep In Mind While Planning!
  - The Bloggers
  - Curriculum & Competencies
  - Student Evaluation
  - Personal Reflection
- Americans in Germany

Conflict Solving

A Practical Approach to Conflict Solving

Das Projekt   Wer ist Wer?   Planung   Durchführung   Ergebnisse   Evaluation und Reflexion

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Storytelling via photo soap: Activity based on textbook text on "bullying"

In class: Topic introduced and discussed
                 Principles of drama and storytelling, such as characters, plot structure,
                 building suspense, introduction – conflict – climax – solution

Group work I: further research on storytelling, choice of conflict, storyline, creating a storyboard
                 that fits into 8 frames, writing text for speech bubbles & captions, etc.

In class: Presenting and discussing draft storyboards

Group work II: editing storyboard & text, finding locations, taking pictures,
                 creating photo soap and edit into poster

Gallery walk: presentation and reflection of photo stories/posters

In class: Final discussion & evaluation of project

Storytelling via photo soap: Activity based on textboo

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                   Principles of drama and storytelling, such
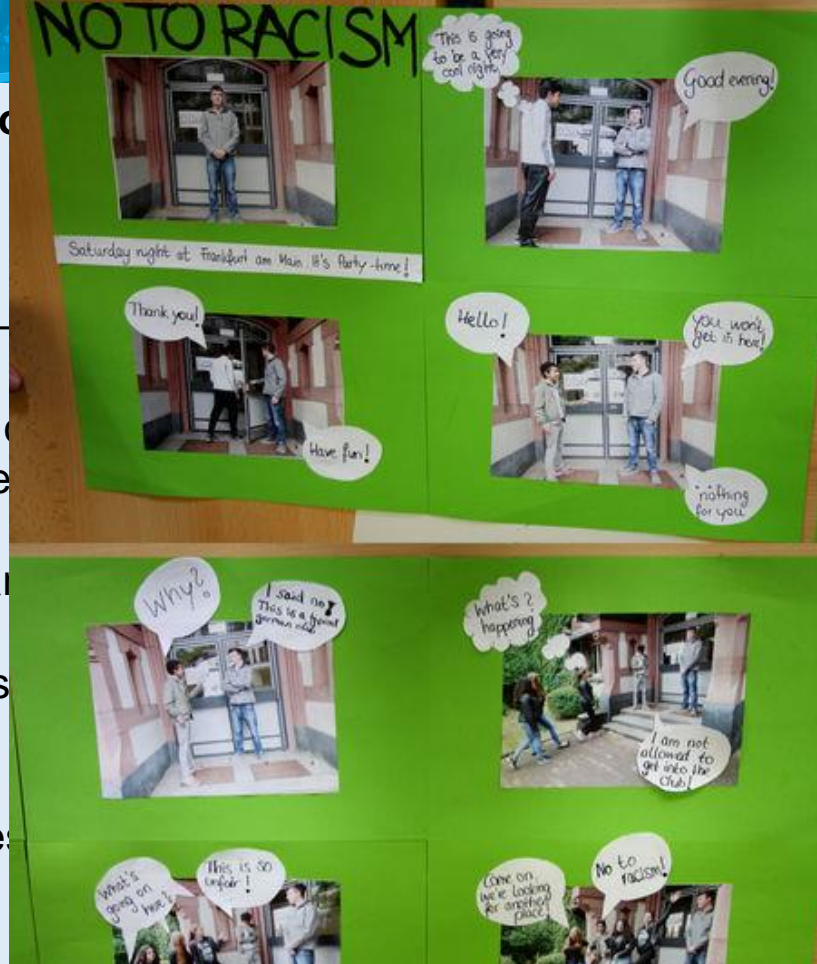   building suspense, introduction – conflict –

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Gallery walk: presentation and reflection of photo stories

In class: Final discussion & evaluation of project

Katharina Everling, Nadine Galuska, Sonja Hollinger und Sarah Leufke, A practical approach to conflict solving, in: USE: Universität Studieren / Studieren Erforschen, 04.11.2015, URL: http://use.uni-frankfurt.de/pbl/conflictsolving/.

