

LINGUISTICALLY SENSITIVE TEACHING IN ALL CLASSROOMS (LISTIAC)

JUNE 2023

The detailed description complements the [project description published](#) on the European School Education Platform in 29 languages.

GENERAL DESCRIPTION AND RELEVANCE OF THE MEASURE

WHEN WAS THE MEASURE FIRST STARTED?

Listiac (the Erasmus+ Key Action 3 Policy Experimentation project) began in 2019. The project created a set of five tools to promote reflections on linguistically sensitive teaching (LST) for mainstream teachers and teacher educators who do not necessarily have prior knowledge of multilingual pedagogies, LST, and linguistics.

The tools consist of: Beginner, Intermediate and Advanced Reflection (primarily intended for student teachers), Observation guide with a four-section document (for teachers, student teachers, supervisors, and researchers), and Staff reflection with the help of a dialogue mat (for whole-school, educational, and professional communities).

IS THE MEASURE STILL RUNNING? IF NOT, WHY?

The Listiac project ended in February 2022 due to its funding. The [project website](#) is still available.

WHICH NEEDS DOES THE MEASURE ADDRESS?

The Listiac project addressed the need for better-equipped teachers, to be able to meet the needs of linguistic and cultural diversity in European schools. The project aimed to produce educational change on multiple levels, targeting teacher educators, student teachers, and teachers by developing and experimenting with a theoretically informed reflection tool aimed at making (future) teachers in mainstream classrooms more linguistically sensitive in their beliefs, attitudes, and actions.

WHO WAS INVOLVED IN IDENTIFYING NEEDS, THE PLANNING AND THE DESIGN OF THE MEASURE?

The Listiac project was a joint initiative by senior European researchers in the field of multilingualism and multilingual pedagogy.

WHO IS/WAS RESPONSIBLE FOR THE IMPLEMENTATION OF THE MEASURE?

The Listiac project consisted of 3 Ministries of Education and 9 universities specialising in teacher education and/or multi- and plurilingualism in seven European countries. The Åbo Akademi University in Finland acted as the main coordinator, commissioned by the Finnish National Agency for Education.

IMPACT OF THE MEASURE

WHAT HAS BEEN THE IMPACT OF THE MEASURE?

The Listiac project has produced and published a toolkit for reflection tasks and action research (on the Listiac website) and a report about linguistically sensitive teacher education (Bergroth, et al. 2022). Other key publications are Bergroth, Llompart, Pepiot, Sierens, Dražnik, & van der Worp (2021) and Bergroth, Llompart, Pepiot, van der Worp, Dražnik, & Sierens (2021).

WHAT HAS CONTRIBUTED MOST TO THE SUCCESS OF THE MEASURE?

The [Listiac toolkit](#) was developed based on a bottom-up approach and piloted in schools and in teacher education in all participating countries. The results revealed what needed to be improved in teacher education to better promote linguistically sensitive teaching. Experiences from the different contexts along with reflections from student teachers, teachers, and teacher educators helped to shape the final toolkit.

HAVE THERE BEEN ANY OBSTACLES WHEN IMPLEMENTING THE MEASURE, AND HOW HAVE THEY BEEN ADDRESSED?

The main obstacle was the Covid-19 pandemic that affected the project's fieldwork and extent. However, the project did produce more digital tools.

EVIDENCE BASE

IS THERE A MONITORING/EVALUATION SYSTEM IN PLACE? WHAT IS MONITORED, AND HOW IS IT DONE?

The Listiac partner universities have implemented the toolkit for linguistically sensitive teaching in their respective programmes and self-monitored its development.

IS THERE ANY SPECIFIC THEORY OR RESEARCH/SCIENTIFIC LITERATURE THAT HAS BEEN AN INSPIRATION IN THE CONSTRUCTION OF THE MEASURE?

The Listiac project implemented an action research approach to promoting linguistically sensitive teaching in collaboration with teachers and teacher educators (see Bergroth, Llompart, Pepiot, Sierens, Dražnik, & Van Der Worp, 2021). Furthermore, the concepts 'linguistic sensitive teaching', 'multilingual pedagogy', and 'inclusive teaching' were

central to the project (see Bergroth, Llompart, Pepiot, van der Worp, Dražnik, & Sierens, 2021).

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European School Education Platform and eTwinning are initiatives of the European Commission, funded by [Erasmus+](#) and operated by European Schoolnet (EUN Partnership), under a contract with the European Education and Culture Executive Agency (EACEA). The opinions expressed are those of the contractor only and do not represent the contracting authority's official position.