Billy Joel's "We Didn't Start the Fire" Year by Year (1949-1989)

1949: Harry Truman, Doris Day, Red China, Johnnie Ray South Pacific, Walter Winchell, Joe DiMaggio

1950: Joe McCarthy, Richard Nixon, Studebaker, television North Korea, South Korea, Marilyn Monroe

1951: Rosenbergs, H-Bomb, Sugar Ray, Panmunjom Brando, "The King and I," and "The Catcher in the Rye"

1952: Eisenhower, vaccine, England's got a new queen Marciano, Liberace, Santayana goodbye

CHORUS

We didn't start the fire It was always burning Since the world's been turning, we didn't start the fire No we didn't light it but we tried to fight it

1953: Josef Stalin, Malenkov, Nasser and Prokofiev Rockefeller, Campanella, Communist Bloc

1954: Roy Cohn, Juan Peron, Toscanini, Dacron

Focus on Cultural and Intercultural Awareness: Using song in the language classroom

Soon after its original release in 1990, teachers began to use Billy Joel's song „We didn't start the fire" as a starting point for project-based learning, initially focusing on groups of learners researching the actual content behind names, events, etc. listed in the song and creating and sharing explainatory hypertexts, websites or presentations to be discussed in class or even published for a wider audience.

Billy Joel's "We Didn't Start the Fire"
Year by Year (1949-1989)

1949: Ha
Ray Sou

1950: J
television

1951: Ro:
Brando,

1952: I
queen

We didn't
the world
we

1953: Jo
Roc

1954: I

- groups of learners research the actual content behind names, events, etc.
  create and share explainatory hypertexts, websites, presentations
  discussed in class, (publish)

- learners reflect the song's more American perspective, add a few stanzas
  with content from a more European/local context.

- learners create a kind of „Present Day `We Didn't Start the Fire´ Song",
  rewrite the song using more learner relevant present day events.

- https://www.youtube.com/watch?v=-onk-Qm7ATw (Marvel Avengers cast do a mock
  version of the song representing "events" & characters in their "universe")

- Update option based on video above: learners create a stanza/song based on their own
  favourite "franchise",   e.g. Lord of the Rings, Harry Potter, its „Wizarding Franchise"
  (Fantastic Beasts: The Secrets of Dumbledore, Grindelwald), Game of Thrones,
  Superheroes in general, The Hobbit, …

Billy Joel's "We Didn't Start the Fire"
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Roc

1954:

Recent topical Update Option based on Article in *Rolling Stone Magazine* „*Twitter Gives 'We Didn't Start the Fire' Revamp in Wake of COVID-19*"

"Schools close, Tom Hanks, trouble in the big banks,
        No vaccine, quarantine, no more toilet paper seen

Travel ban, Weinstein, panic Covid-19,
        NBA, gone away, what else do I have to say?"

Tom Hanks is infected, flights from Europe re-directed
        Quarantine, nowhere clean, panic in the U.S.

Stocks and markets all derailed, Harvey's gonna rot in jail
        Donnie's telling lies & tales/Cover up another fail

>>> groups/learners write their own „Covid-19" stanza or tweet

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Breakout Groups

- You will be assigned to **look at ONE of the sample activities** contained in the handout; please **critically reflect this** as to its potential to put into practice the concept of social agency & action-orientation in language teaching

- Do share **your own ideas** or experiences and **decide on one sample of „own" practice to share** in plenary

- Be prepared to **share** your **critical reflections** on **unit from handout** as well as your group's chosen **sample of „own" practice**.

- Please **choose a moderator** and consider the time constraints (**5 mins max** per group) when preparing presentation.

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Baku - Bakou

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Brussels - Bruxelles

Bosnia and Herzegovina
Bosnie-Herzégovine
Sarajevo

Bulgaria - Bulgarie
Sofia

Croatia - Croatie
Zagreb

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Nicosia - Nicosie

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République Tchèque
Prague

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Tallinn

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Dublin

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Riga

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Vaduz

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Vilnius

Luxembourg
Luxembourg

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République de Moldova
Chişinău

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Monaco

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Monténégro
Podgorica

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San Marino - Saint-Marin

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Belgrade

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Bratislava

Slovenia - Slovénie
Ljubljana

Spain - Espagne
Madrid

Sweden - Suède
Stockholm

Switzerland -
Suisse
Bern - Berne

"The former Yugoslav
Republic of
Macedonia" -
"L'ex-République
yougoslave de
Macédoine"
Skopje

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Ankara

Ukraine
Kyiv - Kiev

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London - Londres

non-member state of the Council of Europe (Belarus)

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